

Course Materials:

Required: “Coursepack” of Harvard Business School (HBS) “core marketing curriculum” readings, cases, and access to a value proposition simulation game. This is available for online purchase at the following URL address.

<https://hbsp.harvard.edu/import/749745>

To purchase the materials, you will need to establish a user account at the website. The terms of sale allow you to (1) download electronic versions of course materials, any time of day, (2) access files of electronic course materials via a link on Harvard Business Online for six months from the date of purchase, and (3) print each file as necessary.

Recommended:

- List of Harvard Business Review articles (see Appendix)
- Case Analysis Coach, a 90-minute online tutorial designed by Robert D. Austin & Robert L. Kelley. HBS Product Number: 4380-HTM-ENG
- Marketing Management (any recent edition—12th through 15th) by Philip Kotler & Kevin Lane Keller, Pearson Education, Inc.
- Market-Based Management: Strategies for Growing Customer Value and Profitability (5th or 6th edition) by Roger J. Best, Pearson Education, Inc.

Course Description & Objectives

The goal of this course is to build your ability to think, speak, and write critically, creatively, and convincingly about marketing strategies that deliver and sustain value to customers and meet company objectives for commercial success. In short, the aim is to enable you to begin practicing the marketing discipline. Completion of the course will enable you to:

1. Assess the potential of markets and effectively select target segments.
2. Develop useful positioning to help a firm’s offering stand out against the competition.
3. Develop marketing tactics to achieve a positioning in a target market.

Course Delivery

The course objectives will be achieved largely through the analysis, evaluation, and discussion of case studies. Since marketing strategy decision making involves dealing with uncertainty

about the nature of a marketing problem and possible solutions to it, logic suggests that simulation of such decision situations will facilitate swifter learning about the discipline needed to identify and implement such solutions. Business case studies provide such a simulation platform upon which quantitative and qualitative skills of a discipline may be developed and exercised. Thus, we will be reading and discussing a wide range of marketing strategy cases that will challenge you with a variety of unique, complex, and sometimes confusing circumstances. Our challenge will be to draw lessons or takeaways from each case that we can generalize across all situations.

Hybrid Class Meeting Pattern

This class will follow a hybrid meeting pattern with classes alternating weekly between on-campus sessions and remote-synchronous sessions held in the WebEx platform environment. The first class session on August 27th will occur on-campus in Wright Hall, Room C148; the second class (September 3rd) will occur in WebEx, etc. See the class schedule for details.

Most remote-synchronous class sessions will occur in the WebEx Training Session module, which allows for breakout group sessions, a mode of learning that will be used often during the course. The schedule of WebEx sessions and access to them will be posted in the WebCampus site for this course.

Structure of Class Sessions

As much as possible, the structure for class sessions will be as follows:

- First half of class: Discuss the assigned case study, which relates to concepts and materials discussed in second half of the prior week's class.
- Second half of class: Discuss concepts in HBS Core Curriculum readings, which will be relevant to the following week's case study.

To this end, your reading and study each week should center first on preparing arguments and answers to the discussion questions for that week's assigned case study and, second, on comprehending content in the assigned HBS Core Curriculum readings.

Case Discussion

Class discussion of case studies will be the primary learning activity of this course. Case study learning is participant-centered, which means the participants generate the greatest activity during the course. This differs from lecture-based learning, which is passive in nature in that it relies on an instructor to provide knowledge and the student to "receive" it. In contrast, case study learning puts the responsibility of "making" or generating knowledge on the student and, thus, depends on active learning methods, particularly *student-driven* discussion that advances the class' collective understanding.

Thus, it is critical that you commit to owning class discussion. You can best do this by being open to new ideas, sharing your ideas and, equally, listening and commenting about the ideas expressed by classmates. Indeed, classmates are a rich source of experiences and insights that facilitate learning during case study and you should try to leverage that in an ethical and responsible manner. Other factors that will enhance your rate of learning include enthusiasm,

informed opinion, and a willingness to pursue counter-intuitive insights. Healthy skepticism is always welcome but cynicism should be left at home.

The instructor is not merely an observer in a case study course. He is there to guide discussion, challenge arguments, provoke debate, summarize learning that occurs, and more. However, students must accept ownership of the case discussions; otherwise, they avoid responsibility for the quality of discussion and learning. **It should also be clearly understood that the instructor is the only one in the course “who does not need to make a decision about the case.”** That would be defeating the purpose and format of the course.

You can best demonstrate ownership of case discussion by preparing for and participating in class discussions. For each case to be discussed this semester, you are expected to prepare a recommendation for the main decision maker in the case and be ready to discuss the rationale and details of it in class. In preparation for class discussions you are expected to read and study each case so as to be ready to argue answers to questions about it when called on in class. To help guide your preparation for class, discussion questions for each case study have been posted at the WebCampus site for this course.

The best system of preparation involves individual and group study, in that order, before the class. **For your own benefit, you are encouraged to form and participate in study groups during the semester.** Individual study should be done first to gain mastery of the facts and issues in a case and to formulate your recommendations. Having done this, you should meet (face-to-face, online, phone conference, etc.) with classmates to test your arguments and exchange viewpoints. [Note: This course is purposely designed to overwhelm individual effort and encourage group effort; there are too many case studies for one person to handle. Please develop a habit of working out solutions to cases with others prior to class.]

During your preparation for class **you are forbidden from consulting any outside sources of information** about the company or situation discussed in the case. Outside sources include library materials, the Internet, newspapers and other periodicals, trade publications, etc., **and people outside the class who are familiar with the case or situation.** (The exceptions to these are marketing textbooks or articles from previous courses that explain conceptual frameworks for marketing decision-making.) In short, if you confine yourself to the case study in question and try to put yourself in the case protagonist's role and try to work through it as they might have, you will gain more from the course experience. If you cannot discipline yourself to avoid outside information about a case, you will shortchange your learning and that of the class as a whole. Moreover, if the instructor suspects you are consulting outside sources of information about a case, you will be assigned a failing grade for the course.

The instructor will track discussion contribution performance by keeping attendance and noting the quality of your contributions to discussions using the following rubric. The points you earn for contributions to discussions will be weighted by 25% when determining total points for the course.

3 plus marks (+++): Contributions mirror an outstanding level of preparation. Mastery of case facts is obvious. Comments are directed to the class, include highly relevant ideas

synthesized from case information, and offer new ground upon which others may and do build prolific class discussion. Arguments are very sound and persuasively communicated. [Consistent pattern of 3 pluses = 100 points.]

2 plus marks (++): Contributions mirror a thorough level of preparation. Strong familiarity with case facts is obvious. Comments are mostly directed to the class, include relevant ideas synthesized from case information, and offer familiar ground upon which others may and do build relevant class discussion. Arguments are fairly sound and, for the most part, persuasively communicated to the class. [Consistent pattern of 2 pluses = 90 points.]

1 plus mark (+): Contributions mirror a satisfactory level of preparation. Some familiarity with case facts is obvious. Comments are directed more to the professor than to the class, include obvious ideas easily synthesized from case information, and offer little ground upon which others may build useful class discussion. Arguments are somewhat sound and somewhat persuasively communicated to the class. [Consistent pattern of 1 plus = 80 points.]

No plus mark (indicated by X): Contributions mirror an inadequate level of preparation. Familiarity with case facts is lacking. Comments are directed to professor only and not to the class and mainly restate case information, offering no ground upon which others may advance the class discussion. Arguments are not sound and poorly communicated to the class. (Note: This mark will be given if a student is present but does not contribute to the discussion. The professor will use cold calls to try and minimize the chances of this occurring.) [Consistent pattern of X marks = 70 points or less (e.g., if you attend only half the classes and say nothing, you may receive only 40 points).]

No mark: Student did not attend class. [Consistent pattern of no marks = 0 points.]

Also, please carefully note the following:

- Avoid viewing class discussion and your participation in it as a competition. Instead, see it as a collaborative opportunity to reveal as many insights about marketing as possible.
- Participation points can only be earned during class. Interactions with the instructor outside of class will not earn or cause you to lose participation points.
- Whether or not to write notes during class is entirely your decision. However, note taking does not count as class participation.
- Absence from class will be viewed as detrimental to students attending the class because it deprives them of opportunities to learn of your views, perspectives, questions, etc.

In summation, a case study course depends on every class member to come prepared for class, be willing to make meaningful contributions that further class progress, and give full attention to the discussion. If you cannot fulfill these duties your personal development will be impeded and you will be letting the class down.

Team Case Essays

Written team case decision essays will be a second learning mode used to accomplish course objectives. Today, the ability to communicate clearly through written arguments about business situations is on par with the ability to make persuasive oral arguments. Indeed, effective writing skills have taken on even greater significance in the Internet and cell phone age. In light of this, team essays will be a required means of honing your ability to develop persuasive writing arguments about marketing strategy decisions. This course requires two team decision essays. Details about the essays are below.

Case	Due Date	Grade Weight
Product Team Cialis: Getting Ready to Market	Sept. 24 th	15%
Promoting Land and Nature Jerky	Nov. 19 th	15%

For team essays, the instructor will assign you to a team of 3-4 classmates that will work together to complete the essay. Within two weeks after submitting each team essay, you must submit a completed peer evaluation form that will be posted on the WebCampus site for this course. Peer evaluations will be used to adjust an individual's team essay score if corroborative evidence of extra effort or lack of effort arises.

Teams should deliver integrated essays with one narrative voice that incorporates each team member's input. That is, make it a real team effort, as opposed to, say, having each person write one section of the essay and simply compiling the pieces prior to submittal. Efforts of this latter nature are obvious and typically weaken the final product.

Team work can be challenging, sometimes frustrating, but ultimately rewarding if planned effectively. ***To guide your team planning efforts, a rubric detailing aspects of effective team work has been posted for your use on the WebCampus site for this course.***

The list below provides the required structure (name and order of sections) of decision case essays. The expected content of each section will be explained in class on September 6, 2017.

- Position Statement
- Decision Options
- Decision Criteria
- Proof of Recommended Option
- Critique of Rejected Options
- Disadvantages of Recommended Option
- Action Plan

Essays will be evaluated for content, organization and structure, soundness of arguments, style, grammar and usage, professionalism, formatting, and evidence of revision. Point scores for essays will be allocated according to the following scheme.

Quality/Impact Assessment	75%
Writing/Document Skills	<u>25%</u>
	100%

Electronic (soft) copies of each essay must be submitted through the corresponding **Turnitin** link that appears on the WebCampus site for this course. Hard copies will not be accepted.

Essays not conforming to the following page format will be penalized 10 points.

- Double line spacing, page numbers in footer, 1” margins, and 12-point font.
- Professional looking title page. Title repeated in header of all pages.
- Six-page limit for written text. No limit for exhibits, graphs, diagrams, etc., which are encouraged as means for organizing evidence, illustrating points of argument, showing steps in calculations, and otherwise augmenting and preserving the flow of the written body of the essay.

Exams

Two exams will be used to assess your progress in this course. At the start of each exam period you will receive a case study and an exam containing a set of essay and/or problem questions and space for you to write answers to the questions. You will have the entire exam period to read and analyze the case and write answers to the exam questions. Exams will be closed-book and closed-note. Blue exam books are not necessary. The points earned for your performance on the first and second exam will be weighted by 20 and 25%, respectively. No makeup exams will be given unless you have prior approval from the instructor

COURSE & ACADEMIC POLICIES**Responsibility for Learning**

The extent to which your thinking about marketing evolves is ultimately up to you. The more you put into the course, the more you will get out of it. If the course becomes difficult, you are responsible for telling the instructor so that help may be given. But be aware that help is likely to be given in the form of direction rather than sorting out the solutions.

Grading Scheme:

<u>Course Performance Area</u>	<u>Weight (%)</u>	<u>Final Points-Letter Grade Scale</u>	
Participation	25	93 and higher	A
Team Essays	30	90 to less than 93	A-
Mid-term Exam	20	87 to less than 90	B+
Final Exam	<u>25</u>	83 to less than 87	B
Total	100	80 to less than 83	B-
		77 to less than 80	C+
		73 to less than 77	C
		70 to less than 73	C-

All grading will be on a scale of 0-100 points. Letter grades will only be assigned for the final course grade. The following example illustrates how this scheme will be applied.

<u>Performance Area</u>	<u>Score</u>	<u>Weight (%)</u>	<u>Points Earned</u>
Participation	86	25%	21.5
Team Essays	90	30%	27.0
Mid-term Exam	91	20%	18.2
Final Exam	91	25%	22.8
Total Weighted Points Earned			89.5
Final Grade			B+

Grading is not an exact science. Any cutoff point places some students just a point or two below that line. Being just below a cutoff point is frustrating, but is not a reason to request a grade change or re-grading of an exam or assignment to gain extra points. Scores will not be rounded up. The instructor will grade as fairly and objectively as possible and you will receive the grade you earn. However, he is not responsible for graduation requirements and it is inappropriate for a student to suggest they need a specific grade for this or any other reason.

If, at the completion of the course, no student earns 93 or more total points, a grading curve will be applied to determine letter grades.

Class Protocol

In order to sustain a focused and high-quality learning atmosphere during class, the following protocol must be followed. If you violate this protocol, you will be given no mark for class participation on that day.

- Cell phones must be turned off or silenced unless the professor asks for their usage.
- Photography and videography are strictly prohibited.
- Computers may be used for note taking and referring to prepared class materials.
- Using the Internet is strictly prohibited unless the instructor calls for its use.
- When someone is speaking, it is discourteous to the class and the speaker to engage in impertinent activity (e.g. chatting, reading email). You must avoid doing so when someone has the floor. If what you have to say or read cannot be shared with the class you should wait until after class to say or read it.

Public Health Directives

Students must follow all active UNLV public health directives while enrolled in this class.

Face coverings are mandatory for all faculty and students in the classroom. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Responsibility for academic integrity falls on every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy (<https://www.unlv.edu/studentconduct/student-conduct>) and are encouraged when faced with choices to always take the ethical path by conducting themselves in a manner compatible with UNLV's function as an educational institution.

Academic misconduct will not be tolerated. Acts of academic misconduct include, but are not limited to, cheating on an exam, stealing exam questions, and plagiarizing. If you are suspected of academic misconduct in this course, the instructor will take actions according to university policy to resolve the suspicion. If the instructor believes you are guilty of academic misconduct at any time during this course, you will be reported to the Student Conduct Office with a recommendation that the University pursue the severest penalties possible for your actions. You are responsible for knowing the University's Student Academic Misconduct Policy located at: <https://www.unlv.edu/studentconduct/student-conduct>

Auditing Classes

Auditing a course allows a student to attend lectures and/or laboratories and discussion sessions associated with the course, but not earn a grade for any course component or credit for the course. Students who audit a course receive the same educational experience but will

be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a course grade.

Classroom Conduct

Students have a duty to conduct themselves in classes and the libraries in ways that do not interfere with the rights of other students to learn, or instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities require the instructor's prior explicit consent, which they may rescind at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to be familiar with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://provost.unlv.edu/copyright/>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss options available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Diversity

UNLV is committed to maintaining a campus environment that values diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between students and instructors. To that end both must commit to listening to one another's viewpoints, acknowledging disagreements, keeping discussion and comments on topic, and using first person, positive language when expressing their perspectives.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of I — incomplete — can be granted when a student has satisfactorily completed at least three-fourths of the semester but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student receiving a grade of I is responsible for completing their remaining course requirements before the end of the following regular semester. If they do not, they will receive a grade of F for the course and their GPA will be adjusted accordingly. Students completing course requirements under a grade of I do not need to reregister for the course, but must make arrangements to complete course requirements with the instructor who assigned the I grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work due to observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. A student is responsible for notifying the instructor within the first 14 calendar days of the course during for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, a student representing UNLV in any official extracurricular activity will have the opportunity to make up assignments, provided that they provide official written notification to the instructor no less than one week prior to the missed class(es).

The intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Class Schedule			
<u>Key to Acronyms</u>			
HBS = Harvard Business School; HBS CC = HBS Core Curriculum Reading			
HAAS = UC Berkely Haas School of Business			
Date	Venue	Topic Assignment	
8/27	WRI C-148	Concepts	HBS CC: "Framework for Marketing Strategy , , ,"
9/3	Remote (WebEx)	Case Study	HAAS Case: "Annie's: Growing Organically"
		Concepts	HBS CC: "Creating Customer Value"
9/10	WRI C-148	Case Study	HBS Case: "elBulli: The Taste of . . ."
		Concepts	HBS CC: "Segmentation & Targeting"
9/17	Remote (WebEx)	Value Propositions	Online Simulation: "Surgical Robotics"
		Concepts	HBS CC: "Brand Positioning"
9/24	WRI C-148	Case Study	HBS Case: "Product Team Cialis . . ." Submit Team Essay #1
		Concepts	HBS CC: "Product Policy"
10/1	Remote (WebEx)	Case Study	HBS Case: "Peak Sealing Technologies . . ."
		Concepts	HBS CC: "Pricing Strategy"
10/8	WRI C-148	MID-TERM EXAM	
10/15	Remote (WebEx)	Case Study	HBS Case: "Curled Metals Inc . . ."
		Concepts	HBS CC: "Marketing Communications"
10/22	WRI C-148	Case Study	HBS Case: "Magellan Boatworks"
10/29	Remote (WebEx)	Value Propositions	Online Simulation: "Surgical Robotics"
11/5	WRI C-148	Case Study	HBS Case: "Reliance Baking Soda"
11/12	Remote (WebEx)	Value Propositions	Online Simulation: "Surgical Robotics"
11/19	WRI C-148	Case Study	HBS Case: "Promoting Land and Nature Jerky" Submit Team Essay #2
		Concepts	HBS CC: "Digital Marketing"

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<u>Key to Acronyms</u>		
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HAAS = UC Berkely Haas School of Business		
Date	Venue	Topic Assignment
11/26		THANKSGIVING RECESS
12/3	WRI C-148	Case Study HBS Case: "BBVA Compass . . ."
12/10	WRI C-148	FINAL EXAM - 8:10-10:10 p.m.

Appendix: Recommended ReadingsWhat is Marketing Strategy

"When Marketing Is Strategy" by Niraj Dawar, *Harvard Business Review*, Volume 91, Issue 12, (Dec 2013): 100-108.

"Decision-Driven Marketing" by Aditya Joshi & Eduardo Gimenez, *Harvard Business Review*, Volume 92, Issue 7-8, (Jul/Aug 2014): 65-71

"Rethinking Marketing" by Roland T. Rust, Christine Moorman, & Gaurav Bhalla, *Harvard Business Review*, Volume 88, Issue 1-2, (Jan/Feb 2010): 94-101

"Innovation Killers: How Financial Tools Destroy Your Capacity to Do New Things" by Clayton M. Christensen, Stephen P. Kaufman, & Willy Shih, *Harvard Business Review*, Volume 86, Issue 1, (Jan 2008): 98-105.

Value Creation

"The Elements of Value" by Eric Almquist, John Senior, & Nicholas Bloch, *Harvard Business Review* (Sep 2016): 1

"Boosting Demand in the "Experience Economy," *Harvard Business Review*, Volume 93, Issue 1,2, (Jan/Feb 2015): 24-26.

"Competing on Social Purpose" by Omar Rodriguez Vila & Sundar Bharadwaj, *Harvard Business Review*, (Sep-Oct 2017): 94.

"Know Your Customers' 'Jobs to Be Done'" by Clayton M. Christensen, Taddy Hall, Karen Dillon, & David Duncan, *Harvard Business Review*, (Sep 2016): 1.

Segmentation & Targeting

"Rediscovering Market Segmentation" by Daniel Yankelovich & David Meer, *Harvard Business Review*, Volume 84, Issue 2, (Feb 2006): 122-131

"The New Science of Customer Emotions" by Scott Magids, Alan Zorfas, & Daniel Leemon, *Harvard Business Review*, (Nov 2015): 1.

Positioning

"Break Free from the Product Life Cycle" by Youngme Moon, *Harvard Business Review*, Volume 83, Issue 5, (May 2005): 86-94.

"The Danger of Touting a Product as "the Best" by Jingjing Ma & Neal J. Roese, *Harvard Business Review*, Volume 92, Issue 10, (Oct 2014): 28.

"Embrace the Dark Side" by Michael J. Fanuele, *Harvard Business Review*, Volume 84, Issue 10, (Oct 2006): 24.

Product Management

"Innovation Versus Complexity: What Is Too Much of a Good Thing?" by Mark Gottfredson, & Keith Aspinall, *Harvard Business Review*, Volume 83, Issue 11, (Nov 2005): 62-71.

"Eager Sellers and Stony Buyers: Understanding the Psychology of New-Product Adoption" by John T. Gourville, *Harvard Business Review*, Volume 84, Issue 6, (Jun 2006): 99-106.

Branding

"Branding in the Age of Social Media" by Douglas B. Holt, *Harvard Business Review*, (Mar 2016): 1.

"Don't Let Big Data Bury Your Brand" by Peter Horst & Robert S. Duboff, *Harvard Business Review*, (Nov 2015): 1.

"A Better Way to Map Brand Strategy" by Niraj Dawar & Charan Bagga, *Harvard Business Review*, Volume 93, Issue 6, (Jun 2015): 90-97.

"How 'Brand Tourists' Can Grow Sales" by Silvia Bellezza & Anat Keinan, *Harvard Business Review*, Volume 92, Issue 7,8, (Jul/Aug 2014): 28.

Pricing

"Pricing to Create Shared Value" by Marco Bertini & John T. Gourville, *Harvard Business Review*, Volume 90, Issue 6, (Jun 2012).

"Capture More Value" by Stefan Michel, *Harvard Business Review*, Volume 92, Issue 10, (Oct 2014): 80-85.

"How to Stop Customers from Fixating on Price" by Marco Bertini & Luc Wathieu, *Harvard Business Review*, Volume 88, Issue 5, (May 2010).

Marketing Communications

"Fallon's Chairman on Getting Clients to Take Creative Risks" by Pat Fallon, *Harvard Business Review*, Volume 92, Issue 10, (Oct 2014): 35-38.

"Creativity in Advertising: When It Works and When It Doesn't" by Werner Reinartz & Peter Saffert, *Harvard Business Review*, Volume 91, Issue 6, (Jun 2013): 107-112.

"Advertising's New Medium: Human Experience" by Jeffrey Rayport, *Harvard Business Review*, Volume 91, Issue 3, (Mar 2013): 76-84.

Digital Marketing

"Do Search Ads Really Work?" *Harvard Business Review* (Mar-Apr 2017): 1

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