2017

MKTG 550-91 Marketing Strategy

Mee-Shaw Cheung
cheungm@xavier.edu

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XAVIER UNIVERSITY  
Department of Marketing  
Williams College of Business

MARKETING STRATEGY  
MKTG 550 – Summer 2017 (ONLINE - 8 WEEKS - June 28 to August 18, 2017)

Professor: Dr. Mee-Shew Cheung  
Office Phone: 745-3058  
Office: 307 Smith Hall  
Email: Cheungm@xavier.edu  
Office Hours: By appointment

Text Material – Strategic Market Management by David A. Aaker  
Wiley Publishing 10th Edition  

Supplemental Material – Harvard Business School Cases:  
Course pack link: http://cb.hbsp.harvard.edu/cbmp/access/64635369

Course Description
This course will serve as an MBA application-oriented primer to the marketing management function and role of marketing as a set of processes used by organizations for creating, communicating, and delivering customer value. Students will learn how market-driven companies guide their strategies based on a shared understanding of markets and competition. Students will also have an opportunity to practice analytical skills by applying marketing concepts and frameworks to selected marketing cases.

Course Goals

- To understand basic marketing concepts and the role of marketing within organizations.
- To understand the factors that determine markets and market segments, and what makes a market segment a good target market.
- To understand how external factors (e.g. competition, culture, the economy, technology, and political and legal constraints) affect an organization's marketing efforts.
- To recognize the importance of defining and implementing ethical standards and policies of social responsibility and how they work to the general benefit of society as a whole.
- To evaluate and integrate economic, political, technological, environmental and societal issues into decision making.
- To use case method to facilitate students’ ability to diagnose an organization’s business and marketing strategies and formulate strategy recommendations.
- To provide students with the skills to identify opportunities for delivering superior value to customers and by effectively positioning the organization and its products in the marketplace.
- To practice students’ communication and cooperation skills when working in groups and to influence others, collaborate, and encourage cooperation through case assignments and other related collaborative learning exercises.

Instructional Procedures and Activities
The online course is structured around readings, a video lecture, case analyses, discussions, and group projects. Students are expected to be able to function independently, and at the same time be active participants in group activities.
Participation
A significant portion of the MBA experience is communication of ideas and experiences among participants. The ability to clearly and concisely express your thoughts to a group of peers is a highly-valued, real-world skill. Active participation on the Canvas discussion assignments and the group projects is strongly encouraged and will positively impact achievement of the course objectives.

Real-World
“Due Dates” established for deliverables are hard dates, drop-dead dates, or whatever terminology your organization uses to indicate that there is “no leeway” in the due date. Late assignments will not be accepted. You can always plan ahead and submit your assignments earlier than the due dates to avoid conflict with work or family obligations.

Grading and Performance Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Articles Discussion Posts</td>
<td>10%</td>
</tr>
<tr>
<td>Articles Response Posts</td>
<td>10%</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project – BBBS Communications Strategy</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project – Industry Analysis</td>
<td>15%</td>
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<tr>
<td>Group Project – Marketing Strategy</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grade Computation & Policy
Your grade in this class is based on a combination of individual and team related work. You must perform at the highest level in both areas to receive an ‘A’.

It is expected that every member of a team will participate fully and equally in the analysis, preparation, and delivery of each group assignment. You will have the opportunity to do a peer evaluation related to these team assignments. I pay full attention to this in grading the group assignments. There will be an overall score for each group. Your individual score will be adjusted, based on your team members’ peer evaluation.

Final grades are reported as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>93 - 100%</td>
<td>Exceptionally high achievement</td>
</tr>
<tr>
<td>90 – 92.9%</td>
<td>Very high achievement</td>
</tr>
<tr>
<td>87 - 89.9%</td>
<td>High achievement</td>
</tr>
<tr>
<td>83 – 86.9%</td>
<td>Very good achievement</td>
</tr>
<tr>
<td>80 – 82.9%</td>
<td>Good achievement, the minimum expected</td>
</tr>
<tr>
<td>70 – 79.9%</td>
<td>Average achievement</td>
</tr>
<tr>
<td>60 - 69.9%</td>
<td>Unsatisfactory work</td>
</tr>
<tr>
<td>Below 60%</td>
<td>Failed</td>
</tr>
</tbody>
</table>

Your instructor reserves the right to calibrate grading based on observed demonstrated effort including attendance. Please do NOT ask to “round up” for your grade as the grading bands are generous. For example, an 89.9 is a B+. Please help us 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.
Midterm Exam
Midterm exam will focus on cases and reading material. It is designed to evaluate your understanding and integration of the course material. Your responses should demonstrate both your understanding of the concepts we have discussed as well as application issues. The work you put into your assignments and cases will pay off here. Answers that integrate course material in an appropriate manner will receive higher grades than those that do not.

Individual Case Analyses
Each case will be unique, and each will touch upon the most recently covered content and require you to develop very well reasoned and composed strategic decisions in response to the case questions.

For each case assigned, questions are provided on Canvas. Your response should be single-spaced, no less than 12-point font, and fully uploaded to Canvas. CLEARLY NUMBER & ANSWER THE QUESTIONS THAT ARE ASSIGNED FOR EACH CASE! Your responses should be no less than one typed page per question, although you are free to provide more text as required to fully answer each question. Figures, spreadsheets etc. should be presented and integrated into your answer or placed in an appendix. The way these figures and spreadsheets influence your recommendation should be integrated within the main body of your analysis. Remember, your case analysis must be your own, individual work.

Students are not allowed to use notes from any other venues where the cases in this course may have been discussed. Also, do not access outside information on the company, the product, or what actually happened in a given case. Not only is it a violation of the honor code to do so, such information is often counter-productive is the learning process.

Case assignments will be graded based on the inclusion of the following qualities:

- Answer accuracy – you must clearly answer the question that is asked and do so based on the qualities inherent in the question.
- Content integration – your answer to each question should refer to content learned from the readings and integrate that into your answer.
- Strategic support – your case question answers should demonstrate a clear understanding of the strategic issues in the case.
- Terminology usage – Marketing is a very term heavy discipline. In your answers you must use the proper terms at the right times/places in your response.
- Writing skill – your answer must be well-written. This includes grammar, structure, use of visuals, and proper flow within your response.

Discussion Posts and Responses
Each week students are to read and reflect on articles assigned for each module. These reflection and integration posts should be an integration of the content from the article into the readings from the textbook. It must also include an experiential component where you fit the content from that module into your experience (preferably work, but life counts too). They are due no later than midnight each Thursday. In addition, you are asked to respond to at least two of your peer posts for each article. The focus is on student efforts to initiate and engage in dialogue with others. This is to be achieved by posting comments, asking questions, responding to others’ questions, agreeing or disagree by providing reasons. Here is the grading rubric for these assignments:
# Online Discussion Grading Rubric

## Rubric for individual initial posts

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Exemplary 9 - 10** | 1) Initial post was posted by due date  
2) Clear and understandable; critical thinking skills are exhibited in post and stimulate further discussion.  
3) Post includes references from the assigned readings (articles and textbook chapters), or other sources to support idea proposed (include citation and incorporate the outside link).  
4) Post includes personal experiences, opinions, reactions, or observations.  
5) No word usage errors or typos. |
| **Good 7 - 8** | 1) Initial post was posted by due date  
2) A reading (from assigned readings or some other sources) is referenced.  
3) Weak or lack of personal experience, opinions, reactions or observations  
4) No word usage errors or typos |
| **Acceptable 5 - 6** | 1) Initial post was posted by due date  
2) The post is clear and understandable with reasoning, but not much integration of content from assigned readings.  
3) Lack of personal experience, opinions, reactions or observations  
4) Might have one or more word usage errors or typos |
| **Nearly Acceptable 4** | 1) Either something is not answered or  
2) Thread is not clear or no integration of content from assigned readings  
3) Numerous grammar and/or spelling errors |
| **Unacceptable 0** | No submission by due date |

## Rubric for responses to other students’ posts

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Exemplary 9-10** | 1) Feedback/response to at least two other students’ discussion postings by due date  
2) Consistent and developed, insightful comments and questions that prompt further discussion.  
3) Avoid posting “throw-away” responses such as: “I agree”. “You made a great comment.” “Good idea” without supporting why.  
4) Helps clarify or synthesize other students’ ideas or his/her own.  
5) When disagreeing with idea, it is done politely.  
6) Responses spread out over the week indicating that the Discussion board was visited every two-three days. |
| **Good 7-8** | Same as above, except that:  
1) There is a lack of one or two items listed from 10 point-level participation.  
2) Visited the discussion board only twice during the week (initial post and then rest all in one day)  
3) Expresses himself or herself clearly. |
| **Acceptable 5-6** | 1) Lack more than two of the items listed for 10 point-level participation. |
| **Nearly Acceptable 4** | 1) The participant may have needed to be prompted or coaxed to participate.  
2) Comments are unclear or simply stated. |
| **Unacceptable 0** | No comments to other students’ postings by due date. |
**Group Projects**
These assignments involve groups of graduate students conducting secondary data collection for real world organizations and proposing changes to their marketing strategy for growth and better performance. Please refer to detailed instructions on Canvas.

**Course Material**
All course material and communications will be done through the Xavier University Canvas website. Please check Canvas regularly. There may be additional announcements, readings, lecture notes and other course-related information posted weekly so it is up to you to check frequently.

**Academic Integrity**
Xavier University’s Honor Code applies to all assignments and examinations. It is perfectly acceptable to discuss assignments with your classmates but if an assignment or examination is to be completed on an individual basis, then it is expected that your submission reflects your individual effort.

For case analysis assignments, students are not allowed to use notes from any other venues where the cases in this course may have been discussed. Also, do not access outside information on the company, the product, or what actually happened in a given case. Not only is it a violation of the honor code to do so, such information is often counter-productive is the learning process.

**Assistance**
Any student with a disability who needs accommodation or other assistance in this course should make an appointment to speak with the instructor as soon as possible.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction Getting to Know Each Other</td>
<td>Discussion article: “What is Marketing” Case: Big Brothers Big Sisters of Greater Cincinnati</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aaker Ch. 1 – Introduction &amp; Overview Aaker Ch. 2 – External &amp; Customer Analysis</td>
<td>Discussion article: “What is Strategy” Harvard Case: Callaway</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Aaker Ch. 3 – Competitor Analysis Aaker Ch. 4 – Market/Submarket Analysis</td>
<td>Discussion article: “Better Customer Insight: In Real Time” Harvard Case: Toyota Prius</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Aaker Ch. 5 – Env Analysis &amp; Strategic Uncertainty Aaker Ch. 6 – Market Analysis</td>
<td>Discussion article: “An Anthropologist Walks into a Bar” Harvard Case: Kodak Digital Revolution</td>
<td>Midterm</td>
</tr>
<tr>
<td>5</td>
<td>Aaker Ch. 7 – Creating Advantage Aaker Ch. 8 – Alternative Value Propositions</td>
<td>Discussion Video: HBS Lecture “Brand Positioning” Harvard Case: Reed Supermarket</td>
<td></td>
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<tr>
<td>6</td>
<td>Aaker Ch. 9 – Building &amp; Managing Brand Equity Aaker Ch. 10 – Toward a Stronger Brand Relationship</td>
<td>Discussion article: “Building a Leadership Brand” Group Project: BBBS of Greater Cincinnati – Communications Strategy Proposal</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Aaker Ch. 11 – Energizing the Business Aaker Ch. 12 – Leveraging the Business</td>
<td>Discussion article: “Xerox Rebranding” Group Project: Industry Analysis</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Aaker Ch. 13 – Creating New Business Aaker Ch. 14 – Global Strategies</td>
<td>Discussion article: “10 Rules for Managing Global Innovation” Group Project: Marketing Strategy</td>
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Williams College of Business Mission Statement
We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

MBA Learning Goals – Williams College of Business

- **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 organizational 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.

  **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.