BUS 52a
MARKETING MANAGEMENT

COURSE SYLLABUS

Fall 2013

Class Hours: Tues. & Fri. 12:30 - 2pm
Location: Pollack Fine Arts 001

Office Hours: Tues. & Frid. 2-3pm or by appointment

Prof. Xin Wang, Ph.D.
Office: 255 Lemberg Academic Center
Phone: 736-2257
E-mail: xinwang@brandeis.edu

International Business School
BRANDEIS UNIVERSITY

COURSE DESCRIPTION

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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
- To listen critically and respectfully to the ideas of classmates, and express your argument in the classroom among peers
- Make marketing decisions backed by solid reasoning
- Deliver your marketing recommendations in writing and in a formal presentation

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.

**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: [https://cb hbsp.harvard.edu/cbmp/access/20879250](https://cb hbsp.harvard.edu/cbmp/access/20879250)

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

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation*</td>
<td>30%</td>
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<tr>
<td>Course Project</td>
<td>40%</td>
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<tr>
<td>Case Write Up #1 (group)</td>
<td>15%</td>
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<tr>
<td>Case Write Up #2 (individual)</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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*Class Participation (30% includes occasional pre-case analysis announced in class). 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. Missing 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.

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.

**Group project (total 40%: Presentation 20%, Report 20%).** You will work on a marketing project in a team of four 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 evaluation by your teammates. The project report is due on a week after the last class.

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-Ups #1 & #2 In addition to preparing the case for class discussion, students should submit two case write-ups during the semester. The cases that require a write up will be determined in class. Case write up #1 is a group assignment, you are expected to work with your project group. Case write up #2 is an individual assignment, one that you are expected to finish completely 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. 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 assignment is due.

Office Hours Tuesday and Friday 2:00-3:00pm or by appointment. You can also 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.
Class #1: Marketing Management (Fri. 8/30)
Module: Introduction
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 (Tues. 9/3)
Module: Creating Value
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 (Tues. 9/10)
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 (Fri. 9/13)
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 (Fri. 9/20)
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 (Tues. 9/24)
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 (Fri. 9/27)
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 (Tues 10/1)
Module: Choosing Your Customers
Due: A group-based write up is expected for this case. Due at the beginning of the class.

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 (Fri. 10/4)
Case: None
Readings: None

Class #10: New Product Launch (Tues. 10/8)
Module: Communicating the Value Proposition
Case: Aqualisa Quartz: Simply a Better Shower
Readings: Textbook Chapter 15

Questions:
1. What is the Quartz value proposition to plumbers? To consumers?
2. Why is the Quartz shower not selling?
3. Aqualisa spent three years and 5.8million developing the Quartz. Was the product worth the investment? Is Quartz a niche product or a mainstream product?
4. Aqualisa currently has three brands: Aqualisa, Gainsborough, and ShowerMax. What is the rationale behind this multiple brand strategy? Does it make sense?
5. What should Rawlingson do to generate sales momentum for the Quartz product? Should he change his marketing strategy to target consumers directly, target the DIY market, or target developers? Should he lower the price of the Quartz? Or should he do something different altogether?
Class #11: PR and Promotions  
Module: Communicating the Value Proposition  
(Fri. 10/11)

Case: Disney: Losing Magic in the Middle Kingdom
Readings: Textbook Chapter 16

Questions:
1. What management errors committed by the park have been instrumental in leading to this poor performance?
2. What are the important local culture and customs that need to be observed?
3. Why have the remedial actions taken by management been unsuccessful in reviving the park? What more should be done by the park to achieve a successful turnaround?
4. What are some possible arguments for and against more capital injection into Hong Kong Disneyland?

Class #12: Midterm Project Update Presentations  
(Tues. 10/15)

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 12-15 minutes brief presentation (see content requirement above and project guidelines). 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  
Module: Going to Market  
(Fri. 10/18)

Case: Biopure
Readings: None
Questions:  
1. How do you assess BioPure’s potential in the human market? The animal market?  
2. What are the biggest obstacles to Biopure’s success in the human market? The animal market?  
3. How might Oxyglobin be a threat to Hemopure? How might it be an asset to Hemopure?  
4. What should Biopure do regarding the commercial release of Oxyglobin? If they release, what price should they set? How should it be distributed?  

Class #14: Channels of Distribution: Online Sales  
Module: Going to Market  
Case: Online Marketing at Big Skinny  
Readings: Textbook Chapter 13  
Questions:  
1. What should Kiril focus on next? What should be his lowest priority?  
2. Evaluate Big Skinny’s sponsored search strategy. Are there any search keywords for which you would encourage Big Skinny to increase its bid? To lower its bid?  
3. How effectively is Big Skinny using social media to sell its wallets?  
4. Should Big Skinny expand its partnerships with online distributors?  

Class #15: Channels: Coordinate Online and Offline Channels  
Module: Going to Market  
Case: BBVA Compass: Marketing Resource Allocation  
Readings: Textbook Chapter 14  
Questions:  
1. What is the role of offline and online channels in acquiring checking account customers for the bank?  
2. Why did BBVA sign multiyear sponsorship deals with NBA and ESPN? Do you agree with this decision?  
3. What are the various steps in the online acquisition process and how can the bank improve this process?  
4. Is the budget allocation among various search engines appropriate?  
5. Why is the bank spending money across various display ad networks? Which ad networks are working better than others and would you change the budget allocation among them?
Class #16: Going Global (Tues. 10/29)
Module: Does Your Value Proposition Travel?

Case: 7-Eleven in Taiwan: Adaptation of Convenience Stores to New Market Environment

Readings: Textbook Chapter 18

Questions
1. How has the convenience-store concept evolved in the United States?
2. Is the concept universal across all countries?
3. How do 7-Eleven stores in Taiwan compare with their counterparts in US?
4. Has localization of 7-Eleven in Taiwan strengthened - or weakened - the concept of convenience stores?
5. Does the service differentiation offered by 7-Eleven in Taiwan deliver competitive advantages to the store chain? If so, how?
6. Can the operational format of 7-Eleven in Taiwan be expanded to other countries? Why or why not?

Class #17: Pricing Options in Competitive B2B Markets (Friday 11/1)
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 (Tues. 11/5)
Module: Pricing to Capture Value

Case: J.C. Penney’s “Fair and Square” Pricing Strategy

Readings: None

Questions:
1. Evaluate the overall effectiveness of the “Fair and Square” repositioning strategy. How well or poorly do all of the elements work together? What elements are missing?
2. What assumptions about J.C. Penney’s 5C’s must hold true for the repositioning to be effective? What does Johnson perceive in these factors that lead him to believe that Fair and Square” pricing can be successful approach?
3. Do you agree with the changes Johnson is making to the pricing scheme that are set to take effect August 1? Are they enough to turn things around?
4. What should Johnson do now? Looking out one year, will J.C. Penney be a stronger or weaker brand if he stays on the current course?

Class #19: Declining Markets & Sales Management
Module: Managing Customers for Profits

Due: An individual write up is expected for this case. Due at the beginning of the class.

Case: Altius Golf and the Fighter Brand

Readings: Textbook Chapter 17

Questions:
1. Why has Altius Golf lost market share? What will happen if Altius maintains the status quo?
2. What should Altius’s objectives be? What trade-offs must it manage?
3. Analyze the economics of Altius’s overall golf ball business compared to its competitors and for the three proposed Altius product lines. What are the implications of this for the advisability of introducing Elevate?
4. Should Altius implement the Elevate strategy?
   - if so, what are the risks to the brand and how can they be managed? what sales result would you expect for each item in the line if Elevate is introduced?
   - if not, what are the alternatives, assuming the board expects growth in the profit contribution from the golf ball line? How would these restore Altius’s market and financial position, and what are their advantages and disadvantages?
Class #20: Customer Relationship Management (CRM)  
Module: Managing Customers for Profit  
(Tues. 11/12)
Case: Harrah’s Entertainment, Inc.
Readings: Textbook Chapter 4
Questions:  
1. What are the objectives of the various database marketing programs and are they working?  
2. Why is it important to use the “customer worth” in the DBM efforts rather than the observed level of play?  
3. How does Harrah’s integrate the various elements of its marketing strategy to deliver more than the results of DBM?  
4. What is the sustainability of Harrah’s actions and strategy?  
5. What are the privacy and ethical issues that Harrah’s should be concerned about?

Class #21: Marketing Wars  
Module: Sustaining Value  
(Fri. 11/15)
Case: Coca-Cola’s Marketing Challenges in Brazil: The Tubainas War
Readings: None
Questions:  
1. Analyze the situation in which the Coca-Cola and Tubainas war took place.  
2. What are the pros and cons of the several strategies the Coca-Cola Company implemented in Brazil?  
3. What should Coke do to be more successful in Brazil?  
4. What recommendations would you make to global brands to help them compete more successfully with B brands in emerging economies?

Class #22: Integrated Marketing Strategies  
Module: Sustaining Value  
(Tues. 11/19)
Case: Marvel Enterprises, Inc.
Readings: None
Questions:  
1. In your view, what strategic direction should Marvel Enterprises pursue? Why? How?  
2. Why was Marvel’s turnaround so successful? Would you characterize that success as a fluke? Or do you view it as sustainable? Why?  
3. How important are each of Marvel’s three divisions – comic books, toys, and licensing – to its past and future performance?
4. To what extent is Marvel’s success due to only one character, Spider-Man? How can Marvel develop its lesser-known characters?

**Class #23:** Final Project Presentations (Fri. 11/22)
**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 (Tues. 11/26)

**Class #25:** Final Project Presentations (Tues. 12/3)

**Class #26:** Final Project Presentations and Semester Review (Fri. 12/6)

**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?