Contact Information

Instructor: Douglas Boyle
Adjunct Professor

Cell Phone: 713-853-7799 (9am-5pm weekdays)
Email: dsboyle3502@gmail.com

Office/Hours: Location TBD
Mondays 2:45-3:45pm
Please email to set an appointment or arrange a phone meeting for any other time.

Class Sessions

Jewish Studies Center – Room #237
Mondays, 4:00-6:45pm

Course Objectives

This course is designed to develop skills in the formulation and implementation of Marketing Strategy. Following completion of the course, the student should be able to:

1. Assess a market and develop a strategy for a given firm. Emphasis is placed on designing strategies that create sustainable competitive advantage and yield attractive returns.
2. Translate a strategy into an efficient and effective marketing mix plan (price, product, promotion and placement), and integrate that strategy into the firm’s overall operating system.
3. Use metrics to evaluate performance and determine the need for course correction.

School of Business Learning Goals

The Strategic Marketing course is also designed to support student development in the following areas:

1. Communication skills: Students demonstrate the ability, via both written and spoken work, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
2. Quantitative fluency: Students demonstrate competency in logical reasoning and data analysis skills.
3. Global and Civic responsibility: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.
4. Intellectual innovation and creativity: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
5. Synthesis: Students 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 Method

The course focuses on applying core marketing concepts to practical, real-world situations. Published articles and background notes, along with the professor’s presentations, will provide the core concepts. Students then practice application through a combination of case studies, in-class discussion and exercises, and a multi-session marketing simulation.

Students will work individually on all assignments with the exception of the marketing simulation, which will be a team project replicating the team nature of most strategy development efforts.
Course Materials
The following materials must be used:

- **Course Pack:** Articles, Background Notes and Case Studies can be purchased either through the College Bookstore or directly from Harvard Business Press. Directions for access from HBP will be forthcoming.
- **Presentations:** Copies of the Professor’s presentation slides will be available at the course site on Oaks approximately 1 week before each class session.
- **Simulation:** The “Strategic Marketing Simulation: Bikes” from Marketplace Live will be used throughout the last 2/3rds of the course. Each student will need to register for the simulation using the course and team identification information provided in-class.

Grading
Course grading will be based on the following criteria and weighting:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Case one-page reports</td>
<td>28%</td>
</tr>
<tr>
<td>- 7 cases x 4 pts each</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
</tr>
<tr>
<td>- Exam 1 (Session 8)</td>
<td>10%</td>
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<tr>
<td>- Exam 2 (Finals week)</td>
<td>10%</td>
</tr>
<tr>
<td>- ETS Major Field Test</td>
<td>10%</td>
</tr>
<tr>
<td>Bikes Simulation (Team)</td>
<td>32%</td>
</tr>
<tr>
<td>- Marketing Plan (Quarters 5-8)</td>
<td>15%</td>
</tr>
<tr>
<td>- Performance (Quarters 5-8)</td>
<td>7%</td>
</tr>
<tr>
<td>- Hand-off memo &amp; presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Case reports and Exams will be individual exercises (as is the class participation assessment); only the Bike Simulation will be a team assessment exercise. Guidance on each component follows:

- **Case one-page reports**
  Case study provides an excellent opportunity to apply course learning to a real-world situation. To keep everyone’s work load in balance, we will use a very focused approach to our case reports – a one-page response to a single question. Each case has been selected to highlight one particular aspect of Marketing Strategy development or implementation. The learning sequence will be to review the relevant theory in class (e.g. Pricing management), follow it with a case study and one-page report focusing on an aspect of the theory (e.g. what is the customer value of a given product?), and then discuss the case in the following class session.

The schedule of case reports, questions and due dates is listed below.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Case</th>
<th>Question for Report</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Analysis</td>
<td>Uber &amp; the Sharing Economy</td>
<td>Summarize Uber’s key risks &amp; challenges using the 6 Forces model</td>
<td>January 22</td>
</tr>
<tr>
<td>Customer Analysis</td>
<td>Starbucks: Delivering Customer Satisfaction</td>
<td>How are the differing needs of new &amp; established customers reducing customer satisfaction?</td>
<td>January 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is this worth addressing (use CLV analysis of satisfaction levels)?</td>
<td></td>
</tr>
<tr>
<td>Positioning</td>
<td>Crescent Pure</td>
<td>What target and positioning should PDB use for Crescent Pure?</td>
<td>February 5</td>
</tr>
<tr>
<td>Product Portfolio</td>
<td>Mountain Man Brewing Company</td>
<td>Should MMBC launch “Mountain Man Light”? How should they manage risks?</td>
<td>February 26</td>
</tr>
<tr>
<td>Pricing</td>
<td>Curled Metal</td>
<td>What is the TEV for the new 11.5” pad (show calculations)?</td>
<td>March 19</td>
</tr>
<tr>
<td>Go-to-Market</td>
<td>FormPrint Ortho500</td>
<td>How should Ortho500 go-to-market: Ortho salesforce, Independent sales reps (ISRs), or a hybrid effort? (If hybrid, outline plan for each)</td>
<td>April 2</td>
</tr>
<tr>
<td>Strategy integration</td>
<td>Aqualisa Quartz</td>
<td>What strategy should Aqualisa pursue to grow the business? Be specific about the value proposition and marketing mix.</td>
<td>April 16</td>
</tr>
</tbody>
</table>
Case reports should be drafted in line with the following guidelines:

- Reports are limited to one-page (single side), 1.0+ line spacing with normal font (e.g. TR 12 point or Arial 10 point, normal margins) exclusive of appendices. Please use appendices to visualize your argument or provide data tables, but use good judgment on length.
- Case reports must be uploaded to the course Dropbox on Oaks by the start of the class session (4:00pm ET) on the date outlined above. As the case will be discussed in the class session, no late submissions will be accepted.
- Cases are meant to be assessed and actioned with only the information given in the case. Please do not do any additional research on the company as part of your preparation.
- All case reports are individual assignments. Recommendations in this report should be based on individual analysis and assessment only.

• **Examinations**

There are two examinations focused on MKTG 425 content, each worth 10% of the overall course grade. These exams are designed to assess understanding of key concepts and how they are applied in practical situations. Each will involve a combination of multiple-choice and short answer formats with 15-20 questions to be addressed in a 60-minute window.

The first exam will be held during the first hour of Session #8 (March 12th), and the second will be held during Final Exam Week, specifically, on April 30th from 4:00-5:30pm. Results will be communicated to students as soon as practical.

Additionally, the ETS Major Field Test is required of all School of Business Seniors and counts as 10% of the capstone course grade. 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. **All seniors in the capstone courses are required to take the ETS Major Field Test.**

The ETS test is also an important evaluation for the School of Business which uses the learning data to improve courses and programs, helping to make students more 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 of the ETS Major Field Test for the student includes the opportunity to add high percentile scores to your resume or application letters, and the indirect benefit of enhancing the value of your School of Business degree (as the School's reputation grows).

• **Strategic Marketing Simulation: Bikes**

The Bikes simulation gives the student experience in marketing strategy formulation, marketing mix management and responding to changing competitive dynamics over a two-year timeframe. The simulation will be conducted on a team basis, allowing some sharing of the analysis and planning work, and replicating how management teams operate. Students will form their own teams with a target size of 3 individuals (or 4 if necessary).

Additional information about the simulation and how to gain access will be shared in class session. You will be required to use the course, game and team identification numbers provided, so don’t enroll independently. The following link provides an overview if you want to understand the simulation better in the meantime: [http://www.marketplace-simulation.com/strategic-marketing-bikes-demo](http://www.marketplace-simulation.com/strategic-marketing-bikes-demo)

Grading for the simulation is comprised of 3 elements:

- **Marketing Plan (15% of course grade):** The Final Plan is due by 400pm on Monday, March 26th and should be submitted to the course Dropbox. From a simulation standpoint, the Plan is submitted following receipt of 4th Quarter results, and covers the coming year (Q5-Q8).
The Plan should be *5-7 pages in length (+ appendices)* and follow the format that will be reviewed in class. As the Plan is the single largest component to the overall course grade, I will review Draft Plans submitted before 400pm on Friday, March 16th and provide feedback to the teams for improvement.

- **Performance (7% of course grade):** Performance is assessed over the Q5-8 timeframe using a balanced scorecard including financial performance, market share, customer satisfaction, brand quality perception and return on investment.

- **“Hand-off” memo & presentation (10% of course grade):** Congratulations! After two years as Strategy Manager for Bikes, it’s time to move your next assignment. The “Hand-off” memo is a 4-page memo to written to your successor addressing three questions:
  1. What was your key learning regarding the Strategy outlined in your Plan?
  2. How should the Strategy evolve going forward? What are the key success factors?
  3. What are your recommended customer & financial goals for the coming year?

Additionally, each team will give a 5-7 minute presentation during the final class session (April 23rd) addressing Questions #1-2 above on two slides. Templates for the presentation and coming year goals will be provided in class.

The schedule for Bikes Simulation decisions and submissions is summarized below:

<table>
<thead>
<tr>
<th>Action</th>
<th>Date/Time due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 &amp; 2 decisions</td>
<td>Friday, March 2 400pm</td>
</tr>
<tr>
<td>Q3 decision</td>
<td>Friday, March 9 400pm</td>
</tr>
<tr>
<td>Submit Strategy Statement</td>
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<tr>
<td>Q4 decision</td>
<td>Friday, March 16 400pm</td>
</tr>
<tr>
<td>Submit Draft Plan</td>
<td></td>
</tr>
<tr>
<td>Q5 &amp; 6 decisions</td>
<td>Friday, March 30 400pm</td>
</tr>
<tr>
<td>Q7 decision</td>
<td>Friday, April 6 400pm</td>
</tr>
<tr>
<td>Q8 decision</td>
<td>Friday, April 13 400pm</td>
</tr>
<tr>
<td>“Hand-off” Memo &amp; Presentation</td>
<td>Friday, April 20 400pm</td>
</tr>
</tbody>
</table>

- **Participation in Class discussion**
Active involvement in class discussion is critical to your learning and the learning of other students (and worth 10% of overall course grade). Quality of contribution is more important than quantity, but top grades will be provided for comments such as:
  - Insightful diagnosis of root cause issues or anticipation of problems
  - Relating the reading or case study to your own experiences or observations
  - Proposing potential solutions with rationale and key success factors
  - Building on other student comments & proposals, either as an enhancement or constructive challenge

Each student’s contributions will be evaluated after each session against the following rating standard:

- Non-Participant: Present but did not contribute or missed class. No participation credit for grading purposes.
- Minimal Contributor: Ideas offered were not substantive or not particularly constructive. Little new perspective added.
- Good Contributor: Active and constructive contributions provided. Good preparation and reflection on theory or cases evident. Arguments well substantiated.
- Outstanding Contributor: Contributions reflect exceptional preparation and insight, connecting material to broader business context. Arguments are well substantiated and persuasive.

It would also be appreciated if students would place their name tag in front of them during the class sessions …. aids for memory are very helpful!
Policies
The following policies will apply to the course:

- **Attendance**
  A sign-in sheet will be used in each class session – *please remember to sign-in at the start of each class!*

  Because attendance is crucial to fully understanding strategic marketing principles and benefiting from classroom discussion on practical application, students are expected to attend all classes. To minimize gaming, the only ‘excused’ form of absence is when a student is acting as an official representative of the College (e.g. academic or athletic competition). Regarding assignments due during excused absences: Case reports should be handed in prior to leaving as the solution will be discussed in class; reasonable accommodation will be made to reschedule exam times if conflicted.

  Students are allowed one ‘unexcused’ absence for the course (one of the 14 sessions) for any other reason. Please contact me as early as possible when you determine that you will need to miss a class – I appreciate the notice and it gives us an opportunity to discuss assignments or class topics.

  Students should expect to receive a Withdrawn Excessive Absences (WA) grade if they have two or more ‘unexcused’ absences.

- **College of Charleston Honor Code and Academic Integrity**
  Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

  Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

  Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

  Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

  Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

  Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

- **Cell Phones, Laptops & Tablets**
  Cell phones should be turned off during class session. Please let me know prior to class if you are facing extraordinary circumstances and need to keep your phone on. Laptop and Tablet computers should be kept in a closed position during class session.

- **Disability**
  Please contact me if you have a disability that will impact your work in this course. Students will need to apply to the SNAP Office (Lightsey Center, Suite 104) for approval, but I would be glad to work with anyone requiring accommodation.
## Course Schedule – Sessions # 1 – 3

*All Class Sessions held in the Jewish Studies Center #237, 4:00-6:45pm*

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Topics:</th>
<th>Reading:</th>
</tr>
</thead>
</table>
| Monday, January 8 | • Course Introduction & Overview  
• Corporate Strategy & Market Analysis | • Casadesus-Masanell, “Core Curriculum: Introduction to Strategy” |
| **Learning Objectives:** | | **Assignments:** |
| • Understanding of scope, flow and requirements of the Strategic Marketing course.  
• Strategy foundation: What key insights & decisions required to develop an effective strategy  
  – Role of Market Forces  
  – Business models & Competitive positioning  
  – Internal alignment & execution | | No assignments due for this class |

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, January 22 | • Marketing Strategy Framework  
• Boyle “Note on Customer Analysis”  
• Qingxu, et al, “Uber and the Sharing Economy” |
| **Learning Objectives:** | | **Assignments:** |
| • Discuss Market Forces insights from Uber case report  
• Key components of a Marketing Strategy and effective Customer Analysis  
• Importance of maintaining an external orientation, clear competitive positioning and commercial mindset throughout strategy formulation & management cycle | | Uber 1-page report: “Summarize Uber’s key risks & challenges using the 6 Forces model”  
  – Due to Dropbox before class start (4:00pm, January 22)  
  – See pages 2-3 for further guidance on paper format |

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, January 29 | • Segmentation, Targeting & Positioning | • Gupta, “Core Curriculum: Segmentation & Targeting”  
• Steenburgh & Avery, “Marketing Analysis Toolkit”  
• Moon & Quelch, “Starbucks: Delivering Customer Service” |
| **Learning Objectives:** | | **Assignments:** |
| • Discuss Customer Analysis insights from Starbucks case report  
• Importance of well-defined segmentation models, clear-cut target market decisions and focused positioning statements  
• See why a customer value proposition needs to translate into a cross-business implementation plan | | Starbucks 1-page report: “How are the differing needs of new & established customers reducing customer satisfaction? Is this worth addressing (calculate CLV of satisfaction levels)?”  
  – Due to Dropbox before class start (4:00pm, January 29)  
  – See pages 2-3 for further guidance on paper format |
<table>
<thead>
<tr>
<th>Session 4</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
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<td>Quelch and Zalosh, “Crescent Pure”</td>
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</tbody>
</table>

**Learning Objectives:**
- Discuss Target & Positioning decision insights from Crescent Pure case report
- Key metrics for assessing returns on Marketing and customer development investments.
- Understand the key components of Profit Planning and how business model design plays a key role in both financial and customer development strategy

**Assignments:**
- Crescent Pure 1-page report: “What target & positioning should PDB use for Crescent Pure?”
  - Due to Dropbox before class start (4:00pm, February 5)
  - See pages 2-3 for further guidance on paper format

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 12</td>
<td>Innovation &amp; Disruption</td>
<td>Holt, “Brands and Branding”</td>
</tr>
<tr>
<td></td>
<td>Product portfolio</td>
<td>Pont &amp; Rocha, “Adopting a Market Mind-set: Overcoming the Hidden Barriers to Innovation”</td>
</tr>
<tr>
<td></td>
<td>Branding</td>
<td></td>
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</tbody>
</table>

**Learning Objectives:**
- Importance of customer understanding *(what problems need solving)*, technology application & a well-defined strategy to Innovation performance
- Key principles and approaches to product design and portfolio management
- What makes a brand, why they are important (valuable), and how to build and manage one

**Assignments:**
- No assignments due for this class

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 26</td>
<td>Bikes Simulation introduction</td>
<td>Abelli, “Mountain Man Brewing Company”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enroll in “Strategic Marketing Simulation: Bikes” and review introductory materials</td>
</tr>
</tbody>
</table>

**Learning Objectives:**
- Discuss Product Portfolio insights from Mountain Man case report
- Understand Simulation structure, flow and performance measures

**Assignments:**
- Mountain Man 1-page report: “Should MMBC launch Mountain Man Light?”
  - Due to Dropbox before class start (4:00pm, February 26)
  - See pages 2-3 for further guidance on paper format
- **Before Friday, March 2, 4:00pm:** complete Simulation Quarter 1 & 2 decisions
# Course Schedule – Sessions #7 – 9

All Class Sessions held in Jewish Studies Center #237, 4:00-6:45pm

<table>
<thead>
<tr>
<th>Session 7</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, March 5 | Pricing  
Simulation update  |

**Reading & Cases:**  
- Dolan & Gourville, “Core Curriculum: Pricing Strategy”

**Learning Objectives:**  
- Discuss insights and results from Simulation Q2. Translate learning into a team Strategy Statement.  
- Importance of Value-Pricing approach to Marketing Strategy and financial returns. Role of costs in pricing.  
- Understanding of key pricing tools and measures: elasticity, customization, customer profitability.

**Assignments:**  
Before Friday, March 9, 4:00pm:  
- Complete Simulation Quarter 3 decisions  
- Submit Company Strategy Statement to Dropbox

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, March 12 | Examination 1  
(1st hour of class session)  
Simulation update  
Marketing Planning  |

**Reading & Cases:**  
- Spekman, "Marketing Plan Development”

**Learning Objectives:** Following completion of the Exam, we will cover …  
- Discuss insights and results from Simulation Q3 and team Strategy Statement exercise. Discuss outstanding questions on format of Draft Plan.  
- Key content and role of a Marketing Plan within a business. Importance of an objective Situation Assessment, translation of Strategy into specific & coordinated Actions across the Marketing Mix, and use of a Balanced Scorecard for performance review.

**Assignments:**  
Before Friday, March 16, 4:00pm:  
- Complete Simulation Quarter 4 decisions  
- Submit Draft Marketing Plan to Dropbox

<table>
<thead>
<tr>
<th>Session 9</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 19</td>
<td>Simulation update &amp; Draft Plan review</td>
</tr>
</tbody>
</table>

**Reading & Cases:**  
- Shapiro & Cespedes, "Curled Metal Inc"

**Learning Objectives:**  
- Discuss Pricing insights from the Curled Metal case report.  
- Discuss results from Simulation Q4 and Draft Plan submissions.

**Assignments:**  
Curled Metal 1-page report: “What is the TEV for the new 11.5” pad? (Show calculations)  
- Due to Dropbox before class start (4:00pm, March 19)  
- See pages 2-3 for further guidance on paper format
# Course Schedule – Sessions #10 – 12

All Class Sessions held in Jewish Studies Center #237, 4:00-6:45pm

<table>
<thead>
<tr>
<th>Session 10</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, March 26 | Channel Strategy & Management  
| | Simulation Q5  |
| Reading & Cases: |
| | Rangan, “Designing Channels of Distribution”  
| | Steenburgh, “Personal Selling and Sales Management”  |
| Learning Objectives: |
| | How to assess customer channel-related needs and develop a channel strategy.  
| | Importance of defining & ensuring delivery of targeted customer experience, building & using channel power effectively, managing channel conflict, and performance management systems  |
| Assignments: |
| | Final Marketing Plan submission  
| | – Due to Dropbox before class start (4:00pm, March 26)  
| | – See pages 3-4 for further guidance on paper format  |

Before Friday, March 30, 4:00pm:  
Complete Simulation Quarter 5 & 6 decisions

<table>
<thead>
<tr>
<th>Session 11</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 2</td>
<td>Simulation update &amp; Marketing Plan discussion</td>
</tr>
<tr>
<td>Reading &amp; Cases:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cespedes &amp; Zalosh, “FormPrint Ortho500”</td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td></td>
</tr>
</tbody>
</table>
| | Discuss Channel Strategy insights from FormPrint Ortho500 case report  
| | Discuss Final Marketing Plan submissions and learning from Quarter 5 & 6 results  |
| Assignments: |
| | FormPrint Ortho500 1-page report: “How should Ortho500 go-to-market: Ortho salesforce, Independent sales reps (ISRs), or a hybrid effort? (If hybrid, outline plan for each)”  
| | – Due to Dropbox before class start (4:00pm, April 2)  
| | – See pages 2-3 for further guidance on paper format  |

Before Friday, April 6, 4:00pm:  
Complete Simulation Quarter 7 decisions

<table>
<thead>
<tr>
<th>Session 12</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, April 9 | Simulation update  
| | Advertising & Promotion  |
| Reading & Cases: |
| | Teixeira, “Marketing Communications”  |
| Learning Objectives: |
| | Discuss results & learning from Simulation Q7  
| | Translate a given Marketing Strategy into specific Advertising & Promotion plans (messaging, media, incentive design, etc). Understand the key components & benefits of a well-designed CRM program.  |
| Assignments: |
| | Before Friday, April 13, 4:00pm:  
| | Complete Simulation Quarter 8 decisions  |
## Course Schedule – Sessions #13 & 14

All Class Sessions held in Jewish Studies Center #237, 4:00-6:45pm

<table>
<thead>
<tr>
<th>Session 13</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 16</td>
<td>• Simulation update</td>
<td>• Moon, “Aqualisa Quartz: Simply a Better Shower”</td>
</tr>
</tbody>
</table>

**Learning Objectives:**
- Discuss strategy insights from Aqualisa Quartz case report
- Discuss results & learning from Simulation Q8 and overall exercise

**Assignments:**
Aqualisa Quartz 1-page report: *What strategy should Aqualisa pursue to grow the business? Be specific about the value proposition and marketing mix?*
- Due to Dropbox before class start (4:00pm, April 16)
- See pages 2-3 for further guidance on paper format

Before Friday, April 20, 4:00pm:
Hand-Off Memo & Presentation should be submitted to Dropbox

<table>
<thead>
<tr>
<th>Session 14</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 23</td>
<td>• Simulation Hand-off Presentations • Course Wrap-up and Conclusion</td>
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**Learning Objectives:**
- Team practice in presenting business learning & recommending future strategy evolution & actions
- Summarize & discuss key learning from entire course

**Assignments:**
*No assignments due for this class*

The **Final Examination** will be held on **April 30** from **4:00-5:30pm**.
Reading List

Articles & Background Notes:

- Boyle, Douglas S. “Note on Customer Analysis”. (self-published)

Cases: