# New York University
## Stern School of Business

**COR1-GB.2310 Marketing**  
Fall 2016  
Tuesday 6:00-9:00pm  
Office Hours: by appointment

Professor Sam Craig  
Tisch 902  
Phone 212/998-0555  
scraig@stern.nyu.edu

## Marketing
### Course Outline and Assignments

<table>
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<tr>
<th>Session</th>
<th>Date</th>
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| 1       | 9/20  | Introduction  
Marketing Strategy  
Value of a Customer | Ch 1, 2                   |
| 2       | 9/27  | Market Research  
Case Discussion       | Ch 6  
Case: Calyx & Corolla  |
|         | 10/11 | NO CLASS                                  |                          |
| 3       | 10/4  | Understanding Buyer Behavior  
Case Discussion | Ch 4  
Case: MFA Boston         |
| 4       | 10/18 | Market Segmentation  
Case Discussion | Ch 8  
Case: BMG Entertainment |
| 5       | 10/25 | Branding  
Case Discussion | Ch 11  
Case: Steinway (written) |
| 6       | 11/1  | Product positioning and the Product Life  
Cycle  
Case Discussion | Ch 10  
Case: BMW Films |
| 7       | 11/8  | New Product Development  
Case Discussion | Ch 14  
Case: TiVo  
*Topic for final project due* |
| 8       | 11/15 | Pricing  
Case Discussion | Ch 19, 20  
Case: Virgin Mobile |
Communications and Advertising Strategy

Case: Metropolitan Opera (A) (written)

Sales Promotion and Direct Marketing Case Discussion

Case: Cirque du Soleil

Marketing Channels Case Discussion

Case: Starbucks

NO CLASS 12/13

Strategies for Services Discussion of Technology’s Role in Reshaping the Arts

Final Project Due

Read “Creating Cultural Products…”

NOTE: All reading assignments are in Capon. All the cases are available in the course materials package in the NYU Book Store on Broadway.

Required Text

Target Questions for Case Discussions

Session 2:
Calyx & Corolla (All Students)
1. Why has Calyx & Corolla been successful?
2. What are the strengths and weaknesses of the Calyx & Corolla formula?
3. What steps should Ms. Owades and her associates take next to more fully develop Calyx & Corolla?
4. How would you determine the life-time value of a customer?
5. Visit their website. How has this helped Calyx & Corolla?

Session 3:
Museum of Fine Arts Boston (All Students)
1. What is your evaluation of Malcom Rogers’ leadership of the MFA since his arrival in 1994? Why?
2. Were special exhibitions a good way of attracting a larger audience pool to the museum? How successful was it at the MFA?
3. What should the MFA do to address the decline in core audience over the years? What can you infer from Exhibits 6, 7, and 8?
4. How should the MFA position itself for the 2010 opening of the American Art wing?

Session 4:
BMG Entertainment
1. Why have a handful of record companies dominated the music industry?
2. What major consumer segments exist in the music business? What are the most attractive? Least attractive?
3. How does the Internet change the structure and economics of the music industry?
4. What should Zelnick & Conroy do?

Session 5:
Steinway & Sons (written case) (All Students)
1. **What are the key marketing issues in the case?**
2. **What recommendations would you make (indicate why too)?**

Session 6:
BMW Films
1. Which of the four options would you recommend and why?
2. What are the “goals” of BMW Films?
3. How does the target market of BMW differ from other luxury imports?
4. Is the Internet an effective way to reach them?
5. Can their approach replace media advertising?

Session 7:
TiVo
1. Analyze the situation from the customer’s standpoint. What is TiVo? What factors facilitate adoption?
2. What is the impact of TiVo on the networks? Advertisers? Cable/satellite operators?
3. How would you characterize TiVo’s action plans at the end of the case?
4. What alternatives would you suggest?

Session 8:

Virgin Mobile
1. Which of the 3 options in the case would you choose and why?
2. What are the sources of dissatisfaction in the cellular industry? Why haven’t the major carriers responded more aggressively to remedy dissatisfaction?
3. What do you think of Virgin Mobile’s value proposition, channel strategy, merchandising strategy?
4. Do you agree with Virgin Mobile’s target market selection?

Session 9:

Metropolitan Opera (A) (written case) (All Students)
What should Peter Gelb do going forward and why?

Session 10:

Cirque du Soleil
1. What is Cirque’s product? How is it delivered? To whom?
2. How has Cirque structured and supported its casts to deliver superior performances?
3. What are the challenges to Cirque’s continued growth and/or diversification?
4. What would you recommend that they do going forward?

Session 11:

Starbucks
1. What factors accounted for the extraordinary success of Starbucks in the early 1990s?
2. Why has Starbucks’ customer satisfaction scores declined?
3. How does Starbucks of 2002 differ from the Starbucks of 1992?
4. Describe the ideal Starbucks customer from a profitably standpoint. What would it take to insure that this customer is highly satisfied? How valuable is a satisfied customer to Starbucks?
5. Should Starbucks make the $40 million investment in labor in the stores?

Session 12
1. Read the article “Creating Cultural Products: Cities, Context and Technology,” City, Culture and Society, 4 (2013), 195-202 (posted on NYU Classes web site)
2. Below are some questions to think about. They will form the basis for class discussion, but you do not have to write up responses to hand in.
   a. Are these changes positive or negative? For whom?
   b. How has and how will technology re-shape the industry/business that you are planning to have a career in?
   c. What skills/knowledge will be necessary to adapt to the changes and succeed in this new environment?
COURSE OVERVIEW AND ADMINISTRATION

Introduction

Marketing is important for all types of organizations, both profit motivated firms and non-profit organizations, because marketing is all about creating and capturing value. By providing superior value to customers, organizations enhance their own value. The marketing concept is so pervasive 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 and whether you plan to work for a profit motivated or a non-profit organization. The final project will provide you with the opportunity to apply course concepts and to explore the marketing strategy of an organization of your choice.

Objectives

During the course of the semester you should learn to:
1. Understand the role of marketing in organizations.
2. Integrate the customer into every aspect of business planning. The core competence of marketing in any organization is its understanding of the customer.
3. Appreciate how companies develop relationships with customers that provide lifetime value to both the organization and its customers.
4. Apply analytical tools appropriate for marketing analysis.
5. Develop specific recommendations and actions plans for organizations facing difficult marketing decisions.
6. Be able to generalize to a range of organizations and apply marketing principles to the issues they face.

Course Structure

Achievement of the course objectives depends on three key factors:
1. This is your class, so 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.
2. An important prerequisite for this class is a desire to learn marketing. I will facilitate this learning process to the best of my ability based on past experience and student feedback. I look forward to working with you and getting to know you during the semester. Feel free to meet me in my office, call me or send me e-mail. Also, take advantage of the Teaching Fellow.
3. All assignments must be handed in on time and must be neatly typed and presented in the required format. Late assignments will be downgraded. All assignments should represent only the work of the student handing in the assignment.

Course Content

The course uses a combination of lectures and cases.

Lectures

Lectures will be used to introduce new tools, frameworks and concepts that are important for conducting a thorough marketing analysis. These lectures will be interactive rather than simply a monologue.
Cases

Cases are descriptions of real-world 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, unless requested to. 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, my role is to facilitate the discussion, rather than to direct the discussion in a predetermined direction. You (collectively) must raise the relevant issues. It is important to remember that the purpose of case analysis is not to determine right and wrong answers. The validity of any recommendation rests on its logic and incorporation of all relevant facts from the case.

Written Cases

All students will formally write-up the Steinway and Metropolitan Opera (A) cases. These write-ups should be in the form of an executive summary or memo written for the decision-maker in the case (2 pages maximum). Two pages of text is not much space, so you may include up to three pages of supporting material (tables, figures, graphs). This material should be referenced in the text of the write-up. Do not reproduce cases exhibits in your write-up, simply refer to them. Note: the best case write-ups have strong analytical exhibits and tables that analyze case data and help support their recommendations. Professional quality writing and presentation are expected. Write-ups must be typewritten, double-spaced, 12-point font with 1” margins.

In preparing cases, assume that you are a marketing consultant who has been hired by the company. Do not describe the case or simply summarize case facts, but focus on the following three factors: 1) statement of the problem(s) or decision(s) to be made; 2) description of your decisions or recommendations; 3) supporting logic and analyses. Your recommendations should be based on quantitative and qualitative analysis of case data. Your analysis should anticipate potential objections to your recommendations and illustrate its superiority over other alternatives.

Grading

Class Participation (15%) and
Mini write-up (10%)  
Steinway & Sons (written case)  
Metropolitan Opera (A) (written case)  
Final Project

25%  
20%  
20%  
35%
Class Participation and Mini-write-ups

You must be prepared to discuss all assigned readings and cases. Your comments should reflect a depth of understanding indicative of thorough analysis. You should be prepared to articulate and defend your position when called on to do so. Active participation of all students is required but quality and frequency of comments are more important than duration of each comment. The ability to speak comfortably to a group is a vital 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 addition to participating in the class discussion, everyone is required to write-up a one page response to the target questions for 5 of the cases. Everyone is required to write up responses to the questions for Calyx & Corolla and MFA Boston. If your last name begins with A through L, you are required to write up BMW Films, Virgin Mobil and Starbucks. If your last name begins with M through Z, you are required to write-up BMG Enterprises, TiVo, and Cirque du Soleil. Each write-up is worth up to 2 points of your class participation grade (10 points maximum). These must be handed in on the day the case is discussed.

These are additional elements I will consider in evaluating your participation:

1. Do your comments show evidence of thorough analysis?
2. Do you ask constructive questions of other students that help to deepen everyone's understanding?
3. Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the case facts without new insights)?
4. Are you willing to interact with other class members to help refine ideas?
5. Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
6. Do your comments incorporate concepts presented in lectures, readings and earlier cases?
7. Do you make your points succinctly?

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. Read the case study questions. Use these questions as a guide to some of the key issues in the case. Remember, it’s still up to you to decide what is important based on the evidence in each case.
4. 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?
5. Now with a reasonably good understanding of the situation, you should reread the case to incorporate important details that will impact your analysis.
6. In preparing the cases, don't look for a single right 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.
The Final Project

The final project allows you to apply what you have learned in the course to a service, organization, or product of your choosing. The task is to analyze the current marketing strategy and its implementation for an existing product/service/organization and to make recommendations for how it should be changed (unless you think it is perfect already, which is highly unlikely). Everyone needs to let me know what product/service/organization they have decided to examine by Tuesday, November 17. The paper should be a maximum of 10 pages, excluding exhibits and is due on Tuesday, December 22.

Note: You can do this paper alone or in pairs.

The tasks for the final paper are as follows:
1. Select a service, organization, or product you would like to analyze. For small companies, you may not be able to distinguish the product from the company. Please see me if you have some questions about whether your “topic” service/product/organization is appropriate.
2. The paper should contain the following sections:
   a. Executive Summary – No more than one page that briefly and concisely summarizes your recommendations and the rationale.
   b. Background – A brief background of the company and a description of the product/service and its major competition. This section of the paper is both informative and descriptive.
   c. Current Marketing Strategy – A brief description of the product/organization/service’s current marketing strategy (objectives, target segment(s), value proposition) and implementation (marketing mix). This section is primarily descriptive.
   d. Strategy Evaluation – Briefly evaluate the product or service’s current marketing strategy and implementation. Use any criteria you feel are appropriate, but at least one should be the “consistency” of the strategy/marketing mix. This section of the paper is primarily diagnostic.
   e. Recommendations – The section should contain your recommendations for “fixing” the problems you identified. This section of the paper is prescriptive.

Administration

1. You should attend all class sessions and complete all assigned readings before each class.
2. You should minimize disturbances during class, i.e., talking, arriving late, leaving early, etc.
3. Class participation is important. Everyone should have a neatly lettered name tag in front of them each class.
4. Notebook Computer Policy. Increasingly at Stern, we have found that notebook computers used during class are a distraction. Please do not open your notebook computer, unless you are using it to take notes on the lecture or case discussion. If you are using it to take notes, I may periodically ask for a copy of the notes.
5. Students are expected to adhere to the Stern School’s Honor Code, “I will not lie, cheat or steal to gain an academic advantage, or tolerate those who do.”
6. No extra credit will be given in this course. Please see me right away if you are concerned about your performance in the class. Late assignments will be downgraded.
7. The Teaching Fellow for the course is . His email is: