

Marketing
Course Number: 29:630:452
Course Title: Marketing Strategy

COURSE DESCRIPTION

This course is designed to provide an understanding of the nature and role of marketing strategy within organizations. This purpose of this course is to provide the students frameworks, techniques and strategies to evaluate marketing strategies within real life organizations. Lecture from class slides, cases, class discussion, assignments, group exercises and individual student presentation, marketing videos, and the Hubro Education strategy simulations/exercises will be the tools utilized to accomplish the learning objectives.

Students completing the course will have an understanding of the application of key marketing terms and concepts, tools and frameworks in complex business situations. The content will focus on the role of marketing activities in the business enterprise and their utilization to achieve a sustainable competitive advantage. Gaining the ability to apply the tools and concepts of marketing is the key objective.

COURSE MATERIALS

There is one required textbook for this course and purchase of the Hubro Education software simulation license:

1. Marketing Strategy (Paperback), by Robert Palmatier and Shrihari Sridhar, Palgrave (an imprint of Macmillan Education Publishing), 2017, ISBN: 978-113-7526- 243
2. Hubro Education marketing strategy simulation game. Assess cost information will be provided in class.

LEARNING GOALS AND OBJECTIVES

Learning Goals

1. Successful students will demonstrate their knowledge of consumers' decision processes and the factors that influence these processes.
2. Successful students will demonstrate their ability to evaluate and utilize appropriate marketing research methods.

3. Successful students will demonstrate their ability to identify market segments and evaluate alternative marketing strategies.
4. Successful students will demonstrate their ability to achieve marketing objectives through integrated marketing communications.
5. Successful students will demonstrate their knowledge of marketing mix and use them for effective marketing.

This course focuses on strategically analyzing and solving marketing problems from a decision makers' perspective. Specifically, the course has two key learning objectives:

1. Understanding and effectively using the fundamental frameworks, processes, and analysis tools of marketing strategy
2. Using the "first principles" of marketing strategy to solve business problems
3. By using the simulation, students will have a understanding of the principles of segmentation, positioning and targeting essential to developing marketing strategies.

Most of the frameworks, processes, and analyses developed by marketing researchers, consultants, and managers are focused on solving four fundamental marketing problems.

1. All customers differ
2. All customers change
3. All competitors react
4. All resources are limited

Using the relevant marketing frameworks, processes, and analyses to solve each of these four underlying marketing problems is termed the ***First Principles of Marketing Strategy*** and represents the focus of this course. Specifically, the first two lectures provide an overview of marketing strategy, introduce each of the First Principles of Marketing Strategy, and outline the basic research methods and analyses needed in marketing strategy. The next six lectures provide an in depth coverage of the First Principles of Marketing Strategy. Finally, the last sessions will focus on executing marketing strategies. Teams will compete with one another in a simulated business environment Hubro Marketing Strategy simulation game using the First Principles of Marketing and each team will solve a "real marketing problem" using the frameworks, tools, and processes outlined in class and readings.

PREREQUISITES

29:630:301 - (3 cr) Introduction to Marketing, 29:630:385 *or* - (3 cr) Marketing Research

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

- Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send an email with full details and supporting documentation [within 1 days of your first absence].
- Your attendance is required for all classes; additionally, your active participation will be essential to develop your understanding of the material. You are allowed one unexcused absence.
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- For weather emergencies, consult the campus home page. If the campus is open, class will be held.
- Expect me to arrive on time for each class session. I expect the same of you. [If you are going to be tardy, then send me an email in advance].
- Expect me to remain for the entirety of each class session. I expect the same of you. [If you are going to leave early, then alert me before the class].
- Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each 3-hour class session, you have prepared by studying for at least twice as many hours.
 - Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.
 - If you are on your cell phone and/or laptop during class, expect me to call on you and share with the class the information you are viewing.

CLASSROOM CONDUCT

Students should behave in class by respecting others and not talking while the lecture or other students are talking. If you are rude or disruptive, you may be asked to leave the class. Expect to randomly be called on, please raise your hand with questions, quietly go to the bathroom breaks (breaks will be given typically after one hour of class), if you must eat or drink in class, do it quietly without disrupting others, avoid side conversations, sleeping, and name cards will be issued and used in each class.

Your focused attention and active participation, especially while other students are presenting, is critical for your development and for the classroom-learning environment. Please refrain from disruptive discussions, cell phone usage, laptop usage, and other distracting behavior. Also, please respect your fellow classmates by listening to them and not interrupting their comments.

EXAM DATES AND POLICIES

There are two (2) exams in this course:

Mid-term exam - Chapters 1-4, (multiple choice, closed book)

Final exam – Chapters 5 -9 (specific date to be announced) – (multiple choice/essay)

Grade return policy:

Grades will be given in the class following the exam, typically one week later.

During exams, the following rules apply:

- If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.

- No cell phones or other electronics are allowed in the testing room. They cannot be visible at anytime during the exam.

- Alternate seating; do not sit in your usual seat.

- Use the bathroom prior to the exam start; bathroom breaks, if essential, will be escorted.

- Your exam will not be accepted unless you sign the Honor Pledge.

GRADING POLICY

Course grades are determined as follows:

1. **Class Participation (15%).** Your individual participation grades depend on the quantity and quality of your contributions, answering questions, engaging in in-class exercises, asking insightful questions, offering applicable work experience examples, and evidencing general engagement in the class.
2. **Hubro Education Simulation (30%).** Each team (groups of three students) will run a business, in competition with the other teams in a dynamic environment. The simulation software is very sophisticated, so you will need to buy research reports, evaluate past performance, respond to competitive actions, and make numerous marketing decisions. Each team will need to finish decisions by the weekly assigned deadline.
3. Develop a marketing strategy for a non-profit organization (**20%**). This project will focus on the proper strategy for RBS to launch a digital marketing program and a strategy for another behavior change-related issue.
4. **Mid-term Exam (15%).** We will have two exams that cover the course work discussed during lectures. The first exam will cover chapters 1-4.
5. **Final Exam (20%):** The final exam will cover chapters 5-9. In essence, this session will be a closed book review of the material covered in this class. It will be both multiple choice and essay. A curve may be applied to the final exam grade depending on the outcome.

Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.]

Grades will be based on this scale:

A	91 or higher
B+	86 to 90
B	81 to 85
C+	76 to 80
C	71 to 75
D	65 to 70
F	Less than 65

COURSE SCHEDULE

Date	Topic	Items Due
Class 1	Course Overview Team assignments Fishbowl discussion Syllabus Reconnaissance Review Canvas Marketing Strategy Overview Integrating the Four First Principles of Marketing Strategy MP#1: All Customers Differ Managing Customer Heterogeneity MP#2: All Customers Change Managing Customer Dynamics MP#3: All Competitors React Managing Sustainable Competitive Advantage MP#4: All Resources Are Limited Managing Resource Trade-Offs The Markstrat Game BASE Institute	1. Read the syllabus 2. Buy the book 3. Exchange information with your teammates

<p>Class 2</p>	<p>Approaches for Managing Customer Heterogeneity Evolution of Approaches for Managing Customer Heterogeneity Segmenting, Targeting, and Positioning (STP) Approach Customer-Centric Approach Framework for Managing Customer Heterogeneity Inputs to Managing Customer Heterogeneity Framework Outputs of Managing Customer Heterogeneity Framework Process for Managing Customer Heterogeneity</p>	<p>1. Review Chapter 1 PowerPoint/video 2. Read Chapter 2</p>
<p>Class 3</p>	<p>Approaches for Managing Customer Dynamics Evolution of Approaches for Managing Customer Dynamics Lifecycle Approach Customer Dynamic Segmentation Approach Customer Lifetime Value Approach Choice Models Framework for Managing Customer Dynamics Inputs to Managing Customer Dynamics Framework Outputs of Managing Customer Dynamics Framework Process for Managing Customer Dynamics</p>	<p>1. Review Chapter 2 PowerPoint/video 2. Read Chapter 3 Introduction of Marketing simulation Kick-off session</p> <ul style="list-style-type: none"> • Introduction (video) • Registration: organize into groups of 3 (more is possible, but not recommended) • Q1 (training) • Q2 (training) • Pairing up with peer groups: all groups find another group that is not in the same market (i.e. not directly competing against each other). In the future sessions, these groups will provide each other with feedback on their analysis, notes and assignments throughout the simulation. <p>Q3 starts at the end of the session</p>
<p>Class 4</p>	<p>Approaches for Managing Sustainable Competitive Advantage Evolution of Sustainable Competitive Advantage in Marketing Customer Equity Perspective Customer Experiments Framework for Managing Competitive Advantage Inputs to the Sustainable Competitive Advantage Framework Outputs of the Sustainable Competitive Advantage Framework Process for Managing Sustainable Competitive Advantage</p>	<p>1. Review Chapter 3 PowerPoint/video 2. Read Chapter 4</p> <ul style="list-style-type: none"> • Q3: make all decisions for your company <p>Additional exercise: market report analysis. Become familiar with the market information available</p>

<p>Class 5</p> <p>Mid-term Exam</p>	<p>Exam</p> <p>Introduction of the Markstrat game</p>	<p>1st exam – Chapters 1-4 – (multiple choice, closed book)</p>
<p>Class 6</p>	<p>Brand Strategies</p> <ul style="list-style-type: none"> Brand Positioning Brand Architecture Brand Extensions <p>Managing Brand-Based SCA</p> <ul style="list-style-type: none"> Three Steps to Building Brand Equity Integrated Marketing Communications Research Approaches to Understanding and Measuring Brand Equity Surveys: Brand Audits 	<p>1. Read Chapter 5</p> <ul style="list-style-type: none"> • Q4: make all decisions for your company • Additional exercise: STP analysis and SWOT analysis. Based on the analysis, the groups should set goals and a plan for the next 4 quarters. <p>In class: Peer groups get together to present and compare their analysis and strategies for each other.</p>
<p>Class 7</p>	<p>Offering and Innovation Strategies</p> <ul style="list-style-type: none"> Developing Innovative Offerings Repositioning and Disruptive Innovations Conjoint Analysis Launching and Diffusing Innovation Strategies Psychological, People, and Products Factors Bass Diffusion Model Managing Offering-Based Sustainable Competitive Advantages Steps to Building Offering Equity Research Approaches to Designing and Launching New Offerings 	<p>1. Review Chapter 5 PowerPoint/video</p> <p>2. Read Chapter 6</p> <ul style="list-style-type: none"> • Q5: make all decisions for your company

Class 8	<p>Relationship Marketing Strategy Building and Maintaining Relationships Targeting and Adapting Relationship Marketing Strategies Relationship Dynamics and Lifecycle Stages Managing Relationship-Based Sustainable Competitive Advantage Building Relationship Equity Measuring Relationship Equity Multiple Regression</p>	<p>1. Review Chapter 6 PowerPoint/video 2. Read Chapter 7</p> <ul style="list-style-type: none"> • Q6: make all decisions for your company • Special event: environmental scandal – how should they respond to the event?
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NO CLASS

Class 9		<p>1. Review Chapter 7 PowerPoint/video 2. Read Chapter 8</p> <ul style="list-style-type: none"> • 3 Q6: make all decisions for your company • Special event: environmental scandal – how should they respond to the event? 	
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<p>Class 10</p>	<p>Exam #2 Review</p> <p>Analysis of the Markstrat game</p> <p>Approaches for Managing Resource Trade-Offs</p> <p>Evolution of Approaches for Managing Resource Trade-Offs</p> <p>Anchoring – Adjusting Heuristics Attribution</p> <p>Attribution Approach</p> <p>Response Models</p> <p>Marketing Metrics</p> <p>Framework for Managing Resource Trade-Offs</p> <p>Inputs to the Managing the Resource Trade-Offs Framework</p> <p>Outputs of the Managing the Resource Trade-Offs Framework</p> <p>Process for Managing Resource Trade-Offs</p>	<ul style="list-style-type: none"> • • Q7: make all decisions for your company • 2. Additional exercise: find similar incidents in the real world, and compare with the event in the simulation. How was the case solved by that company? Compare and analyse the problem and suggest an answer. <p>In class: Peer groups get together to present and compare their analysis and decisions.</p>	
<p>Class 11</p>		<ul style="list-style-type: none"> • Q8: make all decisions for your company • Additional exercise: re-open the STP-analysis and SWOT analysis. Compare the analysis to the current situation. Review whether the company has followed the plan made in Q4. • In class: Peer groups get together to present their results, and to compare it with their plan from Q4. • In class: review of final results in plenary. <p>Evaluation: brief questionnaire from Hubro Education</p>	

Class 12	Markstrat results Approaches for Managing Resource Trade-Offs Evolution of Approaches for Managing Resource Trade-Offs Anchoring – Adjusting Heuristics Attribution Attribution Approach Response Models Marketing Metrics Framework for Managing Resource Trade-Offs Inputs to the Managing the Resource Trade-Offs Framework Outputs of the Managing the Resource Trade-Offs Framework	I. Read Chapter 9	
Class 13	Presentations of digital marketing course strategy		

Class 14	Presentations of digital marketing course strategy	
Last Day of class	Final exam review	

FINAL EXAM Date to be announced	Final exam – Chapters 5-9 Multiple choice	Final exam
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SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]