Brandeis University

Spring Semester 2019
Marketing Management
BUS 152A-2
2/4/19

Tuesdays & Fridays
8:00–9:20 am
Lemberg 54

Instructor: Sharon Thomas
Office: Sachar 11 (end of the hall)
Office Hours: Tuesday and Friday, 9:30-10:30 or by appointment
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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, pricing, promotion, distribution, sales management, and customer segmentation. 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 course pack at:

https://hbsp.harvard.edu/import/594076

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 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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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Homework (4)</td>
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<td>Quizzes (4)</td>
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<td>Case Write-up #1</td>
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<td>Case Write-up #2</td>
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<td>Final Group Project</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 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. For some students speaking out can be difficult. If you are hesitant to participate in class, please come to see me and I will work with you.

Absence from three or more classes will result in a failing participation grade for this course and make it very difficult to achieve greater than a C overall. Again, if you have to miss class for any reason, please notify me in advance through email (do not tell me in person).

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 & Quizzes: 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 at the start of class. Written assignment will be submitted to the TA.

The assignments that need to be formally submitted for homework are noted in the syllabus for that day. Details will follow on LATTE. No late submissions will be accepted. Also, four times over the course of the term, I will start the class with a quiz. These short quizzes will be weighted as homework and all will be equally weighted.

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.
Cases will be submitted via Turn It In.

- Case Write-up #1: Chase: Class #10
- Case Write-up #2: HubSpot: Class #18

**Final Exam/Project:** The Final Exam will be an 20 minute oral presentation of your analysis of a current marketing campaign. Choose a product, service or company that is dealing with a marketing challenge or an opportunity of interest (or I might give it to you). 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. 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. Then propose a course of action to take them further. Creativity is valued here. We’ll discuss this more in class. I will give you topics or approve topics and won’t allow repeats of past years’ projects.

You will work in groups of 4 people and we’ll determine those groups together. We’ll do presentations during the last few classes of the term. **Attendance is mandatory for the whole class in which you present and the one you do not.**

Due dates for this project:
- Teams: Class #5
- Topics: Class #8
- Summary/outline: Class #16
- Slides for team presentations from ALL teams: Class #25

**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 interesting/creative your recommendations are; how well you use the allotted time; the proficiency of your oral presentation; the interest your presentation generates; and the usefulness, clarity and design of your speaking aids (PPT, Prezi or Adobe slides).
Calendar & Assignments

Class #1: Introductions/Course Overview/IMS  Tues, 1/15

Reading: Framework for Marketing Strategy Formation

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

Questions:

• 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.

• 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?

• In the past, US pharmaceutical firms relied exclusively on a push approach to the promotion of prescription drugs. But many of these companies now invest significant resources in pull promotion techniques for brands like Claritin, Crestor, Lunesta, and Nasonex. What is the difference between the two approaches, and how are they illustrated in this situation?

• 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.

• Construct a hypothetical positioning statement for one of the following: Bounty paper towels, Tom’s of Maine personal-care products or Patagonia outerwear.

Class #2: Integrated Marketing Strategy  Fri, 1/18

Reading: Framework for Marketing Strategy Formation

Discussion: Finish discussion of reading and questions
Class #3: Integrated Marketing Strategy  Fri, 1/25

Case: Snapple

Questions:
- 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.
- Now look at the period from 1994 to 1997. Did Quaker make an error in buying Snapple or did they manage it badly?
- 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?

Class #4: Marketing Math  Tues, 1/29

DUE: Homework #1

Reading: Note on Low Tech Marketing Math

Assignment: Create a spread sheet with the unit volume, price and resulting sales revenues of a company for each of 3 years
- 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  Fri, 2/1

DUE: Final Project Teams

Case: Colgate-Palmolive Co.: The Precision Toothbrush

Questions:
• What changes are occurring in the toothbrush category? Assess Colgate-Palmolive’s competitive position. How is the toothbrush market segmented? Compare consumer behavior for toothbrushes and toothpaste.

• What are the arguments for launching Precision as (a) a niche product and (b) a mainstream brand? Which would you do?

• What marketing recommendations would you make to Steinberg? Be specific in your recommendations. Be sure to cover all 4 “Ps.”

Class #6: Segmentation & Targeting Tues, 2/5

Reading: Segmentation and Targeting

Questions:
• 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: Segmentation & Targeting Fri, 2/8

Case: The New Beetle

Questions:
• 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?
Class #8: Segmentation & Targeting Tues, 2/12

DUE: Final Project Topics

Case: Lulu Lemon Athletica

Questions:
- 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?
- What is the most viable growth plan for Lululemon?

Class #9: Segmentation & Targeting Fri, 2/15

Case: Red Lobster

Questions:
- 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)
- What were the most effective elements in Lopdrup’s repositioning plan (initiated in 2004)? (Consider any relevant 5Cs as well.)
- Calculate restaurant level profitability under the following scenario: the mix of patrons shifts with the restaurant gaining 2,000 new Experiential customers, but losing 1,000 Indulgent customers and 1,000 Frugal customers.
- 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)?

No Class 2/18 or 2/22. Enjoy your break!

Class #10: Segmentation & Targeting Tues, 2/26

DUE: Case Write-up #1

Case: Chase Sapphire: Creating a Millennial Cult Brand

Questions:
- Please refer to case write-up assignment in LATTE.
Class #11: Guest Speaker Fri, 3/1

Chris Hass is a dynamic user experience strategist, human factors/usability consultant, business development specialist, client manager and grant writer. He is experienced in UX lab- and field-based evaluations, research design, usability testing, interface and interaction design and has conducted user interface design and accessibility activities for the development of innovative user experience products. Chris has unique expertise conducting human factors research with persons who have physical and cognitive disabilities, and designing information architecture and interaction designs for consumer, medical, professional and human service products. Chris is the former President of the User Experience Professionals’ Association (UXPA) Boston Chapter, and the Director of Chapters for UXPA International. He has coauthored a book called “Consumer Informatics and Digital Health”.

Class #12: Pricing Tues, 3/5

Reading: Pricing Strategy

Questions:

- 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?

Class #13: Pricing Fri, 3/8

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

Questions:

- 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?

**Class #14: Pricing**

**DUE:** Homework #2 is to answer Bullet 1 below (“Which pricing strategy…”)

**Case:** Metabical

**Questions:**

- 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?

**Class #15: Consumer Behavior**

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

**Exercise:** 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, 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   Tues, 3/19

Elizabeth Gross is passionate about helping people succeed in searching for new jobs. A former marketing executive at a large job search site, she's assisted countless people with their resumes and job searches. Elizabeth helps clients manage all aspects of their job search journey, making sure their experience and abilities are positioned as strong as they can be, and ensuring a more productive and rewarding job search. She was a featured speaker at SXSW 2017 & 2018, presenting the talks "You've Just Been Laid Off. Now What?" and “Conquering Your Job Search Journey” and holds a B.A. in Professional Writing from Carnegie Mellon University.

DUE:       Final Project Outline/Summary

Class #17   Promotion   Fri, 3/22

Case:       Launching the BMW Z3 Roadster

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

Class #18:   Promotion   Tues, 3/26
DUE: Case Write-up #2

Case: HubSpot: Inbound Marketing and Web 2.0

Questions:
  • To come along with details on the assignment.

Class #19: Promotion Fri, 3/29

Case: UnME

Questions:
  • 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 Tues, 4/2

Reading: TBD

Class #21: Forecasting Fri, 4/5

DUE: Homework #3 (details to come)

Case: Biopure

Questions:
  • Project Biopure’s sales potential in the human market and the animal market, separately. What are the biggest obstacles to Biopure’s success in each?
  • Which product would you launch first? How might Oxygoblin 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?

Class #22: Group Work Tues, 4/9

This is not a free day. Given the timing of our break, this is your opportunity to finalize your slides with assistance from prof and TA. They are due in one week.

Full attendance mandatory.

Class #23: Forecasting Fri, 4/12

DUE: Homework #4 (details to come)

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

Questions:
• Using the BASES model described in Exhibit 9 (top box and second box percentages), forecast the demand (estimate both trial and repeat usage) for the two options under consideration: Pizza Only and Pizza and Topping.
• 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?

Class #24: Taste Tests Tues, 4/16

No prep necessary.

No Class 4/19, 4/23 or 4/26. Enjoy!
Class #25: Final Project Presentations, Groups 1 & 2 Tues, 4/30

DUE: Final Project slides are due from ALL teams at the start of class. *Teams may not alter their slides after they have been submitted for any reason.*

Full attendance mandatory.

Class #26: Final Project Presentations, Groups 3 & 4 Thurs, 5/2*

*Note Thursday meeting day

Full attendance mandatory.