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MKTG 550-03-04 Marketing Strategy

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Marketing Strategy - MKTG 550 (3 credit hours)

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OFFICE HOURS: online – by appointment if needed.

TEXT MATERIAL: Strategic Market Management, by David A. Aaker  
Wiley Publishing 10th Edition  


COURSE OBJECTIVE
The objective of this course is to develop your 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 analytic, quantitative, and creative skills necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, and sustain both the value and the profitability in the face of ever-changing customer needs and competitive offerings.

COURSE PHILOSOPHY
It is our view that good Marketing Strategy is performance-based and that the primary goal of marketing is to generate profits through products and services that satisfy customer needs. We do not view market share and sales goals as sufficient and feel that their over use has done a disservice to marketing. We chose the book by Aaker because while other texts emphasize concepts and theory, this text presents a more strategic and applied approach. You learn not only how to define marketing concepts but also how to apply them. Value-based marketing and profitability are emphasized throughout.

Performance-based marketing strategy is intuitively easy but deceptively difficult. While it is easy to describe in some detail the marketing strategies of companies, the analysis that is needed for sound marketing strategies is a lot more difficult. Thus, while the concepts, by themselves, are important and are the backbone of market-based management, they are of limited value if they cannot be applied in a way that delivers superior customer value and profitability. Those in marketing need to take a greater
level of responsibility for managing profits and the external performance metrics of a business. This we hope will be an important take away from this course. It is also our hope that this course will help you in your understanding of, commitment to, and practice of, metric driven marketing strategy.

Cases will be a primary vehicle for learning in this course. Analyzing them will help you appreciate the power of the marketing "mindset." They will also force you deal with a variety of situations and decision contexts each with their own unique complexities and eccentricities. You will need to immerse yourself in the specifics and institutional details of each case, but, you will also need to extract from them the thought processes and frameworks that generalize across situations.

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 verbally to a group of peers is a highly-valued, real-world skill. Active participation on the Canvas discussion assignments 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.

COURSE REQUIREMENTS

ASSESSMENT: Final grades will be based on performance according to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles Discussion Threads (8)</td>
<td>10%</td>
</tr>
<tr>
<td>Articles Peer Review Comments</td>
<td>10%</td>
</tr>
<tr>
<td>Case analyses (Best 7 of 8)</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>Exceptionally high achievement</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
<td>Very high achievement</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
<td>High achievement</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.9%</td>
<td>Very good achievement</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
<td>Good achievement, the minimum expected</td>
</tr>
<tr>
<td>C</td>
<td>Below 80%</td>
<td>Average achievement</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>Failure, unsatisfactory work, failure to complete work</td>
</tr>
</tbody>
</table>

Examinations
Examinations will focus on cases and reading material. They will be 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**

During the course, there will be a single case for each weekly module of material. Each case will be unique, but 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 responses 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 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.

Cases will be graded based on the inclusion of the following qualities:

- **Answer Accuracy** – you must clearly answer the question that is asked of you and do so based on the qualities inherent in the question.
- **Content Integration** – your answer to each case 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.

Cases must be submitted no later than midnight each Sunday. Every case must be completed, but at the end of the semester only the 7 highest scores will be counted towards your grade.

**Individual Discussion Threads / Peer Postings**

Students are to read and summarize articles assigned for each module. These summaries are due no later than midnight each Thursday. In addition you should 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 disagreeing and explaining why one would agree or disagree. A minimum of two solid postings is required for each case. The rubrics for these assignments are shown below:
# Online Discussion Rubric

## Rubric for Individual Discussion Thread

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Exemplary 9-10** | 1) Initial thread is posted by due date in deliverable list giving others time to respond and post their comments on the topic  
2) Initial post is clear and understandable; critical thinking skills are exhibited in post and stimulate further discussion.  
3) Post includes a reference from the assigned reading(s) or another source to support idea proposed (include citation and incorporate the outside link.)  
4) Response includes personal experiences, opinions, reactions, or observations.  
5) No word usage errors. |
| **Good 7-8** | 1) Response is clear and understandable with reasoning given  
2) A reading (from reading list or some other source) is referenced  
3) Weak or lack of personal experience, opinions, reactions, or observations  
4) No word usage errors. |
| **Acceptable 5-6** | 1) Response is clear and understandable with reasoning given  
2) Initial thread is posted later in the week.  
3) Might have one or more word usage errors. |
| **Nearly Acceptable 4** | 1) Either something is not answered or  
2) Thread is not clear or  
3) Might have numerous grammar and/or spelling errors. |
| **Unacceptable 0** | No initial thread posting |

## Rubric for Participation with Other Student Postings

<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 (see deliverable list.)  
2) Consistent and developed, insightful comments and questions that prompt further discussion.  
3) Avoids 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 ideas, it is done politely.  
6) Responses spread out over the week indicating that the Discussion board was visited every two-three days.  
Note: more than two postings of various quality can result in a top grade for the week. |
| **Good 7-8** | Same as above except that:  
1) There is a lack of one or two of the 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) Lacks 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** | No comments to other student postings |
COURSE MATERIAL
All course material and communication will be done through the Xavier University Canvas web site. 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.

HONOR CODE
Xavier University’s Honor Code applies for 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.

Please do not 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 in the learning process.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aaker Ch.1 - External &amp; Customer Analytics</td>
<td>Discussion Article: &quot;What is Strategy?&quot;</td>
<td></td>
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<tr>
<td></td>
<td>Aaker Ch.2 - Competitor Analysis</td>
<td>Case: Calloway Golf</td>
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<tr>
<td>2</td>
<td>Aaker Ch.3 - Competitor Analysis</td>
<td>Discussion Article: &quot;Better Customer Insight: In Real Time&quot;</td>
<td></td>
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<tr>
<td></td>
<td>Aaker Ch.4 - Market/Submarket Analysis</td>
<td>Case: Toyota: Prius</td>
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<tr>
<td>3</td>
<td>Aaker Ch.5 - Environmental Analysis &amp; Strategic Uncertainty</td>
<td>Discussion Article: &quot;An Anthropologist Walks into a Bar ...&quot;</td>
<td></td>
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<tr>
<td></td>
<td>Aaker Ch.6 - Market Analysis</td>
<td>Case: Kodak - Digital Revolution</td>
<td></td>
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<tr>
<td>4</td>
<td>Aaker Ch.7 - Creating Advantage</td>
<td>Discussion Article: &quot;Amazon Go&quot;</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>Aaker Ch.8 - Alternative Value Propositions</td>
<td>Case: Intel Centrino</td>
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<tr>
<td>5</td>
<td>Aaker Ch.9 - Building &amp; Managing Brand Equity</td>
<td>Discussion Article: &quot;Building a Leadership Brand&quot;</td>
<td></td>
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<td></td>
<td>Aaker Ch.10 - Toward a Stronger Brand Relationship</td>
<td>Case: Marketing Chateau Margaux</td>
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<tr>
<td>6</td>
<td>Aaker Ch.11 - Energizing the Business</td>
<td>Discussion Article: &quot;Xerox Rebranding&quot;</td>
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<tr>
<td></td>
<td>Aaker Ch.12 - Leveraging the Business</td>
<td>Case: Google Inc.</td>
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<tr>
<td>7</td>
<td>Aaker Ch.13 - Creating new Businesses</td>
<td>Discussion Article: &quot;10 Rules for Managing Global Innovation&quot;</td>
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<td></td>
<td>Aaker Ch.14 - Global Strategies</td>
<td>Case: Uber and the Sharing Economy</td>
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<tr>
<td>8</td>
<td>Aaker Ch.15 - Setting Priorities for Business &amp; Brands</td>
<td>Discussion Article: &quot;How the Best Divest&quot;</td>
<td>Final</td>
</tr>
<tr>
<td></td>
<td>Aaker Ch.16 - From Silos to Synergy</td>
<td>Case: Saatchi &amp; Saatchi</td>
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</table>
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 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.

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 student deliver professional presentations accompanied by the appropriate technology.
- (3) MBA students demonstrate effective interpersonal communications skills in a team setting.