

FLORIDA GULF COAST UNIVERSITY
LUTGERT COLLEGE OF BUSINESS
DEPARTMENT OF MARKETING
FACEBOOK: [FGCU Marketing Department](#)
Spring 2020

MARKETING 4804 (CRN 11224)
Wednesdays: 4:30-7:15
Room: Lutgert Hall 1202
Dr. Stuart Van Auken

MARKET STRATEGY
Course Syllabus

I. COURSE DESCRIPTION

A capstone marketing course that utilizes case studies to simulate real-world business situations. The analyses provide guidance to students in developing analytical, decision-making, and presentation skills.

Prerequisites: MAR 3503 and 4613 with a minimum grade of C.

II. COURSE OBJECTIVES

Marketing is not the art of finding clever ways to dispose of what you make. Marketing is the art of creating genuine customer value. It is the art of helping your customers become better off. The marketer's watchwords are quality, service, and value.
— Philip Kotler

This three-hour credit course has a number of objectives. Not only is it concerned with the reaffirmation of concepts, theories, and strategies, it is also concerned with the development of essential skills. Through this course, one will further develop critical thinking, diagnostic and problem-solving, team-building, analytical, and written and oral communication skills. Employers are increasingly placing an emphasis on essential skills, and through this course, these skills will be sharpened and one's confidence enhanced. Lectures also offer the opportunity to supplement text and case material and to add additional theoretical perspectives. Further, upon completion of this course, students should be able to:

- Demonstrate an understanding of the foundational and financial aspects of strategic marketing management.
- Assess business-marketing situations through case analysis.
- Explain the role of opportunity analysis and the tenets of strategic target marketing.
- Express an understanding of the role of product, pricing, communication, and distribution strategies and management.
- Recognize the importance of marketing strategy reformulation and control.
- Display an understanding of the global dimensions of the marketing strategy.

The course addresses the following Academic Learning Compact goal for the marketing discipline:

- Identify marketing problems and formulate problem-solving strategies.

It also addresses the following college-wide goal:

- Apply critical thinking skills to business problems.

This course meets the learning objective of the FGCU Scholars program.

- ❖ Students who complete this course will practice critical thinking skills by analyzing mainstream and marginal texts in their appropriate contexts.
- ❖ Demonstrate information literacy by conducting research
- ❖ Refine writing and communication skills used to report the results of research and analysis.

III. REQUIRED TEXT

There is no required text for this course. Cases and slides are available on CANVAS. If you would like a text back-up, use: *Strategic Marketing Problems: Cases and Comments* by Roger A. Kerin and Robert A. Peterson, 13th edition, 2013, Pearson. Used book editions may be available online.

IV. COURSE METHOD

The course reflects the usage of an integrated pedagogical framework consisting of lectures, slides, and cases. Course slides are available on CANVAS and are associated with class meeting numbers. Additionally, 17 cases have been selected to challenge students. These cases are also available on CANVAS and may be found under designated class meetings.

***Note:** Cases are selected to provide a context for the lectures and time will be allocated for the presentation and discussion of cases and other germane material.

V. COURSE REQUIREMENTS

There will be a total of 16 graded marketing cases that are to be discussed in class. Of these cases, eight of them are to be analyzed and written-up by three-person teams.

Case Analysis Preparation

Problems worthy of attack prove their worth by biting back!
—Old Swedish proverb

A case presents an actual strategy situation. Each case provides a scenario for use in strategic diagnosis and strategic choice. Cases serve four important teaching/learning aims:

1. They offer you an opportunity to diagnose an organization's business and marketing strategies. You then develop strategic recommendations.
2. Each case offers an interesting marketplace situation for learning and applying the strategic concepts and decision-making processes covered in the course.
3. Class discussion of the case will help you to improve your analysis skills in preparing and presenting management briefings.
4. Preparation of written analyses for hand-in cases will help you to develop your writing skills.

All case write-ups are to include the following information:

- Presentation of the primary problem with accompanying rationale
- Presentation of secondary problems
- Development of recommended solutions for primary and secondary problems.

Case Procedure

The sixteen marketing cases have assigned numbers, which are in parentheses. Those cases with even numbers are to be critically analyzed and written up by student teams who possess even team numbers. Therefore, it follows that the odd-numbered cases will be analyzed and written up by student teams with odd team numbers. The write-ups should not exceed two double-spaced, typed pages using a 12-point font. A one-page Appendix may be attached to the write-up to help show any analytics that supports a recommendation.

It is critical that each case write-up contains the following statement: the primary problem is ... The primary problem is the omnibus or over-arching issue, and its identification relative to possible alternatives will require critical thinking. After presenting the problem, provide a rationale or reason for its selection. In other words, why is the identified problem the critical or overriding issue? By the way, if you were a consultant, your client would want to know the basis for your decision. Your case write-up is no different.

Your recommendations for solving primary and secondary problems need to be specific and they should provide direction and guidance. Do not merely say “the firm needs to do research, or the firm needs new products.” Such recommendations are directionless.

The mid-term exam will cover two areas: lecture material and a case. The lecture component lasts for 15 minutes and will require students to answer one of two questions that cover lecture material. The second component follows with a case presentation. Here students will be given a short case to analyze with a time allocation of one hour. This analysis likewise involves primary problem identification and uses the same format as a team write-up. The final exam replicates the format of the mid-term and it too will last one hour and fifteen minutes.

Each Wednesday class meeting is split into halves, thus Class Meetings in this syllabus will have an odd-number for the first half and an even number for the second half. To illustrate, our initial class meeting will address meetings 1 and 2 and our following class meeting will address meetings 3 and 4, etc. Class attendance is also assessed. To develop critical thinking skills, one needs to hear case summaries and lecture material. The latter helps to lay a foundation for a case assessment. To clarify, students will be given four misses without penalty. The misses refer to four meeting halves and not four Wednesdays.

Of the eight (8) odd or even-numbered cases, each team will present to the class two cases that they have written-up. The presentations should not exceed five (5) minutes in duration. These presentations are not to be a mere reading to the class of a team’s case write-up. The use of visual aids is encouraged (e.g., power-points), yet reading from hand-held cue cards and/or reading the monitor is not.

Each non-participating team will be called upon twice during the semester to critique case presenters. These critiques will be graded as to the efficacy of the comments made. Comments should be succinct and should not exceed five (5) minutes. Complimenting a team is not a critique. Instead, a critical evaluation of the primary problem identified is the key. Pertinent case observations will also be noted.

Education is not the filling of a pail, but the lighting of a fire.
—William Butler Yeats

Course Grading

The following means of assessment portray the weightings assigned to grade components:	
✓ Eight case write-ups using a team format [7% each] *	56%
✓ Two team critiques [3.5% each]	7%
✓ Class attendance [7%]	7%
✓ Mid-term exam (test question [8%] and case [7%])	15%
✓ Final exam (test question [8%] and case [7%]) **	15%
<i>Total</i>	100%
<p><i>Case write-ups and critiques have firm deadlines and a missed deadline will result in a zero grade for each team member.</i></p> <p><i>All team efforts will involve peer evaluation.</i></p> <p><i>* In the event of a schedule adjustment which requires a reduction in cases (e.g., 7 cases instead of 8 per team), the evaluation weight of 56% will still exist.</i></p> <p><i>** The last case that is administered as an exam will also address the University’s QEP requirement for assessing critical thinking skills through individual student write-ups.</i></p>	

Make-up exams will be administered during finals week. **Unexcused exam absences** will result in a 10% grade reduction. Therefore, make every effort to attend the mid-term and final.

Final Grade Determination/Grade Scale	
A	92-100
A-	90-<92-
B+	88-<90-
B	82-<88
B-	80-<82
C+	78-<80-
C	70-<78
D	60-<70
F	Below 60
NOTE: A plus-and-minus grading system will be followed in the presentation of final grades.	

VI. HELLO QUIZ

In addition to the above course requirements, the Federal government and FGCU require verification of your enrollment through answering a simple question using a quiz format. You must complete the quiz by Saturday, January 11th by 11:59 pm. The access code to take this quiz on CANVAS will be emailed to you via CANVAS Inbox.

VII. INSTRUCTOR INFORMATION

Dr. Stuart Van Auken, Alico Chair in Marketing

Office: Lutgert Hall, Room 3328;

Phone: 239-590-7382

E-mail: svanauke@fgcu.edu

Office hours: Tuesdays and Thursdays, 3:00- 5:00; and Wednesdays, 3:00-4:00. p.m.;
Other times by appointment.

VIII. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the **Student Code of Conduct** and **Policies and Procedures** sections. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>.

IX. UNIVERSITY NONDISCRIMINATION STATEMENT

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors, and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of **Title IX** of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC's phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

X. DISABILITY ACCOMMODATION SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations,

individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information. ***There will be no audio or video recording of this class unless approved by the Office of Adaptive Services. The use of laptops in class is also restricted to those who have received permission from the instructor.***

XI. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

XII. CLASS MEETINGS

1. Orientation and Introduction; Marketing Strategy and Planning

Slides: CANVAS

2. Marketing Strategy and Planning Continued

Slides: CANVAS

3. Market Segmentation

Slides: CANVAS

4. Practice Case: Tender Care Disposable Diapers

CANVAS

5. GE Case (1)

CANVAS

6. Pfizer Case (2)

CANVAS

7. Product Development

Slides: CANVAS

8. Campbell's Soup Case (3)

CANVAS

9. Continuous Learning

Slides: CANVAS

10. Hobart Case (4)

CANVAS

11. Reebok Case (5)

CANVAS

12. Starbucks in China Case (6)

CANVAS

13. Marketing Analytics

Slides: CANVAS

14. Mid-Term

(Quiz and Case)

15. Calloway Golf Case (7)

CANVAS

16. Iridium Case (8)

CANVAS

17. Integrated Marketing Communications

Slides: CANVAS

18. Astor Lodge Case (9)

CANVAS

19. Pfizer A Case (10)

CANVAS

20. Marketing Channels

Slides: CANVAS

21. UPS Case (11)

CANVAS

22. V. F. Brands Case (12)

CANVAS

23. Pricing

Slides: CANVAS

24. Circle Corporation Case (13)

CANVAS

25. Metabical Case (14)

CANVAS

26. Global Marketing

Slides: CANVAS

27. Audi (15)

CANVAS

28. Subway Case (16)

CANVAS

29. Outcome Assessments

30. Study Day

31. Final Exam (Quiz and Case)