INTRODUCTION

Often, those who study marketing for the first time expect to discuss selling and advertising. Although marketing does consider these topics, it is primarily concerned with the broader task of serving customers of the firm through providing them with the goods, services or ideas that best match their needs and wants. To achieve this, marketers must be aware of the context within which their decisions take place, develop products that customers want, set a price at which the customer will buy, realize a profit for the company, make the product available to customers in a convenient fashion and ensure that customers are aware of the products availability.
This is a complex task, and involves the management of a multitude of internal and external forces. After completing this course you will be familiar with the vocabulary, tools and frameworks of marketing and will have developed your ability to apply this knowledge in a variety of commercial settings.

**Student learning outcomes**

After this course the following learning outcomes will have been achieved:

- Acquired an understanding of central marketing concepts.
- Understand the strategic role of marketing.
- Develop an understanding of the elements of the marketing mix and how these elements interact to achieve success in the market place.
- Identify, and know how to address, the key decisions facing marketing managers and marketing decision makers.
- Practice the discipline of analysing marketing problems or opportunities, identifying and evaluating alternative solutions and implementing marketing plans.

These outcomes will be realised through case study discussions, interactive lectures, exercises and assignments that provide the opportunity to discuss, solve and reflect upon marketing problems using marketing tools and frameworks.

**Text and Cases**

In the outline I support the following book:


This comprehensive, but easy to navigate book is heavily focussed on marketing as a driver of growth and hence the success of the firm. This course will emphasise this theme above all. Each week you have been assigned specific book chapters to read. It is important for your learning that you complete this reading before class.
Pedagogical Approach

This is a case driven course. A note on learning from case studies is provided at the back of this outline. However, your opportunity for learning is not confined to reading and discussing the case study each week. Instead, you should think of this course as having a multi-faceted approach to learning.

1. **Textbook**: The book provides the background theory to each of the topics we will consider. It is your responsibility to read the book and to be aware of the issues in each of the assigned chapters. **It is your responsibility to read the book and to extract learning.** You then apply what you learn from the book to the case study. The gaps in your understanding you bring to class. **It is essential that you come to class each week having read the assigned chapters and prepared the case, as appropriate.**

2. **Case study**: Each case study has been selected to illustrate specific aspects of the weekly topic. Some of the cases are brand new and some are “classics”. The date of the case is really irrelevant, they are vehicles to illustrate firstly, how the principles of marketing can be applied to its practice. Secondly, they allow us to explore contemporary aspects of each topic. Finally, but most significantly it is the discussion that case studies enable that is the most important, this discussion should be driven by your reading of the book, your objectives in completing an MBA and the issues facing your business.

3. **Interactive lectures**: Each week I will take time in the class to make a short presentation on key concepts related to the theme of the class. These lectures are designed to be interactive, that is to stimulate and support discussion around the topic. They will be supplemented with exercises that will allow you to consider how to apply concepts to your professional experience.

4. **Journal articles**: I have identified journal articles from the academic literature on marketing that are relevant to each topic. These are listed at the end of the course outline. Your are not obliged to read these papers but other have found them to be useful. Please feel free to suggest additions to this list.
5. **Marketing Memo’s:** Four memo’s have been assigned that reflect on contemporary issues facing marketers and marketing decision makers. These memos do not require you to conduct a great deal of research. Rather, they invite you to view the world from a marketing perspective and to reflect on what you have learned through the course.

6. **Marketing Assignment:** Each participant is invited to contribute an assignment which explores how the concepts and practices identified in this course can be applied to their firm.

7. **Class/group discussion:** Having completed your preparatory work you should come to class with opinions, questions and insights which you then share in a structured way in class.

**Evaluation**

Your final Marketing grade will be allocated as follows:
- Class participation: 25%
- Reflective marketing memo’s (four): 30%
- Company marketing assignment: 45%

(i) **Class participation (Individual):** 25%

At the core of an outstanding MBA experience is the interaction between students in the classroom. It is imperative that you view class not as an opportunity for someone to provide a review of material for you but as a chance to test the ideas and questions that you have formulated during your private study time. Recognising this, a significant percentage of the final Marketing grade will be awarded for class participation.

Class participation is measured by the quality of your contribution to the debates that arise in class. You should seek to use quality preparation and pre-class discussion with your study group to identify specific topics to contribute on as well as important qualitative or quantitative issues that arise. Each comment should seek to
move class discussion forward. Isolated, obvious or confusing points should be avoided. **Quantity of participation is no indication of quality.**

**(ii) Reflective marketing memo’s (Individual): 30%**

Each individual is required to submit **four, two page memos** on the topics below. You should use the cases covered each week, the book, additional readings, class discussion and your general review of business literature to prepare your memo. The memos will be principally evaluated based on the extent to which they display independent thought on the topic. Consideration will also be given to how well they integrate other knowledge, particularly that drawn from the academic literature and personal experience as a manager. The length of each memo is strictly limited to two pages, 1.5 spacing, font size 11. Cover pages are not required, simply put your name and student number as a header, along with the title of the memo. **PLEASE BRING A HARD COPY TO THE SPECIFIED CLASS.**

**Session three:** What is Marketing’s responsibility for the value of the enterprise?

**Session five:** What new customer behaviours have emerged in a multi-media, multi-screen and multi-channel marketing environment?

**Session seven:** How can marketers best integrate traditional and non-traditional marketing communications?

**Session nine:** How do companies create a consumer-centric culture? Consider in particular how different functional areas (e.g., analytics and customer service) are organized to improve marketing outcomes.

**(iii) Company marketing assignment (group): 45%**

Submission date: **TBC**

You are requested to complete the following two-stage assignment.
1. Audit the (explicit or implicit) marketing strategy of your firm, considering the following questions:
   a. What are your target customer segments? (1 page)
   b. What value does each of these segments require? (1 page)
   c. How does your firm create value for these customers? (2 pages)
   d. What are the 2-3 most important factors impacting on your ability to create value for the targeted customer segments? (1 page)
   e. How well positioned is your firm to take advantage of the factors above to provide relevant value to customers in the future? (2 pages)
   f. What are the lessons you take from the course that have greatest potential to improve the marketing strategy of your business? (2 pages)

2. Swap your paper with a colleague in the class from a non-competing firm. Write a one-page memo to your colleague offering insights on how their marketing strategy might be improved. This one-page memo should be included in your final report. (1 page)

3. Having received a memo from your colleague, prepare a one-page response. Include this in your final report. (1 page)

Other Administrative Details

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. Sequence and case discussions may change.

5. Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person’s behavior to distract the entire class. Students have complained to the school about others who act in a distracting manner. Please adhere to the following rules:
   - Arrive to class on time.
   - Once you have arrived, you should leave the classroom only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to
go to an interview, is not considered appropriate behavior.
- If you know in advance that you will miss a class, please let the teaching fellow know in advance.
- Turn off your cell phone and any other communications device.
- No video or sound recording of the class is permitted.
- Laptops act as a powerful distraction. Use of laptops for non-class purposes during class time has been a particular source of student complaints at Stern. Therefore the Stern School administration has established the default policy of not allowing laptops in class.
COURSE STRUCTURE

PART ONE: INTRODUCTION

SESSION 1 – INTRODUCTION TO MARKETING AND MARKETING ANALYSIS (INTERACTIVE LECTURE)

Essential Reading: Winer and Dhar, chapters 1 & 2

Case: Doing a Dyson (A) (B2C/Consumer/Technology)

Learning outcomes:
1. Identified a planning framework for Marketing Management.
2. Understand the importance of 5 C’s analysis.
3. Understand the role of the 4 P’s of the marketing mix.
4. Identify measurable marketing outcomes.

SESSION 2 – CUSTOMER INSIGHT AND MARKETING MATHS (CASE & INTERACTIVE LECTURE)

Essential Reading: Winer and Dhar, chapters 1, 2 & 3

Case: Logitech: Learning From Customers to Design a New Product (Consumer/Technology)

Learning outcomes:
1. Develop techniques to allow you to “know” the customer.
2. Appreciate how a deep understanding of customers fundamentally influences product specification and design.
3. Acknowledge how personal experiences and emotional responses could provide product development insights.
4. Explore the most widely used tools for measuring and evaluating marketing activity.
PART TWO: MARKETING ANALYSIS

SESSION 3 - CUSTOMER BEHAVIOUR (CASE & Interactive lecture)

Essential Reading: Winer and Dhar, chapters 4 & 6

Case: Mediquip SA (B2B/Industrial products)

Learning outcomes:
1. Understand how customers make purchase decisions.
2. Identify how psychological, personal and social characteristics influence customer behaviour.
3. Acknowledge the role of relational behaviour in organisational buying.

PART THREE: CREATING AND CAPTURING VALUE

SESSION 4 – MANAGING MARKETS THROUGH SEGMENTATION TARGETING AND POSITIONING (CASE & Interactive lecture)

Essential Reading: Winer and Dhar, chapter 6

Case: Clocky: The Runaway Alarm Clock (B2C/Technology/Gifts)

Learning outcomes:
1. How to segment markets.
2. Reasons for targeting particular markets.
3. The process of brand positioning.
SESSION 5 – RE-SEGMENTING MARKETS (CASE & INTERACTIVE LECTURE)

**Essential Reading:** Winer and Dhar, chapter 6

**Case:** Xiameter (B2B/Technology)

**Learning outcomes:**

1. Using segmentation to drive marketing strategy.
2. Strategic role of marketing.

SECTION FOUR: MARKET DRIVING STRATEGY

SESSION 6 - PRODUCT MANAGEMENT & INNOVATION (CASE & INTERACTIVE LECTURE)

**Essential Reading:** Winer and Dhar, chapters 7 & 8

**Case Study:** New York Times Paywall (B2C/Innovation/Sustaining competitive differentiation)

**Learning outcomes:**

1. Understand the importance of strategic innovation.
2. Acknowledge the process of technological innovation.

SESSION 7 – PRICING STRATEGY (CASE & INTERACTIVE LECTURE)

**Essential Reading:** Winer and Dhar, chapter 9

**Case:** J.C. Penney’s “Fair and Square” Pricing Strategy

**Learning outcomes:**

1. Explore the role of marketing in driving the strategy of the firm.
2. Appreciate the particular effectiveness of the marketing mix.
3. Understand the importance of financial analysis to support effective marketing planning.
**SESSION 8 - BRANDING (Case & Interactive lecture)**

**Essential Reading:** Winer and Dhar, Chapter 7 & 10

**Case Study:** Dove (B2C/Consumer)

**Learning outcomes:**

1. Explore what a brand is and how strong brands are created.
2. Understand how sales, market share and brand equity are driven by marketing communications.
3. Identify the internal company issues involved in marketing communications.
4. Understand the evolution of marketing communications in the era of social media.
5. Understand how social media can be used to build brands.
6. Explore some of the downsides of the use of social media.

**SESSION 9 - MARKETING COMMUNICATIONS (Case & Interactive lecture)**

**Essential Reading:** Winer and Dhar, Chapter 10 & 11

**Case Study:** Pespi Brisk (B2C/Consumer)

**Learning outcomes:**

1. Understand how sales, market share and brand equity are driven by marketing communications.
2. Practice evaluating marketing campaign options.
3. Apply the 6 M’s model of marketing communications
4. Understand the evolution of marketing communications in the era of social media.
5. Understand how social media can be used to build brands.
**Session 10 - Going to Market & Channel Management (Case & Interactive lecture)**

**Essential Reading:** Winer and Dhar, Chapters 12 & 13

**Case:** Aqualisa Quartz Showers: Simply A Better Shower (B2C/Construction)

**Learning outcomes:**

1. Exploration of potential risks and rewards associated with channel choice.
2. Understanding of issues related to consumer product market development.
3. Ability to calculate margin economics across distribution channels.

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**Session 11 - Retailing & Channel Management (Case & Interactive Lecture)**

**Essential Reading:** Winer and Dhar, Chapters 12 & 13

**Case:** Tesco Group Food (B2C/B2B/Retailing)

**Learning outcomes:**

1. Exploration of the dynamics arising as retail markets evolve to online offerings.
2. Understanding of issues for suppliers in an online world

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**Session 12 – Growth Through Marketing Strategy (Case & Interactive Lecture)**

**Case:** Diageo: Innovating for Africa

**Learning outcomes:**

1. Explore the role of marketing in driving the strategy of the firm.
2. Appreciate the particular effectiveness of market driven innovation in sales growth.
3. Understand the importance of international market development.
CASE STUDY ASSIGNMENTS

Doing A Dyson

This case charts the unexpected and extraordinary international success to date of James Dyson, an iconoclastic British entrepreneur, and his Dyson Dual Cyclone™ vacuum cleaners. The case describes how Dyson creates breakthrough value for a brand in a mature market but eventually reaches a cross roads at which a number of significant marketing decisions are required. By the end of the case, the Dyson team is at a cross-roads.

Assignment Questions:

1. What have been the critical factors for the success of the Dyson Dual Cyclone to date?

2. What is Dyson’s service strategy?

3. What are some of the challenges facing this still young company

Logitech: Learning From Customers to Design a New Product

In 2005 Logitech launched a new and improved cordless presenter that was the next generation product of its presentation device line. The entire process to launch was unusual for Logitech as the following factors took place: a director of engineering played a key marketing role, a new method of customer feedback and research was used to decide on product features and the entire project was outsourced to a firm in Taiwan - which was a first for this product unit. The case goes over the issues and challenges that were faced along the way and how marketing and engineering had to work together in an unusual pairing in order to get to a successful product launch.

Assignment Questions:

1. What did you find impressive about the way Karcher handled the process? (i.e. the things that would work for your company)

2. What didn’t you like about his approach? (i.e. things that you would do differently, even under the same constraints)
Mediquip

The case describes the selling activities of a sales engineer with respect to a key account. The loss of the order for a CT-Scanner provides the background for analysing the dynamics of the buying situation and the salesman's handling of it. The issues raised are: Who are the cast of characters influencing the buying decision? What seems to motivate them? What sales strategy would be appropriate?

Assignment Questions:

1. Going into this situation, what were Thaldorf's major strengths and weaknesses as a representative of Mediquip?

2. Identify each members of Lohmann Hospital's Decision Making Unit (DMU). What are the needs, concerns and motivation so each DMU member?

3. How well did Thaldorf interact with each DMU member?

4. On what date did Thaldorf effectively lose the sale to Lohmann University?

Clocky: The Runaway Alarm Clock

Gauri Nanda is the creator of an innovative new product: an alarm clock named Clocky that, in addition to ringing, rolls around the room in order to force its owner to get out of bed. Beset by media attention and consumer interest but still at least a year away from the ability to debut Clocky, Nanda must navigate a series of challenges and difficult decisions in order to effectively bring her product to market. These include positioning strategies, choosing the proper channel, potential partnerships, manufacturing issues, market analysis, and PR management.

Assignment Questions:

1. How would you segment the potential market for Clocky? Are there additional segments other than the “Need” and “Fun” target markets outlined in the case? On which target market segments should Nanda focus?

2. Which of the positioning options are most feasible given the product development of Clocky to date and Nanda’s goals, resources, and capabilities?

3. What are the rewards and the risks of the flurry of media attention surrounding Clocky one year prior to its launch?
The case study is about a successful strategy formulated at Dow Corning for marketing commodity silicones, a chemical used in diverse applications. It deals with important issues in B2B marketing: refocusing on user needs and developing a 'needs-based' segmentation of industrial customers; bundling and de-bundling of technical services; branding of commodity chemicals; web-based low price/no-frills value proposition; making money with commodities. The case also describes a 'tipping point' in Dow Corning's history and strategy where their leadership in the silicone business was at stake; management had to chart radically new ways to compete in commoditized markets - what they call their 'disruptive innovation'. At the end the students are asked to look at the success of Xiameter (the company's web-based brand) and decide its future. The choices are: maintain status quo; incrementally fine tune the strategy; go for a major overhaul.

Assignment Questions:

1. What factors, internal or external, were responsible for Dow Corning’s poor performance between 1995 and 2001?
2. What did the new segmentation reveal about customers beyond what the company knew already? In what ways was this benefit-based segmentation scheme an improvement over the previous and traditional end-user segmentation?
3. Trace the development of Xiameter from its beginnings: What were in your opinion the key decisions that shaped its business and marketing strategies?

The New York Times Paywall

On March 28, 2011, The New York Times website became a restricted site where most of the content was protected behind a "paywall." Users who exceeded the limit of 20 free articles per month were required to pay for either a digital or print subscription. The newspaper industry had been suffering from revenue declines over the past decade, and the transition to digital media was difficult to navigate. Revenues from online advertising were not sufficient to replace the loss of print revenue, and many publishers had explored charging readers for content, with mixed success, where specialized sources like The Wall Street Journal were successfully using the model, but several other general news sites had failed. Newspapers and content creators in general were very interested in understanding whether transitioning to the paywall at the most popular news website would succeed, and whether it could become a blueprint for future success as a sustainable business
model. There were several difficult issues to examine in determining the digital strategy for The Times. Would consumers remain as engaged with a site protected by a paywall? Would advertisers react positively to such a move that walled off readers? Would readers value both the print and digital versions of the content, or would it become necessary to create new content? The Times had several choices in designing the paywall, including determining the digital content, pricing, as well as how to interface with readers of secondary news websites like blogs that posted links to news articles. Should they design a "leaky" paywall where determined users could easily slip through, or a "bulletproof" paywall like the Financial Times had done, where users had to pay before they could access any content? What choices would provide the foundation for a successful business model?

Assignment Questions:

1. Is the paywall working?
2. How would you evaluate the current paywall compared with the two prior ones? Do you think it is appropriately designed compared with The Financial Times or the Wall Street Journal?
3. Why are newspapers in trouble? What is the goal of The Times in creating the paywall?
4. Should The Times actively manage the transition from print to digital?
5. Does the paywall seem like a good strategy for newspapers in general?

JC Penney’s ‘Fair and Square’ Pricing

As Ron Johnson the new CEO of department store J.C. Penney, gets ready to release 2nd quarter 2012 results he is reconsidering the dramatic changes he initiated for the business model and brand image of his company. A new pricing scheme he put in place in February, dubbed "Fair and square", was a central component of the new strategy. The scheme initially had three pricing tiers and eliminated typical sales promotions in an attempt to simplify the shopping experience for consumers; thus moving J.C. Penney off its previous high-low pricing practice. However, troubling first quarter results that continued into the summer months seemed to indicate that J.C. Penney shoppers, were slow to embrace the new pricing format and began leaving the retailer in droves. Under enormous pressure to turn things around Johnson has to decide if and how to make adjustments to the new pricing scheme.

Assignment Questions:

1. Evaluate the overall effectiveness of the ‘Fair and Square’ repositioning strategy. What elements work for you? What does not? What elements to your mind are missing?
2. Do you agree or disagree with the changes that Johnson is making to the pricing scheme that are set to take effect August 1st? If yes then why? If no then why not? Are they enough to turn things around?

3. What should Johnson do now? Looking out one year, will J.C. Penney be a stronger or weaker brand if he stays on the current course?

**Pepsi Brisk**

This case showcases key decisions in promoting the re-launch of Brisk, a ready-to-drink iced tea by Pepsi-Lipton. The decisions are: creative, media and metrics selection. It also deals with budget allocation to traditional (Super Bowl, television) and new (viral ads and social) media.

**Assignment Questions:**

1. Should Brisk advertise on primetime TV or with viral ads in the month following the Super Bowl ad? What are the benefits of each media? What are the costs?
2. How are the ways in which target consumers view ads in each media different? Which differences matter most to the protagonists? Can these consumer behaviours be factored into a single measure that helps the protagonists compare the benefits of each media?
3. Which of the four ad concepts should Barnard and Tamaro choose? What elements matter?
4. What does Mekanism mean by engagement? How do they attempt to increase engagement with the brand using viral ads?

**Dove: The Evolution of a Brand**

This case examines the evolution of Dove from functional brand to a brand with a point of view after Unilever designated it as a masterbrand, and expanded its portfolio to cover entries into a number of sectors beyond the original bath soap category. The development causes the brand team to take a fresh look at the clichés of the beauty industry. The result is the controversial Real Beauty campaign. As the campaign unfolds, Unilever learns to use the Internet, and particularly social network media like YouTube, to manage controversy.

**Assignment Questions:**

1. What is your evaluation of the Dove Real Beauty campaign?
2. What should Dove do next?
**Aqualisa Quartz Showers**

In September 2001, Harry Rawlinson, managing director of Aqualisa, is deciding how to handle the marketing of the Quartz shower, the first significant product innovation in the UK shower market in years. The vastly superior Quartz shower – which took three years and €5.8million to develop – is simply not selling, despite the fact that existing showers in the UK are plagued with problems and there is widespread consumer dissatisfaction with overall shower performance. Rawlinson must decide what course of action to take to create sales momentum for his breakthrough product.

**Assignment Questions:**

1. What is the Quartz value proposition to plumbers? To consumers?
2. Why is the Quartz shower not selling?
3. What should Rawlinson do to generate sales momentum for the quartz product?

**Tesco Group Food**

In 2010, the world's third largest retailer created a new centralized sourcing department for fresh food and store-brand grocery products in response to changes in global supply and to better meet the needs of a new multi-channel retail environment. The case, set in late 2013, covers the development of Tesco Group Food and identifies future opportunities and challenges.

**Assignment Questions:**

1. Why was Tesco so successful in the past?
2. How have changes in the consumer, competitive and supply environments challenged this success?
3. What are the implications of Group Food for the supply chain?
4. How might Group Food contribute to Tesco’s growth in the future?
5. What further advice would you offer Matt Simister?
Diageo: Innovating for Africa

Diageo, the world's leading premium drinks business, had a long history in Africa starting from its beer brand Guinness first exported to Sierra Leone in 1827. By 2013, 13% of Diageo's global revenues were from Africa, up from 9% in 2007. Diageo Africa President Nick Blazquez was considering how to seize the opportunities presented by rising populations and incomes while navigating increased competition and the unique challenges presented by frontier markets. The case describes Diageo's innovation process and two recent product launches developed specially for Africa.

Assignment Questions:

1. What has been the biggest driver of Diageo’s global growth strategy since 2002? Is this global strategy likely to change over the next 5 to 10 years?
2. How would you evaluate Diageo’s investments in Africa?
3. How should Diageo respond to increasingly direct competition in the African market for alcoholic beverages?
4. What further advice would you offer to Nick Blazquez?
Suggested Additional Reading

Introduction to Marketing and Marketing Analysis


Customer Behaviour


Market Segmentation, Target Market Selection and Positioning


Product Management & Innovation


**Pricing Strategy**


**Marketing Communications**


**Branding**


Fournier, S. & L. Lee, (2009), Getting Brand Communities Right, Harvard Business Review, April, 105-111

Route to Market and Channel Management


Strategy


LEARNING FROM CASE STUDIES

Damien McLoughlin, July 2009

Why use case studies?

For most participants on MBA and executive programmes the case study is a common companion. Instructors most frequently employ cases as they offer an opportunity to illustrate a particular concept or set of concepts using a real world example. There are also a number of other benefits:

- They provide an opportunity to begin a dialogue with, and within, a group with the expectation that this dialogue will lead to a deeper discussion of the issues.
- In each class there are likely to be representatives from differing industries, functions, geographies or cultures. Such differences often lead to dramatically different perspectives on the nature of problems and how they might be solved.
- A case study provides an opportunity to provide different types of information, including financial, marketing, political, environmental etc., with each piece of information playing a greater or lesser role in the case, much like decision making in practice.

What should I do with the case studies I have been assigned?

Preparing a case study takes some time, usually two hours. A couple of simple techniques can allow you to use that time well:

- **Skim through the case very quickly** and try to identify the key problem or problems that arise. Who are the central players? Is there any information which appears to be particularly useful in shedding light on the problem?
- **If questions have been provided, use them to structure your analysis** of the case, making notes on the case itself or on a separate page
- **Prepare answers to the questions assigned.**
- **Look carefully at the exhibits**, particularly the financials, what do they tell you is happening in this company or industry? How can the information in the exhibits be used to identify solutions to questions, or to support your answers?
- Ask yourself, if you were the central player **what would you do?**
- Most importantly of all, **what are the implications for you in your current role or for your firm?**
• Finally, it can be useful to consider **some other issues**: what are the main conceptual ideas in this case? What questions remain unanswered in your mind? How would this situation have played out in your firm? You should come to class ready to answer question but also to pose questions. This process will form the basis of your questions to the class and the instructor.

**How will the case be used in class?**

• Normally the instructor will ask for someone to “open” or briefly outline the issues in the case and offer a first cut at a solution.
• Ideally, a student led discussion will result in which you should feel free to speak to.
• The instructors role is to guide the discussion with open questions, rather than to drive the discussion with their own opinion.
• Try to engage your classmates, rather than the instructor, in discussion, challenge their answers. Robust but respectful debate leads to excellent learning.
• The case class normally reaches its own conclusion, that is, when all of the issues have been exhausted. At this point the instructor will offer a summary, possibly inviting one or two people from the class to do likewise first.

**Is there an answer?**

While the instructor may comment upon what happened in the case, the actual outcome is far less valuable than the process engaged in, the possible solutions offered by others in the class and the questions you are left with at the end of the class discussion.

Unanswered question tend to niggle with us for a long time afterwards, think for example of Tony Soprano, was he shot, did he live or die, did he deserve to live, did he deserve to die? Life is filled with question like this and great cases leave you in the same situation, constantly returning to them to wrangle again and again with unanswered questions.

**Some other quick tips**

• Three keys to success in case study learning: **Preparation, preparation, preparation.**
• **Discussion groups** are a very useful way to really drive learning from case studies.
• **Makes notes of the discussion.** Case study classes tend to flow very quickly. Try and keep notes of the flow and take five or ten minutes after class to
write a more complete note on what you learned and what others said that you thought useful.

- **Remember you have a responsibility to contribute.** Occasionally students note that they are ‘quiet’ or ‘don’t speak up’ or ‘find it difficult to talk in class’. At this level of education this attitude is not acceptable as every person in the room has a valid perspective which could be useful to others in the room. Take this responsibility seriously and work hard to make your contribution.

- Try to **engage your classmates**, rather than the instructor, in discussion, challenge their answers. Robust but respectful debate leads to excellent learning.
INSTRUCTOR BIOGRAPHY

Damien McLoughlin is Anthony C. Cunningham Professor of Marketing and Associate Dean at UCD Michael Smurfit Graduate Business School in Ireland. He previously served on the faculty of the S.C. Johnson Graduate School of Management at Cornell University and the Indian School of Business. For the past three years he has also been a faculty member on the Harvard Business School Agribusiness seminar, an annual programme attended by 200 CEO’s and leaders from global food firms which seeks to highlight the best growth opportunities and most pressing challenges facing the industry. In the 2014 programme he led case discussions on Diageo’s innovation strategy for the African market and Tesco’s revised supply chain strategy. In 2014 he will be a visiting professor at the Stern School of Business at New York University.

Damien has published more than seventy papers and a book on strategy and marketing issues. He has also written more than fifteen case studies, mainly relating to leadership and strategy issues in the food and agribusiness sector. His cases have covered Europe, North America, Latin America, China and South Asia as well as the major sectors of the food industry such as consumer foods, animal feed and ingredients, beef, swine, poultry and dairy production. He has also written case studies on the relationship between food and new technology and the interaction between the food industry and society.

He has consulted and led executive programmes in Europe, North America, Asia and Africa, while working with a number of the world’s leading organisations including Alltech, Allianz, Bord Bia (The Irish Food Board), Charoen Pokphand Group (CP), Google, Hewlett Packard, Independent News & Media, Microsoft, Ridley, Ryanair and Smurfit Kappa Group. He is also an experienced board member, having served a number of public and private sector organisations as a director and consultant. In 2014 the Irish Minister for Agriculture appointed him to the board of Bord Iascaigh Mhara, the body charge with the development of the Irish seafood industry.

Damien is a regular speaker in Ireland and internationally. In 2013 he was a keynote speaker on the topic of ‘Finding and exploiting the core of your business’ at the Alltech Symposium in the United States, an annual leadership event attended by over 2,500 international delegates. In 2012 he spoke to 100 CXO executives at CBRE’s EMEA symposium in London on the topic of ‘Business transformation, innovation and entrepreneurship’. In 2011 he chaired two sessions of the Global Irish Forum dealing with the future of the food industry in Ireland that were attended by forty invited international leaders and the Irish Minister for Agriculture. He has been an integral part of the annual Bord Bia Pathways for Growth leadership event since
its inception. As well as leading case study sessions at this event he has chaired panel discussions with CEO’s of Ireland’s largest agribusiness organisations.

His work is highly regarded and has been recognised with a number of domestic and international awards and distinctions. A regular media commentator, he has contributed to a range of media outlets including Sky News, RTE Radio and Television, Today FM, Newstalk, The Financial Times, The Irish Times and The Sunday Times.

Damien holds a Bachelor of Business Studies degree from Dublin City University, a Master of Business Studies degree from University College Dublin and PhD in Marketing from Lancaster University (UK).