2014

MKTG 700-X15 Marketing Concepts and Strategy

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MKT 700 Marketing Concepts & Strategy
Spring 2014

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Class Hours: 8 AM – 12 PM Fridays / 1 PM – 5 PM Saturdays unless otherwise noted

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 students 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**

- Custom Digital Case pack for MKT 700 of selected Harvard, Ivey, and Thunderbird cases dealing with marketing strategy issues packaged together by Xanerdu, 2014

**Summary of Course Requirements**

The course will be comprised of a series of group and individual assignments, with group assignments representing 44.4% of the course grades. Student groups will be responsible for two case presentations. Excluding those cases involving group presentations, each student will hand in a case memo for four of the remaining five class discussion cases. There will be write-up assignments from the books *Strategy from the Outside In* and *Data-Driven Marketing*. 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 presentations (2 @ 100 pts = 200 pts)**: 44.4%
- **Case memos (4 @ 25 pts = 100 pts)**: 22.2%
- **Strategy from the Outside In Write-Ups (2 @ 40 pts = 80 pts)**: 17.8%
- **Big Data Marketing Write-Up (40 pts)**: 8.9%
- **Class participation (30 points)**: 6.7%

Further, the grading scale of 450 total points is:

- >418 points (>93%) = A
- 405-418 points (90%-92.9%) = A-
- 391-404 points (87%-89.9%) = B+
- 373-390 points (83%-86.9%) = B
- 360-372 points (80%-82.9%) = B-
- 315-359 points (70%-79.9%) = C
- <315 points (<70%) = F

In-Class Participation and Classroom Conduct

My role is to facilitate the interaction and discussion of a variety of course assignments. The class will be taught in a seminar style with a heavy emphasis on student 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.

Class participation is worth 30 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 meeting, I will work with the EMBA teams (Alpha, Bravo, and Charlie) and learn their case preferences. Based on this input, I will assign each student team two cases to present, one from a set of the first three group presentation cases and one from a set of the last three cases. Each group is to prepare 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 presentation be emailed to me prior to the start of class on the day 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</th>
<th>Presenting Group</th>
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<tbody>
<tr>
<td>March 22</td>
<td>HubSpot: Inbound Marketing and Web 2.0</td>
<td>Class Discussion</td>
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<td>March 28</td>
<td>Abercrombie &amp; Fitch</td>
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<td>April 11</td>
<td>The Clorox Company: Leveraging Green for Growth</td>
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<td>May 3</td>
<td>Sephora Direct: Investing in Social Media, Video &amp; Mobile</td>
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<td>May 9</td>
<td>Tesco PLC: Fresh &amp; Easy in the United States</td>
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<td>May 17</td>
<td>Hootsuite: Monetizing the Social Media Dashboard</td>
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Individual Case Memos

As just highlighted, 7 cases will be discussed during this course. Each student not taking part in the group presentation is responsible for preparing and handing in an individual case memo for 4 of the remaining 5 cases during the semester. Which case you elect not to submit a case memo is up to you. You also have the option of turning in all 5 and I will drop the lowest case memo grade. 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.

Each individual case memo is worth 25 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 Big Data Marketing Write-Ups

We will devote portions of three classes discussing assigned chapters from the books Strategy from the Outside In and Data-Driven Marketing. For each assignment, you will turn in a write-up for that day’s assigned chapters. 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. Each paper should be 4 to 5 pages in length, single-spaced, double spaced between headings and paragraphs.
Each write-up is worth 40 points. As with case memos, write-ups are individual assignments. If you need to miss a class when a book 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.

**Academic Integrity**

I expect each student to operate with the highest levels of ethics and integrity. As noted, individual case memos, write-up assignments, and the final exam should be completed without help from others. Group projects should involve the input of each team member. Group members are expected to contribute and not free ride on their peers. Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Refer to Xavier 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 all documents or PowerPoint slides for that session 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-assignment related class topics will be subject to change to accommodate guest speakers. 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.

**Saturday, March 8 (1 PM – 5 PM)**
*A Framework for Marketing Management chapters 1-2 & 18*
Class Topics:
- Instructor and student introductions
- Review of syllabus and discussion of individual and group assignments
- Strategic planning and marketing plans
- SWOT analysis and strategic alternative tools (portfolio matrix, Ansoff's strategic opportunity matrix)

**Friday, March 14 (8 AM – 12 PM)**
*Strategy from the Outside In (chapters 1-6) write-up #1 due*
*A Framework for Marketing Management chapter 3*
Class Topics:
- Discussion of *Strategy from the Outside In* write-up #1 assignment
- Role of marketing research and major types of primary and secondary marketing research
- Societal marketing concept
- Corporate social responsibility

**Saturday, March 22 (1 PM – 5 PM)**
*HubSpot: Inbound Marketing and Web 2.0 case memos due*
*A Framework for Marketing Management chapters 4-6 & 12*
Class Topics:
- Discussion of the HubSpot case
- B2C and B2B decision-making processes, types of buying decisions and personal involvement
- B2B market characteristics, relationship marketing and strategic alliances
- Identifying customer relationships and leveraging customer information
Friday, March 28 (8 AM – 12 PM)
Abercrombie & Fitch group presentation and case memos due
A Framework for Marketing Management chapters 7-9
Class Topics:
- Group presentation and in-class discussion of Abercrombie & Fitch case
- Identifying and evaluating market segments
- Segmentation dimensions (e.g., demographics, geography, psychographics, benefits, usage, etc.)
- Strategies for selecting target markets

Saturday, April 5 (1 PM – 5 PM)
Strategy from the Outside In (chapters 7-13 & Conclusion) write-up #2 due
A Framework for Marketing Management chapter 8
Class Topics:
- Discussion of Strategy from the Outside In write-up #2 assignment
- Branding strategies
- Measuring brand equity

Friday, April 11 (8 AM – 12 PM)
The Clorox Company: Leveraging Green for Growth group presentation and case memos due
A Framework for Marketing Management chapters 10 & 13
Class Topics:
- Group presentation and in-class discussion of the Clorox Company case
- Branding workshop with Brian Till

Wednesday, April 16 (1 PM – 5 PM)
BMW of North America group presentation and case memos due
Class Topics:
- Group presentation and in-class discussion of BMW of North America case

Saturday, April 19 - No class/ Easter

Friday, April 25 (8 AM – 12 PM)
A Framework for Marketing Management chapters 10-11 &13
Class Topics:
- Discussion of Data-Driven Marketing write-up #1 assignment
- Diffusion of innovations and new product adoption curves
- Managing the product life cycle
- Uniqueness of services (i.e., intangibility, inseparability, heterogeneity and perishability)
- Service quality and the GAPS model

Saturday, May 3 (1 PM – 5 PM)
Sephora Direct: Investing in Social Media... group presentation and case memos due
A Framework for Marketing Management chapters 15-17
Class Topics:
- Group presentation and in-class discussion of Sephora Direct case
- Sponsorship of events and experiences
- Tools for consumer sales promotion
- Personal selling, including relationship selling vs. transactional selling

Friday, May 9 (8 AM – 12 PM)
Tesco PLC: Fresh & Easy in the US group presentation and case memos due
A Framework for Marketing Management chapter 14
Class Topics:
- Group presentation and in-class discussion of Tesco/Fresh & Easy case
Retailing positioning strategies, including use of atmospherics, store design, and store personnel

**Saturday, May 17 (1 PM – 5 PM)**  
*Hootsuite: Monetizing the Social Media Dashboard group presentation and case memos due*  
**Class Topics:**  
- Group presentation and in-class discussion of Hootsuite case  
- Social Media and integrated marketing communications  
- Creating and leveraging social media campaigns  
- Social media tools  

**Friday, May 23 (8 AM – 12 PM)**  
*Big Data Marketing write-up due*  
**Class Topics:**  
- Discussion of *Big Data Marketing* write-up assignment, featuring the book’s author (Teradata Applications CMO Lisa Arthur)