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**The University of Georgia**  
**MARK 4900 - Marketing Strategy**  
**COURSE SYLLABUS**

*Fall 2009 Section 03-400 TuTh 3:30 – 4:15 Caldwell 206*

**INSTRUCTOR**

Tucker Cox, Brooks Hall; tel - 404-822-8894 (mobile), [tuck1930@uga.edu](mailto:tuck1930@uga.edu);

**OFFICE HOURS**

W 9:00 – 11:00 and 3:00 – 5:00; drop-ins encouraged; to make sure that you see me and eliminate a wait, please make an appointment.

**REQUIRED TEXT AND COURSE MATERIALS**

Text – O.C. Ferrell and Michael D. Hartline (2008), *Marketing Strategy, 4<sup>th</sup> Edition*, South-Western Cengage Learning, 2008, ISBN 978-0-324-36272-5. Available at the UGA Bookstore. See also amazon.com, www.cheapesttextbooks.com, bookbyte.com, half.com, and campusbooks.com, among other webs. Please announce at the beginning of each class the web or physical address of bookstores that offer this text at a low price. Recommended Reading - Business Week, Brandweek, Marketing News, Advertising Age, Wall Street Journal and Adweek, *Blue Ocean Strategy* by W. Chan Kim and Renee Mauborgne, Harvard Business School Press, Boston, 2005 and selected Harvard Business Review articles. (Please see me for specific areas of interest). Your instructor will distribute other course handouts or ask you to download them from Blackboard, the class website.

**COURSE DESCRIPTION**

This course integrates the student's marketing knowledge accumulated from previous courses. The emphasis is on developing and implementing marketing strategies to solve problems in a dynamic global business environment. Students analyze environmental variables and prospective marketing functions to develop a sound basis to make strategic decisions and to create strategic marketing plans.

**PREREQUISITES**

MARK 4000: Marketing Research for Business Decisions and MARK 4100: Consumer Buyer Behavior. Final class rosters will be reviewed after drop/add. Any student not meeting prerequisites will be administratively withdrawn from the class.

**COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES\***

Upon completion of this course, the student should be able to:

1. Develop, write, execute and present a strategic marketing plan.
2. Effectively work in a team and develop a professional and business-like attitude similar to that needed to operate in a real-world environment.
3. Evaluate a proposed marketing plan for likelihood of success or failure.
4. Identify and address strategic questions such as:
  - What environmental opportunities and threats do we face?
  - What are our organizational strengths, weaknesses and problems?
  - What are our strategic alternatives?
  - What business should we be in?
  - What are our long-term objectives?

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- What is our sustainable competitive advantage?  
 Should we diversify? If so, how?  
 What growth directions are most attractive?  
 How should the organization's resources be allocated?  
 What product markets are attractive to us?
5. Know the relationship between strategic, tactical, and operational planning and be able to translate a strategic plan into tactical activities.
  6. Perform a SWOT (strengths, weaknesses, opportunities, threats) analysis.
  7. Through hands-on decision-making and application of current business knowledge apply marketing strategy and analysis principles to a selected business environment.
  8. Understand and work with a set of useful and important concepts such as mission, objective, strategic group, sustainable competitive strategy, risk, key success factors, strategic opportunity or threat, strategic strength, weakness or problem, strategic question, product market, segmentation, industry structure, positioning, IMC, supply chain, plan implementation and control, and long-term customer relationships.
  9. Understand the importance of marketing strategy in organizations  
 \* in alphabetical order

**TOPICAL OUTLINE**

Taking on the challenges of marketing strategy  
 Intro to the strategic planning process, the marketing plan and how to maintain customer focus and balance in strategic planning  
 Marketing ethics and social responsibility  
 Collecting and analyzing marketing info  
 Developing competitive advantage and strategic focus  
 Segmentation and target marketing  
 Product and pricing strategies  
 Distribution and supply chain management  
 IMC – integrated marketing communications  
 Marketing implementation and control  
 Maintaining long-term customer relationships

**EVALUATION METHODS**

Final course grades will be based upon your performance on the following:

Item	%
Exam I (chaps 1 thru 4)	15
Exam II (chaps 5 thru 8)	15
Exam III (chaps 9 thru 12)	10
Internet assignments	10
Quizzes – best 3 of 4	10
Cases – 4	15
Team presentations – 2	10
Contribution	15
Total	100
Excessive absence voids the grading criteria. See attendance policy.	

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Letter grades will be assigned using the following cut-off points (no rounding up)

A	>= 93	B <sup>-</sup> (B minus)	80 – 82.99	D	60 – 69.99
A minus	90 – 92.99	C plus	77 – 79.99	F	<60
B plus	87 – 89.99	C	73 – 76.99		
B	83 – 86.99	C minus	70 – 72.99		

### **EXAMS, QUIZZES AND MAKE-UP POLICY**

Exams are in a multiple choice format. They cover assigned readings from the text, material presented in class and selected articles. Make-up exams will be given for legitimate absences. Quizzes – announced or pop-up – are on current chapter and/or reading assignments. No make-ups for quizzes.

### **WRITTEN ASSIGNMENTS**

Must be typed, double spaced and submitted in hard copy; e-mail not accepted.

### **INTERNET ASSIGNMENTS (IAs)**

These assignments are available at the Student Companion website of the text. Each IA asks two questions about the strategies and objectives a firm is implementing at its website. Answer each question in one paragraph. Provide a rationale and evidence/examples grounded in course material to support your conclusion. Email your write-up to the instructor.

### **CASES**

You are assigned three cases for write-up and discussion and one for discussion only. Your instructor may ask you or your group to formally present your case analysis to the class or you may volunteer – extra credit given. The case method works effectively when all class members have studied the case and contribute to the discussion. Be prepared. To do well on the cases and to conform to the mandatory format for each case write-up you submit, you must read and thoroughly understand the “Note on studying and learning from cases,” available at the website.

### **TEAM PRESENTATIONS**

Twice during the semester each team will make a 3-to-5 slide PowerPoint presentation that lasts from 15 to 20 minutes about your chosen company's marketing strategy. You may select any aspect of strategy featured in the text. Your guides in selecting an “aspect” of strategy are the Marketing Plan Worksheets, pp 639- 649 and the Example Marketing Plan, pp 630 – 673 of the text. Examples are:

Show how your company's marketing programs are consistent with their mission statement, e.g., McDonald's “vision to be the world's best quick service restaurant experience”

Communicate how your firm has achieved a long-run advantage over its competition, e.g., Adobe Acrobat

Illustrate marketing strategies one firm is implementing to stop losing share to a competitor or to gain customers at the expense of an adversary, e.g., Best Buys market segmentation strategy (see case 8, p 455 of the text)

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Picture how a marketer made or is making a strategic move to appeal to a group or segment of new customers who have not bought from the firm before, e.g., Cirque de Soleil's appeal to people who otherwise would not attend a circus performance (see Blue Ocean Strategy by Kim and Mauborgne)

Make a presentation of your firm's strengths, weaknesses, opportunities and threats it faces (SWOT analysis – see appendix B, example marketing plan, p 650)

Demonstrate your firm's strategic focus on an element of the marketing mix to gain share over the long term, e.g., Wal-Mart's use of supply chain management to keep prices low

Give your presentation a title; keep it focused; grounded in the course material; intellectually rigorous; and on time. An A-level paper demonstrates critical thinking; has comments that are insightful and grounded in the course material; gives an opinion about the merits of the strategy; makes a judgement about whether or not the strategy is succeeding (yes, no, too early to tell); and forecasts strategic moves the company or its competitors might make. B-levels show critical thinking; give a sound assessment of the strategy and forecast strategic moves. C's show some critical thinking and present a cogent discussion of the selected strategy. A, B and C presentations use the language of marketing strategy. Additionally, every presentation earning an A, B or C must include meaningful observations about the company's Internet strategy, specifically how the firm uses its website strategically to support the aspect of strategy you are investigating. D-level is a modest effort that communicates the team's personal opinion of the strategy. A grade of F is a timid, unexceptional effort of limited scope that fails to inform or educate in any manner but a modest and meagre one.

## **CLASS PARTICIPATION AND CONTRIBUTION**

This is a hands-on, learn-by-doing course. Students benefit most when every class member comes prepared and actively joins in discussions. By contributing to your classmates' educational experience, you will increase the value of your own immensely. Read the assigned materials and check Blackboard before class to see if PowerPoints are available. Using the following criteria, each student earns a rating of 2, 1 or 0 based on his or her contributions during each class:

**Excellent performance = 2** - initiates questions, comments or observations relevant to topics discussed; accurately exhibits knowledge of assignments; demonstrates excellent listening skill by remaining on the "same page" as the rest of the class as evidenced by comments; brings up questions that need further exploration and discussion; actively participates in classroom exercises; shows ability to apply, analyze, evaluate, and synthesize course material and is willing to take risks in attempting to answer unpopular questions

**Average/good performance = 1** - participates in group discussions; shares relevant information; provides feedback to classroom group discussions; demonstrates knowledge of assignments; communicates ability to analyze/apply course material; shows willingness to attempt to answer questions and participates in classroom exercises

**Poor/unacceptable performance = 0** – absent; shows up and does nothing; fails to participate even when specifically asked; occasional input, but often irrelevant or unrelated to topic; does not demonstrate knowledge of readings; engages in irrelevant conversations

If you uncomfortable speaking in public, answering questions in front of the class,

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etc., please see me. There are other ways you can contribute.<sup>1</sup>

### **Attendance and academic decorum**

UGA's policy states that "Students are expected to attend classes regularly."<sup>2</sup> Notes from physicians explicitly stating that you were too ill to attend class on a specific date(s) will be accepted to excuse absences, but other documents will not, e.g., time/date stamps or "statements" from the University Health Center. For a religious holiday, notify your instructor in advance via email. Legitimate absences include, but are not limited to family funeral, serious illness of a family member, jury duty, and official university activities. Weddings, family events and trips, work conflicts, academic advising appointments, or missing class due to undocumented illness, e.g., "aches and pains," are not legitimate. Arriving or leaving unreasonably late/early is an absence. If a student is absent without a legitimate reason when an assignment is due or for an exam, he/she will receive a grade of zero, unless the instructor approves special arrangements in writing prior to the absence. More than two absences (the equivalent of three, 50-minute classes), excluding legitimate ones, decreases the student's final grade by 0.5 percentage points. For example, for an average of 80% the final mark is 79.5%. Excessive absences void the grading criteria. They may cause a substantial reduction in a student's grade, including administrative withdrawal, failing the course or both. Please note UGA policy on this matter: "A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor."<sup>3</sup> While there is no hard and fast definition of "excessive," a general guideline is missing more than 4 or more classes (= six 50-minute ones), including legitimate absences.

We have a collective responsibility to "develop an intellectual community within an environment that fosters respect and integrity among its members."<sup>4</sup> Doing puzzles, other assignments, internet surfing, sidebar conversations, sleeping or behavior that is inconsistent with The University of Georgia Code of Conduct or the Terry College of Business's standards will not be tolerated. If it persists, you will receive a verbal and written warning. If it continues your instructor may withdraw you from the course in compliance with UGA policy.

### **ACADEMIC INTEGRITY**

"Academic honesty is defined broadly and simply – the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University."<sup>5</sup> A Culture of Honesty and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at UGA<sup>6</sup>. All members of the University Community are responsible for knowing the UGA Academic Honesty Policy and procedures. Each of the following illustrates a violation of the policy.

Allowing another student to read your paper during an exam;  
collaborating (discussing approaches, possible answers) on

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<sup>1</sup> Thanks to Prof. Vanessa Patrick, formerly of the UGA Marketing Dept., for most of this section.

<sup>2</sup> See General Academic Regulations and Information, Course and Credit, Class Attendance at [bulletin.uga.edu/fall2001/bulletin/acad/Courses.html](http://bulletin.uga.edu/fall2001/bulletin/acad/Courses.html), visited 14 Aug 09

<sup>3</sup> Ibid

<sup>4</sup> The University of Georgia Code of Conduct, I. Introduction, Purpose [www.uga.edu/judicialprograms/code.htm](http://www.uga.edu/judicialprograms/code.htm), visited 14 Aug 09

<sup>5</sup> [www.uga.edu/honesty/ahpd/introduction.htm](http://www.uga.edu/honesty/ahpd/introduction.htm), visited 14 Aug 09.

<sup>6</sup> The complete policy is available at [www.uga.edu/honesty](http://www.uga.edu/honesty).

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homework or cases, unless it is a group assignment; copying someone else's homework; cutting and pasting from websites without proper citation; failing to provide proper citations in any written submission; having a cell phone visible during an exam period; having an open backpack or loose papers visible during an exam period; including the name of a person who is not present on a submitted group activity; reading another student's paper during an exam; submitting, as your own work, any research or writing that was not performed by you and using any materials other than your own knowledge during an exam.

### **WITHDRAWAL POLICY**

It is your responsibility to read and understand the University's withdrawal policy.

### **GRADED WORK**

Keep your graded papers. Back up and store offline all electronic copies of your documents related to this course. Double-check the calculation of all scores on all work. In the event of a dispute about a mark, you are responsible for providing the graded document the instructor returns to you. In the absence of a source document, the grade that the instructor maintains is official.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.

### **TENT CARDS**

Please prepare a tent card with your printed name dark enough and large enough so that your instructor can read it and become familiar with you by name as quickly as possible. Place the card in front of you for every class session.

### **CHANGES TO THIS SYLLABUS**

The course syllabus is a general plan for the course; revisions announced to the class by the instructor may be necessary. You are responsible for keeping up with all assignments, even if you miss the class in which an assignment was announced.

### **OPEN DOOR POLICY**

I am available to discuss assignments, projects, presentations, cases, your course performance, career advice, future course selections or any other issue. Feel free to either make an appointment or come by and see me. I regularly review resumes and write letters of recommendation for students. Please let me know how I can help.

### **COURSE SCHEDULE**

The course schedule is attached to this syllabus and available at the class website as a separate document.

THE UNIVERSITY OF GEORGIA  
 MARK 4900 - MARKETING STRATEGY  
 COURSE SCHEDULE - FALL 2009  
 Sec 03-400 TR 3:30 - 4:45 Caldwell 206

Date	Topic	Assignment	Team presentation
18-Aug	Course overview and ch 01 - Marketing in Today's Economy		
20-Aug	Ch 01 (cont'd) and ch 02 - Strategic Marketing Planning		
25-Aug	Ch 02 - Strategic Marketing Planning		
27-Aug	Strategic marketing planning - sources of secondary information - presentation by Ms. Sheila DeVaney, Business Librarian, UGA	Read Appendix A, Marketing Plan Worksheets, pp 639- 649 and Appendix B, Example Marketing Plan, pp 630 - 673	
1-Sep	Ch 02 - Strat Mktng Planning (cont'd)	IA1, exercise 1.1 - Cars Direct	
3-Sep	Ch 02 - (cont'd); ch 03 - Marketing Ethics and Social Responsibility		
8-Sep	Ch 03 (cont'd); ch 04 - Collecting/Analyzing Marketing Information	IA2, exercise 1.2 - Red Cross	The Creative Force
10-Sep	<b>Case 12 - PETCO Develops Successful Stakeholder Relationships - presentation and class discussion</b>	<b>Case 12 write-up due</b>	
15-Sep	Ch 04 - Collecting/Analyzing Marketing Information		Valuable Cache
17-Sep	Ch 04 (cont'd)	IA3, exercise 3.1 - Lockheed Martin	Center of Influence
22-Sep	<b>Exam I - chaps 1 through 4</b>		
24-Sep	Ch 05 - Competitive Advantage and Strategic Focus	IA4, exercise 4.2 - Ben & Jerry's	Clickthrough Leaders
29-Sep	Ch 05 (cont'd)	IA5, exercise 5.2 - Ford	The Marketing Mix
1-Oct	<b>Case 13 - FedEx Corp - presentation and discussion</b>	<b>Case 13 write-up due</b>	
6-Oct	Ch 06 - Customers, Segmentation and Target Marketing	IA6, exercise 6.1 - iVillage	Command & Control

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Date	Topic	Assignment	Team presentation
8-Oct	Ch 06 (cont'd)		Value Innovators
13-Oct	Ch 07 - Product Strategy		The Strategic Canvas
15-Oct	Ch 07 (cont'd)	IA7 - exercise 7.2 State Farm	The Creative Force
20-Oct	Ch 08 - Pricing Strategy		Valuable Cache
22-Oct	Ch 08 (cont'd)	IA8 - exercise 8.1 Golf Discount	Center of Influence
27-Oct	<b>Exam II - chaps 5 through 8</b>		
29-Oct	Ch 09 - Distribution and Supply Chain Management		Clickthrough Leaders
3-Nov	Ch 09 (cont'd)	IA9 - exercise 9.1 SAP	The Marketing Mix
5-Nov	<b>Case 8 - Best Buy - presentation and discussion</b>	<b>Case 8 - prepare for class discussion - no write-up due</b>	
10-Nov	Ch 10 - Integrated Marketing Communications	IA10 - exercise 10.1 Zoo Atlanta	Command & Control
12-Nov	Ch 10 (cont'd)		Value Innovators
17-Nov	<b>Case 14 - IKEA - presentation and discussion</b>	<b>Case 14 write-up due</b>	
19-Nov	Ch 11 - Marketing Implementation and Control		The Strategic Canvas
24-Nov	Thanksgiving Holiday		
26-Nov	Thanksgiving Holiday		
1-Dec	Ch 12- Developing and Maintaining Long-Term Customer Relationships		
3-Dec	Ch 12 (cont'd)		
8-Dec	<b>Exam III - chaps 9 thru 12</b>		