Strategic Marketing – Marketing 425
Fall 2018
TTH 1:40 - 2:55 – Education Center 115

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Office hours 10:50 am – 12pm and by appointment
– Please confirm your time

Educational Philosophy
“"I hear and I forget,
I see and I remember
I do and I understand"
Confucius, 551-479 BC

Strategic Marketing Learning Goals - Students will develop the skills for formulating strategy and an understanding of:

1. A firm’s operative environment and how to sustain competitive advantage through marketing activities
2. The generation of superior value for customers and other stakeholders by designing the optimum configuration of the marketing mix
3. The opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position
4. Application of metrics to effectively evaluate strategic decisions and tactical implementation

School of Business and Economics learning goals also addressed by the course

1. COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
2. QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.
3. GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
4. INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
5. SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.
Learning Activities
Limited lecture
Class discussion
Analysis of Case: in class discussion, presentation and written
Marketing Simulation
Development of Marketing Plan
Decision making
Presentation of Results

Class Materials
Required

Cases - Course Packs purchased through Harvard Business Press. Directions will be announced at first class - also see Oaks.

Simulation
Marketing Live: Strategic Marketing Simulation: Bikes by Innovative Learning Solutions, Inc.

Available online at http://gm.marketplace-live.com/

Use the course, game and team identification numbers distributed in class to register. Each student must register to participate in the simulation

Instructions for registration will be given in class and through Oaks

Oaks
Oaks for the course will contain links to readings, case questions and drop box for required submissions.
• Articles for topics on Oaks – Articles will be identified for cases and topics. They should be studied for class discussion and case analysis. They are available online through the library e-journals.

Optional

Hardball: Are You Playing to Play Or Playing To Win?
Learning Activities and Evaluation

1. **ETS Major Field Test – Required of all School of Business Seniors as part of all Major Capstone Classes**

The ETS Major Field Test is a two-hour multiple-choice test administered to graduating students assessing mastery of general business concepts, principles, and knowledge. The test also evaluates students’ abilities to analyze and solve problems, understand relationships, and interpret material. The content area includes: accounting, economics, management, quantitative business analysis, information systems, finance, marketing, legal and social environment, and international issues.

This is an important evaluation that the School of Business uses to gather student learning data to improve our courses and programs so that students will be competitive in today’s job market. The aggregate data, analysis of the data, recommendations for program improvement, and follow-up assessment are reported to our accrediting agencies. We have longitudinal comparative data from 2006 to the present.

Direct benefits to students include:
- Add high percentile scores to your resume or in application letters to graduate programs
- Enhances the reputation of the School of Business, increasing the value and recognition of your degree

**All seniors in the capstone courses are required to take the test.** We appreciate your participation and encourage you to take this seriously by giving your best effort to the test. Sign-up information will be forthcoming.

See Oaks for more information and sample ETS questions

2. **Analysis of Case**

Cases are a way of gaining experience. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Case preparation is necessary for you to participate in case discussion and the in-class learning experience. Readings and cases should be carefully read and prepared for class discussion. We will review each case and the readings in class. You should be prepared to discuss each case and to ask any questions you may have concerning the readings.
Case analysis should take the format of a consultation analysis for management.

A. Situation Overview
- The single most important problem facing the company
- The primary actionable cause of the problem is – because

B. Action Recommendations
1. Proposed changes in strategy - Outline changes such as
   - Targets
   - Position and/or Value proposition
2. Proposed changes in marketing mix elements
   - Indicate each of the mix elements to be changed
   - viewed as a package
   - be explicit and include costs
   - Risk of action

C. Justification of Action Recommendations
- Why is the above best course of action – advantages and disadvantages?
- Are there other options?
- Your justification must be analytical and use necessary data.

You may add an appendix with data as necessary to support your recommendation.

Case memos – Individual - a one-page memo is required by each student for each. You should answer and address the issues as presented in the case as a report to management as indicated above. You must follow the case one page memo format
- The case questions may be used as direction and as a basis for this analysis.
- There is zero tolerance for grammatical errors and spelling. I stop reading at 3 errors
- You must present financial analysis that supports the viability of your alternatives.
- The memo must be placed in the Oaks drop box prior to class as scheduled. The drop box closes automatically and late work will not be accepted

You are required to write each case memo as an indication that you have prepared the case for discussion in class.

Strategic Marketing Simulation
Strategic Marketing simulation by Innovative Learning Solutions, Inc., available online at the Marketplace website

http://wmarketplace-live.com

You must use the course, game and team identification numbers distributed in class to register.
Simulation decisions must be turned on the dates and times indicated. After that time your previous decision will apply and the team will be required to explain in writing such actions. Please exercise care when entering your decision. You must purchase access to “Strategic Marketing Simulation” online with a credit or debit card. You will receive detailed instructions to sign up for our course. After you sign up to the game, the online help section of “Professor Help” serves as instruction to the game.

The objective of this simulation exercise is to develop marketing management skills and strategic thinking by integrating a variety of perspectives of marketing operations. This simulation game can help students:

- develop strategic thinking regarding planning and execution of marketing operations in a rapidly changing, competitive environment;
- understand and manage the critical linkage between marketing decisions and financial performance;
- use market data and competitive signals to adjust the strategic plan and marketing tactics;
- Develop teamwork across functions.

You will receive a grade for 1. the plan for quarters 5 through 8 and 2. Your overall performance and implementation of the plan and 3. Your evaluation of your team’s performance.

Marketing Plan - We will use the simulation quarters 1 through 4 as the basis for a marketing plan to be submitted for evaluation. The format and philosophy of the marketing plan we are using is focused on the needs (benefits sought) by the market as revealed by the research in the simulation for target groups and how your marketing plan achieves competitive advantage.

Your completed plan should be between 7-10 pages plus title page and any appendixes. Page numbers should be on each page of the body. Use section titles throughout the document. The paper should be free of spelling and grammatical errors. A single staple is required rather than a cover. The work must be presented a single document with a consistent style and font.

Your plan must include a detailed sales and profit forecast and a quarter by quarter budget of expenditures to reach your goals.

Grading

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<th>Individual</th>
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<tbody>
<tr>
<td>In class case discussion and case memos</td>
<td>15</td>
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<td>ETS</td>
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<td>Exams</td>
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<tr>
<th>Group</th>
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<tr>
<td>Simulation Plan</td>
<td>15</td>
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<td>Simulation results</td>
<td>10</td>
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<td>Simulation Review</td>
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Class Procedures and Policies

Groups - The class will be divided into teams for the simulation. Your entire group will receive a grade for each simulation grade element. Group members may be “fired” and/or receive a grade reduction if they fail to meet group performance standards.

Class attendance and participation: We will discuss course topics and readings, and work through each case in class, thus attendance is expected.

Participation Log - You will be responsible for the maintenance of a participation log, which will be used to support your participation grade to be determined by the professor. The log will be placed on Oaks as indicated. Format and description will be found on Oaks.

Many classes have been reserved for topic discussion and simulation group meetings. Each member of the group should attend class and you should use this time to address the simulation or to plan case presentations. We will also use these days to discuss issues that arise during examination of the simulation results and discuss refinements in the use of the tools available for decision making in the simulation and your strategy.

Professor Pitts has a very poor memory for names and many students each semester. You must have your name tag in front of you every class so that you can receive full credit for your class contributions.

You will be graded on the quality of your contribution to the class with the following evaluation model - (Source: Christine Moorman – Duke University MBA program)

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented.

Good Contributor: Contributions in class reflect thorough preparation. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; they provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments are absent. Class contributions are, at best, “cherry-picking” efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable airtime would be saved.

Non-participant: The student was present but said nothing or the student missed class. Hence, there is not adequate basis for evaluation.

Academic Honesty Policy - Honesty and ethical behavior are a hallmark of the School of Business education. Students should be aware of the University’s Policy on Academic Honesty, which appears in the Bulletin and the College’s academic honesty policy below or at the College’s website at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html#honorcode
Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at CofC that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

**Students with Disabilities** - If a student in this class has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me.

**Make-Up Work and Due Dates** - Make-up work is not available to compensate for unexcused absences or low grades. All assignments must be completed on the date specified by the professor and/or stated in the class schedule of this syllabus.

**Assignments turned in late will not be accepted - no exception without instructor approval.**

**Phone and Texting** - Please silence all phones and other electronic devices during class. Use of your cell phone including texting during class indicates that you are not focusing your attention on our discussion and will lead to an unsatisfactory mark for the class.

Readings
Who killed the GE Model