

**Strategic Marketing – Marketing 425**  
**Fall 2020**  
**Zoom Classes 11 am – 12:00 pm**  
**And online on Oaks**

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Office hours - online and Zoom - please make an appointment

### **Educational Philosophy**

“I hear and I forget,  
I see and I remember  
I do and I understand”  
Confucius, 551-479 B

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### **Catalogue Description**

A course for upper-level marketing students that involves them in realistic decision-making environments. The course will include descriptions of actual marketing situations permitting further familiarization with marketing principles and methods as they are employed in various industries.

Prerequisite(s): Senior standing and MKTG 315  
Course Frequency: Fall and Spring

Strategic Marketing builds on the managerial concepts and managerial tools from Marketing 315 – Managerial Marketing, marketing required classes and core business courses

**COURSE LOGISTICS OVERVIEW:** MKTG425, is a synchronous and online course with regular assignment deadlines. The course is a combination of readings, cases, discussion posts, and a simulation.

<h3><b>Strategic Marketing Learning Goals</b></h3>
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**- Students will develop the skills for formulating strategy and an understanding of:**

1. A firm's operative environment and how to sustain competitive advantage through marketing activities
2. The generation of superior value for customers and other stakeholders by designing the optimum configuration of the marketing mix
3. The opportunities and risks associated with dynamic and uncertain changes in industry attractiveness and competitive position
4. Translate a strategy into an efficient and effective marketing mix plan (price, product, promotion and placement), and integrate that strategy into the firm's overall operating system.
5. Application of metrics to effectively evaluate strategic decisions and tactical implementation

### **School of Business learning goals also addressed by the course**

1. COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
2. QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.
3. GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.
4. INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
5. SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

### **Learning Activities**

Limited lecture  
Class discussion  
Learning Exercises  
Analysis of Case: in class discussion, posts and written  
Marketing Simulation  
    Development of Marketing Plan  
    Decision making  
    Presentation of Results

### **Class Materials**

Required

Text MKTG 425 – Strategic Marketing

Marketing Strategy 8<sup>th</sup> ed Walker and Mullins, McGraw Hill – Irwin

ISBN-13: 978-0078028946

ISBN-10: 9780078028946

Via Google search a “free” Online version is apparently available at

[https://www.academia.edu/35032303/Marketing\\_Strategy\\_A\\_Decision-Focused\\_Approach](https://www.academia.edu/35032303/Marketing_Strategy_A_Decision-Focused_Approach)

Cases and Readings Course Packs purchased through Harvard Business Press.

Cases Link for purchase: <https://hbsp.harvard.edu/import/737114>

Readings link for purchase: <https://hbsp.harvard.edu/import/737115>

### Simulation

Marketing Live: **Strategic Marketing Simulation: Bikes** by Innovative Learning Solutions, Inc.

Available online at <http://gm.marketplace-live.com/>

Use the course, game and team identification numbers distributed in class to register.  
Each student must register to participate in the simulation

### Oaks

Oaks for the course will contain links to readings, case questions and drop box for required submissions.

- Articles for topics on Oaks – Articles will be identified for cases and topics. They should be studied for class discussion and case analysis. They are available online through the library e-journals.

### **Optional**

Playing to Win: How Strategy Really Works, Lafley, Martin and Ganser, Harvard Business Press. Available as an e-book or hardcopy

Hardball: Are You Playing to Play Or Playing To Win? George Stalk Jr.; Rob Lachenauer – Harvard Business Press

## **Learning Activities and Evaluation**

### **1. Analysis of Case**

Cases are a way of gaining experience and using the tools from the text and readings. Your learning experience depends on the effort you expend to understand the case and apply the correct concepts to the situation. Each case is linked to the topic and a text chapter(s)

Case preparation is necessary for you to participate in case discussion and the in-class learning experience. Readings and cases should be carefully read and prepared for class discussion. We will review each case and the readings in class. You should be prepared to discuss each case and to ask any questions you may have concerning the readings.

**Case Questions** – Students must answer a question as indicated on Oaks for each case. Question responses must be submitted to the drop box as indicated on Oaks. Late submissions will not be accepted for grading. Cases will be graded as follows: NO SUBMISSION = 0, WEAK RESPONSE = <75, GOOD RESPONSE = 85 & EXCEPTIONAL RESPONSE >= 95

## **Written Analysis of Case - As indicated on the class schedule**

Case analysis should take the format of a consultation analysis for management.

### **A. Situation Overview**

- The single most important problem facing the company
- The primary actionable cause of the problem is – because

### **B. Action Recommendations**

#### **1. Proposed changes in strategy - Outline changes such as**

- Targets
- Position and/or Value proposition

#### **2. Proposed changes in marketing mix elements**

- Indicate each of the mix elements to be changed
- viewed as a package
- be explicit and include costs
- Risk of action

### **C. Justification of Action Recommendations**

- Why is the above best course of action – advantages and disadvantages?
- Are there other options?
- You must include financial justification. Use Appendices for detail of your financial computations and assumptions

**The written analysis of case is generally 3 to 4 pages single spaced plus any needed appendices.**

## **2. Strategic Marketing Simulation**

Strategic Marketing simulation by Innovative Learning Solutions, Inc., available online at the Marketplace website

<http://wmarketplace-live.com>

You must use the course, game and team identification numbers distributed in class to register.

Simulation decisions must be turned on the dates and times indicated. After that time your previous decision will apply and the team will be required to explain in writing such actions. Please exercise care when entering your decision. You must purchase access to “Strategic Marketing Simulation” online with

a credit or debit card. You will receive detailed instructions to sign up for our course. After you sign up to the game, the online help section of "Professor Help" serves as instruction to the game.

The objective of this simulation exercise is to develop marketing management skills and strategic thinking by integrating a variety of perspectives of marketing operations. This simulation game can help students:

- develop strategic thinking regarding planning and execution of marketing operations in a rapidly changing, competitive environment;
- understand and manage the critical linkage between marketing decisions and financial performance;
- use market data and competitive signals to adjust the strategic plan and marketing tactics;
- Develop teamwork across functions.

***You will receive a grade for 1. Review of first year operations. 2 The plan for quarters 5 through 8 and 3. Your overall performance and implementation of the plan and 4. Your evaluation of your team's performance.***

***A marketing Plan generally includes a review of the current situation – for the course I have separated the review of year 1 operations and the detailed and justified plan for year 2.*** Page numbers should be on each page of the body. Use section titles throughout the document. The reports should be free of spelling and grammatical errors. The work must be presented a single document with a consistent style and font.

***Year 1 Review*** – Q1 is your divisional setup and purchase of research data, Q2 your team will select target markets and develop products for test markets you select. Q3 you establish test markets and Q4 you are able to add product and sales sites to adjust your initial marketing plan. The year 1 analysis reviews financial and market performance during this start-up phase. It sets the stage for your plan for year 2. In general, you should make a performance statement, produce a chart or table providing the data for the performance statement and finally give a more detailed explanation of the data presented. You will be given more detailed instructions.

***Year 2 Marketing Plan*** - You will use the Review and performance results for simulation quarters 1 through 4 as the basis for a marketing plan for year 2 – Q5-8. The format and philosophy of the marketing plan we are using is focused on the needs (benefits sought) by the market as revealed by the research in the simulation for target groups and how your marketing plan achieves competitive advantage.

Your completed plan should be between 4-8 pages plus title page and any appendixes. Your plan must include a detailed sales and profit forecast and a quarter by quarter budget of expenditures to reach your goals.

**You must justify each of your strategic initiatives with a forecast of future sales and expected ROI**

You should enter additional markets and launch additional brands when allowed by the simulation - the game does not reward cautious behavior, and those students who were a bit afraid to expand as fast as possible did the worst, despite their best efforts.

## Exercises

Graded exercises are used to give students an opportunity to reinforce their expertise from readings, discussion and case analysis. Each exercise is accessed as a quiz on Qaks and is open book etc. and notes. Each student is expected to do their own work as outlined in the College Honor Code. Any allowance for group or outside assistance will be clearly indicated.

## Grading

Individual	Exercises (4)	10
	Oaks Questions (10)	15
	Written Cases (2)	30
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Group	Year 1 Review	10
	Year 2 Plan	15
	Performance	10
	Year 2 Review	10
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		100

## Class Procedures and Policies

**Groups** - The class will be divided into teams for the simulation. Your entire group will receive a grade for each simulation grade element. Group members may be “fired” and/or receive a grade reduction if they fail to meet group performance standards.

**Class ZOOM attendance and participation:** We will discuss course topics and readings, and work through each case in class, thus attendance is expected. You must logon to Zoom via the Zoom app (computer or smart phone) and indicate your name and as possible use your live video to participate in class discussion. Phone only is not acceptable for class participation.

### Written Submissions

- There is zero tolerance for grammatical errors and spelling. I stop reading at 3 errors.
- Where indicated you must present financial analysis that supports your responses.
- Submissions must be placed in the Oaks drop box as scheduled. The drop box closes automatically and late work will not be accepted

**Academic Honesty Policy** - Honesty and ethical behavior are a hallmark of the School of Business education. Students should be aware of the University's Policy on Academic Honesty, which appears in the Bulletin and the College's academic honesty policy below or at the College's website at [http://www.cofc.edu/studentaffairs/general\\_info/studenthandbook.html#honorcode](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html#honorcode)

Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at CofC that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

**Students with Disabilities** - If a student in this class has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me.

**Make-Up Work and Due Dates** - Make-up work is not available to compensate for unexcused absences or low grades. All assignments must be completed on the date specified by the professor and/or stated in the class schedule of this syllabus.

**Assignments turned in late will not be accepted - no exception without instructor approval.**

**Additional Syllabus Statements per the College – Office of the Provost**

## Syllabi Statements

**Honor Code and Academic Integrity:** <http://deanofstudents.cofc.edu/honor-system/pdf/honor-code-sample-language-for-syllabi.pdf>

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.”

### **Disability/Access Statements:**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

### **OAKS** (for all instructional modalities)

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

### **Continuity of Learning** (for hybrid classes with face-to-face meetings)

Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances. [followed by instructor's detailed plan]

### **Recording of Classes** (via ZOOM)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class

### **Online Courses with Exam Proctoring**



This course will require the use of an exam proctoring service for the course exams. Students are responsible for registering, scheduling, and the cost of the service prior to each exam. Instructions and additional information on proctoring can be found at <https://academicaffairs.cofc.edu/distance-education/online-proctoring/index.php>.

### **Inclement Weather, Pandemic or Substantial Interruption of Instruction**

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

### **Center for Student Learning:**

The Center for Student Learning's (CSL) academic support services provide assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

### **Mental & Physical Wellbeing:**

At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3<sup>rd</sup> Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3<sup>rd</sup> Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

### **Food & Housing Resources:**

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

## **Inclusion:**

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

## **Statement on “Religious Accommodation for Students”**

[\(Faculty/Administration Manual VIII.A.10\)](#)

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

### 2020 – 2021 Religious Holidays<sup>1</sup>

Date	Holiday	Religion
September 18 2020	Rosh Hashanah <sup>2</sup>	Jewish
September 28, 2020	Yom Kippur <sup>2</sup>	Jewish
October 2 – October 9, 2020	Sukkot <sup>2</sup>	Jewish
October 9, 2020	Shemini Atzeret <sup>2</sup>	Jewish
October 19 - October 26, 2020	Navaratri	Hindu
October 19, 2020	Birth of Baha'u'llah	Baha'i
January 7, 2021	Christmas <sup>3</sup>	Orthodox Christian
February 17, 2021	Ash Wednesday (Beginning of Lent)	Christian
February 25-26, 2021	Purim <sup>2</sup>	Jewish
March 15, 2021	Great Lent Begins	Christian
March 20, 2021	Naw-Ruz	Baha'i
April 2, 2021	Good Friday	Christian
March 26 - April 3, 2021	Passover <sup>2</sup>	Jewish
April 12-May 11, 2021	Ramadan	Muslim
April 30, 2021	Good Friday (Orthodox) <sup>3</sup>	Orthodox Christian
April 20 and 28, 2021	Ridvan	Baha'i

<sup>1</sup> The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.

<sup>2</sup> All Jewish holidays begin at sunset on the evening before the date given.

<sup>3</sup> Orthodox Christian holidays begin at sunset on the evening before the date given.