Strategic Marketing – Marketing 425  
Sections 01 and 02

TR 20628  9:25 am - 10:40 am  
BEATTY CENTER 212

TR 21255  1:40 pm - 2:55 pm  
EDUCATION CENTER 115

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Email pittsr@cofc.edu  
Phone 953-7539

Office hours: 10:40 – 12:15 TT 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 B

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. 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.
5. 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
- Learning Exercises
  - Analysis of Case: in class discussion, presentation and written
- Marketing Simulation
  - Development of Marketing Plan
  - Decision making
  - Presentation of Results

**Class Materials**
**Required**

**Text**  **MKTG 425 – Strategic Marketing**  
ISBN-10: 9780078028946

Via Google search a “free” Online version is apparently available at  
[https://www.academia.edu/16221233/Marketing_Strategy_A_Decision-Focused_Approach_Eighth_Edition](https://www.academia.edu/16221233/Marketing_Strategy_A_Decision-Focused_Approach_Eighth_Edition)

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

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


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

**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 and using the tools from the text. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Each case is linked to the topic and a text chapter(s). 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 Question** – Students must answer a question as indicated on Oaks for each case to indicate that you have prepared the case for discussion in class. Question responses must be submitted to the drop box prior to each class. Question submission will be used as part of your participation grade.

**Written Analysis of Case** - As indicated on the class schedule

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?
   - You must include financial justification. Use Appendices for detail of your financial computations and assumptions

The written analysis of case is generally 3 to 4 pages single spaced plus any needed appendices.
3. **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.

You must justify each of your strategic initiatives with a forecast of future sales and expected ROI.
Grading

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<td>In class &amp; prep</td>
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<td>questions</td>
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<td>Written cases (2@15)</td>
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<td>Graded exercises</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.

Written Submissions

- There is zero tolerance for grammatical errors and spelling. I stop reading at 3 errors
- Where indicated you must present financial analysis that supports your responses.
- Submissions 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
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.

The quality of your contribution to the class uses 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.

**Emergency Preparation** - If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.