MKTG 550-02 Marketing Strategy

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MKTG 550-02
MARKETING STRATEGY
XAVIER UNIVERSITY
WILLIAMS COLLEGE OF BUSINESS
Spring 2017
550-02, 6:00-8:30PM, Thursdays, Smith Hall – G23

Scott Beck, DBA (Cand), Teaching Professor of Marketing, Director of MSCA Program
Office: 316 Smith Hall, enter through 309 Smith Hall
Email: becks@xavier.edu
Phone: (513) 745-3484 (O), (513)907-2024 (M)

TEXT

CLASS COMMUNICATION
I use the announcements function in Canvas for most communications in this class. Please make sure that you are checking Canvas regularly. All PowerPoints will be posted on Canvas.
Please be sure to bring the correct chapter PowerPoints to class according to the syllabus.

OFFICE HOURS
Thursdays: 3:00PM – 5:00PM
These are my “official” Office Hours for all Grad and Undergrad Students. I’m on campus most days of the week. Please just call me at my office or on my cell phone if you’d like to make an appointment. If you run into a problem, please don’t wait – I’m here for you and I want you to succeed! pls do not snd txt messages 2 me. thx.

COURSE PHILOSOPHY
This is an applications course. While we will use the text, it is for basic core information and background reading. A major part of learning in this course comes from applications analysis and case discussions. Therefore, rather than rehashing concepts discussed in the text, only various important aspects of the chapters and readings will be covered. It is expected that each of you will contribute to class and case discussions. Do not be reluctant to voice your opinion. To a major extent, the benefit you and your colleagues derive from assignments is related to your willingness to expose your viewpoints to the critical judgment of your peers. As with any class, the more time you put into reading the material and participating in class discussions, the more you will get out of it.

COURSE OBJECTIVES
1. The primary learning objective of this course is to inculcate in you the ability to develop, implement, and critically evaluate the marketing strategy for a product or service. It will provide the conceptual frameworks and help you develop the analytical, quantitative, and creative skills that are necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, sustain
both the value and the profitability in the face of ever-changing customer needs and competitive offerings.

2. To integrate ethical discussions into class discussion to challenge you to consider the ethical dilemmas and ethical alternatives involved in performing marketing in a competitive marketplace.

3. To integrate into class discussions issues that are relevant to the mission of the Williams College of Business (WCB). The mission of the WCB is: We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

Characteristics of the Ignatian\(^\text{1}\) vision are:

- “See life and the whole universe as a gift calling forth wonder and gratefulness.”
- “Gives ample scope imagination and emotion as well as intellect.”
- “Seeks to find the Divine in all things --- in all peoples and cultures, in all areas of study and learning, in every human response…”
- “Cultivates critical awareness of personal and social evil, but points to God’s love as more powerful than any evil.”

MY “STYLE”

There are a number of ways for us to work together. I’m not a fan of lecturing for hours on end and not including you in the experience. Please know that I’m a strong supporter of a very interactive teaching style. It’s really important for you to come to class prepared and provide your point of view on relevant subject matter. You will learn a lot from each other as well.

LEARNING GOALS – WILLIAMS COLLEGE OF BUSINESS: MBA PROGRAM

**Strategic Thinking and Leadership**

Learning Goal: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

**Corresponding Objectives:**

1. MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, and strategic integration.
2. MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.
3. MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.
4. MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organization goals.

**Global Perspective and Cultural Diversity**

Learning Goal: WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

\(^1\) Taken from “Do You Speak Ignatian,” by George Traub, S.J., Ph.D., Xavier University
Corresponding Objectives:
(1) MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.
(2) MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.

Ethics and Social Responsibility
Learning Goal: WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

Corresponding Objective:
MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

Critical Thinking
Learning Goal: WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

Corresponding Objective:
MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.

Effective Written and Oral Communication
Learning Goal: WCB MBAs are proficient in written and oral communication.

Corresponding Objectives:
(1) MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.
(2) MBA students deliver professional presentations accompanied by the appropriate technology.
(3) MBA students demonstrate effective interpersonal communications skills in a team setting.

GRADING CRITERIA

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Presentation/Exam</td>
<td>25</td>
</tr>
<tr>
<td>Analyses/Case Studies (10 each)</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation and Feedback</td>
<td>10</td>
</tr>
<tr>
<td>This Week in Marketing Presentations</td>
<td>5</td>
</tr>
</tbody>
</table>
Exams
Information from your text, the lectures, and the dialogue with your peers is considered valuable and worth testing. You will be well-prepared for Exams if you actively participate in class.

GRADE LEVELS
Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100.0%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

I reserve the right to calibrate grading based on observed demonstrated effort including attendance. Also a 360 peer review will be provided by your project teammates and can influence your grade. Please do NOT ask me to “round up” for your grades as the grading bands are generous. For example, an 89.7 is a B+. Help me to protect the integrity of our grading guidelines and the value and reputation of your Xavier University education and your own personal brand as a Graduate. Grading is at the SOLE discretion of the Instructor.

ASSIGNMENTS
You are Graduate Students. We expect the work you submit to be your best effort and demonstrate critical thinking, analysis, and solid conclusions. Your work must be uploaded into Canvas by the due date prior to the start of class and is timestamped by the system. You are assigned 3 articles that can be licensed by Harvard Business Review at a very modest charge.

SUPPORTING ACADEMIC AND OVERALL HONESTY
The work you do is assumed to be your own. Please review the university guidelines regarding academic honesty. Note that Turnitin is used to aid in the protection of your work and others and to provide you with feedback when you’re over-referencing materials.

ATTENDANCE POLICY/INCORPORATING THE “REAL WORLD”
Career obligations may require “missing a class”. If you miss a class, you will miss a lot. You are permitted to miss up to 3 classes for the semester, 20% of your classes, without impact on your final grade. However at minimum your grade will be reduced to the next available level on the 4th absence (i.e., A -> B+, B -> B-, etc.). Further absences will result in additional reduction in grade.

EXAM MAKEUP POLICY
“Due Dates” established for deliverables and Exams/Quizzes are hard dates, drop-dead dates, or whatever terminology your organization uses to indicate that there is “no leeway” in the due date. Items submitted after the established due date and time will automatically result in a 1 letter grade reduction.

INDIVIDUAL CASE STUDIES
On the assigned days, cases will be discussed in class. These cases are identified in the syllabus. For each case assigned, questions are provided on Canvas. Your responses should be no more
than 5 pages, typed, and in no less than 10 point font. Calculations, spreadsheets etc. should be presented in an appendix and the way in which these figures and spreadsheets influence your recommendations should be integrated within the main body of your analysis. Please feel free to discuss the cases with your peers, but your final case analysis must be your own, individual work. MAKE SURE YOU CLEARLY ANSWER QUESTIONS THAT ARE ASSIGNED FOR EACH CASE!

The Harvard Business Review articles can be purchased in our reserved coursepack at: http://cb.hbsp.harvard.edu/cbmp/access/57710799. The coursepack contains the 3 HBR articles and is approximately $20.00 total.

**THIS WEEK IN MARKETING PRESENTATIONS**
You and another MBA/MSCA Candidate are charged with sharing with the class 1 Major Event that has happened in the Marketing World in the most recent 2 week period. For example, if Facebook delivers an analysis on the effectiveness of their social media tools and solutions, please consider sharing this with the class. In terms of deliverables, a short (between 5-10 pages) PowerPoint presentation will meet the objective as long as you address:

1) The data point – that is, what fact was uncovered?
2) The insights – why should we as Marketers care?
3) The actions – how does this change the way we view the tools in our toolkit or innovation within a category, and what should we expect to do with the information?

**GROUP FINAL PROJECT**
We are committed to experiential learning. My interpretation of that is working with others and getting your hands dirty doing work that matters. Said another way, I want to ensure that you have a chance to apply what you’ve learned during our time together. We’ll have a real client with a real problem. Each team will have 25 minutes to share what you’ve learned and the strategy you recommend the client activates to resolve his problem. Afterwards you’ll have about 5 minutes for Q&A along with feedback from the client. Have fun with this and push the boundaries – you are in a safe zone so be bold.

This is a key part of your total grade for the course. **360°/Peer feedback is collected and reviewed** to provide some thoughts on the project as well as to recognize outstanding and subpar performers. Your team needs you!

**DISABILITY SERVICES**
Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating
learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic, Chapter, Assignment</th>
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</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Course Introduction - Chapter 1</td>
</tr>
<tr>
<td>Jan 19</td>
<td>External/Customer Analysis - Chapter 2</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Competitor Analysis - Chapter 3 (yes, I know this is the Crosstown Shootout)</td>
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<tr>
<td>Feb 2</td>
<td>Market/Submarket Analysis - Chapter 4, Quiz #1</td>
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<td>Feb 9</td>
<td>Environmental Analysis - Chapter 5</td>
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<tr>
<td>Feb 16</td>
<td>Internal Analysis - Chapter 6, HBR Case Study “The Seven Questions of Marketing Strategy” due</td>
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<tr>
<td>Feb 23</td>
<td>Creating Advantage, Synergy and Strategic Philosophies - Chapter 7</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Alternative Value Propositions - Chapter 8</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Spring Break – Classes do NOT meet</td>
</tr>
<tr>
<td>Mar 16</td>
<td>Mid Term Exam</td>
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<tr>
<td>Mar 23</td>
<td>Building and Managing Brand Equity - Chapter 9 (*focus on loyalty/customer service)</td>
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<tr>
<td>Mar 30</td>
<td>Toward a Strong Brand Relationship - Chapter 10, HBR Case Study “Three Questions You Need to Ask About Your Brand” due</td>
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<tr>
<td>Apr 6</td>
<td>Energizing and Leveraging the Business - Chapter 11, 12, Quiz #2</td>
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<tr>
<td>Apr 13</td>
<td>Easter Holiday – Xavier University is Closed</td>
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<tr>
<td>Apr 20</td>
<td>Creating New Businesses - Chapter 13</td>
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<tr>
<td>Apr 27</td>
<td>HBR Case Study “Emerging Era of Customer Advocacy” due</td>
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<tr>
<td>May 4</td>
<td>Final Exam – Client Presentations</td>
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