

BRMB 5230-01: Marketing Strategy (2019 Winter Quarter)



ALBERS
SCHOOL OF BUSINESS
AND ECONOMICS

Class Schedule:	Wednesday 9 a.m. to 11:40 a.m.
Class Location:	Chardin 145
Instructor:	Dr. Ajay T. Abraham
E-Mail:	abrahama@seattleu.edu (best contact method)
Office:	Pigott 521
Phone:	206-296-5709
Office Hours:	Wednesday 11:45 a.m. to 12:45 p.m. or by appointment

Course Description

This course is intended to introduce the key principles of marketing management with a focus on the creation of value for customers and firms by exploring how concepts such as marketplace, marketing strategy, consumer and buyer psychology, marketing mix, digital marketing, and sustainable marketing, interact with each other. The course will emphasize an analytical approach to the study of marketing problems, thereby providing students with a toolkit to: 1) determine customer needs, 2) decide which customers to serve, 3) identify which products and services to offer, and 4) choose appropriate methods to communicate, capture, and deliver value. Students will undertake a community-engagement team consulting project as part of this course.

Regardless of your disciplinary inclination, the foundations from this course will serve you in good stead as you enter the workplace or as you take more advanced courses in marketing and in other disciplines. The first half of the course focuses more on concepts and frameworks, and the second half focuses more on the real-world (applied, but often ambiguous!). By design, this course is a survey of the key principles of marketing management, so we will explore only some of them in depth. However, my hope is that the course gives you enough of a flavor of these principles to apply them in the workplace or to whet your appetite for more specialized courses that cover them in greater depth.

The course will use a combination of lectures, article/case discussions, assignments, and a community-engagement team consulting project to introduce you to the key principles of marketing management and to help you apply them in more realistic settings. This is a course that will challenge you, just like the organizations that you will soon be working at. You will get as much out of the course as you put into it, so please be prepared to work hard as there is no sustainable shortcut for success, either in life or in this course!

NOTE: For Bridge MBA students only.

Learning Objectives

- Understanding, Applying, Critically Analyzing, and Integrating the “marketing concept” along with other business disciplines in the business, social, civic, etc. activities of a for-profit or non-profit business.
- Remembering, Understanding, Applying, Critically Analyzing, and Integrating the marketing strategy principles of segmentation, targeting, positioning, and differentiation (STPD) in the business, social, civic, etc. activities of a for-profit or non-profit business.

- Remembering, Understanding, Applying, Critically Analyzing, and Integrating the principles of the Marketing Mix or Four Ps (product, price, place of distribution, and promotion mix), customer value, marketing research, consumer and buyer behavior, marketing metrics, sustainable marketing, global marketing, and the marketing environment in the business, social, civic, etc. activities of a for-profit or non-profit business.
- Understanding, Applying, Critically Analyzing, and Integrating an appreciation for ethical decision-making and stakeholders beyond the immediate customers and stockholders in the business, social, civic, etc. activities of a for-profit or non-profit business.
- Remembering, Understanding, Applying, Critically Analyzing, and Integrating the key principles of marketing management to contribute toward a community partner's mission by working on a community-engagement consulting project.
- Understanding, Applying, and Integrating analytical, communication, professionalism, and teamwork skills in all course activities.

Course Materials

The following **required textbook** will be used: "*Marketing: An Introduction*" by Gary Armstrong and Philip Kotler (**12th edition**), published by Pearson. You may use any of the following versions:

- Regular version (*ISBN-13 978-0-13-345127-6*): New/used copies are available for purchase/rent at the SU Bookstore and/or Amazon.com.
- Student Value Edition/Loose leaf version (*ISBN-13 978-0-13-345128-3*): New/used copies are available for purchase at Amazon.com.
- eTextbook: If available.
- Other editions/versions such as the International/Global Edition, the 11th Edition, or the 13th Edition. However, if you use any of these editions/versions, it is your responsibility to be aware of the differences in content (especially cases, which vary by edition), page numbers, etc. as course information will be based only on the **12th Edition (US)**.

If you are getting the textbook shipped, please ensure that it reaches you in time and, if you are renting, please ensure that the return date allows you to use the book to prepare for the final exam.

The course also has **required and optional supplemental readings**, which will be posted on Canvas either as files or as links to Web-sites. Canvas will also host other course-related information such as the syllabus, announcements, assignments, etc. Please **monitor Canvas on a regular basis to remain up-to-date with the course**.

Some cases must be purchased from the Harvard Business Publishing Web-site (access details will be provided in class in due course). Apart from the Harvard Business Publishing cases, all other cases are available in Appendix 1 of the textbook. Although we might not formally discuss optional cases and articles in class, reading through and analyzing them will be helpful for a deeper understanding of the key principles of marketing management. Toward this end, please feel free to read through and analyze the optional cases and articles as well, and to introduce insights from these cases and articles in the course of our class discussions.

IMPORTANT: Class lectures, slides, and other materials are **copyrighted**, and they may not be reproduced for anything other than personal use without my **prior written consent**.

Grading

Community-Engagement Team Consulting Project	
Situation and SWOT Analysis	5%
Segmentation, Targeting, Positioning, Differentiation (STPD)	7.5%
Marketing Plan Presentation	5%
Marketing Plan Report	10%
Individual Assignments	
Early Reflection on Marketing	2.5%
Xerox Case Write-Up	5%
Quantitative Exercises	10%
Advanced Reflection on Marketing	5%
Individual Examinations	
Mid-Term	17.5%
End-Term	22.5%
Attendance, Class Participation, and Professionalism	10%
TOTAL	<u>100%</u>

We will use the following grading scale for all components and for the final grade, but I reserve the right to “curve” as needed in order to benefit students: 94-100% = A (superior), 90-93% = A-, 87-89% = B+, 84-86% = B (good), 80-83% = B-, 77-79% = C+, 74-76% = C (adequate), 70-73% = C-, 67-69% = D+, 64-66% = D (poor), 60-63% = D-, <60% = F (failing).

Doing well on written submissions requires answering all questions, being specific in your responses, providing in-depth analyses and reasoning, evaluating alternatives (where applicable), avoiding logical/factual inconsistencies, being grammatically accurate, and adhering to the submission guidelines. At the same time, **full marks are reserved for truly exceptional work.**

In the interest of fairness to students who might be doing assignments/examinations at an alternative schedule, please **do not discuss assignments/examinations with anyone without my consent.**

Team Consulting Project

Everyone will participate in a community-engagement team consulting project that involves applying course concepts in the context of a local, community partner. This is an important endeavor because it is integral to the Seattle University mission of “educating the whole person,” “professional formation,” and “empowering leaders for a just and humane world.” Each team will address a (marketing) challenge facing the partner by designing an **original marketing plan (not taken from any other source)** over the course of the quarter. More details about the specific marketing challenges will be provided in class.

You will be assigned into teams, and your team will have the opportunity to analyze the community partner’s current situation, to decide the segmentation, targeting, positioning, and differentiation (STPD), and to develop and present in a marketing plan the specific marketing-mix elements and break-even analyses that you think will address the specified challenge. You will provide the following deliverables as a team: the written Situation Analysis and SWOT Analysis, the written STPD, and the final Marketing Plan in-class presentation and report.

As this is a team project, it is important that you are able to contribute effectively in a team environment. Toward this end, you will be asked to submit peer evaluations, and your **final score on each of the team project components may be adjusted to reflect others' evaluations of your contributions**. Please also remember that **a team submission is not simply a document with different parts written by four individuals** that are then appended to each other. A high-quality submission reflects consistency and uniformity of formatting, notation, terminology, usage, and writing style throughout the submission, so please ensure that you adequately integrate any parts that you may be working on separately. When you allocate project responsibilities, it might be helpful to include integration as a specific responsibility.

Please plan on meeting as a team outside of class hours, and feel free to use technology to conduct virtual team meetings, but also try to have in-person meetings. Just before or after class might be a good time to discuss the team project in person. A good use of team meetings is to prepare individually beforehand and to then discuss your inputs in the meeting rather than to use the meeting time to think about something for the first time. Finally, feel free to use your project team as a study group if that might be helpful for course aspects unrelated to the team project, but please **do not collaborate with other teams or individuals on the project**.

Individual Assignments

Two assignments will be reflections on the role of the “marketing concept” in meeting the needs of customers and other stakeholders in the business, social, civic, etc. activities of a for-profit or non-profit business. The first assignment will be an early reflection in the first half of the course, before you have been exposed to the intricacies of many of the principles of marketing management, and the second assignment will be an advanced reflection in the second half of the course, after you have been exposed to the intricacies of many of the principles of marketing management. Another assignment will be a case write-up that is designed to evaluate your ability to comprehensively analyze a given situation, to determine the key challenge(s) at hand, to formulate/evaluate multiple courses of action, and to choose between these options with an explanation of your decision-making process. The fourth assignment will be a set of quantitative exercises that is designed to evaluate your understanding of break-even analyses, demand estimation, market potential, etc.

Please note that these are individual assignments; therefore, you are expected to **work on them entirely by yourself**. You are welcome to discuss with others class material and generic concepts that apply to the assignments, but please **do not discuss specific numbers or situations in the exercises/cases**. Please also note that you are expected to work on the assignments **without referring to any solutions that might exist on the Internet or from other sources**.

Individual Examinations

Two in-class examinations will be given during the quarter. All material covered in the course (e.g., textbook reading, supplemental articles/cases, in-class content, etc.) is fair game for the examinations. Each examination may include objective-type and short-answer questions and/or a short article or case based on which you have to read and answer some questions. **Doing well requires regularly preparing the readings and cases for each class, paying attention in class, participating in our class discussions, and working seriously on the assignments and the community-engagement team consulting project**. The examinations together will be worth 40% of your course grade. They are to be done independently, and no make-up examinations will be given for unexcused absences. If you must miss a scheduled examination (for genuine reasons, e.g., academic scheduling conflict, serious illness, a death in the family, a court appearance), it is

your responsibility to contact me prior to the time of the examination and to provide a valid written excuse for your absence (e.g., a doctor's note).

Attendance, Class Participation, and Professionalism

Our class meetings are designed to make you to think critically about course concepts. We can do this only if you prepare for and attend class regularly and if you are an active participant in our class activities, which facilitates deeper learning. Active participation requires paying attention to what your classmates and I say, and then regularly and respectfully engaging in our class activities and discussions **without causing disruptions**. Some class activities require group work, so attendance, while not mandatory, is important. Therefore, please **let me know before a class** if you cannot attend. In the case of **two or more absences due to illness**, I reserve the right to request documentation signed by a health care professional. At the same time, you are responsible for class content and announcements – e.g., changes to assignments or readings – even if you are absent.

Your goal is to make comments that advance the class discussion. High-quality contributions will increase your participation score, but low-quality quantity will not. One way to participate is to offer your opinion; however, asking questions about the topic under discussion is also important (e.g., “Okay, I understand the distinction between these two concepts, but how would we actually implement this if we were marketing practitioners?”). Participation in the more conceptually challenging discussions may be weighted heavier toward determining your overall score.

One of the best ways for you to feel comfortable participating in our class discussions is to read and think about the assigned material before class. **It is your responsibility to be fully prepared for each class**. Therefore, please do the **assigned readings before class** and be prepared to talk about them as you might be called upon. Throughout the quarter, I may assign discussion questions (e.g., for article/case preparation) or other assignments (e.g., bring an advertisement to class). For all case discussions, unless otherwise specified, please prepare to discuss the questions provided at the end of case. When I assign these questions or exercises, please bring notes with you to class that contain your responses to the questions or exercises. Your responses do not need to be typed or written out in full sentences (i.e., feel free to use bullet points). I do not plan to collect these notes for each class meeting but I reserve the right to do so.

Additionally, to avoid unintended distractions, to encourage class participation, and to enable all students to focus on the material being discussed, **please do not use laptops, tablets, or other electronic devices (e.g., cell-phones, iPods, etc.) in class** and please keep these devices **switched off or in silent mode**. Accordingly, audio and/or video recording of any classroom activities is strictly prohibited. Again with the aim of minimizing distractions, I expect students to **come to class on time** and to **wait till the class is finished before leaving**. Finally, I expect **timely response to communication** and **timely follow-up for action-items**. These are basic expectations of professionalism and respect for each other, so there is no extra credit for adhering to these policies. However, violations of these policies might affect your grade, and I might also call out students who are in violation, so **attending class requires following these policies**. Any exceptions require my **prior permission**.

Submission Guidelines

All individual and team project submissions must be **submitted on Canvas by 5 p.m. on the due date** (unless otherwise specified). If you are using the **Canvas mobile app**, please **cross-check that your submission has been uploaded** because students have reported issues with the app in the past. Please pay attention to spacing, spelling, punctuation, grammar, etc. so that your

submissions are professionally done. In order to keep things consistent across the entire class, please use **letter-sized documents (8.5" x 11")** with **one-inch margins** and **double-spaced Arial 11 pt. font**. Page limits (to practice precision without sacrificing content) will be communicated separately for each assignment. To encourage professionalism, submissions that do not adhere to the specified guidelines might be penalized. Additionally, late submissions might be considered as non-submissions and might not be graded.

In order to maximize your learning and the professionalism of your submissions, please use the university's various academic resources; for more details, see www.seattleu.edu/learningcommons.

It is also important that we adhere to standards of academic integrity when we use content from other sources. Toward this end, for all individual and team submissions, please make sure that you properly **cite your original sources and provide complete references** along with your submission. You are free to use whichever citation format you choose to, but please ensure that you are consistent across all citations and references. It is especially important to note that, according to some academic standards, it is considered inappropriate to use more than three consecutive words from a source without citing the source. It is also considered inappropriate not to use quotation marks in addition to a citation when you are using the same phrasing as a source. Please pay special attention to these oft-overlooked aspects because it is our collective responsibility to make ourselves aware of how things that we take for granted might constitute violations of academic integrity and to take appropriate preventive action. **Additional resources about plagiarism are available at <http://www.plagiarism.org>**. When in doubt, please err on the side of caution!

Academic Honesty and Integrity

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy. The policy can be found at <https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>.

If you're unsure whether a particular action is acceptable according to the Academic Integrity Policy, please **check with me before engaging in it**. Let us avoid any unnecessary unpleasantness.

Notice for Students Concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U

offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (e-mail: oiie@seattleu.edu; phone: 206.296.2824).

Teaching-Informed Research

I consider teaching a scholarly endeavor. What I learn from you in this class can help me improve future courses. I may even draw from your assignments to create scholarship that helps others wishing to improve their pedagogical practices. If I do so, your identity (name or other identifiable information) will remain anonymous. If you have concerns in this regard, please contact me.

Academic Resources

- Library and Learning Commons (<https://www.seattleu.edu/learningcommons>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab).
- Academic Integrity Tutorial (found on Canvas and SU Online).

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies>)

- Academic Integrity Policy.
- Academic Grading Grievance Policy.
- Professional Conduct Policy (only for those professional programs to which it applies).

Confidentiality, Reporting Obligations, and Counseling

There might be situations in which you wish to share information confidentially with me. Although it is my sincere desire to maintain confidentiality, please be aware that faculty and staff are legally obliged to report certain kinds of information. Therefore, please check with me before any potential disclosure, or else you may directly contact Counselling and Psychological Services (CAPS), the Student Health Center, or Campus Ministry for confidential support and medical services. Additionally, if you feel overwhelmed with academic or life issues, please contact CAPS for trained professionals who can help you in a personalized manner.

Feedback

I welcome your comments and appreciate your suggestions. If you would like to provide feedback to me on a specific lecture or on how you think the course is going in general, please feel free to see me during office hours or to send me an e-mail message.

Syllabus and Course Schedule

I have prepared a syllabus that is as accurate and comprehensive as possible. However, there might be situations (e.g., emergencies) that warrant changes. In such cases, this syllabus is subject to reasonable changes, and the changes will be announced in class or on Canvas, with a new syllabus posted on Canvas.

Please note that the following schedule **may change marginally in order to optimize the learning experience**, with the changes being announced in class or on Canvas. I may also occasionally supplement this schedule with additional readings and discussion questions, which will also be announced as relevant. It is your responsibility to keep up with announced changes.

Date	Topic	Readings/Notes	Submissions
W 1/9	Syllabus; Marketing and Customer Value; Marketing Strategy	<ul style="list-style-type: none"> Syllabus Textbook: Chapters 1, 2 Cases: In-N-Out Burger, Dyson 	
F 1/11	Submission		Student Information Form due by 5 p.m.
Tu 1/15	Submission		Xerox case write-up due by 5 p.m.
W 1/16	Hilltop House Visit; Marketing Environment	<ul style="list-style-type: none"> Visit to Hilltop House Textbook: Chapter 3 AdWeek article: Marketing in a Recession: 10 Things to Remember 	Meet at Hilltop House by 9 a.m. (1005 Terrace St, Seattle, WA 98104)
Tu 1/22	Submission		Team Project: Situation and SWOT Analysis due by 5 p.m.
W 1/23	Marketing Information Management; Consumer and Buyer Behavior	<ul style="list-style-type: none"> Textbook: Chapters 4, 5 Forbes articles: Small Business, Big Data: How To Boost Your Marketing With Analytics; Cracking the Code of Consumer Psychology (optional) Cases: Veterinary Pet Insurance, Oracle (optional) 	
F 1/25	Submission		Early Reflection on Marketing due by 5 p.m.
W 1/30	Segmentation, Targeting, Positioning, and Differentiation (STPD); Products, Services, and Brands	<ul style="list-style-type: none"> Textbook: Chapters 6, 7 Forbes article: When Don Draper Died, Customer Service Became The New Marketing Cases: Dove, Zipcar 	
W 2/6	Product Life-Cycle; Integrative Case; Exam Review	<ul style="list-style-type: none"> Textbook: Chapter 8 Forbes article: Sometimes, True Innovation Is A Lump Of Iron Cases: Eastman Kodak Company (Harvard Business Publishing), Google (optional) Revision of course material 	
F 2/8	Submission		Team Project: STPD due by 5 p.m.
W 2/13	Mid-Term Exam; Sustainable Marketing	<ul style="list-style-type: none"> During normal class time In normal classroom Textbook: Chapter 16 Guardian article: The Problem with Sustainability Marketing? Not Enough Me, Me, Me Case: Warby Parker (optional) 	

Date	Topic	Readings/Notes	Submissions
W 2/20	Pricing and Marketing Metrics; Marketing Communications	<ul style="list-style-type: none"> Textbook: Chapters 9, 12 and Appendix 3 Forbes article: The Boundary-Less Consumer: Integrated Marketing Game-Changers (optional) Cases: JCPenney (optional) and The Super Bowl (optional) 	
Tu 2/26	Submission		Quantitative Exercises due by 5 p.m.
W 2/27	Sales Management; Direct and Digital Marketing	<ul style="list-style-type: none"> Textbook: Chapters 13, 14 Scientific American article: The Science of Persuasion AdWeek article: 8 Intriguing and Surprising Digital Marketing Stats From the Past Week Cases: Dove: Evolution of a Brand (Harvard Business Publishing) Salesforce.com (optional), Pinterest (optional) 	
Tu 3/5	Submission		Team Project: Presentation due by 5 p.m.
W 3/6	Team Project Presentations; Channels	<ul style="list-style-type: none"> Team project presentations Textbook: Chapter 10 Business 2 Community article: Email Once Again Voted a Top Marketing Channel Case: Corning 	
F 3/8	Submission		Advanced Reflection on Marketing due by 5 p.m.
W 3/13	Retailing and Wholesaling; Global Marketing; Exam Review	<ul style="list-style-type: none"> Textbook: Chapters 11, 15 USA Today article: How Apple Stores Rewrote the Rules of Retailing Forbes article: Why Global Marketing Must Move Beyond Cultural Stereotypes & Go Deep Cases: Dollar General, IKEA Revision of course material 	
F 3/15	Submission		Team Project: Report and Peer Evaluations due by 5 p.m.
W 3/20	Final Exam	<ul style="list-style-type: none"> 9 a.m. to 11:40 a.m. In normal classroom 	

Summary of Submissions

Date	Submissions
F 1/11	Student Information Form due by 5 p.m.
Tu 1/15	Xerox case write-up due by 5 p.m.
Tu 1/22	Team Project: Situation and SWOT Analysis due by 5 p.m.
F 1/25	Early Reflection on Marketing due by 5 p.m.
F 2/8	Team Project: STPD due by 5 p.m.
Tu 2/26	Quantitative Exercises due by 5 p.m.
Tu 3/5	Team Project: Presentation due by 5 p.m.
F 3/8	Advanced Reflection on Marketing due by 5 p.m.
F 3/15	Team Project: Report and Peer Evaluations due by 5 p.m.