Course Title

Course Number- Quarter, Year

# Marketing Strategy for Managers

# 22MKTG735 – Autumn 2011

Professor: Drew Boyd

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Office Hours: By Appointment (live or Skype – drewboyd99)

Class Location/Times: Lindner Hall, Room TBD

Prerequisites: 22MKTG711

Course Materials:Nordhielm, C. (2005) Marketing Management: The Big Picture, 2nd Edition. Wiley.

Course Overview:This course provides students a rigorous knowledge of the principles of marketing strategy necessary in any business environment. Students will learn and apply a comprehensive strategy framework called The Big Picture to a wide variety of marketing situations and cases. Student teams will compete in a complex, online simulation developed around The Big Picture.

Course Objectives:By the end of this class students will be able to:

* Define the Business Objective for a firm to include its fundamental entity, goal, and core competency for any of its brands
* Analyze a market opportunity and recommend a choice of Marketing Strategy between acquisition of new customers and retention of existing customers.
* Analyze a competitive market space and recommend a Source of Volume between Stimulating New Demand and Stealing Share.
* Segment markets based on attitudinal and aspirational factors.
* Develop a Target Audience Profile
* Create an effective value proposition using the Five Box Positioning Tool.
* Develop recommended product, price, promotion, and place tactics that are linked to the Marketing Strategy and Core Competency of the firm.

Class Format:This course is a cross between a talk-show and boot camp. I encourage lively discussion in class, and welcome and encourage all opinions, including those that challenge my own. This approach gives me the flexibility to cover each issue at the level of depth appropriate for the student in a particular class. Although the style of the class is informal, my devotion to my objective of providing a meaningful grounding in the field of marketing is absolute. I expect all students to demonstrate the same level of devotion, and to treat your fellow students, your

professor, and the learning process with the utmost respect. On this foundation we can work together to create a unique, memorable and extremely valuable course experience.

Performance Evaluation:

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| --- | --- | --- |
| **Assignment** | **Points** | **Weight** |
| Participation (25 points per class) | 250 | 25% |
| Mini Case  | 250 | 25% |
| Simulation | 250 | 25% |
| Final Exam  | 250 | 25% |
| Total | 1000 | 100% |

1. *Participation (25%):* In this course we will rely heavily on the discussion of cases to motivate learning of key concepts. The quality of the class is therefore heavily dependent on the quality of the contributions of the individual students in the class. For this reason, class participation accounts for a significant portion of the final grade. In order to excel in this area you must:

**Attend class.** Although we live in a technologically and spiritually advanced age, it is still not possible to participate in this class without being physically present. If you believe you will miss more than two classes, you are strongly encouraged not to take this course. **Please note that attendance in the first class is mandatory, with no exceptions.**

**Prepare for class.** This entails reading and understanding the assigned materials, and having a well-developed opinion for case discussion. Assignments for each week are listed in the syllabus and are also available online. You are expected to check the Blackboard course page on a weekly basis for updates and additional materials. *There are several assignments that must be prepared prior to class. Preparation of these assignments is a part of your class participation grade.*

**Express and defend your opinion succinctly.** The class participation grade is not based on how much time you spend talking; it is based on the quality of your responses to my general and cold-call questions. Focus on getting a few important points across. Please, do not express an opinion without some supporting evidence.

**Respond constructively to the opinions of fellow class members:** It is impossible to learn only by speaking. Listening to and understanding the positions of your peers is a crucial part of this course. I will also rely on you to police each other: if you hear a statement you believe is not supportable or clear, ask for support or clarification. The value of this course to you will depend mightily on your willingness to take responsibility for the quality of the classroom discussion.

**Class participation is evaluated according to the following guidelines:**
Outstanding:  Contributions in class reflect exceptional preparation.  Ideas offered are always substantive and provide one or more major insights as well as a fruitful direction for the class.  Arguments are well-supported (with tangible evidence) and persuasively presented.  If this person were not a member of the class, the quality of the discussions would be diminished significantly. (25 points)

Good:  Contributions in class reflect thorough preparation.  Ideas are usually substantive, provide good insights, and sometimes a fruitful direction for the class.  Arguments, when presented, are generally well-supported and are often persuasive.  If this person were not a member of the class, the quality of the discussion would be diminished. (20 points)

Adequate:  Contributions in class reflect satisfactory preparation.  Ideas offered are sometimes substantive, provide generally useful insights, and occasionally offer a new direction for the class discussion.  Arguments are sometimes presented and are fairly well-supported and sometimes persuasive.  If this person were not a member of the class, the quality of the discussions would be a little diminished. (10 points)

Non-participant:  This person contributes little to the class.  If this person were not a member of the class, the quality of the discussions would not be significantly changed.  (0 points)

1. *Simulation (25%):* Students will be formed into groups to compete in a realistic marketing simulation built around The Big Picture Framework.
2. *Mini-case (written 15%, oral presentation 10%):* In addition to your individual participation, your group will be asked to prepare and present one case analysis on an assigned date. This will be a brief (no more than 15 minutes) presentation of a case developed by your group and circulated prior to class (see Blackboard mini-case materials). These presentations are intended to bring current, personally interesting issues into the classroom. The groups will prepare a brief, two-to-three page summary of a case of their choosing for distribution to the class a few days before their presentation. All class members will then review the case in preparation for a discussion in the following class. Presenting groups are encouraged to meet with me well in advance of the case presentation for input on this presentation. Examples of past cases and presentations prepared by students may be found on Blackboard.
3. *Exam (25%):* The exam will be a take-home exam, distributed on Wednesday, Week 10, and due back no later than **Friday, week 11 (Exam Week) at 11:59pm**. The exam will be a written case and simulation. You will be expected to analyze this case using the Big Picture Framework and submit a brief write-up of your analysis and recommendations. This analysis will be similar to the in-class work we do on the mini-cases and simulation. Complete instructions for the final exam will be distributed and covered during the last week of class.

## Grading Scale:

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| --- | --- |
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |

Assignments/Projects: Check Blackboard for the latest on assignments and readings.

Student Conduct:All students are expected to conform to the University’s Code of Conduct and honor the following pledge:

“On my honor I pledge that this work of mine does not violate the University of

Cincinnati Student Code of Conduct provisions on cheating and plagiarism”

Further information on the University of Cincinnati Code of Conduct can be found at http://www.uc.edu/conduct/

## Schedule: Autumn 2011

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| **Date** | **Topics** | Reading | **Assignments** |
| **Session 1**September 26 | * Introduction
* Business Objective
 | * Modules 1-2
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| **Session 2**October 3 | * Marketing Objective
* Source of Volume
 | * Modules 3-4
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| **Session 3**October 10 | * Simulation
 | * WOW Case
 |  |
| **Session 4**October 17 | * Segmentation
 | * Module 5
 |  |
| **Session 5**October 24***Distance Learning*** | * Targeting
* Positioning
 | * Modules 6-7
 | * Participate in Discussion Board via Blackboard
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| **Session 6**October 31 | * Pricing Strategy
 | * Module 11
 | * Mini-case
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| **Session 7**November 7 | * Product Strategy
* Product as a Service
 | * Modules 8-9
 | * Mini-case
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| **Session 8**November 14 | * Channel Strategy
 | * Module 12
 | * Mini-case
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| **Session 9**November 21 | * Communications Strategy
 | * Module 10
 | * Mini-case
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| **Session 10**November 28 | * Group Presentations
 |  | * Prepare team Presentations
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| **Session 11**December 5 | * Final Exam
 |  | * Turn in exam not later than midnight.
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