Bus 154a
Branding Strategy

Monday through Thursday
10:00am – 2:00pm

Justice Brandeis Semester
Summer 2014

International Hall
Sachar Building

Grace Zimmerman

Email: gzimmerm@brandeis.edu
Office: Lemberg 161
Office Hours: Before and after class and by appointment

Brandeis University
International Business School
Course Description:

Marketing is the sum of the activities undertaken by a company to create, capture and sustain value for its customers, thereby stimulating sales and profits for itself. To do this, companies must define their products or services in terms of their benefits to their target customers. These benefits must then be priced, distributed and communicated in ways that maximize customers’ perceived value in the products, the company and the brand.

In this course we will focus on the strategic value of building and sustaining a company’s brand, as well as effective ways of communicating the brand and its value proposition through promotional activities and channels of distribution. In addition, we will explore the evolving and complementary role of the Internet in acquiring, communicating and selling to a company’s customers.

Learning Goals and Outcomes

1. Coming to the class with a solid foundation in marketing concepts and analytic skills, you will deepen your marketing knowledge and appreciation by analyzing a wide range of strategic marketing challenges and opportunities, including:
   - Creating and sustaining brand equity, preventing equity dilution
   - Managing brand portfolios, global branding, sub-branding and brand loyalties
   - Branding, product definition and sustaining value propositions
   - Selection and redefinition of target customer segments over time
   - Customer relationship management
   - Pricing to capture maximum value, optimizing revenue models
   - Communicating the brand through advertising, experiences, and sponsorship
   - Communicating the brand through multiple channels of distribution

2. Through case study discussions, written case write-ups and formal presentations, 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.
   - Develop integrated marketing plans that maximize profit and long-term corporate health.

Course Requirements:

Marketing strategy integrates all marketing disciplines while thinking strategically about the company’s brand equity and competitive forces in the marketplace. Therefore, this course assumes a solid foundation in marketing and BUS 52a Marketing Management is a prerequisite. That course’s textbook, *A Framework for Marketing Management, Second Edition*, is a useful primer for those in need of a refresher.
Course Approach

In each session of this course we will analyze and solve a strategic marketing challenge. We will use our time together in the classroom to sharpen our skills in diagnosing problems, to build a framework to understand marketing’s complexities, and to discover techniques and concepts useful in developing integrated marketing solutions for these challenges.

To benefit from this approach, each student must come to class prepared with an analysis and a solution for the 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 fellow students 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.

To further sharpen students’ strategic and tactical marketing decision making, student teams will compete in a marketing simulation exercise over the course of the semester. The simulation will give students experience dealing with the ramifications of their strategies and decisions in a competitive marketplace over time.

Course Materials

Textbook: There is NO required textbook. Readings will be in the form of case studies; Harvard Business School notes and articles clipped from current news sources.


Course Packs: Case studies are the focal point of most class discussions. Course packs with the cases we will cover are REQUIRED and only available through Harvard Business Publishing at http://hbsp.harvard.edu/, with a specific link to our course pack at http://cb.hbsp.harvard.edu/cb/access/14325380 Course packs are comprised of copyrighted materials. Please respect intellectual property by purchasing your own copy of the materials.

Simulation Registration: Students must register for the marketing simulation game, StratSimMarketing, at www.interpretive.com/students. Interpretive charges an individual license fee for each student (i.e. not just one student per team.) All team members must have paid and be registered for the team to begin the simulation. The fee is $39.95 per student. Students will receive an individual user id and password at the beginning of the semester to complete the registration and payment process which will give you online access to the simulation game, a PDF manual, FAQs and customer support. Registration must be completed by the first day of class.
Grading
For the purpose of grading, assignments will be weighted as follows:

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<tr>
<th>Assignment</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Team simulation exercise</td>
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<td>- Strategic Plan</td>
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<td>- Stockholders Meeting</td>
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<td>- Market Capitalization</td>
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<td>- Team Peer Evaluation</td>
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<td>Homework</td>
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<td>- Quantitative homework assignments</td>
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<td>- Marketing forum postings</td>
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<tr>
<td>Mid-term/case write-up</td>
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Disabilities:
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 Integrity:
You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdje/ai/). 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.

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. Participation is graded daily, as follows:

-5 absent without prior notification
-3 absent with prior notification
0 present but without a class contribution
+1 contributed a case fact
+2-3 contributed analysis or a reasoned recommendation
+4-5 contributed excellent analysis and/or reasoned recommendation

Absence from two or more classes can result in a failing participation grade for this course. If you have to miss class for any reason, please notify me in advance.

Homework. You will have two types of homework beyond thorough case preparation. First, in about half the cases, you have quantitative homework assignments. Typically, these assignments will ask you to prepare only the quantitative analysis for the next session’s case. These homework assignments must be turned in before the start of class. No late submissions will be accepted.

Second, Brandeis and Brandeis IBS have an online marketing forum. The forum can be a valuable resource to you as there will be useful information about marketing internships and jobs posted there, with links to both Brandeis University’s Hiatt Career Services and IBS’s own Career Services postings. The forum will be most useful to you if you frequent the site regularly for up-to-the-minute information. To encourage you to make the most of the forum,
to help you practice your social media skills and to enrich our course learning, you will be responsible for making at least nine postings on the site over the course of the semester in three topical areas: (1) key case take-aways, (2) assigned reading insights, and (3) marketing news of interest. Specifically, you will need to post 3 original insights, one in each of three topics, as well as 2 responses to postings made by classmates in each of these three topical areas. To get the ball rolling, I will make assignments for the 3 original postings. You find these assignments on the marketing forum. Additionally, you will only get credit for one posting per class meeting/case, so don’t put off your contributions and find that you’ve run out of sessions.

Many of you will bring your laptops to class. This is fine if you are using your laptop to access the case we are discussing or your notes on the case. Using your laptop or other electronic devise to access the Internet is distracting to others and is not acceptable. You will be marked as though you were absent if you are online during class. To allow me to get to know you more quickly, please send me an email with your preferred email address and a few sentences about your work experiences and career goals. Also, please select your seat for the semester by the start of the second class, and use a name card, at least for the first several sessions.

**Final Exam:** There is no formal final exam for this course.

**Case write-up:** Students will prepare a written analysis for the case due for Class #9. The Mid-term will test your knowledge of the issues and skills covered in class and through the materials to-date and will consist of a case analysis and write up of up to 4 pages of a case assigned for class discussion. Students must submit their analysis before the start of class assigned for that case discussion. No submissions will be accepted after class has begun. Cases write-up grades will be based on completeness and quality of quantitative and qualitative analysis and recommendations, and the logic, strength and clarity of your arguments. *This is an individual assignment. Students are NOT to confer with friends and classmates.*

**Marketing Simulation Exercise:** The marketing simulation exercise gives you hands-on strategic and tactical experience integrating all aspects of marketing for a growing company in the automotive industry. You will compete against other management teams in the class.

I will assign you to a team or firm. Each team will be made up of approximately 3 classmates. You, as a team can assign roles or functional responsibilities to your members as you see fit. You may find that you need or want to reassign responsibilities as the semester progresses. Conflicts between team members may arise and should be resolved by team members on their own. “Free riders” hurt the overall team performance in the simulation. Hence individual scores will be adjusted to reflect team contribution as reported in the team self-evaluation at the end of the semester. To complete assignments successfully will require contribution from all team members, not just one or two individuals. As a last resort, if an individual is not reasonably contributing to the efforts of his or her team, I will, upon **written petition of all other team members, having exhausted reasonable efforts to foster collaboration and participation of all team members**, authorize teams to “fire” a non-performing individual from the team. This individual will fail the simulation portion of the course.
Simulation Exercise Team Assignments:

Daily Electronic Business Decision Submissions (7 plays) (By 5pm Tues/Th, beginning on day 4 - 16). Each decision represents one simulation “year.” It is each team’s goal to maximize the performance of your respective firm over the ten periods of the simulation. The simulation places you in a competitive market environment in which the actions of rival firms must be taken into account. This emphasizes marketing research-informed strategic marketing decision-making, competitive analysis, as well as strategic planning. The results of decisions taken each day will be available online the following morning at 9am for the entire industry and your particular firm. It is each team’s responsibility to submit decisions. If your team misses the deadline, the game will assume that you intended to make no new moves or undertake no new initiatives. Clearly this will not generate a good outcome. Be sure to assign responsibility for inputting team decisions.

Strategic Plans. (Due class #4) Each firm will be responsible for submitting a written strategic plan. Your strategy will serve as your firm’s roadmap throughout the simulation. Your plan should consist of at least 5 elements: business definition and rationale, source of competitive advantage, performance objectives, key success factors and strategic assumptions. In addition, it would be very useful to analyze the 5Cs and 4Ps analysis for your firm. You may append these analyses as appendices to the strategic plan.

1. Business definition – your mission statement, value proposition, target market segment(s), etc. Be sure to include your rationale for these choices.
2. Source of competitive advantage – with whom will you compete and how do you plan to win the competition.
3. Company goals and performance objectives - define a clear set of metrics or standards by which you will measure your performance and your goals for each of these metrics (these might include SOM, stock price, cumulative net income, etc.).
4. Key success factors – What is required of your firm to successfully execute this strategy (examples: product development, first in market, etc.)
5. Strategic assumptions – for your strategy to be successful, what underlying assumptions have you made?

The purpose of this document is guidance. If you articulate a mission, a set of goals and develop a plan (strategy) to achieve those goals, your yearly decisions should be consistent with the statements. This does not mean you should blindly follow your original plan if it is not working as intended. Adjustments may be necessary to the mission, goals and/or strategy.

Stockholders Meeting. (Class #20) Each team will make an oral presentation at the end of the semester to your stockholders (the rest of the class and me) at the annual stockholders’ meeting. You will have 25 minutes to convince us, your stockholders, that you have a handle on what has transpired in the past, an understanding of where the industry is going in the future, and an effective strategy to deal with the future (as though the simulation were not ending), with specific goals and metrics. As an important part of your presentation, each team must also include a 5 minute Q&A session to field questions from shareholders. The goal of this presentation is to persuade stockholders to continue to hold the stock and/or to invest additionally in the management team. You are encouraged to use PPT or Adobe slides and may also use any other props and/or handouts that you feel help you to make your case clearly and persuasively. All team members are expected to participate in the oral presentation. Plan for smooth and logical segues between presenters.
Your group grade for the shareholders’ meeting will be based on the flow and logic of your presentation, how compelling your arguments are, the quality and completeness of your analysis and recommendations, how well you use the allotted time, the proficiency of your oral presentation and the answers you give to questions asked, and the usefulness, clarity and design of your speaking aids (PPT or Adobe slides). Your individual final project grade will reflect the confidential input of your teammates.

All PPT slide presentations are due before the start of class on 4/9. Please hand in hard copies of your team slides printed 3 slides per page. Slides may not be altered after this time. No exceptions will be made to any of these ground rules.

**Helpful suggestions:**
- The simulation is dynamic and outcomes for each period depend upon decisions made by all the teams in your industry collectively. It can be very helpful to maintain a journal of deliberations and decisions including interpretations of industry dynamics, assumptions, strategic actions, the outcomes of those actions, and changes that may be necessary.
- “Gaming” has not proven to yield best results. In other words, play strategically, as though the simulation were continuing past the 10th period, as though you were a real, ongoing company and your careers depended on long-term corporate success. Teams that have postured for a 9 period “game” have been disappointed in the outcomes.
- Be careful and cognizant of cash flow, as you would in a real company. As we all know, cash on hand is essential for any strategy.
- Be sure to consider the key success factors for any company in this industry. Think strategically.

**One Time Simulation Trial**
Feed back from students suggests that a one-week trial of the simulation before the game begins in earnest is very helpful. During the middle block on day #2 and after classes, you can play a mock round of the simulation. To play the mock round, you must have already registered for the game. This mock round will help to familiarize you with the decisions that you will need to make in the game and the sources of information that are available to players. The big difference between the trial and the real game is that you will not be on a team, but will be playing individually, and will not have the same company profile that you will have when the game begins for team play. I strongly recommend that you take the opportunity to learn about the game through this simulation.

**Online Simulation Quiz**
To help in your preparation, there is an online quiz. The quiz is an aid for you. It will be graded as a homework assignment and included as part of your participation grade for class #2, the date of the simulation trial.

**Office Hours**
Office hours are before and after class in Lemberg 161, and by appointment. I enjoy the opportunity to get to interact with you as much as possible. Email has proven very helpful in this regard. Please don’t hesitate to contact me if you need assistance in any manner, or have comments, concerns or words of praise for some aspect of the course. Reach me at: gzimmerm@brandeis.edu
## Assignments

**Class #1:** Branding Strategy  
**Module:** Introduction (Mon )

**Discussion:**  
1. Course Introduction  
2. Assignments  
3. Branding Strategy  
4. StratSim Marketing Simulation overview  
5. The Case Study Method – How to prepare for class

**Pre-assignment**  
**Registration:** Register online for the simulation. The deadline is TODAY!  
(See page 3 of this handout for details.)  
Download and read the simulation manual and begin familiarizing yourself with the format, resources, and decisions required for the game. The better you prepare for the simulation, the better you will do.

**Readings:**  
Note on Marketing Strategy (HBS 9-598-061)  
Marketing Strategy – An Overview (HBS 9-500-005)
Class #2:  Sustaining Value, Building on Customer Relationships (Tues)
Module:  Sustaining Value

Simulation:  Plan to participate in the one-time trial of the simulation tonight.
To participate, you must be registered with StratSims.
You will play individually, not as a team member.
All decisions must be made by 5pm.
Results will be available by 9am tomorrow.
Results of the simulation trial will be purged Thursday at 5pm to ready
us for the competitive game.

Due:  Online quiz for simulation.

Readings:  Brands and Branding (HBS 9-503-045)

Case:  Starbucks: Delivering Customer Service (HBS 9-504-016)

Questions:
1. What factors accounted for the extraordinary success of Starbucks in the early 1990’s? What was so compelling about the Starbucks value proposition? What brand image did Starbucks develop during this period?
2. Why have Starbucks’ customers satisfaction declined? Has the company’s service declined, or is it simply measuring satisfaction the wrong way?
3. How does the Starbucks of 2002 differ from the Starbucks of 1992?
4. Describe the ideal Starbucks customer from a profitability standpoint. What would it take to ensure that this customer is highly satisfied? How valuable is a highly satisfied customer to Starbucks?
5. Should Starbucks make the $40 million investment in labor in the stores? What’s the goal of this investment? Is it possible for a mega-brand to deliver customer intimacy?

Class #3:  Global, Umbrella & Sub-Brands (Wed)
Module:  Sustaining Value

Reading:  Rediscovering Market Segmentation (R0602G)

Additional:  Team assignments will be distributed today.

Case:  Land Rover North America, Inc. (HBS 9-596-036)

Questions:
1. Situating the decision: Why is LRNA launching the Discovery?
2. Understanding Category Motivation: Why do people buy SUVs?
3. Market Segmentation: Who is the typical SUV consumer and how is this changing?
4. Product Differentiation: What are the differences among competitive SUV offerings?
5. Strategies for Growth of a Niche Brand: What strategic considerations are involved in moving this brand forward?
Simulation: *Year 1 team decisions must be submitted by 5pm today.*

**Due:** Strategic Plans are due by the start of class. Please refer to page 5 of this syllabus for detailed instructions about this group assignment.

**Case:** None

**Class:** Use the class time to complete your strategic plans, for team meetings, and to decide on the first round decisions.

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**Class #4:** Strategic Plans  
**Module:** Marketing Strategy  
(Thurs)

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**Class #5:** Marketing as a Catalyst for Category Redefinition  
**Module:** Sustaining Value  
(Mon)

**Questions:**

1. What were some of the key characteristics of Vans’ earliest customers in the 1960s and 1970s? What was the public perception of skateboarding during this era?

2. What was Vans’ competitive advantage during its early days (in the 1960s and 1970s)? What was its value proposition to customers?

3. How has the company’s competitive position changed over time? How has the company’s value proposition changed over time?

4. In recent years, Vans has expanded in a number of directions. The company has (a) increased the number of sports it is affiliated with; (b) diversified its product portfolio; (c) expanded its distribution; and (d) broadened its promotional mix. Analyze each of these decisions in terms of their impact on Vans’ customer base, its brand image and the overall alternative sports category.

5. The biggest question facing Schoenfeld now is “how to drive that next stage of growth” (case p.2). The first option is to focus on the shoe category. The challenge here is to fix the Women’s Collection, and decide what to do about the Outdoor Collection. The second option is to focus on growing within the “entertainment” category, despite the fact that the company admits it has little expertise in this area. The challenge here is to figure out which projects to focus on, including movies (“we don’t know the first thing about the movie business”), music (“we don’t really know how to make and sell music”), and videogames (“I can’t say for sure how this will play out”). Do you believe the company should be focusing on shoes, or on entertainment, or both?

6. On the bottom of page 1 of the case, Schoenfeld states, “I’m not running the business to become a $1 billion company.” On the other hand, he does appear to be pursuing an aggressive growth strategy. Do you think Vans should attempt to transform itself into a billion-dollar megabrand? Why or why not? (Note that one of Vans’ competitors, Airwalk, attempted to transform itself into a billion-dollar megabrand in the 1990s, but failed miserably after its core customer base perceived it as “selling out,” see case p.13)
Class #6:  Product Positioning: Radical vs. Incremental Innovation  (Tues )
Module:  Creating Value

Simulation:  *Year 2 team decisions must be submitted before 5pm.*

Readings:  Market Segmentation, Target Market Selection, & Positioning (HBS 5-506-019)

Case:  Microsoft: Positioning the Tablet PC (HBS 9-502-051)

Questions:  
1. How should Microsoft position the Tablet PC – as a radical innovation that will dramatically change consumers’ relationships with their PCs, or as a high-end laptop? Why?
2. Who should the initial target market for the Tablet PC be?
3. Imagine that you are Bert Keely. How do you convince consumers to adopt your vision of a world in which “the personal computer becomes truly personal?” More specifically, you know that there are going to be obstacles to consumer adoption of this product. What do you think the biggest obstacles are going to be? How do you plan to overcome those obstacles?
4. Bill Gates’ prediction is that within five years, the Tablet PC will be the most popular form of PC sold in America (case pg 1). Why is Gates so excited about this product? What value does it create for users? What do you think the “killer app” for this product is going to be?
5. The Tablet PC is not a single technology; rather, it pulls together a number of innovations, including ClearType, RichInk (the “ink as ink” idea), handwriting recognition, voice recognition, wireless capability, a new software utility (Windows Journal), digital content (eBooks), and so on. How important are these various innovations? Do these technologies have to be perfect or will consumers accept something less than perfect?
Questions:
1. What factors account for the success at IKEA?
2. What do you think of the company’s product strategy and product range? Do you agree with the matrix approach described in Figure B of the case?
3. Despite its success, there are many downsides to shopping at IKEA. What are some of these downsides? IKEA’s Vision Statement (in figure C of the case) describes how the company seeks to build a “partnership” with its customer. What do you think of this vision statement?
4. The fact that IKEA hopes to have fifty stores in operation in the United States by 2013 is an indication of how optimistic the company is about the viability of its value proposition in this country. Do you think IKEA is being overly optimistic in its growth plans? How would you improve IKEA’s value proposition to make it even more attractive to American consumers?
5. To achieve the kind of growth that IKEA is hoping for, should the company change its product strategy? If so, in what way(s)? What about its product range – are there limitations to the matrix approach? Should the company expand its product lineup to include a greater number of styles and price points? In what other ways should the company consider changing its product lineup?
6. If you had to predict, what do you think IKEA’s value proposition and product lineup will look like in ten years?
7. Some industry observers have suggested that IKEA should open a number of smaller, satellite stores across the United States (e.g. in shopping malls, etc.). By offering a limited range of IKEA products, these “IKEA Lite” shops would presumably give consumers who do not otherwise have access to a full-size IKEA the opportunity to experience the brand. In addition, consumers who do live near a full-size IKEA would be able to use these mini-outlets to make minor purchases (e.g., purchase a set of mugs, as opposed to an entire living room set). Do you agree with this idea? Why or why not?
Class #8: Building and Managing Brand Portfolios (Thurs)
Module: Creating and Capturing Value

Simulation: Year 3 team decisions must be submitted before 5pm.

Case: Pokémon: Gotta Catch ‘Em All (HBS 9-501-017)

Questions: 1. Evaluate the success of Pokémon at the time of the case. What key factors drove performance?
2. Do you agree with Toys R Us Chairman Michael Goldstein that Pokémon was a sustainable phenomenon? Could this fad have been morphed into a long-lived brand franchise? Why or why not? How? What is your brand plan?
3. Can trends and fads in the toy industry be predicted, or is this business as serendipitous and uncontrollable as Lucas President Roffman claims? Counter 4Kids’ President Al Kahn’s contention that “MBAs have nothing to offer him” as he manages properties going forward.
4. What does this case teach you about the kind of brand manager that you want to be?

Class #9: Building, capitalizing and Sharing Brand Value (Mon)
Module: Creating and Capturing Value

DUE: Your hardcopy case write up is due BEFORE the start of class. Please remember, this is an individual assignment. Your case write-up is to be analyzed and written without consultation with anyone. Be specific and detailed in you quantitative and qualitative analysis and recommendations. Build a logical and persuasive argument. In this case in particular, don’t let your emotions overwhelm your reasoning.

Case: Lady Gaga (A) (HBS 9-512-016)

Questions: 1. If you were Troy Carter, which of the three touring options would you pursue for Lady Gaga? Why?
2. How much money does Gaga stand to gain (or lose) under each option? In your view, do the potential rewards justify the investment? And, can Carter do anything to mitigate the risks of pursuing a solo tour?
3. Are Gaga’s main partners – Live Nation, WME, and her record label Interscope – likely to have the same preferences regarding the three options? Are their incentives generally aligned with Gaga’s?
4. How would you evaluate Gaga’s launch as an artist up to September 2009? How can her team best go about further developing her touring and recording career going forward? And, how can team Gaga best leverage her social media presence?
5. How important are concert ticket sales versus recorded music sales for an artist like Gaga? Where should team Gaga focus its efforts in the future?
Class #10: “Fighting Brand” Strategy: Good, Better, Best (Tues)
Module: Pricing to Capturing Value

Simulation: *Year 4 team decisions must be submitted before 5pm.*

Reading: *When Do You Know the Price is Right?* HBR reprint 95501

**HOMEWORK:** TURN IN YOUR QUANTITATIVE ANALYSIS OF THE TRADE-OFFS BETWEEN MARKET SHARE, PROFITABILITY AND BRAND EQUITY AT THE START OF CLASS. YOU’LL NEED TO DO SOM & BREAK-EVEN CALCULATIONS.

Case: Eastman Kodak Company: Funtime Film (HBS 9-594-111)

Questions:
1. Diagnose the reasons for Kodak’s market share loss. Assess the likely development of the market if Kodak maintains the status quo.
2. What should Kodak’s objectives be at this point? What are the possible trade-offs between market share, profitability and brand equity?
3. Evaluate the general concept of the Funtime proposal and its implementation details given consumer behavior.
4. Evaluate other action plan options such as a price cut on the flagship Gold Plus brand, and increased advertising. Be explicit about your objectives and your expectations from competitors and the marketplace.

Class #11: Pricing & Product Selection in Competitive Markets (Wed)
Module: Pricing to Capture Value

Readings: Note on Behavioral Pricing (HBS 5-599-114)

Case: Tweeter etc. (HBS 5-597-028)

Questions:
1. Describe Tweeter’s positioning prior to 1993. Describe Tweeter’s positioning after 1993. Is this a positive change? Why or why not?
2. In 1993, what were Tweeter’s competitive alternatives? What would you have done?
3. What is the purpose of regular price protection policies? What are they designed to do and who are they designed to influence? How is Automatic Price Protection (APP) the same and how is it different?
4. Is APP a defensive strategy or an offensive strategy on the part of Tweeter? What are the implications of APP for growing Tweeter’s market share over time?
5. Has APP been effective?
6. What are the major competitive challenges that Tweeter faces today? In light of these challenges, should Tweeter keep or abandon APP?

*Hint: Don’t worry about what did or did not happen to Tweeter when considering your options for the future. Stay focused in the time of the case.*
Class #12: Global Branding Communications Strategy (Thurs )
Module: Communicating Brand Value

Simulation: Year 5 team decisions must be submitted before 5pm.

Readings: The Strategic Communication Imperative (reprint SMR174)

Case: Heineken N.V.: Global Branding and Advertising (HBS 9-596-015)

Questions:
1. What are Heineken’s strengths and weaknesses? Is Heineken a global brand?
2. Evaluate the research. What has been learned?
3. How can the Heineken brand be developed through marketing communications?
4. What should be the role of Heineken’s headquarters in shaping the marketing of the brand worldwide?

Class #13: Rebranding and Communications (Mon )
Module: Communicating Brand Value

Case: Manchester Products: A Brand Transition Challenge (HBS 4043)

HOMEWORK: TURN IN THE QUANTITATIVE ANALYSIS FOR QUESTIONS 5, 6 & 7

Questions:
1. How would you characterize the household furniture industry?
2. What are the benefits and risks associated with the acquisition of PLFD?
3. What are the marketing problems raised by the brand transition?
4. Which of the three brand transition options outlined in the case (or, a fourth one that you develop) should Adams recommend?
5. Compare the marketing budget for MH and PLFD (Exhibits 5 and 6). What differences do you observe in the allocations of push vs. pull expenditures?
6. Do you agree with Adams’s budget estimates and allocations?
7. Calculate 2005 sales needed to break even to make up for the incremental marketing spend in 2005 vs. 2004. What sales are needed to break even if 2004 PLFD push expense allocations are maintained in 2005?
8. What recommendations would you make to Manchester management for 2005 promotions and advertising plan?
Class #14: Branding and the Internet (Tues)
Module: Communicating Value

Simulation: Year 6 team decisions must be submitted before 5pm.

Case: Dove: Evolution of a Brand (HBS 9-508-047)

Questions:
1. What is a brand? Why does Unilever want fewer of them?
2. What was Dove’s market positioning in the 1950’s? What is its positioning in 2007?
3. How did Unilever organize to do product category management and brand management in Unilever before 2000? What was the corresponding structure after 2000? How was brand meaning controlled before 2000 and how is it controlled at the time of the case?
4. Spend a little time searching blogs, using Google Blog Search, Technorati, BlogRunner, or any other blog search engines, to get a sense of what people are saying about Dove today. What does this discussion contribute to the meaning of the brand?
5. Footnote 1 of the case leads you to a blogger who asks, with reference to the age of YouTube advertising, “Is marketing now cheap, fast and out of control?” Footnote 2 refers to Dove as having started a conversation “that they don’t have control of.” In “when Tush comes to Dove,” Seth Stevenson writes about the “risky bet that Dove is making.” Do you see risks for the Dove brand today?

Class #15: Channel and Brand Strategy (Wed)
Module: Selling the Brand and The Message

Case: PepsiCo: QTG Emerging Channel Investment

Questions:
1. What are the core elements of PepsiCo’s corporate strategy? How do they relate to the concepts of “core competency”?
2. How do emerging, long-term consumer and demographic trends inform PepsiCo’s business strategy?
3. What is the relative market potential of each emerging channel for QTG? How well does each channel leverage PepsiCo’s core competencies? How well does investing in either channel align with the company’s expressed values and brand?
4. What should Compton do in the short term? Why? Does the long-term strategy require a different direction?
Class #16: Digital Media and Channel Strategy
Module: Selling the Brand and the Message

Simulation: *Year 7 team decisions must be submitted before 5pm.*

Case: The NFL’s Digital Media Strategy

**Questions:**
1. What is the NFL Media group’s general strategic direction? What are the drivers of its success to-date, and what are the threats?
2. What, in your view, is the preferred way of managing digital operations for a sports league - and of managing traditional versus new media channels?
3. The NFL pursues both exclusive and non-exclusive partnerships in the digital space. What are the advantages and disadvantages of each?
4. When it comes to the wireless market, the NFL can work with broadcasters and/or carriers. What are the advantages and disadvantages of each type of partner?
5. If you were Rolapp, which of the three strategic approaches described in the case would you pursue? Does the Commissioner’s goal of reaching $25 billion in revenues by 2027 play a role in your decision? And how would you “sell” your decision to the NFL team owners?

Class #17: Internet Marketing
Module: Selling the Brand and the Message

Case: HubSpot: Inbound Marketing and Web 2.0 (HBS 9-509-049)

**Questions:**
1. Do you agree with HubSpot that the “rules of marketing” have changed? If so, how? Is inbound marketing the answer? Why or why not?
2. Is HubSpot finding and serving the right set of customer? Given its position as a start-up company, should it widen its focus to serve any customer that comes its way? Or narrow their target, by focusing exclusively on either Owner Ollies or Marketer Marys? Or by focusing exclusively on either B2B or B2C customers?
3. HubSpot has begun to differentiate its products as it has learned more about its customers. Should it do more? Should its pricing strategy change too? Does the software-as-a-service (SaaS) pricing model work for both Marketer Marys and Owner Ollies? Should HubSpot try to immediately capture more value for either of these customers?
4. Are Halligan and Shah being too stubborn by not doing any outbound marketing? OR should they continue to practice what they preach by focusing on inbound marketing alone?
5. Halligan and Shah want HubSpot to be to marketing what salesforce.com is to sales. What would your plan of action be to make this happen? Why would you take these actions? What keeps you up at night about your plan?
Class #18:  Capstone Case: Integrated Mktg Plan for an Existing Product  (Tues )  
Module:  Integrated Branding Strategy  
Case:  Product Team Cialis: Getting Ready to Market  (HBS 9-505-038)  
Questions:  
1. What are the most relevant dimensions along which to segment the patient market for ED treatment? Of the segments identified, which would you target initially with Cialis?  
2. What is Viagra’s positioning in the marketplace in 2002? How would you characterize the Viagra brand?  
3. What would be the most effective way to position Cialis in the marketplace?  
4. What marketing mix activities should accompany the launch of Cialis?  
   a. What would be the most important messages to communicate to the target patients? To physicians? To partners?  
   b. What medium would you use to reach each of these parties and what would your relative resource allocations be to each?  
   c. How would you price Cialis (assuming no health care coverage)? What type of promotions would you offer?  
5. What competitive response do you anticipate from Pfizer? From Bayer-GlaxoSmithKline?  

Class #19:  Course Review  (Wed )19  
Module:  Marketing Strategy  
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 2 or 3 important points of learning for each case?  

Class #20:  Marketing Strategy  (Mon 4/14)  
Module:  Shareholders’ Meetings  
DUE:  PowerPoint slides are due from all teams at the start of class. Each student will also turn in their individual, confidential team assessments.  
Teams 1 - 5