Marketing 425 – Strategic Marketing  
Spring 2019

Contact Information
Instructor: Douglas Boyle  
Adjunct Professor
Cell Phone: 713-853-7799 (9am-5pm weekdays)
Email: boyleds@cofc.edu
Office Hours: Mondays 2:45-3:45pm. Please email or text to set a F2F appointment. Available for email or phone discussions most weekdays

Class Sessions
J C Long Building – Room #220  
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 three MKTG 425 sections will use similar materials for the bulk of the reading and simulation exercise. These include:

- **Textbook**: Roger Best’s “Market-Based Management” (6th edition) will be the primary source of content along with the Professor’s presentations. The textbook is available at the College Bookstore or directly from the publisher at the following link: [https://www.vitalsource.com/referral?term=9780133467802](https://www.vitalsource.com/referral?term=9780133467802)
- **News Articles**: Seven news articles have been selected for “One-page Topical reports” and in-class discussion. Links for these articles are included on the last page of this Syllabus and will be available on the relevant Oaks session webpages.
- **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 half 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>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>One-page Topical reports</td>
<td>27%</td>
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<tr>
<td>- 7 News Article reports + 2 Exercises</td>
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<tr>
<td>- 3 pts each</td>
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<tr>
<td>Examinations</td>
<td>35%</td>
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<tr>
<td>- Financial Analysis</td>
<td>5%</td>
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<tr>
<td>- Exam 1 (Session 7)</td>
<td>10%</td>
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<tr>
<td>- Exam 2 (Session 14)</td>
<td>10%</td>
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<tr>
<td>- ETS Major Field Test</td>
<td>10%</td>
</tr>
<tr>
<td>Bikes Simulation (Team)</td>
<td>28%</td>
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<tr>
<td>- Marketing Plan (Quarters 5-8)</td>
<td>15%</td>
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<tr>
<td>- Performance (Quarters 5-8)</td>
<td>5%</td>
</tr>
<tr>
<td>- Hand-off memo &amp; presentation</td>
<td>8%</td>
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</tbody>
</table>

Topical 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:

- **One-page Topical reports**
  One-page Topical reports on news articles or exercises is an excellent opportunity to apply course learning to a real-world situation. To keep learning ‘fresh’ and everyone’s work load in balance, we will use a very focused approach for these frequent but quick reports – a one-page response to a single question. Each article or exercise has been selected to highlight one particular aspect of Marketing Strategy development or implementation. The learning sequence will be to: 1) review the relevant theory in class (e.g. portfolio management), 2) follow it with an assigned article and one-page report focusing on an aspect of the theory, and then 3) discuss it in the following class session.

Seven of the Topical reports will be on news articles and 2 will be exercises dealing with marketing planning and value-based pricing, issues that are more numerate in nature and don’t lend themselves to brief news articles. Finally, in addition to the 9 topics listed below, each student will be expected to lead one of the in-class Topical discussions along with 2-3 other students. Leadership of this discussion will be included as part of your class participation grade. The schedule of case reports, questions and due dates is listed below.
### Examinations

There are 3 examinations focused on MKTG 425 content:

- **Marketing Financial Analysis (5% of course grade):** Held during Session 5 (Feb 18). Assesses understanding of financial analysis and marketing return metrics through 4 exercises.
- **Mid-Term (10% of course grade):** Held during Session 7 (Mar 4). Assesses understanding of course material through Session 6 using multiple choice and short-answer format questions.
- **Final (10% of course grade):** Held during Session 13 (Apr 22). Assesses understanding of entire course material using multiple choice, short-answer & calculation format questions.

Together, these examinations represent 25% of course grade.

In addition to the MKTG 425 exams, the ETS Major Field Test is required of all School of Business Seniors and must account for 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.

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). **Per School policy, seniors in the capstone courses are required to take the ETS Major Field Test.**

- **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 or 4 individuals.

  Additional information about the simulation and how to gain access will be shared in class session and on Oaks. 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 Thursday, March 14th 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 **5-6 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 Thursday, March 7th and provide feedback to the teams for improvement by the class meeting on March 11th.
  - **Performance (5% of course grade):** Performance is assessed over the Q5-8 timeframe using the simulation’s balanced scorecard that includes financial performance, market share, customer satisfaction, brand quality perception and return on investment.
  - **“Hand-off” memo & presentation (8% 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 (Q9-12)?

    Additionally, each team will give a 5-7 minute presentation during the final class session (April 22nd) addressing Questions #1-2 above on two slides. Templates for the presentation and coming year goals will be provided in class. Both the Hand-off Memo and Presentation are due by 400pm on Monday, April 22nd and should be submitted to the course Dropbox.

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Date due (400pm)</th>
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<tbody>
<tr>
<td>Q1 decision</td>
<td>Wed, Feb 20</td>
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<tr>
<td>Q2 decision</td>
<td>Sat, Feb 23</td>
</tr>
<tr>
<td>Q3 decision</td>
<td>Thurs, Feb 28</td>
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<tr>
<td>Q4 decision &amp; Draft Plan</td>
<td>Thurs, Mar 7</td>
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<tr>
<td>Q5 decision &amp; Final Plan</td>
<td>Thurs, Mar 14 (Plan to Dropbox)</td>
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<thead>
<tr>
<th>Action</th>
<th>Date due (400pm)</th>
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</thead>
<tbody>
<tr>
<td>Q6 decision</td>
<td>Thurs, Mar 28</td>
</tr>
<tr>
<td>Q7 decision</td>
<td>Thurs, Apr 4</td>
</tr>
<tr>
<td>Q8 decision</td>
<td>Thurs, Apr 11</td>
</tr>
<tr>
<td>Hand-off Memo &amp; Presentation</td>
<td>Mon, Apr 22 (to Dropbox)</td>
</tr>
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</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 name tags 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

- **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 – 4

All Class Sessions held in the J C Long Building #220, 4:00-6:45pm

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Topics:</th>
<th>Reading:</th>
<th>Assignments:</th>
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</table>
| Monday, January 14 | • Course Introduction & Overview  
• Customer Focus & Customer Value | • Best, “Market-Based Management” Chapter 1  
• Professor’s slides (posted to Oaks 1 week prior to class) | No assignments due for this class |

**Learning Objectives:**
- Understanding of scope, flow and requirements of the Strategic Marketing course.
- Recognize how customer focus and satisfaction drives customer loyalty and corporate profitability/strategic performance

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<tr>
<th>Session 2</th>
<th>Topics:</th>
<th>Reading:</th>
<th>Assignments:</th>
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</table>
| Monday, January 28 | • Customer Analysis  
• Segmentation & Positioning | • Best, “Market-Based Management” Chapter 5  
• Boyle, “Note on Customer Analysis”  
• WSJ: “7 Companies That Do Everything Well”  
• Professor’s slides (posted to Oaks 1 week prior to class) | **Topical report:** “How might a focus on customer satisfaction underpin the broader success of the profiled firms?”  
- Due to Dropbox before class start (400pm, Jan 28)  
- See pages 2-3 for further guidance on paper format |

**Learning Objectives:**
- Discuss Customer Value insights from WSJ article
- Understand the key components of a Customer Analysis
- Be able to identify a good segmentation framework and how to develop a distinctive positioning within the market

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<tr>
<th>Session 3</th>
<th>Topics:</th>
<th>Reading:</th>
<th>Assignments:</th>
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</table>
| Monday, February 4 | • Marketing Strategies & Business Models | • Best, “Market-Based Management” Chapters 6, 12 & 13  
• WSJ: “Starbucks Trying to Woo Afternoon Customers”  
• Professor’s slides (posted to Oaks 1 week prior to class) | **Topical report:** “How are afternoon customers different? How is competition different?”  
- Due to Dropbox before class start (400pm, Feb 4)  
- See pages 2-3 for further guidance on paper format |

**Learning Objectives:**
- Discuss Customer Analysis insights from Starbucks  
Topical report
- Understand how corporate market position, customer strategy and channel/competitive environment shape marketing strategies and business model design

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<tr>
<th>Session 4</th>
<th>Topics:</th>
<th>Reading:</th>
<th>Assignments:</th>
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</table>
| Monday, February 11 | • Marketing Financial Analysis | • Best, “Market-Based Management” Chapters 2, 15 & 16  
• WSJ: “Amazon Prime Has More Than 100 Million Members”  
• Professor’s slides (posted to Oaks 1 week prior to class) | **Topical report:** “What are the benefits of the Prime business model to Amazon?”  
- Due to Dropbox before class start (400pm, Feb 11)  
- See pages 2-3 for further guidance on paper format |

**Learning Objectives:**
- Discuss implications of business model design from Amazon Prime  
Topical report
- Develop an understanding of key financial metrics and performance measures used in Marketing assessment
## Course Schedule – Sessions # 5 – 7

**All Class Sessions held in J C Long Building #220, 4:00-6:45pm**

<table>
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<tr>
<th>Session 5</th>
<th>Topics:</th>
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| Monday, February 18 | - Financial Exercise  
- Marketing Planning  
- Bike Simulation intro |
| **Reading:** | - Best, “Market-Based Management” Chapters 3 & 14  
- Professor’s slides (posted to Oaks 1 week prior to class) |

### Learning Objectives:
- Assess understanding of Marketing Financial Analysis through in-class examination  
- Build understanding of importance of Marketing Planning and key methods for developing forecast projections  
- Introduce Bike Simulation and how it will work  

### Assignments:
- Enroll in “Strategic Marketing Simulation: Bikes” and review introductory materials  
  - Before Wed, Feb 20 (400pm): Complete Q1 decision  
  - Before Sat, Feb 23 (400pm): Complete Q2 decision

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<tr>
<th>Session 6</th>
<th>Topics:</th>
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| Monday, February 25 | - Product & Portfolio Management  
- Brand Management  
- Simulation Q1 & Q2 results |
| **Reading:** | - Best, “Market-Based Management” Chapters 7 & 11  
- Professor’s slides (posted to Oaks 1 week prior to class) |

### Learning Objectives:
- Discuss results from Financial Exercise and learning from Market Planning Topical report  
- Review key principles of product design and portfolio management  
- Develop understanding of what makes a ‘brand’ and how to build one

### Assignments:
- **Topical report**: "What is the forecast for Year 3 unit volume, revenue, gross margin and operating profit?" (Exercise details to be provided in Session 5)  
  - Due to Dropbox before class start (400pm, Feb 25)  
  - See pages 2-3 for further guidance on paper format  
  - Before Thurs, Feb 28 (400pm): Complete Q3 decision

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<tr>
<th>Session 7</th>
<th>Topics:</th>
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| Monday, March 4 | - Examination 1 (1st hour of class)  
- Innovation  
- Simulation Q3 results |
| **Reading:** | - Best, “Market-Based Management” Chapter 4, pages 115-126  
- WSJ: “PepsiCo Wants to Sell Healthy Food, Consumers Want Chips” & NYT: “PepsiCo to Acquire the Fruit & Veggie Snack Maker Bare Foods”  
- Professor’s slides (posted to Oaks 1 week prior to class) |

### Learning Objectives:
- Assess understanding of first-half of course content through in-class examination  
- Discuss learning on portfolio strategies from Product Portfolio Topical report  
- Build a broader understanding of Innovation and its role in Marketing Strategy

### Assignments:
- **Topical report**: “Describe Frito-Lay’s portfolio strategy and its potential benefits and limitations.”  
  - Due to Dropbox before class start (400pm, Mar 4)  
  - See pages 2-3 for further guidance on paper format  
  - Before Thurs, Mar 7 (400pm): Complete Q4 decision and submit Draft Marketing Plan to Oaks Dropbox
# Course Schedule – Sessions # 8 – 10

All Class Sessions held in J C Long Building #220, 4:00-6:45pm

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Topics:</th>
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| Monday, March 11 | Examination 1 results  
| | Pricing  
| | Simulation Q4 results & Marketing Plan submission  |

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<thead>
<tr>
<th>Reading:</th>
</tr>
</thead>
</table>
| Best, "Market-Based Management" Chapter 8 & Chapter 4, pages 126-149  
| Professor’s slides (posted to Oaks 1 week prior to class)  |

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<tr>
<th>Learning Objectives:</th>
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| Discuss results from Examination 1  
| Review the principles of value-based pricing, pricing strategy and key management techniques.  
| Feedback on Draft Simulation Marketing Plans.  |

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<th>Assignments:</th>
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| Before Thurs, Mar 14 (400pm):  
| Complete Simulation Q5 decisions  
| Submit Marketing Plan to Dropbox (see Syllabus page 4 for further guidance)  |

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<tr>
<th>Session 9</th>
<th>Topics:</th>
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| Monday, March 25 | Channel Strategy & Management  
| | Simulation Q5 results & Marketing Plan feedback  |

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<tr>
<th>Reading:</th>
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</table>
| Best, "Market-Based Management" Chapter 9  
| Professor’s slides (posted to Oaks 1 week prior to class)  |

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<tr>
<th>Learning Objectives:</th>
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| Discuss learning from Pricing Topical exercise  
| Discuss Simulation Q5 results and feedback on Marketing Plans  
| Review the principles of “go-to-market” channel strategic design and management practice  |

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<thead>
<tr>
<th>Topical report:</th>
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<tbody>
<tr>
<td>“What is the product TEV? Given the background on company objectives, what price point do you recommend?”</td>
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</table>
| Due to Dropbox before class start (400pm, Mar 25)  
| See pages 2-3 for further guidance on paper format  |
| Before Thurs, Mar 28 (400pm): Complete Q6 decisions  |

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<tr>
<th>Session 10</th>
<th>Topics:</th>
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| Monday, April 1 | Advertising & Promotion  
| | Simulation Q6 results  |

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<tr>
<th>Reading:</th>
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| Best, "Market-Based Management" Chapter 10  
| WSJ: “The Next Big Threat to Consumer Brands”  
| Professor’s slides (posted to Oaks 1 week prior to class)  |

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<tr>
<th>Learning Objectives:</th>
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| Discuss learning from Amazon/Channel Topical report.  
| Review strategic principles and management tools for the use of advertising and promotion  
| Review Simulation Q6 results  |

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<tr>
<th>Topical report:</th>
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<tbody>
<tr>
<td>“How might ‘voice-search assistants’ change channel dynamics? What should a product marketer do?”</td>
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</table>
| Due to Dropbox before class start (400pm, Apr 1)  
| See pages 2-3 for further guidance on paper format  |
| Before Thurs, Apr 4 (400pm): Complete Q7 decisions  |
# Course Schedule – Sessions #11 – 13

**All Class Sessions held in J C Long Building #220, 4:00-6:45pm**

## Session 11
### Monday, April 8
### Topics:
- Marketing Ethics
- Simulation Q7 results

### Reading:
- WSJ: “Kraft-Heinz’s Profit Suffers as Costs Rise”
- Professor’s slides (posted to Oaks 1 week prior to class)

### Learning Objectives:
- Discuss learning from Kraft/Promotion Topical report.
- Review the key facets of Marketing Ethics, including key personal and corporate principles and risks.
- Discuss Simulation Q7 results and outline Hand-Off Memo components.

### Assignments:
- Topical report: “Why is Kraft’s trade spend increasing? What should Draft do to revitalize profits?”
  - Due to Dropbox before class start (400pm, Apr 8)
  - See pages 2-3 for further guidance on paper format

| Before Thurs, Apr 11 (400pm): Complete Q8 decisions |

## Session 12
### Monday, April 15
### Topics:
- Simulation Q8 results (& awards!)
- Alignment, Integration & Performance
- Course wrap-up & Feedback

### Reading:
- WSJ: “Should the US Follow Europe in Imposing Stricter Data-Privacy Regulations”
- Professor’s slides (posted to Oaks 1 week prior to class)

### Learning Objectives:
- Discuss conclusions from Data-Privacy Topical report.
- Discuss learning from Bike Simulation.
- Review the importance of organizational alignment, program integration and effective performance management to Marketing Strategy delivery.
- Summarize overall course and gain student feedback on key components.

### Assignments:
- Topical report: “Should the US introduce GDPR-like privacy regulations?”
  - Due to Dropbox before class start (400pm, Apr 15)
  - See pages 2-3 for further guidance on paper format

## Session 13
### Monday, April 22
### Topics:
- Simulation Hand-off Presentations
- Examination 2

### Reading:
No reading required for class session.

### Learning Objectives:
- Demonstrate key learning from Simulation management and Plan formulation experience through presentation of Q9-12 Plan proposal to next management team.
- Assess understanding of entire course content through in-class examination.

### Assignments:
- Hand-Off Memo & Presentation
  - Due to Dropbox before class start (400pm, April 22)
  - See Syllabus page 4 for further guidance on questions. Formats to be shared during Session 11.
Reading List

Textbook:


Background Note:

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

News Articles:

- Wall St Journal: December 11, 2016 – “PepsiCo Wants to Sell Healthy Food, Consumers Want Chips”: https://search-proquest-com.nuncio.cofc.edu/docview/1847652509/AAF050DCAFA541B0PQ/1?accountid=9959
  - also accompanying video: https://www.youtube.com/watch?v=gfd2J8nXSQ8
- Wall St Journal: June 18, 2018 – “Should the US Follow Europe in Imposing Stricter Data-Privacy Regulations?”: https://search-proquest-com.nuncio.cofc.edu/docview/2056412440/8ACF288968C54BF2PQ/1?accountid=9959