Course Objectives
As the core marketing course in the Stern Langone 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 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

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Written Case: US Coffee (A)</td>
<td>10</td>
<td>Oct 3</td>
</tr>
<tr>
<td>Written Case: Land Rover</td>
<td>10</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Mid-term</td>
<td>20</td>
<td>Oct 31</td>
</tr>
<tr>
<td>Written Case: Biopure</td>
<td>10</td>
<td>Nov 14</td>
</tr>
<tr>
<td>Written Case: Lowe’s</td>
<td>10</td>
<td>Dec 5</td>
</tr>
<tr>
<td>Final project</td>
<td>25</td>
<td>Dec 12</td>
</tr>
</tbody>
</table>

Course Materials

There is also a coursepack containing the cases for the course. I will post the slides and various class materials on the NYU Classes site for the course.
Course Requirements

The Written Assignments
The written cases can be done individually or with a partner and should be <=4 pages in length with 3 pages maximum for appendices. The questions for the written assignments are in the Appendix of this syllabus. The written assignments will be based on US Coffee (A), Land Rover, Biopure and Lowe’s cases. Write-ups must be double-spaced, in 12-point font with 1” margins. They are all due in class on the date the assignment is discussed.

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. This final project can be done individually or with a partner.

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 as soon as possible 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. It is due on the last class.
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.

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.

In order to encourage universal participation and preparation, I WILL COLD CALL, especially during cases. Indeed, I will come into class for each case discussion with five randomly generated names. At some point during the discussion (including the beginning), I will call on each of these five people. Again, the objective is to come as close as possible to universal participation and participation.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so. Constructive criticism is always welcome and is an important part of the Stern MBA experience. Do not be upset if something you say is challenged - we learn most when we have to defend our positions.

However, 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.

It is important for your classmates, and me, to know who you are. Please help out by using your desk name card during every class session. In addition, we will have assigned seats and use a seating chart. Please come into the second class session with an eye towards choosing a seat that you will comfortable in for the duration of the course.
At the end of the semester, the teaching fellow working with your section and I will consider the following elements in evaluating your classroom contributions:

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?
   1. Do your comments show evidence of thorough analysis?
   2. Do you ask constructive questions of other students that help to deepen everyone's understanding?
3. Do you distinguish between different kinds of data (i.e., facts and opinions)?
4. Are you willing to share ideas and information in a collegial fashion?
5. Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the case facts without new insights)?
6. Are you willing to interact with other class members to help refine ideas?
7. 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?
8. Do your comments incorporate concepts presented in lectures, readings and earlier cases?
9. Do you make your points succinctly?

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. No extra credit will be given in this course. Please see me right away if you are concerned about your performance in the class.
3. Deviations from the syllabus may be necessary.
4. 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 and tablets will not be permitted in class.
**Academic Integrity**

At NYU Stern, we seek to engage our students, faculty and alumni as lifelong partners in the process of learning, debate and discovery. Academic and personal integrity are central to this mission. As members of our community we commit to:

1) Show respect for every member of the NYU community and refrain from all forms of intimidation, harassment, and acts of prejudice that infringe upon the rights of other members of the community.

2) Exercise integrity in all aspects of our academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.

3) Clearly acknowledge the work and efforts of others when submitting written work as our own. The incorporation of the work of others; including but not limited to their ideas, data, creative expression, and direct quotations (which should be designated with quotation marks), or paraphrasing thereof; must be fully and appropriately referenced using notations both in the text and the bibliography.

4) Demonstrate dignity and integrity in all aspects of our involvement with the School and University, including participation in sponsored organizations and activities, and situations in which we may be seen to represent the School or University. These activities and situations include, but are not limited to, student organizations (including clubs, governments, and honor societies), conferences and meetings, student-organized and school sponsored travel, interviews, and interactions with alumni.

5) Demonstrate sound judgment and integrity in the submission of documents, forms, and information to, or on behalf of, the School, University, or any member of those communities.

6) Work to preserve and be wise stewards of the University’s resources and facilities and respect the personal property of other members of the NYU community.

7) Conduct ourselves as law abiding members of both the NYU community and our broader society – including but not limited to a) refraining from behaviors that infringe upon the rights of others or disrupt the educational process, and b) acting in conformity with NYU and Stern policies and public law.

8) Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to have an adverse effect on the NYU Stern community.

9) Carefully review and abide by the rules and policies of NYU as outlined in detail at http://www.nyu.edu/student.affairs/students.guide/policies.html and http://www.nyu.edu/hr/policies/sta04000.html, recognizing that being fully informed about NYU and Stern rules and codes governing civil behavior and academic integrity is an obligation of community membership.

**Recording of Class**

Your class will be recorded for students who miss class or who otherwise would like to view the class again.
Students with Disabilities
If you have a qualified disability and will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Students with Disabilities (CSD, 998-4980, www.nyu.edu/csd) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.
Detailed Course Outline

Module 1: Marketing Strategy

Sep 19    Course Overview & Developing Marketing Strategy
          Case: Product Team Cialis: Getting Ready to Market
          Read Chapters 1 and 2

Sept 26   Marketing Research & Analyzing Customer Behavior I
          Read Chapters 3 and 4
          Written Case: Omnitel

Oct 3     Analyzing Customer Behavior II & Competitor Analysis &
          Forecasting Market Potential
          Written Case: US Coffee Market (A)
          Segmentation, Targeting and Positioning
          Read Chapters 5 and 6

Oct 10    Written Case: Ontela
          Branding I
          Read Chapter 7

Oct 17    Branding II
          Written Case: Land Rover
          Speaker: TBA

Oct 24    Product Line Management & Brand Management
          Case: Burberry

Oct 31    Mid-term

Oct Module 2: Marketing Programs

Nov 7     Pricing
          Read Chapters 9 and 11
          Speaker: TBA

Nov 14    Written Case: Biopure
          Communications & Advertising I
          Read Chapter 10

Nov 21    Communications & Advertising II
          Case: Dove, Evolution of a Brand
Dec 5  
**Written Case: Lowe’s, Optimizing the Marketing Communications Mix**

Customer Relationship Management  
Read Chapter 14  
Speaker: TBA

Dec 12  
Dec 10  Case: HP Imaging Systems  
Ethical Issues in Marketing  
Channel Decisions and Multi-Channel Marketing  
Read Chapters 12 and 13  
Read: “The Extraordinary Science of Addictive Junk Food”  
**Final Paper Due**
Appendix

Case Discussion Questions

**Product Team Cialis: Getting ready to Market (9-505-038)**

1. Why are the most relevant dimensions along which to segment the patient market for ED treatment? Of the segments identified, which would you target initially with Cialis?
2. What is Viagra’s positioning in the marketplace in 2002? How would you characterize the Viagra brand?
3. What would be the most effective way to position Cialis in the marketplace?
4. What marketing mix activities should accompany the launch of Cialis?
   a. What would be the most important messages to communicate to the target patients? To physicians? To partners?
   b. What medium would you use to reach each of these parties and what would your relative resource allocation be to each?
   c. How would you price Cialis? (assuming no health care coverage). What type of promotions would you offer?
5. What competitive response do you anticipate from Pfizer? From Bayer-GlaxoSmithKline?

**Omnitel Pronto Italia (9-501-002)**

1. What was Omnitel’s competitive advantage when the service was launched in December 1995?
2. Why did the launch not perform expectations?
3. What are the economics of LIBERO?
4. Why is the churn rate so high for many European countries?
5. Do you expect the churn rate to increase or decrease with the launch of LIBERO?
6. What do you learn from consumer research (see Exhibits 5 to 8)?
7. Will LIBERO lead to a price war? If yes, what would OMNITEL do to avoid one?
8. If you were Fabrizio Bona, what changes would you make to LIBERO and why?

**U.S. Coffee Market (A) (9-582-087)**

1. Make and justify the following forecasts
   a. the size of the total retail market in 1983 and 1988
   b. the split of the market by major segments (decaf versus caf., etc.)
   Please
   i. Justify the choice of the dependent variables, independent variables, data points (if applicable)
ii. Discuss the assumptions that you underlie your forecasts (differentiate facts from assumptions)

iii. Discuss any caveats associated with your forecasts

2. What are the implications of your forecasts in Question 1 for the marketing strategy of each major producer?

**Ontela PicDec (A) and (B) (KEL450-1)**

(A)

1. Based on the three customer personas, which consumer segment should Ontela target?
2. Create a positioning statement for your chosen target persona and identify the key themes that should be emphasized in the messaging for the PicDec service to this segment.
3. What are the risks of using qualitative persona to select target segments?

(B)

1. Based only on the cluster analysis data, which preference related variables are most useful for segmentation identification and evaluation? Which variables are least useful?
2. Create descriptive profiles for the customers segment represented by each cluster, without using information provided in Exhibits 3 and 4.
3. Now use the profiling information in Exhibit 4 to create a revised profile for each cluster. Is this profile different from what you guessed based only on the preference data?
4. Which segment(s) would you recommend as a target for PickDeck? Justify.
5. Develop a positioning statement for your elected target customer(s).

**Land Rover North America Inc. (9-596-036)**

1. Describe the brand associations for
   a. Land Rover Umbrella Brand
   b. Range Rover Sub-Brand
   c. Land Rover Discovery Sub-Brand
   d. What is the equity of the Land Rover umbrella brand?
2. Consumer behavior & segmentation & targeting:
   a. Why do people buy SUVs?
   b. Who is the typical SUV target consumer?
3. Differentiation & Positioning:
   a. What are the differences among competitive SUV offerings?
   b. What positioning strategy would you recommend for Land Rover Discovery?
**Burberry (9-504-048)**

1. Compare Burberry’s market position relative to that of its competitors, including Polo, Coach, Armani, and Gucci. Is Burberry’s competitive position sustainable in the long-term? Why or why not?
2. Describe Burberry’s customer base. Who is Burberry’s target customer? How could Burberry’s popularity among non-target customers affect the brand? How should Burberry respond to this popularity?
3. What is Burberry’s brand equity? Discuss how Burberry does on different brand equity dimensions.
4. Because demand tends to be unpredictable in the world of fashion, the fashion business is inherently risky. In this context, consider the various changes Bravo made upon her arrival at Burberry. To what extent have these changes exacerbated or mitigated Burberry’s risk profile?
5. Bravo’s team is currently juggling a lot of things, including multiple brands (e.g., London, Blue and Black), multiple collections (e.g., womenswear, menswear), multiple channels (e.g., wholesale, retail). What is the role of these elements in Burberry’s overall business model? For example, what is the role of each of the sub-brands? What is the role of company-owned stores? What is the role of licensing?
6. Bravo’s team has managed to elevate the overall status of the Burberry brand. How has it managed to accomplish this?
7. Should Burberry launching Brit, the new perfume line? What other product categories should Burberry be entering?

**Biopure Corporation (9-598-150)**

1. How do you assess Biopure’s potential in the human market? The animal market?
2. What are the biggest obstacles to success in the human market? The animal market?
3. How might Oxyglobin be a threat to Hemopure? How might be an asset?
4. Should Biopure release Oxyglobin? (How would you assess Oxyglobin’s market potential?) If so, at what price? How should it be distributed?
5. If you were Andy Wright, how would you market Oxyglobin?

**Dove: Evolution of a Brand (9-508-047)**

1. What is Dove’s brand equity?
2. What was Dove’s brand positioning in 1950s? in 2007?
3. How did Unilever organize to do product category management and brand management in Unilever before 2000? What was the corresponding structure after 2000? How was brand meaning controlled before 2000 and how is controlled at the time of the case?
4. Spend a little time searching blogs, using Google Blog Search, Technorati, BlogRunner or any other blog search engines, to get a sense of what people are saying about Dove today. What does this discussion contribute to the meaning of the brand?
5. Footnote 1 of the case leads you to a blogger who asks, with reference to the age of YouTube advertising, “Is marketing now cheap, fast and out of control?” Footnote 2 refers to Dove as having started a conversation “that they don’t have control of.” In “When Tush comes to Dove,” Seth Stevenson writes about the “risky bet Dove is making.” Do you see risks for the Dove brand today?

Lowe’s Companies, Inc.: Optimizing the Marketing Communications Mix (KEL563)

1. What are the primary factors that influence customers to pursue a kitchen remodel project? Describe the major steps involved in their buying cycle.
2. How did the customer experience mapping exercise benefit Lowe’s? What additional data would you have collected in order to map the buying process in detail?
3. What marketing campaign (traditional or digital or both) would be appropriate for Lowe’s NGIS?
4. Based on the new information you now have regarding the customer experience map and the survey results, what are the top three pain points for consumers during the early stages of the buying process?
5. Analyze the effectiveness numbers in Exhibit 7. What do they tell you about the customer buying process? What changes would you recommend and why?
6. Do you agree with the relative priority assigned to each stage of consumer decision making in Exhibit 8? If not, why not and what changes would you make?
7. How would the marketing plan differ in terms of relative priority assigned to each stage of consumer decision making for Home Depot, whose remodeling program has already customer awareness? Would the marketing strategy be skewed more toward traditional and digital marketing? Why?
8. Use Exhibits 7 and 8 to determine a marketing budget and how it should be allocated across various marketing channels. Also, calculate ROI and share of marketing spend for each tactic.

Hewlett-Packard Imaging Systems Division: Sonos 100 C/F Introduction (9-593-080)

1. What does HP brand stand for in this market? In general?
2. What factors are affecting competition, product development and marketing requirements in the ultrasound imaging market?
3. Should HP enter the low-end segment of this business? What is the role of this product in MPG’s product portfolio?
4. How should the Sonos 100 CF be distributed: through ISY’s direct sales force or through manufacturers’ reps? What are the economic and organizational implications of your decision?