

Course Outline

RSM 355 H1 S

Managing Customer Value

Winter 2022

Course Meets: Tuesday from 4 pm to 6 pm (remotely or in RT 142 for lectures after Jan.31/22)

Course Delivery: This course / section will be offered remotely until the end of January and then in hybrid mode for the remainder of the term depending on rules to combat the pandemic. All decision periods will be held remotely (on Zoom).

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Course Scope and Mission

Course Goals

1. To reinforce the value of a marketing orientation (the importance of being customer-driven).
2. To revisit the importance and implications of segmentation
3. To experience the challenge of working in a competitive environment with a limited number of major competitors.
4. To demonstrate the importance of understanding the core competences of your firm and those of your competitors as a precursor to strategy development
5. To appreciate the key differences between managing mature categories and growing (new) categories.
6. To use market research and to observe how its use leads to vast improvements in decision making.
 - If nobody in your industry uses market research, you can survive by ignoring it. If however, your competitors use market research and you don't, it's like playing soccer where you agree (in advance) to play blindfolded against an opponent whose players have 20-20 vision.

Course Description

Managing Customer Value builds on the foundation developed in RSM 250 (Principles of Marketing). A successful firm delivers value to customers better than its competitors. While the first marketing course focuses on the fundamental marketing elements for operationalizing this

basic philosophy - segmentation, targeting, positioning, and the 4 Ps, this course is designed to advance a participant's understanding of designing and implementing marketing strategies. In particular, participants will make decisions about all 4 P's simultaneously and manage the interactions between them.

The overriding objective of marketing is simple but the art of putting it into practice is not. It is a challenge to satisfy customers and maintain profitability in a context where aggressive competitors are trying to do the same thing. The difficulty of this task follows from three different sources of complexity: interactions, incomplete information and implementation.

Interactions: A firm's results not only depend on the quality of its own (marketing) decisions, but also on reactions to these decisions by customers and competitors. The success of any marketing strategy depends thus on a firm's ability to anticipate these reactions.

Incomplete Information: Marketing decisions must be made under a great deal of uncertainty. A firm could wait until it has perfect information about the market place. Yet its decisions would always be too late. The success of any marketing strategy depends thus on a firm's ability to process and interpret available market information and understand the limitation of its market knowledge.

Implementation: The best marketing strategy will only be as good as its implementation. Due to the difficulties arising from interactions and incomplete information, a firm will never develop the perfect marketing strategy nor will it be able to foresee the problems that its strategy may create. The process of developing strategies and tactics that work occurs through learning and experience. In other words, the success of a marketing strategy depends on both the ability of the firm to translate its strategy into action and its ability to adjust and change based on the feedback from the market place.

The objective of this course is (1) to introduce participants to concepts and tools that enable firms to cope with these three sources of complexity and (2) to provide participants with "hands on" experience in designing and implementing marketing strategies in a competitive environment. Central concepts include competitive and customer analyses, problem identification, the design of marketing strategies for existing and new product markets, and the allocation of resources across marketing mix elements and products. The course puts special emphasis on teamwork and the application of the technical and conceptual skills under time pressure.

Course Prerequisites

RSM 250 Principles of Marketing; Completion of 9.0 FCEs

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Required Technology

For Winter 2021, the first month of this course will be conducted online consistent with university guidelines. Starting in February, the lectures will be held in person. This means the first in-person class is likely to be February 8. Due to university regulations, all of the decision periods for this course will be held online. To participate fully in these decision periods, you must ensure you have a computer with a working webcam, microphone and reliable access to an internet connection. For further details, please visit this link: [Recommended Technology Requirements for Remote/Online Learning](#)

Required Readings

Students will be provided with a licence to participate in the simulation. Without a licence, a student will not know his/her team and will not be able to login or participate in the simulation. Further details will be provided on Quercus.

Larréché, Jean-Claude, Hubert Gatignon, and Remi Triolet, *MARKSTRAT Participant Handbook* (one copy will be provided to every student)

Excerpts from Philip Kotler and Kevin Lane Keller, *Marketing Management*, 15th edition , Upper Saddle River, NJ: Pearson Prentice Hall

Course Format and Expectations

Simulation

Each team is assigned the responsibility of managing a Markstrat firm for six decision periods. Every industry is comprised of six Markstrat firms so each firm is in competition with five other firms in its industry. Six class sessions are dedicated to Markstrat decisions. As indicated in the schedule, aside from the first and sixth decisions, 2 hours are allocated to each decision. Given the tight schedule, it is absolutely essential that you are on time. Firms that do not submit their decisions on time WILL BE PENALIZED (\$100k per minute).

Attendance at all decisions is strongly encouraged. Each team will meet for the decision periods in breakout rooms on Zoom Several minutes before the decision starts you will be e-mailed your company report and market research studies.

Details about the simulation, the administration, the software, etc. will be provided in the first class and are summarized at the end of this syllabus.

You will find that the length of the decision period places you under considerable time pressure. This is by design and not by accident. First, the time pressure forces you to work together as a team. This will give you the opportunity and the need to apply the concepts you have been exposed to in RSM 250 and in the classroom sessions. Second, the time pressure forces teams to set clear priorities. While there is always some benefit to learning more about the market environment for each decision, the time limit forces teams to consider the marginal value of paying attention to different problems or pieces of information. An important characteristic of effective marketing strategists is their ability to discern the critically important from the merely important.

Guidelines for Success

Everyone is expected to read the manual before the course starts and then you can refer back to the manual as the course unfolds.

Participation is a key component of this course and that means complete attendance at all lectures, all decision sessions and the closing presentation/lecture is encouraged.

A key component of the simulation is group work. Disfunctional groups RARELY perform well in Markstrat. It is your job to make your team work (just like it is when you take a new position after graduation). My observation is that your contribution to making a group work depends on the type of person you are.

- a) If you are the quiet type who is very analytical, you need to make an effort to speak up and express yourself. Your ideas may be the difference between success and failure.
- b) If you are the extraverted type who has an intuitive sense of what needs to be done, you need to make an effort to speak less and listen more.

As the Italian Diplomat, Daniele Vare, once remarked, “diplomacy” is the art of letting somebody else get “your way”.

Evaluation and Grades

Grades are a measure of the performance of the student in individual courses. Performance is based on the performance of the group.¹

Item	Weight	Due Date
Individual Participation	10%	On-going
Markstrat Team Performance P4 (Group)	10%	March 8, 2022
Markstrat Team Performance Final (Group)	40%	March 29, 2022
Group Presentation	20%	April 5, 2022
Group Report	20%	April 8, 2022

Individual Participation (10%)

10% of the grade will be based on attendance and participation in the Markstrat decisions and the final presentation (done by group). Each student is required to fully attend a minimum of five of the seven sessions (6 Markstrat decisions and group presentation). Of course, students will maximize their learning from the course by attending all lectures, Markstrat decisions and the group presentation.

Markstrat Performance (P4 10% and Final 40%)

The stock price in Markstrat is a metric that reflects the value that has been created for the firm’s shareholders (in finance terms, one might think of it as the net present value of the company). The stock price is positively affected by:

- i. A firm’s current profit performance

¹ Subject to adjustment by the professor as necessary. For example, a student who misses more than half of his/her team decisions will the basis for determining his/her grade reassessed.

- ii. The attractiveness of the segments in which a Markstrat firm is active. Attractiveness is a function of segment size, segment growth, the profitability of products sold within the segment and the degree of competition within the segment.
- iii. The relative position of a firm's products within the segments where it competes (awareness, availability, purchase intent and market share)
- iv. A firm's commitment to knowledge-driven marketing (does the firm invest in market research on a regular basis).
- v. The quality of a firm's R&D activity.

The stock price is negatively affected by:

- i. Ill-advised spending cuts to inflate short term profits.
- ii. Decisions to cut spending on market research.
- iii. R&D projects that do not appear to have the potential to address consumer needs better than the choices that consumers currently have.
- iv. A lack of attention to managing production costs for current products

Each team will be evaluated based on its performance in terms of having created value for its shareholders at the end of period 4 and the end of period 6. The performance grade is comprised of three equally weighted components.

- a) The first component is based on how the firm has performed within its industry. The firm's stock price will be compared to the average within its industry and a score that corresponds to its price will be computed.
- b) The second component is based on how the firm has performed compared to firms in other industries who started in the same position. The firm's stock price will be compared to the average stock price achieved by firms that started in the same position and a score that corresponds to its price will be computed.
- c) The third component is based on a qualitative assessment of the firm's most recent decisions made by the professor. The purpose of the third component is two fold. First, it allows the Markstrat performance grade to recognize improvement that has been made by a firm that has performed poorly early in the simulation. In other words, a firm that is in a *very weak position* can benefit by implementing a good strategy to optimize its position in the long term. Second, it forces firms that are in a very strong position to be as diligent and focused with their final decisions as they were earlier in the simulation. If you are doing well, a word of caution is "beware the fat-cat syndrome".

Group Presentations (20%)

Each group will present a marketing plan for their company on April 5, 2022. The presentations may need to be held online depending on university regulations.

Each group member needs to participate in the presentation. The time allocation of each presentation will be announced in March. Each group must submit electronic copies of their presentation—a PowerPoint file or a PDF version—via Quercus by 12:30 pm April 5, 2022.

The presentation will be assessed based on 8 equally weighted criteria:

- Completeness (have all the aspect of running the company been covered in the presentation)
- Time Management and Structure/Sequence of the presentation
- Quality of slides (layout, graphics, etc.)

- Professionalism: politeness, appropriate attire, client-oriented, language
- Group participation and chemistry: working as a group, not individually, supporting each other
- Energy/enthusiasm/fun
- Answering questions: confidence, listening to questions, addressing questions properly
- Likelihood that you would approve the plan

Group Report (20%)

Content

Your Markstrat report is due at noon on April 8, 2022. Please submit a pdf of your report on Quercus. Unless there are major surprises, the report will provide an excellent guideline to the decision you made in Period 6. You will also have the opportunity to incorporate learning and insight from your group presentation done earlier in the week.

The report should contain the typical elements of a marketing plan. This means the plan needs to contain:

1. an evaluation of the current market situation
2. an identification of the key issues that the firm faces
3. a strategic, market-oriented plan for the next five years (periods).

In your analysis, focus on insights that are not immediately obvious from the market research reports (for example, avoid rote reporting of numbers from reports unless you have a point to make). The idea is to communicate the implications of critical market measures for the future performance of the entire market and your firm. This allows you to demonstrate your team-specific market knowledge and your ability to identify key problems and trends.

The strategic, market-oriented plan for the next five periods should include detailed marketing and financial objectives, how you want to achieve the stated objectives, how you can finance your marketing actions with the budgets generated from the expected net contributions, and the key uncertainties that could (positively or negatively) affect the results from your marketing strategy. Justify your period 6 decision as your first step towards developing a five-year marketing plan.

Guidelines and Suggestions

The length of the report is limited. It cannot exceed TWELVE pages of text (12-point font, single-spaced and normal margins) plus TEN exhibits of reasonable size.² The 10 pages for exhibits must come after the 12 pages of text and cannot be integrated with the text. Figures, graphics and Tables should be self-explanatory. Teams are encouraged to respect the page limits and the requirement that exhibits come after the text (and must be accurately referenced in the text) to avoid penalties.

² A title page and/or a table of contents do not count as exhibits and need not be included in the 12 page limit. Thus, the absolute maximum length of a report is 24 pages (12 pages of text, 10 exhibits, one title page and a one page table of contents).

In addition, after twelve pages of text and ten pages of exhibits, we stop reading and base the grade on what fits within the limits. It is more difficult to write a short paper than a long one. You will find it necessary to be succinct and selective, focusing on reasoning and analysis. Your report must be presentable and readable and you should pay particular attention to the quality of ideas and rationales you present.

Support for your market knowledge may come from experience (positive and negative) and the results of decisions made over the course of the simulation. The report can certainly highlight key episodes of learning but please avoid writing a decision-by-decision description of what happened.

In addition, do not write the report as if it were a commercial about your team's management acumen. Be honest about your shortcomings but you can also explain how your learning will help you guide your firm in future years. This is a confidential document, so you can and should be completely forthright.

Teams that, despite of their best efforts, do poorly in terms of operating results may nonetheless have the basis for writing an excellent report. You will find it useful to take a few notes about what you decided and why and to update it after every round. This will help you improve your decisions, as well as to look back and see the “big picture” once you are done and ready to write the report.

Please think about the following. Do not wait until the last minute to start writing your report. Lack of time, last second computer problems, etc. are not excuses to ask for an extension of the deadline.

Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Written Assignments:

Please note that **clear, concise and correct writing** will be considered in the evaluation of the Group Report. You may lose points for writing or presenting that impedes communication: poor organization, excessive wordiness, hard-to-follow sentence structure, grammatical errors, or distracting tone, pace or body language.

Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (writing.utoronto.ca/writing-centres). These Centres are teaching facilities – not editing services – where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Rotman Commerce Centre for Professional Skills Teamwork Support:

This course requires students to work in teams of five or six students. Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning

to work together in teams is an important aspect of your education and preparation for your future careers. You are encouraged to review the teamwork resources available to all Rotman Commerce students at <https://rotmancommerce.utoronto.ca/teamwork-resources> while navigating these challenges, but keep in mind that supports are also available for when you think you may need extra help.

The Rotman Commerce Centre for Professional Skills (RC-CPS) offers appointments with Teamwork Mentors for any teams encountering challenges in their teamwork. Teamwork Mentors are recent alumni and upper-year students trained in facilitating teamwork—they work at arms-length from course instructors to provide a space for you and your team to discuss communication strategies or troubleshoot conflict. Some possible reasons you might book an appointment with a Teamwork Mentor include:

- Team members have identified constraints on their time, work or accommodations they require that conflict with team timelines.
- Teams are unsure how to divide their workload for a team project.
- Teams are concerned about how to integrate the individual contributions of each member and how to ensure team members are contributing equally.
- Teams feel one or more group members are not meeting expectations or submitting inadequate work.
- A team member or members feels left out or not included in the group.
- Teams are concerned about how to ensure all group members are aware of academic integrity guidelines (e.g. properly attributing sources) and follow them.
- Teams would like to be able to communicate more effectively with each other, particularly when navigating a remote work academic environment.

To book a meeting with a Teamwork Mentor, go to uoft.me/writingcentres and select “Rotman Commerce Centre for Professional Skills” > Register for a WCONLINE account or login to your account (if you have one). For a team meeting, assign **one** student from the team to book an appointment for the whole team.

1. Register for an account using your @mail.utoronto.ca email address and follow the confirmation prompts you receive via email. At the bottom of the registration page, click on “yes” next to “include iCal links with appointment confirmation messages”.
2. Once your registration is complete, select the schedule: **Teamwork Support** on the drop-down menu.
3. Click on the white box for an appointment slot. Each appointment will be 45 mins.
4. You will receive an appointment confirmation email with your appointment details and meeting link. The assigned student will be responsible for sharing the details/meeting link with the rest of the members of the team.

If you encounter any issues with the online booking platform, you can also send an email to rotmancommerce.teamworkhelp@utoronto.ca with the course code (e.g. RSM100) and team number (if available) in the subject line of the email. Any member of the team may reach out individually to book an appointment, but we also encourage teams to book their appointments as a team. You will normally receive a response within 24-36 hours. Be proactive in booking your meeting: teamwork is challenging, so reach out for support before problems arise!

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations pertaining to teamwork and accessibility, please see information in the section on Accessibility Needs below under the Policies and Procedures heading.

Markstrat Specific Counselling

Each team will have the opportunity to consult with a consultant (our TA) twice as the course progresses to the closing lecture and presentations. The format for the meetings is informal (set up at the convenience of the team and the consultant). The role of the TA will be to provide feedback to the teams according to the following schedule:

- After Decision 2 and before Decision 3:
 - The TA can meet “virtually” with each group after making their second round decisions, but before their third round
 - Each team should provide the TA with a one page single spaced strategic summary based on a standardized format (see Appendix B). The summary will be discussed and handed in but it will not be graded.
 - Strategies tend to crystalize during the second decision and this will give students the opportunity to vet their ideas with others

- After Decision 4 and before Decision 6:
 - The TA can meet “virtually” with each group to follow-up on the implementation of the strategies that were discussed in the initial meeting
 - Each team can provide the TA with an updated one page single spaced strategic summary that also identifies the rationale for strategic changes. As before, the summary will be discussed and handed in but it will not be graded.

At this meeting, the team can also seek guidance on group presentation and the group report. Hopefully, this will get the teams working on both deliverables a few weeks before they are due.

Electronic Course Materials

This course will be using the following electronic course materials:

Larréché, Jean-Claude, Hubert Gatignon, and Remi Triolet, *MARKSTRAT Participant Handbook* (one copy will be provided to every student)

Excerpts from Philip Kotler and Kevin Lane Keller, *Marketing Management*, 15th edition , Upper Saddle River, NJ: Pearson Prentice Hall

These materials will cost a total of **\$51.50**. The use of these materials complies with all University of Toronto policies which govern fees for course materials. Here is the link to access the course materials:

LINK NOT YET AVAILABLE.

Credit/No-Credit Option in Rotman Commerce

RSM courses are not normally eligible for CR/NCR. You may request to Credit/No-Credit (CR/NCR) an RSM course in the following cases only:

1. The course will not be used for any program requirement, including specialist, focus or the 8.0 RSM FCE requirements.
2. The course does not have a group work component.

If you wish to request CR/NCR for an RSM course, you must contact a Rotman Commerce

academic advisor by the last day of classes for the current term. See the deadlines to request CR/NCR in the [Academic Dates and Deadlines](#).

Final approval is on a case-by-case basis with the permission of the Director, Rotman Commerce.

Weekly Schedule

Class	Date	Class Plan
1	Jan 11	Introduction
2	Jan 18	Decision 1
3	Jan 25	Market research and R&D
4	Feb 1	Decision 2
5	Feb 8	Market Planning and Market Research Tools
6	Feb 15	Decision 3
7	March 1	Marketing Diagnostics
8	March 8	Decision 4
9	March 15	Resource Allocation
10	March 22	Decision 5
11	March 29	Decision 6
12	April 5	Final Presentations (in class)

Details for the Lectures are provided in Appendix A

Please note that the last day you can drop this course without academic penalty is March 14, 2022.

Policies and Procedures

Missed Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with supporting documentation this may include either your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) or [Verification of Student Illness or Injury form](#) to the Rotman Commerce Office within **2 business days** of the originally scheduled course deliverable.

Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as. It is important that you get in touch with them as soon as possible because the process for obtaining your accommodation letter may take up to several weeks. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you have to do is attend classes regularly and submit your notes consistently. Follow these steps:

1. Register online as a **Volunteer Note Taker** at <https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx>
2. Follow the link that says "Volunteer Notetakers"
3. Select your course and upload a sample of your notes
4. Once you have been selected as a note taker, you'll get an email notifying you to upload your notes.

If you have questions or require assistance, please email as.notetaking@utoronto.ca. Volunteers may receive co-curricular credit or a certificate of appreciation.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework. Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors (see section above) who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit help.ic.utoronto.ca/category/3/utmail.html.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

FIPPA Language

This course will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

Appendix A

The Lectures

Class 1: Introduction to the Course and to Markstrat

In this class, the participants will be introduced to the structure that underlines the simulation. We will revisit the fundamental marketing process of segmentation, targeting and positioning that is endemic to effective management in any differentiated market.

Please read the Markstrat manual CH. 2-6.

Class 3: Market Research and Product Development

In this class, the participants will be exposed to the different types of market research that are used in the simulation and how they can be used as a basis for strategy development. Second, the link between market understanding and product development is explored and the specifics of how this is managed in the simulation will be addressed.

Please read the Markstrat manual CH. 7 and review Chapter 4 (Kotler and Keller)

Class 5: Market Planning and Market Research Tools

In this class, we will discuss the process of Market Selection, Market Prioritization, Setting Objectives and Understanding the Process that leads to successful interactions with customers. We will also go through the market research tools available in Markstrat and learn how to maximize the impact of market research on the quality of your decisions.

Class 7: Market Diagnostics

In this class, the participants will be introduced to a step by step approach that is employed by marketers to understand why a marketing initiative has either failed or succeeded. The approach is based on understanding and analyzing the buying process.

Read Chapter 6 (Kotler and Keller)

Class 9: Resource Allocation

In this class, we analyze one of the toughest aspects of the marketer's role: allocating scarce resources among multiple options for spending. We will review the various approaches that are used by marketers and highlight the strengths and weaknesses of each approach.

Read Chapter 19 (Kotler and Keller)

Optional Reading Chapter 20 (Kotler and Keller)

Appendix B

Strategic Summary Format (recommended)

The purpose of the strategic summary is to provide a strategic update of what the team has done in the simulation (to date) and what they plan to do in the decisions, they have remaining. The format is an informal meeting (set up at the convenience of the team and the consultant).

Each team will provide the consultant with a one page strategic summary based on the following format:

1. Provide a very brief summary of your firm's current situation. How is your firm positioned (in the industry) from a global perspective. Is your firm in the right segments with competitors who you think you can beat? Think about each of your products (or initiatives) in terms of its relative health (or position): for example, how does it fare in terms of awareness, availability and purchase intent relative to key competitors?
2. Provide market share projections for your firm in both the Sonite and Vodite Markets for all periods up to and including period 6.
 - If you are keen you can break this into projections by product
3. Provide profit projections for your firm for all periods up to and including Period 6.
4. List the 3 (or 4) major initiatives your firm plans to realize from the time of the meeting until the final decision.
 - You may want to elaborate on each initiative with one (maximum 2 bullet points)