2014

550 Marketing

James Loveland
lovelandj@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/marketing_syllabi_summer_2014

Recommended Citation
http://www.exhibit.xavier.edu/marketing_syllabi_summer_2014/4

This Restricted-Access Syllabus is brought to you for free and open access by the Marketing Syllabi 2014 at Exhibit. It has been accepted for inclusion in Marketing Syllabi Summer 2014 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Instructor:
James M. Loveland, Ph. D.
Department of Marketing
Williams College of Business
Xavier University

Office: Smith Hall 216
Office Phone: (513) 745-3049
E-mail: lovelandj@xavier.edu
Office hours: By appointment, also available via Skype (username: jlovelan)
Class Hours: 6:00 PM – 9:15 PM Monday and Wednesday

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 students 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

**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 two (2) class sessions 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.

**Case Presentation:** You will be asked to present 1 cases in this course in "groups" of no more than 3 (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.

**Case Memos:** For each of the five (5) cases covered in class, you will be asked to write a 1.1 to 2 page discussion of the case.

**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 2 page memo of the case based on the discussion questions presented in class.

**Midterm exam:** This will be a relatively short (no more than 50-item) multiple-choice exam, focused on key concepts covered in the text. This will be worth 100 points.

**Final Project:** This will involve developing a real-world strategic marketing plan for a local organization. Given the class size, scope, and time constraints, it is possible that everyone will work together on the same project. This project will be worth 100 points.
Summary:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Case Memos:</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>500</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 Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
</tr>
<tr>
<td>B+</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>78-79%</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>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</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 we 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.

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 Wednesday, July 9th, you will need to form groups of 3 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 5 PM on the same day of 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.

Case Presentation Dates In Class Articles

<table>
<thead>
<tr>
<th>Date</th>
<th>Case Name (Case ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 9</td>
<td>Matching Dell (9-799-158)</td>
</tr>
<tr>
<td>July 14</td>
<td>Callaway Golf Company (9-501-019)</td>
</tr>
<tr>
<td>July 16</td>
<td>Rediscovering Segmentation (R0602G) IN CLASS</td>
</tr>
<tr>
<td>July 21</td>
<td>Major League Baseball Advanced Media (9-510-092)</td>
</tr>
<tr>
<td>July 28</td>
<td>Selling Services Profitably (R0805F) IN CLASS</td>
</tr>
<tr>
<td>July 30</td>
<td>Using Social Media in the B2B Context (UV2973) IN CLASS</td>
</tr>
<tr>
<td>August 4</td>
<td>Demand Media (9-511-043)</td>
</tr>
<tr>
<td>August 6</td>
<td>BMW of North America: Dream It. Build It. Drive It. (TB0301)</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. 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 smaller 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. As a rule, Wednesdays will be more intense on laying out the framework, allowing you the course of the week to work on applying this framework to the cases on Mondays.

**July 7, Monday**

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

**July 9**

Class Topics:
- Kotler and Keller: Chapters 3-5
- Presentation of Dell Case by instructor, short memo due
- Finalize group/team formation

**July 14**

Class Topics:
- Callaway Golf case (Case memo to be turned at beginning of class)
- Kotler & Keller Chapters 6-7
- Group Project and Case preparation

**July 16**  
Class Topics:  
- Kotler & Keller Part 3: Building Strong Brands, Chapters 8-9  
- Rediscovering Segmentation article (in class)

**July 21**  
Class Topics:  
- MLB Advanced Media case  
- Kotler and Keller, Chapters 15 - 17  
- Group Project and Case preparation

**July 23**  
Class Topics:  
- Midterm Exam  
- Group Project and Case preparation

**July 28**  
Class Topics:  
- Selling Services Profitably article (in class)  
- Kotler & Keller Chapters 10 & 11  
- Group Project and Case preparation  
- GAPS Model (time permitting)

**July 30**  
Class Topics:  
- Kotler and Keller 12-14 (Emphasis on Pricing)  
- Using Social Media in the B2B Context article (in class)  
- Group Project and Case preparation

**August 4**  
Class Topics:  
- Demand Media Case (Student Group 1)  
- Special Topic based on student/instructor interests  
- Group Project preparation

**August 6**  
Class Topics:  
- BMW NA Case (Student Group 2)  
- Kotler and Keller Chapter 18  
- Special Topic based on student/instructor interest  
- Group Project preparation

**August 11**
Class Topics:
- Presentation of Group Project
- Review for Final Exam

August 13
Final Exam, In Class