



# JOHNS HOPKINS

## CAREY BUSINESS SCHOOL

### **Strategic Market Intelligence** 2 Credits

BU.450.750.K3

Thursdays, 1:30-4:30pm  
03-30-2022 to 5-18-2022

Spring 2 2023  
204A/B Harbor East, Baltimore, MD

**Instructor**  
Shubhranshu Singh

**Contact Information**  
shubhranshu.singh@jhu.edu

**Office Hours**  
Thursdays, in person (1257 Harbor East, Baltimore, MD), 11am-1pm  
Any day, Zoom, by appointment

Zoom office hours will be held on the following link:  
<https://jhucarey.zoom.us/j/9269682282?pwd=QThlRTB2UDdka0ZVbW9LVkNPUExwZz09>

### **Required Texts & Learning Materials**

#### **Textbook**

- Dixit, A. K., & Nalebuff, B. (2010). *The art of strategy: A game theorist's guide to success in business and life*. New York: Norton. ISBN-13: 978-0393337174.

#### **Required HBS Cases and Articles**

- United Breaks Guitars (9-510-057)
- BMW Films (9-502-046)
- (Product) Red (A) (9-509-013)
- Eco7: Launching a New Motor Oil (9-916-507)

You should order your personal copy of the course pack (at discounted student price) from Harvard Business Publishing via the following link: <https://hbsp.harvard.edu/import/1040073>

Please register with Harvard Business Publishing and place your order well in advance, as it may take days to register and receive cases. Please note that HBS cases and articles are protected by copyright.

### **Course Description**

This course is focused on understanding advanced issues in marketing strategy and processes that determine marketing competitiveness in dynamic consumer and organizational markets. An important objective of the course is to teach students the skills of anticipating competitor's next marketing moves and incorporating them when setting own marketing strategies. Students will learn to apply game theoretic tools in various marketing contexts to understand the strategic implications of competitor's as well as own marketing decisions. Students will also learn strategies to help them make effective decisions when lacking important information and facing an uncertain market environment.

**Prerequisite(s)**

BU.410.620 or BU.911.610 or BU.920.605

A basic understanding of microeconomics is recommended.

**Learning Objectives**

By the end of this course, students will be able to:

1. Understand the fundamental concepts in game theory and apply them to marketing situations.
2. Learn and apply the quantitative tools needed to aid strategic marketing decisions.
3. Learn to anticipate future customer and competitor response, and to incorporate them in making present marketing decisions.
4. Have the ability to understand the strategic issues at hand and propose coherent recommendations based on compelling yet balanced arguments.
5. Improve business communication skills including face-to-face discussion, presentation, and writing.
6. Appreciate the ethical and societal aspects of marketing strategy.

To view the complete list of the Carey Business School's general learning goals and objectives, visit the [Carey website](#).

**Attendance**

Your class participation grade will depend on your attendance and participation. Failure to attend a class will result in an inability to achieve the objectives of the course. If you attend class and are silent your class participation score will be adversely affected. If you find it uncomfortable to speak up in class, I encourage you to visit me during office hours and work on this skill. If you want to know how you are doing on this component, you can discuss your performance to date with me at any point in the semester. Your questions during group presentations as well as your participation in any games that we play in the classroom will count towards your class participation.

Here are some additional points to remember about class participation:

- I need to know who you are to give you credit for your contributions, so be sure to keep your name card in front of you at all times.
- Absence can only be excused in the case of medical emergency, jury duty, family tragedy, or uncontrollable circumstances (e.g., natural disaster). Any absence must be validated with official documentation. If you skipped a class, it is your responsibility to consult with your peers and make up whatever you have missed.
- Even if you miss a class, you must arrange to turn in your assignments on time unless otherwise previously arranged with me.
- Any activity that disrupts learning of others (such as late arrival, sleeping in classroom, mobile phone usage, chatting, social media usage etc.) will affect your class participation grade.
- Cold calling: Students may be called on randomly during the class for participation. Everyone should be prepared to participate.

**Assignments**

Assignment	Learning Objectives	Weight
Attendance and class participation	1-6	15%
Case opinions	1-6	20%
Midterm quiz	1-4, 6	15%
Group presentation	1-6	10%
1. Presentation		5%
2. Q&A		5%
3. Report		5%
		Sub-total: 20%

Assignment	Learning Objectives	Weight
Final exam	1-6	30%
Total		100%

- **Readings**

Readings are listed on the course calendar. You are expected to go through the assigned readings before coming to each class. Additional reading materials may be distributed during the class.

- **Case opinions**

There will be two case opinion assignments for this class. The first one (United Breaks Guitars) is an individual assignment whereas the second one (Eco7: Launching a New Motor Oil) is to be done in groups. You will receive questions for this assignment through Blackboard one week before the due date. You will be asked to express your opinion on several marketing strategy issues related to the particular case. There are no wrong answers. As long as you evaluate relevant issues and support your answers logically, you should be fine. Case opinions are due (one page of text and one optional page of exhibits, font size 12, single spacing, Calibri or equivalent) at the beginning of the class. Late submissions will not be accepted.

- **Midterm quiz**

There will be an in-class 30-min midterm quiz at the start of class in week 5. The quiz will cover all the materials (except group presentations) covered in the first 4 weeks. The format will be closed book, closed notes. You may not use any electronic devices such as phone or calculator during the quiz. The quiz will include multiple choice and short answer type questions. A make-up quiz will be given only in the case of valid and documented excuse.

- **Group Presentation and report**

This activity is to be completed in groups. We will form groups in the first/second week of classes. Each group is required to do an in-class presentation on one of the topics listed below. The presentation should be about 15 minutes and additional 5-10 minutes will be allocated to questions and comments from the class. The aim of this activity is to learn a new concept, relate it to materials covered in the class, and apply it to some real business situation. Teams are encouraged to be creative in identifying applications of the concept and tap information from sources such as The Wall Street Journal and other press articles, customer interviews, research papers, and market research studies. Each team is expected to submit a summary report not exceeding three pages (single spacing, font size 12, Calibri or equivalent). Presentation material and summary report should be submitted to the instructor at the beginning of the presentation.

I will announce the scheduling of the presentations in class. Each team will be given a specific date on which it will present.

The class presentation and the summary report will be graded on the following criteria:

1. Scope: Topic appropriately scoped to make it a significant learning experience for everyone present in the classroom. Teams are encouraged to consult me to ensure that they are on the right track.
2. Understanding and application: Team should demonstrate a clear understanding of the concept and relate it to real business situation.
3. Course linkage: Relate to appropriate concepts, frameworks and examples discussed in the class.
4. Presentation: All members should be involved in the presentation. Expectations on the quality of presentation are high. Team members should not read from a script, should make frequent eye contact with others present in the room, should not stand still, and should be well rehearsed. Team should be creative in using any presentation aids that they find suitable to communicate their learning to the class.
5. Q&A: You should be prepared to answer any questions related to your topic of presentation.
6. Report: Clarity and completeness are expected. Reports should be written such that other students can learn the topic without using any additional materials.

Possible topics for group presentation:

- Strategic interaction and social norms (Fairness)
- Stackelberg competition

- Cournot competition
- Network effects in technology adoption
- Durable goods pricing
- Vertical differentiation
- Comparative advertising
- Observational learning (Information cascade)
- Exclusive territories in distribution
- Demarketing

### **Check-list for assignments**

Please note the following regarding your assignments.

- Identify yourself by your name (exactly as it shows on the Registrar's rolls) and section number on the front page on the top right corner.
- Strictly follow the format. Any material beyond the specified page limit will not be graded.
- Do not copy any text, pictures, graphs, or tables from anywhere including the case. All written work, exhibits, and presentation should be your own.
- To protect yourself from an unwarranted charge of plagiarism, document all sources of information that you refer to while preparing your assignments.

- **Final Exam**

There will be an in-class 3-hour final exam. The exam will cover all the topics covered in the class in the course. Please note that topics that were covered during group presentations are also expected. The format will be closed book, closed notes. You may not use any electronic devices such as phone, calculator, or laptop during the exam. The final exam may include case analyses and/or short answer type questions. The exams will not ask specific questions about the HBS cases but the firms from the cases may be used as examples for broader concepts. A make-up exam will be given only in the case of valid and documented excuses.

### **Free-riding problem**

We prefer to give the same grade to all members of a group, understanding that some individuals may have made a greater or lesser contribution to a particular piece of work. However, if you feel that your group has a free rider, you should ask me to mediate. Contact me as soon as the problem arises, not right before your presentation date. If problem persists I may adjust the individual's grade downwards (by up to 25% of group presentation grades) after consideration and giving that individual a chance to respond. The peer evaluation of the group members, if necessary, will be collected at the end of the semester.

### **Rubrics**

Please see appendix at the end of the syllabus for rubrics for all graded assignments.

### **Grading**

The grade of A is reserved for those who demonstrate extraordinary performance as determined by the instructor. The grade of A- is awarded only for excellent performance. The grades of B+ and B are awarded for good performance. The grades of B-, C+, C, and C- are awarded for adequate but substandard performance. The grades of D+, D, and D- are not awarded at the graduate level. The grade of F indicates the student's failure to satisfactorily complete the course work. For Core/Foundation courses, the grade point average of the class should not exceed 3.35. For Elective courses, the grade point average should not exceed 3.45.

### **Tentative Course Calendar**

Instructors reserve the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Week	Content	Reading	Due
1	<u>Introduction</u>  <u>Foundations of Game Theory</u> 1. Sequential-moves 2. Simultaneous-moves 3. Prisoner's Dilemma 4. Nash Equilibrium	- Syllabus  - The Art of Strategy, Ch 2 (pages 32-40), Ch 3 (pages 64-71)	
2	5. Adverse Selection, Moral Hazard, Screening, Signaling  <u>Competitive analysis</u> 1. Bertrand Paradox 2. Repeated Interaction and Collusion 3. <i>United Breaks Guitars</i> case	- The Art of Strategy, Ch 8 - <i>United Breaks Guitars</i> case	Form groups  United Breaks Guitars individual case opinion due
3	4. Making Credible Threats 5. Strategic Cooperation  <u>STP Strategy</u> 1. <i>BMW Films</i> case	- The Art of Strategy, Ch 3 (pages 72-94)  - <i>BMW Films</i> case	Group#1 presentation
4	2. Location Choice 3. Differentiating with Competitor  <u>Salesforce</u> 1. Salesforce Compensation Exercise 2. Bargaining	- The Art of Strategy, Ch 13 (pages 403-407), Ch 11 (pages 339-342, 354-358)	Group#2, #3 presentation
5	<u>Marketing Mix: Pricing</u> 1. Golden Rule of Pricing 2. Price Discrimination 3. Auctions	- The Art of Strategy, Ch 10 (pages 301-312)	Midterm quiz  Group#4, #5 presentation
6	<u>Marketing Mix: Product</u> 1. Product Line Competition 2. Product Launch Competition 3. Price as a signal of product quality 4. Branding <i>(Product) Red (A) case</i>	- <i>(Product) Red (A) case</i> - The Art of Strategy, Ch 8	Group#6 presentation
7	<u>Marketing Mix: Advertising</u> 1. Golden Rule of Advertising 2. Money Burning  <u>Marketing Mix: Distribution</u> 1. Double Marginalization 2. Vertical Integration 3. <i>Eco7: Launching a New Motor Oil</i> case	- <i>Eco7: Launching a New Motor Oil</i> case	Group#7, #8 presentation  <i>Eco7: Launching a New Motor Oil</i> group case opinion due
8	Final Exam		In-class exam

## **Carey Business School Policies and General Information**

Please note that failure to become acquainted with Carey policies will not excuse any student from adhering to these policies.

### **Canvas Site**

A Canvas course site is set up for this course. Each student is expected to check the site throughout the semester as Canvas will be the primary venue for outside classroom communications between the instructor and students. Students can access the course site at <https://canvas.jhu.edu/>.

### **Technical Support**

24/7 technical support for questions regarding Canvas, Zoom, and other technical issues is available. Please refer to Carey's [Academic Resources webpage](#) for contact information and other details.

### **Students with Disabilities - Accommodations and Accessibility**

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by [Student Disability Services](#). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements. For further information or to start the process of requesting accommodations, please contact [Student Disability Services](#) at the Carey Business School.

### **Academic Ethics Policy**

Carey expects graduates to be exemplary global citizens in addition to innovative business leaders. The Carey community believes that honesty, integrity, and community responsibility are qualities inherent in an exemplary citizen. The objective of the Academic Ethics Policy (AEP) is to create an environment of trust and respect among all members of the Carey academic community and hold Carey students accountable to the highest standards of academic integrity and excellence.

It is the responsibility of every Carey student, faculty member, and staff member to familiarize themselves with the AEP and its procedures. Failure to become acquainted with this information will not excuse any student, faculty, or staff member from the responsibility to abide by the AEP. Please contact the [Office of Student Affairs](#) if you have any questions. For the full policy, please visit the [Academic Ethics Policy webpage](#).

### **Student Conduct Code**

The fundamental purpose of the Johns Hopkins University's regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. Please contact the [Office of Student Affairs](#) if you have any questions regarding this policy. For the full policy, please visit the [Student Conduct Code webpage](#).

### **Commitment to Respect**

Respectful behavior creates an environment within the Carey Business School where all are valued and can be productive. Carey defines respectful behavior as conduct that, at a minimum, demonstrates consistent courtesy for others, including an effort to understand differences. As such, all in the community agree to the Carey Commitment to Respect, which states that we all strive to show that we value each other's human dignity and our differences, and to choose behavior and language that demonstrates mutual respect. Please visit the [Commitment to Respect webpage](#) to learn more about the expectations and resources available.

### **Classroom Policies for All On-Site and Remote-Live Classes**

Carey is committed to maintaining the highest standards of excellence in all forms of instruction. To that end, we have developed [policies and procedures for all classes offered in on-site and remote-live formats](#). These policies will govern all courses occurring in these formats, and all students are expected to familiarize themselves with and adhere to these policies.

**Student Success Center**

The Student Success Center offers assistance in core writing and quantitative courses. For more information, visit the [Student Success Center webpage](#).

**Other Important Policies and Services**

Students are encouraged to consult the [Student Handbook and Academic Catalog](#) and [Student Services and Resources](#) for information regarding other policies and services. For your convenience, there is a singular website students can visit to learn about all [JHU and Carey policies](#).

**Copyright Statement**

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. Violations are subject to sanctions under the [Academic Ethics Policy](#).

## Appendix

### Class Participation Rubric

	Very much			Not at all
1. Does the student pay attention to lecture/recitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the student show good behavior and respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student answer questions raised by the instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student participate during case discussions, games and presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Case Opinion Rubric

	Excellent			Poor
1. Is the write-up written clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the student provide a direct answer to a question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the answer incorporate proper analysis of the case?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student logically support his/her answer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the answer practical (if an answer contains a recommendation)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Midterm Quiz Rubric

	Excellent			Poor
1. Does the student show work (not just writing the answer)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the student follow the right approach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student demonstrate clear understanding of materials covered in the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Group Presentation Rubric

	Excellent			Poor
1. Does the team demonstrate clear understanding of the topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the team able to relate the topic to what was learnt in the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the team come up with three relevant business applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the team able to explain the concept to the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student present professionally? (frequent eye contact, not reading from a script, not hiding behind the computer, well-rehearsed, not standing still, seam-less transitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does every team member participate in presentation and Q&A?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the report clear and coherent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Final Exam Rubric

	Excellent			Poor
1. Does the student show work (not just writing the answer)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the student follow the right approach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student provide right reasoning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student demonstrate clear understanding of materials covered in the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student demonstrate clear understanding of materials covered during the group presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student understand relevant examples provided in the text-book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>