BUSIW3021: Marketing Management

Spring 2023: Jan 23rd – Apr 28 / Spring Holidays: Mar 13 – Mar 17 / Final Exam Period: May 1 – May 5

Date/Time: Thursday 4:10 – 6.40 PM / Geffen Hall Room 390

Professor: Jenny Fernandez
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Course Assistant: TBD
email Available via email

Office Hours: Weekly TBD 12:00pm - 1:00pm via Zoom (link on Canvas)

Meeting ID: 949 5919 4233
Passcode: 603511

Course Objectives

This core marketing course is designed to provide students with an understanding of the basic concepts of Marketing Management. Specifically, the course will cover issues relating to marketing strategy and marketing planning elements and tactics that bring strategies to life. The perspective will be practical, with an emphasis on managerial decision-making.

Course Administration

The course consists of lectures, case discussions, and several relevant guest speakers. The cases and lectures will complement the text and will cover the most important points contained in the book. There will also be a short individual, integrated marketing homeworks. The marketing group project and final exam, will be learning experiences, giving you the opportunity to apply the course concepts.
Evaluation / Course Grading

- 4 Written Case assignments 20% (Individual)
- Group Project & Presentation 30% (Group)
- Final exam 25% (Individual)
- Class participation (In-class & Quizzes) 25% (Individual)

Course Materials

  - Dove: Evolution of a Brand (John Deighton, 2008)
  - Sephora Direct: Investing in Social Media, Video, and Mobile (Elie Ofek, Alison Berkley Wagonfeld, 2012)
  - Direct to Consumer Brands (Sunil Gupta, 2020)
  - “How Brands Can Enter the Metaverse” (Balis, 2022)
  - “Companies in Regulated Industries Can Also Do Digital Marketing” (Schaefer, 2016)
  - “Marketing Reading: Business to Business Strategy” (Cespedes & Narayandas, 2019)
- Lecture slides will be available on CourseWork after class

Recommended Podcast (Optional): The Chief Executive Podcast

- Sir Richard Branson, Founder, Virgin
- Herb Kelleher, Co-Founder of Southwest Airlines
- Donna Orender, CEO, Orender Unlimited
- John Fortson, CEO, Ingevity
• Candice Carpenter, Co-Founder of iVillage

• Cristiano Amon, CEO-elect of Qualcomm

• Maggie Hulce, General Manager of Enterprise at Indeed

• Enrique Lores, CEO of HP

• Nick Bertram, CEO of Giant

• John Lawn, President and CEO of Hershey Entertainment

In addition, it is recommended that you read several articles per week on various topics to understand the latest trends, how the industry is constantly evolving, and to reinforce what has been discussed in class.

• Ad Age (www.AdAge.com) – register for daily alerts. Alternatively, buy student copy of print magazine.
• Adweek (www.adweek.com) – register for daily alerts.
• BrandWeek www.brandweek.com
• SmartBrief (www.smartbrief.com) – sign up for Advertising & Marketing.
• Mediapost (www.mediapost) – register for various daily/weekly newsletters.
• eMarketer (www.eMarketer.com) – Latest research and data. Useful for papers and presentations!
• Direct Magazine (www.directmag.com) – either online or print
• Wall Street Journal (www.wsj.com) – Student version gives full access to online and print.
 Assignments, Deliverables & Grade Components Explained

Class participation & Conduct

Key factors in class participation include:

- Sharing of ideas and your own examples in class
- Contributions to case discussions
- Attendance taken each session
- On time arrival to classes
- Weekly quizzes (multiple choice questions on the laptop) to ensure comprehension and active participation. During each class (Via Canvas).
- In-Class exercises: Breakout Group Sessions in nearby Rooms tbd

Case Discussions & Analysis

Case discussions are an important component of this course. Students will be evaluated on both the quantity and quality of class participation, and the brief case analysis. The cases are intended to give students the opportunity to evaluate relevant information for making marketing decisions. They also serve as a means of applying the course concepts. Discussions enable student to express their own opinions and learn from each others’ thinking. For each case, students will prepare an audio-narrated 4-5 slides PowerPoint Presentation, in which students answer the questions for each case. These PPT Analysis must be submitted prior to the in-class discussions (Before 4pm); no exceptions. They should be uploaded on Canvas as PPT (Not PDF or .pages). Please follow this naming format “Case Name – Your Full Name” (i.e. “Dove Case – Mary Smith”). See below case discussion dates and assignments.

Prepare an audio-narrated PowerPoint Presentation (4-5 slides) and max of 8-10 mins.

NOTE on Recording a Narrated PowerPoint:

Text
The Group Integrated Marketing Project Assignment

This assignment will require each group of up to 5 students to:

- Identify a marketing campaign they admire from a product or service brand and describe what’s the marketing objective (problem they are trying to solve for)
- Show via examples (photos, ads, web screen shots, social media etc.) how, from an integrated marketing standpoint, the campaign is executed throughout the marketing mix
- Communicate why the executions are effective in standing out from competitive clutter and accomplishing the brand’s key marketing objectives. What Key Performance Indicators (KPI) or metrics of success can you identify to support this?

Each group will have 15 mins to present approximately 15 PowerPoint slides, with examples and commentary. These will be conducted the last two days of classes and due same day the groups are presenting. The PowerPoints need to be uploaded on Canvas as PPT (not PDFs) and will be due on Thursday April 20th or 27th, and the Final Exam will be held on Thursday May 4th 4:10-7pm.

The Final Exam

This will be an online exam and it will cover the entire course. I will ask for examples based on your own observations, that apply the concepts from the course. The final exam will be held in person in-class via Canvas on Thursday May 4th 4:10-7pm.

Text Book Readings

The session readings are included in the session content that follows. The book is a supplement to the in-class material. It is a good reference and a good way to reinforce
the key concepts. You can use it for the exam as well. The assignments only require that you skim the chapters.

Disability-related academic accommodations

*In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the Columbia and Barnard registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, and drop-in hours (Columbia)/intake session (Barnard).*

*For this course, students registered with the Columbia DS office can refer to the “Courses that do not require professor signature” section of the DS Testing Accommodations page for more information about accessing their accommodations.*

Session Content

Session 1: Thurs January 26th – Read: Chapter 1

- Course overview & deliverables
- What is marketing, including its scope
- What is a brand
- Target consumer/customer
- Customer journeys
- Strategic plans vs. marketing plans
- The marketing toolkit
- Business to Business, Business to Consumer Marketing Differences

Session 2: Thurs February 2nd – Read: Chapter 6

- Segmentation, Targeting, Positioning and the 4Ps
- Case Discussion: *Dove: Evolution of a Brand*

*Dove: Evolution of a Brand* (See questions below for 4-5 slide PPT Analysis)

1. How is Dove positioned as a Master Brand? How do the communication needs of a Master Brand differ from those of individual brands or products?
2. How was Dove able to maximize the buzz behind the Real Beauty campaign?
3. What type of messaging is more impactful in the Beauty Aid category (real vs. aspirational)?

Session 3: Thurs February 9th – Read: Chapter 2

- Marketing Strategy

Session 4: Thurs February 16th – Read: Chapter 4

- Consumer Behavior & Marketing Research
- Case Discussion: Sephora Social Media & Video
- Sephora Social Media (See questions below for 4-5 slide PPT Analysis)
  1. Analyze the distinct brand positioning statements and target audiences for Sephora Retail & Sephora Online.
  2. Describe the different sets of competitors for Sephora Retail & Sephora Online. What are the points of difference for Sephora among both sets of competitors?
  3. What are the end benefits/needs that each channel fulfills? What roles and strategic objectives do each channel fulfill in marketing the Sephora brand?

Session 5: Thurs February 23rd – Read: Chapter 7

- Integrated Marketing Communications
- Advertising Creative
- Media planning

Session 6: Thurs March 2nd – Read: Chapter 12

- Consumer Promotion
- Guest Speaker: tbd

Session 7: Thurs March 9th – Read: Chapter 13

- Trade Promotion
- Case Discussion: Direct to Consumer Brands (See questions below for 4-5 slide PPT Analysis)
  1. How did these DTC brands become successful in mature markets dominated by established players?
  2. How was the marketing research different to identify opportunities and develop new products?
3. How was the marketing by DTC brands different from established players and more traditional marketing?

Session 8: Thurs March 23rd – Read: Chapter 14 (Mar 13th – 17th – Spring Break)

- Digital Marketing
  1. Search & display ads
  2. Websites
  3. E-commerce
  4. Social media
  5. Influencer marketing
  6. Omni-channel

- Marketing metrics
  1. Marketing mix optimization
  7. Measuring each element of the marketing plan

- Guest Speaker: tbd

Session 9: Thurs March 30th – Read: Chapter 15

- Global Marketing (product and marketing adaptations)
- Case Discussion: Uber Changing the Way the World Moves

*Uber Changing the Way the World Moves* (See questions below for 4-5 slide PPT Analysis)

1. Can you please analyze Uber’s Two-sided Model?
2. What is the Value Proposition for Consumers and for Drivers?
3. What is it about Uber that makes it such a disruptive innovation?

Session 10: Thurs April 6th – Read: Chapter 8

- New Product & Service Development
- Misc. Marketing elements (event, direct, experiential)
- Guest speaker: tbd

Session 11: Thurs April 13th – NEW Work on Group Project Homework (required)

- Group Project Workshop Presentation - “homework due” – participation grade given
- Guest Speaker: tbd
Session 12: Thurs April 20th – Read: Chapter 14 (cont.)

- Group Project Presentations

Session 13: Thurs April 27th

- Group Project Presentations
- Final Review

Group Project Due: During Last two days of Class either on Apr. 20th and Apr. 27th

Final Exam (Online): Thurs May 4th 4:10-7:00pm

Integrated Marketing PowerPoint Group Project Description (See Rubric on Canvas)

- Pick a brand whose marketing you admire
- What’s its integrated marketing message?
- How are they positioning the brand:
  
  i. Target audience
  ii. Competitive products/consideration set
  iii. Point(s) of difference & benefits

- Why it’s an effective message to accomplish the brand’s objectives?
- What marketing elements it utilizes (include photos, ads, scans, screen shots, packaging)?
- What makes the message & placement resonate with consumers and stand out from competitive clutter?
- Any success KPIs/metrics you can find (social media or other)
Core Culture

The purpose of the Columbia Core Culture is to promote a classroom environment of mutual respect, preparation, and engagement. These standards were developed by faculty representing all six divisions of the School who teach in the core and serve as coordinators for each core course. It is expected that all courses follow these standards.

Class preparation & participation

- A meaningful component of the final grade is attached to preparation and participation.
- The classroom is a place of expression and discussion. Communications are respectful. Be courteous to others and do not interrupt when another person is speaking.
• Everyone's contributions are important and the diversity of experience among members of the class enhances learning. All students are treated equitably within the classroom.

**Attendance tracked as part of class participation**

— Attendance is tracked and will affect a student’s participation grade.

**On-time arrivals and departures**

— Faculty start and end class on time; students arrive early and are ready to engage at the start of class. Lateness will affect a student’s participation grade.

**Cold calling**

— Students should be prepared for questions to be asked of them without raising their hands.

**Use of name cards**

— Students bring their name cards to class and faculty use the name cards to call students by their names.

**Use of polling in the classroom**

• Answering electronic poll questions is part of a student’s participation grade; students should bring and use devices as directed by faculty in order to participate in polls.
• Only students with permission to attend remotely are allowed to respond to in-class polling from a non-classroom location, otherwise it may be considered a violation of the CBS Honor Code.

**Assigned seating**

— Students sit in assigned seats. Instructors have discretion as to whether seats are assigned by them or chosen by students.

**Use of electronic devices**

• Electronic devices are used only for educational purposes during class time. Unless instructed by faculty, the use of cellphones, laptops, tablet computers (other than the CBS-provided tablet) or other devices are generally not permitted during in-person classes.
• Students are generally permitted to use CBS-provided tablets to respond to in-class polling, access course materials and take notes in class. Faculty may also permit laptop computers to be used for in-class work that requires computer software (e.g., analysis of data in Excel).
• For those students who have been approved to attend classes remotely, please review [Remote Core Culture](#).
Breaks or leaving the room during class

— Students remain in the classroom during the entire session unless given a break by the instructor. Class sessions lasting 90 minutes typically do not have a break, while those lasting three hours typically have a 15-minute break near the session mid-point.