Instructor: Sharon Thomas
Office: TBD
Hours: By appointment, preferably Monday at noon or after class Tuesday
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Prerequisites: Intro to Business

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 & Outcomes

1. 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

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 convincingly in the classroom among peers, in writing and with the aid of visuals in a formal presentation
   - Make marketing decisions backed by solid reasoning
   - Listen critically and respectfully to the ideas of classmates

Course Approach

In most sessions 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

CoursePack: 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/](http://hbsp.harvard.edu/), with a specific link to our course pack at: [https://cb.hbsp.harvard.edu/cbmp/access/38179260](https://cb.hbsp.harvard.edu/cbmp/access/38179260)

Course packs are comprised of copyrighted materials. Please respect intellectual property by purchasing your own copy of the materials.

Your course pack includes Harvard Business School Press content (called Core Curriculum) about important, select topics that are assigned as reading as background for the cases and for deeper understanding of these key topics.

Textbook: There is no required textbook for the course. *A Framework for Marketing Management*, written by Philip Kotler and Kevin Lane Keller, and published by Pearson, Prentice Hall is helpful, optional and widely available.
Syllabus Changes & Updates
The intention is to follow the syllabus as presented. However, changes to both order and content will occur to make the best use of available or new resources, or to explore in greater detail topics that arise during class discussions. Changes and specific assignments will be announced during class, and students that are absent are responsible for obtaining relevant changes from their classmates.

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 Honesty
You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides

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

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Homework (4)</td>
<td>15%</td>
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<tr>
<td>Final Exam (Project)</td>
<td>25%</td>
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<tr>
<td>Case Write-up #1</td>
<td>15%</td>
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<tr>
<td>Case Write-up #2</td>
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<td>TOTAL</td>
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Components in Detail

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
For many students, qualitative analysis comes more easily than quantitative analysis, therefore, I will on occasion cold call students to present their quantitative analysis to the class. Be prepared. If you are hesitant to participate in class, please come to see me. I will work with you.

*Absence from three 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.

Laptops, cell phones and other electronic devices are NOT allowed in this class. Sadly, past students just couldn’t stop themselves from surfing the web, checking email and Facebook and more during class. Other students have found these behaviors very distracting. Therefore, you must print the case and bring it to class. We’ll need it.

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.

*Homework:* You will have four homework assignments designed to help you thoroughly prepare your cases. These assignments will ask you to submit only the quantitative analysis for the next session’s case at the start of class. The questions that need to be formally submitted for the homework assignment are in the syllabus for that day. No late submissions will be accepted. They will be equally weighted.

*Final Exam (Project):* The Final Exam will be an 18-20 minute oral presentation of an analysis of a comprehensive marketing plan of a current marketing campaign. Chose a product, service or company/brand that is dealing with a marketing challenge and/or opportunity of interest. Analyze all aspects of their comprehensive marketing plan, including description of the opportunity, market research, target market selection, product design and pricing, distribution, competition, promotion and communications plan. Give us your appraisal of the merits of this plan’s elements, which you approve of and which you would change, how and why. Tell us whether you expect the company to achieve its stated goals or not, and how your suggestions would impact the desired outcomes. Set the stage by giving your audience a brief history of the product/service and brand, as well as the challenges, successes and missteps that impacted the options that were available and led to the campaign in question.

Feel free to work in groups of 4 people. We’ll do presentations during the last 3 classes of the term. *Absence on any of these dates will drop your individual final grade by a full letter grade.*

Due dates for this project:
- Team assignments: Class #4
- Topic selection: Class #7
- Summary of plan or findings: Class #16
- PowerPoint slides for team presentations from ALL teams: Class #24

*There is no other written assignment for this project.*
Your group grade for this project will be based on the quality and completeness of your research, analysis and recommendations, the flow and logic of your presentation, how compelling your arguments are, 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, Prezi or Adobe slides). Your individual final project grade will reflect the confidential input of your teammates.

**Written Case Analyses:** You have four 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. 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. I don't need beautiful prose; you can use bullets, etc., but if you use a chart for pros and cons, say, be sure that you come to a clear conclusion.

**Case Write-up #1:** For Class #13, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to four pages. *This is an individual assignment, one that you need to do entirely on your own.* Cases should be handed in at 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.

**Case Write-up #2:** For class # 23, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to four pages. *This is an individual assignment, one that you need to do entirely on your own.* Cases should be handed in at 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.
Calendar & Assignments

Class #1: Introductions / Marketing Management  Fri, 8/28
Readings: - Framework for Marketing Strategy Formation
- Note on Low-Tech Marketing Math
Discussion: - Review of course, syllabus and assignments
- Introductions
- Begin discussion of readings/assign questions

Class #2: Marketing Management  Tues, 9/1
Readings: - Framework for Marketing Strategy Formation
- Note on Low-Tech Marketing Math
Discussion: - Finish discussion of readings/answer questions

Class #3: Integrated Marketing Strategy  Fri, 9/4
Module: Creating Value
Case: Black & Decker Corp. (A): Power Tools Division
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 #4: Strategy: The Rise and Fall of a Brand Tues, 9/8
Module: Creating Value

DUE: Final Project teams

Case: Snapple

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 #5: Demand, Competition & Product Positioning Fri, 9/11
Module: Creating Value: Marketing Driven

DUE: HMWK # 1: Turn in your forecast of the number of machines you think Xerox could sell through direct sales or by establishing service centers. Show your analysis. In a couple of sentences, tell me which option you favor and why.

Additional: Consumer Behavior Exercise case assignments given

Case: Xerox: Book-In-Time

Questions:
1. What value does BIT create in the Distribution Value Chain for books?
2. Who will benefit from Book-In-Time? Who will be threatened?
3. What are the options available to Xerox? The pros and cons of each?
4. What should Xerox do?

NO CLASS on Tuesday, September 15, The Rosh Hashanah Holiday, enjoy!
### Class #6: Guest Speaker  
**Fri, 9/18**

Harvey Kipnis, Class of 1977 (Economics)  
Harvey has been in the advertising agency business since 1981. He led clients through marketing challenges with Digitas for over 10 years and with the Ogilvy family of agencies for nearly 12.

### Class #7: Buyer Behavior  
**Tues, 9/22**

**Module:** Choosing Your Customers  

**DUE:** *Final Project topic selection*

**Additional:** Assign questions for next class  

**Case:** Consumer Behavior Exercise (A – F)*****

**Assignment:** Conduct the research assignment outlined in the case version you were assigned. Be prepared to share your findings *succinctly in approximately 3 minutes* so that we can hear about several interviews.

***** *Your course pack shows that all 6 of these cases are optional because you only need to buy ONE case. You will be told in class during the preceding week which case you are to buy and work on.*

Those of you conducting interviews A – C are investigating how consumers *choose* different types of products: who chose the product, what motivated the purchase, how was the decision made and where was the purchase made.

Those of you conducting interviews D - F are investigating how consumers *use* different kinds of products: their experience with the product, their feelings about the product, their relationship to the product and/or brand, and their level of (dis)satisfaction with the product.

**A and D interviews:** *mundane* products costing $5 or less  
suggestions: shampoo, toothpaste, soda, candybar

**B and E interviews:** *utilitarian* products costing $100 more or less  
suggestions: sweater/jacket, desk lamp, backpack/briefcase, PDA/daytimer, cell phone, haircut/beauty treatment

**C and F interviews:** *products that reflect on who you are* costing $100 +  
suggestions: sweater/jacket, stereo equipment, TV, camera, skis, PDA, haircut/beauty treatment
Class #8: Customer Centricity          Fri, 9/25
Module: Choosing Your Customers

Reading: Customer Centricity. Prep work TBD.

NO CLASS on Tuesday, September 29, it is a MONDAY schedule.

Class #9: Segmentation & Targeting: Traditional Marketing     Fri, 10/2
Module: Choosing Your Customers

Case: The New Beetle

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 #10 New Product Launch: Non-Traditional Marketing      Tues, 10/6
Module: Communicating the Value Proposition

Case: Launching the BMW Z3 Roadster

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

Module: Communicating the Value Proposition

Case: Nike Inc.: Developing an Effective Public Relations Strategy

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 forth in time a lot. Sketch out a timeline, nothing too elaborate, just something to keep things in chronologic order.*

Class #12: Service Marketing, Marketing an Intangible

Module: Communicating the Value Proposition

Case: Executive Health Group

Questions:
1. How would you evaluate EHG’s marketing efforts to date?
2. Assess the market opportunity for EHG. How valuable is the typical EHG examinee?
3. What is EHG’s value proposition to companies? What about to examinees?
4. What should be the goal of future marketing efforts?
5. What should William Flatley do?

Class #13: Segmentation & Targeting: Service Industry

Module: Choosing Your Customers

DUE: CASE #1: Your hardcopy case write-up is due at 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 your analysis and recommendations.

Case: Red Lobster

Questions:
1. How has Red Lobster’s positioning changed over time? Do the current ads reflect the repositioning that Lopdrup and his team envisioned when their efforts began in 2004? (4Ps)
2. What were the most effective elements in Lopdrup’s repositioning plan (initiated in 2004)? (Consider any relevant 5Cs as well.)
3. Compute restaurant level profitability under the following scenario: the mix of patrons shifts with the restaurant gaining 2000 new unique
Experiential customers, but losing 1000 Indulgent customers and 1000 Frugal customers.

4. Should Lopdrup make Experientials the target segment and modify Red Lobster’s positioning accordingly? If so, how should he change its marketing mix (i.e., the 4Ps)?

Class #14: Distributors vs. Direct distribution, Sizing the Market  
Tues, 10/20

Module:  Going to Market

DUE:  HMWK #2: Turn in your quantitative assessment of the potential size of the animal and human markets for Biopure’s products (Q1).

Case:  Biopure

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 #15: Marketing Exercise  
Fri, 10/23

Module:  Marketing Communications

In-class Taste Testing exercise. Prep work, if any, will be detailed in prior class. This will give us an opportunity to challenge our assumptions about how much marketing does or does not influence our choices.

Class #16: Channels of Distribution, Adding Channels  
Tues, 10/27

Module:  Going to Market

DUE:  Final Project summary of plan or findings

Additional:  Assign questions for next class
Case: Stihl Inc.: Go-to-Market Strategy for Next-Generation Consumers

Questions: 1. Was Stihl’s decision to avoid the home-center channel a good one? What are the benefits of sticking with it? What are your concerns?
2. What should Stihl change, if anything, in how the company goes to market as Generation X and (later) Generation Y mature into home-owning, tool purchasing consumers?
3. Looking forward three to five years, does the company’s total reliance on its dealers continue to make sense?
4. If a multi-channel system appears more suitable to market needs and Stihl corporate objectives, how can the company get there from here?

Class #17: Differential Brand Pricing & Brand Impact  Fri, Oct 30
Module: Creating Value Through Pricing
Reading: Pricing Strategy. Prep work TBD.

Class #18: Pricing Options in Competitive B2B Markets  Tues, Nov 3
Module: Pricing to Capture Value

DUE: HMWK #3: Turn in your quantitative analysis of Jower’s pricing options.

Case: Atlantic Computer: Bundle of Pricing Options

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?

NO CLASS on Friday, Nov 6 for our class only. Enjoy your day!
Class #19: Differential Pricing and Brand Impact  Tues, Nov 10
Module: Pricing to Capture Value
Case: Coca-Cola’s New Vending Machine (A): Pricing to Capture Value
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?
7. How does the Internet affect the ability of firms to price-discriminate across consumers?
8. What do you think of Ivester and his comments?

Class #20: Guest Speaker  Fri, Nov 13
TBD

Class #21: Declining Markets & Sales Management  Tues, Nov 17
Module: Managing Customers for Profits
DUE: HMWK #4: Turn in your recommendation for HBG (Q4).
Case: Hunter Business Group: Team TBA
Questions:
1. What do you think of HBG’s approach? Do you agree with the approach of managing costs given a revenue target? Is there something wrong with this approach? If so, what?
2. How much validity do you give the customer contact matrix? For which industries do you see it effective, and where are its limitations?
3. How important are direct marketing mechanisms in the B2B context?
4. Given the data presented in the case and the assumptions that a) revenues declined 20% from 1993 and that b) there are 1,500 active accounts, analyze each of the three options with which Kowalski is faced at the end of 1993. Model your assumptions for 1994 based on the template used for 1993.
5. How important is the Gold Account program as an incentive to dealers? Can dealers be persuaded to purchase a wider variety of
products, and will this result in the sustainability of the TBA program (i.e., to what extent will dealers move up from an A to a AA account, etc.)?

6. What is the tradeoff, if any, between eliminating salesforce (thereby reducing the “sales and marketing expense” component of operating expense) and the likely corresponding drop off in contacts made as a result of decreased workforce? Who would you eliminate – field reps, telesales operators, or mail personnel? Would you increase the number of contacts by the same number of employees?

7. What do you think will happen to Team TBA in the next 3 to 5 years?

Class #22: Customer Relationship Management (CRM)  Fri, Nov 20
Module: Managing Customers for Profit
Case: Harrah’s Entertainment, Inc.

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 #23: Integrated Marketing Strategies – Line Extensions  Tues, Nov 24
Module: Sustaining Value

DUE: CASE #2: Your hardcopy case write-up is due at the start of class. Please remember, this is an individual assignment; you must work entirely on your own. Your case write-up is to be analyzed and written without consultation with anyone. Be specific and detailed in your quantitative and qualitative analysis and recommendations. Build a logical and persuasive argument.

Case: Colgate-Palmolive Co.: The Precision Toothbrush

Questions:
1. What changes are occurring in the toothbrush category? Assess Colgate-Palmolive’s competitive position.
2. How is the toothbrush market segmented? Compare consumer behavior for toothbrushes and toothpaste.
3. What are the arguments for launching Precision as (a) a niche product and (b) a mainstream brand?
4. What marketing recommendations would you make to Steinberg? Be specific in your recommendations. Be sure to cover all 4 “Ps.”

_NO CLASS on Friday, November 27, Thanksgiving Holiday, enjoy!

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Class #24: Final Project Presentations: Groups 1, 2, 3 Tues, Dec 8

DUE: Final Project 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 student will also turn in their individual, confidential team assessments.

Each student will bring a presentation evaluation sheet to each of the last three days of class in order to rate other teams’ presentations.

Class #25: Final Project Presentations: Groups 4, 5, 6, 7 Fri, Dec 11

Class #26: Final Project Presentations: Groups 8, 9, 10 Tues, Dec 14