Course Objectives

As the core marketing course in the Stern MBA program, Marketing is designed to provide students with an understanding of the basic concepts of marketing management and experience in making marketing decisions in uncertain environments. Specifically, the course will cover issues relating to developing marketing strategy and planning marketing tactics. This treatment will be largely from a practical perspective with the emphasis being on managerial decision-making.

Learning Outcomes

After successfully completing this course, students will have learned the following:

- An understanding of the central concepts of marketing.
- How to develop a marketing strategy.
- How the elements of the marketing mix work to implement the marketing strategy.
- How to identify and address the key decisions facing marketing managers and marketing decision makers.
- An appreciation of how digital technology has changed marketing and affects decision making.
- How to develop marketing decisions in the global environment.
- How analytics and quantitative techniques are being used in marketing today.
Course Administration

The course consists primarily of case discussions with some classes following a lecture/discussion format. The cases and lectures will complement the text and will not attempt to cover all points raised in the reading.

Course Grading

<table>
<thead>
<tr>
<th>Written exercises (5)</th>
<th>45%</th>
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<tbody>
<tr>
<td>Mid-term exam</td>
<td>20</td>
</tr>
<tr>
<td>Class participation</td>
<td>15</td>
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<tr>
<td>Final exam</td>
<td>20</td>
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The Written Assignments

The written exercises should be done either individually or with a partner and be a maximum of 2 pages, excluding exhibits. They are all due in class on the date the assignment is discussed. I will be more explicit about the particular issues that should be covered at a later point.

The Case Method

Case discussions are a critical component of the learning process for this course. Students should be prepared for case discussions whether or not it is a written assignment. You will be evaluated on both the quantity and quality of your participation. In addition, students can be expected to be “cold called” during a discussion.

The case method is one of the most effective means of sharpening your decision-making abilities, requiring you to be an active participant in a marketing strategy decision. The assigned cases are intended to give you practice in assembling data to support a decision. Further, the case method provides a vehicle by which you can apply the theories, concepts, and analytical devices discussed in class or in the book. Finally, the discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms.

In selecting case materials, I have tried to choose cases which fit the pedagogical objectives of the course and which are also (hopefully) interesting to participants. Some of the cases may appear to be far-removed from problems pertinent to your work experience, but in general, the lessons to be learned from the cases are universally relevant and transcend particular situations.

During case discussions each person should be prepared to share his or her individual views with the class. In these sessions, the instructor will act to facilitate discussion, not to provide recommendations for a particular course of action. The direction and quality of the discussion is the collective responsibility of the group, not the sole responsibility of the instructor.
It should be emphasized that the case method of learning does not provide an answer to the problem being addressed. In most case discussions, several viable “answers” will be developed and supported by various participants within the total group. It is usually the case that a single “best” course of action is not obvious at the time the decision has to be made; if that situation was common, business decision-making would be easier than it is! At the same time, some courses of action are better supported by the case facts than others. In addition, while what actually happened is sometimes known, in no way should this be interpreted as the correct or incorrect solution. What is important is to develop a framework that will lead you to recognize the best options available.

In preparing for class, I recommend that you read the case at least 3 times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case. Your second reading should be in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on a second reading should be to understand the business and the situation. For example, analyze the case with respect to customer behavior and trends, competitors’ behavior and trends, and the firm’s strengths and weaknesses.

On your second reading, carefully examine the exhibits in the case. Like the real world, the data will vary in value. Some exhibits will be critical to analyzing the case, some will be worthless. In most cases, some kind of analysis like break-even calculations is useful.

On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading (even earlier), you may want to review the assignment questions, if given. I will tend to be more directive early in the semester and less so as we move through the course. At this point, you should prepare some notes that will help you address the key issues.

Other Administrative Details

1. You should attend all class sessions and complete all assigned readings before each class. You should minimize disturbances during class, i.e., talking, arriving late, leaving early, etc.
2. No extra credit will be given in this course. Please see me right away if you are concerned about your performance in the class.
3. Deviations from the syllabus may be necessary.
4. 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:
• Arrive to class on time.
• Once you have arrived, you should leave the classroom only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not considered appropriate behavior.
• If you know in advance that you will miss a class, please let the teaching fellow or me know in advance.
• Turn off your cell phone and any other communications device.
• **Laptops and tablets will not be permitted in class.**

**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. 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.

9) Carefully review and abide by the rules and policies of NYU as outlined in detail at http://www.nyu.edu/student.affairs/students.guide/policies.html and http://www.nyu.edu/hr/policies/sta04000.html, recognizing that being fully informed about NYU and Stern rules and codes governing civil behavior and academic integrity is an obligation of community membership.

**Recording of Class**

Your class will be recorded for students who miss class or who otherwise would like to view the class again.

**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.

**Course Materials**


There is also a coursepack containing the cases for the course. I will post the slides and various class materials on the NYU Classes site for the course.

**Detailed Course Outline**

*Module 1: Marketing Strategy*

Feb. 2 Case: Aqualisa Quartz; course overview.

Feb. 4 Developing a marketing strategy.
Case: Aqualisa.
Read: Chs. 1, 2.
Feb. 9  Marketing math.  
Case: Perdue Farms, Inc.  
Read: Note on Low-Tech Marketing Math.

Feb. 11  Consumer behavior and customer equity.  
Read: Chs. 4, 5.

Feb. 16  Segmentation-Targeting-Positioning (STP).  
Case: Michel et Augustin Cookies.

Feb. 18  **Exercise**: Cialis.

Feb. 23  Branding I.  
Read: Ch. 7.


March 1  Product line management.  
**Exercise**: Kodak Funtime Film.

March 3  Branding II: Global branding.  
Case: Lenovo: Building a Global Brand.

March 8  New product innovation.  
Read: Ch. 8.

March 10  **Mid-Term examination**.

**Spring break March 14-18**

*Module 2: Marketing Programs*

March 22  Communications I.  
Read: Ch. 10.

March 24  Communications II.  
Case: Dove: Evolution of a Brand.

March 29  Digital media budget allocation decisions.  
**Exercise**: Case: Sephora Direct.

March 31  Marketing analytics.  
Case: Star Digital.
April 5  Pricing I.  
Read: Ch. 9.

April 7  Pricing II.

April 12  Exercise: Case: Medi-Cult: Pricing a Radical Innovation.

April 14  Multi-channel marketing I.  
Read: Chs. 12,13.

April 19  Multi-channel marketing II.  
Read: Video case: Eataly.

April 21  Sales management.  
Case: Mediquip.

April 26  “Big Data” and Customer Relationship Management.  
Case: Harrah’s.  
Read: Ch. 14.

April 28  Exercise: Cell-to-Cell: The Churn Game.

May 3  Customer service.  

May 5  Social/Emerging markets marketing.  

FINAL EXAM: MAY 16, 9:00-11:00 AM