Instructor: Dan Turner
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Dempsey Hall 338-A 425.761.8663 (M)

Teaching Assistants: TJ Weiten (Foster Marketing PhD Candidate)
tjweiten@uw.edu

Email is typically the most reliable and fastest way to reach both me and TJ, but please feel free to use any of my numbers above if you are having difficulty making contact. Texting my mobile is fine if you would like to make contact quickly.

Office Hours: Generally before class 12:30-1:15pm (excluding core faculty meeting dates) and by appointment. Please email me with suggested meeting times. I enjoy a healthy exchange of ideas with students and welcome the chance to meet in person or via phone whenever our schedules align. “Regularly scheduled” office hours tend to be convenient only for me rather than for you, so please know that I am open to connecting at any time that fits both of our schedules. TJ has the same policy on meeting whenever convenient, and we are both happy to meet via Zoom/web meeting as needed.

WHY IS THIS COURSE IMPORTANT TO MY CAREER AND ORGANIZATION? WHAT WILL I GET OUT OF THIS COURSE?
Marketing is the organizational function responsible for engineering exchanges with customers. Marketing drives the organization’s revenue line, and the exchanges with customers that it facilitates are the ultimate source of value for most all organizational resources. Your boss, treasurer, or CFO doesn’t pay your salary. Your customers do, and the course will provide you with a set of evidence-based theories, tools, and frameworks to create, communicate, and deliver unique or superior customer value so that you can capture a portion of this value back through the exchange process. At the conclusion of the course you will be a better marketing decision maker, i.e., one who can recommend specific marketing actions that have a higher probability of achieving organizational goals by using a decision process that consumes fewer organizational resources. Even if you are not anticipating a career in a role with decision rights over marketing strategies and tactics, you will be prepared to ask your colleagues insightful, compelling, and sometimes challenging questions about the marketing activities in which they have chosen to invest.

Please note that the focal construct of the course is “marketing management.” We will indeed talk about “doing marketing” during the course, i.e., designing products, choosing brand names and
associations, managing distribution channels, setting price levels, curating compelling social media, and deploying marketing communications and economic promotions. But the primary focus of the course is management of the marketing function of the organization.... analyzing a marketspace, choosing marketing objectives, designing marketing strategy, and executing that strategy in the form of marketing mix tactics. These are skills necessary for all career paths both inside and outside of the marketing realm, and you should definitely plan on taking additional marketing electives during your development experience at Foster if a marketing career is of potential interest.

**WILL THE COURSE PREPARE ME FOR A MARKETING JOB?**
Certainly. Each Foster core courses will give you the conceptual framework to make evidence-based decisions within the discipline it covers. But none will be sufficient in and of itself to “do” tactical jobs in the functional area. You should plan on learning about the specific professional role(s) to which you aspire through outside research, networking, and engagement with MBA Career Management staff.

**WHAT IS THE FORMAT FOR THE COURSE?**
The course will be a mixture of lecture, participant-driven discussion, and active learning experiences chosen by your instructor. As part of our shared learning experience, we will consider a number of Harvard-style cases, and we are likely to talk about contemporary topics in our “Marketing Moment” team presentations. You are expected to engage in discussion, be respectful of each other’s ideas, perspectives, and insights, and challenge one another’s ideas if you disagree; we will learn from one another through our diverse perspectives. Lectures aim both to emphasize key concepts in the readings and to provide tools and techniques useful for applying these concepts. Please note that lectures will not often directly address the assigned readings, and thus you are expected to be familiar with the readings before coming to class. I am likely to ask someone to summarize one or more of the readings at each of our class sessions.

**WHAT RESOURCES WILL WE USE TO LEARN TOGETHER?**
There is no required textbook for the course, but there are a set of required readings and cases (available from Harvard Business Publishing), a digital marketing simulation, MIMIC Intro, for which you must register and pay (details provided later in the course), and optional readings/videos/podcasts linked from the Canvas site.

I have chosen Harvard “Core Curriculum” readings in marketing because they are more concise and focused than any textbook; these readings are included in the Course Pack. I have also included within the Course Pack a few additional managerially-oriented readings that address very specific, often technical learning objectives of the course; these will typically be useful for specific assignments in the course.

I chose the cases we will discuss based primarily upon their alignment with the learning objectives of the course as well as consistency with Foster values. I have made an effort to including cases set in interesting organizations and decision contexts, cases that span the space of marketing decisions (B2B and B2C, domestic and global, etc.), and cases that are contemporary, but those are all secondary considerations with respect to my motivation in facilitating your learning and supporting our shared Foster culture. Though it is unlikely that you will arrive at each of our case discussion class meetings with a rock-solid recommendation for management, I expect that each of you will have made a good faith effort to both complete any required homework pertaining to the case and to prepare the case from the perspective of consultants tasked with maximizing the long run welfare of organizational stakeholders. That is, you will have read the case (perhaps multiple times), you will have identified the key problem or challenge faced by the organization’s management team, you will have chosen an objective that you
advocate management pursue, and you will have a tentative recommendation regarding the best option for achieving that objective given your understanding of the marketspace. Note that this requirement is in addition to answering any specific questions that may be assigned for the case. Consequently, I strongly encourage that you make joint preparation within your MBA Core Team a part, but only a part, of your total preparation for case classes with team deliverables.

I will post handouts based upon select slides shown in class on the Canvas site immediately prior to class meetings.

Of course, the most important resources you have to facilitate your learning are your own critical thinking skills and ability to reflect, the critical thinking and reflection of your peers (particularly your Core Teammates), and also TJ and me. I encourage you to advocate for your own learning by meeting with TJ and/or me if you are not comfortable with your mastery of the course’s learning objectives at any point in the course.

**WHAT ARE MY RESPONSIBILITIES WITH RESPECT TO LEARNING IN THIS COURSE?**

As a student, you have the following responsibilities.

1. Come prepared to every class by completing the Course Pack readings, reflecting upon them, and doing assignments before each class session. You will likely not be able to learn much if you do not do the work, and you will definitely not be able to contribute appropriately to the learning of your colleagues.

2. Participate fully during the class sessions. This does not mean speaking at every opportunity or even at every class meeting, but it does mean that you must be actively engaged mentally in the content and with your classmates. Participating fully means speaking your mind, listening critically to others, and following-up for yourself by summarizing your own learning at the end of class meetings.

3. Treat your classmates and the learning experience in the course with respect. It is never wrong to give voice to your values, and we will all attempt to live commonly held Foster values around the power of diverse, inclusive teams even as we debate potentially controversial topics.

4. Make comments during class that advance the learning experience and fit with the flow of the course, asking polite questions when you do not understand.

5. Complete all work on time and with proper reflection.

6. Review feedback on submitted material, asking yourself what you might do differently next time.

**WHAT ARE THE INSTRUCTOR’S RESPONSIBILITIES WITH RESPECT TO MY LEARNING?**

As your instructor, I have the following responsibilities:

1. Come prepared to every meeting with a well thought-out class session and engaging, meaningful application of content.

2. Consider that it is not always your fault if you do not understand the material or its application.

3. Recognize that sometimes either the TJ or I may grade a question incorrectly or make an error in content delivery and thus not get defensive when you politely question our grading or either of us.
4. Strive for a mutually respectful classroom environment as instantiated by students, i.e., an environment that makes it easier for students to reinforce the common values of the Foster community.

HOW ARE THE TOPICS COVERED IN THE COURSE ORGANIZED?

The course is organized in four modules.

1. The first module offers an **introduction** to the course, providing an overview of why the topic is important, what we are trying to accomplish, and how we will make decisions using the “big picture” of an effective, efficient marketing decision making model. Key learnings include a disciplined approach to marketing decision making that generates focus and alignment around **creating, communicating, and delivering unique or superior customer value** so that the organization can capture a portion of it back in the form of a **price or volume premium**.

2. The second module provides critical tools in **Marketing Analysis**, principally the **5Cs** framework for assessing the critical market forces of customers, competitors, collaborators, company, and context that determine market outcomes. Key learnings include tools for identifying what is important to various customers segments as well as their willingness to pay for specific benefits, frameworks for communicating value to customers, and approaches to analyze key organizational actors with respect to what benefits they can provide to various customers in the market.

3. The third module focuses upon crafting **Marketing Objectives** and articulation of **Marketing Strategy**. Marketing objectives describe the small set of desired outcomes that we aim to achieve with respect to customers. As part of our exploration of marketing objectives, we will consider the concept of **customer lifetime value**, an estimate of the expected financial worth of one customer’s future exchanges with the organization measured at a particular point in time. Key learnings include the required characteristics for **SMART marketing objectives** and the ability to use marketing objectives to guide decision making. Within the realm of **Marketing Strategy**, we will consider the criteria for selecting specific customer target segments as well as the **positioning template**, the mechanism for crafting an elevator pitch to the customer outlining why he, she, or it should enter into an exchange relationship with us rather than any other marketplace provider.

4. The fourth and final module concludes our course where many other courses begin, with an exploration of the key **Marketing Mix** implementation decisions of **product, place, price, and promotion**. Collectively, these decisions represent the factors that target customers see in the marketplace, and they breathe life into the marketing strategy developed previously.

WHAT IS THE PURPOSE OF THE PROJECTS, CASE ASSIGNMENTS, AND EXAMS?

Written deliverables in the course are designed to allow you to challenge your own (and sometimes your team’s) understanding of course content in an applied setting, i.e., to see if you have mastered the learning objectives of the course. (Please see Appendix A for a comprehensive set of learning objectives for the course; note that subsets of these same learning objectives will appear as part of the PowerPoint decks for each class meeting.) In-class team presentations are about sharing that learning with classmates.

We make extensive use of cases in the course, and using historical cases allows us to see both what the firm’s leadership did and what happened as a result of that action. This is in addition to capturing any
key points pertaining to the specific learning objectives of the course. In-class exercises will often be based on contemporary events and will round out your understanding. Each exam represents the best feasible method to assess your mastery of several key concepts in the course and apply them to a decision environment. Finally, the Marketing Moment presentations provide a mechanism to address contemporary opportunities, challenges, and issues in marketing that are intriguing to your team. They are your best chance to personalize the learning experience of you and your peers in a way that the members of your team find interesting, and I encourage you to take advantage of the opportunity.

**HOW DO I SUBMIT ASSIGNMENTS?**
For all assignments other than the (in-class) Mid-Term Exam, please submit your deliverables to the assignment prompts in Canvas. Team deliverables require submission from only one team member. Please be sure to format your submission so that it can be read and printed easily, i.e., with your name/the team’s name clearly indicated, without having to alter formatting or margins before printing, etc.

**HOW WILL MY WORK IN THE COURSE BE GRADED?**
The teaching team’s goal in evaluating your work is not merely to judge but also to provide feedback that is comprehensible and actionable. At times this will take the form of personalized comments on your submissions; on other occasions this feedback may be in the form of suggested solutions for assigned exercises. It is also worth noting that while I have no stake in your individual grade in the course, I care a great deal about the knowledge and insights that you personally take away from the class as well as the reliability & validity of the grading system. If, in the interest of learning, you would like additional feedback regarding your written submissions or your overall performance, please ask. TJ and I are happy to spend as much time as you feel is needed to improve this aspect of your learning in the course.

Your work within the class will be evaluated on several dimensions. Details about each submitted deliverable will be provided via Canvas prior to due dates. If submission requirements are unclear after viewing the assignment guide that is posted on Canvas with each deliverable, please contact either me or TJ for further guidance. Also, I encourage you to explore Appendix B of this syllabus (“Compelling Written Work Product”) for broad guidelines used in evaluating your written work in the course.

Your work in the experiential components of the course (in class discussions, during in-class exercises, and during other students’ presentations) will be reflected in the Class Contribution measure noted below. Please see me in advance if you have any concerns about your ability to contribute to team and class discussions in real time; I can work with you to improve your participation if we discuss it early enough in the quarter.

The weighting of the various grade components is as follows.

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<thead>
<tr>
<th>Assignments</th>
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<tr>
<td>Quantitative Analysis Exercise (Individual submission)</td>
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<td>Invisalign Case Exercise (Individual submission)</td>
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<td>Biopure Corporation Case Exercise (Team submission)</td>
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<td>Business Model Innovation at Wildfang Case Exercise (Individual submission)</td>
<td>5%</td>
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<td>The Park Hotels Case Exercise (Team submission)</td>
<td>5%</td>
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<tr>
<td>Mid-Term Exam (based upon Aqualisa Quartz case – Individual submission)</td>
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<tr>
<td>EILEEN FISHER Case Exercise (Team submission)</td>
<td>5%</td>
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<td>RocketFuel Case Exercise (Individual submission)</td>
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### How does the Honor Code apply to my work in this course?

In order to maximize the student learning experience, the work you submit should be your own. Other than working with fellow team members in accord within the boundaries outlined below, please do not seek or consider outside sources of information in preparing deliverables for the course. This includes students currently or formerly enrolled in the course as well as others outside Foster.

The Invislaign, Biopure Corporation, Park Hotels, EILEEN FISHER, Kiehl’s, and Singapore Metals case exercises—as well as the Marketing Moment Presentation—should be viewed as team efforts.

The Quantitative Analysis Exercise, exams (Mid-Term and Final), and Wildfang, RocketFuel, and MIMIC Intro activities are individual endeavors, as is your personal contribution to the learning of the cohort. I encourage you to consider coaching one another as needed on approaches to the questions posed for these deliverables, but please do not share tentative or complete solutions with one another should you choose to discuss the questions. While you are welcome to prepare the exam cases (Aqualisa Quartz and Montreaux Chocolate) with other members of your MBA cohort prior to considering exam questions, you are prohibited from seeking guidance online, from previous students, or from any source other than your own notes and the course materials on Canvas. The Mid-Term Exam will be held in class, though you may have access to your course materials if you choose. For the Final Exam, when you choose to begin working upon the exam questions posed, access to classmates is severely restricted. Please see the cover page of the Final Exam for specific limitations and other instructions.

In accord with Foster Master’s Programs policy, I will use Canvas’s VeriCite feature (an originality analysis tool) to maintain academic integrity.

### What should I do if I have to miss a class meeting?

The evidence in the scholarship of teaching and learning suggests that missing a class meeting is not a great idea. But I recognize that illness, job interviews, personal emergencies, and the like may interfere with your ability to attend class meetings as planned. If you have to miss a class meeting, please let both TJ and me know in advance via email. You will still be responsible for the learning experience delivered in the missed class meeting, but I may be able to provide you with helpful information about what we covered. Although I strongly prefer that you attend class with your assigned section, I would prefer that you attend out of section rather than not attend at all.

In addition, if you have to miss a class, please check Canvas for the PowerPoint-based electronic handouts that I will make available immediately prior to class meetings. Given the nature of the learning experience in the course, these handouts are much more guideposts for your learning than surrogates for class attendance. You can mitigate the impact of a missed class meeting by downloading a copy of the handouts, discussing them within your MBA Team, and following up with either me or TJ at your earliest convenience regarding any lingering questions or concerns you might have regarding session content.
WHAT IS THE POLICY ON USE OF TECHNOLOGY DURING CLASS?
You are free to use technologies that are directly related to class (e.g., OneNote for note taking, Excel for analysis, a mobile phone for poll responses, etc.), but please otherwise refrain from use of computer, mobile, and similar technologies during class other than use that would facilitate the student learning experience. Use of technology other than for engaging in the activities associated with the class is distracting for you, your fellow students, and sometimes even me. The evidence basis for the distracting effect of technology in educational settings is quite strong, and it would be a mistake to think that those findings do not apply to you and your peers. Please exercise judgment.

WHAT ARE THE CHARACTERISTICS OF HISTORICALLY STRONG CONTRIBUTORS TO CLASS DISCUSSION?
Strong contributors to the class balance quality and quantity, contributing to but not dominating discussion, and strive to get a few key points across. They also listen actively to their peers, and they provide critical yet positively-focused feedback. Specific characteristics of historically strong contributors to class discussion are listed below.

- They respect others’ rights to hold opinions and beliefs that differ from their own. They challenge ideas but not people, and they respond to what is said without attributing motivation to the speaker. They use “I” statements to share their views instead of “you” statements.
- They are well prepared, and their comments reflect it. They come to class with an informed opinion about the challenges & opportunities associated with marketing and have tentative ideas about the application of this content.
- They listen effectively. Their comments are linked to both the suggested readings and previous discussions in the class.
- They are succinct and have a sense of process in the class. That is, they understand where the class has been and where the discussion is going; their comments facilitate that process.
- They can tie their comments to concepts or analytic tools developed earlier in the course, in other courses, or in the reading materials.

IS THERE ANYTHING ELSE I SHOULD KNOW?
Lots, actually. Here are a few of the more important guidelines.

1. Please submit your deliverables on time. We discuss cases in class the same day that homework assignments are due. It is not fair to your peers if your submission benefits from having heard the case discussion, and it is impossible to “unhear” elements of the discussion. Nor is it fair to you to complete a make-up assignment that cannot be made precisely equivalent to the original.

2. While I recognize that specific team members may take the lead in any given team assignment, every team member should participate in completing team assignments. That is the only way to ensure that you have mastered course material.

3. If you believe that your submission should receive additional credit following the teaching team’s evaluation of your work product, please provide a written explanation in support of your position along with your original submission for TJ and me to review. This will allow us the
opportunity to give your request the serious time it deserves. You may submit your request in person or via email; please do so within 1 week of the return of your work product.

4. Most importantly, *help me help you*. My deepest motivation in the course is to create an environment that helps you learn, and my goal is to maximize the aggregate learning of the group while maintaining a reasonable level of student satisfaction. When there are trade-offs between the two goals, I have chosen the former as my primary focus. On the whole, I have created the learning experience after careful consideration of my knowledge of the field and the literature on learning, the opinions of experts, and feedback from prior to students. What I don’t know is you... your unique strengths, your unique challenges, and what makes your learning special and different. If there is something about the course that is not facilitating your learning, please let me know ASAP. Given the diverse student body, I cannot arrange everything about the course in a way that pleases everyone; but I promise to listen and—where I can—act to improve the learning experience for you.
### STRATEGIC MARKETING MANAGEMENT—BA 500
#### AUTUMN 2018 COURSE OUTLINE

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<td>Marketing Analysis: Using the 5Cs to Understand Value</td>
<td>Customer Analysis: Benefits, Segments, and Decision-Making Units</td>
<td>Note on Low-Tech Marketing Math Creating Customer Value</td>
<td>INDIVIDUAL ASSIGNMENT: Quantitative Analysis Exercise*</td>
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<td>Marketing Analysis: Using the 5Cs to Understand Value (cont.)</td>
<td>Marketing Analysis Toolkit: Market Size and Market Share Analysis</td>
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<td>Marketing Objectives &amp; Strategy</td>
<td>Biopure Corp.</td>
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<td>10/11</td>
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<td>Marketing Objectives: SMART Goals and Customer Lifetime Value</td>
<td>Customer Management</td>
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<td>10/22</td>
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<td>Segment and Targeting Brand Positioning</td>
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<td>The Park Hotels: Revitalizing an Iconic Indian Brand</td>
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<td>Marketing Mix Overview</td>
<td>Product Policy Brains and Brand Equity</td>
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<td>11/15</td>
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<td>Place Decisions and Promotion</td>
<td>Developing and Managing Channels of Distribution Marketing Communications</td>
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<td>11/16</td>
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<td>Digital Marketing Rocket Fuel: Measuring the Effectiveness of Online Advertising</td>
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*Team Assignment: Marketing Moment Presentations (select teams only)*

**EILEEN FISHER: Repositioning the Brand**

**INDIVIDUAL ASSIGNMENT: Rocket Fuel Case Exercise**

**TEAM ASSIGNMENT: EILEEN FISHER Case Exercise**

**TEAM ASSIGNMENT: Marketing Moment Presentations (select teams only)**
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<td>Kiehl's Since 1851: Pathway to Profitable Growth</td>
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<td>11/27</td>
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<td>The Marketing Mix (cont.)</td>
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<td>Price Decisions</td>
<td>Pricing Strategy</td>
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<td>11/29</td>
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<td>Promotion Decisions Revisited: Digital Marketing + Sticky Messaging</td>
<td>MIMIC Intro Simulation (In-Class Activity)</td>
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<td>12/03</td>
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<td>BA 500 Integrated Core Case: Preliminary Round Presentations</td>
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<td>(Attend class only during your assigned presentation time)</td>
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TEAM ASSIGNMENT: Kiehl’s Since 1851 Case Assignment
TEAM ASSIGNMENT: Marketing Moment Presentations (select teams only)*

INDIVIDUAL ASSIGNMENT: MIMIC Intro Simulation* (In-Class Activity; no pre-work)

TEAM ASSIGNMENT: BA 500 Integrated Core Case Team Presentation*
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<tr>
<td>12/04</td>
<td>AM</td>
<td>BA 500 Integrated Core Case: Final Round Presentations</td>
<td>TEAM ASSIGNMENT: BA 500 Integrated Core Case Finalist Questions* or Finalist Team Presentation (In-Class)</td>
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<td>12/04</td>
<td>PM</td>
<td>Integrated Marketing Decision-Making</td>
<td>Singapore Metals Limited (In-Class Case Discussion; read case in advance but no deliverable required)</td>
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<tr>
<td>12/07</td>
<td>F</td>
<td>Case-Based, Individual, Take Home Final Exam</td>
<td>Montreaux Chocolates USA: Are Americans Ready for Healthy Dark Chocolate?</td>
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*Please see the assignment guide (available on the Canvas site) for additional information about these deliverables.
Appendix A: Learning Objectives

Marketing Analysis

- Describe succinctly the marketing function of the organization
- Provide a concise explanation of why the marketing function is critical to organizational success
- Diagram the marketing decision model we will use consistently throughout the course
- Identify the types of customers that an organization engages in marketing a product, service, experience, or event
- Enumerate common bases for productively segmenting customers
- Explain marketing’s conceptualization of value and distinguish it from value as discussed in other senses (e.g., in finance, colloquially, etc.)
- Describe the weaknesses associated with traditional approaches to value identification and measurement
- Estimate value to the customer based upon conjoint analysis results
- Use journey maps to identify inconsistencies in organizational messaging and deliver emotionally resonant messaging and improve customer experience
- Apply the Heath S-U-C-C-E-S-s model to predict message effectiveness
- Use the differential advantage framework to succinctly describe the company’s unique value creation potential
- Use the 5Cs framework, logic about drivers of demand, and the chain ratio method to estimate market potential in a category as well as the demand for a particular offer

Marketing Objectives & Marketing Strategy

- Enumerate two distinct uses of management objectives
- Describe marketing goals in terms of dimensions and target values using the SMART criteria
- Describe appropriate dimensions for SMART marketing objectives
- Classify the organic growth strategies of organizations in the primary demand vs. secondary (selective) demand taxonomy
- Use CLV and the related concept of customer equity to assist with marketing mix and marketing resource allocation decisions
- Prioritize customer segments using targeting criteria
- Write compelling positioning statements that dramatize the nature of an offer’s unique value to a target segment using the target segment, frame of reference, compelling point of difference template
- Ensure coordination across positioning statements to meet organizational goals
- Describe a firm’s marketing strategy in a collection of coordinated positioning statements

Marketing Implementation

- List the five general (zero-based) approaches to establishing marketing budgets
- Use the search, experience, credence attribute taxonomy to manage marketing communications challenges
- Make packaging decisions that reinforce an offer’s positioning
- Describe the source of brand value in terms of brand awareness and brand image
- Evaluate a brand’s image on the basis of its strong, favorable, and unique associations
- Recommend actions that enhance brand value
- Classify promotion initiatives in the Information vs. Economic/Push vs. Pull 2x2 framework
- Describe the key decisions in channel stewardship

{Revision date: 11.20.18}
• Outline the two types of decisions associated with pricing a product, service, experience, or event (price model AKA price structure and price level)
• Describe the problems associated with (solely) cost-, competition- and customer-based pricing
• Use the pricing thermometer (value created, value communicated, and relevant costs) for value pricing
• Employ concepts of reference value and net differentiation value to estimate value created
• Provide examples of each of the five methods of value-based segmentation
• Explain the link between pricing and marketing strategy, objectives, and analysis
Appendix B: Compelling Written Work Product

One of the fundamental tasks of marketing is to present information to target customers that changes the way they think, feel, and behave. That is, ultimately marketing is a persuasive process aimed at changing cognitions, attitude, and action. While much of the in-class work is about developing a compelling, persuasive logic for marketing challenges & opportunities, your ability to convey that logic to others will be a key determinant of your professional success.

Consequently, the teaching team will consider both types of criteria in evaluating your submissions in the class. Your deliverables should be not only logically sound but also conveyed in a way that is ultimately persuasive. While there are many paths to effective persuasion, student deliverables that earn high scores tend to have the following properties in common.

- **They are logically structured**: Persuasive arguments typically use a consistent organizing principle to make their points. They are not simply randomly arranged collections of compelling thoughts. Instead, arguments are arranged like stories, e.g., by semantic meaning, chronology, spatially, etc. If you are having difficulty structuring a logical argument that is compelling, consider a ‘Minto-esque’ presentation of your material. While not the most flexible let alone most compelling approach for all decision makers, the “Minto Pyramid Principle” tends to generate a logical structure that is understandable and approachable by all managers.

- **They rely solely upon clear sentences**: A reader or viewer cannot evaluate the quality of your argument if he or she does not understand what it is.

- **They appropriately attribute source material**: Persuasive communicators rely on the intellectual property of others to bolster their arguments, and they cite these sources within their communications. Please choose one accepted citation style (Chicago Manual of Style, APA, MLA, etc.) and apply it consistently throughout your deliverable for any material offered in a case or case-based exam submission that is not offered within that case.

- **They employ visual elements when appropriate**: Figures, charts, and graphics can be compact ways of persuasively presenting information. Never use them in the course to simply improve your deliverable’s aesthetic, but do include them if they are the most effective, efficient way of making a point. For example, a line graph that shows a continuous upward trend is a poor use of management bandwidth; instead, providing a simple correlation between the X & Y quantities would be a better choice. Conversely, a chart that shows a highly non-linear relationship between two quantities of interest or that greatly dramatizes the way the relationship has changed over time would be a good candidate for inclusion as a supporting figure.

- **They are free of spelling, grammar, and basic syntax errors**: It is impossible to completely eliminate all errors, but you should minimize them as they detract from your overall argument. In particular, team-based submissions should be virtually error-free. Toward that end, here are a few pointers.
  - Use your word processing program’s features, but please do not forget to proof read. Additionally, should you choose to track the changes while developing your document, please remember to accept all these changes before submitting your deliverable.

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o Include the name of the submitting team and/or student(s) prominently on the first page.

o Number all pages sequentially.

o Label all supporting exhibits and arrange them in the order in which they are referenced in the text.

o Format any electronic documents for printing. This is especially critical with Excel based submissions posted to Canvas. Any workbook should be formatted to include distinct titles for each worksheet, defined print areas and page layouts for each worksheet, and consistent page numbering across worksheets (i.e., if the first printed page in the workbook is p. x, the second printed page should be p. x+1, the third x+2, etc.).