Course Objectives

As the core marketing course in the Stern full-time MBA program, Marketing is designed to provide students with an understanding of the basic concepts of marketing management and experience in making marketing decisions in uncertain environments. Specifically, the course will cover issues relating to developing marketing strategy and planning marketing tactics. This treatment will be largely from a practical perspective with the emphasis being on managerial decision-making.

Course Administration

The course consists primarily of case discussions with some classes following a lecture/discussion format. The cases and lectures will complement the text and will not attempt to cover all points raised in the reading.

Course Grading

Four written assignments 40%
Two mini-assignments 10%
Final project 30%
Class participation 20%
The Written Assignments

The written assignments can be done individually or in teams of 2 and should be <=4 pages in length with 3 pages maximum for appendices. They are due in class on the date the assignment is discussed. Students are permitted to discuss the assignment with other members of the class. I will be more explicit about the particular issues that should be covered at a later point.

The Case Method

Case discussions are a critical component of the learning process for this course. Students should be prepared for case discussions whether or not it is a written assignment. You will be evaluated on both the quantity and quality of your participation. In addition, students can be expected to be “cold called” during a discussion.

The case method is one of the most effective means of sharpening your decision-making abilities, requiring you to be an active participant in a marketing strategy decision. The assigned cases are intended to give you practice in assembling data to support a decision. Further, the case method provides a vehicle by which you can apply the theories, concepts, and analytical devices discussed in class or in the book. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.

In selecting case materials, I have tried to choose cases which fit the pedagogical objectives of the course and which are also (hopefully) interesting to participants. Some of the cases may appear to be far-removed from problems pertinent to your work experience, but in general, the lessons to be learned from the cases are universally relevant and transcend particular situations.

During case discussions each person should be prepared to share his or her individual views with the class. In these sessions, the instructor will act to facilitate discussion, not to provide recommendations for a particular course of action. The direction and quality of the discussion is the collective responsibility of the group, not the sole responsibility of the instructor.

It should be emphasized that the case method of learning does not provide an answer to the problem being addressed. In most case discussions, several viable “answers” will be developed and supported by various participants within the total group. It is usually the case that a single “best” course of action is not obvious at the time the decision has to be made; if that situation was common, business decision-making would be easier than it is! At the same time, some courses of action are better supported by the case facts than others. In addition, while what actually happened is sometimes known, in no way should this be interpreted as the correct or incorrect solution. What is important is to develop a framework that will lead you to recognize the best options available.
In preparing for class, I recommend that you read the case at least 3 times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case. Your second reading should be in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on a second reading should be to understand the business and the situation. For example, analyze the case with respect to customer behavior and trends, competitors’ behavior and trends, and the firm’s strengths and weaknesses.

On your second reading, carefully examine the exhibits in the case. Like the real world, the data will vary in value. Some exhibits will be critical to analyzing the case, some will be worthless. In most cases, some kind of analysis like break-even calculations is useful.

On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading (even earlier), you may want to review the assignment questions, if given. I will tend to be more directive early in the semester and less so as we move through the course. At this point, you should prepare some notes that will help you address the key issues.

The Final Project

The final project is an attempt to apply what you have learned in the course to a product or service of your choosing. You are essentially going to analyze the current marketing strategy and implementation for a product/service and make recommendations for how it should be changed (unless you think it is perfect already, which is highly unlikely).

The tasks for this final paper are the following:

1. Choose a product or service you would like to analyze. For small companies, you may not be able to distinguish the product from the company. Please contact me if you have some questions about whether your “topic” product is appropriate.

2. The first part of the paper should provide a brief background of the company and a description of the product/service and its major competition.

3. The second part of the paper is descriptive. I would like you to describe the product’s current marketing strategy (objectives, target segment(s), value proposition) and implementation (marketing mix).

4. The third part of the paper is diagnostic. I would like you to evaluate the product’s current marketing strategy and implementation. Use any criteria you feel are
appropriate, but at least one should be the “consistency” of the strategy/marketing mix.

5. The fourth part of the paper is prescriptive. Based on your evaluation, I would like you to make recommendations for “fixing” the problems you found.

The paper should be 10 pages maximum excluding exhibits. You can do this project alone or in pairs. It is due **Wednesday, December 16**.

**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.
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 or me know in advance.
   - **Turn off your cell phone and any other communications device.**
   - **Laptops will not be permitted in class.**

**Course Materials**


There is also a coursepack containing the cases for the course.

**Detailed Course Outline**

*Module 1: Marketing Strategy*

Sept. 8  
Marketing as a business philosophy; course overview.  
Read: Ch. 1.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10</td>
<td>Developing a marketing strategy I.</td>
<td>Read: Ch. 2.</td>
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<tr>
<td>Sept. 15</td>
<td>Developing a marketing strategy II.</td>
<td>Case: Aqualiza Quartz: Simply a Better Shower.</td>
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<tr>
<td>Sept. 17</td>
<td>Understanding customer behavior and lifetime value.</td>
<td>Read: Chs. 3-5, pp. 397-399.</td>
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<td>Sept. 22</td>
<td>Assignment #1: Tuscan Lifestyles.</td>
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<td>Sept. 24</td>
<td>Marketing strategy and the product life cycle.</td>
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<td>Sept. 29</td>
<td>Strategy and the early stages of the PLC.</td>
<td>Cases: XM Satellite Radio (A) and (B).</td>
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<tr>
<td>Oct. 1</td>
<td>Strategy and the mature stage of the PLC.</td>
<td>Case: Sealed Air Corporation.</td>
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<td>Oct. 6</td>
<td>Segmentation/positioning I.</td>
<td>Read: Ch. 7.</td>
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<tr>
<td>Oct. 8</td>
<td>Segmentation/positioning II.</td>
<td>Case: Manischewitz.</td>
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<td>Oct. 13</td>
<td>Assignment #2: Infiniti.</td>
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<td>Oct. 15</td>
<td>Branding I.</td>
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<tr>
<td>Oct. 22</td>
<td>Branding III.</td>
<td>Read: Ch. 15.</td>
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<td>Module 2: Marketing Programs</td>
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<td>Oct. 22</td>
<td>Case: Marketing New York City.</td>
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<td>Oct. 27</td>
<td>New product development.</td>
<td>Read: Ch. 8.</td>
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<td>Read: Ch. 9.</td>
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<tr>
<td>Date</td>
<td>Assignment/Case Study</td>
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<tr>
<td>Nov. 3</td>
<td><strong>Assignment #3</strong>: The Medicines Company.</td>
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</tbody>
</table>
| Nov. 5 | Communications and advertising I.  
Read: Ch. 10. |
| Nov. 10| Communications and advertising II.  
Case: Archdiocese of New York (**mini-assignment**). |
| Nov. 12| Communications and advertising III.  
Case: Dove: Evolution of a Brand. |
| Nov. 17| Sales force management.  
Read: Ch. 13.  
Case: Mediquip. |
| Nov. 19| Customer relationship management.  
Read: Ch. 14. |
| Nov. 24| **Assignment #4**: Cell-to-Cell. |
| Dec. 1 | Multi-channel marketing I.  
Read: Ch. 12. |
| Dec. 3 | Multi-channel marketing II.  
Apple Stores (**Mini-assignment**). |
| Dec. 8 | Course summary.  
Case: Mike Winsor: A Career in Marketing. |

**FINAL PAPERS DUE WEDNESDAY, DECEMBER 16.**