



Tuck School of Business at Dartmouth

TUCK002: Principles of Marketing

Fall Term 2015

Note 1: The specific discussion questions assigned for each class session may be modified during the term. All updates will be available on Canvas. Please be sure to regularly refer to the readings, assignments, and discussion questions on Canvas.

Note 2: It will be your responsibility to upload all written assignments to Canvas on or before the due date and time.

I. Objectives

Marketing is the business function that deals with customers' needs and wants. The role of marketing management is to help companies better understand customer preferences, link that knowledge to designing appropriate products and services for selected customers, and determine appropriate methods to communicate, to deliver, and to capture value. Successful firms are those that pursue objectives, deploy resources, and invest in the future of an organization, to consistently satisfy the needs of customers better than competitors. The basic principles of marketing apply to both for-profit and not-for-profit organizations.

The objectives of the course are:

1. To introduce you to the key elements in developing a marketing strategy and planning a marketing program.
2. To enhance your problem-solving skills in marketing by offering a set of analytical tools (i.e., frameworks, concepts, models, and techniques).
3. To provide you with examples of how companies organize their marketing efforts across a variety of business settings (e.g., consumer packaged goods, pharmaceutical, telecommunications, financial services, nonprofit organizations).
4. To give you an opportunity to (i) refine your oral and written communication skills and (ii) improve your ability to work effectively in a team, both of which are essential to a business career.

II. Required Materials

1. Philip Kotler and Kevin Lane Keller, *Marketing Management*, 15th edition. Paperback version (Global edition). The hardcover version of the textbook is available for purchase at Wheelock Books. There is also a Paperback version which is on reserve at the main library. For maximum flexibility I have provided page numbers from both hardcover and paperback versions in the class readings.
2. Course packet: syllabus, handouts, cases and supplementary readings.
3. The course Canvas site: announcements, homework assignments, and lecture notes. Check it every week for updates. I will also periodically post news articles, links or research papers pertinent to our class discussions on Canvas; these readings are not required but they can be very helpful in deepening your understanding of today's most prominent marketing issues.

III. Deliverables and Grading

<i>Individual</i>	Class Participation	20%
	Management By The Numbers (MBTN)	20%
	Final Exam	25%
<i>Group</i>	Case Write-up	15%
	Marketing Project	20%
<i>Total</i>		100%

Likely grade distribution¹

A and A-	30 - 40% of students
B+, B, B-	45 - 55% of students
C+ and lower	5 - 15 % of students

IV. Individual Work

Class Participation

Much of the learning in this course will occur in class as you share your experiences, questions, and analyses with each other. Therefore, you cannot make up for a missed class by simply reading the class slides later. So, **attendance is strictly required**. If you are unable to attend class due to illness or family emergency, you are expected to notify the lead course TA by email in advance. Unexcused absences will negatively affect your grade.

¹ These numbers are only an estimation for the distribution and depend on the exact form of the distribution of the different grades accumulated during the term. If anything is unclear about the process, it is advisable to contact me before the beginning of the course.

You are expected to be thoroughly prepared at each class meeting (i.e., to have done the required readings and thought carefully about the discussion questions). To reinforce this expectation, I will often randomly select (i.e., cold call) a class member to comment on an issue or open a case.

Note that your class participation grade is not simply a function of the "air time" you take up; you will be evaluated on how effectively you contribute to the learning of the class and how thoughtfully you respond to questions.

The regular class sessions consist of (1) lectures/discussions, (2) case studies and (3) special guest speaker lectures. In lectures/discussions, we will focus on concepts, theories and examples. Although there will be some "lecturing" on my part, I intend these sessions to be a dynamic and collaborative learning experience, where you are encouraged to share your experiences and thoughts on the class topics. In case studies, we will apply the frameworks and concepts discussed in lectures and readings to real- world business problems. The case method is a highly effective means of sharpening your analytical skills, and is usually the staple of management education. The following paragraphs tell you how to prepare for case discussions.

Case Preparation & Discussion

For case discussions, I will assume that everyone has carefully studied the case and prepared answers to the discussion questions. In preparing for a case discussion, you should read the case at least twice. The first reading should give you an impression of what the case is about and the types of data contained in the case. Be sure to pay attention to the exhibits, which often contain important data. Once you have a good idea of the fundamentals, you should read the case again with the goal of getting at the root causes of problems and gathering information from the case that will allow you to make specific action recommendations. After the second reading, you should prepare your answers to the assigned discussion questions individually, and then discuss these questions in your study group. The study group is a useful and informal forum in which to test your ideas and to debate the pros and cons of each alternative. Some discussion questions require arithmetic (spreadsheet) calculations; for such quantitative analysis, you should bring your Excel spreadsheet and be prepared to share it in class.

The case provides all the facts that you need. You should not find out what actually happened or look for outside information about the company or the industry beyond what is described in the case. Such information is often irrelevant and counterproductive for your learning.

In class, my role is to facilitate discussion, while the direction and quality of the case analysis is the collective responsibility of the class. A typical request at the end of a case study is: "What is the right answer?" Keep in mind that, in many business situations, there may not be an "optimal" or "perfect" recommendation; however, there can be more than one "viable" action as well as several ill-considered actions. The goal of the case method is not to prescribe a solution to one specific problem but to thoroughly understand a

complex issue from multiple angles, which then helps you construct a sound framework to tackle similar problems in the future.

Guest Lectures

Guest lectures are an integral part of class. I have invited two senior marketing executives to speak about some course topics and to answer your questions based on their professional experience. Attendance is mandatory. Due to coordination between sections, the two guest lectures have to be scheduled outside normal class times (see the course outline for details). If you have another class during these times, please notify the lead course TA in advance explaining your absence. In this case, your participation grade will not be affected, but it is your responsibility to make up for the missed guest session with your study group.

Management By The Numbers (MBTN) Exercises

Strong marketing is a combination of art and science, creativity and analytical thinking, qualitative and quantitative analysis. We will aim to hone both kinds of skills in this course. These exercises are intended to bring you up to speed on the basic types of quantitative tools that are part of the lingua franca of marketing. Each student must complete all the exercises. Details are provided separately under “Instructions for MBTN Exercises” in the course packet and on Canvas. Please read and follow that document carefully.

Final Exam

There will be a take-home exam. The exam will be made available at a pre-specified time and due 3 days later (exact date and time will be notified later). The exam may be a case and/or a set of questions based on lectures, case discussions, required readings, and guest speaker presentations. You are free to use the course materials, class slides, and your class notes while completing the exam. However, you should not look at any materials or information online or from any other source other than the course itself. The 'Marketing Management Toolkit' note, which will be handed out towards the end of the class, will offer a brief summary of all the essential topics you are responsible for in the final exam. No make-up exam will be offered and you will not be permitted to take the exam early.

V. Group Work:

Group Case Write-up

Your group can choose any one of three cases (Natureview Farm, The Medicines Co., and Unilever) to complete a case write-up. Each write-up should address *all of the discussion questions* listed in the syllabus for that case and is restricted to 5 double-spaced pages in size 12 font. Exhibits are not included in the page limit. Any spreadsheet calculations should be clearly laid out and annotated so that your work can be checked. Other exhibits should be used sparingly and the insights from all exhibits should be integrated into the write-up. The case write-ups are due at the beginning of the class session in which the case is discussed. General case write-up guidelines: Provide a coherent, well-organized analysis, not simply a list of arguments for or against a position. Be concise and do not waste time and space rehashing or paraphrasing case facts. Be as direct and insightful as you can in answering the discussion questions.

Final Group Project

In the final project, your group is expected to identify an interesting and relevant marketing challenge, and use your learning from the course, along with your creativity

and problem-solving skills, to recommend a course of action to solve the problem. Details of the final project are provided separately under “Guidelines for Final Group Project” in the course packet and on Canvas. Please read and follow that document carefully. No late work will be accepted.

VI. Class Etiquette and Honor Code

Seating Assignment and Name Cards

From the second week on, please choose a seat where you will be comfortable for the rest of the term. I will provide name cards; please bring and use them in every class so I can learn your names. If you forget your name card, you may not be given proper credit for your class participation.

Punctuality

Lateness is disrespectful and disruptive. Chronic lateness will not be tolerated. Please be punctual for class and for your group meetings.

Laptops, Tablets, and Cell Phones

Laptops and tablets are not permitted in class except for sessions in which you will need to access the spreadsheet you have prepared for the case discussion). Please *turn off* (not just *silence*) your cell phones in class. If someone is seen operating their cell phones (or any other telecommunication devices) in class, they will be asked to leave the classroom.

Grade Reconsideration

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a memo to the Lead TA describing the error and give it to her along with the original graded document. Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). The TA will make the decision and I will review the TA's decision. You have one week after an assignment has been returned to submit a grade rebuttal. After that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.

Honor Code

Sections meet in different times, so you should not share or discuss class materials with students in a different section until both sections have met. Do not use notes from earlier years' classes at any time. Do not redistribute class slides or notes to anyone not enrolled in this course without my prior permission.

The prevalence of group work is consistent with the principle that much of your education here will come from each other, and I encourage you to discuss all cases and other materials with your group prior to coverage in class. I also encourage you to work with your group when you do the MBTN exercises and seek clarifications from one another if needed. However, each student must complete their own *individual* MBTN exercises. Other *individual* work, including the notes and spreadsheets prepared for case discussions, should also be developed and

modified on an individual basis. Guidelines for forming groups are provided in the course packet under “Group Sign-Up Process” and on Canvas. Please read and follow them carefully.

Group work accounts for 35% of your final grade. If your name is on the final product (e.g., case write-up or project report), you must have put significant effort into the preparation process. Individuals will not receive credit for group work in which they have not participated, and may receive a lower grade if their contribution is clearly below expectations. Such procedure is initiated by the group members who, after unsuccessful and documented warnings to the individual, explain the issue to me in writing (email or letter, signed by a majority of group members). I will make the final decision after consulting all group members.

According to the Dartmouth College Academic Honor Principle, "Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgement of the sources." Any form of plagiarism constitutes an affront to academic integrity and honesty and is therefore strictly prohibited. For a full description of Dartmouth's honor policies on examinations, unauthorized collaborations, and plagiarism, visit the Dartmouth College Academic Honor web page <http://www.dartmouth.edu/~deancoll/student-handbook/standards.html#tahp>

Every student is obligated to report to me or the Lead TA any suspected violation of the honor code that he or she has observed. If you wish not to reveal your identity, please drop a note in my mailbox at Tuck.

Overview of Course Schedule

<p>Week 1 <i>Wed. Sept. 16</i></p> <p>Thurs. Sept. 17</p>	<p><i>Special Session in X Period</i> Introduction to Marketing Frameworks</p> <p>Interactive Lecture: Basics of Developing a Marketing Plan <i>MBTN Calculating Margins and Breakeven Analysis Modules due by 5.00 PM Saturday 9/19</i></p>
<p>Week 2 Tues. Sept. 22</p> <p>Thurs. Sept. 24</p>	<p>Overview of Three C's, STP, and Four P's Case: Aqualisa</p> <p>Interactive Lecture: Market Research & Consumer Insights <i>MBTN New Product Forecasting due by 5.00 PM Saturday 9/26</i> <i>Group Sign-up due</i></p>
<p>Week 3 Tues. Sept. 29</p> <p>Thurs. Oct. 1</p>	<p>New Product Development & Sales Forecasting Case: Contadina Pasta & Pizza</p> <p>Interactive Lecture: Placement in Distribution Channels</p>
<p>Week 4 Tues. Oct. 6</p> <p>Thurs. Oct. 8</p>	<p>Distribution Expansion and Channel Conflict Case: Natureview Farm <i>Project Proposal Due</i></p> <p>Digital Intermediaries & Two Sided Platforms Case: Uber Technologies</p>
<p>Week 5 Tues. Oct. 13</p> <p>Thurs. Oct. 15</p>	<p>Interactive Lecture: Pricing Decisions <i>MBTN Cannibalization Exercise due</i></p> <p>Pricing Based on Customer Value and Willingness to Pay Case: Medicines</p>
<p>Week 6 Tues. Oct. 20</p> <p>Wed. Oct. 21</p> <p>Thurs. Oct. 22</p>	<p>Interactive Lecture: Balancing Push and Pull</p> <p><i>Special Session: Guest Speaker Michelle Stacy</i> <i>Location: Tuck School of Business at Dartmouth, Room: Georgiopolous</i> <i>Time: 12:30 to 2:00 PM</i></p> <p>Pulling It All Together I Case: Progressive Insurance <i>Project Progress Report due</i></p>

Week 7	
Tues. Oct. 27	Interactive Lecture: Advertising Strategy <i>MBTN Advertising Metrics Exercise due</i>
Thurs. Oct. 29	Pulling It All Together II Case: Unilever in Brazil
Week 8	
Tues. Nov. 3	<i>Special Session: Guest Speaker Rich Stoddart</i> <i>Location: Silsby 028</i> <i>Time: 12:00 to 1:30 PM</i>
Thurs. Nov. 5	Marketing Project Presentations (I)
Week 9	
Tues. Nov. 10	Marketing Project Presentations (II) <i>All Final Project Reports due</i>
Thurs. Nov. 12	Course Wrap-Up

Detailed Class Schedule

1. Wed. 9/16 Introduction to Marketing Frameworks

Special day of class during X period, 3:00 to 3:50 for 10A; 4:15 to 5:05 for 2A

Readings:

Syllabus

Hardcover edition of text (HT):

Kotler & Keller, Chapter 1, pp. 3-29 (skim)

Kotler & Keller, Chapter 9, pp. 245-260

Kotler & Keller, Chapter 10, pp. 275-285

Paperback global edition of text (PT):

Kotler & Keller, Chapter 1, pp. 25-51 (skim)

Kotler & Keller, Chapter 9, pp. 267-282

Kotler & Keller, Chapter 10, pp. 297-307

2. Thurs. 9/17 STP and the Marketing Plan

Readings:

(HT)

Kotler & Keller, Chapter 2, pp. 35-57

Kotler & Keller, Chapter 3, pp. 85-93

Kotler & Keller, Chapter 9, pp. 261-269

(PT)

Kotler & Keller, Chapter 2, pp. 57-79

Kotler & Keller, Chapter 3, pp. 107-115

Kotler & Keller, Chapter 9, pp. 283-291

Assignment:

Management By The Numbers: Calculating Margins

Management By The Numbers: Breakeven Analysis

Desirable to complete before class, but due no later than 5.00 PM on Saturday 9/19

3. Tues. 9/22 Application of Three Cs, STP, and Four Ps

Readings:

Case: Aqualisa Quartz

Discussion questions:

1. Analyze the three Cs for Aqualisa before the introduction of the Quartz?
2. What is the company's STP strategy for the three brands it sold before the introduction of Quartz: Gainsborough, Aqualisa, and Shower Max? What grade would you give the company for this strategy and why?

3. What is the Quartz value proposition to consumers? Quantify in dollars as much as you can of the value that it can provide to consumers.
4. What about the value proposition to plumbers?
5. How important are plumbers for Aqualisa?
6. Quantify the value in contribution margin dollars per year of “acquiring” a new plumber with Quartz
7. Why is the Quartz shower not selling? What should Aqualisa do to solve this problem?

4 Thurs. 9/24 Market Research & Consumer Insights

Readings:

(HT)

- Kotler & Keller, Chapter 3, pp. 67 -84
- Kotler & Keller, Chapter 4, pp. 99 -115
- Kotler & Keller, Chapter 5, pp. 127-137 (skim)
- Kotler & Keller, Chapter 15, pp. 436 -456(skim)

(PT)

- Kotler & Keller, Chapter 3, pp. 89-106
- Kotler & Keller, Chapter 4, pp. 121-137
- Kotler & Keller, Chapter 5, pp. 149-159 (skim)
- Kotler & Keller, Chapter 15, pp. 458-478 (skim)

Supplemental Reading:

[Websites Predict Your Perfect Dress](#)

Assignment:

Management By The Numbers: New Product Forecasting
Desirable to complete before class, but due no later than 5.00 PM on Saturday 9/26

Group Sign-Up due

Discussion questions:

1. A major consumer packaged foods company in the US is considering launching a new entrée made from squid to be sold in grocery stores. It has developed six different “concepts” to test. Pictures and descriptions of the concepts are in the course packet as well as on Canvas under “Squid Product Concepts”. The company wants to survey consumers in the New England area to help choose the best concept, develop an STP strategy for it, and come up with a sales forecast. Make a list of the types of information you would need and the questions you would include in the survey if you were doing this market research. The company will later conduct a taste test of the most promising concepts but this survey is the first step.

5. Tues. 9/29 New Product Development and Sales Forecasting

Readings:

Case: Contadina Pasta & Pizza (A)

Discussion questions:

1. Using the BASES model described in Exhibit 9, forecast the estimated demand (trial and repeat) for the two pizza options under consideration. Most of the data needed for the forecast is available on pages 14, 15 and 34 of the case. Develop your forecast in an Excel spreadsheet. Since this is your first case, I am providing a basic template which should make it easier for you to get started. It is called Contadina calc template.xlsx on Canvas.

Helpful Hints for your sales forecast:

In Exhibit 21, there is a big difference between Contadina users and non-users on the “top two box” scores. This will obviously affect the forecast depending on what proportions are used for Contadina users versus non-users in the population.

On page 14, Nestle’s market research department cautions us that parent brand usage could vary from 5% to 25%. So, be sure to also judge the sensitivity of your forecast under 5% and 15% parent brand penetration scenarios.

2. What are the main take-aways from Exhibits 13, 14 and 15?
3. How does the pizza concept test data compare with the pasta concept test data? How would you compare the pizza opportunity to the pasta opportunity?
4. What do you think of Nestle’s new product development process? Was it reliable enough for pasta? What about for pizza?
5. Would you launch the pizza? If so, which option?

6. Thurs. 10/1 Placement in Distribution Channels

Readings:

(HT)

Kotler & Keller, Chapter 17, pp. 493-521

Kotler & Keller, Chapter 18, pp. 527-541 (skim)

(PT)

Kotler & Keller, Chapter 17, pp. 515-543
Kotler & Keller, Chapter 18, pp. 549-563 (skim)

Supplemental Readings: "Inside Walmart's Shark Tank"

Review:

Management By The Numbers: Calculating Margins
Management By The Numbers: Breakeven Analysis

7 Tues. 10/6 Distribution Expansion and Channel Conflict

Readings:

Case: Natureview Farm

Project Proposal Due

Discussion Questions:

1. How has Natureview been able to succeed up to February 2000? (Comment on both its marketing strategy and its tactics, i.e., 4Ps.)
2. For each of the three product sizes (8 oz., 32 oz., and multipack), compute Natureview's manufacturer selling price and margin in the supermarket and the natural foods channels. You will need to account for each link in the channel and will find the MBTN margin exercise formulas very helpful. Please note that the 4% broker fee will not enter into this calculation. Since brokers don't actually take possession of the product, they are not a part of the channel the same way as wholesalers, distributors, and retailers are. Their fees will be accounted for under Selling, General, and Administrative expenses, along with other marketing expenses.
3. Give the information above, calculate the revenue and profits under each of the three options presented in the case for the next five years. You will need to prepare a profit-and-loss (P&L) statement for each. A rough template for the P&L, called Natureview P&L template.xlsx  is being provided to get you started. It is available at this link and under Class Slides.
4. Which of the three growth options would you choose? What are the pros and cons of each? Be sure to consider both financial and other strategic factors.
5. For your chosen option, how would you minimize the risks associated with it?

8 Thurs. 10/8 Digital Intermediaries and Two-Sided Markets

Readings:

Case: Uber Technologies

Wikipedia Two-Sided Market Article:

https://en.wikipedia.org/wiki/Two-sided_market

Discussion Questions:

1. Compare and contrast Uber's two-sided market with the operating system market described in the Wiki article. Newspapers also operate two sided markets – for readers and for advertisers. Compare those with Uber.
2. How did Uber achieve their present position? What is Uber's marketing strategy for Uber Black? How is it different for UberX?
3. What is the company spending its money on? Does this make sense to you?
4. Seattle subsequently lifted its restriction, but how serious are such problems for Uber? Apart from battling regulations, what are the biggest potential pitfalls for Uber?
5. What role does surge pricing play in the company's strategy? Is it a distraction or a core part of the value proposition?
6. The company recently introduced UberPool, with which customers who happen to request a ride along the same route can share the ride and the cost. You can see details at the Uber website. Is this a good idea? Why or why not?
7. Going forward, what can Uber be or become?

9. Tues. 10/13 Pricing Decisions

Readings:

(HT)

Kotler & Keller, Chapter 16, pp 461-488

(PT)

Kotler & Keller, Chapter 16, pp. 483-510

Assignment:

Management By The Numbers: Cannibalization Exercise

Due before class.

10. Thur. 10/15 Pricing Based on Customer Value and Willingness-to-Pay

Readings:

Case: The Medicines Company

Supplemental readings: Competitor to Offer \$1 Pill After Turing Price Hike Outrage - NBC News

Discussion Questions:

1. What is the Economic Value to Customer (EVC) per dose of Angiomax to a hospital, for "low-risk", "high-risk", and "very high-risk" patients, respectively?*
2. Draw a Value Thermometer based on various benchmarks relevant to the Angiomax price and identify any upward or downward pressure on it.** What price would you recommend Medicines charge per dose of Angiomax? Why?
3. There are several parties involved in a hospital's decision to buy and use Angiomax. What are their motivations and what do they care about? Based on your understanding of these various decision makers and users, and

based on your pricing recommendation, outline a plan for how you will convince hospitals to adopt Angiomax.

** Hint:* The first question asks you to calculate the EVC of Angiomax for the 'Low-Risk,' 'High-Risk,' and 'Very High-Risk' patients. We interpret these to be three distinct, non-overlapping groups. As indicated in the case on page 8, please remember that the "High-Risk" patients in Table B also contain the "Very High-Risk Patients" segment that is separately shown in Table C. So, the number of patients and percent outcomes in Table B apply to both High-Risk and Very High-Risk patients. They are a weighted average of High-Risk and Very High-Risk patients. In order to calculate the true "High-Risk" outcomes, you will want to remove the effect of the Very High-Risk outcomes. Additionally, although one patient could have multiple outcomes indicated in Table B/C (e.g., a patient could experience major bleeding and also have a heart attack), each patient was classified according to the worst outcome. Thus, a patient will be counted in only one category.

***Note:* The Value Thermometer will be discussed in class during Session 9 on Pricing, but you can see something very similar to it in The Three Cs Model for Price Setting in Chapter 16 of the textbook, specifically in Figure 16.4.

11. Tues. 10/20 Balancing Push and Pull

Readings:

(HT)

Kotler and Keller, Chapter 17 (review)

Kotler and Keller, Chapter 19, pp. 557-560

Kotler and Keller, Chapter 20, pp. 600-604

(PT)

Kotler and Keller, Chapter 17 (review)

Kotler and Keller, Chapter 19, pp. 579-582

Kotler and Keller, Chapter 20, pp. 622-626

SS* Wed. 10/21 Guest Speaker Michelle Stacy: 12:30 to 2:00 PM

**Special Session: Note special date and time. Location: Tuck School of Business at Dartmouth, Room: Georgiopolous*

12. Thurs. 10/22 Putting It All Together I

Readings:

Case: Progressive Insurance

(HT)

Kotler & Keller, Chapter 11, pp. 299-308

(PT)

Kotler & Keller, Chapter 11, pp. 321-330

Supplemental Reading:

<http://techcrunch.com/2015/03/05/google-compare-car-insurance-us/>

Discussion questions:

1. How did Progressive become, by 1990, the fifth largest auto insurance company that nobody had ever heard of? What was its marketing strategy until then and how did its distribution channel fit that strategy?
2. The case does not provide numbers to do a precise calculation but, given what you have learned about CLV and what you can assess from the case, which type of customer do you think has higher lifetime value, standard or non-standard? Why?
3. The company made a lot of changes in the nineties. First consider its STP strategy. How did that change?
4. The Fast Company article in the case appendix describes several initiatives in the nineties. Consider three of them – express quote, immediate response, and multiple channels. Did they benefit customers? Progressive? The agents?
5. How should Progressive price its policies in the direct channel versus the independent agent channel? In particular, if a particular policy is priced at \$1000 per year in the agent channel (of which \$850 goes to Progressive and \$150 is the agent's commission), what should be Progressive's direct price for that policy?
6. What challenges does Progressive face in implementing its multichannel strategy? How should it manage those challenges?

Note: Please browse through the commercials on the URL provided on Canvas.

Marketing Project progress report due

13. Tues. 10/27 Advertising Strategy

Readings:

(HT)

Kotler & Keller, Chapter 19, pp. 561 - 579

Kotler & Keller, Chapter 20, pp 585 – 600

(PT)

Kotler & Keller, Chapter 19, pp. 583-601

Kotler & Keller, Chapter 20, pp. 607-622

Supplemental Readings:

[Publishers Ask Readers to Stop Using Ad Blockers](#)

Twitter Faced Queries on Engagement

Assignment:

1. Management By The Numbers: Advertising Metrics
Due before class.
2. Effective/Ineffective Commercials:
There are two links provided on Canvas. One, named “Select Super Bowl 2015 Ads” and another named “Select Progressive Insurance Ads”. There are six ads on each link. Please watch all twelve ads. Then, pick one ad that you consider highly effective and one ad that you consider highly ineffective and comment on each. In your evaluation, you should address the following: (i) Who is the target audience that the ad is trying to reach? Does it resonate with the target audience? (ii) Which stage(s) of the customer decision-making process (DMP) is the ad trying to influence? (iii) What is the key message communicated? What creative strategies are employed to deliver its intended message? Be sure to go over the assigned readings from the textbook *before* you do this exercise.

14. Thurs. 10/29 Putting It All Together II

Reading:

Case: Unilever in Brazil

Discussion Questions:

1. How would you design the market offering to meet this opportunity? What choices would you make about the following product elements: the Category, Brand name, Formulation, and Packaging?
2. How would you integrate the other elements of the marketing mix (Place, Price, and Promotion) with the product you designed? Be specific about your choices of these three Ps.
3. Given your integrated marketing mix, should Unilever proceed with this market opportunity? Which one existing Unilever brand would be most cannibalized by the introduction of the new product? Assuming this was Unilever’s only brand, calculate the break-even cannibalization rate (i.e., maximum cannibalization rate that Unilever can sustain for the new brand without losing money). Use the equation for break-even cannibalization rate provided in the Pricing Decisions
This calculation will require:
 - a) Unit margin for the existing Unilever brand
 - b) Unit margin for the new product based on your proposed marketing mix

Note that calculations for unit margin should include costs associated with all of the 4Ps, i.e., Product, Place, Price, and Promotion (see footnote 5 on page 7 in addition to other promotion costs)

15. Tues. 11/3 Guest Speaker Rich Stoddart: 12:00 – 1:30 PM

Note special time. Location: Tuck School of Business at Dartmouth, Room: Cook

16. Thurs. 11/5 Marketing Project Presentations (I)

Groups scheduled to present today will be posted on Canvas by Monday, October 26.

17. Tues. 11/10 Marketing Project Presentations (II)

Groups scheduled to present today will be posted on Canvas by Monday, October 26.

Assignment:

Final Project reports due (ALL groups).

18. Thurs. 11/12 Course Wrap-up