550-01 Marketing Strategy

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MKT 550

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Office hours: By appointment, also available via Skype (username: jlovelan)
Class Hours: Saturday 9-11:30am

Course Materials:

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**

On the surface, Marketing often seems like the "easiest" and most intuitive aspects of business. Unlike accounting, finance, information technology, operations, supply-chain management, our field of study is drowning in books and courses (written by laypeople) designed to teach every layperson in the world how to be an excellent marketer. The reality is quite different, and this course will examine some of the typical problems encountered in marketing practice. This course provides both a survey of key marketing concepts as well as the opportunity to investigate senior-level marketing management problems through in-depth study of cases, discussion of strategic issues, and through other written assignments.

**Course Objectives**

- Through the case method, to teach students to critically evaluate the potential effectiveness of different strategies, and to formulate strategies based on marketing fundamentals.
- To illustrate the importance of the need to evaluate and integrate economic, political, technological, environmental and societal issues into decision making.
- To provide students with the knowledge and skills needed to identify opportunities and to then meet this opportunity with an appropriate mix designed to deliver superior customer value.
- To illustrate the importance of acting ethically in business, and of considering the effects of business decisions on stakeholders beyond the firm and its customers.
- To improve 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 (available on Harvard Business Publishing site)

**Summary Criteria for Grading and Grading Standards**

Your performance in this course will be assessed based on your participation in discussions, completion of assignments, presentation of a case, and mastery of course information:

**Class discussion/Participation:** Given the size of this class, it is important that everyone be prepared to discuss the concepts to be covered, and be physically and mentally present. You are also working professionals with families and other obligations. Thus, you may be excused from one (1) class session without needing to provide justification, and you may drop your two lowest discussion grades. Please note that this total does include the first day of classes. This will be worth 50 points, based on participation in your 8 best sessions. If you are absent during an in-class exercise day, you are responsible for writing and turning in a 3-page memo/summary of that exercise. It is your responsibility to turn this in and to look at the syllabus to determine what reading you must do.

**Case Presentation:** You will be asked to present 1 case in this course in "groups" of no more than 4 (depending on class size). This is something that we will determine as a group on the first day of class. Presentation of your case(s) will be worth 100 points. The presentation should include a brief summary of the case (10 minutes maximum), and the development of managerially relevant discussion questions, followed by a brief follow-up of how the firm in the case is currently doing,

**Case Memos:** For each of the six (6) cases covered in class, you will be asked to write a 1.1 to 2 page discussion of the case. If you are absent, you are still responsible for turning in your case memo for that week. Please note that you may drop the lowest grade from the cases.

**In-Class Exercises:** To supplement the readings from the text, we will have a few in-class readings and assignments. These readings do not need to be prepared in advance, although your discussion of these articles, as well as any related exercises, will be graded and worth a total of 100 points. One of these exercises may be dropped, and if you foresee missing a session where there is an article, you will need to provide a 3 page memo of the case based on the discussion questions presented in class.

**Final Project:** The goal of this class is to foster strategic thought. One important, and often overlooked problem is specifically defining the problem (strategic opportunity). This problem definition then becomes the basis for deciding what responses are possible. An important aspect of effective strategy is identifying the underlying problem among the many observable symptoms and addressing that cause. The final project in this course will thus consist of a case
that you develop with your teams. This case may be based on a real problem at your company, can be based on a real-world phenomenon (Chipotle’s current situation, for example), or can be based on a potential strategic move a real firm could make (for example, Hyundai entering the luxury car market). This case should be at least 8-10 pages of single-spaced text, and should include tables, figures, illustrations, etc. We will devote time in class to work on the case, and I would advise finding a favorite case to use as a template for the structure and layout of your case.

Summary:

<table>
<thead>
<tr>
<th>Participation</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentations</td>
<td>100 points</td>
</tr>
<tr>
<td>Case Memos:</td>
<td>100 points</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned based on the scale below. Because of the large number of points available, grades will not be rounded up:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 91%</td>
</tr>
<tr>
<td>A+</td>
<td>88 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>82 - 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 81%</td>
</tr>
<tr>
<td>C</td>
<td>72 - 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 71%</td>
</tr>
<tr>
<td>D</td>
<td>67 - 69%</td>
</tr>
<tr>
<td>D+</td>
<td>66 or below</td>
</tr>
</tbody>
</table>

**Detailed Descriptions of Course Activities**

**In-Class Participation and Classroom Conduct**

My role in this class will be to introduce and explain key concepts covered in the text, and to then facilitate discussion of these concepts. It is therefore incumbent upon all of us to come to class prepared, and to treat everyone with respect and civility. That does not mean that cannot disagree with others, but rather, we must base our disagreements on rational arguments rather than on ad hominem attacks or on debasing the values of others.

While it does not seem to be encouraged elsewhere, concentration, focus, and absorption are necessary for engagement. This means eliminating the electronic distractions we have allowed ourselves to become beholden to. So, please turn off all smart phones, tablets and other electronic communication devices. The only reason to use a laptop or tablet during class is to take class notes. Do not surf the Internet or have sidebar conversations while others are talking. Should you be observed doing work for another class during our class time (outside of breaks), your participation grade for the class will be reduced by 50% (25 points).
Your participation will be graded based on students’ attendance and positive contribution in the classroom. You need to make it a point to speak several times in class, and to show that you have thought about the topic at hand.

**Group Case Presentation**

By the end of class on January 30th, you will need to form groups of 4 and to choose a case within these groups. Should the number of students in the class change, we may have to adjust this number. This case should last 40-60 minutes, including discussion. All members of the group must be prepared to cover all aspects of the case individually, should any unforeseen events occur.

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 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 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, Prezi, and/or other visuals is expected. 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 10 PM on the day before their presentation.

*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 group 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.*

I expect each group member to actively participate in the presentation assignment. 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. I will provide group evaluation forms that are to be completed for each member, and the data from these forms may be used to adjust your overall grade if there is consensus from your group members that you did not contribute/participate appropriately.
### Case Presentation Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Case Name (Case ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Black &amp; Decker (595057)</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Major League Baseball Advanced Media (9-510-092)</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Rediscovering Segmentation (R0602G) IN CLASS</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Rosewood Hotels and Resorts: Branding to Increase Profitability and Lifetime Value (2087)</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Selling Services Profitably (R0805F) IN CLASS</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Ducati (701132)</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Starbucks Coffee Company: Transformation and Renewal (9-314-068)</td>
</tr>
<tr>
<td>Mar 26</td>
<td>BMW of North America: Dream It. Build It. Drive It. (TB0301)</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Getting Brand Communities Right IN CLASS Making Social Media Pay IN CLASS</td>
</tr>
<tr>
<td>Apr 9</td>
<td>Maersk Line B2B Social Media (B5779)</td>
</tr>
<tr>
<td>Apr 16</td>
<td>What's the Deal with LivingSocial (512065)</td>
</tr>
</tbody>
</table>

### Individual Case Memos

Case memos will follow a business memo format (single-spaced paragraphs/double-spaced between paragraphs) and should be more than 1 page and less than 2 pages in length. Please use Times New Roman font, size 12, with 1" margins on all sides. 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. You will be responsible for submitting these memos even if you do not attend class that session—if this is the case, you must send it to me BEFORE the beginning of class via e-mail or Canvas.

### Academic Integrity

I expect each student to operate with the highest levels of ethics and integrity. As noted, individual case memos and write-up assignments should be completed without help from others. The group presentation 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.

### Canvas

Course documents and student grades will be available on Canvas. 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 Canvas.
COURSE OUTLINE

The following is a tentative outline for the course. Given the larger class size this summer as well as the time format, accommodations may have to be made to ensure that all pertinent material is covered and discussed. The general structure of the class will be oriented around giving you time to prepare for the cases and the final project, along with providing some brief lectures to ensure that key points from the text are covered.

January 16
Class Topics:
- Instructor and student introductions
- Review of syllabus and discussion of individual and group assignments
- Kotler and Keller Part 1: Understanding Marketing Management (Chs 1 & 2)
- Group/team formation

January 23
Class Topics:
- Kotler and Keller: Chapters 3-5
- Presentation of Black & Decker case by instructor, first memo due
- Michael Porter article "What is Strategy" discussion
- Finalize group/team formation

January 30
Class Topics:
- MLB Advanced Media Case
- Kotler & Keller Chapters 6-7
- Group Project and Case preparation

February 6
Class Topics:
- Kotler & Keller Part 3: Building Strong Brands, Chapters 8-9
- Rediscovering Segmentation article (in class)

February 13
Class Topics:
- Rosewood Hotels Case
- Kotler and Keller, Chapters 15 - 17
- Group Project and Case preparation

February 20
Class Topics:
- Selling Services Profitably article (in class)
- Kotler & Keller Chapters 10 & 11
- Group Project and Case preparation
- GAPS Model (time permitting)
February 27  
Class Topics:  
- Ducati Case  
- Group Project and Case preparation

March 5 & March 12  
Class Topics:  
- Starbucks Coffee Company: Transformation and Renewal  
- Group Project preparation  
I will be in South Africa on an MBA trip these Saturdays. These class periods are to be used to prepare the Starbucks case, which is somewhat lengthy, and to work on final projects.

March 19  
Class Topics:  
- Starbucks Coffee Discussion

March 26  
Class Topics:  
- Kotler and Keller 12-14 (Emphasis on Pricing)  
- Using Social Media in the B2B Context article (in class), tentative  
- BMW of NA case

April 2  
Class Topics:  
- Getting Brand Communities Right  
- Accenture article: Making Social Media Pay

April 9  
Class Topics:  
- Maersk Line B2B Social Media  
- Special Topic based on student/instructor interests  
- Group Project preparation

April 16  
Class Topics:  
- LivingSocial Case  
- Kotler and Keller Chapter 18  
- Special Topic based on student/instructor interest  
- Group Project preparation

April 23  
Class Topics:  
- Group Project Preparation  
- Course review and evaluation

April 30  
Class Topics:  
- Group Project Presentations