

Marketing (Blocks 5 & 6)



# Contents

<b>Course Summary</b>	<b>7</b>
<b>I Midterm Project Outline</b>	<b>9</b>
<b>The Juice Laundry</b>	<b>11</b>
Overview and Objectives . . . . .	11
Expectations . . . . .	14
<b>II Daily Schedule</b>	<b>17</b>
<b>Thursday, October 7</b>	<b>19</b>
Classroom . . . . .	19
Topic . . . . .	19
Objectives . . . . .	19
Readings . . . . .	19
Discussion Questions . . . . .	20
Assignments Due . . . . .	20
Assignments Made . . . . .	20
<b>Thursday, October 14</b>	<b>23</b>
Classroom . . . . .	23
Topic . . . . .	23
Objective . . . . .	23
Readings . . . . .	23
Discussion Questions . . . . .	23
Assignments Due . . . . .	24
Assignments Made . . . . .	24
<b>Thursday, November 4</b>	<b>25</b>
Classroom . . . . .	25
Topic . . . . .	25
Objective . . . . .	25

Readings . . . . .	25
Discussion Questions . . . . .	25
Assignments Due . . . . .	26
<b>Thursday, October 21</b>	<b>27</b>
Classroom . . . . .	27
Topic . . . . .	27
Objectives . . . . .	27
Readings . . . . .	27
Discussion Questions . . . . .	27
Assignments Due . . . . .	28
Assignments Made . . . . .	28
<b>Tuesday, October 19</b>	<b>29</b>
Classroom . . . . .	29
Topic . . . . .	29
Objective . . . . .	29
Readings . . . . .	29
Discussion Questions . . . . .	29
Assignments Due . . . . .	30
Assignments Made . . . . .	30
<b>Thursday, October 28</b>	<b>31</b>
Classroom . . . . .	31
Topic . . . . .	31
Objective . . . . .	31
Readings . . . . .	31
Discussion Questions . . . . .	31
Assignments Due . . . . .	32
Assignments Made . . . . .	32
<b>Tuesday, October 26</b>	<b>33</b>
Classroom . . . . .	33
Topic . . . . .	33
Objective . . . . .	33
Readings . . . . .	33
Discussion Questions . . . . .	33
Assignments Due . . . . .	34
Assignments Made . . . . .	34
<b>Tuesday, November 2</b>	<b>37</b>
Classroom . . . . .	37
Topic . . . . .	37
Objective . . . . .	37
Readings . . . . .	37
Discussion Question . . . . .	37

*CONTENTS* 5

Assignments Due . . . . .	38
Assignments Made . . . . .	38

**Tuesday, November 9 39**

Classroom . . . . .	39
Topic . . . . .	39
Objective . . . . .	39
Readings . . . . .	39
Assignments Due . . . . .	39
Assignments Made . . . . .	39

**Thursday, November 4 41**

Classroom . . . . .	41
Topic . . . . .	41
Objective . . . . .	41
Readings . . . . .	41
Discussion Questions . . . . .	41
Assignments Due . . . . .	42

**Tuesday, November 16 43**

Classroom . . . . .	43
Topic . . . . .	43
Objective . . . . .	43
Readings . . . . .	43
Discussion Questions . . . . .	43
Assignments Due . . . . .	43
Assignments Made . . . . .	44

**Thursday, November 18 45**

Classroom . . . . .	45
Topic . . . . .	45
Objective . . . . .	45
Readings . . . . .	45
Discussion Questions . . . . .	45
Assignments Due . . . . .	47
Assignments Made . . . . .	47

**Thursday, November 11 49**

Classroom . . . . .	49
Topic . . . . .	49
Objectives . . . . .	49
Readings . . . . .	49
Assignments Due . . . . .	50
Assignments Made . . . . .	50

**Tuesday, November 23 51**

Classroom . . . . .	51
---------------------	----

Topic . . . . .	51
Objective . . . . .	51
Readings . . . . .	51
Discussion Questions . . . . .	51
Assignments Due . . . . .	52
Assignments Made . . . . .	52
<b>Tuesday, November 30</b>	<b>53</b>
Classroom . . . . .	53
Topic . . . . .	53
Objective . . . . .	53

# Course Summary

Welcome to the Marketing component of Fall ICE!

This website includes an outline for your midterm project and a daily schedule for our class sessions.

During our time together, we will focus on improving your ability to honor the marketing discipline's first law:

“Don't sell what you happen to make; make what the consumer wants to buy” [Fennell, 1978, p. 38].

Our class sessions will hone your ability to apply critical thinking skills to the managerial decisions being asked of marketers in today's information-based economy. Oftentimes these decisions pertain to how a company should go about designing its marketing mix, which is composed of the **famous** 4 Ps (product, price, promotion, and place).

Conceptualizing marketing as the act of generating, disseminating, and responding to market intelligence [Kohli and Jaworski, 1990] will allow us to discuss how marketing can be practiced organization-wide to help companies attain a market orientation and optimize their triple bottom lines for profits, people, and the planet [Elkington].

If asked the question “what is marketing?” during our first class session, you might define marketing similar to how you would define advertising. In contrast, by the time our last class session hits on Thursday, December 2, you should find that your view of marketing has broadened and deepened, no matter your starting point.

I hope you will find the lessons we cover together to be valuable no matter your career interests (e.g., accounting, finance, marketing). Indeed, marketing is a shared responsibility and everyone in the organization needs to perform the role of marketing on a continuous basis, whether they “sit” in the marketing department or not. The reason being is that learning is at the core of the marketing process, so everything employees do to “embrace reality and deal with it” [Dalio, 2017, p. 132] falls into the realm of marketing.

I very much look forward to the time we will spend together. Please feel welcome to get in touch with me at any point if you have questions or a desire to talk about something we cover in detail.

Sincerely,  
Prof. Boichuk



## **Part I**

# **Midterm Project Outline**



# The Juice Laundry

## Overview and Objectives

### Project Overview

The primary goal of this midterm project is to give you an opportunity to apply the skills you are learning in marketing to a real-life situation, such that you end up turning consumer/customer data that you collect into significant, actionable, and interesting insights for The Juice Laundry (TJL), a local Charlottesville business that is partnering with us for the purposes of this midterm project.

The more you engage in the marketing process that this project will require of you, the better you will become at generating, disseminating, and responding to market intelligence [Kohli and Jaworski, 1990]. Improving your ability to perform these three core activities will in turn allow you to help companies—especially those you want to work for—achieve a market orientation and optimize the triple bottom line for profits, people, and the planet [Elkington]. After all, optimizing collective value (i.e., prosperity) is arguably why society engages in commerce and, as a result, marketing in the first place [Donaldson and Walsh, 2015].

### Company Overview

In brief, TJL is an organic juice and smoothie bar with three locations in Charlottesville, VA. Founded by UVA alumni Mike and Sarah Keenan, TJL’s mission is “to inspire healthy, organic, powerful change.” In-store signage articulates Mike and Sarah’s value proposition to customers as follows:

The Juice Laundry was founded on the concept of keeping our bodies clean and healthy, starting with what we put into them. Raw, organic fruits and veggies are nature’s medicine and the foundation of preventative health care. Whether juiced, blended, or eaten whole, fresh produce is full of life-giving nutrients and enzymes. We choose to use 100% organic ingredients, 100% of the time, because the phrase ‘organic whenever possible’ is often highly misleading. If

we can't find something organic on a given day, it won't be on our menu. That's our commitment to you, and to your health.

Elsewhere in TJL's locations, the brand's slogan "Clean Your Machine" is displayed prominently, as are the brand's defining principles: "We are Raw. We are Fresh. We are Clean. We are Organic. We are Curious. We are Passionate. We are Transparent. We Leave a Gentle Footprint." Missing in stores, however, are trash cans, as 100% of TJL's packaging is either compostable or reusable.

For this midterm, Mike and Sarah are offering us "a lab of sorts" [Newman], somewhere you can talk with them as well as TJL's employees and customers; analyze data; and, eventually, see the impact of your hard work right in our backyard at the AFC and on the Corner.

## Objectives

Your objectives for this midterm project are threefold: (1) identify an area of TJL's business that is worth looking into; (2) evaluate three alternative directions that TJL could go in in this respect; and (3) develop a comprehensive and convincing action plan that logically flows from what you learn.

## Topic Identification

How should you go about identifying an area of TJL's business that is worth looking into? In line with Colquitt and George [2011], you should strive to identify and address an area of inquiry that:

- **Takes on a grand challenge** (i.e., has a compelling *raison d'être*)
  - By aiming to solve a piece of a larger societal puzzle and, thus, having a compelling purpose (e.g., encouraging healthier eating habits, making commerce more sustainable).
- **Catches and holds Mike and Sarah's attention**
  - By challenging their taken-for-granted assumptions and solving a mystery you uncover that has multiple plausible endings and cannot be guessed.
- **Offers insights for practice**
  - By estimating the potential effect of a new and important practice and conveying findings that Mike and Sarah will be able to act on in the near term.

As is reflected on page three of the midterm report template, Mike and Sarah are interested in topics that focus on grand challenges, offer actionable insights, and peak their curiosity. With these priorities in mind, you should be well positioned to engage in the marketing process and help TJL further achieve a market orientation.

As you develop a list of potential topics to focus on, try your best to be divergent in your thinking [Peng]. Begin by conducting extensive research on Business Source Complete, Elevate, Euromonitor, Factiva, Google Trends, IBISWorld,

Instagram, Mergent Intellect, Yelp, and other platforms (see the Commerce LibGuide for options). This research, which can also occur outside of TJL's and its competitors' storefronts at a safe physical distance from others, will guide you to challenges that TJL is facing [e.g., some consumers think TJL offers low value; Zeithaml [1988]] as well as promising alternatives that Mike and Sarah could consider implementing to address these challenges (e.g., launching an Instagram campaign focused on educating their followers about the true cost of food).

- **Pro tip:** Be radically open minded—and productively stupid [Schwartz, 2008]—as you search for challenges and strive not to let confirmation bias contaminate your findings [Gallo].
- **Pro tip:** Organize your observations into datasets, such as those discussed in Chapter 12 of *R for Data Science* so you can summarize them both statistically and visually [Wickham and Grolemund, 2017]. This process will add rigor to your analysis and the insights you generate.

Sort the alternatives you identify into buckets of the challenges they address. Then, use Colquitt and George's [2011] prioritization framework to select three buckets (i.e., topics) that you believe are most worth looking into and highlight these topics in a topic choice decision matrix (see page 3 of the midterm report template). From here, you will arrive at the topic you believe is most worth doing further research and reporting on for your midterm project.

- **Pro tip:** Explain your topics clearly so that Mike and Sarah will be able to fully appreciate: (a) the challenges your topics are focused on overcoming and (b) the alternatives your research has led you to consider.

## Alternative Evaluation

Focused on the topic you identify, your next objective is to, in a concise and well-balanced manner, explain the three fundamentally different directions that you believe TJL should consider going in (one of which can be related to improving the status quo at TJL). Further, you should arrive at and implement a set of criteria that you believe Mike and Sarah should use to make decisions of this sort.

With alternatives and criteria in hand, you will be able to complete a value model for decision-making purposes [Johnson]. You might find it helpful to structure your value model using the exhibit on page four of the midterm report template. Overall, your goal should be to evaluate a set of well-balanced alternatives with a ranked set of relevant decision criteria in order to propose a course of action in a convincing manner.

On this point, you should strive to explain your alternatives clearly and define your criteria well so that the scores you assign to alternatives in your value model will seem logical. In other words, try to increase the chances that sepa-

rate people (namely, your peers, Mike, Sarah, and I) will more or less agree on the scores you assign to given alternative-criterion pairs and, thus, the logic underlying your strategic recommendation by explaining your alternatives clearly and defining/ranking your criteria cogently.

While analyzing and communicating insights about these and other datasets, the key is to describe the provenance of your data parsimoniously and to define the variables you are analyzing to make decisions clearly, completely, and credibly [Zhang and Shaw, 2012].

### **Action Plan**

Having made your decision, your final objective is to develop an action plan that covers relevant elements of the marketing mix (e.g., product, price, promotion, and place) seamlessly and concretely. Completing this objective well is important because clients need to understand what has to be done (i.e., by who, when, what, where, why, and how?) before they can accept your claims and even begin to consider implementing your recommendation. In order to set expectations, strive to establish goals related to consumers' attitudes, emotions, and/or actions as well as to TJL's triple bottom line [i.e., profits, people, and the planet; Elkington] in specific, measurable, achievable, relevant, and time-bound ways [Miller].

## **Expectations**

### **Content**

This midterm report is your opportunity to show Mike and Sarah Keenan that you have thought critically, and in a divergent manner [Peng], about their business. What should TJL's top priority be, and why? What makes this topic significant, actionable, and interesting? What alternative approaches should TJL be considering in this area, and how should Mike and Sarah be going about deciding among these alternatives? Ultimately, your report should advocate for some sort of strategic change to TJL's marketing mix in a well-reasoned manner.

More granularly, you should base the action plan you advocate for in your report on the shoulders of (i) a topic with an impressive anatomy [Colquitt and George, 2011]; (ii) a decision-making process with strong principles [Dalio, 2017]; (iii) analysis that is described clearly, completely, and credibly [Zhang and Shaw, 2012]; (iv) a breadth and depth of analyses that are applied accurately and reproducibly [Parker, 2017]; and (v) stylish writing [Sword, 2012].

### **Structure**

Your report should contain the following sections: (1) title page, (2) main body (see "Content" above), (3) references, (4) exhibits, and, potentially, (5) appen-

dices. There is no one “right” way to organize the main body of your report; however, you should think carefully about what your audience (i.e., Mike and Sarah Keenan) already knows and prioritize discussing original analysis that you have conducted over general statements about TJL’s business.

## **Length**

The main body of your report should not exceed 1,000 words. There is no word limit for your exhibits, works cited, and endnotes.

## **Format**

Use 1-inch margins and 12-point serif font throughout. The main body of your report should use 1.5 spacing. Your works cited, exhibits, and endnotes should be single spaced. Refer to the Interdisciplinary Project Project Description for additional details about formatting client-ready business documents.

## **Assessment**

I will use the Case Report Rubric to assess your report, which is worth ten percent of COMM 3020, and to give you developmental feedback.

## **Submission**

Your report is due on Tuesday, November 3 at 12:01 am. Submit your report via BlackBoard here, and use the following naming convention for the file you submit: “b#-last-first.docx” (e.g., “b5-hammond-austin.docx”). If you collect data or conduct analyses to inform your report, you should add this material to your submission via an electronic supplement. Use the same naming convention for this file (e.g., “b#-last-first.xlsx”). Your report and supplements should all make stand-alone sense. Deviating from the simple instructions in this paragraph will earn you a lower grade (–2 out of 100 possible points).





# Part II

## Daily Schedule



# Thursday, October 7

## Classroom

- Blue (required)

## Topic

- Course Outline and Midterm Launch

## Objectives

- To outline how our subsequent sessions will cover the broad discipline of marketing, a discipline that at its core is about processing information and making decisions to optimize the triple bottom line
  - To define goals, objectives, requirements, and expectations for this course
  - To outline how this course's assignments (e.g., exercises, papers, reports) contribute to achieving this course's goals and objectives
  - To explain why the instructional methods (e.g., cases, lectures, readings, projects) were chosen to serve as this course's subject matter
  - To establish a learning environment that respects differences and diverse perspectives and makes all students feel welcome
- To establish a clear set of goals, requirements, and performance standards (i.e., grading criteria, grading system) for the midterm project

## Readings

- Market Orientation: The Construct, Research Propositions, and Manage-

rial Implications [Kohli and Jaworski, 1990]

- Midterm Project Outline

## Discussion Questions

1. What major constituents make up a company's external environment?
2. What does the term "market orientation" mean?
3. Describe the three types of information-processing activities that market-oriented companies engage in.

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
  - By way of submitting your answers you are pledging on your honor that you neither gave nor received help while answering the discussion questions. You are expected to work alone on all aspects of them and the analysis you present should be your own.
  - You will earn one point toward your in-class participation grade for marketing every time you submit your answers on time and to a satisfactory degree. Late submissions will receive zero points without exception.
- Print the readings for each class session of marketing and organize them in a binder

## Assignments Made

- Answers to the discussion questions for our next session of marketing
- Discuss your analysis of the Hubspot case before our next session of marketing. As you prepare for and engage in your group discussion, you might find it helpful to consider the following guidelines that [Haywood-Farmer] haywood-farmer-2008 [2008] suggests adhering to:
  - Develop a thorough understanding of the case prior to your group meeting
  - Participate actively in the discussion and take your own notes (consensus is neither necessary, nor expected)

- Set a time limit, say 30 minutes, for your discussion and stick to it



# Thursday, October 14

## Classroom

- Orange (required)

## Topic

- Hubspot Case Discussion

## Objective

- To learn how you can use the CLV formula for targeting decisions
- To introduce the concept of a value model and explore how you can use value models to systematize your decision-making about making strategic changes to marketing-mix variables

## Readings

- Hubspot: Inbound Marketing and Web 2.0 [Steenburgh et al., 2017]
- Marketing Analysis Toolkit: Customer Lifetime Value Analysis [Steenburgh and Avery, 2017]
- How to Make a Big Decision [Johnson]
  - You can access this article by searching Factiva for: `rst=nytf` and `how to make a big decision`

## Discussion Questions

1. What decision needs to be made in the Hubspot case, and what alternatives should Halligan and Shah be considering? Arrive at three

alternatives, with one being to maintain the status quo.

2. Assuming a zero percent discount rate, what is the customer lifetime value of an Owner Ollie? Show your work.
3. Assuming a zero percent discount rate, what is the customer lifetime value of a Marketer Mary? Show your work.
4. Building on your answers to Q2 and Q3, if Halligan and Shah had \$100,000 to spend on customer acquisition, who should they spend it on, Ollies or Marys? Show your work.
5. What direction does your research suggest Halligan and Shah should go in? Build an argument for your decision.
6. What are the key advantages of creating a value model relative to making a list of pros and cons?

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
- Discuss your analysis of the Hubspot case with your group members before today's class

## Assignments Made

- Hubspot Case Reflection
- Answers to the discussion questions for our next session of marketing



# Thursday, November 4

## Classroom

- Orange (required)

## Topic

- Midpoint Review and Allianz Project Working Session

## Objective

- To examine the infamous saying “Always Be Closing” and discuss how it can be modified to accommodate the consumer decision making process

## Readings

- The Ultimate Guide to Sales Qualification [Ye]
- I Object! Four Steps to Handling Objections [Jolles]

## Discussion Questions

1. What benefits can organizations that train their salespeople to qualify prospects expect to reap? Be sure to provide sound reasoning.
2. Suppose you want to become unconsciously competent at the four steps outlined in [Jolles] so as to become more adept at handling objections that arise. How would you go about doing so? Set some goals that adhere to SMART principles.

## Assignments Due

- ~~Answers to today's discussion questions~~
  - ~~After signing into Blackboard, submit your answers to this folder~~

# Thursday, October 21

## Classroom

- Orange (required)

## Topic

- J.C. Penney Case Discussion

## Objectives

- To understand why a change in J.C. Penney's pricing strategy affected its revenue and profitability
- To learn how you can assess the likely effectiveness of a Hi-Lo versus EDLP pricing strategy, given a company's external environment

## Readings

- J.C. Penney's "Fair and Square" Pricing Strategy [Ofek and Avery, 2013]
- The Discipline of Business Experimentation [Thomke and Manzi, 2014]

## Discussion Questions

1. Read the case quickly and skim through its fourteen exhibits to identify one or two high-level concerns, problems, or issues that J.C. Penney faced in August of 2012. Describe them concisely. What might have caused them, and when does a decision need to be made?
2. Re-read the case more carefully to become acquainted with facts and opinions that are relevant to the concerns, problems, or issues you identified above. As you re-read the case, catalog information presented in the case and arrange it in a systematic order from most to least important.
3. Generate and evaluate alternative courses of action for J.C. Penney.

4. How should Johnson proceed? Recommend a general action plan.
5. Reflect on the time you dedicated to preparing for today's discussion of the J.C. Penney case. How much time did you spend, and how could you develop skills that will enable you to prepare more wisely? Refer to page 3 of Haywood-Farmer [2008] for ideas.

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
- Discuss your analysis of the J.C. Penney case before today's class with your group members

## Assignments Made

- J.C. Penney Case Reflection
- Answers to the discussion questions for our next session of marketing
- Discuss your analysis of the JUST (A) case with your group members before our next session of marketing

# Tuesday, October 19

## Classroom

- Orange (required)

## Topic

- Business-to-Business Sales and Marketing

## Objective

- To begin developing your ability to argue for and against managerial decisions in a persuasive manner through deliberate practice
- To discuss the merits of product-oriented marketing strategies

## Readings

- Case Report Rubric
- 2019 Fall ICE Marketing Final Exam

## Discussion Questions

1. Spend four hours or less writing a case report on the decision outlined in the 2019 final exam. (Be sure to keep the case report that you generate for your own records. Doing so will allow you to look back at your ability level at this point in the semester. Do not submit your report.)
2. What components of your case report came easiest/hardest to you? Was it collecting data that might be relevant to making a decision; identifying and stating one or two high-level concerns, problems, or issues; identifying and evaluating alternatives; or designing an action plan?

## Assignments Due

- Hubspot Case Reflection
- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
- Discuss your analysis of the Tesla case before today's class with your group members

## Assignments Made

- Answers to the discussion questions for our next session of marketing
- Discuss your analysis of the J.C. Penney case before our next session of marketing. As you prepare for and engage in your group discussion, you might find it helpful to consider the following guidelines that Haywood-Farmer (2008)[Haywood-Farmer, 2008] suggests adhering to:
  - Develop a thorough understanding of the case prior to your group meeting
  - Participate actively in the discussion and take your own notes (consensus is neither necessary, nor expected)
  - Set a time limit, say 30 minutes, for your discussion and stick to it

# Thursday, October 28

## Classroom

- Blue (required)

## Topic

- Starbucks Case Discussion

## Objective

- To gain a better understanding of when and how companies should engage in brand activism
- To strengthen your ability to evaluate alternatives in view of substantive decision criteria

## Readings

- Brand Activism at Starbucks – A Tall Order? [Craddock et al., 2018]
- The New CEO Activists [Chatterji and Toffel, 2018]

## Discussion Questions

1. What decision needs to be made in the Starbucks case, and what alternatives should Johnson be considering? Arrive at three alternatives, with one being to only engage in brand activism on the topic of race relations in America nonconfrontationally [see Chatterji and Toffel, 2018, p. 82].
2. What guiding principles should Starbucks use to decide among initiatives that it could pursue to improve race relations in America? Define and rank the guiding principles you arrive at cogently.

## Assignments Due

- JUST Case Reflection
- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
- Discuss your analysis of the Starbucks case with your group members before today's class

## Assignments Made

- Starbucks Case Reflection
- Answers to the discussion questions for our next session of marketing



# Tuesday, October 26

## Classroom

- Blue (required)

## Topic

- Tesla Case Discussion

## Objective

- To discuss when and how companies can overcome consumers' lay theories about product attributes (e.g., tasty = unhealthy)

## Readings

- Just: Positioned to Target Mainstream Tastes? (A) [Yemen et al., 2018a]
- Food Marketing [Gibson et al., 2018]

## Discussion Questions

1. Read the case and its technical note on food marketing quickly, keeping the following lay theories that consumers tend to use as rules of thumb when they make decisions about food in the back of your mind: **in-expensive = unhealthy**, **healthy = not tasty**, and **sustainable = not tasty** [Haws et al., 2017, Raghunathan et al., 2006, van Doorn and Verhoef, 2011]. Given JUST's mission to "develop better-tasting, healthier, and more sustainable foods from plants, then distribute them intensively across a wide variety of grocery and food retail stores at an affordable price" [Yemen et al., 2018a, p. 2], these lay theories present obstacles that need to be circumvented. Take ten minutes to free write about them. That is, write without regard to grammar, sentence

structure, or spelling, and leave your response to this question unpolished after ten minutes is up. This activity should increase your understanding of the topics and get your ideas flowing.

2. Is JUST Mayo radically better than other mayonnaise in terms of its tastiness, affordability, healthiness, and sustainability? How does it fare against market-share leaders on these product attributes? Answering these questions will require you to collect data and, therefore, to go beyond the information presented in the readings. Focus on **one** product attribute in your response (the choice is yours), get creative, and be resourceful.
3. Given your responses to Q1 and Q2, what trade-offs and realities should JUST's team be conscious of as they work to increase consumers' perceptions of JUST Mayo along the product attributes of tastiness, affordability, healthiness, and sustainability. As [Porter, 1996] describes, "a trade-off means that more of one thing necessitates less of another" (p. 68). Exposing the trade-offs and relative (dis)advantages that exist in a product category is the first step to uncovering the unique competitive position that a company should strive for.
4. What characteristics does JUST Mayo need to have for it to carve out real estate in consumers' minds as the best tasting, most affordable, healthiest, and most sustainable mayonnaise in the grocery store? In particular, focus on how JUST could lay claim to this ideal competitive position by making additional changes to JUST Mayo's packaging. If your analysis suggests that this ideal competitive position is *not* achievable, focus on making changes to JUST Mayo's packaging that will highlight product attributes that JUST *can* hang its hat on.

## Assignments Due

- J.C. Penney Reflection
- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder
- Discuss your analysis of the JUST (A) case with your group members before today's class

## Assignments Made

- JUST Case Reflection
- Answers to the discussion questions for Marketing on Tuesday, November

2

- JUST Case Report (for bonus participation credit only; due Thursday, November 4)



# Tuesday, November 2

## Classroom

- Orange (required)

## Topic

- Just (A) Case Discussion

## Objective

- To work on developing action plans for IIP 2 of the Allianz project that are seamless and concrete

## Readings

- Interdisciplinary Project Project Description

## Discussion Question

How should Allianz implement your recommendation, and how did you arrive at these implementation choices? IIP 2 asks you to form a well-reasoned answer to this question that spans the four elements of the marketing mix.

Rather than have separate paragraphs or sections for each of the four Ps, the action plan you advance in your IIP 2 Client Report should be *seamless*. As is true for inter-disciplinary curriculum in business schools, the best action plans are integrated. What does this mean practically? You should think of the marketing mix as a framework you can use to create a comprehensive action plan. However, it would be a mistake to let the framework silo your thinking or the structure of your output. Again, you should *not* separate your action plan into four paragraphs or sections, one for each element of the marketing

mix. Instead, describe how Allianz should bring your initiative to market by weaving specifications for elements of the marketing mix into a holistic action plan seamlessly.

You might find it helpful to think of yourself and your group members as composers of orchestral music and the four Ps as wind, string, percussion, and brass instruments. Similar to how orchestral writers produce scores that unify these instruments, your task is to produce an action plan that unifies the four Ps. Orchestral writers produce music that a sequence of solos would fall far short of. As a result, symphonies are greater than the sum of their parts. Analogously, you should strive to combine elements of the marketing mix synergistically. As a result, your action plan will be greater than a sum of the four Ps.

The best action plans are also *concrete*. What does this mean practically? You should not leave statements like “we think the line of Allianz products that we are proposing should enter the market at a high price” undefined. What is a *high* price? In this case, you need to assign dollar values to the individual products that you think should be launched, using cogent reasoning, in order for your action plan to carry weight. No matter the marketing-mix variable, try to bring your recommendations to life by pushing your analysis beyond the abstract. The action plan you develop should unambiguously describe what your initiative would look like in the market and get as close to reality as possible.

Come to class having individually written at least a page of new ideas for your group’s action plan. Strive to describe how Allianz should implement your recommendation, and how you arrived at these implementation choices, both seamlessly and concretely. In class, your group will be given time to share your ideas with one another, offer constructive feedback, and make progress on your IIP 2 Client Stand-alone Deck Report.

## Assignments Due

- Starbucks Case Reflection
- A response to today’s discussion question
  - After signing into Blackboard, submit your response to this folder

## Assignments Made

- ~~Answers to the discussion questions for our next session of marketing~~

# Tuesday, November 9

## Classroom

- N/A (your only responsibility for today's class session is submitting your midterm report)

## Topic

- Midterm

## Objective

- To give you an opportunity to apply the skills you are learning in marketing to a real-life situation

## Readings

- Midterm Project Outline

## Assignments Due

- Midterm Report (at 12:01 am)
  - After signing into Blackboard, submit your Midterm Report to this folder

## Assignments Made

- ~~Answers to the discussion questions for our next session of marketing~~





# Thursday, November 4

## Classroom

- Orange (required)

## Topic

- Midpoint Review and Allianz Project Working Session

## Objective

- To examine the infamous saying “Always Be Closing” and discuss how it can be modified to accommodate the consumer decision making process

## Readings

- The Ultimate Guide to Sales Qualification [Ye]
- I Object! Four Steps to Handling Objections [Jolles]

## Discussion Questions

1. What benefits can organizations that train their salespeople to qualify prospects expect to reap? Be sure to provide sound reasoning.
2. Suppose you want to become unconsciously competent at the four steps outlined in [Jolles] so as to become more adept at handling objections that arise. How would you go about doing so? Set some goals that adhere to SMART principles.

## Assignments Due

- ~~Answers to today's discussion questions~~
  - ~~After signing into Blackboard, submit your answers to this folder~~

# Tuesday, November 16

## Classroom

- Orange (required)

## Topic

- The Road to Retail (Online and Offline)

## Objective

- To discuss how companies can bring consumer products to market most effectively through online and offline channels of distribution

## Readings

- Search Factiva for articles to inform your answers to the questions below

## Discussion Questions

1. In what ways has the COVID-19 pandemic accelerated the shift in consumer spending from offline to online channels of distribution?
2. Where will the balance of consumer spending between online and offline purchases settle after the current public health crisis is behind us?

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder

## Assignments Made

- Answers to the discussion questions for our next session of marketing

# Thursday, November 18

## Classroom

- Orange (required)

## Topic

- Just (B) Case Discussion

## Objective

- To engage in the process of developing a positioning statement and an elevator pitch for a marketing-mix variable of a new-to-the-world product

## Readings

- Just: Positioned to Target Mainstream Tastes? (B) [Yemen et al., 2018b]

## Discussion Questions

1. Aspirational positioning statements capture companies' intentions for products by expressing what companies hope consumers will think of them. Using the following sentence structure, write a positioning statement for the chicken nuggets described in Yemen et al. [2018b]. Further, justify the decisions you made for the elements in square brackets.

For [target customers], JUST [product name] will be the [meaningful point(s) of difference] choice compared to [relevant competitive set] because [supporting facts].

2. How should JUST bring the chicken nuggets described in Yemen et al. [2018b] to market? Choose a single element of the marketing mix and

create a 60-second elevator pitch for JUST Co-Founder and CEO Josh Tetrick, who will be video conferencing into class for this session.

Prepare an answer to this question as you would if you were working on a consulting project for Tetrick in “the real world,” with the goal of persuading him to set the marketing mix variable you focus on in the way you recommend doing so. Ask for the highest realistic level of commitment you can (e.g., agreement with the decision you land on) and try your best to receive his approval during class time.

The questions posed in the following paragraphs should help you develop a seamless and concrete recommendation for one element of bringing the chicken nuggets described in Yemen et al. [2018b] to market. You are neither expected to answer all of them, nor are you limited to them (much more has been written on the topic of making trade promotion more productive in the archives of HBR). But the questions stem from advice given in Quelch [1983] that has stood the test of time and (more than 35 years later) this advice continues to help food and beverage companies develop action plans for new products. Thus, addressing one or a couple of them, reading Quelch [1983], and referencing additional sources should help you develop an exemplary elevator pitch for Tetrick.

- **Product:** Taking market factors into account, define a realistic set of specifications and/or thresholds for nutritional and sensory attributes that JUST’s chicken nuggets need to have. What should JUST name its chicken nuggets? What package size(s) and flavors should JUST offer? How many stockkeeping units should the full portfolio of chicken nuggets have in it? What principles should guide JUST’s package-design decisions for its chicken nuggets? Consider applying these principles to determine how JUST should design its packaging. What should the packaging look like, and what materials should be used to make it? Are there certain labels or claims that JUST should make sure to include on the packaging?
- **Pricing:** Which pricing strategy should JUST adopt for its chicken nuggets: everyday low price (EDLP) pricing, high-low pricing, or a hybrid of the two? For each stockkeeping unit of chicken nuggets that you believe JUST should bring to market, what should its manufacturer suggested retail price be? What temporary price reductions should JUST offer to “encourage retailers and wholesalers to increase purchase commitments and build inventories” [Quelch, 1983, p. 130]? For what package sizes should they offer these discounts? What pass-through rate should JUST start negotiations at and strive to attain from retailers for the temporary price reductions they offer? When, how often, and for how long should JUST offer temporary price reductions?
- **Promotion:** What advertising and social media activity should JUST invest in to promote its chicken nuggets? What merchandising support (e.g., features in retailers’ weekly circulars, in-store displays) should JUST aim to attain from retailers? In particular, consider setting targets for

the size, location, and timing of features and/or in-store displays. What slogan or message should JUST use to promote its chicken nuggets?

- **Placement:** What retailers and regions of the United States should JUST target for the launch of its chicken nuggets? Should JUST plan to distribute its chicken nuggets intensively or selectively when they first hit the market? How much of JUST's focus should be on increasing market share in the retail and food-service sectors, respectively? Where in retail locations should JUST aim to gain initial display space for its chicken nuggets? How many facings should JUST aim to secure in a given grocery store? What restaurant types should JUST target in the food-service sector: fast-food or full-service restaurants?

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder

## Assignments Made

- Answers to the discussion questions for our next session of marketing





# Thursday, November 11

## Classroom

- Blue (required)

## Topic

- The Sales Process

## Objectives

- To develop an understanding of how companies and advertising agencies develop and implement integrated marketing campaigns.
- To use marketing campaigns produced by McIntire's promotions class in previous years as case studies and analyze their features.

## Readings

- 2016 National Student Advertising Competition Materials
  - Snapple Client Brief
  - UVA Snapple Pitch Book
  - UVA Snapple Presentation (Part 1 of 2)
  - UVA Snapple Presentation (Part 2 of 2)
- 2020 National Student Advertising Competition Materials
  - Adobe Client Brief
  - UVA Adobe Pitch Book
  - UVA Adobe Presentation

## Assignments Due

- ~~Answers to today's discussion questions~~
  - ~~After signing into Blackboard, submit your answers to this folder~~

## Assignments Made

- Answers to the discussion questions for our next session of marketing

# Tuesday, November 23

## Classroom

- Blue (required)

## Topic

- Integrated Marketing Communications

## Objective

- To prepare for the final exam by working through the 2017 and 2018 ICE Marketing final exams for Blocks 5 & 6

## Readings

- 2017 Fall ICE Marketing Final Exam
- 2018 Fall ICE Marketing Final Exam

## Discussion Questions

1. Spend four hours or less writing a case report for either the 2017 or the 2018 final exam. What components of your case report came easiest/hardest to you? Was it collecting data that might be relevant to making a decision; identifying and stating one or two high-level concerns, problems, or issues; identifying and evaluating alternatives; or designing an action plan? Take ten minutes to free write about the process you engaged in. (You can keep the case report you generate for your own records.)

2. How could you further hone your decision-making and written communication skills between now and the final exam period to help you reach your full potential? Refer to page 3 of Haywood-Farmer [2008] for ideas.

## Assignments Due

- Answers to today's discussion questions
  - After signing into Blackboard, submit your answers to this folder

## Assignments Made

- None
  - Because you're done! You made it!! Congratulations!!!

# Tuesday, November 30

## Classroom

- Blue (required)

## Topic

- 1-800-Flowers.com and Under Armour Case Discussions

## Objective

- To recap the semester and discuss possible futures for the discipline of marketing as well as the aggregate marketing system



# Bibliography

- Aaron K. Chatterji and Michael W. Toffel. The New CEO Activists. *Harvard Business Review*, 96(1):78 – 89, 2018. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=126916198&site=ehost-live&scope=site>.
- Jason A. Colquitt and Gerard George. Publishing in AMJ—Part 1: Topic Choice. *Academy of Management Journal*, 54(3):432 – 435, 2011. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=61965960&site=ehost-live&scope=site>.
- Jenny Craddock, Jeff Boichuk, Luca Cian, and Bidhan L. Parmar. *Brand Activism at Starbucks—A Tall Order?* Darden Business Publishing, Charlottesville, VA, 2018.
- Ray Dalio. *Principles: Life and Work*. Simon & Schuster, New York, NY, 2017.
- Thomas Donaldson and James P. Walsh. Toward a Theory of Business. *Research in Organizational Behavior*, 35:181 – 207, 2015.
- John Elkington. 25 Years Ago I Coined the Phrase “Triple Bottom Line.” Here’s Why It’s Time to Rethink It. *Harvard Business Review*. URL <https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it>.
- Geraldine Fennell. Consumers’ Perceptions of the Product-Use Situation. *Journal of Marketing*, 42(2):38 – 47, 1978. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4997002&site=ehost-live&scope=site>.
- Carmine Gallo. A Self-Made Billionaire Reveals the 1 Mental Hurdle That You Must Overcome to Reach Your Potential. *Inc.* URL <https://www.inc.com/carmine-gallo/a-self-made-billionaire-reveals-the-1-mental-hurdle.html>.
- Madeline Gibson, Luca Cian, and Jeff Boichuk. *Food Marketing*. Darden Business Publishing, Charlottesville, VA, 2018.
- Kelly L Haws, Rebecca Walker Reczek, and Keven L Sample. Healthy Diets Make Empty Wallets: The Healthy = Expensive Intuition.

- Journal of Consumer Research*, 43(6):992 – 1007, 2017. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122289227&site=ehost-live&scope=site>.
- John Haywood-Farmer. *An Introductory Note on the Case Method*. Ivey Publishing, London, ON, 2008.
- Steven Johnson. How to Make a Big Decision. *The New York Times*. URL <https://nyti.ms/2C558Py>.
- Rob Jolles. I Object! Four Steps to Handling Objections. *American Management Association*. URL <https://www.amanet.org/articles/i-object-four-steps-to-handling-objections/>.
- Ajay K. Kohli and Bernard J. Jaworski. Market Orientation: The Construct, Research Propositions, and Managerial Implications. *Journal of Marketing*, 54(2):1 – 18, 1990. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9602205182&site=ehost-live&scope=site>.
- Jen A Miller. How to Make (and Keep) a New Year’s Resolution. *The New York Times*. URL <https://www.nytimes.com/guides/smarterliving/resolution-ideas>.
- Caroline Newman. Seeking a Real-World Case Study, One Commerce Professor Turned to the Corner. *UVA Today*. URL <https://news.virginia.edu/content/seeking-real-world-case-study-one-commerce-professor-turned-corner>.
- Elie Ofek and Jill Avery. *J.C. Penney’s “Fair and Square” Pricing Strategy*. Harvard Business School Publishing, Boston, MA, 2013.
- Hilary Parker. Opinionated Analysis Development. *PeerJ Preprints*, 5:e3210v1 <https://doi.org/10.7287/peerj.preprints.3210v1>, 2017.
- Roger Peng. Divergent and Convergent Phases of Data Analysis. *Simply Statistics*. URL <https://simplystatistics.org/2018/09/14/divergent-and-convergent-phases-of-data-analysis/>.
- Michael E. Porter. What Is Strategy? *Harvard Business Review*, 74(6):61 – 78, 1996. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=9611187954&site=ehost-live&scope=site>.
- John A. Quelch. It’s Time to Make Trade Promotion More Productive. *Harvard Business Review*, 61(3):130 – 136, 1983. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=3868168&site=ehost-live&scope=site>.
- Rajagopal Raghunathan, Rebecca Walker Naylor, and Wayne D Hoyer. The Unhealthy = Tasty Intuition and Its Effects on Taste Inferences, Enjoyment, and Choice of Food Products. *Journal of Marketing*, 70(4):170 – 184, 2006. URL <http://proxy01.its.virginia.edu/login?url=http://search>.



- ebscohost.com/login.aspx?direct=true&db=bth&AN=22285172&site=ehost-live&scope=site.
- Martin A. Schwartz. The Importance of Stupidity in Scientific Research. *Journal of Cell Science*, 121(11):1771 – 1771, 2008. URL <https://jcs.biologists.org/content/121/11/1771>.
- Thomas Steenburgh and Jill Avery. *Marketing Analysis Toolkit: Customer Lifetime Value Analysis*. Harvard Business School Publishing, Boston, MA, 2017.
- Thomas Steenburgh, Jill Avery, and Naseem Dahod. *HubSpot: Inbound Marketing and Web 2.0*. Harvard Business School Publishing, Boston, MA, 2017.
- Helen Sword. *Stylish Academic Writing*. Harvard University Press, 2012.
- Stefan Thomke and Jim Manzi. The Discipline of Business Experimentation. *Harvard Business Review*, 92(12):70 – 79, 2014. URL <http://proxy01.its.virginia.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=99619513&site=ehost-live&scope=site>.
- Jenny van Doorn and Peter C. Verhoef. Willingness to Pay for Organic Products: Differences between Virtue and Vice Foods. *International Journal of Research in Marketing*, 28(3):167 – 180, 2011. URL <http://www.sciencedirect.com/science/article/pii/S0167811611000280>.
- Hadley Wickham and Garrett Grolemund. *R for Data Science*. O’Reilly, 2017.
- Leslie Ye. The Ultimate Guide to Sales Qualification. *HubSpot*. URL <https://blog.hubspot.com/sales/ultimate-guide-to-sales-qualification>.
- Gerry Yemen, Jeff Boichuk, and Luca Cian. *Just: Positioned to Target Mainstream Tastes? (A)*. Darden Business Publishing, Charlottesville, VA, 2018a.
- Gerry Yemen, Jeff Boichuk, and Luca Cian. *Just: Positioned to Target Mainstream Tastes? (B)*. Darden Business Publishing, Charlottesville, VA, 2018b.
- Valarie A. Zeithaml. Consumer Perceptions of Price, Quality, and Value: A Means-End Model and Synthesis of Evidence. *Journal of Marketing*, 52(3):2 – 22, 1988. URL <http://www.jstor.org/stable/1251446>.
- Yan Zhang and Jason D Shaw. Crafting the Methods and Results. *Academy of Management Journal*, 55(1):8 – 12, 2012.