



## **BUSML 4203: MARKETING STRATEGY**

### **Autumn 2016**

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<b>Professor:</b>	Scott LaCross	<b>Class Time:</b>	Mondays, 1:50 – 3:10pm & 3:25 – 4:45pm
<b>Office:</b>	356B Fisher Hall	<b>Classroom:</b>	Gerlach Hall 365
<b>Email:</b>	lacross.2@osu.edu	<b>Office Hours:</b>	By appointment

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#### **Course Overview:**

Marketing strategy plays a very important role in any business situation. In order to perform and advance in a marketing profession, you must understand the influence of environmental factors, recognize potential opportunities and threats in the marketplace and use marketing tools, research, and planning in creating successful marketing strategies.

#### **Course Objectives**

By the end of the term you will be able to:

- (1) Evaluate information and determine which is most relevant to your business situation.
- (2) Create strategies to drive business growth.
- (3) Critique, challenge and defend various strategic options.
- (4) Effectively communicate your thoughts and recommended action plan.
- (5) Utilize your analytic, oral presentation and writing skills.

#### **Course Format**

This course is built entirely around analyzing business case studies and online articles. You will be doing case analysis as individuals for some cases and as a group for others. While the pre-work for the cases will be beneficial, the vast majority of your learning will come from the in-class discussion. You may come into class with a certain opinion about the case and leave with an entirely new perspective. If you cannot attend class regularly, you should not plan on taking the course this semester. Not only will your lack of attendance affect your grade, you will not gain anything from this experience. Your attendance and active participation in discussions are critical to your learning and success in this course.

#### **Course Materials**

Students are required to purchase their own course pack of case studies. You will need to register for a Harvard Business account. The course pack can be purchased at:

<http://cb.hbsp.harvard.edu/cbmp/access/51496315>

#### **Course Expectations**

As I stated above, your active participation is critical for success this course. This is not a lecture-based course, but rather a discussion-based course. My role as the instructor is not as much about telling you information. My focus will be on guiding the discussions and challenging the group as a whole to look at the situation from multiple perspectives. Our goal is not to get to a single “right” answer, but rather get to the “best” decision given the circumstances. This will come through group discussion as we challenge and defend various opinions.

While I will encourage us all to challenge each other’s views, I also expect a high level of respect and professionalism throughout the process. I want there to be lively discussions where people challenge and defend certain thought processes, but we will always do it without disrespecting or attacking another person.



## Grading

Your grade will be based on the below components:

<u>Graded Component:</u>	<u>% of Final Grade</u>
1. Case Presentation*	30%* (group grade – one case)
2. Executive Committee Evaluation*	5%* (group grade – one case)
3. Attendance & Participation	20% (individual grade)
4. Online “Assessments” (four total)	40% (individual grade – 10% each)
5. Group Peer Evaluation*	5%* (individual grade)

**\*Individuals who receive less than 75% Peer Evaluation (as an average of all evaluations) will receive only 80% credit of the Case Presentation and Executive Committee Evaluation grades.**

The grading scale that will be utilized for the final grade are as follows:

A =	93 – 100%	C+ =	77 – 79.99%
A- =	90 – 92.99%	C =	73 – 76.99%
B+ =	87 – 89.99%	C - =	70 – 72.99%
B =	83 – 86.99%	D+ =	67 – 69.99%
B- =	80 – 82.99%	D =	63 – 66.99%

### Group Case Presentation – 30% of final grade

You will work in **teams of five** that will be formed during the first day of class (you will form your own teams). Each team will be assigned a case study and will develop a deep-dive presentation that will be presented to the class. Each group will have up to 30 minutes to present on their assigned day (refer to Course Schedule). The dress code is business casual for case presenters.

Your group can email or meet with the instructor prior to the presentation to discuss any questions or presentation material. General guidelines for the presentation are:

- A clear statement of the problem including your justification for viewing the problem as you do
- A thorough analysis of the situation
- Presentation of alternative strategies, and their evaluation based on the nature of case
- Selection and justification of final marketing strategy and reasons why other alternative strategies are rejected
- Implementation plan of the final marketing strategy

Each case presentation will be followed by “Question and Answer (Q&A)” session after the presentation. The Executive Committee (another group) will take the lead in asking questions and then other students and the instructor will follow. This is an opportunity for all students to participate in case discussions. Each member in the presenting group will be expected to respond to questions from students in the class. The responses to questions will be a factor in the overall grade.

**Final case presentations will be submitted electronically (in PDF format) at least 24 hours in advance of the class start time.** It is common practice to provide presentations to senior leadership prior to the face-to-face meeting. This will provide the Executive Committee and the rest of the class some time to review the information and form questions.

### WHY ARE WE DOING THIS?

Effective and efficient communication is a crucial skill in business. This project will help you 1) analyze a business situation and determine which information is most relevant for your audience, 2) work on communicating your thoughts in a clear and concise manner, and 3) organize your thoughts to sufficiently respond to questions and challenges from the group.



### **Executive Committee Evaluation – 5% of final grade**

Each group (same groups as Case Presentations) will also be assigned a second case for which you represent a group of key executives that the presenting team is trying to convince. You are expected to come prepared with your own opinion and recommended action plan. You will take the lead in asking questions and offer additional perspectives after the presentation (each member is expected to contribute).

Your team will submit an evaluation form of the presenting team that is due **by 5pm two days following the presentation.**

### ***WHY ARE WE DOING THIS?***

To be successful in marketing (and in business), it is important to learn how to be on the receiving end of a presentation and effectively process what is being communicated. You must be able to grasp the main points that are being presented and look for logic gaps or missing pieces in the overall story. You must also be able to “pull out” additional information or challenge a way of thinking in an effective and professional manner.

### **Attendance & Participation – 20% of final grade**

Since your attendance and participation are crucial to making an effective learning environment for the entire class, a decent amount of your grade will be based on this area. The grading structure is designed to encourage what I consider the “3P’s” of being effective in a business meeting...Preparation, Presence, & Participation. If you want to ensure a solid grade in this area, be sure to deliver against each of these.

Every class will be worth 5 points:

3 points = Preparation – every student will submit a case analysis summary before every class in Carmen\*

2 points = Presence – I will take attendance in every class

\*While I expect some students to prepare for the cases with others, these summaries should be written individually rather than copy/paste as a group (the system will detect plagiarized work).

The participation aspect of the grade will be an overall assessment of your contribution to the class discussions. This does not mean say something for the sake of talking. It will be the instructor’s discretion whether the student contributed value to the overall discussion.

**Ways to ensure that you receive credit include:** add a new piece of information or perspective relevant to the topic of discussion; provide an alternative way of looking at the situation; challenge a common-held position and offer an alternative; open a new line of discussion or way of looking at the situation.

**Ways to ensure that you do not receive credit include:** don’t say anything; repeat information that has already been shared but with different language; challenge others positions without any basis or rationale.

I will be tracking students’ contributions throughout the course, but you will also receive a set of class participation sheets at the beginning of the semester. You will use the sheets to note down your contributions to each case discussion in the class. You will also give yourself a participation grade based on your total contributions. The class participation sheets set must be submitted half way through the semester and on the last day of class.

The below guidelines are provided to assist you in understanding how class participation will be graded. Note that class participation should not be confused with class attendance. Merely attending class will not lead to a strong class participation grade. To accomplish the latter it will be necessary to be consistently and actively be



engaged in the class discussions and be a leader in many of these discussions. Therefore, we might consider the following examples of possible class participation grades.

Grade = A:

A consistent leader in class discussions who regularly makes strong contributions by making insightful comments that reflect a thorough analysis of the case and/or articles and other enrichment material under consideration in this class – comments that advance our understanding of the topics under consideration.

Grade = B:

Contributes fairly regularly to class discussion making insightful comments that reflect a careful reading of the cases and articles under consideration in the class.

Grade = C:

Contributes to class discussion with reasonable comments that follow from the prior discussion, but does not contribute as frequently or consistently as others.

Grade D:

Infrequent comments or a tendency to make comments that do not appear to be based on a reading of the case. Comments when called on but the comments frequently do not reflect a careful reading of class material.

Grade = E:

Very few positive contributions to the class discussion.

**Online Assessments – 40% of final grade (10% each)**

There will be FOUR (4) online assessments throughout the course of the semester. I am referring to these as assessments because they will be more lengthy than a quiz but not as robust as a full exam. These will be administered through the Carmen Quiz tool and must be completed outside of class time during a specified time window.

These assessments will be open-note and you must work alone. The questions for these assessments will be based on the in-class case discussions and presentations. **Attendance in class is crucial to perform well on these assessments.**

**Peer Evaluations – 5% of final grade**

Team collaboration and participation is an important element of this class and will affect the quality of final deliverables. Each team member will provide a performance evaluation of the other members (template is posted on Carmen). Lack of effort and contribution to the project by a team member will be reflected in the individual peer evaluations and will negatively affect that individual's overall grade for the course. **Individuals who receive less than 75% Peer Evaluation (as an average of all evaluations) will receive only 80% credit of the Group Project and Presentation grades.**

It is important that Peer Evaluation scores are determined based on objective criteria rather than personal opinion. It is normal for group members to have different approaches, personalities, and opinions so your group will need a clear framework for how you will work together and the expectations of performance. One of the first tasks your group will have will be to develop and submit a **Team Charter**. The performance expectations laid out in this charter will be the basis for your Peer Evaluation scores at the end of the session. The template for the Team Charter will be posted on Carmen. An electronic version along with a printed & signed version of your final charter must be turned in to the instructor **by the second day of class**.



## **Honor Code**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **Professor Bio**

### **Scott LaCross**

#### **Senior Lecturer, Department of Marketing & Logistics**

Scott LaCross joined the Fisher Marketing & Logistics faculty team in Spring 2013 as an Adjunct Lecturer to teach the Marketing Projects course. For the next three years he taught in an adjunct role while also managing his own business, The Speiro Group, a Columbus-based consulting firm serving companies in the areas of strategic planning, marketing execution, and leadership development. Scott transitioned into a full-time faculty position as a Sr. Lecturer in Autumn 2016 and teaches the Marketing Projects, Marketing Strategy, and Promotional Strategy courses. He is also the Faculty Coordinator for the Consumer Packaged Goods Industry Cluster Program.

Prior to teaching and consulting, Scott held various brand management positions with Sara Lee Corporation and Abbott Nutrition. His experience includes strategic business planning, P&L management, profitability improvement, cross-functional team management, market research design, brand identity and positioning, advertising and promotions development, and new product launches.

Scott is also a passionate business entrepreneur. He is the co-founder of Wholeful, a health and wellness company and creator of StartMarketingRight.com, an online resource that helps businesses plan and execute effective marketing programs.

Scott earned his MBA from Northern Illinois University and his B.S. in Marketing and Organizational Leadership from Miami University.



## Course Schedule

Date	Topics / Case Studies / Readings	Assignments / Deliverables	Presenting Group	EC Group
8/29/16	Course Introduction / Syllabus Review	Form Groups		
9/5/16	NO CLASS – LABOR DAY	Team Charters Due by 9/7		
9/12/16	Case Analysis: <i>"Annie's: Growing Organically"</i>	Case Analysis Summary		
9/19/16	Article Discussion: <i>"Segmentation and Targeting"</i>	Discussion Questions		
9/26/16	Case Analysis: <i>"The Fashion Channel"</i>	Case Analysis Summary	Group 1	Group 8
10/3/16	Case Analysis: <i>"Even Commodities Have Customers"</i>	Case Analysis Summary	Group 2	Group 7
Online Assessment #1				
10/10/16	Article Discussion: <i>"Pricing Strategy"</i>	Discussion Questions		
10/17/16	Case Analysis: <i>"Atlantic Computer: A Bundle of Pricing Options"</i>	Case Analysis Summary	Group 3	Group 6
10/24/16	Case Analysis: <i>"Culinarian Cookware: Pondering Price Promotion"</i>	Case Analysis Summary	Group 4	Group 1
Online Assessment #2				
10/31/16	Article Discussion: <i>"Brand Positioning"</i>	Discussion Questions		
11/7/16	Case Analysis: <i>"Clean Edge Razor: Splitting Hairs in Product Positioning"</i>	Case Analysis Summary	Group 5	Group 2
11/14/16	Case Analysis: <i>"Eileen Fisher: Repositioning the Brand"</i>	Case Analysis Summary	Group 6	Group 3
Online Assessment #3				
11/21/16	Article Discussion: <i>"Creating Customer Value"</i>			
11/28/16	Case Analysis: <i>"Olympic Rent-a-Car: Customer Loyalty Battles"</i>	Case Analysis Summary	Group 7	Group 4
12/5/16	Case Analysis: <i>"elBulli: The Taste of Innovation"</i>	Case Analysis Summary	Group 8	Group 5
Online Assessment #4				