

Vanguard University
School for Professional Studies
Degree Program

“MARKETING STRATEGIES”
BUOM #479

Student Guide

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COURSE DESCRIPTION

This course expands on a foundation related to the primary components of marketing including market segmentation, research, product/service, branding, price, marketing communication, and market channel strategies. The course offers a case study approach with large and small group discussion and presentations. A mix of global, e-based, profit, non-profit, goods and services related organizations are studied. The primary focus is on application of concepts learned and stimulation of critical thinking skills such as analysis, synthesis, and evaluation. This course allows students to use their personal work experiences and to hone their managerial decision-making skills.

LEARNING OUTCOMES

Through the use of case analyses, the student will examine the interplay of variables in “real-world” situations, identify issues, perform necessary analyses, consider alternative courses of action, and come to a set of well-supported recommendations.

The student will review basic marketing concepts, expand on his/her foundation of marketing knowledge, and gain experience in applying these concepts to business situations.

The student will build his/her skills in performing basic financial and profitability analyses.

The student will gain experience in working in project teams much the same as multifunctional task forces do in for-profit and not-for-profit organizations.

The student will place him/herself in the role of the decision-maker, assess the business risk of alternative courses of action, and think strategically about the short and long-term impact of a recommended option.

The student will develop his/her capacity to identify actual problems (vs. symptoms), to recognize key market players and their agendas, and to become aware of those critical pieces of information that contribute to the problem. In this process, the student must sift through data to extract key insights and learn to disregard extraneous information.

The student will call upon and integrate learning from courses previously taken in a variety of disciplines and apply his/her knowledge in a practical, financially sound, ethically based way to solve complex strategic issues.

The student will be given the opportunity to evaluate the merits of different corporate business proposals, some of which represent different “shades of gray,” and he/she will consider the ethical, strategic, and executional issues related to these proposals.

TEXTS AND MATERIALS

Required texts:

Kerin, Roger A. and Peterson, Robert A. Strategic Marketing Problems, Cases and Comments. Tenth Edition. Upper Saddle River, NJ: Prentice Hall, 2004.

Recommended texts and articles:

Couglan, Anne T., Anderson, Erin, Stern, Louis W., and El-Ansary, Adel I. *Marketing Channels*. New Jersey, Prentice Hall, 2001.

Donaldson, Bill and O'Toole, Tom. *Strategic Marketing Relationships: From Strategy to Implementation*. New York: John Wiley & Sons, 2002.

Duncan, Tom. *IMC: Using Advertising and Promotion to Build Brands*. New York, McGraw-Hill, 2002.

Farquhar, Peter H., et al. "Strategies for Leveraging Master Brands," *Marketing Research*, September, 1992, pp. 32-43.

Gibson, Lawrence D. "Defining Marketing Problems," *Marketing Research*, Spring 1998, pp.5-12.

Hartley, Robert F. *Marketing Mistakes*. New York: John Wiley & Sons, 1992.

Kotler, Philip. *Marketing Management*. New Jersey: Prentice Hall, 2003.

Keller, Kevin Lane. *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*. New Jersey: Prentice Hall, 2003.

McKenna, S. *The Complete Guide to Regional Marketing*. Illinois: Richard D. Irwin, 1992.

Monroe, Kent B. *Pricing: Making Profitable Decisions*. Illinois: McGraw-Hill/Irwin, 2003.

Pitts, Robert A. and David Lei. *Strategic Management: Building and Sustaining Competitive Advantage*. Minnesota: West Publishing Company, 2003.

Tauber, Edward M. "Brand Leverage: Strategy for Growth in a Cost-Control World," *Journal of Advertising Research*, August-September, 1988, pp. 26-30.

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

EVALUATION CRITERIAOverall:

1. Attendance/Participation 10% 2. Weekly Assignments 45% 3. Final Exam 45%

Breakdown:

- | | | | |
|----|--|--------------------------|------------------|
| 1. | Attendance | 10 points per week (x 5) | 50 points |
| | Class Participation | 10 points per week (x 5) | 50 points |
| 2. | Assignments | | |
| | Case: Week Two | | 100 points |
| | Case: Week Three | | 100 points |
| | Case: Week Four | | 100 points |
| | Chapter 2 Exercises (5 @ 30 points per week) | | 150 points |
| 3. | Final Exam | | |
| | a. Chapter Two problem #6 | | 50 points |
| | b. Final Case Analysis | | |
| | i. oral presentation | | 150 points |
| | ii. Executive Summary | | 150 points |
| | iii. Case Questions | | 50 points |
| | iv. Individual Grade | | <u>50 points</u> |
| | Total Class Points | | 1000 points |

OVERVIEW

Marketing Strategies serves as a capstone course for students in the SPS program. This course expands on a foundation related to marketing management concepts and practices including: market segmentation, market targeting, research, product/service strategy, branding, pricing strategy, integrated marketing communications, market channel strategies, and the marketing control process. The course offers a case study approach with group discussion, class activities, and case presentations. A mix of global, e-based, profit, non-profit, and goods and services related organizations are studied. The primary focus is on the application of concepts learned and stimulation of critical thinking skills such as analysis, synthesis, and evaluation. This course allows you to use your personal work experiences and to hone your managerial decision-making skills.

Case analysis remains one of the predominant methods of instruction in most graduate and many undergraduate programs today. A case study brings real-life business problems into the classroom and places the student in the role of decision-maker. This approach to study presents the student with the same challenges all decision-makers face today – human/financial/physical resource constraints and incomplete information. The issues considered are relevant, intellectually and emotionally engaging, and highly interactive. This process creates a challenging learning environment encouraging you, as student, to share your opinions and perspectives and to learn from others in the class.

To get the most from the cases, you must participate fully. This includes approximately four to five hours per week on the case assignment: reading, re-reading, analyzing, creating charts/graphs/financial statements, and succinctly summarizing the case analysis in a written report. Class participation is of critical importance in a case course and hence, a strong working knowledge of the case issues will allow for richer and more productive class discussions. Students taking Marketing Strategies will have completed an introductory marketing course and should incorporate their knowledge of marketing, marketing concepts, and marketing vocabulary into the case analyses.

In addition to the cases done as homework assignments, you will spend time in class delving deeper into the case you have prepared. Your instructor may provide you with handouts that highlight calculations and assessments of data that may add to the understanding of the case and provide new aspects of case analysis that can be incorporated into future analyses. On in-class case handouts, you may work individually at first, detailing your own answers to the questions posed and then in a group to share your insights and generate a group set of recommendations. This approach encourages productive group discussions and reduces negative issues resulting from *group-think*.

Cases noted for study will provide you with in-depth exposure to a variety of industries and companies and will help you hone your decision-making skills. You will also be exposed to foundational analytics required for comprehensive business analysis. The problems noted in chapter 2 are covered throughout the course to give you practice with basic financial management calculations and to encourage you to include such analyses in your case write-ups.

Your instructor will determine if you are to use information from outside sources (books, news articles, Internet, etc.) when analyzing cases. You may be asked to wait until after you have completed a case before you seek outside data. The information in the case is all that is needed to complete a thorough analysis. The rationale for using only the data provided is simple: in a perfect world, one could always seek out more information, but the case method model represents that point in time when a decision must be made with the assembled information as contained in the case.

EDUCATIONAL TARGETS AND GOALS

Educational Targets and Course Objectives for Students

- **Intellectual Engagement**
 - Learn to think critically and evaluate evidence logically, analytically, ethically, and rationally.
 - Develop the ability to communicate the fruits of learning and research clearly and effectively.
 - Demonstrate an understanding of the case analysis approach to analyzing organizational situations and alternative courses of action.
- **Spiritual Formation**
 - Gain awareness of ethical issues in marketing and develop approach that promotes integrity and social responsibility.
- **Professional Excellence**
 - Develop and demonstrate skills in written and oral communication through written assignments and class presentations.
 - Develop skills in writing executive summaries.
 - Develop skills in performing strategic analyses and financial calculations.
- **Responsible Stewardship**
 - Recognize the impact of management decisions on the human, financial, and physical resources of an organization.
- **Sociocultural Responsiveness**
 - Participate in class discussions and activities to increase awareness of managerial decisions regarding marketing strategies.

COURSE POLICIES

ATTENDANCE AND TARDY POLICY

You must attend class on time and remain present until dismissed. Class attendance is necessary in order to complete the course. The School for Professional Studies relies on the dynamics of class interaction and group processing in order to integrate and apply the learning of academic content. This model also emphasizes the development and practice of interpersonal communication skills and teamwork (e.g., group problem solving and negotiation). The format therefore necessitates class attendance. In practical terms, one course session is equivalent to three weeks of traditional semester course work.

Students who miss two class meetings (or more than seven class hours) in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's second absence was under extremely unavoidable and unusual circumstances (i.e., an auto accident), the professor may file an academic petition on behalf of the student to the Director of SPS. If the academic petition is approved, the instructor may give the student a "W" (withdrawal) grade in place of a failing grade. The student will still be required to retake the course.

At the professor's discretion and upon advance approval, students may be permitted to make up one (1) absence. The student will answer one assigned problem from each unit covered on the day of the absence. Participation points for the missed class cannot be recovered.

Students who arrive late disturb the class. At the professor's discretion, students who arrive late may not receive participation points for the unit covered. Students who are habitually late may be asked to drop the course.

CLASS PARTICIPATION

You must be prepared and participate in all discussions. Criterion: Is the student engaged in classroom discussions? Does the student demonstrate an ability to handle assigned material with a degree of proficiency? (E.g., demonstrate the type of questions and issues consistent, and reflecting a familiarity with the assigned material). Participation evaluated according to quality, not quantity, of participation. Attendance will be scored, and no participation points will be awarded if the student is absent.

LATE PAPER POLICY

You are responsible for submitting assignments on time (by 6:00 pm). Unless authorized by the Professor in advance, no credit will be given for assignments not turned in when due.

ACADEMIC DISHONESTY

Work submitted for assessment purposes must be the independent work of the student concerned. Plagiarism, or copying and use of another's work without proper acknowledgment, is not permitted. Nor is it permissible for any former or present student to allow another student to refer to, use as a sample, or in any way copy or review their work. If a student needs guidance, he or she must seek the Professor's assistance.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Intro to course Discuss chapters 1-3 and Appendix case. Review homework exercise chapter 2 #1 pg 46-47	Review chapter 2 exercise #2, pg 47 Review and discuss homework case	Review chapter 2 exercise #3 pg 47 Review and discuss homework case	Review chapter 2 exercise #4, pg 47-48 Review and discuss homework case	Review chapter 2 exercise #5 pg 48. Lecture and Discuss Chapter 9
2	Prepare and discuss <i>Camar</i> case analysis	Continue with homework case Review relevant concepts of chapter 2	Continue with homework case Review relevant concepts of chapter 2	Continue with homework case Review relevant concepts of chapter 2	Lecture and discuss Chapter 10
	Break	Break	Break	Break	Break
3	Lecture and Discussion on Chapter 4 (and 2)	Group meetings for final project	Group meetings for final project	Group meetings for final project	Final Oral Presentations
4	Introduce final project, form groups, begin in-class group meetings on final project	Lecture and Discuss Chapter 5	Lecture and Discuss Chapter 6	Lecture and Discuss Chapters 7 & 8	Final Oral Presentations

All Case analyses completed in this course will use the following executive summary format for the required written portion of the analysis.. A thorough analysis of the case issues and data provided should be done prior to writing the executive summary.

EXECUTIVE SUMMARY FORMAT

For the Case Analysis

- Five to Six page document: Two to three page summary plus three pages of charts/graphs/tables
- Times Roman, 12 pt font, single spaced within sections, double-spaced between sections, one-inch margins. Label each section as noted below.
- Be specific, make every word count
- Write in the third person (“The recommendation is” vs. “I recommend”)
- You are the external, professional consultant chosen by the case company to identify and address the company situation.
- Process: Read the case twice, make notes the second time through (chapter three of the text may be helpful to review.) Use the case questions in the curriculum guide to help guide your analysis. Although the student is not providing specific responses to each of the questions posed in the curriculum guide, the information gleaned from developing responses to each of the questions should find its way into the written document.

Current Situation – this is a summary including time period and industry, history and introduction to the situation. This section sets the stage and gets everyone reading the document on even ground – consider at least two comprehensive paragraphs.

State the Problem/critical issue to be addressed – one sentence (consider the objective, constraints, success measures approach on page 52 of text – try using this 3-part format)

State the Significance of the Problem - one convincing paragraph on why the problem/issue noted above is significant to the case. This is one paragraph that gets managements sweating. This is where you underscore how important it is for management to do something about this critical issue – to allocate resources in time, dollars, people, etc to address the issue/solve the problem.

Facts - state six key facts (not opinions) relevant to the case and to the issue to be addressed, make each a full sentence and number them 1 thru 6. These are not random facts from the case. These are facts you have carefully chosen because they are part of your analysis and will support your recommendation.

Options – state three numbered options. Make sure the options are distinct and relevant – each one is a real option and each is different from the other. List these options; do not discuss each one in this section. These may be options outlined in the case or ones you, as consultant to the company, deem appropriate as alternative strategies to use to address the identified issue.

Recommendation – state which option you recommend the organization implement.

Rationale – This is at least five comprehensive, significant paragraphs that must provide strong, factual support for the recommendation. The support in this section must convince upper management to give the go ahead for the recommendation. This section should reference the key facts and the three support charts.

Paragraphs one and two, should detail why the two options not chosen were not recommended. Paragraphs three and four should support why the recommended option is the best strategy to pursue.

Paragraph five should outline what the anticipated response from management is and how this recommendation addresses management’s response to the plan.

Action Plan – outline an action plan that covers what is to be done, by whom and when. Include action steps covering the immediate term (0 to 6 months,) the midterm (6 to 18 months,) and the longer term (18 to 36 months.) A table format is an easy way to present this section.

Action Step	Person/Department Responsible	Timing	Benefit expected from this action
Short Term			
Mid Term			
Longer Term			

Back-up Support – include three exhibits (chart/graph/table) used in the support of the recommendation. Put these on three separate pages and label the pages Exhibit 1, Exhibit 2, and Exhibit 3.. Clearly label each chart, axis, column, row, etc. Note data source. Include a paragraph titled: *Implications/Learning* at the bottom of each exhibit page.

One exhibit must be a financial/numbers graph/chart/table.

One exhibit must be either a complete SWOT analysis or a comprehensive pro/con assessment of the three options.

The third exhibit may be any type.

Each of the three back-up support pages must include a section titled: *Implications/Learning*. This paragraph must detail the learning that comes from the analysis completed in the exhibit and how this learning is/can be applied to the issues being addressed in the analysis. – What does this information tell the reader? – How did the analysis done in this chart/graph help with resolving the issue? – What insights does it provide?

All three exhibits must be referenced in the Rationale section. Note: for full credit the exhibits must be comprehensive (i.e. a full and complete SWOT analysis, not one or two strengths, weaknesses, opportunities and threats,) and the financial charts/tables must be new calculations using case data, not just a pie or bar chart created from existing data – the exhibits bring added value and are developed from your insights.

Format – This is a professional document. It represents your consulting firm and your reputation in the industry is tied to the content of your work primarily, but also to its presentation. The document should look professional, have no typos, use business and marketing terminology (and text/course terminology and concepts), sound grammar and punctuation.

STUDENT ASSIGNMENTS**WEEK ONE**

1. Read
 - a. Chapters 1 – 3 in Strategic Marketing Problems, Cases and Comments
 - b. Chapter 4, pages 63 – 73 only
 - c. *Camar Automotive Hoist* case pg 106 and be prepared to discuss (Note: a review of Appendix, pages 660 – 675 may help you in preparing to discuss *Camar*.)
2. Complete exercise #1 on pages 46-47 – SHOW ALL WORK

WEEK ONE CASE QUESTIONS**Camar Automotive Hoist**

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. What factors have contributed to Camar Automotive Hoist's success to date?
2. Which opportunity, greater penetration of the U.S. market or entering Europe, would you recommend Camar pursue?
3. If Camar was entering the European market, what entry strategy would you recommend and why?
4. What approach should Camar Automotive Hoist take for next year?

CAMAR AUTOMOTIVE HOIST
 Total Hoist Market and Camar Automotive Hoist (CAH) Share

	1997	1998	% Change '97- '98	1999	% Change '98- '99
Total Hoists*					
Scissor Hoists*					
CAH Sales**					
CAH Share of Total Hoists					
CAH Share of Scissor Hoists					

* From Case Exhibit 3

** From Case Exhibit 2

Implications/Learning:

CAMAR AUTOMOTIVE HOIST

Camar Automotive Hoist Sales by Channel (1999)

Channel	Units*	Avg Retail Price	% Received by CAH	Sales = Avg retail price * % received * units
Direct Sales				
Canadian Distributors				
US Wholesaler				
Total				

Implications/Learning:

CAMAR AUTOMOTIVE HOIST

European Market Entry Options

	General Benefits	General Disadvantages	CAH Major Benefits	CAH Major disadvantages
Licensing				
Joint Venture				
Direct Investment or Local Manufacturing				

Implications/Learning:

Camar Automotive Hoist
Executive Summary

Current Situation

Problem

Problem Significance

Facts/Relevant Info

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Options

- 1.
- 2.
- 3.

Recommendation

Rationale

Why is first option not chosen?

Why is second option not chosen?

How will chosen option best address critical issues?

How will management respond and how will recommendation address this concern?

Action Plan

Immediate term (0-6 months)

Midterm (6-18 months)

Longer term (18-36 months)

Charts/graphs to be done

1.

2.

3.

1.Camar Automotive Hoist
SWOT Analysis – Internal Factors

<u>Internal Factor</u>	Management/ Human Resources	Marketing Mix 4 P's	Mfct /Physical Resources	R&D	Financial Resources	
Resources Strengths						
Ideas for Building Upon these strengths						
Weaknesses						
Ideas for minimizing Or strengthening these weaknesses						

Implications/Learning:

Camar Automotive Hoist

SWOT Analysis – External Factors

<u>External Factor</u>	Economy	Competition	Consumer/ Social/Cultural	Technology	Political Legal/Gov't	Media	
Opportunities							
Ideas for capitalizing on opportunities							
Threats							
Ideas for minimizing or overcoming threats							

Implications/Learning:

STUDENT ASSIGNMENTS

WEEK TWO

1. Complete exercise #2 on page 47 of text. – **SHOW ALL WORK**
2. Prepare written case analysis (or other work) as assigned by Instructor – note case questions at end of curriculum guide for text cases.
3. Read Chapter 5 pages 153 – 165 and be prepared to discuss marketing concepts.

WEEK THREE

1. Complete exercise #3 on page 47 of text. – **SHOW ALL WORK**
2. Prepare written case analysis (or other work) as assigned by Instructor – note case questions at end of curriculum guide for text cases.
3. Read chapter 6 pages, 267 – 278 and be prepared to discuss marketing concepts.

WEEK FOUR

1. Complete exercise #4 on pages 47-48 of text. **SHOW ALL WORK**
2. Prepare written case analysis (or other work) as assigned by Instructor – note case questions at end of curriculum guide for text cases.
3. Read chapter 7, pages 355 – 365 and chapter 8, pages 427 – 435 and be prepared to discuss marketing concepts.

WEEK FIVE

1. Complete exercise #5 on page 48 of text. **SHOW ALL WORK**
2. Read chapter 9, pages 505 – 513 and chapter 10 pages 571 – 575 and be prepared to discuss marketing concepts.
3. Students will present final project orally, written report to be completed within one week

ONE WEEK AFTER END OF COURSE

1. Individually, students will each complete exercise #6 on pages 48-49 of text.
2. Individually, students will each write a confidential one page assessment of the group dynamics. This should include the student's assessment of the contributions of each member of his/her group as well as his/herself. Each student is asked to note group members' contributions and allocate 0 to 50 points for each group member (as well as him/herself.) The instructor will weigh the input and assign individual grades.
3. As a group, each group will turn in one written report to include:
 - a. Part 1: standard form executive summary and exhibits
 - b. Part 2: answers to case questions as noted in curriculum guide. (It is assumed students will aggregate written reports from each student to form the final paper. However, the final paper should read as one cohesive document regarding content and format (font, paper, etc.) See discussion of final case analysis in this curriculum guide.

QUESTIONS FOR SELECTED TEXT CASES

eBay's Globalization Strategy

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. Compare eBay's three market entry strategies – joint venture, acquisition, and direct entry.
2. Prepare columns for 2007 and 2010 for the table in Exhibit 6 for Brazil, Argentina, Mexico, Columbia, Venezuela, Chile, Other Latin America, and Total Latin America. What do your projections imply about eBay's competing in the Latin American market?
3. What market features or characteristics of Latin America must eBay understand for their Internet auction site to be successful? Describe four or five important characteristics.
4. Suppose that eBay would have an ideal strategic position in Latin America at the end of 2005. Describe four or five important characteristics of this ideal or perfect strategic position.
5. What marketing strategy for Latin America should eBay have for 2001 to 2005 that would give the company an ideal strategic position?

Frito-Lay's Dips

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you categorize the dip category in general?
2. How might the dip category be segmented?
3. What is Frito-Lay's competitive position within the segments it pursues?
4. What sales volumes and market share(s) will be required of the dip line to preserve its profit contribution given budgeted promotion expenses?
5. What are the pros/cons of focusing attention on the "chip dip" segment?
6. What are the pros/cons of focusing attention on the "vegetable dip" segment?

Soft and Silky Shaving Gel

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. Based on Soft and Silky's sales performance through 2000, results from the focus group studies, and the performance of analogous products, should the aerosol container concept be pursued further?
2. What are the economics of the 5 ½ ounce tube container, 5 ½ ounce aerosol container, and the 1- ounce aerosol container?
3. Assuming the research firm's four forecasts for the combined products shown in Exhibit 5 are reasonable, what incremental contribution can be expected in 2001 for the Soft and Silky brand for each forecast?
4. What are the pros/cons of commissioning the test market recommended by the research firm and Heather Courtwright?
5. What action would you take in this situation?

Procter and Gamble, Inc.: Scope

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. What significant changes have occurred in the Canadian mouthwash market in the past three years?
2. How would you evaluate the performance of Scope over the past three years?
3. What are the pros and cons of the options available to Scope?
4. Prepare a marketing plan for the forthcoming year.

Frito-Lay Company: Cracker Jack

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. Why has Borden Foods decided to sell Cracker Jack?
2. Why is Frito-Lay considering the purchase of Cracker Jack?
3. What might a SWOT analysis for Cracker Jack look like based on an assessment of the Ready-To-Eat caramel popcorn category, Borden's experience with the brand, and Frito-Lay's own research? What are the implications for Frito-Lay?
4. How should Cracker Jack be marketed as a Frito-Lay brand?
5. How much do you think Borden Foods wants for Cracker Jack?
6. What is the "fair market value" for Cracker Jack as a Frito-Lay brand?
7. How much should Frito-Lay bid for Cracker Jack?

Swisher Mower and Machine Company

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize the riding lawn mower industry in 1995?
2. How would you characterize Swisher Mower and Machine Company's competitive position in the industry?
3. What are the pros and cons of private branding for a manufacturer in general and specifically for Swisher Mower and Machine Company?
4. What are the likely advantages and disadvantages of the specific private branding proposal made to Swisher Mower and Machine Company apart from the economics of the proposal?
5. What is the economic advantage of the private brand proposal to Swisher Mower and Machine Company?
6. Should Swisher Mower and Machine Company pursue this private branding opportunity? Why or why not?

Cadbury Beverages, Inc.: CRUSH[®] Brand

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize the carbonated soft drink industry in the United States?
2. How would you describe changes in the orange category during the period 1985 to 1989? What can be learned from these changes?
3. What is Cadbury Beverages relative competitive position in the U.S. soft drink industry? In the orange category?
4. Based on your assessment of the soft drink industry, the orange-flavored category, and the competitive situation of Cadbury Beverages and orange CRUSH[®], what is your recommendation for positioning orange CRUSH[®]?
5. What objectives should be set for the CRUSH[®] advertising and promotion program? What strategies should be pursued?
6. How much should be spent for advertising and promotion to relaunch orange CRUSH[®]?
7. Prepare a pro forma income statement similar to that shown in Exhibit 3 in the case including a forecast of total dollar sales, total expenses, and finally, a pretax cash profit for orange CRUSH[®].

Drypers Corporation

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize the U.S. disposable diaper and training pant market?
2. How would you characterize the Drypers Corporation competitive position and marketing effort in the U.S. disposable diaper and training pant market? What might a SWOT analysis look like?
3. Is there an advertising opportunity for Drypers brand?
4. Is the \$10 million expenditure for a national television advertising campaign too high, too low, or about right?
5. What is your assessment of the short and long-term sales and brand-building effect and profit impact of the national advertising campaign?

Questions for Drypers Follow-on Case

Provide to students with copy of the follow-on case after the initial case had been analyzed and discussed

1. How would you judge the impact of the national television advertising campaign
2. Should Drypers Corporation again spend \$10 million for national television advertising in 1999? Why or why not?

Godiva Europe

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize consumer purchasing behavior and consumption in the chocolate praline market and the major differences observed among countries?
2. How would you characterize the strengths and weaknesses of Godiva in Europe and particularly Belgium?
3. How might you characterize Godiva's existing marketing strategy on a "standardization-customization" continuum? Does a single global advertising campaign make sense?
4. What is your assessment of Charles van der Veken's views on Godiva's advertising objectives and strategy?
5. Are the economics of the proposed incremental expenditure for advertising sound? Why or why not?

Make-Up Art Cosmetics Ltd. (M.A.C.)

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. Students should prepare this case as usual and then visit these URLs: www.maccosmetics.com, www.bobbibrowncosmetics.com, www.clinique.com, www.reflect.com, and www.stilacosmetics.com. Students might try the “Personal Consultation” feature on the Clinique site and the “Create My Own” feature on the Reflect site to see what is possible. Student should take notes on their impressions of each website they visit and be prepared to share this in class.
2. What can an online sales website do for M.A.C.?
3. What are financial implications of the three options?
4. What are strengths and weaknesses of the three options?
5. How is the decision to buy M.A.C. or competing cosmetic products different for professional make-up artists, professional users, and retail consumers?
6. How would you characterize competition in cosmetics markets for professional make-up artists, professional users, and retail consumers?
7. What are core elements of M.A.C.’s marketing strategy?
8. What features should be prominent parts of M.A.C.’s online sales website?

GolfLogix: Measuring the Game of Golf

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. At first “glance,” what seems to be the best choice for GolfLogix?
2. How does the xCaddie create value? Is it compelling?
3. What is the market potential for GolfLogix devices? Will golfers like/use the GolfLogix systems?
4. Why even offer the complete system?
5. What are the advantages of going through the golf courses? Through retail channels?
6. If you could choose only one of the two channels, which would you choose – courses or retail?
7. Given the option of selling through both channels, what would you do?
8. What should GolfLogix do? (Having gone through your analysis – has your initial thinking changed and why or why not?)

Southwest Airlines

As part of your case analysis, prepare to discuss the following questions regarding this case:
(Instructor may want to copy pg 401 of Instructor's Manual for students)

1. How would you characterize the airline industry in the early 1990's?
2. How can the "economics" of the airline industry be used to explain the performance of individual airlines and the industry as a whole?
3. How is it that Southwest Airlines as a whole has been able to consistently grow and prosper in the U.S. passenger airline industry?
4. How would you describe United's goals, objectives, and strategy for "Shuttle By United?"
5. How has Southwest Airlines responded to the "Shuttle By United" initiative? What assessments can be made about Southwest's market and financial position on competitive routes based on 1994 Fourth Quarter results?
6. What assessments can be made about the "Shuttle By United" market and financial position based on 1994 Fourth Quarter results?
7. Based on your assessments, how would you interpret United's decision to (a) discontinue "Shuttle By United" service for the Oakland-Ontario market and (b) raise the one-way walk-up first class and coach fare on all 14 "Shuttle By United" routes by \$10.00?
8. How should Southwest Airlines respond, if at all, to the "Shuttle By United" decision to change its service and price? Why?

Superior Supermarkets: Everyday Low Pricing

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize the supermarket competitive environment in Centralia?
2. How would you characterize Superior Supermarket's competitive positioning in Centralia?
3. How might everyday low pricing affect Superior Supermarket's competitive situation in Centralia? Will EDLP increase visits? Will EDLP increase spending per visit?
4. What are the pros and cons of an EDLP strategy for Superior Supermarkets in Centralia?
5. What are the economics of EDLP for Superior Supermarkets in Centralia?
6. What action(s) would you propose for Superior Supermarkets in Centralia?

Burroughs Wellcome Company: Retrovir

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you describe the situation related to the AIDS epidemic in the United States?
2. How would you characterize the R&D efforts undertaken by Burroughs Wellcome to develop Retrovir?
3. What arguments can be made on the basis of demand, cost, and competitive conditions to justify the pricing of Retrovir?
4. What arguments can be made on the basis of ethical grounds and a social responsibility perspective for the pricing of Retrovir?
5. How profitable has Retrovir been for Burroughs Wellcome?
6. Should Burroughs Wellcome reduce the price of Retrovir below \$120 for 100 capsules? If yes, why and when? If no, why not?

Pharmacia & Upjohn, Inc.: Rogaine Hair Regrowth Treatment

As part of your case analysis, prepare to discuss the following questions regarding this case:

1. How would you characterize the various treatments for balding?
2. How effective is Rogaine as a treatment for balding and for whom?
3. How will the buying process for nonprescription Rogaine differ from the buying process for prescription Rogaine?
4. Describe and explain the U.S. sales performance of Rogaine through 1995? Was the marketing objective of “maximizing” sales of Rogaine in the U.S. market achieved?
5. How realistic is the belief, expressed by Pharmacia & Upjohn officials, that nonprescription Rogaine (minoxidil) sales of \$1 billion were possible over five years given the marketing program for the brand?
6. How might the loss of U.S. patent protection and marketing exclusivity enjoyed by Rogaine since its introduction and competition from generic products affect sales of the Rogaine brand?
7. Will the U.S. marketing strategy developed for nonprescription Rogaine prior to the FDA’s recent rulings need to be modified? If so, how?

FINAL EXAM DIRECTIONS

The final exam is comprised of (1) one problem from Chapter Two, (2) one comprehensive case analysis completed as a group project and presented orally on week five and in a professional written document on week six, (3) written responses to case questions as noted in the curriculum guide, and (4) a one page group assessment of the group experience.

1. Individually, students will complete problem #6 on pages 48-49 of the text. All work must be shown for the calculations done. Each student will hand in this part of the final exam.
2. In groups, students will conduct a comprehensive analysis of a text case. Students will be given time in class each week of the course to work on the case analysis. This project is designed to give students the opportunity to work in teams, develop a polished and cohesive oral presentation, and create a succinct but thorough written document of a comprehensive case analysis. The case project is presented in two sections: an oral presentation on week five and a written document on week six.
3. As a group, students will write-up a thorough set of responses to the case questions posed in the curriculum guide for the particular final case chosen.
4. Individually, students will each write a confidential one page assessment of their group dynamics. This should include the student's assessment of the contributions of each member of his/her group as well as his/her own contributions. Each student is asked to allocate 0 to 50 points for each group member (as well as him/herself.) The instructor will weigh the input and assign individual grades.

2a) Oral Presentation

- The oral presentation should include all members of the group and may follow the outline on page 60 of the text.
- The presentation should be supported by power point or overhead slides.
- The case analysis may follow the marketing case analysis framework shown in Exhibit 3.4 on page 58 of the text and should address the issues associated with each of the specific case questions noted in the curriculum guide. Recommendations and next steps/action plan should also be made clear as well as how the recommendations will address management's critical issues and concerns.
- Each group will have 45 minutes to present the case analysis and answer questions from the class. The class will act as corporate management assessing the recommendations. Each student in the class is asked to pose at least one relevant question to the presenters. As in a "real world" situation, following a presentation by an internal task force or external consulting agency, the corporate managers will question the strategies and recommendations presented to gain a clear understanding of fit for the organization and requirements for success.

2b) Written Report

- Each group is required to submit a written report of the case analysis one week after the last class. The report should be prepared by all members of the group but submitted as one cohesive document, neatly typed and formatted. Format should be Times New Roman, 12 point font, one inch margins, single spaced within sections, double spaced between sections, subheadings used for major sections.
- The written report should be completed in two sections:
 - The first section is the standard executive summary format plus exhibits that has been used throughout the course for all other case analyses. The sections of this analysis should be complete in detailing the data analyzed. All exhibits must include an implications/learning section.
 - The second section is a thorough and comprehensive response to the questions posed in the curriculum guide for the particular case chosen.