

MMS 172
MARKETING ACROSS BORDERS
COURSE SYLLABUS – FALL '10

Visiting Associate Professor: George L. Grody
408-6212 & 257-7818 (mobile)
ggrody@nc.rr.com or george.grody@duke.edu
Foursquare location = Grody's Class

Course Description: The course will investigate and discuss the theory and techniques used to market to the world's different shoppers and consumers in both developing and industrialized economies and countries. You'll gain an understanding of how to market to shoppers and consumers based on the varied insights of each target group. We'll focus on the "Consumer is Boss" and understand how to influence them at the "First Moment of Truth" when the shopper makes a purchase decision and at the "Second Moment of Truth" when the brand is actually used and the consumer decides if it delivered against the brand promise. The course will include a team project to develop collaboration skills but also to gain deep insights into a specific target group and product. Class participation and discussion will be an important factor in class success.

Course Objectives: Students will gain insights into: 1) the behaviors of the world's consumers; 2) how those differences come about due to differing national, ethnic, cultural, and demographic influences; 3) how certain companies have succeeded and failed at addressing those differences; and 4) how to develop business and marketing strategies and plans to successfully address those differences.

Course Materials: We will use a book "The Marketer's Toolkit" which you can purchase from Harvard or Amazon (it's cheaper on Amazon). All the other articles/cases can be purchased through Harvard at a special link just for this course: <http://cb.hbsp.harvard.edu/cb/access/10223148> . You will need to buy the materials at one time. Using this link will save you significant money. Even though the class meets once a week, you'd be wise to break-up the reading assignments rather than doing them in one sitting on Tuesday night or Wednesday before class. You should bring the assigned reading to each class.

Course Format: The class will be discussion based. As class participation will be part of your grade, the expectation is that all assignments will be completed prior to the corresponding class and that this will lead to lively debate and discussion. It's during this debate and discussion when the real learning will occur. I won't be that interested in your being able to regurgitate the assigned material. I will be primarily concerned with how you leverage those materials to shape your own thinking and ideas to best understand key insights and how you'd successfully put those insights into use. I'm looking for creative and innovative ideas.

Course Engagement (30% of Grade): There are five parts of course engagement. 1) The first is physical attendance. You need to be at every class unless you have a university approved absence or you contact me prior to class by text, email, or phone. Having to do work for other classes is not an acceptable excuse. Also, attending an employer info session is not acceptable either. Companies don't grant interviews based on who shows up. So go to the one that means the most to you. I've checked this with the Career Center and with Emma Rasiel and they are in agreement. Punctual arrival is expected. 2) The second is mental attendance and class participation. You need to be mentally engaged in the discussions in class. This means paying attention and participating in the discussions. Based on feedback from past students, the materials and discussions are fun and engaging, so get involved. If you are usually a shy person who feels uncomfortable speaking in class, come talk to me so I can help you deal with the issue. Whether it's here at Duke or in any future endeavors, you're going to need to be participative at some point, so I can try and help you achieve this. As part of this: There will not be any phone, texting, emailing, internet or computer use during class. I know that some of you use your computer for taking notes during class. Unfortunately, I won't be able to accommodate you. 3) The third is turning in the weekly written assignment. Each week in class I will give you and post on Blackboard questions that need to be answered for the following week's reading. You will need to turn-in answers and reasons supporting those answers for each class. These will form the basis for the class discussion and will be turned in at the conclusion of each class. Late assignments/exams/papers won't be accepted without prior notification and a real good excuse – I've heard a bunch that aren't good. 4) The fourth is your results on the simulations that we'll do through Harvard. There are two that you will do as a group and. The team that makes the most money on each of the simulations will win a team dinner. 5) The fifth is adherence to the Duke Community Standard. I expect you to do your own work. Also, as there will be group work, you should know that I consider group participants not doing their fair share of work, and thus taking credit for work to which

they haven't fully and fairly contributed, to be in violation of this Standard. Please note, you can't get an overall A grade without being engaged in the class.

Consumer Research Project (35% of Grade): I will form groups of 4 students that will be responsible for the group project. Each group will need to create or pick a product/service and then do research on that product to better understand the key consumer insights, important product features and benefits, and the drivers of purchase and repurchase. This will include developing a survey and getting at least 50 responses, you can use my Survey Monkey account or the Duke Qualtrics service, two one-on-one interviews done by each group member, and two concept boards to be discussed during those interviews. At the conclusion of your research each group will turn in a consumer research report. This report should highlight what you've learned about the consumer and key insights that would form the basis of a marketing and product plan. I'd expect the paper to be roughly 5 pages long not including the appendix which would include your survey responses and one page from each member on the highlights and verbatims of their one-on-one interviews. I will share with you the format for this paper. The goal of this project is to reinforce that the "Consumer is Boss" and to help you develop a better understanding of consumer research methods. While you will ultimately launch this project in a foreign country, the research can be done locally and with those to who you have connections. If you can devise a way to do the research with a foreign population you can do that. I will meet with each team as needed to provide training/coaching and to ensure that each team is on-track and making progress. As this requires data gathering and then compilation of that data, if you procrastinate, you'll have hard time doing this project well.

Marketing Plan (35% of Grade): The final project, due on the last day of class, is to take the product/service on which you did research and develop a marketing plan for that product/service in a foreign country. You cannot choose an English speaking country or a country that uses your native language. You will then need to research that country to understand the changes you'll need to make to your consumer understanding to develop an effective marketing plan. One of the reasons to have you do consumer research in one country and launch in another is that it frequently happens in business. You know your home country very well and then you mistakenly project what you know on a different group of consumers, leading to disaster. Normally you would also do research in that foreign country but we won't have time for that step, but you should look for consumer differences on the internet. You could also talk to international students at Duke who come from your country of launch. So as part of your plan, you'll need to highlight the consumer differences between your launch plan and your original research. I will give you a framework for the marketing plan. I'd expect the paper to be 10-15 pages. You will also need to develop and shoot a 30 second commercial in the language of your launch country and turn it in with a translation. I strongly encourage you to be creative and innovative. Most students in previous editions of this class have enjoyed this project. So have some fun with it. But don't wait until the last minute to do it – it will be hard to do this all in the week after Thanksgiving break.

Office Hours: I don't have set office hours but am available from 10:00am to 11:00pm seven days a week - just give me a call, text, or email (numbers and address noted above) to set-up. I also frequently do lunches and flingers (and bbq's at my house). I enjoy meeting with you folks and discussing the class materials.

Class Assignments

August 31 - Introductions, discuss expectations, walk-through syllabus, personal 1-pager

September 7

- Marketing Research
- Note on Marketing Strategy
- Concept Testing
- Step by Step Guide to Smart Business Decisions

September 14 –

- Introductory Note on Marketing Management
- Marketer's Toolkit chapters 1-4, 6
- Three Questions You Need to Ask About Your Brand
- Building a Company Without Borders

September 21 –

- Making it Overseas
- Silent Language in Overseas Business
- Distance Still Matters
- Marketer's Toolkit chapters 12
- **Consumer Research Survey Questions & Concepts Boards Completed**

September 28 –

- Marketer's Toolkit chapters 9, 10
- Mind Your Pricing Cues
- Coca-Cola's New Vending Machine: Pricing to Capture Value, or Not?
- Universal Pricing Simulation - one person from each group will need to register, do the simulation as a group prior to class and be prepared to discuss your results <http://cb.hbsp.harvard.edu/cb/access/10225674>

October 5 –

- Is it too late to enter China?
- Google in China
- Gome Electrical Appliances

October 12 –

- Colgate Max Fresh
- Coca Cola Marketing Challenge: The Tuba nas Wars
- P&G Brazil: 2 ½ turnarounds
- **Consumer Research Report Due**

October 19

- House of Tata: Acquiring a Global Footprint
- Unilever in India
- Super Shampoo Products and the Indian Mass Market

October 26 –

- Guest Speaker Dennis Legault – Procter & Gamble Marketing Director Global Oral Care
- Marketer's Toolkit chapters 5, 7, 8
- Group Marketing Simulation in class - one person from each group will need to register, do the simulation as a group prior to class and be prepared to discuss your results <http://cb.hbsp.harvard.edu/cb/access/10226929>

November 2

- Food Distribution in Russia
- Nike Football: World Cup 2010 South Africa
- Shaklee Corporation: Corporate Social Responsibility

November 9 – Harvard Cases

- Samsung: Redefining a Brand
- Lenovo: Building a Global Brand
- Alpen Bank: Launching the Credit Card in Romania

November 16 – Harvard Cases

- Global Branding of Stella Artois (group answers)
- BRL Hardy: Globalizing an Australian Wine Company
- Matchstick Inc.: Word of Mouth Marketing (A)

November 30

- Group work on final project, consulting with Grody

December 7 –

- **Final Marketing Plan Due**
 - You will show your commercial in class

MMS 190 Fall 2011
Markets Management Studies Capstone: Consulting

Sam Veraldi

Visiting Associate Professor
Location: Link Social Sciences 119
Email:sam.veraldi@soc.duke.edu

Office hours by appt. 668-2142
Class Tues 6:00-8:30

OVERVIEW

Welcome to MMS 190!

STRATEGIC MANAGEMENT FOCUS

This course sets the stage for the study of strategic management and business policy. Using consulting projects with companies, readings, and writing assignments, it will show how the field of study evolved out of the integrative concerns of business policy into a more environmentally-oriented area of strategic management. Our focus will be geared towards small to medium businesses, but may include projects with Fortune 500 companies. It also summarizes research supporting the conclusion that those corporations that manage strategically perform at a higher level than corporations which do not. A normative model of strategic management is presented as the basic structure underlying the book. Key concepts are defined and explained as part of the discussion of the model.

This course also builds on previous foundations established in other Markets and Management, Economic, and Public Policy courses.

TOPICS COVERED MAY INCLUDE:

- Phases of strategic management
- Benefits of strategic management
- Client Management
- Process Management
- Theories of organizational adaptation
- Models to evaluate successful organizations
- Basic model of strategic management
- Various decision making models
- Strategic decision making process
- Financial Decision Models

This course is a required course in Duke's Markets and Management Certificate, and serves as a Capstone Course. This is a Strategy Course and my main aspiration is that students leave the course with a sophisticated understanding of the strategic management, with a focus on a McKinsey approach to engagements. Further, I hope students are able

to apply the knowledge they have gained to the organizational experiences in their past, present and future lives, careers and citizenship.

Consulting Projects:

Each student will be assigned to a consulting project that will last the entire semester. These projects will involve clients locally and virtually. The consulting projects may include: development of a business plan; a feasibility study; a marketing plan; evaluation of a product portfolio; or an evaluation of a current product/strategy. Each individual will work in a group of 4-6 students for their projects. Each week they will meet with their client and produce the following deliverables: a PowerPoint of current analysis and findings; and excel spreadsheet of the business model or analysis; a work plan; and a leave behind written report supporting their presentation material.

Weekly Participation Sheets:

You will turn in weekly participation sheets and these will contribute to your overall grade, as well provide me an indication of how each individual is contributing to the teams overall effort.

Reference Texts:

Strategic Management and Business Policy 9/e: Thomas L. Wheelan, J. David Hunger.
Not required. I will post what you need on blackboard in the form of powerpoints.

The McKinsey Way (Hardcover)

Ethan Rasiel- Don't buy it ...we get electronic version through the school for free!

Required:

The McKinsey Engagement- Paul Friga- Available at the bookstore for about \$30.00

Say it with Charts/ Presentations –complete toolkit- paperback

[http://www.amazon.com/Say-Charts-Complete-](http://www.amazon.com/Say-Charts-Complete-Toolkit/dp/0071474706/ref=pd_bbs_sr_2?ie=UTF8&s=books&qid=1198852404&sr=8-2)

[Toolkit/dp/0071474706/ref=pd_bbs_sr_2?ie=UTF8&s=books&qid=1198852404&sr=8-2](http://www.amazon.com/Say-Charts-Complete-Toolkit/dp/0071474706/ref=pd_bbs_sr_2?ie=UTF8&s=books&qid=1198852404&sr=8-2)

(written by Gene Zelazny)

Required: Business Week. I will circulate a sign up form for you during our first class. Business Week readings will be frequently used to augment our textbook. There will be assigned readings.

Additional Readings: Additional readings from management journals or textbooks will be distributed during class or put on reserve.

Team Presentations: For your team presentations, a PowerPoint deck, an Excel Model, a project plan and a written consultant report will be due the day your team is scheduled to present. During the class period the PowerPoint deck and the Excel Model will be presented to the class. The written report will be handed in for evaluation and feedback, not just from the instructor, but from your peers. Each successive deliverable of the consultant report will be updated with the new material that is presented in class.

EVALUATION:

The composition of final grades and grading scale are as follows:

<u>Task</u>	<u>Points</u>
Exercise #1	50 -Individual Writing Assignment
Presentations Competition	100 (75 Team, 25 peers)
Case Competition	100 (75 Team, 25 peers)
Final Case Presentation	50 Points (30 Team, 20 peers)
Final Project	125 (75 Team, 50 Team Members)
Final Exam	75 Learning Outcomes

Grade	Percentage	Points
A	93+	464 +
A-	89-92	445-463
B+	85-88	425-444
B	80-84	400-424
C	70-79	350-399
D	65-69	325-349
F	<65	<325

In addition, class attendance is required. I take roll at each class meeting, mainly for the purpose of learning students' names and getting a sense of students' participation. However, if you miss more than three classes, I will deduct points from your final grade. Also, I take attendance into account when calculating borderline grades. If there are extenuating circumstances that would not allow you to attend class, an email explaining the situation is required.

GUIDELINES:

1 **Be on time**. Please make every effort to be on time. I realize that there will be extenuating circumstances, but I will start class on time and end class on time.

2. **I do not give make-up exams or give incomplete grades, except under the most extreme circumstances**. If you encounter such an emergency, you should contact me **before** the test is administered, and you must verify your emergency.

3. **It is the students' responsibility to ensure that I receive completed assignments**. If for any reason, we do not receive the exam, we will assume the exam was not submitted on time. **Also, we will NOT accept the email submission of assignments. Post assignments to the blackboard or hand them in.**

4. **A great deal of this course involves class discussion**. Please respect the "rules of good discussion". In particular, please consider the following: a) be good listeners to

your fellow students (a democratic and open classroom necessitates a respectful environment); b) try to focus your discussion on broader society, social theory and course concepts; c) discussion is usually more stimulating when many people are involved, thus I ask for your help in trying to get everyone to contribute; d) respect and welcome all political and ideological perspectives and give them fair and critical consideration.

5. **Respect the Duke Honor Code.** I appreciate that the vast majority of students are very honest. To the few students who do not hold such ideals, I want to stress that cheating and plagiarism in any form are completely unacceptable and will not be tolerated. Failure to comply by this directive will be handled with the most serious means possible.

6. **I cannot overemphasize the importance of regular class attendance.** Substantial amount of each exam is based on lecture material that is not covered in the readings. Further, active class participation will be rewarded in the final grades! Also, I would appreciate no reading of the school newspaper or any other non-related class material during the class. Cell phones should be turned off so as not to disturb anyone in class.

7. Students with disabilities (of any kind) that may affect their ability to participate fully in the class or to complete all course requirements are encouraged to bring this to my attention promptly so that appropriate accommodations can be made. Students whose first language is not English should discuss any concerns with me. If students have conflicts related to University sponsored events, please inform me immediately. I am willing to accommodate these or related concerns, but **let me know as soon as possible.**

8. **You should consult your classmates for makeup work and handouts.** PowerPoints of lecture material will be on blackboard. I suggest you print them off before you come to class. I will not be responsible for making extra copies or bring that material to the next class to cover for you.

9. I will do my best to be straightforward and fair. Please let me know if you encounter any difficulties. I would be glad to help in any way. Students will find that I am a reasonable and straight-forward person, so long as students meet these course guidelines.