
INTERNATIONAL MARKETING SEMINAR in Spring 2019 (BA4045)

Course Code	BA4045	Professor(s)	Robert Earhart
Prerequisites	None	Office Number	G-3A02
Class Schedule	W: 15:20-18:15 in PL-1	Office Hours	Monday 15.15-16.00 and Wednesday 14.15-15.00 or by appointment
Credits	4	Email	rearhart@aup.edu
Semester	Spring 2019	Office Tel. Ext.	579

Course Description

The participant-designed course introduces advanced marketing concepts and their use in management-specific situations and applications. We will consider how to combine market research data, financial data, and business strategy to make marketing decisions that best meet customer demands and desires, respond to competitors, and reach financial and strategic objectives. This course will be case-driven, supported by data analysis, with background given on advanced marketing topics through case studies, supported by lectures, discussions, analytic techniques, and written analyses. The course will also examine the marketing function from a variety of professional and critical perspectives.

The course considers marketing within national and multi-national contexts. A key component of the course is to develop a thoughtful and critical understanding of marketing practices and to gain the ability to apply analytic techniques and core concepts in organizational and professional environments. The main method of student evaluation will be the student's ability to effectively utilize the tools and methods covered through the entire continuum of their marketing studies in a portfolio project that will span the semester.

This course is intended as the capstone course for marketing majors as their final course in the program sequence or for students with prior coursework in marketing. It leverages all of the subject areas studied in the program and it is highly recommended that students complete some of the supporting courses before enrolling in the class. The course is intended to prepare students for graduate-level academic and professional work in the field of marketing.

Finally, this course is based on a participant-collaborative design. While the overall course objectives and some of the course materials are fixed, the final structure of the course, including deadlines, deliverables, cases, etc. will be negotiated by the course participants and updated as we move through the course. Hence, it is important that all course participants understand that this course requires active and sustained engagement through the entire semester.

Course Learning Outcomes

Understand the role of data analytics in marketing decision-making.

Incorporate financial and consumer data into marketing planning and strategy

Understand the trade-offs of different marketing mix approaches and resource availability

Evaluate specific marketing activities according to financial, ethical and stakeholder criteria.

develop a comprehensive evaluation of marketing strategies, from start to finish, in a variety of different consumer or business-to-business contexts.

Articulate strategic marketing decisions regarding product development, branding, promotion, pricing, and distribution in a competitive professional environment

Complete a final project portfolio in an area of professional interest showing a comprehensive understanding of the above objectives.

General Education

This course is a capstone course for the marketing majors and does not fulfill general education requirements.

Course Outline

COURSE OUTLINE:

Week 1: Course Introduction and Marketing Concept Refresher

23/1 Overview and Benefits of Marketing Strategy

Overview of First Principle's Approach - *Read Palmatier & Sridhar (P&S) Chapter 1*

Introductory Case (set Group - A): Swiss Army (Part I) - Diversifying into the Fragrance Business (Handout-Ivey Publishing, 2014)

Planning Workshop - Overview of Course Calendar and Case Assignments, Overview of Negotiation Process for Course Organization

Please Purchase Book & Coursepack by 30 January

Week 2: First Principles Approach to Marketing Analysis

30/1 CASE: Group Presentations (Set Groups A) Swiss Army (Part II)

Planning Workshop: Finalization of Course Schedule through Week 10 and Marketing Portfolio Assignment Criteria and Deadlines Finalization

Principle 1: All Customers are Different-Managing Customer Heterogeneity - Read P & S Chapter 2 Segmentation and Targeting Concept and Demonstration

Manchester Products Assignment Handout

Week 3: Market Segmentation

6/2 CASE- Manchester Products (Handout - Quelch & Beckham, HBS, 2009) - Seminar Discussion with Group Assignments

Principle 1 (continued): All Customers are Different-Managing Customer Heterogeneity - Read P & S Chapter 2

Market Segmentation Analysis Topic Due (Verbal Report and Form)

***** From this point forward, the course schedule is a draft and subject to change based on our collaboratively determined schedule. Cases and materials are given only as an example of the timing from last year. Required deliverables and deadlines are noted. *****

Week 4: Customer Dynamics

13/2 CASE: Group Presentations (Set Groups B) Terlato Wines International: Managing Rutherford Hill Merlot in a Post-Sideways Market (in coursepack)

Seminar Discussion with Group Assignments - View Film: *Sideways* (Payne, 2004) in advance of class

Lecture and Seminar Discussion-Managing Customer Dynamics- Read P & S Chapter 2

Choice Models Concept and Demonstration

Portfolio Deliverable #1 - Market Segmentation Analysis (submitted via SafeAssign)

Week 5: Analysis for Competitive Advantage (Part 1)

20/2 Quiz: P & S Ch. 1-2

CASE - Alpen Bank: Launching the Credit Card in Romania (2012) Rangan & Yong (in coursepack)

Seminar Discussion with Group Assignments

Principle 3: All Competitors React-Managing Sustainable Competitive Advantage

Read P & S Chapter 4

Week 6: Analysis for Competitive Advantage (Part 2)

27/2 CASE - Cofidis (in coursepack)

Seminar Discussion with Group Assignments

REQUIRED: Portfolio Deliverable #2 – Report (A) on the applied use of a data analysis technique (submitted via SafeAssign)

REQUIRED: MIDTERM EXAM (P & S Ch. 1-4; Cases and Course Discussions – Closed Book, 2 Sheets of A4 notes allowed)

Week 7: AUP Spring Break – No Class

Week 8: AUP Spring Break – No Class

Week 9: Branding Analytics for Competitive Advantage

20/3 Principle 3 (con't): Managing Brand-Based Competitive Advantage

Read P & S Chapter 5

CASE - **(P & S pp. 141-148)** Fighting Competitive Attack at Exteriors Inc.

Seminar Discussion with Group Assignments

Marketing Strategy Topic Due (Verbal Report and Form)

Week 10: Product & Service Analytics for Competitive Advantage

27/3 Principle 3 (con't): Managing Offering-Based Competitive Advantage

Read P & S Chapter 6

CASE - **(Coursepack)** Kitkat in Japan (2017) Part I

Seminar Discussion with Group Assignments

Revisit course planning (week 11-17)

Week 11: Customer Relationship Management (CRM) for Competitive Advantage

3/4 Principle 3 (con't): Managing Relationship-Based Competitive Advantage - *Read P & S Chapter 7*

CASE - **(Coursepack)** Kitkat in Japan (2017) Part II

CASE - **(Coursepack)** Marquee-The Business of Nightlife (2010)

Seminar Discussion with Group Assignments

Week 12: B2B Marketing Pt. 2, Segmentation

10/4 Principle 4: All Resources are Limited-Managing Resource Tradeoffs - *Read P & S Chapter 7*

CASE - **(P & S pp. 247-257)** Fighting Competitive Attack at Exteriors Inc.

Portfolio Deliverable #3 – Marketing Strategy Report (submitted via SafeAssign)

Week 13: Segmentation, Market Selection, and Product Positioning

17/4 Integrating the Four Principles - *Read P & S Chapter 8*

CASE - **(Coursepack)** CDK Digital Marketing-Addressing Channel Conflict with Data Analytics (2014)

Seminar Discussion

Portfolio Deliverable #4 – Report (B) on the applied use of a data analysis technique (submitted via SafeAssign)

Week 14: Segmentation, Market Selection, and Product Positioning

24/4 C. Hackley (2009) Marketing: A Critical Introduction

Seminar Discussion

Marketing Case Study Topic Due (Verbal Report and Form)

CASE - **(Coursepack)** La Martina (A): “Pasion Argentina”

Seminar Discussion with Group Assignments

Week 15: Pricing / Critical Approaches to Marketing

24/4 C. Hackley (2009) Marketing: A Critical Introduction

Seminar Discussion

CASE – To be announced

Week 16: May Day Holiday – No Class

Week 17: Portfolio Finalization / Schedule Slack

8/5 **Portfolio Deliverable #5 – Marketing Case Study Due**

Planned Slack

Week 18: Final Exam

13/5 REQUIRED: Full Portfolio Submission (as a PDF document in SafeAssign - please note this is the Monday of Final Exams)

This is not a flexible or negotiable deadline

15/5 REQUIRED: FINAL EXAM PERIOD – PORTFOLIO PRESENTATIONS & MARKETING MAJOR LEARNING OBJECTIVES ASSESSMENT

This is not a flexible or negotiable deadline

Textbooks

Title	Author	Publisher	ISBN	Required
Marketing Strategy Based on First Principles and Data Analytics	PALMATIER & SRIDHAR	Palgrave	9781137526236	Yes
Marketing: A Critical Introduction	Hackley, C.	Sage	9781412911498	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Student Performance will be evaluated based on the following factors:

Class Participation

Based on attendance and participation with group presentations, discussions and in-class projects, as well as group peer evaluations.

- Attendance: this is not simply a matter of being present, but also involves arriving on time and being prepared for each course session. Please bring the textbook to each class as well as any other materials that you may need.
- Seminar Discussions: Various activities, full class and small group discussions are an essential part of the learning experience in this course. Students are expected to

actively participate by providing input and feedback to other students and by listening when other students are speaking. Assignments may be given in advance for certain seminar discussions.

- Peer Evaluations: Student group members will be expected to evaluate one another for the depth and effectiveness of their contribution to in-class activities and the final presentation. Evaluations will be cross-referenced for consistency and fairness.

Group Assignments and Seminar Participation

Starting from the first course, students will be assigned to groups of various sizes and lasting of various durations throughout the semester. The seminar presentations are based on case studies either handed out in class, offered in the course textbook, or through purchase from Harvard Business Publishing. Seminar presentation grades are allocated both individually, based on seminar participation, and equally to each group, for quality of the reports for group assigned questions and research. Group peer evaluations may result in different final scores for individuals for their group metrics. If a student is absent without an authorization, that student will not receive a score for either their individual contributions nor for group's presentation on the day the case is discussed. *Unexcused absences during presentations can lead to course failure so please be sure to follow the attendance policy and follow up immediately for an absence, excused or not.* As individual preparation for seminar discussions is weighted quite heavily, it would be wise to work with your group on the assigned topic as well as to analyze the case on your own.

Final Marketing Portfolio

Students will be required to submit five pieces of work towards a final portfolio over the course of the semester:

1. A market segment analysis for a product or service (due end of week 5, 5-7 page report)
2. A marketing strategy (due week 12, 10 page report)
3. A marketing case study (due week 16, 7-10 pages)
4. A report on the applied use of two data analysis techniques (a proposal of three to five pages each, due week 6)
5. Another deliverable agreed upon by the course participants.

The final portfolio should represent what the student has learned during their courses at AUP (in the Marketing major and from their other studies) as related to the student's own independent research. The student will be expected to collect some publically available data and effectively utilize course learnings in the preparation of their portfolio. Your participation with your groups in analyzing and preparing the cases will be instrumental in completing the portfolio and will offer a great benefit to the overall quality of the project.

Midterm Exam

The midterm exam will occur in week 6 just before the spring break and will cover the textbook readings to that point, cases and course Discussions. The exam will be closed book, although

two sheets of notes will be allowed. It will be a combination of multiple choice, short answer questions, and short essays.

Final Exam

The final exam will occur in week 18 and will cover the textbook readings, cases and course discussions from the midterm on, with some questions accumulative for the entire semester. We will decide, as a group, what this exam will look like in Week 10.

Grade Allocation

Final grades will be weighted based on performance within the various criteria as follows. These calculations may be adjusted slightly as we progress through the semester:

Class Participation and Attendance	20%
Seminar Assignments	15%
Midterm Exam	15%
Final Exam	15%
Marketing Seminar Portfolio (including benchmarks)	35%

Grading Scale

Excellent	Good	Satisfactory	Unsatisfactory
100-95 A (4.0)	89-87 B+ (3.4)	79-77 C+ (2.4)	69-67 D+ (1.3)
90-94 A- (3.7)	86-84 B (3.0)	76-74 C (2.0)	66-64 D (1.0)
	83-80 B- (2.7)	73-70 C- (1.7)	60-63 D- (0.7)
			Under 60 F (0)

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use resources other than the textbook and assigned readings to complete assignments and presentations. It also means that the student participates fully in course discussions and group activities, maintains excellent attendance, and performs extremely well on course exams. An 'A' student is highly motivated to learn the material and completes the course readings in advance of the seminars, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, discussions, projects and exams. The student also takes a leadership role in the group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well.

Good: The student provides work that is above average in quality. Maintains good performance on exams and in class discussions, including the effective use of assigned readings and above

average course participation. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course, but participates at a minimal level. Meets the minimum attendance requirements. Displays some critical thinking, global learning and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below average performance and attendance. The typical profile of such students are that they often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from Wikipedia or other facile sources. The student probably spends an inordinate amount of time in class on their smartphone (which makes it a 'dumb-phone' in this case). Such students are encouraged to withdraw and try again when they have improved their academic skills or they decide to put more effort into their studies.

A significant amount of studying outside of the course meetings is expected from all students who expect a 'B' grade or higher in the course. This means AT LEAST 2-3 hours of reading, group work, research and writing outside of class for every hour you spend in class - much more if the expected grade is an 'A'. I expect students to use resources other than the required materials to complete assignments. Outstanding and good performance will be awarded to those students who go beyond the required and suggested readings in their final projects, assignments and presentations.

Students with unsatisfactory performance will be notified at the midterm point so that we may mutually assess the likelihood of successful course completion. If I contact you for a meeting at the midterm point, please do not ignore my request. Often times, we can work out an academic study plan to get you back on track.

Other

ASSIGNMENTS:

There is a single deliverable, developed and submitted in stages, that will be completed in the course. Students will have a chance to resubmit revisions from earlier stage portfolio items prior to the final exam.

Marketing Portfolio

The portfolio should represent the student's understanding of the Marketing topics covered during the course and the degree program as a whole and should offer:

- A clear link to the student's professional, academic and/or personal goals
- Evidence proving competency in key marketing fundamentals
- New and innovative ways of thinking about marketing
- Show realistic strategic thinking and planning with the use of empirical evidence, generally accepted analytic techniques, and sensitivity to financial constraints and a competitive marketplace.

Ideally, students will each develop their portfolio on a consistent topic or set of topics. However, students may decide to roll their portfolio project in to a larger business or career plan, in which case the topic(s) of the portfolio may be more diverse, specialized or targeted as needed.

Students will have an opportunity to discuss their topic ideas at the beginning of the semester. Should a student choose different topics for each deliverable, while possible, it will require reframing each topic in each report or deliverable.

All parts of the portfolio should be professionally relevant and should have a layout and format that reflects the industry or professional area that they are targeting. The process will include five deliverables, due at specific points in the course, however, students may make updates and revisions to submitted items, based on the feedback they receive prior to the final portfolio submission.

The five deliverables include:

1. Market Segmentation Analysis

This should be in the form of a report of no less than five pages outlining the segmentation of a brand, product, service or even something less tangible (place, cause, idea, etc.) that is in an area of professional, academic or personal interest to the student. Segmentation is the process of breaking down a larger target market into smaller, more homogeneous groups of customers or other individuals that a firm or organization can more efficiently market to. In this report, students should use one or more of the common approaches:

- a. Demographics: one of the most common approaches to segmenting markets. With this strategy, students would divide the larger market into groups based on several defined traits, such as age, race, gender, marital status, occupation, education, income, etc.
- b. Geographic: used by companies that sell products or services specific to a certain community, state, region, country or group of countries.
- c. Psychographics (also known as lifestyle segmentation): should look to identify consumers based on interests and activities in lieu of demographics.
- d. Behavioral: based on user behaviors, including patterns of use, price sensitivity, brand loyalty and benefits sought. A company may have customers with a similar demographic makeup but distinct behavioral tendencies.

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- e. Business Segmentation: business customers often have overlaps with the consumer market, but commonly includes geographic, customer type and behavior-based strategies. Business type segmenting may include business size or the nature of the business.

The market segmentation analysis should include graphics to help the intended audience understand the segmentation choices, as well as recommendations for which segments should be targeted specifically, how they should be targeted, as well as the recognition of possible resource constraints. A suggested format for this report might be:

1. Introduction
2. Sources of data / assumptions
3. Method of Segmentation
4. Description of the segments and explanations
5. Targeting recommendations

2. Report on the applied use of a data analysis technique

These reports will be in the form of a proposal indicating the problem that requires an analysis, the type of analysis best suited to gain insights into the problem, and the data required and the technique that should be used to analyze the problem. A suggested format for these proposals might be:

1. Introduction and problem statement
2. Justification of the analytic technique for the problem
3. Process and method for collecting the required data
4. Proposed timeline
5. Method of analysis
6. Projected costs
7. Limitations

3. Marketing Strategy Plan

This will help you to address a problem in the marketplace, increase the odds against more experienced competitors and compete against newly emerging ones. This will also enable you to recognize and take action on any trends and consumer preferences that other companies have overlooked, and to develop and expand a select group of loyal customers now and into the future. An effective marketing plan also shows to others that your organization has carefully considered how to produce a product or service that is innovative, unique and marketable, improving chances of stable sales and profits and reasons for investors to financially back you.

The goal with this planning document is to show understanding and application of a full cycle of marketing concerns. A suggested format may include the following, but it is expected that students will focus on key areas relevant to the product or service they are covering and may omit areas as needed.

1. Title Page
2. Table of Contents
3. Cover Letter
4. Historical background and current situation
5. Marketing goals and objectives
 - i. *Sales Objectives*
 - ii. *Profit Objectives*
 - iii. *Pricing Objectives*
 - iv. *Product Objectives*
6. Market Analysis
7. Environmental Analysis – Global/Macro Business Environment
 - i. *Political and Legal*
 - ii. *Demographics*
8. Environmental Analysis - Local Business Environment
 - i. *Suppliers*
 - ii. *Social/Cultural*
 - iii. *Competition*
9. Consumer Analysis
10. Strengths, Weaknesses, Opportunities and Threats Analysis
11. Marketing Focus
 - i. *Product or Service*
 - ii. *Location*
 - iii. *Promotion*
 - iv. *Price*
12. Financial Information
13. Tables, Graphs, Diagrams and Pictures
 - i. *Position Analysis*
 - ii. *Advertising Examples and Other Promotional Materials*
 - iii. *Demographics, Consumer Statistics and Budgets*
 - iv. *Pricing*

4. Report (B) on the applied use of a data analysis technique

The second report on a data analysis technique will follow the same guidelines as listed above.

5. Marketing Case Study

Students will develop a marketing case study based on their portfolio topics, or a topic of their choosing. Possible topics and approaches will be discussed in class after the midterm.

Seminar Discussions

Much of the learning in this course (and case analysis) will take place in seminar-format discussions. Hence, as a part of these discussions, please repeat the following ground rules:

- Show up on time
- Read and analyse the material in advance.
- If there is a group or individual assignment for the discussion, be sure your assignment is completed and, if in a group, decide in advance who will present the results.
- You must talk to one another, not just to me (the teacher).
- You must listen to one another. To ensure this happens, you must either address the previous speaker or offer a reason for changing the subject.
- You must participate at least once during the seminar. If you are called upon and have nothing to say, the appropriate response is "I'm not sure what I think about that, but please come back to me."
- Hand-raising is not always necessary. Wait for natural pauses to offer comments.
- Silence is occasionally part of a seminar, too. People are thinking.
- If necessary, read aloud from the case text to push the discussion forward.
- Only one student speaks at a time.
- Please do not use electronic devices during a seminar discussion, except to look at your notes or take notes.

Ideally, you – the students – will take charge of the discussion and I will facilitate and help keep the discussion on track and on topic. Generally, the biggest problems tend to be from showing up late, showing up unprepared, or not participating.

Please keep in mind that these seminar discussions are graded for your contributions. I will look at the following factors in each discussion:

- Demonstrated level of preparation: offers insightful analysis of the case as well as how well the analysis relates to course material (such as readings, discussions, assignments, experiences, past cases, etc.), shows up on time and responds to questions and asks questions of others.
- Demonstrated analysis, synthesis, and evaluation of case material: follows and continues the discussion to develop new approaches that take the class further.
- Level of contribution to the on-going discussion: is it significant and focused on building the analysis?
- Responds to instructor and other students' comments
- Contribution to the cooperative analysis of the case during the discussion

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- Demonstration of involvement: actively listens and avoids drifting away into electronic devices.

Please be aware that the seminar discussions are a significant venue of the work taking place in the course and you will all need to work together to make this successful. The assignments and exams build on your active participation during these discussions. Poor attendance and a lack of preparation, even if occasional, will have a highly deleterious effect on your final grade.

COURSE POLICIES:

1. **Laptops & Mobile Phones:** Laptops should be not be used during classes unless specifically necessary for an in-class project. Exceptions may be made for students with physical and learning disabilities, with instructor permission only, for the purposes of taking notes. **Mobile phones are to be turned off and put away at all times while class is in session. Please do not send or receive text messages during class, even on silent mode.** Moreover, mobile phones are not allowed in the room during exams under any circumstances. Students found to be using a mobile phone or other electronic device during exams will be asked to leave and will automatically receive a failing grade. No exceptions.
2. **Communication:** We will use Blackboard for this course. Students are expected to check the Blackboard site, as well as their AUP email during the course for updates. All assignments will be posted to blackboard or sent via email to your AUP account. You can also track your grades in the 'grading center'. If you must reach me, please contact me via email for an appointment or visit during my office hours.
3. **Assignments:** Students are expected to turn in all course assignments and presentations on time. Late submissions will not be accepted unless prior arrangements are made or the process for emergencies is strictly followed. It is the student's responsibility to make sure assignments that are sent electronically have been received and that the attachments can be opened. Successful assignment submission by email will receive a reply.
4. **Food and Drinks:** Students may drink beverages in class if they are in containers that can be completely sealed. Please do not consume any other food or beverages in the classroom.
5. **Professional Behavior:** Students are expected to behave in a professional manner at all times during the course. Disruptive behavior, academic dishonesty on assignments or for the dissertation (including copying another student's work, plagiarism, or using a third-party writing service) will result in a failing grade for the course. Other disciplinary actions up to, and including, removal from the course may also result from violating course and university policies. Please uphold professional standards at all times while you are in the university program.
6. **Other Policies:** For all other policies and procedures, students are bound by the University's general policies and procedures. Copies of the University policies on absences and academic dishonesty were given to each student at registration. Students are responsible for adhering to these policies.

