

**Hope College**  
**MGMT 331: Marketing Management**  
*Revised February 3, 2012*

**COURSE DESCRIPTION**

MGMT 331 is an integrated marketing consulting experience: theory and practice; management, marketing, and leadership.

*Marketing is not just a way to reach out to others, but is also a way to help us grow as individuals.*

Jordan Goorhouse

NOTE: AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

NOTE: Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

*The length and time required for this [project] was longer than anything I had previously worked on....You have passive people, confrontational people, lazy people, and motivated people. Yet, despite all these differences, more times than not things get completed, everyone pulls their load, and the project is a success. This happens because you learn about people and you learn about yourself...If you do not take the time to learn about others and [change] yourself, then you will not be successful in the marketing field.*

Ryan Payne

*Live for who you are and what you are deep inside. A good marketer takes off her mask and truly presents a topic without all the fabrication.*

Rhea Neckers

*The biggest lesson I learned is the power of encouragement and how a few simple words can make a huge impact;...how some of the smallest details...can completely alter buyer behavior;...[and,] how I could never record everything I learned in a short 2-3 page paper.*

Mark Donkersloot

**FACULTY**

- Steve VanderVeen, Ph.D., Center for Faithful Leadership, 100 E. 8<sup>th</sup> Street, Suite 230. Ext. 7246; [vanderveen@hope.edu](mailto:vanderveen@hope.edu).
- Mr. Phil Miller, retired CEO of Howard Miller.

## COURSE OUTCOMES

- What did you learn about team-building?
- What did you learn about consulting?
- What did you learn about strategic and tactical marketing?
- What did you learn about yourself?

## STRATEGIES

MGMT 331 utilizes project-based learning, reading, reflecting, and writing.

Question:

*How can Teerman's ...*

*We live in a project world. Almost all work is organized into bite-sized packets called projects. A career is a portfolio of projects that teach you new skills, gain you new expertise, develop new capabilities, grow your colleague set, and constantly reinvent you as a brand.*

Jerry Stritzke, President and COO, Coach

## STUDENT EVALUATION

### NOTE:

**Students must complete all assignments to pass this course.  
Students assignments will be marked down if handed in late.  
Memos can be rewritten for a higher grade if completed and turned in (E-MAIL) before the next assignment is due.**

### Memos

**55%**

Memos have a twofold purpose: they bring attention to problems or they solve problems. They accomplish their goals by informing the reader about new information...or by persuading the reader to take an action.... Regardless of the specific goal, memos are most effective when they connect the purpose of the writer with the interests and needs of the reader  
(<http://owl.english.purdue.edu/owl/resource/590/01/>)

Memos are written in short sentences and short paragraphs; memos utilize headings, making it easy for the reader to find information. Memos should be written in single-space, 12 pt. font, block format, with bullet points. (See example at the end of this syllabus.)

**Memos for MGMT 331 could have the following headings:**

- Overview (to explain what the memo is about)
- Context (to give relevant background information)
- Questions and Answers
- Conclusion (synthesis of results of analysis)

**Marketing Project:**

**35%**

- Binder
  - Content (Complexity beyond simplicity.)
    - Executive Summary (2 pages)
    - “As Is” Memos
    - “To Be” Powerpoint (S-T-R [Strategic Positioning/5 Ps + Tactics]+ Implementation)
    - Supporting material
      - Concrete examples
      - Supplementary material
      - Alternate recommendations
      - Summary of data
      - Raw data
  - Aesthetics
- Powerpoint Presentation (“Simplicity on the other side of complexity”)
  - Content;
    - **Story Line: Situation (Context), Task (Questions), Recommendation (Answer), Implementation!!**
  - Aesthetics

**Peer evaluations (relationship-building and tasks)**

**10%**

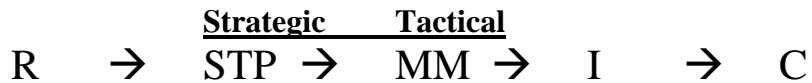
**GRADING**

“Check Plus” (A-) = BOTH high quality in writing AND significant depth in thinking  
“Check” (B) = EITHER high quality in writing OR significant depth of thinking  
“Check Minus (C+) = NEITHER high quality in writing NOR significant depth of thinking

**TEXTS**

Course pack  
Friga, *The McKinsey Engagement*  
Kotler, *Kotler on Marketing*  
Underhill, *Why We Buy*

## MODEL



**STRATEGY = Effectiveness = Are we doing the right things?**

### Industry Analysis

- Define the relevant industry.
- Use the “5 Ps” to determine the competitors’ and client firm’s strategy.
- Describe the “five forces” and how they impact each firms’ relative profitability and what this five forces analysis means for the focal firm’s overall strategy.
- Given the firm’ strategy (utilizing your 5 Ps analysis), create “activities maps” for competitors and client firm and discuss the client firm’s “brand concepts” [from the consumers’ perspective] relative to the competing firms in the relevant industry.
- Discuss the extent of “fit” among activities and concepts. (For example, Southwest Airline’s brand concepts include “the low-fare, no red-tape, no hassle airline” and their activities include direct flights and 737 aircraft).

### Segmentation and Targeting

- Describe the existing customers (heavy, medium, light) in terms of demographic, psychographic, geographic, behavioral (benefits sought, consumer needs/goals) correlates as best you can.

### Positioning and Branding

- Articulate value propositions (broad positioning, specific positioning, value positioning, total value proposition) for the client’s brand that reflects what the client is doing.
- Create a formal positioning statement (cf. DeWalt) that connects brand concepts to points-of-parity and points-of-difference and reflects what the client firm is doing.
- Analyze the brand
  - Primary target?
  - Points-of-parity (cf. relevant industry).
  - Points-of-difference (i.e., functional and emotional benefits) and reasons to believe.

## TACTICS = Efficiency = Are we doing things right?

### Buyer Behavior and the Marketing Mix

- Consider buyer behavior perspectives and processes.
- Analyze the client firm's marketing mix compared with a competitor's (e.g., a brand/price matrix).
- Starting with a Positioning Statement and Brand Concepts, analyze the client firm's Marketing Mix relative to buyer behavior.
  - Product (Customer Value)
  - Price (Cost to the Customer)
  - Place (Convenience)
    - For retail store, consider “interception rate,” conversion rate, time in store, waiting time, implications of biological constants, boomerang rate, capture rate, etc.
  - Promotion (Communication)

### GENERAL COMMENTS

1. We will be assisted by Mr. Phil Miller, retired CEO of Howard Miller. Mr. Miller will lead several sessions devoted to discussing our findings. I am very excited about the learning opportunity Mr. Miller provides.
2. A note about grading:
  - a. Exams are not given, but memos and reports, as in business, are graded with intensity. Generally, a check-plus (A), check (B), check-minus (C), system is used. Students have the option to re-write memo for a higher grade if the memos are re-written within a week after they are returned. Project grades are final.

*This class is a lot different from any other class I have taken. Not once during my college career did I engage myself so much into a project. I also have never felt such pride in my own work. The marketing audit was groundbreaking for me because it broke me out of my “read the material, talk about the material, get tested on the material” mentality and actually engaged and challenged me. At first the project was intimidating to say the least. But as we went along, I found myself wanting to put more and more into it to make it more complete.*

Andrew Popchock

3. This course will be challenging and messy. We are working with a real organization(s) and in ambiguous and complex situations where expectations are high but unclear at first. This means the course can be frustrating. Marketing management, like life, is complex, and this course reflects that complexity. A sign of a mature thinker and doer is the ability to understand and navigate through complexity, change, and ambiguity.

4. **Work load:** this is a 4 credit hour class, which equates to eight hours of studying per week outside of class. Many students claim that the work load is much heavier. You may wonder why: one thing I've learned is that to be successful in management one has to learn "how to drink from a fire hose."

*The process of learning is difficult, and there were both positive and negative aspects to the class. I admit that there were times when I was frustrated with the class because it definitely had more outside work than any of my other classes. . . . At the time, this was frustrating, especially when we had to do so many cases in a row. But looking back, I feel all the hard work and repetition was well worth the effort because of the quality of the results achieved. Not only did I grow in my knowledge about marketing, I also improved my group skills and gain confidence while producing a high quality audit. . . .*

Liz Otton

## **COURSE SCHEDULE**

### **Week 1: Introductions and Introducing the Project**

- Introduce ourselves (3x!)
- Phil Miller here
- Review syllabus
- Put in teams
- Discuss: What is Marketing, etc.
- Introduce project Deliverables (see p. 3)
- Review previous binders
- Visit client
- By Friday, January 13, *READ the Preface to Kotler on Marketing and "Will There Be Marketing in Heaven?" and "What To Do About Wal-Mart," "Competing Words about Calling" and think about the following quote from Adam Smith (from On Moral Sentiments, found in a great book by Daniel Gilbert called "Stumbling on Happiness"):*  
The pleasures of wealth and greatness...strike the imagination as something grand and beautiful and noble, of which attainment is well worth all the toil and anxiety which we are so apt to bestow upon it....It is on this deception which rouses and keeps in continual motion the industry of mankind.

*Then WRITE and E-MAIL me a 2-page memo (MEMO #1) that defines marketing as it is and should be.*

### **Week 2: On Consulting and Relationship Building**

- By Monday, January 16, *READ the Preface, Introduction, and Chs. 1-5 of The McKinsey Engagement. Also READ "Tracing the Past, Present, and Future of Servant Leadership."* *WRITE and E-MAIL me a 2-3 page memo (MEMO #2)*

*describing how you will help turn our group of individuals into a team, including your plan for personal growth as well as your plan for helping your team members do the same.*

### **Week 3: On Consulting and Problem-Solving (Task)**

- By Monday, January 23, READ “STARS” by Stacy Jackson and “Presentint the Story” by Bob Eames. Also read Chs. 5-9 of *The McKinsey Engagement* by Paul Friga. *WRITE and E-MAIL me a 2-3 page memo (MEMO #3) comparing how FOCUS relates to STARS and how you will use these frameworks.* (Note: I believe the outline of the presentation story is S-T-R plus an “implementation plan.”)
- TEAM and FOCUS
  - Connect methodology to course assignments (see syllabus)
  - Assign students to visit stores: see below.
  - Draft Letter of Engagement (see Friga, p. 28)
  - By Wednesday, January 25, visit Teerman’s again
  - On Friday, January 27, we will discuss Teerman’s “relevant industry”
  - Note: on Friday Mr. Jeff Teerman will be our guest in class.

### **Week 4: On Strategic Marketing and Competitive Analysis**

- By Monday, January 30, READ Chs. 1-2 of *On Competition* by Michael Porter (in course pack). DEFINE Teerman’s “relevant industry” and ASSIGN one team member to VISIT at least one of Teerman’s competitors (Note: you must visit Meijer, Target, and Bed, Bath, and Beyond; it would be helpful to visit Williams Sonoma and Crate and Barrel; you must also visit Home and Company and Moynihan’s in downtown Holland). *Then, individually, WRITE and E-MAIL me a 3-page memo (MEMO #4) that provides an industry analysis and strategic positioning analysis, and that answers the following questions:*
  - *What is Teerman’s relevant market?*
  - *What is Teerman’s competitive position? (I.e., where does, and where doesn’t, Teerman’s have market power?)*
    1. *Is the bargaining power of suppliers strong or weak?*
    2. *Is the bargaining power of buyers strong or weak?*
    3. *Does Teerman’s face the threat of substitute products and services?*
    4. *Does Teerman’s face the threat of new entrants?*
    5. *Is the rivalry among existing competitors strong or weak?*
  - *From a “5 Ps” perspective, what is Teerman’s unique and valuable position?*
  - *How much “congruence” is there among Teerman’s strategic concepts and activities?*
- On Wednesday, February 1, we will discuss Teerman’s strategic position in the marketplace.

## **Week 5: On Segmenting and Targeting**

- By Monday, February 6, READ Ch. 1: “Segmentation and Targeting” by Brian Sternthal and Alice Tybout in *Kellogg on Marketing* (in course pack). Revisit Teerman’s (store and website) and competing stores (one per team member). *WRITE and E-MAIL me a 2-page memo (MEMO #5) that answers the following questions. (1) Who is Teerman’s customer? (Please choose a product category that both Teerman’s and a competitor share, observe customers, and create a profile using demographic variables [and guess regarding geographic and psychographic variables]; also discuss the “benefits sought.”) (2) Who is \_\_\_\_\_ (competitor’s) customer? What is this customer segment’s profile? What benefits does this customer segment seek? (Each student chooses and writes about one competitor.)*
- On Wednesday, February 8, we will discuss Teerman’s target markets. How many target markets should Teerman’s have?

## **Week 6: On Value Propositions**

- By Monday, February 20, READ Chs. 1-4 of *Kotler on Marketing*. Revisit Teerman’s and competing stores (one per team member). *WRITE and E-MAIL me a 2-page memo (MEMO #6) that answers the following questions: (1) What is the Teerman’s “growth path”? (2) What is Teerman’s “broad positioning,” “specific positioning,” “value positioning,” and “total value proposition?” (3) What are Teerman’s “brand associations”? (4) What are they for Teerman’s competitors? (each student chooses and writes about one competitor)*
- On Wednesday, February 22, we will discuss Teerman’s store brand positioning.

## **Week 7: On Branding**

- By Monday, February 27, READ Ch. 1 “Brand Positioning” by Alice Tybout and Brian Sternthal and Ch. 2 “Designing Brands” by Bobby Calder (in course pack). Revisit Teerman’s. Revisit Teerman’s and competing stores (one per team member). *WRITE and E-MAIL me a 2-page memo (MEMO #7) that answers the following questions: (1) What is Teerman’s positioning statement? (2) What “cues” and “perceptual categories” (strategic themes?) does Teerman’s emphasize, and what meanings are they trying to convey? (3) What are the positioning statements for Teerman’s competitors? (each student chooses and writes about one competitor)*
- On Wednesday, February 28, we will discuss brand cues.

## **Week 8: On Buyer Behavior and Persuasion**

- By Monday, March 8, READ “Beyond Consumer Decision Making” by John Mowen and “Choice Architecture” by David Brooks. *WRITE and E-MAIL me a 2-page memo (MEMO #8) that discusses the buyer behavior of Teerman’s customers (more that one perspective may apply.)*

- Organize to collect data on buyer behavior (next memo!)

### **Weeks 9-10: On the Behavioral Buyer Behavior Perspective**

- Beginning on Monday, March 15, collect data on shopper behavior!
- By Monday, March 26, READ Sections I, II, IV of *Why We Buy* by Paco Undershill; revisit Teerman's. For two weeks, we will organize ourselves to unobtrusively watch what customers do. Let's try to watch customer for at least one hour a day, including Saturday. As a class, we will try to get as close to full coverage as we can. This will take a substantial amount of organization, as the goal is to know which customers do including (1) what signage—including video screens—they see in the store, (2) what products they look at, (3) where they walk, (4) what products they touch and pick up, (5) what they buy, (6) what they do in the store after they make a purchase—including what signage they see when they leave. Also, we need to (7) collect demographic information from them. *WRITE and E-MAIL me a 3-page memo (MEMO #9) that analyzes Teerman's floor plan and signage.*
- On Wednesday, March 28, Mr. Miller will lead a discussion on buyer behavior in Teerman's.

### **Week 11: On Marketing Tactics**

- By Monday, April 2, READ Chs. 6-8 of *Kotler on Marketing* by Philip Kotler. Collect data for Teerman's and competing stores (one per team member). *WRITE and E-MAIL me a 2-page memo (MEMO #10) that analyzes Teerman's marketing mix and how well it influences shopping behavior.*
- Notes on presentations
- Process and content maps
- On Wednesday, April 4, Mr. Miller will be leading a discussion on Teerman's marketing mix and its influence on buyer behavior.

### **Week 12: On the Teerman's Project (As a Team)**

- Intervention!!!
- Create a Powerpoint presentation that tells a S-T-R + Implement plan story. In other words, up to this time we have been looking at Teerman's AS IS. Now, what should be Teerman's TO BE? What should Teerman's do strategically and tactically? (Your tactical solution has a \$500 budget.)
- Follow process and content maps

### **Weeks 13: On Projects (As a Team)**

- Follow process and content maps
- Mock presentations (include binder materials)

### **Week 14: Presentation**

## Final Exam

- Peer evaluations
- By Wednesday, May 2, WRITE a 3-4 page paper in whatever creative, authentic, and relevant format you choose to answer the following questions:
  - How would you define “team”? What did you learn about team-building?
  - How would you define “consulting?” What did you learn about consulting?
  - How would you define “marketing?”
  - What are the most important lessons you learned about:
    - Industry analysis? Strategic marketing? Buyer behavior? Tactical marketing? Branding? The marketing mix?
    - Faith’s (e.g., Christ) relationship to marketing (culture)?
    - Yourself (your strengths and interests, your faith, etc.)?
  - What one thing will you do differently as a result of taking this class?

## MEMO TEMPLATES

### MEMO #1

To: Steve VanderVeen  
From:  
Date:  
RE: The Definition of Marketing

### Overview

This 2-page (single space) memo offers a definition and critique of marketing.

### Context

To create a definition and critique of marketing, this memo synthesizes information from the following readings:

- The “Preface” in Kotler on Marketing
- “Will There Be Marketing in Heaven” and “What To Do About Wal-Mart” by Steen and VanderVeen
- “Competing Words about Calling” by VanderVeen
- The following quote by Adam Smith:
  - The pleasures of wealth and greatness...strike the imagination as something grand and beautiful and noble, of which attainment is well worth all the toil and anxiety which we are so apt to bestow upon it...It is on this deception which rouses and keeps in continual motion the industry of mankind.

### Questions and Answers

What is Marketing as it is?

What should Marketing be?

### Conclusion