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MKTG 550-W18 Marketing Strategy: West Chester

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Class Hours: 5:30 PM - 9:15 PM Wednesdays

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 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.

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 formulate strategy recommendations.
- To evaluate and integrate economic, political, technological, environmental and societal issues into decision making and show competencies required to compete in the global environment in marketing analyses.
- 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 practice students’ communication and cooperation skills when working in groups and to influence others, collaborate, and encourage cooperation through case assignments and other cooperative learning exercises.

Required Reading Materials

- Four selected strategic marketing cases (details on p. 4 of syllabus)

Summary of Course Requirements

The course will be comprised of one group presentation, a series of individual assignments, and a take-home final exam. Your student group will be responsible for delivering one case presentation. In addition to the group case presentation, each student will hand in a case memo for two of the remaining three cases. You will also be responsible for submitting three write-up assignments which are drawn from two books. Attendance and strong participation in class discussion are course requirements.
Criteria for Grading and Grading Standards

In summary, your grade will be computed as follows:

- Class participation (40 points)  11.1%
- Group case presentation (100 points)  27.8%
- Individual case memos (2 @ 30 pts = 60 points)  16.7%
- Strategy from the Outside In write-ups (2 @ 30 pts = 60 pts)  16.7%
- Small Data write-up (50 points)  13.9%
- Take-home final exam (50 points)  13.9%

Further, the grading scale is:

- 335-360 points (93%-100%)  A
- 324-334 points (90%-92.9%)  A-
- 313-323 points (87%-89.9%)  B+
- 299-312 points (83%-86.9%)  B
- 288-298 points (80%-82.9%)  B-
- 252-287 points (70%-79.9%)  C
- <252 points (<70%)  F

In-Class Participation and Classroom Conduct

An underlying assumption of this course is that students learn best and retain the most through active participation in the learning process. Throughout the course, you are expected to read the assigned chapters and cases prior to the class meeting for which they are assigned. The value of discussion will be heavily influenced by the participation and performance of each of us. Everyone is expected to contribute on a regular basis. The subject matter of marketing invites lively discussion. Your knowledge and understanding will be much enhanced through a stimulating exchange of ideas and vocal examination of concepts.

Class participation is worth 40 points. 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 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.

Group Case Presentations

During our first class, I will ask you to form into teams of 3-4 students for each group presentation case, which are listed on the next page. Each team will be responsible for presenting their case to the class. Each team will deliver a 40-45 minute presentation for their assigned case following the guidelines below and further elaborated in class.

Each marketing 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 use of PowerPoint, Prezi, and/or other visuals is encouraged. Visual aids must be large enough to be read from the back of the classroom. I require that the group’s final presentation slides be emailed to me at least two hours prior to the start of class on the day of their presentations.
I welcome the opportunity to help the student team members with their assigned case presentations. I am available during office hours and by appointment to personally meet with team members to discuss specific ideas and concerns regarding the case presentation assignment as well as via email for any questions, discussion, and other assistance needed.

Each group case presentation is worth 100 points. Your group will be graded on the quality of the case analysis and the quality of the presentation. Each team 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 team’s responsibility. If a team 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 team member’s grade based on this evidence.

### Cases & Group Presentation Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Case / Case Number</th>
<th>Presenting Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 8</td>
<td>Longchamp / 316086</td>
<td>Group 1</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Denver Museum of Nature &amp; Science / 315081</td>
<td>Group 2</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Singapore Airlines: Premium Goes Multi-Brand / 517017</td>
<td>Group 3</td>
</tr>
<tr>
<td>March 1</td>
<td>Pearle Vision: Clearly Different? / 514015</td>
<td>Group 4</td>
</tr>
</tbody>
</table>

### Individual Case Memos

As just highlighted, four cases will be discussed during this course. Each student not taking part in the group presentation is responsible for preparing and submitting an individual case memo for two of the three remaining cases. It is up to you which case that you elect not to turn in a case memo. 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 marketing opportunities.

Each individual case memo is worth 30 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 work to me before the beginning of class on the day that they are due. Late memos will not be accepted.

### Strategy from the Outside In and Small Data Write-Ups

We will devote portions of three classes discussing assigned chapters from the books *Strategy from the Outside In* and *Small Data*. For each assignment, you will turn in a write-up for that book [assigned chapters]. We will divide the *Strategy from the Outside In* book into two write-up assignments, with each write-up worth 30 points (60 total points). The *Small Data* write-up is worth 50 points. The write-up will include a brief summary followed by your insights and ideas regarding the material (assuming the role of a senior marketing manager). What you choose to cover in this second part of the write-up is up to you, but be sure that you convey to me that you’ve not only read and digested the material but that you’ve thought about its implications in relationship to your previous and current work experiences as well as your reflections from a consumer’s perspective.

For the *Strategy from the Outside In* write-up, each paper should be 3 to 4 pages in length, single-spaced, double spaced between headings and paragraphs. The *Small Data* write-up should be 5-6 pages in length, single spaced. As with case memos, write-ups are individual assignments. If you need to miss a
class when a book write-up assignment is discussed, you may email me your work before the beginning of class on the date they are discussed in class. Late write-ups will not be accepted.

**Take-home Final Exam**

There will be take-home final exam that will be used to assess your understanding and application of several of the major topics covering class lecture material and reinforced in the *Strategic Market Management* textbook. The exam will be worth 50 points, due at the time and date of our final exam on March 22nd. More details will be given during the semester leading up to the date of the final exam.

**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 e-mail Cassandra Jones at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Handbook at [www.Xavier.edu/handbook/standards](http://www.Xavier.edu/handbook/standards)

**Canvas Communication**

Course documents and student grades will be available on Canvas. Be sure to download all documents and PowerPoint slides for that evening session prior to coming to class. Further, important course announcements will be posted on Canvas.

**COURSE OUTLINE**

The following is a tentative outline for the course. The instructor reserves the right to modify the course syllabus. Students should review the Canvas site for this course regularly for updated information.

**January 11**

**Class Topics:**
- Instructor and student introductions
- Review of syllabus and discussion of individual and group assignments
- Case analysis primer
- Holistic marketing

**January 18**

*Strategy from the Outside In (chapters 1-6) write-up #1 due*

**Class Topics:**
- Discussion of *Strategy from the Outside In* write-up #1 assignment
- Strategic planning
- Strategic marketing tools (e.g., SWOT analysis, portfolio matrix, Ansoff's strategic opportunity matrix)
- Marketing plans
January 25
*Strategy from the Outside In (chapters 7-13 & Conclusion) write-up #2 due*
Class Topics:
- Discussion of *Strategy from the Outside In* write-up #2 assignment
- Customer satisfaction and customer advocacy
- Identifying customer relationships and leveraging customer information
- Big data and data-driven marketing

February 1
Class Topics:
- Geographical, demographic, psychographic market segmentation tools
- Identifying and evaluating market segments
- Strategies for selecting target markets
- Market positioning

February 8
*Longchamp group presentation and case memos due*
Class Topics:
- Group presentation and in-class discussion of Longchamp case
- Branding and brand management
- Measuring brand equity

February 15
*Denver Museum of Nature & Science group presentation and case memos due*
Class Topics:
- Group presentation and in-class discussion of Denver Museum case
- Corporate social responsibility and its marketing implications
- Digital marketing and social media

February 22
*Singapore Airlines: Premium Goes Multi-Brand group presentation and case memos due*
Class Topics:
- Group presentation and in-class discussion of the Singapore Airlines case
- Uniqueness of services (i.e., intangibility, inseparability, heterogeneity and perishability)
- Service quality and the GAPS model

March 1
*Pearle Vision: Clearly Different group presentation and case memos due*
Class Topics:
- Group presentation and in-class discussion of the Pearle Vision case
- Diffusion of innovations and new product adoption curves
- Managing the product life cycle

March 8
No Class – Spring Break

March 15
*Small Data write-up due*
Class Topics:
- Discussion of *Small Data* write-up assignment
- Standardization vs. localization of marketing strategies in global markets
- Global entry strategies
- Distribution and discussion of upcoming take-home final exam
March 22

*Take-home final exam due*