NEW YORK UNIVERSITY
Leonard N. Stern School of Business
COR1-2310-10: Marketing

Fall 2015
Wednesday 6:00-9:00 PM
KMC 3-55

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Office Hours: Wednesday 4:00-5:30, By Appointment

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Introduction

A marketing orientation drives strategic decision-making in most companies today. The business press is constantly discussing the efforts of companies to get close to their customers or to meet their needs better than the competition. Indeed, it is impossible to understand the current and potential financial success of companies today without a thorough understanding of their target markets, customer relationships, product development skills, and competitive advantages and disadvantages.

Marketing is all about creating and capturing value. By providing superior value to customers, companies enhance their own value. The marketing concept is so pervasive in companies that a marketing orientation extends well beyond the marketing department. Marketing has become everyone’s job.

This course will enable you to apply marketing tools and concepts, whether you work in the marketing department or not. Marketing covers several kinds of activities, each of which affects the others. Firms need to create a balanced, coordinated marketing mix, where all elements of its marketing programs work together. Marketing also requires combining qualitative and quantitative analysis. This course will give you experience in coordinating the marketing mix and combining quantitative and qualitative analysis.
**Course Objectives**

The overall objective of this course is to equip you with knowledge of marketing. We will take the perspective of a marketing manager who needs to develop, evaluate, and implement effective marketing strategies. The more specific objectives are:

1. To acquire an understanding of basic marketing concepts.
2. Understand the strategic role of marketing in companies.
3. To identify and address the key decisions facing marketing managers.
4. To practice the process of analyzing a marketing situation or opportunity, formulating marketing strategy, and developing and implementing a marketing plan.
5. Apply analytical tools appropriate for the core determinants of marketing strategy; the customer, the competition, and the company itself.

Achievement of the course objectives depends on you. This is your class. Participate actively. Ask questions, share your observations about the topic being discussed, and embellish the discussion with examples from your experience. In short, take charge. ATTENDANCE IS MANDATORY. If you must be absent for an unavoidable reason, please inform us in advance. Throughout the class, I will try to accommodate individual requests and suggestions while keeping in mind the needs of the class as a whole.

**Course Materials**


There is also a (REQUIRED) course pack containing the cases for the course available at the NYU bookstore.

In addition, you are REQUIRED to obtain the MARKSTRAT handbook and Participant Activation Key (PAK):

1. Add help@stratx.com to your safe list for your email
2. Go to http://estore.stratxsimulations.com/americas/
3. Enter the course id#
4. Select the Electronic handbook
5. Complete the billing form
6. Complete the payment form
7. Once the order is processed you will receive a Order Confirmation page, where you can print your invoice. Towards the middle of the page is your PAK
8. You will also receive an email that will contain the PAK and login instructions. If you have not received the PAK within 30 minutes of your order, you should check your SPAM/JUNK mail folder. If you still have not received the email please email; help@stratx.com

All students must be registered on the MARKSTRAT website in order to participate in the game and receive a grade for the course.

Once registered, you can access the simulation by clicking this link:
http://login.markstrat.com

**Please note to turn off your pop up blockers.

Instructions on how to disable pop ups is located here;
https://host.softworks.ca/Agate3/blocker/disable-blockers.htm

Finally, other course materials will be available using NYU Classes. Go to http://newclasses.nyu.edu and log in with your NYU ID and password. Click on “Marketing.” It is an important part of the course and you will want to refer to it frequently. The site will contain:

- Important announcements;
- The course syllabus;
- Copies of the PowerPoint slides we will use in class each day (please note that slides we use for case discussions will be posted only after the class to encourage you to think on your own);
- Other handouts (if any) for any class; and
- Information on assignments.

Course Format

The course uses a combination of lectures and cases. The cases and lectures will complement the text and will not attempt to cover all points raised in the reading. The last part of the course will be devoted to the simulation game MARKSTRAT.

Lectures

Lectures will be used to a) introduce new tools, frameworks and concepts that are important for conducting a thorough marketing analysis and b) synthesize concepts from cases discussed in class. I will try to incorporate articles and examples from sources such as The Wall Street Journal, The New York Times, and Business Week. These examples will be used as a basis for class discussion and illustrate some fundamental concepts. While you are not expected to know these articles prior to class, you are responsible for understanding the concept that was illustrated in class via those articles. In other words, the key concepts that were illustrated via those articles are fair game in any exam. So please make sure that you understand the key import of these examples (at least after class).
Cases
Cases are descriptions of real-world business situations that provide opportunities to define and develop marketing strategies. Case analyses will illustrate how marketing concepts apply to these complex situations. Analyzing cases promotes your decision-making capabilities by developing a process of thinking. In addition, case discussions provide opportunities to develop your communication skills.

The success of our case discussions is largely up to you. Good case discussions involve interactions among students. Case discussions are based solely on the material presented in each case. Please do not collect any post-case information. What the company did after the time of the case will not be relevant to our discussions. Our emphasis will be on the decision-making process at the time of the case rather than on the decision outcome. Since managers must constantly make decisions without all the information they desire, being able to make decisions under these circumstances is a critical skill.

In our discussions, the roles of instructor and participants are crucial, but very different. My role is to promote and facilitate the discussion. You (collectively) must raise the relevant arguments. I will attempt to ensure that all opinions and recommendations have a chance to be raised. Then, I will help the class synthesize the different perspectives and form a framework for decision-making. It is important to remember that the purpose of case analysis is not to determine right and wrong answers. The validity of any conclusion rests on its logic and incorporation of all relevant facts from the case.

Sometimes we will have to stop discussion and move on to the next topic before hearing from everyone. Each session has limited time and we want to use it wisely. Often we will try to give highest priority to those who have spoken less often.

MARKSTRAT
MARKSTRAT is a strategic simulation game that is designed to teach you strategic marketing concepts such as brand portfolio strategy, segmentation, and positioning strategies. Just as a flight simulator allows flight crews to practice in a risk-free setting, MARKSTRAT will allow you to practice strategic marketing skills in a concentrated amount of time before trying them out in a real-business environment.

In the experience-based learning approach available through MARKSTRAT, you will learn to go beyond strategy formulation and implement your strategic plans through decisions at the tactical level. In particular, the possibility of assessing the success or failure of a marketing strategy over time is an important benefit offered by MARKSTRAT.

Course participants will generally work in teams of 3. They will meet in direct competition against a number of competitors governed by a rational computer model. While working on MARKSTRAT, consider yourselves as a Strategic Group created to make strategic decisions on your brand portfolio. As the game is played over 8 periods (years), you need to have a long-term strategic perspective on the decisions. Focusing too much on short-term gains may cost you in the long-term.
The game will help you formulate, implement, and adapt your strategies in a dynamic, competitive environment. Each team is assigned to a firm that starts off in a certain position in the industry. Your task is to make key decisions regarding

- **Research & Development** – Meet with the R&D department to specify new research projects. Specifications cover the physical characteristics and the target unit cost for future projects.
- **Brand Portfolio** – When completed, R&D projects can be used to launch new brands, to target new segments in existing markets or to enter new markets.
- **Production, price and advertising** – A number of tactical decisions must be made for each marketed brand. Teams must plan production batches carefully in order to avoid stock-outs while minimizing inventories. Prices must be set according to the expectations of the target segments. Finally, communication budgets must be allocated to each marketed brands according to their position in the product life cycle, to their sales potential, etc.
- **Sales force and distribution** – Sales force decisions include the size of the sales force, and its allocation on distribution channel. Guidelines can be set regarding the effort to dedicate to individual brands.
- **Market research studies** – More than twenty market studies can be ordered per period. Teams must select the most appropriate studies to purchase in order to avoid information overload.

Teams are not allowed to discuss their strategies with other teams. The appropriate time for discussing your strategies is during the final class after all the simulations are over.

**PLEASE LOOK AT THE SYLLABUS APPENDIX FOR PREPARATION DEADLINES AND OTHER IMPORTANT INSTRUCTIONS THAT WILL ENSURE YOU ARE READY FOR THE GAME WHEN IT BEGINS.**

**Grading**

- **Major Written Case Assignment**
  - (Sealed Air Corporation) 15%
- **One Page Case Writeups (4 of 5)** 10%
- **Take Home Final Exam**
  - (Calyx & Carolla) 30%
- **Class participation** 15%
- **MARKSTRAT** 25%
  - Pre-game quiz 5%
  - Assignment 1 5%
  - Assignment 2 10%
  - Performance 10%
If there is a problem with the grade a student receives on any assignment, please formally write the instructor a note that describes the “mistake” made in the grading and submit that note with the original graded document. Please note that any request for a reassessment in the grading of any portion of an assignment can result in the re-grading of the entire assignment.

Requirements

Major Written Case Assignment (Sealed Air Corporation)
You are responsible for completing and submitting a major assignment on the Optical Distortion case. It is due at the start of class on October 21. The specific assignment questions will be posted on NYU Classes approximately two weeks prior to the case due date. The assignment questions will reflect an in-depth analysis of the case. The case is intended to give you experience at analyzing a marketing situation from a historical perspective. Late assignments will not be accepted. This case will be worth 15% of your final grade and is to be done individually or in groups of up to size 3. Even if you wish to submit an individual write-up, you may discuss general concepts in these assignments with your classmates, if you wish, but the specific analyses, recommendations, rationale, and writing should be your own (or group’s) work. In addition, please be aware that you and your group may be (randomly) called upon in class to present some aspects of your assignment to aid class discussion. Again, please remember that your case analyses should be based on information provided in the case itself and not on external sources (web, magazines, etc.).

One Page Case Writeups
At the start of a class scheduled for a case discussion, you are required to hand in a brief (less than one page, double-spaced) recommendation for any four of the five cases that are marked with a “*” in the course outline on pages 13-14 of this syllabus – Red Lobster, Crescent Pure, Introducing New Coke, BBVA Compass: Marketing Resource Allocation, Comcast Corporation). These one-pagers help you earn class participation points since by preparing them, you prepare yourself to contribute more to the class case discussion. **Guidelines for the One-Pager:** In the one-pager, you have to:

(i) describe what you think are the two or three major decision problems in the case, and

(ii) make a recommendation for each problem.

It is helpful to us if you use a format similar to this:

Issue 1: State Issue
Description and Recommendation:

Issue 2: State Issue
Description and Recommendation:

Try to spend about 1/3 of the page identifying the problems and 2/3 recommending solutions or improvements.

Be sure to analyze at least 2 major issues for each case.
- You are required to hand in four One-pagers over the course of the semester.
Each must be submitted at the beginning of the class for which the case is assigned.

Please note that you may not exceed one page, using **12-point font, 1” margins, double-spaced**.

Please hand in hard copies of your one-pagers at the beginning of class. Soft (electronic) versions will not be accepted!

Do not summarize or describe the case (You will not need to. I will have read it.), but focus on your recommendations and their supporting logic and analyses.

These One-Pagers will not be returned to you, so make sure you keep a copy of each One-Pager for your records.

You must be in class to receive credit for this. E-mailing and/or sending it in with a classmate is not satisfactory.

These One-pagers earn 10% of your grade.

**Grading of the One-Pager:**
The objective of One-pagers is to get you thinking in more depth about the cases before class begins. Beginning with an opinion helps create a more interesting class case discussion, even if you change your opinion during class. You will receive credit simply for handing in each of these reports on time. These reports will not be further graded (though we will go through them to make sure that they are acceptable) or returned. If we deem that a One-Pager is not of acceptable quality, you will be informed and you will not get credit for that submission. You will also not be given an opportunity to hand in a make-up for a later case. So please take this seriously.

**The Take Home Final Examination**
You have the Calyx & Carolla case in your Coursepak. The exam will consist of questions related to the case. It will be posted on NYU Classes at the end of the final class. You will be given 72 hours to complete the exam. The exam will consist of questions related to the case. The exam is open-book/open-notes/open-calculator, but rumor has it these external props do not help (except for perhaps the calculator)! You either know your material because you have attended class, done your readings, and kept up with your assignments, or you do not.

**Class Participation**
Class participation is a very important part of marketing courses. The reason is that each student in the class comes to the class with different experiences as a business person and consumer. As such, each student has a lot to teach his/her classroom colleagues. The success of an individual’s classroom contributions can be measured by how much the remainder of the class has learned from that individual.

In my experience, quality is more important than quantity. In order to maximize your class participation, you do not have to speak very frequently. You do have to think before you speak, be prepared, and offer insightful comments that move the class discussion forward.
The ability to speak comfortably to a group is a vital business skill. If you are anxious about public speaking, the only way to get better is to practice. The best way to reduce your anxiety is to be thoroughly prepared.

In order to encourage universal participation and preparation, I WILL COLD CALL, especially during cases. Indeed, I will come into class for each case discussion with five to ten randomly generated names. At some point during the discussion (including the beginning), I will call on these people. Again, the objective is to come as close as possible to universal participation and participation.

Please come to class on time and make sure you give yourself enough time to settle down. Class will begin promptly at the time it is supposed to start. Remember, if you're not in class, you may miss your opportunity to participate if your name is called. Excessive absences may have negative repercussions on your class participation grade.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so. Constructive criticism is always welcome and is an important part of the Stern MBA experience. Do not be upset if something you say is challenged - we learn most when we have to defend our positions.

MARKSTRAT Reports and Performance
There are four graded components of the Markstrat simulation. These are described below:

Markstrat Quiz (5%)
The first graded assignment for Markstrat is an individual quiz based on the manual (5%) that will be conducted at the beginning of the introductory session (October 28). It is expected that all group members will be conversant with the software and rules of the game; i.e. that they can understand the research reports and navigate the decision screens. Past experience has shown that those students who did not read the manual carefully fall behind in their performance in the first few moves, with some never recovering.

Assignment 1 – SWOT (5%)
The second graded assignment for Markstrat is a strategy statement due the day the first move is to be completed (November 4).

Based on the initial position of your team:

A) Identify the greatest strength (asset you can leverage into positive results) that your team has. CHOOSE ONLY ONE STRENGTH!

B) Explain how this asset can be leveraged to address an opportunity facing your firm. This consists of two parts.
   i) What is the opportunity?
ii) How does the asset help take advantage.

C) Identify the greatest weakness (liability that can prevent you from reaching your goals) that your team has. CHOOSE ONLY ONE WEAKNESS.

D) Explain how you intend to minimize the threat posed by this liability. This consists of two parts.
   i) What is the threat?
   ii) How can you avoid it?

Before attempting the assignment, you should study the initial market data and market research studies. You will need to cite to these studies to justify your analysis. This assignment should not exceed three double spaced pages.

**Assignment 2 - Mid-Simulation Analysis (10%)**
This is due at the beginning of class time on the day of the fourth move (December 2). It involves a reassessment and reformulation of the previous work.

I) Reassessment
Now that you’ve played the game for a few of periods, you presumably understand how the Markstrat world works a bit better. It will be fruitful to reassess your SWOT analysis. For each element of the SWOT analysis, address whether you believe you correctly identified it. This encompasses two questions:
   A) Were there strengths or weaknesses that were more salient than the ones that you identified that you missed?
   B) Did you incorrectly diagnose either the strength or the weakness you identified at the outset?

In reassessing the decisions, you need to also address whether, in retrospect, the decisions you made early did in fact relate to the strength and weakness you identified.

In sum, the objective of this part of the assignment is to get you to reflect on a) whether your analysis and interpretation of the market data was correct at the outset and/or b) whether your decisions logically follow from that analysis and interpretation. These are separate issues and both are necessary for continued success.

II) Reformulation
Now redo assignment 1 for the position your team has in Period 4. Your experience should make the assessment more precise. To repeat, given your team’s position in Period 4:

A) Identify the greatest strength (asset you can leverage into positive results) that your team has.

B) Explain how this asset can be leveraged to address an opportunity facing your
firm. This consists of two parts.
   i) What is the opportunity?
   ii) How does the asset help take advantage.

C) Identify the greatest weakness (liability that can prevent you from reaching your goals) that your team has.

D) Explain how intend to minimize the threat posed by this liability. This consists of two parts.
   i) What is the threat?
   ii) How can you avoid it?

Both parts of the assignment together should be no longer than five double-spaced 12 point Times New Roman font pages with 1 inch margins. A second (clean) copy of Assignment #1 should be submitted along with Assignment #2.

*Markstrat Performance* (10%)
A team's performance will be assessed based on the Stock Price Index (SPI) at the end of the eighth period (all teams will start with an SPI of 1000).

**General Case Preparation Guidelines and Advice**

_The amount you learn from a case depends on how carefully you read and analyze it._
In many cases some of the material is, by design, not particularly relevant to the problem at hand. The cases also omit other data you would like to have, and would try to obtain using market research, if you were the decision-maker. This can be a pain, but it does reflect the real world. Some of our discussion may revolve around what "missing information" we would like to have.

Some students have found the following helpful as a guide to case preparation:
1. Skim through the case to understand the basic setting and framework. This will help you to assimilate the facts of the case when you read it.
2. Review all tables and figures.
3. Now read the case and begin to analyze it qualitatively and quantitatively. What are the key issues? What do you recommend? What alternatives did you consider? Why did you select your preferred course of action?
4. Now with a reasonably good understanding of the situation, you should reread the case to incorporate important details that will impact your analysis.
5. In preparing the cases, don't look for a single answer. Each case will raise a number of issues that need to be evaluated. A good recommendation is one that is based on solid analysis and considers _multiple_ courses of action.
Classroom Etiquette

Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person’s behavior to distract the entire class. Students have complained to the school about others who act in a distracting manner. Please adhere to the following rules:

1. You should attend all class sessions and arrive on time. Special consideration will only be given to those who know in advance that you will need to arrive late or leave early and inform BOTH the instructor and teaching fellow. If you need to arrive late or leave early, please do so quietly.

2. If you know that you will miss a class, please let the teaching fellow know in advance.

3. The only material you should have in front of you is reading concerned with the class. Reading of any other material, such as newspapers or magazines, or doing work from another class, is not acceptable.

4. Laptops act as a powerful distraction. Use of laptops for non-class purposes during class time has been a particular source of student complaints at Stern. Therefore the Stern School administration has established the default policy of not allowing laptops in class.

5. Turn off your cell phone, iPhone, Blackberry, and any other communications device.

Thank you for adhering to the above.

Academic Integrity

At NYU Stern, we seek to engage our students, faculty and alumni as lifelong partners in the process of learning, debate and discovery. Academic and personal integrity are central to this mission. All students are expected to adhere to the Stern Honor Code.

As members of our community we commit to:

1) Show respect for every member of the NYU community and refrain from all forms of intimidation, harassment, and acts of prejudice that infringe upon the rights of other members of the community.

2) Exercise integrity in all aspects of our academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.

3) Clearly acknowledge the work and efforts of others when submitting written work as our own. The incorporation of the work of others; including but not limited to their ideas, data, creative expression, and direct quotations (which should be designated with quotation marks), or paraphrasing thereof; must be fully and appropriately referenced using notations both in the text and the bibliography.
4) Demonstrate dignity and integrity in all aspects of our involvement with the School and University, including participation in sponsored organizations and activities, and situations in which we may be seen to represent the School or University. These activities and situations include, but are not limited to, student organizations (including clubs, governments, and honor societies), conferences and meetings, student-organized and school sponsored travel, interviews, and interactions with alumni.

5) Demonstrate sound judgment and integrity in the submission of documents, forms, and information to, or on behalf of, the School, University, or any member of those communities.

6) Work to preserve and be wise stewards of the University’s resources and facilities and respect the personal property of other members of the NYU community.

7) Conduct ourselves as law abiding members of both the NYU community and our broader society – including but not limited to a) refraining from behaviors that infringe upon the rights of others or disrupt the educational process, and b) acting in conformity with NYU and Stern policies and public law.

8) Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to have an adverse effect on the NYU Stern community.

**Recording of Class**

Your class will be recorded for educational and administrative purposes.

**Students with Disabilities**

If you have a qualified disability and will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Students with Disabilities (CSD, 998-4980, www.nyu.edu/csd) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

**Instructor Disability**

I have been diagnosed with two herniated disks in my spine. Unfortunately, they will impact how I have to conduct myself in class. I cannot stand in a single spot for a prolonged period of time. If you see me pace, sit down, or lean against some structure, please do not take it as a sign of disinterest, disrespect, or indifference. Instead, please take it for what it is, a simple effort to relieve some of the pressure off my spine. Thank you for understanding.
## A BIRDSEYE’S VIEW OF THE COURSE SCHEDULE

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<td>(Guest Speaker: Clay Cazier - Vice President,</td>
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<td>11</td>
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<td>MARKSTRAT PLAY DECISIONS 5 &amp; 6</td>
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<td>12</td>
<td>12/16</td>
<td>MARKSTRAT PLAY</td>
<td>No Formal Class in Lieu of Extra Markstrat Decision</td>
<td>MARKSTRAT DECISION 7 &amp; 8</td>
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TAKE HOME FINAL BASED ON THE CALYX & CAROLLA CASE: The case is in the Coursepak. Nothing prevents anyone from preparing the case all semester. Indeed, examining how each concept relates to the case may be a good way to prepare. The questions will be posted on NYU Classes at the end of the final class. They must be returned within 72 hours.
CASE PREPARATION QUESTIONS

Eataly: Reimaging the Grocery Store
1. Would you invest in Eataly?
2. What is Eataly’s value proposition, and how did it create this?
3. What are the economics of this business?
4. What improvements would you make if you were made the CEO of this company?
5. Can Eataly achieve its ambitious goals?
6. What does Eataly suggest about the future of retailing?

Red Lobster
1. How has Red Lobster’s positioning changed over time? Do the current ads reflect the repositioning that Lopdrup and his team envisioned when their efforts began in 2004?
2. What were the most effective elements in Lopdrup’s repositioning plan (initiated in 2004)?
3. Compute restaurant profitability under the following scenario: The mix of patrons shifts with the restaurant gaining 2000 new Experiential customers, but losing 1000 Indulgent customers and 1000 Frugal customers.
4. Should Lopdrup make Experientials the target segment and modify Red Lobster’s positioning accordingly? If so, how should he change its marketing mix (i.e. the 4 P’s)?

Crescent Pure
1. Given that Crescent is PDB’s first entry in the U.S. sports and/or energy beverage markets, what must PDB do in regard to Crescent’s pending launch?
2. What factors should influence the positioning of Crescent?
3. How is the market segmented? At what segment should Crescent be targeted?
4. What are the pros and cons of positioning Crescent as an energy drink, a sports drink, or a healthy organic beverage?

Introducing New Coke
1. What is Coca-Cola? What “business” is it in?
2. What was Coca-Cola’s brand building strategy? Where did Coke’s meanings come from? How did Coke’s meanings make a connection to America and to Christmas? Is this strategy replicable today?
3. What was Pepsi’s meaning management game? Was it a threat to Coke? How should Coke have responded to Pepsi’s meaning management advances?
4. What do you make of Keough’s marketing insights (p. 8-10) and Goizueta’s famous speech (p. 9)? What were their core assumptions, their mandates? Is this the stuff brand meaning makers are made of?
5. What threats to the cultivation of brand meaning does the case reveal?
6. Hindsight is 20/20, but that aside, what do you think was the primary cause of New Coke’s failure?
7. Coca-Cola invested $4 million researching the reformulation question, yet they still got it very wrong. Keough claims that “all the time and money and skill poured into consumer research on the new Coke could not measure or reveal the deep and abiding emotional attachment to original Coca-Cola felt by so many people, the passion for original Coke…, it is a wonderful American enigma, and you cannot measure it any more than you can measure love, pride, or patriotism.” Is Keough right? If so, how can you manage it if you can’t measure it?

Sealed Air Corp.
1. How serious a threat is the uncoated bubble to Sealed Air?
2. Should Sealed Air enter the uncoated bubble market?
3. Describe Sealed Air’s corporate culture. How does that impact the decision of whether or not to enter the uncoated bubble market?
4. If Sealed Air were to enter the uncoated bubble market, what marketing programs (price, brand, sales force, distribution, etc.) would be appropriate?

BBVA Compass: Marketing Resource Allocation
1. What is the role of offline and online advertising in acquiring checking account customers for the bank?
2. In 2010, the bank allocated 51.22 million or 21% of the total ad budget to online advertising for acquiring, checking account customers (see Tables B and C) while allocating the rest of the budget to offline marketing efforts for this account. However, only 5% of the new checking account customers came from the online channel, while offline branches accounted for 80% of the new checking accounts (page 3). Is the 2010 advertising budget allocation between offline and online media appropriate?
3. Why did BBVA sign multiyear sponsorship deals with NBA and ESPN? Do you agree with these moves?
4. What are the various steps in the online acquisition process and how can the bank improve this process?
5. What is the effective acquisition cost and lifetime value of customers acquired through the online channel?
6. What is the role of display and search advertising in acquiring new checking account customers? Is the 2010 advertising budget allocation between display and search appropriate?
7. Is the budget allocation among various search engines appropriate?
8. Why is the bank spending money across various display ad networks? Which ad networks are working better than others and would you change the budget allocation among them?

Comcast Corporation
1. Why did HBO and CBS introduce OTT services?
2. How should Comcast respond to HBO’s and CBS’s announcements?
3. Why are TV channels typically sold in packages by cable and satellite companies?
4. What is the consumer appeal of “cord cutting”?
5. Is pay-TV ripe for unbundling? What is the future of the television industry?
APPENDIX: MARKSTRAT DETAILS

Markstrat To-Do List
Please note that for each of the “things-to-do” listed below, there is a deadline. For information on the deadline for each of these activities, please take a look at the sub-section on “Markstrat Deadlines.”

1. **FORM GROUPS:** Form groups of not more than 3 people. You can get the list of names of students registered for this course on NYU Classes. I will provide further instructions regarding forming groups later on in class.

2. **OBTAIN PAK (LICENCE):**
   a) Add help@stratx.com to your safe list for your email
   b) Go to http://estore.stratxsimulations.com/americas/
   c) Enter the course id# **TBD**
   d) Select the Electronic handbook
   e) Complete the billing form and Complete the payment form
   f) Once the order is processed you will receive an Order Confirmation page, where you can print your invoice. Towards the middle of the page is your PAK
   g) You will also receive an email that will contain the PAK. If you have not received the PAK within 30 minutes of your order, you should check your SPAM/JUNK mail folder. If you still have not received the email please email: help@stratx.com

3. **OBTAIN MARKSTRAT MANUAL AND SIGN UP FOR THE COURSE:**
   After receiving the PAK, go to the “downloads” section of the Markstrat website (http://login.markstrat.com) to download a pdf version of the manual. After obtaining the manual, please use your unique license number provided in the manual to sign up into the course using the course IDs.

4. **READ MANUAL AND TAKE QUIZ:** Please read the Markstrat student manual and the Markstrat PowerPoint files posted on NYU Classes. There will be an individual quiz administered via NYU Classes on the manual prior to the introductory session. We will go over the slides in class, but your coming prepared with them beforehand will make things go a lot smoother. You will find that Markstrat is very intuitive and follows a logical decision-making approach.

5. **ACCESS SIMULATION:** You may access the simulation by clicking this link; http://login.markstrat.com. Go over the ‘Preview Markstrat’ file and see the range of decisions available on Markstrat. The Preview file takes you into the seventh decision period for a hypothetical industry consisting of five teams. You will have access to 1 fictional team (M). I would recommend that your group prints out the reports and comes up with a decision for the eighth period as a practice exercise. This exercise will greatly facilitate your decision making during the real simulation.

**Markstrat Pricing:** The standard price for Markstrat is in the neighborhood of $50. When you go to the website and enter your Markstrat course ID, Register and place your order.
# MARKSTRAT DEADLINES (Fall 2015)

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<td>October 7</td>
<td>• Finalize groups.</td>
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| October 14            | • Register on the Markstrat website and obtain your PAK (see syllabus for details).  
• Familiarize yourself with the Markstrat game. |
| October 14            | • We will email your group’s Industry and Team details, along with your team password (same password for all team members)             |
| October 21            | • Go online and, using your password, assign yourself to your Industry and Team.  
• Email us if you have problems. |
| October 22 to October 27 | • Go over the Markstrat slides posted on NYU Classes, and read the Participant Manual.                                              |
| October 28            | • Markstrat Quiz completed prior to class.                                                                                           |
|                       | • Introduction to Markstrat in class                                                                                                 |
|                       | • Markstrat Decision 1 opens by 9:30. (To help you make this decision, a complete set of the marketing research reports will be posted on NYU Classes). |
| November 4            | • Markstrat Decision 1 must be completed by 1PM.                                                                                      |
|                       | • Markstrat Decision 2 opens by 9:30.                                                                                                  |
| November 11           | • Markstrat Decision 2 must be completed by 1 PM.                                                                                     |
|                       | • Markstrat Decision 3 opens by 9:30 PM                                                                                               |
| November 18           | • Markstrat Decision 3 must be completed by 1 PM.                                                                                     |
|                       | • Markstrat Decision 4 opens by 9:30 PM                                                                                               |
| December 2            | • Markstrat Decision 4 must be completed by 1 PM.                                                                                     |
|                       | • Markstrat Decision 5 opens by 9:30 PM                                                                                               |
| December 9            | • Markstrat Decision 5 must be completed by 1 PM.                                                                                     |
|                       | • Markstrat Decision 6 opens by 5:00 PM                                                                                               |
|                       | • Markstrat Decision 6 must be completed by 7:30 PM.                                                                                   |
|                       | • Markstrat Decision 7 opens by 8:00 PM                                                                                               |
| December 14 (Monday)  | • Markstrat Decision 7 must be completed by 8:00 PM.                                                                                   |
|                       | • Markstrat Decision 8 opens by 9:00 PM                                                                                               |
| December 16           | • Markstrat Decision 8 must be completed by 1:00 PM (Please do not buy any research reports in this final decision. A free copy of all reports will be posted on NYU Classes after the simulation is run) |