



**UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL
Marketing 612
Dynamic Marketing Strategy Q4 2015**

COURSE SYLLABUS

Instructor: Robert Meyer
Frederick H. Ecker/Metlife
Professor of Marketing
Office: 770 JMHH
email: meyrerr@wharton.upenn.edu
phone: (215) 898-1826

Teaching Assistants: 9:00 (002): Joshua Johnson: email: joshjo@wharton.upenn.edu
10:30 (004): Rachel Krall email: rakrall@wharton.upenn.edu
1:30 (006): Ryan Jensen email: ryanfjensen@gmail.com

Objectives

This course focuses on helping you refine your skills in developing a marketing strategy and seeing how the marketing tactics selected need to be in alignment with that strategy. We will focus specifically on issues such as the selection of which businesses and segments to compete in, how to allocate resources across businesses, segments, and elements of the marketing mix, as well as other significant strategic issues facing today's managers in a dynamic competitive environment.

All of these issues will be discussed and couched in the context of *the dynamic nature of market evolution that occurs throughout the Product Life Cycle (PLC)*, pictured above. Students will develop strategic thinking skills and learn to apply analytical tools to help formulate effective marketing tactics in each phase of the PLC.

In this course you will be learning by doing. Early in the course each student, working in small groups of up to size 6 (self-sign up on Canvas), will be asked to define a strategic marketing problem that involves either the development and launch of a new product or the major re-design and/or repositioning of an existing product. As the course progresses you will have the opportunity to apply the various conceptual and analytic tools discussed in class to your particular problem, such as how to optimal design, how to specify an advertising budget. The class will culminate with your presenting to the class a fully-developed strategic marketing plan for the problem you have chosen.

To make things a tad more interesting, each group will also be asked to design a one-page web ad for their product or service whose creativity and likelihood of success will be voted on by students in a different 612 section. These evaluations will contribute 5% toward your final grade.

Outline of Each Class Session

While the exact structure of each class will vary depending on whether it is a case or lecture, in general each session will typically have three facets:

- 1) ***The real world business problem.*** Most classes will begin with an example of a critical *current* issue that managers confront. This could be either a formal case, or a mini-case. For formal case discussions, we will assume that everyone has read and is prepared to discuss the case. It is not necessary to do any library work or bring in outside information about the company or the industry beyond what is described in the case. In fact, it will distract from the case discussion as we are learning how to make better strategic marketing decisions given the information available at the time of the case. We will focus on principles, theories, and basic applications of marketing strategy. Discussion and questions are strongly encouraged.
- 2) ***Analytical frameworks for thinking through the problem.*** For the business problem being discussed, the class will explore a range of analytic frameworks through which the problem might be approached, and evaluate their comparative strengths and weaknesses. The purpose of this is to provide a systematic basis for narrowing down the set of candidate options, and choosing a best option in light of available data.
- 3) ***Informing the decision through data.*** Given a general analytic framework, most classes will go on to explore how greater precision can be brought to their application through the use of data---both in the form of customer insights (marketing research), and secondary data.

Course Materials

All course materials will be available at <http://www.study.net>

Course Website

Many of the course's activities will involve the use of Wharton's Canvas software, which you can access at: <https://wharton.instructure.com/login>

Please bookmark this website and check it as often as necessary. This site will contain copies of class handouts, and other general information about the course.

Grading

The weighting of the inputs for the final course grade is:

Class Participation	20%
Individual Assignments	30%
Group Assignment	10%
Peer Project Votes	5%
Final Strategy Project	35%

Missing more than two sessions (unexcused) will result in an automatic loss of your full class participation grade (i.e. you will receive 0 of 20%).

The Major Strategy Project

As soon as groups are formed at the start of the term each will be **randomly assigned** one of four innovation tasks that correspond to the strategic challenges that arise at different stages of the PLC:

1. Invent a new web-based service
2. Invent a new tangible product
3. Invent means to sustain the growth of a successful mature business (e.g., Netflix, Apple)
4. Invent a means for reversing the fortunes of a declining business (e.g., how to save Sears)

You should have your core idea solidified by the third class session (group the ideation exercise), which you will work to develop through the term using the tools discussed in class.

The final project will summarize your work through the term, and include three deliverables:

1. A single-page web ad that describes the product/service idea (**due April 22nd**);
2. A SHORT (5 minute maximum) “elevator pitch” PowerPoint presentation on the final day of class (**April 28th**); and
3. A final paper (**due April 28th**). This final paper must be less than 20 pages in length, and involve five major components:
 - a. A description of the new or re-positioned product opportunity;
 - b. A market-potential analysis;
 - c. A final product/service design;
 - d. A media budget and communication plan;
 - e. A five-year financial performance projection; and

f. A long-term growth plan.

Better papers will support analyses using the variety of formal decision-support tools discussed in class.

Developing the web page (due April 22)

You are free to use any hosting method you wish to develop the 1-page web ad for your product or service. If you have never created a website, an easy way is through your Google plus account by going to <http://sites.google.com>. It includes templates, etc. etc.

Other Exercises/Assignments

In addition to the major group project there will be two additional written assignments (one group, one individual), and four web submission assignments:

Written assignments

Due March 24: Group Exercise: Ideation and concept proposal. Description: use at least TWO of the ideation methods discussed in the March 19th class to develop a basic concept for the new or repositioned product or service that will be the focus of your team project. Deliverable is a 1-3 page write-up (plus attachments if relevant) that describes the concept and the ideation processes you used.

Due April 6: Individual Exercise: Conjoint Analysis. Description: using the design of experiments module and Consumer Research Data Analysis Modules in JMP11 (to be explained and illustrated in class), design, administer, and analyze a choice-based conjoint study for 3-4 potential consumers of your product or service. The write-up should be 3 pages plus 1-2 pages of graphs and detail: 1) the product/service, attributes, and attribute levels used in your study; 2) the experimental design you used and its rationale (to be explained in class); 3) a narrative summary of the mean relative importance of the attributes for your consumers; and 4) a simulation analysis showing: 1) the profile that has the greatest potential of maximizing profits; and 2) profitability under different assumptions about competition and/or product/service distribution. In this analysis describe all assumptions.

Web Assignments (all individual)

1. April 6th: Price and profit forecasts for the Medicines Case
2. April 13th: Strategy inputs for the Canadian Cereal Case
3. April 20th: *Futureview* input
4. April 27th: Team product/service project votes

Classroom Participation

All course sessions involve active classroom discussion based on careful preparation of the readings and cases, with a focus on both theoretical questions and practical implications. You should be prepared both to share your ideas and to listen to and interpret issues presented by others. *The quality of your contribution counts for much more than the quantity.* Comments that move a discussion forward in a productive direction are particularly welcome.

If you have documentable special circumstances such as time conflicts between multiple exams, illness, or grave personal difficulties such as a death in the family, you should petition the MBA Program Office, which will work with the faculty in appropriate cases to find a resolution. The MBA Program Office will require documentation of your conflict as a matter of course.

If you find yourself with a conflict due to your career search or recruiting activity, you should work with the MBA Career Management Office to find a resolution. Employers cannot require a student, as a condition of his or her employment candidacy, to participate in recruiting-related activities at a time that conflicts with his or her academic schedule. An employer's inflexibility on this issue is considered a violation of Wharton's recruiting policies. A time conflict due to a job interview, a career pursuit or travel is not an appropriate reason to request accommodation on an academic commitment.

Course Outline

Session

- | | | |
|----------------------------|-----------------|--|
| 1. March 17 th | Tuesday | (T): Overview of Strategic Marketing Issues
<i>Case: Royal: Caribbean Cruises</i> |
| 2. March 19 th | Thursday | (TH): Basics of Innovation Strategy
<i>Group sign-up on Canvas completed by 5PM</i> |
| 3. March 24 th | Tuesday | (T): Idea Screening
<i>Product/Service Proposal Exercise Due (Group)</i> |
| 4. March 26 st | Thursday | (TH): Concept Testing 1: The Basics
<i>In-class conjoint exercise (not graded)</i> |
| 5. March 31 st | Tuesday | (T): Flipped Classroom: Choice Experiments
<i>Lecture posted on line to be viewed evening of March 30th or earlier. Class time will be allocated to working on choice analysis exercise and individual Q&A</i> |
| 6. April 2 nd | Thursday | (TH): Using Social Media to Aid Diffusion
<i>Case: Mekanism: Engineering Social Marketing</i>
<i>Choice analysis exercise (Individual) due Monday (April 6th) 5PM</i>
<i>Medicine Case Numbers due Monday (April 6th) 9PM</i> |
| 7. April 7 th | Tuesday | (T): Product Launch: Pricing
<i>Case: The Medicines Company (A)</i>
<i>Case Numbers due Monday (April 6th) 9PM</i> |
| 8. April 9 th | Thursday | (TH): Dealing With Maturity
<i>CCC case inputs ("Rules of Engagement") due Monday, April 13th by 7PM</i> |
| 9. April 14 th | Tuesday | (T): Competition
<i>Case: Canadian Children's Cereal</i>
<i>CCC case inputs ("Rules of Engagement") due Monday April 13th by 7PM</i> |
| 10. April 16 th | Thursday | (TH): Resource Allocation
<i>In-class RA optimization exercise (not graded)</i> |
| 11. April 21 st | Tuesday | (T): Marketing in Decline
<i>Case: Showrooming at Best Buy</i> |

Website URLs due Wednesday April 22nd by 7PM
Futureview inputs due Wednesday, April 22nd, by 9PM

12. April 23rd **Thursday**

(TH): Marketing Products for the Future

In-class case: predicting demand for autonomous vehicles

13. April 28th **Tuesday**

(T): Product Presentations

Website votes due by Mon, April 27th. NOON
Final Project write-ups due (Group)