2012

600-03 Marketing Strategy

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Office hours: 1:00 pm – 3:30 pm Mondays; 3:00 pm - 5:30 pm Tuesdays; 1:00 pm - 2:30 pm Thursdays; other hours by appointment
Class Hours: 6:00 pm - 8:30 pm Thursdays
Location: Smith Hall G23

Williams College of Business Mission Statement
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Course Information

Good marketing strategy is performance-based and the primary goal of marketing is to generate profits through products and services that satisfy customer needs. 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. This course provides a senior management level analysis of the major issues in the marketing management function. Class discussions are used to provide an understanding how companies deliver superior customer value and profitability. Students will have an opportunity to develop strategy analysis and planning skills by applying concepts and methods in class discussion and case analysis of a variety of U.S. and multinational companies.

Course Objectives

- To use case method to facilitate students’ ability to diagnose an organization’s business and marketing strategies and develop strategy recommendations
- To provide students with an understanding of the role of the firm’s marketing strategy in competitive environments
- 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 recognize the importance of integrating ethical standards and policies of social responsibility that will create enduring relationships between firms and their customers and work to the general benefit of society as a whole
- To develop and strengthen students’ communication and cooperation skills when working in groups and to demonstrate other important workplace skills (meeting deadlines, preparing individual assignments, challenging the ideas of others and offering constructive feedback) through case assignments and other cooperative learning exercises

Textbook and Reading Materials

Required: Custom Digital Case pack for MKT 600 of selected Harvard and Ivey School cases dealing with marketing strategy issues packaged together by Xanedu, 2012
Optional: Kotler & Keller, *A Framework for Marketing Management, 5/e* Prentice Hall, 2011 (Note: MKT 600 is an applications course. Though it is an *optional* text, it is a valuable core marketing information resource.)

**Summary of Course Requirements**

The course will be comprised of a series of group and individual assignments, with individual assignments representing 75% of the course grades. Student groups will be responsible for one case analysis/presentation and for critiquing another group’s presentation of their case analysis. Each student (when not on a group which is presenting or not on a group critiquing the case) will hand in a case memo for five of the remaining eight class discussion cases. There will be two exams, which will consist of specific questions pertaining to a case will be announced during the class period prior to each exam. Attendance and participation in class discussion are course requirements.

**Criteria for Grading and Grading Standards**

In summary, your grade will be computed as follows:

- Group case presentation (100 points) 20%
- Group case critique (25 points) 5%
- Case memos (5 @ 25 points each = 125 points) 25%
- Mid-term exam (100 points) 20%
- Final exam (100 points) 20%
- Class participation (50 points) 10%

Further, the grading scale is:

- >465 points (>93%) A
- 450-464 points (90%-92.9%) A-
- 435-449 points (87%-89.9%) B+
- 415-434 points (83%-86.9%) B
- 400-414 points (80%-82.9%) B-
- 350-399 points (70%-79.9%) C
- <350 points (<70%) F

**In-Class Participation and Classroom Conduct**

My role is to facilitate the interaction and discussion of relevant business cases. The class will be taught in a seminar style with a heavy emphasis on student case discussion.

The value of discussion will be heavily influenced by the participation and performance of each of us. Inside and outside the classroom, treat your colleagues and professor with respect and act in a professional manner. You are invited, and in fact encouraged to disagree – this is essential to our learning process – but do so in a professional manner. Provide rational arguments for positions that you take and do not personally attack your peers. Except in emergencies that you tell me about, please turn off all smart phones and other electronic communication devices. The only reason to use a laptop during class is to take class notes. Do not surf the Internet and do not talk while others are talking.

Class participation is worth 50 points. An attendance sheet will be handed out at the beginning of class. Please help all of us get the most out of the classroom experience by being in class before the starting time so that we can start and end on schedule. Students who are late, absent, or leave early will be penalized through their participation grade. Participation will be graded based on students’ attendance and positive participation/contribution in the classroom. Please notify me in advance if you must miss any portions of a class. Obviously if you are not here, you cannot contribute. *If a student misses four or more classes, he or she will automatically receive zero points for class participation.*
Group Case Presentation & Group Case Critique

By January 19th, I will ask you to form into a group of three or four people per group (no more than nine groups will be formed) and ask that each group list their top five case preferences. I will assign each group one case to present. Each group is to prepare a 40-45 minute presentation for their assigned case following the guidelines below and further elaborated in class. Choose group members wisely since 25% of your grade will be determined by your group.

Each case portrays a real-world strategy situation. It provides a scenario for use in strategy diagnosis and strategy choice. Below is a suggested outline for preparing cases:

- Analyze and present the situational analysis
- Analyze and record problems and/or opportunities and their core elements
- Formulate, evaluate, and record alternative courses of action
- Select and record chosen alternative and implementation details

The group case presentation is worth 100 points. You will be graded on the quality of the case analysis and the quality of the presentation. Each group member should participate in the presentation as well as during the Q&A period. It is very important to coordinate topic coverage, cutting duplication and non-essential discussion. Proper balance of topic and time is the group’s responsibility.

The use of PowerPoint and other visuals are encouraged. Visual aids must be large enough to be read from the back of the classroom. I require that the group’s PowerPoint presentation be emailed to me no later than before class on the same day of their presentation.

I welcome the opportunity to help the student presentation groups. I am available during office hours to meet with group members to discuss specific ideas and concerns regarding the case assignment as well as via email to for questions, discussion, and other assistance needed.

Note that each group will be assigned one case for which they will be given “critiquing” responsibility. We will allow 20-25 minutes for Q&A from the critiquing group. This will require group preparation along with an in-depth knowledge of the case from each member of the critiquing group. You will receive a group grade worth 25 points that is based on the quality and contributions made by your line of questioning and critical feedback to the presenting group.

I expect each group member to actively participate in the presentation and critiquing assignments. If a group finds that an individual member is not pulling his or her weight, please alert me to the problem. I reserve the right to lower any group member’s grade based on this evidence.

Group Presentation Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenting Group</th>
<th>Critiquing Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 26</td>
<td>HubSpot: Inbound Marketing and Web 2.0</td>
<td>Class Discussion</td>
<td>N.A.</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Colgate Max Fresh: Global Brand Roll-Out</td>
<td>Group 1</td>
<td>Group 6</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Tesco PLC: Fresh &amp; Easy in the United States</td>
<td>Group 2</td>
<td>Group 7</td>
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<tr>
<td>Feb. 23</td>
<td>Zespri</td>
<td>Group 3</td>
<td>Group 8</td>
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<tr>
<td>Mar. 15</td>
<td>TH!NK: Norwegian Electric Car Company</td>
<td>Group 4</td>
<td>Group 9</td>
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<td>Mar. 22</td>
<td>Clorox Company: Leveraging Green for Growth</td>
<td>Group 5</td>
<td>Group 1</td>
</tr>
<tr>
<td>Mar. 29</td>
<td>Major League Baseball Advanced Media</td>
<td>Group 6</td>
<td>Group 2</td>
</tr>
<tr>
<td>Apr. 12</td>
<td>The American Express Card</td>
<td>Group 7</td>
<td>Group 3</td>
</tr>
<tr>
<td>Apr. 19</td>
<td>Louis Vuitton in Japan</td>
<td>Group 8</td>
<td>Group 4</td>
</tr>
<tr>
<td>Apr. 26</td>
<td>The Polar Challenge</td>
<td>Group 9</td>
<td>Group 5</td>
</tr>
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Individual Case Memos

As just highlighted on the previous page, ten cases will be discussed in class. Students not on the group case presentation or not on the group case critique are responsible for preparing and handing in an individual case memo for five of the remaining eight cases during the semester; which five of these eight cases you write is up to you. Note that case memos are individual assignments and thus must be done without working with others.

Case memos will follow a business memo format (single-spaced paragraphs/double-spaced between paragraphs) and should be approximately 2-3 pages in length. The case memo is to contain (a) a brief summary of the case, (b) identification of the major problems and/or opportunities at the time period that the case concludes, and (c) three alternative marketing courses of action for overcoming problems and/or exploiting potential market opportunities. At the conclusion of the group presentation and group critique, you will have the opportunity to discuss your thoughts, ideas, and compare various alternative courses of action. Each individual case memo is worth 25 points. In aggregate, the five case memos are worth 125 points. On the day that they are due I will be expecting you to bring in a hard copy of your work and I will collect them during class. If you need to miss a class when a case is discussed, you may email your case memo to me before the beginning of class on the day that they are discussed in class. Late memos will not be accepted.

Mid-term and Final Exam

There will be both a take-home mid-term and final exam, each worth 100 points and due at the time of their respective exam dates. Students will have one week to complete the exam and email it to me. The selected cases will be drawn from the custom digital case pack. Adequate preparation for the exams may be achieved by studying the assigned cases and textbook chapters and also by taking notes on what you learned in class from the material presented as well as case discussions. Answers that integrate material discussed in the course in an appropriate manner will receive higher grades than those that do not.

You are expected to work individually on the exams. As take-home exams, no make-up exams will be given except under highly extenuating circumstances and with prior approval of the instructor.

Academic Integrity

I expect all of you to operate with the highest levels of ethics and integrity. Individual case memos and exams should be completed without help from others. Group projects should involve the input of all members of the group. Each of you is expected to contribute and not free ride on your peers. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Refer to the University's Academic Honesty policy, beginning on page 17 of the Student Handbook.

Blackboard Communication

Course documents and student grades will be available on Blackboard. Be sure to download any documents or PowerPoint slide handout materials you might need prior to coming to class. Further, important course announcements will be posted on Blackboard.

COURSE OUTLINE

The following is a tentative outline for the course. While every effort will be made to preserve the group presentation due dates, I do anticipate that non-case related class topics will be subject to change. As such, the instructor reserves the right to modify the course syllabus. Students should review the Blackboard site for this course regularly, in order to obtain additional materials and information.
January 12
Read Kotler & Keller Chapter 1
Class Topics:
- Instructor and student introductions
- Review of syllabus
- Discuss group case presentation and critiquing assignment
- Examples of group case presentations and individual case memo assignments

January 19
Group member selection and case preference rankings due
Read Kotler & Keller Chapters 2-3
Class Topics:
- Strategic planning and marketing plans
- SWOT analysis
- Strategic alternatives (e.g., portfolio matrix, Ansoff’s strategic opportunity matrix)
- Describing the target market and marketing mix strategies

January 26
‘HubSpot: Inbound Marketing and Web 2.0’ case memos due
Read Kotler & Keller Chapters 4 & 6
Class Topics:
- Review of group case presentations/critiquing schedule
- In-class discussion of HubSpot case
- Identifying customer relationships and leveraging customer information
- Pivotal role of customer relationship management and maximizing customer lifetime value

February 2
Read Kotler & Keller Chapters 7 & 9
Class Topics:
- Identifying and evaluating market segments
- Segmentation dimensions (e.g., demographics, geography, psychographics, benefits, usage, etc.)
- Strategies for selecting target markets
- Developing positioning strategies
- In-class review of a managerial segmentation study

February 9
Read Kotler & Keller Chapter 5
‘Colgate Max Fresh: Global Brand’ group presentation, group critique, and case memos due
Class Topics:
- Group presentation, group critique and in-class discussion of Colgate Max Fresh case
- Consumer decision-making process
- Types of consumer buying decisions and consumer involvement
- Psychological and sociocultural influences on consumer decisions

February 16
‘Tesco PLC: Fresh & Easy in the US’ group presentation, group critique, and case memos due
Read Kotler & Keller Chapter 14
Class Topics:
- Group presentation, group critique and in-class discussion of Tesco/Fresh & Easy case
- Retailing, including ownership, by level of service, merchandise selection, etc.
- Store positioning strategies, including use of atmospherics, store design, and store personnel
February 23

'Zespri” group presentation, group critique, and case memos due
Read Kotler & Keller Chapter 13

Class Topics:
- Group presentation, group critique and in-class discussion of Zespri
- Strategic role of value chain
- Selecting and managing marketing channels
- Channel integration and systems
- Announcement of mid-term exam case and instructions

March 1

**Mid-term Exam due**

March 8

- Spring Break – No Class

March 15

'TH!NK: Norwegian Electric Car’ group presentation, group critique and case memos due
Read Kotler & Keller Chapter 10

Class Topics:
- Group presentation, group critique and in-class discussion of TH!NK case
- Diffusion of innovations and new product adoption curves
- Managing the product life cycle

March 22

'The Clorox Company: Leveraging Green for Growth’ group presentation, group critique and case memos due
Read Kotler & Keller Chapter 18 (p. 286-292)

Class Topics:
- Group presentation, group critique and in-class discussion of the Clorox case
- Nature and significance of business ethics
- Corporate social responsibility
- In-class review of a CSR marketing research study

March 29

'Major League Baseball Advanced’ group presentation, group critique and case memos due
Read Kotler & Keller Chapter 17

Class Topics:
- Group presentation, group critique and in-class discussion of MLB Advanced Media case
- Social Media and integrated marketing communications
- Creating and leveraging social media campaigns
- Social media tools

April 5

- Easter Holiday – No Class

April 12

'The American Express Card' group presentation, group critique, and case memos due
Read Kotler & Keller Chapter 11

Class Topics:
- Group presentation, group critique and in-class discussion of AMEX case
- Uniqueness of services (i.e., intangibility, inseparability, heterogeneity and perishability)
- Service quality and the GAPS model
- Relationship marketing in services
April 19
Read Kotler & Keller Chapter 8
‘Louis Vuitton in Japan’ group presentation, group critique, and case memos due
Class Topics:
- Group presentation, group critique and in-class discussion of Louis Vuitton case
- Branding strategies, including family branding, private branding, and co-branding
- Building brand equity from awareness, image, preference, market share, to customer loyalty
- Measuring brand equity

April 26
Read Kotler & Keller Chapters 15 & 16
‘The Polar Challenge’ group presentation, group critique, and case memos due
Class Topics:
- Group presentation, group critique and in-class discussion of the Polar Challenge case
- Developing a marketing communications strategy
- Factors affecting the promotional mix
- Sponsorship of events and experiences

May 3
**Final Exam due**