

This is a tentative draft of the syllabus. Some of the cases will be determined during the winter break. Final version of the syllabus will be available by the first day of the class.

BUS 52a
MARKETING MANAGEMENT

COURSE SYLLABUS

Spring 2012

Class Hours: Tuesdays and Thursdays 2pm-3:20pm

Location: TBD

Office Hours: Tuesdays and Thursdays 1-2pm
and by appointment

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International Business School

BRANDEIS UNIVERSITY

COURSE DESCRIPTION

Course Description

Marketing is the sum of the activities undertaken by a company to stimulate sales of its product or services with its customers. The marketing objective is to create, promote and distribute products or services, at a price and quality deemed valuable by the company's customers, in order to create value and profit for the company. Maintaining a strong and compelling value proposition and long-term relationship with the company's customers are vital for the company's continued success and require constant monitoring of market, environmental, technological and competitive forces. Marketing is therefore integral to establishing a company's strategic direction. This in turn makes marketing skills and perspective essential to the success of all business managers in any business.

This course provides an in-depth exploration and practical application of basic marketing tools. These include product policy, pricing, promotion, distribution, sales management, and customer segmentation and retention. In most classes, we will analyze case studies that require us to identify marketing opportunities, refine value propositions, select customer segments and develop marketing programs for a variety of management situations. The course also includes a number of creative and analytic assignments, including a semester-long, group assignment.

Learning Goals and Outcomes

In this course, you will learn how marketers:

- Use core marketing concepts to evaluate marketing scenarios
- Analyze and assess complex marketing challenges
- Value quantitative and qualitative analysis
- Develop an integrated marketing plan

Through case study discussions, written case write-ups and formal presentations and project report, you will learn to:

- Develop a comprehensive marketing analysis
- Build a persuasive argument
- Express that argument extemporaneously in the classroom among peers, in writing and in with the aid of visuals in a formal presentation
- Make marketing decisions backed by solid reasoning
- To listen critically and respectfully to the ideas of classmates.

Course Approach

In each session of this course we will analyze and solve marketing problems from an assigned case study. We will use our time together in the classroom to sharpen our skills in diagnosing problems and to build a framework to understand and leverage marketing's complexities. To benefit from this approach, each student must come to class prepared with an analysis and solution for the marketing opportunity or challenge at hand, not just

a regurgitation of case facts. Class time together will follow a discussion format, with a constant challenging of viewpoints from the instructor and student alike.

Each class will focus on an individual case. One student will be randomly selected at the beginning of each class to “open” the discussion, and to provide a 3-5 minute overview of the basic facts.

Course Materials

Textbook: The required textbook for the course is *A Framework for Marketing Management, Fourth Edition*, written by Philip Kotler and Kevin Lane Keller, and published by Pearson, Prentice Hall.

This course will also require **Harvard Business School case studies and selected articles** and chapters. Readings and cases for each class are listed in this syllabus that you should use to guide your reading and preparation.

I have created a course area on the Harvard Business Online website where you can order the required materials for this course. Click on the link below to order the course materials. [TBD](#)

If you have not registered with Harvard Business Online, you will be required to do so. This URL will provide you with a list of required materials for use in this course. You will have immediate access to the materials upon placing your order, for subsequent access, you must login to <http://harvardbusinessonline.org>

Note that product formats may differ; some may require that a hard copy be shipped to you via air mail. Electronic course materials are in PDF (Portable Document Format) and should be viewed with Adobe Reader, available free at www.adobe.com. Students can access PDF files of course materials via a link on Harvard Business Online for six months from the date of purchase.

For technical assistance, please view the [Quick Tips](#) section or contact Harvard Business School Publishing at 1-800-810-8858 or 617-783-7700. They are open 8am-6pm Eastern Standard Time. They can also be reached at techhelp@hbsp.harvard.edu

Computer Use Policy

Computers or other electronic devices are **NOT** allowed in class. Bring a hardcopy of your cases to class for discussion.

Grading

For the purpose of grading, assignments will be weighted as follows:

Class Participation	30%
Course Project	40%
Case Write Up #1	15%
Case Write Up #2	<u>15%</u>
TOTAL	100%

Class Participation. Students are expected to attend every class and participate on a regular basis. Less value will be placed on the quantity of your contributions than on their quality. Absence from more than one class will affect your participation grade negatively. Missing more than three classes will result in a failing participation grade for this course. If you have to miss class for any reason, please notify me in advance. If you are hesitant to participate in class, please come to see me. I will work with you.

Group project (total 40%: Presentation 20%, Report 20%). You will work on a marketing project in a team of 3~4 members. For detailed description of the project please see “*Project Report Guidelines*” posted on the course website.

For the topic of the project, choose a local business that is dealing with a marketing challenge and/or opportunity of interest. Analyze the value proposition of the business, current situation, and your diagnosis of the problem. Based on your marketing research (such as observation, interviews, focus group, and surveys), provide a comprehensive marketing plan, including target market selection, positioning, product, pricing, distribution and promotion. Evaluate the merits and potential downside of your marketing plan.

At the end of the semester, each group is required to do a 20 minute oral presentation of their course project. The presentation and the written report each accounts for 20% of the grade. In total the final report accounts for 40% of the course grade. The project report and presentation will each receive a group score. Your group score will be based on the quality and completeness of your original research, analysis and recommendations, the flow and logic of your argument, how compelling your arguments are, the answers you give to questions asked, and the usefulness, specificity of your solutions. Your individual final project grade will reflect the confidential input of your teammates. The project report is due on Tuesday, May 1, 2012.

Absence on any of these dates will drop your individual final grade by a full letter grade. Due dates for this project: class # 12: Midterm Project updates; class #23, the first day of presentations. Plan your vacation travel accordingly.

Case Write-Up #1 & #2 In addition to preparing the case for class discussion, students should submit two individual case write-ups during the semester. The cases that require a

write up will be determined in class. ***This is an individual assignment, one that you need to do entirely on your own.*** Case write-ups should be uploaded Latte before the start of class. Submissions after the start of class will not be accepted. Case write-up grades will be based on completeness and quality of analysis and recommendations, and the logic, strength and clarity of your arguments.

You have 4 pages in which to write your analysis. You can also include addendum, if you need or choose to. This case analysis is no different than any of the cases we will do in class. You will be practicing case analysis skills virtually every time you prepare for class. Organize the relevant facts, both quantitative and qualitative. Don't give me case facts that aren't pertinent to your analysis; I've read the case, too. Do necessary analysis. Come to conclusions. Develop detailed recommendations. Be sure that your logic flows from analysis through conclusions to recommendations. Be persuasive. You don't have to follow the outline of the questions in the syllabus, but you need to include the answers to the questions at a bare minimum. Please make sure your write up is professional and polished.

To be fair to all students in the class, NO Late submissions of any assignment will be accepted. Please don't submit any kind of revised documents after the due date/time. Double check that the file you upload to Latte is the one you want to submit. Make any changes before the due date and time.

Office Hours Tuesdays and Thursday 1-2pm in Lemberg 255, and by appointment. Please feel free to email me your questions, I will respond as soon as I can.

Special Accommodation If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Academic Honesty You are expected to be familiar with and to follow the University's policies on academic integrity (see http://www.brandeis.edu/global/current_academic_integrity.php). Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University.

Assignment

Class #1: Marketing Management
Module: Introduction

(Tue 1/17)

Discussion:

1. Course Introduction
2. Assignments
3. Marketing Management
4. The Case Study Method – How to prepare for class
5. Some Thoughts on Business Plans and Business analysis

Pre-assignment

Readings: Textbook Chapters 1 and 2
Note on Low Tech Math

Class #2: Integrated Marketing Strategy: An Introduction
Module: Creating Value

(Thurs 1/19)

Case: The Black & Decker Corporation (A): Power Tools Division
Readings: Textbook Chapter 9

Questions:

1. Why is Makita outselling Black & Decker 8 to 1 in an account which gives them equal shelf space? (opening paragraph)
2. Why are Black & Decker's shares of the two professional segments – Industrial and Tradesmen – so different? Wouldn't you expect them to be similar?
3. What if anything, do you learn from B&D's consumer research?
4. Joe Galli's objective is "to develop and gain corporate support for a viable program to challenge Makita for leadership" in the Tradesmen segment. (pg 1) To gain support, the minimal share objective would have to be "nearly 20% within three years, with major share 'take-away' from Makita." How realistic is this?
5. If you think Galli should pursue a "build share" strategy, what actions do you recommend? Does the DeWalt idea have any merit? How about the sub-branding option?
6. Be specific about what you would do and remember you have at least three audiences to please:
 - The end consumer, i.e. the Tradesmen
 - The retailer
 - Nolan Archibald and Gary DiCamillo

Class #3: Strategy: The Rise and Fall of a Brand

(Tue 1/24)

Module: Creating Value

Case: Snapple

Readings: Textbook Chapter 8

- Questions:**
1. In the period of 1972 to 1993, why do you think that Snapple flourished when so many small startup premium fruit drinks stayed small or disappeared? Explore each of the Four Ps.
 2. Now look at the period from 1994 to 1997. Did Quaker make an error in buying Snapple or did they manage it badly?
 3. Roll forward to 1998. What can Triarc's managers learn from Quaker's experience? Is the Snapple target market "anyone with lips?" Is it ok that Snapple "ends up meaning lots of different things to lots of different people?" What are the risks and rewards of leaving "what the brand stands for" open to consumers' interpretations rather than a strong positioning on it? And what does it mean to say that Snapple is a fashion brand?
 4. Identify the three highest priority initiatives you would start tomorrow if you were in Mike Weinstein's shoes. Justify them.

Class #4: Demand, Competition & Product Positioning (Thurs 1/26)
Module: Creating Value: Marketing Driven

Case: Saxonville Sausages

Readings: Textbook Chapters 3

Info: Consumer Behavior Exercise case distribution and specific assignment.

1. What is the current situation?
2. How was the research methodology determined? Develop a research design and explain what behaviors, demographics, and lifestyle components you deem important and why.
3. What were the research results? Select two different positioning territories identified in case Exhibit 6. Trace back through the case, using Exhibit 4 and other embedded information, to rationalize the development of these territory ideas. Alternative question: What might a positioning "ladder" look like for each of the two "finalist" Italian sausage positionings?
4. What alternative do you recommend and why?
5. What tactics should accompany the product launch?

Class #5: Market Research (Tue 1/31)
Module: Creating Value: Market Driven

Case: Blue Mountain Resort
Readings: None

1. What specific decisions does Gord Canning face in developing a strategy for the introduction of night skiing?
2. What information is required to make these decisions?
3. What segments exist in the market of potential night skiers? Do a customer analysis of the major segments.
4. What do the marketing research data indicate about the level of demand for night skiing? What (if any) sources of bias are present in the estimate of demand which could be produced from the survey?
5. Would you make a “GO” decision or a “NO GO” decision? If you choose “GO”, what is the best “GO” strategy for Blue Mountain Resorts to introduce night skiing?

Class #6: Buyer Behavior (Thurs 2/2)
Module: Choosing Your Customers

Case: Consumer Behavior Exercise
Readings: Textbook Chapter 5

Assignment: Detailed assignment and hard copies of the case will be distributed in class.

Class #7: Consumer Behavior: Early Adopters (Tue 2/7)
Module: Choosing Your Customers

Case: TiVo
Readings: Textbook Chapter 10

- Questions:**
1. Analyze the situation from the consumer’s standpoint. What is TiVo? What factors facilitate its adoption? What factors make adoption difficult? Who is TiVo best suited for?
 2. Now adopt the standpoint of the networks, the advertisers, and the cable/satellite companies: what do they want TiVo to be? Thinking about the competition: What are Microsoft’s potential strengths and weaknesses in this market?

3. How would you describe and characterize TiVo's action plan as given at the end of the case? How do you evaluate the planned communication campaign? Does your situation analysis suggest an alternative plan?

Class #8: **Segmentation & Targeting: Traditional Marketing** (Thurs 2/9)
Module: **Choosing Your Customers**

Case: The New Beetle
Readings: Textbook Chapter 7

- Questions:**
1. Why is the positioning decision termed "Mission Impossible?" What are the advantages and disadvantages of the different positioning options? How would pricing and media selection choices be affected by the positioning of the car?
 2. What target market or markets should Liz Vanzura pursue? Why?
 3. Develop a detailed communications or media plan for the New Beetle. Be sure to clearly articulate the role or key objectives for each medium you recommend Vanzura use, your recommended positioning strategy.

Class #9 **Open** (Tue 2/14)

Case: None
Readings: None

Class #10: **New Product Launch: Non-Traditional Marketing** (Thurs 2/16)
Module: **Communicating the Value Proposition**

Case: Launching the BMW Z3 Roadster
Readings: Textbook Chapter 15

- Questions:**
1. What factors underlie BMW's desire to shift to a "non-traditional" marketing venue for the Z3 launch?
 2. Do you agree with McDowell that the Z3 launch qualifies as a "paradigm shift" in marketing for BMW? For marketers in general?
 3. McDowell claims that he will never go back to traditional marketing after getting a taste of the non-traditional venue. Do you agree?

4. Was the Z3 launch successful? How do you know?
5. Helmut Panke has engaged you as a consultant on design of the Phase II plan. What specific objective(s) would you set? What budget and media plan would you propose?

Class #11: PR and Promotions (Tue 2/28)
Module: Communicating the Value Proposition

Case: Nike Inc.: Developing an Effective Public Relations Strategy
Readings: Textbook Chapter 16

Questions:

1. Why was Nike in particular targeted?
2. What are some of the key lessons Nike could learn from their actions prior to May, 1998?
3. Come to class prepared to contribute what you perceive as a public relations coup or missed opportunity and why you see it as such.

Hint: The writer bounces back in forth in time a lot. Sketch out a timeline, nothing too elaborate, just something to keep things in chronologic order.

Class #12: Midterm Project Update Presentations (Thurs 3/1)

All teams must upload a hard copy of their **PPT slides** to Latte BEFORE class begins.

Content: The slides should cover the first half of the project, i.e. topic, scope of the problem, secondary research (industry outlook, company information), plan for primary market research, preliminary findings from qualitative research (e.g. interviews, focus groups, observation methods etc.) on consumer/customer behavior.

Presenting groups selection: On the day of your presentation, 4 groups will be randomly selected make presentations in class.

Presenting groups: prepare for a 15 minutes brief presentation (see content requirement above). Be sure that your slides are saved on the desktop in the classroom and ready to go before the start of class so that we can use every minute productively.

Class #13: Sizing Market Potential (Tue 3/6)

Questions: TBD

Class #17: **Pricing Options in Competitive B2B Markets** (Tue 3/20)
Module: **Pricing to Capture Value**

Case: Atlantic Computer: Bundle of Pricing Options

Readings: Textbook Chapter 12

- Questions:**
1. What price should Jowers charge DayTraderJournal.com for the Atlantic Bundle (i.e., Tronn servers + PESA software tool)?
 2. Think broadly about the top-line revenue implications from each of the four alternative pricing strategies. Approximately how much money over the next three years will be “left on the table” if the firm were to give away the software tool for free (i.e., status quo pricing) versus utilizing one of the other pricing approaches?
 3. How is Matzer likely to react to your recommendation?
 4. a) How is Cadena’s sales force likely to react to your recommendation?
b) What can Jowers recommend to get Cadena’s hardware-oriented sales force to understand and sell the value of the PESA software effectively?
 5. How are customers in your target market likely to react to your recommended pricing strategy? What response can be provided to overcome any objections?
 6. How is Ontario Zinc’s senior management team likely to react to the Atlantic Bundle?

Class #18: **Differential Pricing and Brand Impact** (Thurs 3/22)
Module: **Pricing to Capture Value**

Case: Coca-Cola’s New Vending Machine (A): Pricing to Capture Value

Readings: None

- Questions:**
1. Is selling Coke through interactive vending machines a good or bad idea? Why?
 2. What is Coke? What does Coke mean to the average consumer?
 3. Where, how and for whom does this technology create/destroy value? For example, loyal Coke customers, switchers amongst cola products, loyal Pepsi customers, etc?
 4. Are there any pricing related issues that can adversely affect the firm?
 5. What did Coca-Cola do right? What did it do wrong? How would you have done it?
 6. What is price discrimination and when does it work?

Class #19: Declining Markets & Sales Management (Tue 3/27)
Module: Managing Customers for Profits

Case: TBD
Readings: Textbook Chapter 17
Questions: TBD

Class #20: Customer Relationship Management (CRM) (Thurs 3/29)
Module: Managing Customers for Profit

Case: TBD
Readings: Textbook Chapter 4
Questions: TBD

Class #21: Marketing Wars (Tue 4/3)
Module: Sustaining Value

Case: TBD
Readings: None
Questions: TBD

Class #22: Integrated Marketing Strategies (Thurs 4/5)
Module: Sustaining Value

Case: TBD
Readings: None
Questions: TBD

Class #23: Final Project Presentations (Tue 4/17)
DUE: PowerPoint slides are due from all teams at the start of class.

All teams must submit hard copy of their **PPT slides** at the start of class. Teams may not alter their slides after they have been submitted for any reason. On the day of your presentation, be sure that your slides are loaded and ready to go before the start of class so that we can use every minute productively.

Each presenting team has 20 minutes including Q&A. All team members must present.

Class #24: Final Project Presentations (Thurs 4/19)

Class #25: Final Project Presentations (Tue 4/24)

Class #26: Final Project Presentations and Semester Review (Tue 4/26)

Case: There is no case assignment due for this class. We will review all the cases we've analyzed this semester. In preparation, take the time to review the cases we've discussed this semester. What are the major takeaways for each case?