New York University  
Stern School of Business

B01.2310, Fall 2004  
Monday or Tuesday 6:00-9:00pm  
KMC 3-50

Office Hours:  
Monday and Tuesday  
4:00-6:00pm and by appointment

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Marketing Concepts and Strategies  
Course Outline and Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/27</td>
<td>Introduction</td>
<td>Ch 1, 2 and pages 379-382</td>
</tr>
<tr>
<td></td>
<td>9/28</td>
<td>Marketing Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Value of a Customer</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10/4</td>
<td>Market Research</td>
<td>Ch 3</td>
</tr>
<tr>
<td></td>
<td>10/5</td>
<td>Case Discussion</td>
<td>Case: Calyx &amp; Corolla</td>
</tr>
<tr>
<td>3</td>
<td>10/11</td>
<td>Understanding Buyer Behavior</td>
<td>Ch 4, 5</td>
</tr>
<tr>
<td></td>
<td>10/12</td>
<td></td>
<td>Case: Black &amp; Decker</td>
</tr>
<tr>
<td>4</td>
<td>10/18</td>
<td>Market Segmentation</td>
<td>Case: BMW Entertainment</td>
</tr>
<tr>
<td></td>
<td>10/19</td>
<td>Case Discussion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/25</td>
<td>Branding</td>
<td>Ch 7</td>
</tr>
<tr>
<td></td>
<td>10/26</td>
<td></td>
<td>Case: Steinway (written)</td>
</tr>
<tr>
<td>6</td>
<td>11/1</td>
<td>Product Positioning and the Product Life</td>
<td>pp. 48-52, 180-183</td>
</tr>
<tr>
<td></td>
<td>11/2</td>
<td>Cycle</td>
<td>Case: BMW Films</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Discussion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11/8</td>
<td>New Product Development</td>
<td>Ch 8</td>
</tr>
<tr>
<td></td>
<td>11/9</td>
<td>Case Discussion</td>
<td>Case: TiVo</td>
</tr>
<tr>
<td>8</td>
<td>11/15</td>
<td>Integrated Marketing Communication</td>
<td>Ch 9</td>
</tr>
<tr>
<td></td>
<td>11/16</td>
<td></td>
<td>Case: New Beetle</td>
</tr>
<tr>
<td>9</td>
<td>11/22</td>
<td>Advertising and Sales Promotion</td>
<td>Ch 13 and pages 311-317</td>
</tr>
</tbody>
</table>
11/23
Case: Land Rover (written)

10  11/29  Marketing Channels
    11/30  Case Discussion

    Ch 10
    Case: HEB Own Brands

11  12/6   Pricing Decisions
    12/7   Case Discussion

    Ch 12
    Case: Merrill Lynch

12  12/13  Strategies for Services
    12/14  Case Discussion
            Course Conclusion

    Ch 15
    Final Exam Case: XM Satellite
    Radio (A) (written)

NOTE: All reading assignments are in Kotler and Keller. All the cases are available in the course materials package in the Professional Book Store.

**Required Text**

Target Questions for Case Discussions

Session 2:
Calyx & Corolla
1. What are the strengths and weaknesses of the Calyx & Corolla formula?
2. Why has Calyx & Corolla been successful?
3. What are the potential sources of channel conflict in the Calyx & Corolla system?
4. What steps should Ms. Owades and her associates take next to more fully develop Calyx & Corolla?
5. How would you determine the life-time value of a customer?
6. Visit their web-site. How has this helped Calyx & Corolla?

Session 3:
The Black & Decker Corporation: Power Tools Division
1. How do you define the product in this case?
2. What role does branding play?
3. What is the value of the Black & Decker brand?
4. What should Galli do?
5. How would you handle positioning issues?

Session 4:
BMG Entertainment
1. What major consumer segments exist in the music business? What are the most attractive? Least attractive?
2. How does the Internet change this?
3. Why have a handful of record companies dominated the music industry?
4. How does the Internet change the structure and economics of the music industry?
5. Does BMG’s approach to the Internet make sense?
6. What should Zelnick & Conroy do?

Note: Visit some music web-sites as preparation for this case.

Session 5:
Steinway & Sons (written case)
1. What is the essence of the Steinway brand?
2. How does the Boston line fit?
3. How does Steinway create value?
4. What are the key marketing issues in the case?
5. What recommendations would you make?
Session 6:

BMW Films
1. Which of the four options would you recommend and why?
2. What are the “goals” of BMW Films?
3. How does the target market of BMW differ from other luxury imports?
4. Is the Internet an effective way to reach them?
5. Can their approach replace media advertising?
6. Are there other effective uses of “alternative” media that you can think of? Are they more or less effective than BMW Film? Why?

Session 7:

TiVo
1. Analyze the situation from the customer’s standpoint. What is TiVo? What factors facilitate adoption?
2. What is the impact of TiVo on the networks? Advertisers? Cable/satellite operators?
3. What are Microsoft’s potential strengths and weaknesses in this market?
4. How would you characterize TiVo’s action plans at the end of the case?
5. What is your evaluation of the planned communication campaign?
6. What alternatives would you suggest?

Session 8:

New Beetle
1. Why was the original Beetle successful?
2. What lead to VW’s decline in the US market?
3. What needs to be done to make the New Beetle successful?
4. What specific marketing recommendation would you make?

Session 9:

Land Rover (written case)
1. How does each Land Rover model fit into Land Rover's product line?
2. Who are Land Rover’s competitors?
3. What attributes are the most important to buyers of sport utility vehicles?
4. Why do people buy SUV's? Land Rover SUV’s?
5. What recommendations would you make to Land Rover regarding the positioning of its SUV’s?
6. What overall recommendations would you make to Land Rover?

Note: For the case write-up focus on the three major decisions facing Charles Hughes.
Session 10:

HEB Own Brands
1. What is the role of Own Brand in HEB’s overall corporate strategy? Why is it important? Should it be scaled up? Dialed down? What products or on which product categories should be targeted to expand (or contract)?
2. What is the role of the two private label brands, HEB and Hill County Fare? How should these be positioned with respect to other brands in the category?
3. How should Own Brands respond to competitive price promotions?
4. What should Rob Price do about Glacia?

Session 11:

Merrill Lynch
1. What are the key strategic issues facing Merrill Lynch?
2. What are the implications of Integrated Choice? For clients? For financial consultants? For the firm?
3. Develop a comprehensive list of all the issues Merrill Lynch faces going forward?
4. Which are the three most important?
5. How should each be dealt with?
6. Given your recommended courses of action, how are competitors likely to respond?

Session 12:
Assignment for XM case to be passed out later.
COURSE OVERVIEW AND ADMINISTRATION

Introduction

A marketing orientation drives strategic decision-making in most companies today. The business press is constantly discussing the efforts of companies to get close to their customers or to meet their needs better than the competition. Indeed, it is impossible to understand the current and potential financial success of companies today without a thorough understanding of their target markets, customer relationships, product development skills, and competitive advantages and disadvantages.

Marketing is all about creating and capturing value. By providing superior value to customers, companies enhance their own value. The marketing concept is so pervasive in companies that a marketing orientation extends well beyond the marketing department. Marketing has become everyone’s job. This course will enable you to apply marketing tools and concepts, whether you work in the marketing department or not.

Objectives

During the course of the semester you should learn to:

1. Understand the role of marketing in companies.
2. Integrate the customer into every aspect of business planning. The core competence of marketing in any organization is its understanding of the customer.
3. Appreciate how companies develop relationships with customers that provide lifetime value to both the company and its customers.
4. Apply analytical tools appropriate for marketing analysis.
5. Develop specific recommendations and actions plans for companies facing difficult marketing decisions.

Course Structure

Achievement of the course objectives depends on three key factors:

1. This is your class, so participate actively. Ask questions, share your observations about the topic being discussed, and embellish the discussion with examples from your experience. In short, take charge. I will try to accommodate individual requests and suggestions while keeping in mind the needs of the class as a whole.
2. An important prerequisite for this class is a desire to learn marketing. I will facilitate this learning process to the best of my ability based on past experience and student feedback. I look forward to working with you and getting to know you during the semester. Feel free to meet me in my office, call me or send me e-mail.
3. All assignments must be handed in on time and must be neatly typed and presented in the required format. Late assignments will be downgraded. All assignments should represent only the work of the student handing in the assignment.
Course Content

The course uses a combination of lectures and cases.

Lectures
Lectures will be used to introduce new tools, frameworks and concepts that are important for conducting a thorough marketing analysis. These lectures will be interactive rather than simply a monologue.

Cases
Cases are descriptions of real-world business situations that provide opportunities to define and develop marketing strategies. Case analyses will illustrate how marketing concepts apply to these complex situations. Analyzing cases promotes your decision-making capabilities by developing a process of thinking. In addition, case discussions provide opportunities to develop your communication skills.

The success of our case discussions is largely up to you. Good case discussions involve interactions among students. Case discussions are based solely on the material presented in each case. Please do not collect any post-case information. Our emphasis will be on the decision-making process at the time of the case rather than on the decision outcome. Since managers must constantly make decisions without all the information they desire, being able to make decisions under these circumstances is a critical skill.

Typically, I will select one or two students to introduce the key elements of the case. Afterwards, I will open the discussion to the class. In our discussions, the roles of instructor and participants are crucial, but very different. My role is to facilitate the discussion, rather than to direct the discussion in a predetermined direction. You (collectively) must raise the relevant issues. I will make sure that all opinions and recommendations have a chance to be raised. Then, I will help the class synthesize the different perspectives and form a framework for decision-making. It is important to remember that the purpose of case analysis is not to determine right and wrong answers. The validity of any recommendation rests on its logic and incorporation of all relevant facts from the case.

Written Cases
All students will formally write-up the Steinway and Land Rover cases. The Digital Angel case will serve as the final exam. The format for that case will be different. Detailed instructions will be passed out later in the semester. These write-ups should be in the form of an executive summary or memo written for the decision-maker in the case (2 pages maximum). Up to three pages of supporting material (tables, figures, graphs) may be attached. This material should be referenced in the text of the write-up. Professional quality writing and presentation are expected. Write-ups must be typewritten, double-spaced, 12-point font with 1” margins.

In preparing cases, assume that you are a marketing consultant who has been hired by the company. Do not describe the case, but focus on the following three factors: 1) statement of the problem(s) or decision(s) to be made; 2) description of your decisions or recommendations; 3) supporting logic and analyses. Your recommendations should be based on quantitative and qualitative analysis of case data. Your analysis should anticipate potential objections to your recommendations and illustrate its superiority over other alternatives.
Grading

Class Participation  20%
Steinway & Sons (written case)  20%
Land Rover (written case)  20%
Final case (XM)  40%

Class Participation

You must be prepared to discuss all assigned readings and cases. Your comments should reflect a depth of understanding indicative of thorough analysis. You should be prepared to articulate and defend your position when called on to do so. Active participation of all students is required but quality and frequency of comments is more important than duration of each comment. The ability to speak comfortably to a group is a vital business skill. If you are anxious about public speaking, the only way to get better is to practice. The best way to reduce your anxiety is to be thoroughly prepared.

Part of your class participation grade will be based on a brief (one to two minute) oral report at the beginning of class on some aspect of your firm's marketing practices as they relate to the topics we are covering. For example, for session #2, on Marketing Research, five students will have an opportunity to relate to the class how they have used marketing research to help make a decision. These brief reports have been extremely valuable and enlightening in the past. They help everyone see and appreciate the many ways in which marketing concepts and strategies apply to the companies students work for.

These are additional elements I will consider in evaluating your participation:

1. Are you a good listener?
2. Do you contribute to the learning environment by sharing your relevant business experiences and those you read about?
3. Do your comments show evidence of thorough analysis?
4. Do you ask constructive questions of other students that help to deepen everyone's understanding?
5. Do you distinguish between different kinds of data (i.e., facts and opinions)
6. Are you willing to share ideas and information in a collegial fashion?
7. Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the case facts without new insights)?
8. Are you willing to interact with other class members to help refine ideas?
9. Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
10. Do your comments incorporate concepts presented in lectures, readings and earlier cases?
11. Do you make your points succinctly?
Case Preparation

1. Skim through the case to understand the basic setting and framework. This will help you to assimilate the facts of the case when you read it.
2. Review all tables and figures.
3. Read the case study questions. Use these questions as a guide to some of the key issues in the case. Remember, it’s still up to you to decide what is important based on the evidence in each case.
4. Now read the case and begin to analyze it qualitatively and quantitatively. What are the key issues? What do you recommend? What alternatives did you consider? Why did you select your preferred course of action?
5. Now with a reasonably good understanding of the situation, you should reread the case to incorporate important details that will impact your analysis.
6. In preparing the cases, don't look for a single right answer. Each case will raise a number of issues that need to be evaluated. A good recommendation is one that is based on solid analysis and considers multiple courses of action.

Note. If you miss class on a day when a case is discussed, please turn in one page of bullet points listing the key issues and your recommendations. They will count toward your class participation grade.

Rules of Case Discussion
Putting down legitimate comments (those not intended to be humorous) is not acceptable. Everyone's input, if not repetitious, must be considered valuable and encouraged. Feel free to question or disagree with other students, however, such disagreement must be based on the idea and not the person. Respect for your fellow students is the sine qua non of great discussions and great learning experiences.

Administration

1. You should attend all class sessions and complete all assigned readings before each class. You should minimize disturbances during class, i.e., talking, arriving late, leaving early, etc.
2. Students are expected to adhere to the Stern School’s Honor Code, “I will not lie, cheat or steal to gain an academic advantage, or tolerate those who do.”
3. No extra credit will be given in this course. Please see me right away if you are concerned about your performance in the class.
4. Deviations from the syllabus may be necessary.
5. The Teaching Fellows for this course are:
   Monday section -- Eric Shepnick ers258@stern.nyu.edu and
   Tuesday section – Anna Rubinsztajn aar251@stern.nyu.edu