

<b>Instructor:</b>	Brandon M. Gustafson
<b>Classroom:</b>	Elliott Hall 206
<b>Class Time</b>	6:30pm- 9:20pm
<b>Date Range:</b>	Jan 03, 2018 – Apr 25, 2018
<b>Office Phone:</b>	248-370-3290
<b>Office No.:</b>	Elliott 300
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<b>Office Hours:</b>	Mon 5pm-6pm and by appointment

### Course Specific Learning Goals & Outcomes

1. Through class lectures, discussions, and class projects, students will develop an understanding of the concepts and issues relevant to strategic marketing. Students' business perspectives will be enhanced and they will acquire experience in considering fundamental marketing management and strategic questions. Students will be able to identify and evaluate global implications of business decisions and will acquire an understanding of global implications of strategic marketing actions.
2. Through the market entry plan, students will develop skills in problem solving and decision-making. Specifically, the market entry plan exercise will focus on establishing marketing objectives, analyzing the business environment, assessing competition, financial analysis, and evaluating internal firm strengths and weaknesses in the process of formulating marketing strategy. Through the market entry plan, students will learn and apply appropriate analytical techniques and will develop the ability to solve real world business problems. The market entry plan, and discussions will enhance students' business communication abilities.
3. Through student-led discussions of contemporary issues faced by managers, as well as through the market entry plan and discussions, students will develop professional, socially responsible and ethical awareness.

### TEXT

*Marketing Management* (4th Edition) 4th Edition  
by Russ Winer, Ravi Dhar  
ISBN-13: 978-0136074892

HBR Marketing Management Course Pack (See Moodle for link)

### CLASS ACTIVITIES

#### Case Assignments

Each case will have a specific set of questions (found on Moodle) Address each question fully and completely. Each firm is facing different questions and issues, but the solutions can be derived from the same underlying frameworks (i.e., 5Cs, STP, and 4Ps). Be sure your analyses and recommendations address the problems explicitly mentioned in the case, but be sure to follow these frameworks when writing your papers and explaining how you reached your conclusions. In addition, your definition of the problem and your

analyses may reveal other important issues you believe must be addressed. Your recommended marketing actions should be based on appropriate and defensible analyses.

### **Paper Format**

Each write-up should be at least 1,500 words (regardless of type font, spacing, etc.). The style and structure of the text and exhibits is up to you.

Exhibits should be clearly titled, and included only if they provide supporting details for your analyses and recommendations. They should not introduce new ideas that are not explicitly presented in the text. Quantitative analyses must be clear and show the calculation in full with precise explanations (e.g., footnotes that describe the methods and assumptions used). Key conclusions from the exhibits should be discussed in the text, and references to your exhibits should be made as appropriate places in the text (“see Exhibit A”).

The best papers will typically consider several strategic alternatives that emerge from their analyses, making a case for why their preferred course of action is the best one to pursue, and then detail that course of action in their target market choice, positioning statement and 4Ps presentation. Quantitative and qualitative analyses should be used to analyze and support the preferred course of action.

### **Paper Submission Process**

A single Word file containing all text and exhibits should be uploaded to the case folder on Moodle time stamped before 6:30pm (start of class) on the specific due date. A grading rubric for the cases is posted in the case folder on Moodle.

### **Class Participation:**

To ensure that the class is highly interactive, students are expected to come to class prepared to discuss the assigned material each week. I will ask questions, give you discussion points or assign mini cases based on the reading materials. Your participation grade reflects your preparedness for these discussions and your willingness to answer them. The grade is based on both the quality and frequency of your participation. Quality is based on your logic and ability to incorporate course material. Frequency is judged relative to the total discussion. These two components are combined as follows:

- 10% = frequent, high-quality participation
- 7% = either less frequent, high-quality participation or frequent, lower quality participation
- 5% = less frequent, lower-quality participation
- 2% = rare participation
- 0% = no participation

### **Marketing Plan**

For detailed information regarding the marketing plan and grading rubric go to our Moodle course page → Marketing Plan folder.

### **CLASS POLICIES:**

1. **Academic conduct policy:** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

a. **Plagiarizing the work of others.** Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Whether

students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism. If caught plagiarizing, the student will receive a zero for the assignment.

b. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

2. **Add/Drops:** The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses.

3. **Special Considerations:** Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall, phone 248 370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the "Letter of Accommodations" created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall, phone 248 370-4215.

4. **Excused Absence Policy:** This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

Students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions who schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a written schedule showing days they expect to miss classes. For other university-excused absences, students must provide each instructor at the earliest possible time the dates that they will miss.

### **Make-up work**

o It is the responsibility of the student to request from the instructor an opportunity to complete missed assignments, activities, labs, examinations or other course requirements in a timely manner.

o Students are responsible for all material covered in classes that they miss, even when their absences are excused, as defined above.

o Missed classroom activities will be rescheduled at the discretion of the instructor.

5. **Emergency Preparedness:** In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. **Register for these notifications at [oupolice.com/em/alerts](http://oupolice.com/em/alerts).**

Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.

- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and **oupolice.com/em**.
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

**6. Faculty Feedback:** As a student in this class, you may receive “Faculty Feedback” in your OU e-mail if your professor identifies area of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear.

**COURSE EVALUATION**

<b>Assignment</b>	<b>Percent of Grade</b>
Case Assignments	40%
Participation	10%
Marketing Plan	50%

Course letter grades will be assigned using the following scale:

<u>Percentage of Total Points</u>	<u>Grade</u>	<u>Percentage of Total Points</u>	<u>Grade</u>
94.0%+ .....	4.0	68.0-69.9% .....	2.7
92.0-93.9% .....	3.9	66.0-67.9% .....	2.6
90.0-91.9% .....	3.8	64.5-65.9% .....	2.5
88.0-89.9% .....	3.7	63.5-64.4% .....	2.4
86.0-87.9% .....	3.6	62.5-63.4% .....	2.3
84.0-85.9% .....	3.5	61.5-62.4% .....	2.2
82.0-83.9% .....	3.4	60.5-61.4% .....	2.1
80.0-81.9% .....	3.3	59.5-60.4% .....	2.0
78.0-79.9% .....	3.2	58.5-59.4% .....	1.9
76.0-77.9% .....	3.1	57.5-58.4% .....	1.8
74.0-75.9% .....	3.0	56.5-57.4% .....	1.7
72.0-73.9% .....	2.9	55.0-56.4% .....	1.6
70.0-71.9% .....	2.8	0.0-54.9% .....	0.0

\*I do not curve or give extra credit

## TYPICAL CLASS PROGRESSION

Time	Segment	Activity
6:30pm	5 min	Warm up
6:35pm	80 min	Lecture on new content/Q&A
7:55pm	5 min	Break
8:00pm	20 min	Group Case Work
8:20pm	40 min	Case Discussion
9:00pm	20 min	Marketing Plan

## COURSE SYLLABUS \* Subject to change

Week	Date	Focus/Topics	Readings and Assignments
1	Jan. 1 <sup>st</sup>	Happy New Year!	
2	Jan. 8 <sup>th</sup>	Welcome! Introduction Understanding Value	<b>Readings:</b> -Ch.1 -The Elements of Value (HBR.org) -The Elements of Value Pyramid (HBR.org) -The 30 Things Customers Really Value (HBR.org)
3	Jan. 15 <sup>th</sup>	<b>Martin Luther King Day</b>	<b>NO CLASS</b>
4	Jan. 22 <sup>nd</sup>	Segmentation, Targeting, & Positioning (STP)	<b>Due:</b> -Case #1: Montreaux Chocolate USA: Are Americans Ready for Healthy Dark Chocolate? <b>Readings:</b> -Learning How to Make Market Segmentation Work Again (HBR.org) -Strategy is About Both Resources and Positioning (HBR.org) -Three Long-Held Concepts Every Marketer Should Rethink (HBR.org)
5	Jan. 29 <sup>th</sup>	Marketing Research	<b>Due:</b> -Case #2: Mahindra First Choice Services: Creating A Value Proposition <b>Readings:</b> -Ch.3 -3 Things Multinationals Don't Understand About Africa's Middle Class (HBR.org) -Stop Designing for Millennials (HBR.org)
6	Feb. 5 <sup>th</sup>	Consumer and Business Markets	<b>Due:</b> - Marketing Plan Venture Brief -Case #3: KITKAT in Japan (A): Sparking a Cultural Revolution <b>Readings:</b> -Ch. 4 and Ch.5 -What We Really Know About Consumer Behavior (HBR.org) -Focus on You Customer's Customer (HBR.org)
7	Feb. 12 <sup>th</sup>	Brands and Brand Equity Shawn McCann <i>Assistant Professor, Kresge Library Business and Informatics Librarian</i>	<b>Due:</b> -Case #4: Lululemon Athletica <b>Readings:</b> -How Consumer Brands Can Connect with Customers in a Changing Retail Landscape (HBR.org)

			-Why Your Company Culture Should Match Your Brand (HBR.org) -When It's Smart to Copy Your Competitor's Brand Promise (HBR.org)
8	Feb. 19 <sup>th</sup>	<b>Winter Break</b>	<b>NO Class</b>
9	Feb. 26 <sup>th</sup>	Pricing	- In-Class Simulation <b>Readings:</b> -Ch.9 -How Retailers Should Think About Online Versus In-Store Pricing (HBR.org) -Global Companies Need to Adopt Agile Pricing in Emerging Markets (HBR.org)
10	Mar. 5 <sup>th</sup>	John Tripolsky, CEO at JTE Marketing Group	
11	Mar. 12 <sup>th</sup>	Digital Engagement	<b>Due:</b> Case #5: YouTube for Brands <b>Readings:</b> -Companies in Regulated Industries Can Also Do Digital Marketing (HBR.org) -When Digital Marketing Gets Too Creepy (HBR.org) -Business Customers Are Digital. Shouldn't Your Marketing Be? (HBR.org)
12	Mar. 19 <sup>th</sup>	Product Introduction & Distribution	<b>Due:</b> Case #6: Smartick Vs. Khan Academy <b>Readings:</b> -Ch.7, Ch.8, and Ch.12 -Competing on Social Purpose (HBR.org) -Is Tesla Really a Disruptor? (And Why the Answer Matters) (HBR.org)
13	Mar. 26 <sup>th</sup>	Communication and Advertising	<b>Due:</b> Case #7: Harmonie Water: Refreshing The World Naturally <b>Readings:</b> -Ch. 10 -Why Companies Are Advertising Their Master Brand (HBR.org) -In Mobile Advertising, Timing Is Everything (HBR.org)
14	Apr. 2 <sup>nd</sup>	Customer Relationship Management	<b>Due:</b> Case #8: David's Bridal: Customer Relationship Management in the Digital Age <b>Readings:</b> -Ch. 14 -Customer Relationship Automation Is the New CRM (HBR.org) -Too Many Executives Are Missing the Most Important Part of CRM (HBR.org) -Why Strong Customer Relationships Trump Powerful Brands (HBR.org)
15	Apr. 9 <sup>th</sup>	Entrepreneurship Simulation: The Startup Game	
16	Apr. 16 <sup>th</sup>	<b>Marketing Plan Presentations</b>	
17	Apr. 23 <sup>rd</sup>	<b>Marketing Plan due by 11:59pm</b>	