Instructor: Sharon Thomas  
Office Hours: Before and after class for ½ hour, and by appointment  
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TA: Jolie Fujita, jfujita21@brandeis.edu  

Prerequisite: BUS10A  
Corequisite: BUS51B  

Course Description  
Marketing is the sum of the activities undertaken by a company to stimulate sales of its product or services to 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 relationships 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 talent 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 introduction and value proposition development, pricing, promotion, channel of distribution (place), and customer segmentation and targeting. 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. In some classes we will review and discuss core curriculum readings. This course 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
   - Develop quantitative and qualitative analysis
   - Create integrated marketing plans

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

Workload Expectation
As this is a four-credit course, you are expected to spend a minimum of 9 hours of study time per week in preparation for class (readings, cases, discussion questions, homework, research, etc.).

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: A course pack with the readings and cases we will cover is REQUIRED and only available through Harvard Business Publishing at http://hbsp.harvard.edu/, with a specific link to our coursepack at: https://hbsp.harvard.edu/import/725758

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 background reading 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
My intention is to follow the syllabus as presented. However, changes to both order and content might 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 the syllabus will be updated on LATTE. You are responsible for keeping up to date.

Disabilities
Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation to me as soon as you can. I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781-736-3470 or access@brandeis.edu.

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.

When we meet we’ll have a discussion about papers and overlap with other peoples’ work. All of your papers will come to me via Turn It In.

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

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Homework &amp; Class Participation</td>
<td>20%</td>
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<tr>
<td>Case Write-up #1</td>
<td>20%</td>
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<tr>
<td>Case Write-up #2</td>
<td>20%</td>
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<tr>
<td>Quantitative assignments (there are 3)</td>
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<tr>
<td>Final Project/Research Pres or Paper (TBD)</td>
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<td>TOTAL</td>
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Components in Detail

**Homework & 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 on a scale from roughly 0 to 3 with 0 meaning no participation (simply arriving) and 3 for strategic, relevant contributions. You will receive a -1 for an unexcused absence. Absences for valid reasons can be accommodated if I am given notice in advance and you send me work prior to the regular class time.

In addition to reading before each class, you will have homework assignments designed to help you thoroughly prepare your cases. These assignments will ask you to submit only a piece of the analysis for the next session’s case before the start of class. Written assignment will be submitted on LATTE. No late submissions will be accepted. Doing these allows us to have specific things to share during class. Which is why they are merged with participation. You will get credit for posting and not sharing but not as much as if you also share verbally in class.

**Written Case Analyses/Case Write-ups:** You have two (2) pages in which to write your paper. You can also include an appendix if you need or choose to. You will be practicing case analysis skills virtually every time you prepare for class. Organize the relevant facts. Do necessary quantitative and qualitative analysis. Come to conclusions. Develop detailed recommendations. Be sure that your logic flows from analysis through recommendations through actions. Be persuasive, be sure that you come to a conclusion and clearly articulate it. Appendices and headings/subheads are both useful tools for a clear, complete paper.

I will provide additional detail relevant to the cases you are assigned well before each paper is due.

*These are individual assignment, one that you need to do entirely on your own without the help of peers or the internet.* Cases should be submitted before the start of class on Turn It In. Case write-up grades will be based on the completeness and quality of your background, analysis and recommendations and the logic, flow and clarity of your paper.

**CALC Assignments:** These are assignments in which you must calculate something and post it on LATTE. Math, numbers, Excel, and calculating are an important part of business and marketing so you will be asked to give these a try. Even if they are difficult, the learning comes from practice.

**Final Project/Research Paper:** This is a group project and I will provide more detail soon. If we can, you will present to the group and if we are remote it will look more like a
research paper. In either event you will pick a product or service and learn about it, the industry and trends. You will then critique their current promotional activity and recommend a new course of action.

Calendar & Assignments

Class #1: Introductions/Course Overview Thurs, 8/27

Reading: Framework for Marketing Strategy Formation

Discussion: -Review of course, syllabus and assignments
-Introductions
-Begin discussion of reading and questions

Questions for discussion:

- Consider a family planning to relocate and buy a house in a new community. There are two spouses and two teenage children. Who would be most likely to play each of the six roles in the buying process?

- As illustrated by the Pebble Technology example in the reading, best practice in competitor analysis involves defining competition broadly. Consider Chobani Greek Yogurt and reflect on the recent history of this brand and industry in order to cite four distinct sources of competition.

- Starbucks has introduced a Starbucks Evenings menu in six major metropolitan areas around the United States, offering small plates and a selection of wine and beer after 4:00 p.m. Is this new strategy primarily aimed at acquiring or retaining customers? Explain your answer.

Homework: Think about a product or service you really like and use frequently. Submit it, just a couple of words. Your “favorite thing.”

Class #2: Integrated Marketing Strategy Tues, 9/1

Reading: Framework for Marketing Strategy Formation

Discussion: Finish discussion of reading and questions

Homework: Construct a hypothetical positioning statement for one of the following: Bounty paper towels, Tom’s of Maine personal-care products or Patagonia outerwear.
Class #3: Integrated Marketing Strategy Thurs, 9/3

Case: Snapple

Questions for discussion:
- 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 4 P’s.
- Now look at the period from 1994 to 1997. Did Quaker make an error in buying Snapple? Why did they and what did they do wrong?
- Roll forward to 1998. What can Triarc’s managers learn from Quaker’s experience? What should they do now? Revisit the 4 P’s.

Homework: Describe Snapple’s 4 P’s in the early days, before Quaker bought them.

Class #4: Marketing Math Tues, 9/8

Reading: Note on Low Tech Marketing Math

Quant. # 1: Create a spread sheet with the unit volume, price and resulting sales revenues of a company for each of 3 years. You can find a company online or make one up!
- Calculate Total Revenue per year
- Find the sum of the revenue over 3 years
- Find the average annual revenue
- Create a graph of the revenue by year: one bar chart, one line chart

Add rows for Expenses:
- COGS
- Marketing and promotion
- Total Costs

Calculate Net Profit and Sales as a Percent of Profit (Margin)

Class 5: Integrated Marketing Strategy Tues, 9/15

DUE: Final Project Teams

Case: Colgate-Palmolive Co.: The Precision Toothbrush

Questions for discussion:
- What changes are occurring in the toothbrush category? Assess Colgate-Palmolive’s competitive position. How is the toothbrush market segmented?
- What marketing recommendations would you make to Steinberg? Be specific in your recommendations. Be sure to cover all 4 “Ps.”
**Homework:** What are the arguments for launching Precision as a niche product or as a mainstream brand? Which would you do?

**Class #6: Segmentations & Targeting**
**Thurs, 9/17**

**Reading:** Segmentation and Targeting

**Questions for discussion:**
- List and briefly define the major segmentation variables used in consumer markets. Give an example of two products that are likely to make use of each variable (either alone or in combination with other variables).
- At least one segmentation variable is common in business markets but not relevant to consumer markets. Briefly define this variable and give an example of how it might be applied.
- In the crowded market for candy, cookies, and other sweet treats, Estee Foods has successfully carved out a niche by offering a wide range of sugar-free products. Estee targets diabetics as well as other consumers who need or want to restrict their intake of sugar and other ingredients, like carbohydrates.
  Discuss Estee’s target selection based on the three criteria in Section 2.3: segment characteristics, competition, and company fit.
- Airbnb has uncovered a segment of leisure travelers that is not served by conventional hotel firms. Describe and discuss this segment based on four of the key characteristics of useful segmentation described in Section 2.1: identifiable, accessible, stable, and actionable.

**Class #7: Segmentations & Targeting**
**Tues, 9/22**

**Case:** The New Beetle

**Questions for discussion:**
- Why is the situation described as “Mission Impossible?”
- What target market or markets should Liz Vanzura pursue? Why?
- 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?

**Homework:** Describe the two target audience segments Liz is considering. Use internet research to tell me everything you know about them, about 5-6 facts per type.
Questions for discussion:

- Wilson has strong opinions about the target audience and Lulu’s mission and vision. Based on your own analysis of how Lulu presents its brand how do you believe it is positioned? Write a positioning statement.
- What threats do Under Armour and Athleta pose for Lululemon, given their efforts in capturing the women’s market?

Homework: What is the most viable growth plan for Lululemon?

Note: We will review the case write-up assignment during this class.

Questions for discussion:

- How has Red Lobster’s positioning/marketing changed over time? Do the current ads reflect the repositioning that Lopdrup and his team envisioned when their efforts began in 2004? (4Ps)
- What were the most effective elements in Lopdrup’s repositioning plan (initiated in 2004)? (Consider any relevant 5Cs as well.)
- 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)?

Quant. # 2: Calculate the profitability of each type of customer under consideration. For example, how much does RL make off of each Experiential customer? Run it for all of the segment types on a per customer basis.

Questions for discussion:

- Please refer to case write-up assignment in LATTE. You will post your paper before class and be prepared to discuss it during class.
Class #11: Alumni Panel  

Four Brandeis alumni will share their experiences in a moderated panel.

Question are due to me the night before class and I will select some and call on you during class.

Class #12: Pricing  

Reading: Pricing Strategy

Questions for discussion:

- A San Francisco restaurateur plans to open an upscale wine bar where every glass of wine is priced at $15. Her rent in a popular tourist area is steep; she must also pay high prices to advertise in trendy magazines and to hire people who are knowledgeable about wine. As a result of these and other factors, her fixed monthly cost is $50,000. Most of her variable costs are a function of wholesale wine prices and storage expenses, producing a unit margin of $10. How many glasses of wine must she sell per month to break even?
- The same wine bar entrepreneur in Review Question 1 sells cases of her private-label wine for $375 per case. For an annual fee of $300, customers may also choose to enroll in a Wine Appreciation Club, which offers private tastings and entitles members to buy cases of wine for $200. How many cases does a club member need to purchase for the membership to be economically advantageous?

Note: We will review the final project assignment during this class.

Class #13: Pricing

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

DUE: Final Project Topics

Questions for discussion:

- What is Coke? What does Coke mean to the average consumer?
- Is selling Coke through interactive vending machines a good or bad idea and why? Where, how and for whom does this technology create/destroy value?
• What is price discrimination and when does it work? Are there pricing related issues here that can positively or negatively affect the company?
• What can Coke do now? How can they add value to balance the equation?
• How does the Internet affect the ability of firms to price-discriminate across consumers?

**Homework:** What is an example of a product or service you use that discriminates in its pricing? Tell me about it, briefly.

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**Class #14:** Pricing  
**Thurs, 10/15**

**Case:** Metabical

**Questions for discussion:**
- Which pricing strategy/ies would you suggest Printup explore? What are the advantages and disadvantages of each strategy? What price would you recommend and why?
- How does Metabical compare to current weight-loss options? What are the pros and cons of the forecasting methods presented by Printup? If you had to estimate demand for this product, how would you go about it?
- What considerations should be taken into account when making decisions about the package count? What package size would you recommend?

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**Class #15:** Consumer Behavior  
**Tues, 10/20**

**Reading:** Consumer Behavior and the Buying Process

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

**Homework:** Conduct the research assignment outlined in the case version you were assigned. Be prepared to share your findings *verbally in class (everyone will speak).*

***** *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, candy bar

B and E interviews: *utilitarian* products costing approx. $100
   suggestions: sweater/jacket, desk lamp,
   backpack/briefcase, haircut/beauty treatment

C and F interviews: *products that reflect on who you are* costing $100 +
   suggestions: sweater/jacket, stereo equipment, TV,
   camera, skis, haircut/beauty treatment

**Class #16**  **Guest Speaker**  **Thurs, 10/22**

Details to come.

**DUE:**  **Final Project Outline/Summary**

Note: We will review the next case write-up assignment after our guest speaker.

**Class #17**  **Promotion**  **Tues, 10/27**

Case: Launching the BMW Z3 Roadster

**Questions for discussion:**

- What factors underlie BMW’s desire to shift to a “non-traditional”
  marketing for the Z3 launch; what were their objectives?
- Was the Z3 launch successful? How do you know?
- McDowell claims that he will never go back to traditional marketing after getting
  a taste of the non-traditional option. Would you? What would you do for Phase II?

**Homework:** What are the pros and cons of nontraditional advertising/marketing? Try to
list 4-5 for each, think about this case and overall.

**Class #18:**  **Promotion**  **Thurs, 10/29**

**DUE:**  **Case Write-up #2**

Case: HubSpot: Inbound Marketing and Web 2.0

- Please refer to case write-up assignment in LATTE. You will post your paper
  before class and be prepared to discuss it during class.
Class #19: Promotion Tues, 11/3

Case: UnME (MAYBE ANOTHER GUEST INSTEAD OF THIS CASE)

Questions for discussion:
• Which, if any, of the three social media plans should Foley pursue? Why (what benefits would Foley gain from each? What risks does each entail)?
• How should Foley integrate social media into her traditional media plans? Should Foley take money out of traditional media to fund her social media programs? Why or why not?
• How should Foley measure the results of her social media plans? Which media metrics are best and least suited for a Web 2.0 world?
• Is UnME Jeans the right or wrong type of brand and/or product for Web 2.0?

Class #20: Forecasting Thurs, 11/5

Reading:

Class #21: Forecasting Tues, 11/10

Case: Biopure

Questions for discussion:
• What are the biggest obstacles to Biopure’s success in each market?
• Which product would you launch first? How might Oxyglobin be a threat to Hemopure? How might it be an asset to Hemopure?
• What should Biopure do regarding the commercial release of Oxyglobin? If they release, what price should they set? How should it be distributed?

Quant. # 3: Project/estimate/forecast Biopure’s sales in the human market and in the animal market, separately. Make assumptions about total target audience and their success at reaching them. Run calculations. Show me your base numbers, results and assumptions.
Class #22: Forecasting Thurs, 11/12

Case: Nestle Refrigerated Foods: Contadina Pasta & Pizza (A)

Questions for discussion:
- Using the BASES model described in Exhibit 9 (top box and second box percentages), forecast the demand (in other words, fill in the spreadsheet).
- What can one learn from Exhibits 13, 14 and 15?
- How does the pizza concept test data compare to the pasta concept test data? How would you compare those two opportunities: what is similar vs. different?

Homework: Set up an Excel spreadsheet to forecast the demand for refrigerated pizza. Include Current Contadina Users and Non-Users, Pizza Only and Pizza and Toppings and Trial Usage and Repeat Usage. You do not need to put numbers in or run the numbers.

Classes #23, #24, #25: Final Presentations Tues, 11/17, 19, 24

Slides are due from all teams on 11/17 at 1 AM.

More information to come on the order of presentations and how the others engage.

Class #26: Recap, Summary, Questions, Feedback Thurs, 12/1