



## Marketing Management (MKTG 5115) Syllabus: Fall 2015

### Your instructor

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### Overview

Marketing management focuses on the pursuit of *growth* for your organization, by creating and delivering *value propositions* that satisfy the customers you serve, in *interactions* that generate growth for you. These interactions are the events that enable us to *establish, expand and retain profitable relationships* with *targeted customer segments*. These relationships in turn are the source of *customer equity*, the intangible asset that delivers sustained growth.

My subtitle for this course is “Marketing Strategy for Non-Marketing Professionals”. We focus on key questions and concepts relevant for assessing and contributing to an effective marketing strategy regardless of where you are in an organization. If you ever have thought about starting a company, or taking a leadership role in a nonprofit, this course provides core foundational concepts through case discussions and projects that you can directly apply to those goals. For those of you already in marketing roles, this course will help you better interact across the organization, through its focus on connecting marketing goals to the overall growth strategy and business model of the organization.

This course offers both a strategic and analytical approach to marketing decisions. You will develop basic proficiency with key marketing concepts and skills including: customer insight, market and competitive analysis; segmenting, targeting, and positioning; determining product, price, place and promotion components of marketing strategies; and assessing marketing performance.

## Learning Objectives

At the conclusion of this course you should be able to integrate marketing concepts and analysis tools to identify and pursue organic growth opportunities. Specifically you should be able to

1. Analyze your go-to-market environment, your business model, and your resulting position in that market
2. Develop hypotheses regarding the decision-making processes that drive customer purchase decisions, and how these differ across customer segments
3. Identify and position a value proposition for a targeted customer segment and align this with a broader brand for your organization
4. Plan actions to develop and test this value proposition with targeted customers, and to reach and satisfy targeted customers with your value proposition
5. Project and assess the performance of the resulting marketing strategy

## Learning approach

This course focuses heavily on experiential learning, discovering knowledge and developing skills through application to real-world situations, including case discussions and analyses, exercises, class discussions and integrative projects. I aim for what is called a “flipped classroom”, where there are very few lectures and a substantial amount of in-class time for helping you work through applying concepts to problems.

## Learning materials

- **HuskyCT online course platform ( [huskyct.uconn.edu](https://huskyct.uconn.edu) )**, requires UConn NetID
  - for course content, timeline, submission of assignments and distribution of grades.
- **Cases and required readings (available for online purchase):**
  - Required case pack for purchase from HBS Publishing:  
<https://cb.hbsp.harvard.edu/cbmp/access/38359890>
  - Osterwalder, Alexander et al (2014) [Value Proposition Design](#), Wiley ISBN978-1-118-96805-5, available at the Co-op and online
  - Links to other required readings that are available free online or through library license will be starred on the readings list for each class, on HuskyCT
- **Optional readings:**
  - Osterwalder, Alexander and Yves Pigneur (2010) *Business Model Generation*, Wiley. ISBN 978-0470876411, available online, *a useful companion to Value Proposition Design, at the Business Strategy level.*
  - Optional readings will also be on the readings list for each class, on HuskyCT

## Learning groups

You will work in groups to prepare for case discussions and for in-class exercises. Your learning group will be assigned on the first day of class.

## Learning activities and assessments

We will use the following components to assess your mastery of the learning objectives in this course:

Discussion participation	25%
Marketing proposal Part 1	20%
Marketing proposal Part 2	20%
Core preparation components <ul style="list-style-type: none"><li>• 15% Weekly concept checks and 2 proposal checkpoints</li><li>• 5% Customer interview</li><li>• 15% Peer evaluation in learning group</li></ul>	35%

**Case Discussion Participation:** Constructing your learning through discussion is a key learning approach in this class. You should come to each case discussion prepared to participate.

- **QUALITY** contribution conditional on sufficient level of quantity. Focus on the quality of your contributions, which will be the key factor driving my assessment of your performance. More information about aiming for quality discussion points is provided separately on HuskyCT. However I will also consider quantity as a necessary but not sufficient performance condition. Specifically, “B” level performance requires contributing to at least 50% of case discussions. At the same time, speaking in every case discussion is neither sufficient nor required for “A” level performance.
- **Small group pre-discussions.** Prior to large group discussions you will have an opportunity to discuss the case with your team. This gives you an opportunity to test, sharpen and rehearse ideas before the larger discussion. You do NOT need to come to consensus as a team, in fact it is more productive to use the time to test different approaches to the case problems.

**Marketing proposal Parts 1 and 2:** Gives you an opportunity to apply your learning by applying what you are learning to an organization of interest to you. If you have ever been interested in doing a startup, this proposal is a great first step in doing so. I have reserved several chunks of class time for you to work on your proposal, and get feedback from me and your classmates. More information will be provided separately on HuskyCT.

### **Core Preparation Components:**

- **Pre-Class Concept Checks:** Because in-class time is focused on discussions and projects rather than lectures, it is important that you come to class with a good understanding of the concepts in the readings, ready to ask questions about areas that you find challenging, and with some raw material to work with your team to move projects forward. So you will prepare for most class sessions by completing an online concept check. These online quizzes allow you to check your understanding of course content assignments, and flag areas for further discussion in class. You can retake concept checks twice: the latest submission before the due date and time will be the one graded. **Concept checks are due prior to class time and late assignments will receive no credit.** This is so that I can use the assignments to adapt the class discussion.
- **Proposal Checkpoints:** At several points in the class you will deliver draft work related to your proposal, these are graded submitted (pass)/unsubmitted (fail). This prework supports in-class discussions and exercises related to refining your proposal.

- **Customer interview:** A fundamental tenet of marketing is that directly hearing the “voice of the customer” is crucial for effective performance. In this short assignment you will practice this skill by reaching out to another student, using an interview protocol provided by your instructor.
- **Peer Evaluation:** This final component enables you to recognize both outstanding and substandard performance by your team peers in small group case discussions

## Letter Grade to Percentage Score Translation

All assignments but the concept checks will be scored using a letter score. Typical letter scores will be translated into percentage scores as follows:

- A = 95
- A- = 91
- B+ = 87
- B = 83
- B- = 80
- F = 0

Components with a higher weight may be weighted more granularly. Your instructor reserves the right to grade higher or lower as performance warrants.

## Numerical Score to Final Letter Grade Translation

- A  $\geq 94.0$  (note this is higher than “normal”)
- A-  $\geq 90.0$
- B+  $\geq 86.0$  (note this lower than “normal”)
- B  $\geq 82.0$
- B-  $\geq 78.0$
- C  $\geq 70.0$
- F  $< 70.0$

Final scores will be rounded to the nearest tenth and **cutoffs are absolute thresholds**. In other words 93.9 is an A-, not rounded to an A.

## Rules of the Game

- Specific to this course:
  - **You are expected at all scheduled class sessions, unless otherwise specified.**
    - Due to the structure of this course, missing class sessions hurts not only your learning but the learning of your classmates. Missed case discussions or class exercises cannot be “made up”.
    - At the same time, things happen. You can still excel in this class with less than perfect attendance, but multiple absences will have an impact on your performance assessment by me and by your peers.
    - To minimize the impact of any absences, complete all preparation assignments, communicate with your team in advance and provide them with case discussion preparation notes for use in small group work, and increase your participation levels in other sessions. If extended illness or other personal situations arise that require extended time away from all of your classes, please email me to arrange a time to discuss.
    - You do NOT need to inform me, nor will informing me excuse your absence, other than in the following three conditions:
      - If you have a contagious illness do not come to class, please do let me and your teammates know by email in advance. I will use your average case participation assessment in place of participation for that session. I do reserve the right to ask for outside confirmation of illness.
      - If you are missing a class for participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official, please contact me by email as early as possible to make arrangements for completing assigned or alternative work in advance of the class.
      - If religious observances prohibit you from participating in any required activities, please let me know by email at least one week in advance to make arrangements for completing assigned or alternative work in advance of the class.
  - **Meet deliverable deadlines**
    - Late concept checks will not be accepted.
    - Other assignment grades will be reduced ½ letter grade for each day they are late
  - **Be physically and mentally present in case discussions**
    - **Turn off phones and close laptops during case discussions.** Print the case and your notes before class so you can refer to them during the discussion.
    - Do not leave the room during discussions, it is disruptive to the discussion. We will have stretch breaks in class, plan accordingly.

- As referenced in the [UConn Student Code](#):
  - *“The “spirit of inquiry” lies at the heart of our community. It is the realization that the act of learning is essential to personal growth... The spirit of inquiry can only flourish in an environment of mutual trust and respect, and that environment cannot be limited to the classroom or to the lab. Each member of the community must have the opportunity to participate fully in the process of learning and understanding if the community as a whole is to remain strong and vital. Therefore, all members must accept responsibility for creating an environment that promotes individual growth and builds community through the safe, respectful exchange of diverse thought, opinion, and feeling... As members of the University community, students have an obligation to uphold The Student Code as well as to obey federal, state, and local laws.”*
  
- In addition, [expectations for scholarly integrity are addressed by the UConn Graduate School](#). Specific highlights related to this course:
  - For all written assignments you must properly cite sources of information, and identify the ideas and words of others. Misrepresenting someone else’s work as one’s own is a serious offence in any academic or professional setting, and it will not be condoned.
  - Cheating of any sort will not be tolerated, and will result in failure of the assignment, and potential failure of the course.
  - A student who knowingly assists another student in committing an act of scholarly misconduct will be equally accountable for the violation, and will be subject to the same sanctions and other remedies.

## Targeted Class Schedule

The content to be covered in each class, required readings and assignment due dates are shown on HuskyCT. Your instructor reserves the right to change this schedule and extend due dates if needed to accomplish the objectives of the course. [Instructions for viewing and syncing course due dates on the HuskyCT calendar](#)

Last revised Aug 31 2015, **Content and Due Dates on HuskyCT supersede this page.**

Date	General Topic	Preparation and Assignments Due
Class 1- Sep 1, 6:00-9:00	Introduction	<ul style="list-style-type: none"> <li>Readings and Case Prep: Zimmer</li> <li><i>Concept Check Due Sep 2, 9:00pm*</i></li> </ul>
Class 2- Sep 8, 6:00-9:00	Assessing Marketing Context <i>Proposal Part 1 Released</i>	<ul style="list-style-type: none"> <li>Readings and Case Prep: Hubspot: Inbound Marketing and Web 2.0</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 3- Sep 15 6:00-9:00	Developing Customer Insight: Part 1 <i>Customer Interview Released</i>	<ul style="list-style-type: none"> <li>Readings and Case Prep: Aqualisa</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 4- Sep 22, 6:00-9:00	Segmenting and Targeting Customers	<ul style="list-style-type: none"> <li>Readings</li> <li><i>Concept Check Due 1:00pm</i></li> <li><i>Proposal Checkpoint Due 6:00pm</i></li> </ul>
Class 5- Sep 29, 6:00-9:00	Positioning Brand Value Individual Proposal Workshop	<ul style="list-style-type: none"> <li>Readings and Case Prep: Crescent Pure</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 6- Oct 6, 6:00-9:00	Innovation Adoption and Demand Forecasting	<ul style="list-style-type: none"> <li>Readings and Case Prep: Cottle Taylor</li> <li><i>Concept Check Due 1:00pm</i></li> <li><i>Customer Interview Due 6:00pm</i></li> </ul>
Class 7- Oct 13, 6:00-9:00	Moving from Idea to Action; Developing Customer Insight: Part 2	<ul style="list-style-type: none"> <li>Readings</li> <li><i>Concept Check Due 1:00pm</i></li> <li><i>Proposal Part A Due 6:00pm</i></li> </ul>
Class 8- Oct 20 6:00-9:00	Customer Satisfaction and Customer Equity <i>Proposal Part 2 Released</i>	<ul style="list-style-type: none"> <li>Readings</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 9- Oct 27, 6:00-9:00	Designing and Pricing Products and Services	<ul style="list-style-type: none"> <li>Readings and Case Prep: Dropbox</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
<i>Nov 3- Week Break</i>		
Class 10- Nov 10, 6:00-9:00	Generating Engagement and Demand	<ul style="list-style-type: none"> <li>Readings and Case Prep: Sephora</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 11- Nov 17 6:00-9:00	Managing Customer Experiences	<ul style="list-style-type: none"> <li>Readings and Case Prep: CDK Digital Marketing</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
<i>Nov 24- Thanksgiving Break</i>		
Class 12- Dec 1: 6:00-9:00	Working with Channel Partners	<ul style="list-style-type: none"> <li>Readings and Case Prep: Mutual Funds</li> <li><i>Concept Check Due 1:00pm</i></li> </ul>
Class 13 Dec 8: 6:00-9:00	Proposal Work Day Individual Proposal Workshop <i>Peer Evaluation Released</i>	<ul style="list-style-type: none"> <li><i>Proposal Checkpoint Due 6:00pm</i></li> </ul>
Class 14 Dec 15: 6:00-9:00	Capstone & Course Wrap	<ul style="list-style-type: none"> <li>Case Prep: Better World Books</li> <li><i>Proposal Part B Due 6:00pm</i></li> <li><i>Peer Evaluation Due 6:00pm</i></li> </ul>

\* for this concept check only there is no penalty for being late. For all other concept checks, late submissions will not be accepted