CLASS: MK 864A, Marketing Strategy (former Marketing Management)
Meeting Time: Thursday, 1800-2050, CH-416

INSTRUCTOR: Associate Professor Kevin Coulson, Ph.D.

PREREQUISITES: Students must be admitted into the MBA program

OFFICE & HOURS: Cremer Hall 409, I maintain an open door policy. Drop by, or make an appointment. I will hold formal hours as posted to the right of my door.

TELEPHONE & EMAIL: 620-341-5420, kcoulson@emporia.edu NOTE: I respond well to email.

REQUIRED TEXT: Marketing Strategy, 5th ed., O.C. Ferrell and Michael D. Hartline, South-Western USA Edition! ISBN 978-0-538-46738-4 The international editions have different material and will reduce your understanding and probably your grade in the course.

SUPPLEMENTAL MATERIALS: It is HIGHLY recommended that you read the Wall Street Journal, and that you obtain and use a dictionary for your writing assignments. All papers for this class will use one of two writing style guidelines. You may choose between the AMA (American Marketing Association) and the APA (American Psychological Association) style guidelines. In your reference section of the paper, you will list your source for the stylistic guidelines you have used and I will grade your paper based in part upon your adherence to that style of writing. Purdue University has a guide to the APA style at http://owl.english.purdue.edu/owl/. I will provide a similar guide for the AMA style. NOTE: since one of the goals is to be environmentally responsible, I will read these on my computer. Because of this, single space your submissions.

COURSE DESCRIPTION: This course focuses on business level marketing strategy and uses the marketing planning process as the framework for understanding the integration and coordination of marketing decisions. You will develop skills in creating and evaluating marketing plans, strategies, and implementation programs so that you will be better prepared to manage the marketing problems you will encounter in your profession. As part of the course requirements, you will prepare marketing cases for class discussion, conduct environmental, competitive, and customer analyses, and develop several strategic marketing plans. The course also makes extensive use of team-based assignments and active class discussion.

COURSE OBJECTIVES: The main learning emphasis in this course is placed on improved critical thinking ability (analytical and creative) as it relates to marketing strategy and
implementation. This course is very applied in nature. Students will have an opportunity to learn how marketing interacts with the other aspects of business and how globalization and technology are affecting the daily conduct of business as well as how this causes changes in marketing strategies and tactics. It is hoped that students will have a greater appreciation/understanding for the cultural aspects that drive market differences and cause these marketing managerial changes.

As per the School’s Master of Business Administration Curriculum Objectives
(Approved by the School of Business Faculty May 8, 2008) You are expected to:

1. Have a comprehensive understanding of the functional areas of business and the relationship among these areas.
2. Apply critical thinking skills in making strategic business decisions.
   *Critical thinking includes both quantitative and qualitative analytical skills
3. Develop a process to analyze the implications of making socially responsible decisions in fulfilling strategic management responsibilities.
   *Social responsibility includes ethical, physical environment, legal, political and social issues.
4. Work effectively in a team environment to achieve strategic management goals.
5. Recognize and consider global issues in making strategic management decisions.
   *Global includes all aspects of doing business in the international business environment.

Other objectives of this course include:

1. Reviewing the essentials of marketing management.
2. Understanding the impact of strategic marketing decisions on the firm.
3. Gaining insight into the “real world” frustrations/rewards of making marketing decisions.
4. Applying decision models used by today’s marketing managers.
5. Learning how to develop and implement a marketing plan while working within and across the various “silos” in the firm.

CROSS-FUNCTIONAL ASPECTS: This is NOT a cross-functional course in Fall 2012.

INSTRUCTION: I use lecture and group discussion/individual participation. Students will have ample opportunity to demonstrate their grasp of the material through papers, exams, and participation. We will have two outside clients for an off-campus, real-world project.

RESPONSIBILITIES: There will be two essay tests, two group presentations and five cases. Four of those cases will come from the text. Each of the four teams will prepare and present, as a group, one book case. You will individually prepare the three book cases that your team does not prepare for presentation. A fifth case will be developed by you and your team members acting as consultants for our outside clients. We have funding for a trip for each team to collect data on-site (off campus) for this project. Each team will act in direct competition with the other teams in the class and should maintain strict confidentiality of ideas so that your intellectual property is not stolen by your competitors.

You will be responsible for reading all of the cases and for being prepared to discuss them all in class. You will word-process and individually e-mail for a grade, all non-team cases. All book cases will be prepared using the format in the text (Appendix A) as well as BlackBoard course
provided information. You may use AMA or APA style guidelines for writing these cases. 
NOTE: The format of the cases will follow the guidelines of Appendix A of our textbook. This 
differs significantly from the four section format of the APA style guidelines.

There will be assigned teams for the group case presentation. A single copy of that case will be 
e-mailed as the work product of the entire group along with the PowerPoint and/or other 
presentation aids. There will also be a series of readings.

I will receive 1) an e-mailed copy of all submissions made during the semester; 2) an emailed 
copy of the final paper; and 3) a printed copy of the final paper and PowerPoints immediately 
prior to your group’s presentation. Each of the clients should receive a printed copy of the final 
paper and PowerPoints as well. (Plan on about 6 copies for clients)

Should you fail to perform your team duties, your team should enter into consultation with the 
instructor. If you fail to perform after remediation, your team may discharge you from the team. 
In that event, you will fail the course.

You MUST meet with me if English is not your first language/native tongue. If you choose, you 
may come to my office for a private appointment. Alternatively, you may meet with me and the 
other non-native English speakers in our classroom after the first class.

STUDENTS REQUIRING AID: Any student who requires aid, or who thinks that they might 
require aid in any form (including, but not limited to, physical assistance for differentially abled 
students, or a form of reading/writing assistance) should contact me immediately after the first 
class. If your condition/needs change during the semester, contact me.

"Emporia State University will make reasonable accommodations 
for persons with documented disabilities. Students need to 
contact the Director of Disability Services and the professor as 
early in the semester as possible to ensure that classroom and 
academic accommodations are implemented in a timely fashion. All 
communication between students, the Office of Disability 
Services, and the professor will be strictly confidential."

This is in accordance with Faculty Senate policy 7C-07 passed in 
April, 2002

Your classmates and your instructor have the expectation that you will fulfill your obligations 
completely if you have no documented/announced need of assistance. If you fail to ask for 
assistance when needed, you cannot come back at a later date with the excuse that you forgot to 
ask for help.

CLASS PARTICIPATION AND PROFESSIONALISM: Participation includes class attendance, 
professionalism, reading assigned materials, overall preparation for class, and actively 
contributing your thoughts and personal experiences. There are no excused absences as you are 
expected to attend every class meeting. My record of attendance is official and final. While your 
attendance is critical to the exchange of ideas and fruitful class discussions, you should note that
attendance alone is not sufficient to score well on participation. You are expected to actively contribute to the learning experience of the class. Preparation, professionalism, and mutual respect are also important elements of your participation score.

International students have a special duty to actively discuss the material in each class. I require this of every student without regard to their nationality and your peers expect that you will take an active part in the course. We are in no hurry and will gladly wait for you to put forward your questions, answers and viewpoints.

Classroom professionalism is to be maintained at all times. Our goal is to create a positive, courteous, and respectful environment that is conducive to learning. This is the standard by which you will be evaluated and promoted (or not!) in the workplace post graduation. Pagers and wireless phones are to be turned off or set for silent alarm. You may not answer a cellular telephone or read/send text messages during class. Laptop computers are not to be used during class unless their use is a part of the class session. No walking in and out of the room when class is in session, especially during exams or presentations. Business casual dress is expected of all group members during a “marketing class only” presentation. The presentation to the client will be in “corporate armor” (Business suits). Group members who fail to dress appropriately will not be allowed to present.

ETHICS: The School of Business has adopted a Professional Code of Conduct. This code applies to every Administrator, Staff member, Faculty member and Student.

ATTENDANCE POLICY: I ask that you perform as you would for your own business: Show up on time at the start of business (beginning of class) every day and do all the work that is necessary to conduct business (take tests, turn in papers on time, discuss the material in class). As in what is sometimes falsely separated out and called "the real world," there may be times when you can't show up for work. On those occasions, I expect to be notified prior to class. I prefer to not have to prepare make-up exams.

In the event that you are chronically late or have more than two un-excused absences, I reserve the right to reduce your grade by one or more full letter grades.

ACADEMIC DISHONESTY: I will comply with all University policies regarding academic dishonesty. The short version is that I have and will continue to fail all students who plagiarize the work of others or cheat in any other fashion.
GRADING: 90 % or above = A; 80 - 89.999% = B; 70 - 79.999% = C; 60 - 69.999% = D; Below 60% = F. I reserve the right to assign +/- grades where appropriate.

As always, there will be two learning opportunities, a.k.a. exams. These are noted on the calendar. Each is essay format and is worth 100 points. Keep track of your points since I don’t list points on BlackBoard or discuss grades via the telephone or e-mail.

<table>
<thead>
<tr>
<th>Event</th>
<th>Point value</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Group Marketing Case Presentation and write up</td>
<td>200</td>
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<tr>
<td>Four Case write-ups</td>
<td>400 total</td>
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<tr>
<td>Client Project</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1,100</strong></td>
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**BONUS (Extra Credit):** IRB certification presented by September 15th is worth 20 points.

See [http://www.emporia.edu/research/irb.html](http://www.emporia.edu/research/irb.html) and www.emporia.edu/research/irb.html#irb-training-module
<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Case Assignments are due before class starts</th>
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</thead>
<tbody>
<tr>
<td><strong>AUGUST 15</strong></td>
<td>16</td>
<td>Introduction to course; Discussion of outside project; Research role play; Chapter 1 and Appendix A</td>
</tr>
<tr>
<td><strong>Classes Start</strong></td>
<td>22</td>
<td>Meet Clients; discuss their perceptions, ask questions; Work in teams on data collection questions.</td>
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<tr>
<td>29</td>
<td>30</td>
<td>Chapter 2 and 3; <strong>Reading 1</strong>; Finalize Emporia merchant and client questions as well as modes of collection</td>
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<tr>
<td><strong>SEPTEMBER 5</strong></td>
<td>6</td>
<td>Chapter 4; <strong>Reading 2</strong>; work on Student questions/modes of collection</td>
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<tr>
<td>12</td>
<td>13</td>
<td>Case 1; Chapter 5; finalize Student questions.</td>
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<tr>
<td>19</td>
<td>20</td>
<td>Chapter 6 and Review for exam. <strong>Draft report on Emporia Merchant and Client preferences due Friday @ 5PM.</strong></td>
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<tr>
<td>26</td>
<td>27</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td><strong>OCTOBER 3</strong></td>
<td>4</td>
<td>Chapter 7; <strong>Reading 3</strong>; Draft report on ESU student preferences due Friday @ 5PM.</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>Chapter 8; Case 2; <strong>Reading 4</strong>; TEAMS should have started question modifications for off campus merchants, students, city leaders. Teams may start off campus data collection when they get feedback from instructor.</td>
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<tr>
<td>17</td>
<td>18</td>
<td><strong>Fall Break</strong></td>
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<tr>
<td>24</td>
<td>25</td>
<td>Chapter 9; <strong>Reading 5</strong>; Written progress report from each team on data collection.</td>
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<td>31</td>
<td><strong>NOVEMBER 1</strong></td>
<td>Chapter 10;</td>
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<td>7</td>
<td>8</td>
<td>Chapter 11; Case 3; Oral progress report from each team.</td>
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<tr>
<td>14</td>
<td>15</td>
<td>Chapter 12; First draft of the final report from each team.</td>
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<tr>
<td>21 <strong>Thanksgiving Break</strong></td>
<td>22</td>
<td><strong>Thanksgiving Break</strong></td>
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<tr>
<td>28</td>
<td>29</td>
<td>Case 4; Final Draft of the reports.</td>
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<tr>
<td><strong>DECEMBER 4 5</strong></td>
<td>6</td>
<td>Team Presentations to clients</td>
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<tr>
<td><strong>13 Comprehensive Final Exam, CH 416, 1800-2050</strong></td>
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The Outside Project will use the information provided in the marketing text’s Appendix A (starting on page 651) as a guide to what questions to investigate. Because this is a different type of report than a formal case, I will provide a format for the final report.

You will submit your outside project drafts via e-mail. I will examine your work and make comments on it and return the comments to you via e-mail. NOTA BENE: my turn-around on reading your work is roughly one week. If you submit your work earlier, rather than later, you’ll likely get it back sooner.

Your succeeding drafts will consist of the previous material (which you will revise to meet the critiques) and the new material. This is so that you have an updated body of work each time and will have less difficulty in preparing the final work product.

**Document Management:** Each succeeding draft will be saved under a new file name. For example, Team 1 would save the first outside project assignment as Team1_version1.doc. The second assignment will then be Team1_version2.doc, etc. If your team works on drafts individually, the first person should save his/her work as Team # Version#-a.doc. The second person would then edit this and it would become Team # Version#-b.doc, etc. This is so that you always know which version is the most recent and that you do not have to try to integrate old/new versions. The version that you submit to your professors should be proofed by all team members and that draft will NOT have the -a, etc. New employees are often chided for failing to maintain document version control. Use this opportunity to practice good document management and avoid these problems in your first job!

**KEYS TO SUCCESS**

- Be organized and avoid procrastination.
- Cooperate with your team mates.
- Ask for help from the instructor when you don’t understand something.
- Update the cases so that you understand the firm’s situation.
- Use the case and the updated information to develop a workable plan for the firm.
- Check the logic of your plan. Does the firm have the resources to complete your ideas?
- Make certain that you cover each of the points (headers) in Appendix A of your book.
- Make certain that the write-up of your plan follows the style guidelines of the AMA or the APA.
- Learn from the feedback you get from the instructor and adapt your approach to avoid repeating the errors.
- Be ethical: Don’t plagiarize, don’t share your client’s confidential information with others.
Assigned Cases  (The questions are intended to guide your analyses and planning)

1. IKEA, Pages 491-500.
   a. What are IKEA’s key competitive advantages? What strategic focus should the company take as it looks to further expand into the U.S. market?
   b. What factor is the biggest reason for IKEA’s growth and popularity: value or image? What can IKEA do to sustain growth after it loses some caché?
   c. What strategic alternatives would you suggest IKEA employ to further penetrate the U.S. market?
   d. Speculate on what will happen at IKEA stores as they are tailored to fit local tastes. Is the company’s trade-off of service for low cost sustainable in the long term?

   a. What issues are involved in using social media for marketing? How is a social media marketing campaign different from a traditional media campaign?
   b. Should the Molson executives have ended the “Cold Shots” campaign early? Why or why not?
   c. Should Molson continue to seek opportunities to use social media in the company’s marketing, and if so, how?

3. New Belgium Brewing (A), Pages 470-480.
   a. What environmental issues does the New Belgium Brewing Company work to address? How has NBB taken a strategic approach to addressing these issues? Why do you think the company has taken such a strong stance toward sustainability?
   b. Do you agree that New Belgium’s focus on social responsibility provides a key competitive advantage for the company? Why or why not?
   c. What are the challenges associated with combining the need for growth with the need to maintain customer intimacy and social responsibility? Does New Belgium risk losing focus on its core beliefs if it grows too quickly? Explain.
   d. Some segments of society contend that companies that sell alcoholic beverages and tobacco products cannot be socially responsible organizations because of the nature of their primary products. Do you believe that New Belgium’s actions and initiatives are indicative of a socially responsible corporation? Why or why not?

4. IMAX, Pages 615-632.
   a. Analyze IMAX’s general and industry environments and identify the opportunities and challenges it faces.
   b. Discuss IMAX’s business strategy and analyze how IMAX’s resources, capabilities and competencies support its business and corporate strategies.
   c. Why was IMAX changing its business and corporate strategies? Could IMAX thrive as a niche player that only made large format films and systems?
   d. Evaluate changes in IMAX’s business and corporate strategies. Have the changes been effective? Could increasing the number of Hollywood movies released in IMAX format dilute the IMAX brand?
FINE PRINT: This syllabus is subject to change as needed at the sole discretion of the instructor. This syllabus, like all syllabi, was developed with the collaboration of peers and past co-authors, and with the usage of materials provided by the author(s) of the text expressly for this course.
I have read the syllabus, the class calendar and the School of Business Professional Code of Conduct. I understand and will comply with the class requirements. I will not act in an unethical manner in class or in connection with the class. I will maintain the confidentiality of the client’s information.

Signed ______________________________

CLASS RANKING

Past experience has demonstrated that publishing a ranking of performance data serves to more highly motivate participants. Ranking is performed internationally in educational settings and has being used successfully in the classes that Dr. Tanja Steigner and I teach.

I propose to collect performance data from students in this class and periodically post rankings outside my office. Each ranking will only list student names, typically from first ranked in class to last ranked. There will be no grade or point structure other than names posted.

You are not required to participate in this motivational technique. It will not impact your grade if you choose to or choose not to participate. However, I will not provide this motivational tool to the class unless all participate because that would allow those who fail to participate to “Free ride.” As such it would be unfair to those who do intend to participate.

I ____________________
(Student name)

agree to participate in the motivational ranking in this class. ____________________________

Signed

do not agree to participate in the motivational ranking in this class. ____________________________

Signed