Course Summary

Marketing strategy is concerned with managing customers to maximize company profits over time. The focus is on managing at the strategic level by targeting, acquiring, retaining, and growing customers. We will examine the management of both strategy and the organization to build valuable customers for company growth and profits.

The course builds on the core marketing and strategy classes. However, it differs from both in two ways. First, given the strategic focus of this course, less attention will be given to the tactical-level activities of the marketing department in implementing marketing decisions using the 4Ps. Second, given the customer focus of the course, we will place the organization’s capabilities at the service of customers and not the other way around.

This is a practical class. Each class period examines a case about a firm problem. Within each case, there are a set of concepts, tools, and frameworks that we will derive in solving the case. These concepts, tools, and frameworks are one source of value from the class. A second source of value will come from working to solve these cases in small groups before class.

Cases

The class is designed around twelve case studies, eight of which will be written up and graded and four that will be ungraded in-class discussions or exercises. These cases are the most important feature of this course. The cases describe ambiguous, uncertain, and difficult-to-solve marketing strategy problems for which important company decisions need to be made. In nearly all situations, a case will represent your first exposure to a particular problem. Solutions will not be straightforward. Instead, you should anticipate working with your team and debating your recommendation before writing your memo (see next section for details). As with other classes here at Fuqua, this approach seeks to stimulate your thinking before class and then use time in class to debate and discuss the cases together.

Teams and Case Write-Ups

Forming your Team. Teams are student-determined groups comprised of five class members from the same section. Teams cannot be formed across sections—no exceptions.
Here are a few suggestions for team formation:

- Strive for a diverse team to enrich the learning experience. I will be monitoring this process and may ask you to improve this aspect of your team.
- Reach out to exchange students in your section to join your team. These students do not have existing social networks and so reaching out to them is a nice Fuqua gesture and should enrich your learning experience. Likewise, exchange students, please reach out to Fuqua students.
- Add your name at the top of TeamBuilder under “Available for a team” to signal your interest in joining a team. You should also actively seek a team in addition to adding your name to this list.
- Write to me if you have trouble finding a team or want to identify the exchange students in your section and I’ll connect you with the TA that is helping me with the team process.
- Do not add your name to a team without first conferring with members.

No need to email me your team members as I will see the teams forming on TeamBuilder. You should have your team established by the end of the first day of class. Please begin this process as soon as possible! A case write-up is due for Class 2 so this timing is important to ensure your team does not get behind.

Your team number is noted in Team Builder and is comprised of a number and letter, such as Team 1A or Team 3B, depending on your section. This team number will be used on all your case submissions so please make note of it. Team members’ names are never written on cases to ensure that the grading process remains completely anonymous.

**Processing Cases as a Team.** I recommend that teams set up a regular meeting time to process the cases together. Read the case before attending this meeting and form initial ideas about how to address the required question. During your meeting, share ideas and come to a consensus about your answer. One or more team members can then write it up. All team members should review and improve this document before submitting. Students have shared with me that they learn a great deal from the process of discussing these cases with their teams. Your preparation for these meetings and your involvement in writing the memos will help you prepare for class and the final exam as well as help your team perform well on this part of the course. It may be tempting to “divide and conquer” these cases instead of working on them as a team. However, this will limit how much you learn and usually produces variance in scores on team write-ups and on average final exam scores.

**Writing Memos.** Case write-ups will be evaluated for how well you address the assigned questions, not for accuracy relative to a pre-defined answer. Therefore, you should be logical and thorough and be sure to answer the assigned question. The case write-up questions are listed in the syllabus and Sakai on the day they are due. Your ideas and analyses should be clear, concise, and well-argued. Lay out your recommendations carefully and do not exceed one page. I will share several excellent examples of case write-ups from previous classes for the Becton Dickinson case (which we will process in the first class) in Sakai at the end of the first day of class for your review.
Write-ups are a one-page memo plus any supporting tables, figures, or appendices. Please use double-spacing, a minimum font size of 11 point, and one-inch margins all around. No cover sheet is necessary. Place your team number in the header of the document. Do not list team member names. If the write-up is individual, place your name in the header of the document. It is fine to include supporting materials or appendices, however, you should reference these materials in your memo. If not, these materials will, in all likelihood, be ignored by the grader. Given you only have one page, do not waste space at the top repeating the write-up question or using any unnecessary formatting. Graders will not examine material beyond one page to ensure that students have the same opportunity to complete the assignment. Given this, if your answer to the assigned question is in the ignored material, you will receive a deduction.

**Submitting Write-ups.** Submit your write-ups in Sakai before 8:00AM on the day the case is covered in class. Late memos will receive a grade of zero. Only one team member should submit the team case write-ups. Label your file using the following convention: TeamName_CaseName. Therefore, if your team name is 3B and the memo is for HubSpot, you should label your file: 3B_HubSpot. Remember to not list your team members’ names. As noted earlier, this convention makes the entire grading process anonymous and much easier from an administrative perspective and so I appreciate your support in using this approach. If the write-up is individual, put your name in the header of the document and label the file Lastname_Firstname_Threadless.

To upload memos, go to the Assignments link in Sakai and click on the relevant Assignment title in the list. Browse to select the file you want to upload. Once you have selected the file, click the Submit button and you will see the confirmation screen. You will receive a confirmation email if the assignment has been submitted correctly.

You should not look up material about the company on the web or in reference materials before working on the case or discussing it in class. Doing so is considered an Honor Code violation. The only exception is when you perform the research for the IDEO session or to create your innovation for Walmart. In both cases, you are encouraged to access any information (except for prior course information) that will help you develop the best ideas possible.

**Write-up Feedback.** Teams will receive a score and comments in the electronic gradebook in Sakai before the next case is due. The only exception to this will be the individual case write-up which will take longer to grade. Grading will involve a score of 1, 2, or 3 points (3 is high) and brief feedback from the TA about your memo. Late work will receive a grade of zero. Points tend to be lost for three reasons: (1) all parts of the assigned question(s) are not answered; (2) inadequate description or justification for recommendations; or (3) work is not carefully proofed or track changes are left in the document.

**Living cases.** We will work on a living case for Walmart. Given student feedback in prior classes, not all teams will present their recommendations. Instead, Walmart will select a few teams to present. However, all teams should come prepared to pitch their ideas in case they are selected. Before coming to class, decide which team member(s) will pitch the idea and which will respond to questions. The same person should not do both. All memos will be shared with Walmart. If you do not wish for your memo to be shared, you will have a chance to share this preference when you submit your work (see details in the Walmart brief).
**Course Materials**

The framework in my book will serve as the basis for the course (see last page of the syllabus for this big picture). Course materials include:

- Course packet of cases, readings, and videos.
- Online multimedia cases and videos to be streamed (described in syllabus)

**Final Exam**

This course will use a final exam to assess how well you can apply the concepts, tools, and frameworks from the course. I have redesigned the exam this year to ensure that all questions involve the application of course concepts, frameworks, and tools we have learned in class to the cases we have used in the class. For example, you might be asked to apply the IDEO business model framework we discussed in Virgin Atlantic to the HubSpot case or you might be asked to perform a CLV calculation on the exam. Given this approach, I will not introduce a new case for the final, but instead will draw on the cases we have used during the term. Any of the readings, videos, handouts, or in-class documents may be used in the final exam. To help you prepare for the final exam, I will provide an exam review guide in advance of the final. This guide will outline all of the course elements that you should have familiarity with before the exam. This guide will also contain a set of sample questions from previous years to give you a sense of the types of questions I will use on the exam. These questions do not involve cases we are using this year, so you should focus more on the type of questions I ask, not on the specific content of the question.

You may study for the final exam with any current student across sections. Please do not study with any of the TAs supporting the course. If questions arise in your preparation for the exam, please see me and I may assign a TA to work with you to answer your questions. The final exam review session will be held on April 25th at 4:00PM in Geneen.

**Course Grade**

The distribution of grades for the class will follow Fuqua’s recommended policy for elective courses: SP (no more than 30%), HP (no more than 45%), and P, LP, F (at least 25%). Grades are based on class participation, case write-ups, and the final exam (each described below)

- **Class participation** (12 points)
- **Case write-ups** (48 points)
  - 6 points per each of 8 cases. You will receive a score of 3, 2, or 1 for the case on Sakai and these will be scaled to 6 points for your final grade (e.g., 3/3*6 = 6 points, 2/3*6 = 4 points, 1/3*6 =2 points)
  - 7 of the cases are team write-ups and 1 is an individual write-up
- **Final exam** (40 points)
  100 points
Given this approach, 58% of your grade will involve individual work and 42% group work. To ensure accountability, teams will be asked to evaluate their members’ contributions to the case write-ups at the end of the course. If there are consistent problems, adjustments will be made to the team member’s final case write-up points.

**Course TAs**

Teaching assistants are an integral part of the success of this course. They assist in designing the course, pretesting materials (including the exam), grading cases, posting scores and comments, helping run the IDEO session, scoring participation, and facilitating team creation. If you have questions about any aspect of the course, including your scores or comments for the write-ups or your participation score, please contact Professor Moorman directly.

MBA Teaching Assistants: Bart Bradshaw, Herman Bulls, Travis Ferber, Vineet Hingwe, Dave Kaminsky, Debra Kerr, Fred Leffler, Kathryn Levene, Katya Makovik, Trevor McKinnon, Julia Mote, Antenor Rizo Patron, Raghunath Prabhu, Sara Ptakowski, Becky Ross, Jason Sierra, Page Stoup, Adam Weintrob, and Vivian Zeldis

Ph.D. Teaching Assistants: Hillary Weiner and Scott Wallace

**Attendance and Class Participation**

Given the focus on case analysis, I expect you to attend class regularly and to be actively involved in class discussions. This means asking questions and sharing your opinions, ideas, and experiences. Important details of this part of class include:

- Please focus on the offering the highest quality comments and questions in class. Quality should be emphasized over quantity. One higher-quality comment can score the same number of points as a number of lower-quality comments.
- You will receive a participation score for each class which will be summed at the end of the term to determine your participation grade for the course. This participation score will be between 0-3 and it will cover both hours of class. Each comment or question will be scored to derive your overall score for the class. Hillary Weiner and Scott Wallace, both Ph.D. students in marketing, will sit in on all classes to help with participation scores and course administration.
- I will work to ensure that all students have a chance to participate. Therefore, if you have already participated on a topic and have your hand up, I will call on other students for that topic.
- I reserve the right to cold call students in class. I will do so in each class to ensure all students have an opportunity to participate. If you are not prepared or draw a blank, you can simply signal with “I will need to pass on that question.”
- I will pass around a seating chart during the first and second classes. Please select and use a seat throughout the term so I can get to know you quickly and score your participation more accurately.
- Please use your Fuqua-issued name tent for all class sessions. Hand-written tents are difficult for me to read in the front of the classroom. If you need a spare, I will have markers and paper in the front of the class.
I recommend that you attend your assigned section to ensure I accurately score your participation. However, if a conflict arises and you must attend another session, you should locate a seat not taken by a member of that class. Please let me and Hillary or Scott know you are present so we can score your participation grade accordingly. Each class session will be video recorded using Fuqua’s “Panopto” system. I will wear a microphone throughout the term to increase the voice capture on these videos. However, I cannot guarantee the quality of these recordings nor ensure that all comments will be captured or that material on the board will be visible. Hence, viewing these links is not a substitute for attending class. All links have been released to students in the class and can be found at http://fuqua.capture.duke.edu.

**Classroom Norms**

This class will observe Fuqua classroom norms associated with promptness, courtesy, and preparedness. These norms express the underlying value of the classroom experience and help preserve it through their operation. A complete description of these norms can be found at: https://go.fuqua.duke.edu/supportDocs/ClassroomNorms.docx.

As a quick review, we will begin and end class on time and you should be in your seat, on time, at the beginning of class and after breaks. Hand-held devices or laptops should not be used in class and only beverages may be brought into the classroom. Your level of preparedness is important to the class and working on the cases together and completing assigned readings should help you achieve this. In class, raising your hand, listening carefully, and not interrupting one another will make the class more effective and fun for all. Please help me maintain awareness of these norms and monitor their operation in class throughout the term.

**Guests**

Please review guest bios in Sakai. I will not do formal introductions in class to save time. As always, please engage with guests in a professional manner. No need to dress up, but avoid hats and super casual attire.

**Course Announcements and Forum**

I will post course announcements in Sakai under “Announcements.” After getting feedback from prior classes, I have found it best to use the “email” option for sending these Announcements to all of you. This saves you from constantly checking and ensures you have timely access to course information. I tend to email once after class to note any follow ups (e.g., Follow up to Session 1) and once before a class as a look-ahead (e.g., Looking Ahead to Session 2) in which I will also let you know that case scores have also been posted.

I will also use the “Forum” in Sakai to extend the classroom experience with additional readings and thoughts. I invite you to add your own examples, questions, or comments to the Forum. It is a fun way to contribute to the class and is added to your class participation grade. I recommend that you add a “watch” function to the “Forum” function in Sakai so you will receive an email when there are updates. To do so: (a) click “Forums” on the Left-hand panel in Sakai and (b)
select “Watch” from the list of topics (see far right). Please do add comments and examples to enrich the class. I usually mine this content in the following year to improve the class over time.

Although the syllabus and course assignments have been reviewed carefully, there are occasionally new and unanticipated questions or insights. When questions arise that I believe will benefit the class, I will send you an email (if high priority) and otherwise post to announcements.

**The Honor Code**

With the exception of using outside reference materials for the IDEO and Walmart cases, you may not use notes or materials (including conversations and internet content) from any source other than course materials to complete any graded assignment for this course. Use of such sources is considered a violation of the Honor Code. If there is ever any doubt regarding how the Honor Code applies to any aspect of this course, please contact me.
**Course Calendar**

Class sessions will cover one or two topics. If covering two topics, each topic is listed separately. You should prepare materials for the entire session prior to class.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading/Case</th>
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<tbody>
<tr>
<td>Tuesday, March 17</td>
<td><strong>IMPERATIVE 1: BE A CUSTOMER VALUE LEADER</strong></td>
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<tr>
<td></td>
<td><strong>Topic 1: Customer Value Leadership</strong></td>
<td>Case: Becton-Dickinson &amp; Co: Vacutainer Systems Division</td>
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<td><strong>Discussion question (No write-up due):</strong> How should BDVS respond to APG demands regarding</td>
<td>Be sure to address each of APG’s requests.</td>
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<td>private labeling, use of distributors, and pricing?</td>
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<td><strong>Topic 2: Course Introduction: Marketing Strategy from the Outside In</strong></td>
<td><strong>Reading:</strong> Chapter 1, <em>SFTOI</em></td>
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<td>Friday, March 20</td>
<td><strong>Topic 3: Customer Value Leadership and the Business Model</strong></td>
<td><strong>Reading:</strong> Chapter 3, <em>SFTOI</em> and <a href="http://vimeo.com/15395662">http://vimeo.com/15395662</a>, and slides describing IDEO’s business model at the end of the Session 1 handout from the first day of class.</td>
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<td><strong>Case:</strong> Virgin Atlantic Airways: Ten Years After</td>
<td><strong>Case:</strong> Virgin Atlantic Airways: Ten Years After</td>
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<td><strong>Write-up question (Team write-up due):</strong> What is the biggest vulnerability associated with</td>
<td><strong>Write-up question (Team write-up due):</strong> What is the biggest vulnerability associated with</td>
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<td>Virgin Atlantic’s business model to deliver customer value and how should it be remedied?</td>
<td>Virgin Atlantic’s business model to deliver customer value and how should it be remedied?</td>
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</table>
**Tuesday, March 24**

**IMPERATIVE 2: INNOVATE NEW VALUE**

**Topic 4: Using Customer Insight to Drive Strategy**

**Readings:**
- “Subcultures of Consumption: An Ethnography of the New Bikers,” *Journal of Consumer Research*

**Multimedia Case:** Harley Davidson: Building a Brand Community on the Harley Davidson Posse Ride

**Write-up question (Team write-up due):** How should Harley-Davidson manage the posse ride to maximize long-term company profits while also staying true to its brand and community?

- To access the case, paste this link into your browser: https://cb.hbsp.harvard.edu/cbmp/access/35516800. You will see a page “Authorized Student Access Required.” If you have used this site for cases in the past, you can click “login” and enter your existing student username and password. If not, click on “Register” and create a new username and password. Following this, click through three times: (1) Click on “My Courses” on the ride side of your screen; (2) Click on the name of the coursepack “Marketing Strategy – Spring 2015-II;” and (3) Click on “View ‘Multimedia Case” on the right hand side of the title.

- Please try to open up the multimedia case before our class begins. If you have technical problems, try the following steps: (1) Delete your cache and cookies and restarting your browser using the following procedure (http://forio.com/hbp-support/how-to-cache.html) and (2) Ensure your browser settings are correct to view the cases by using this systems check link: http://forio.com/hbp-support/#check/multimedia/omc. If you are still having issues, you can call HBS at 1-800-810-8858 (Monday to Friday 6:00am-8:00pm and Saturday and Sunday 9:00am to 5:00pm EDT).

**Topic 5: Tools for Generating Customer Insight to Drive Strategy**

**No readings**
**IMPERATIVE 2: INNOVATE NEW VALUE** (cont’d)

### Topic 6: IDEO Tools for Innovating New Value for Customers

**Class location:** Classes will meet in the Kirby Reading Room. Students will work in teams during class so do not attend a different class period.

**Case:** IDEO – This session is designed to equip you with an understanding of IDEO tools for innovation. You will perform a set of research activities (outlined below) before class and share findings with your team before arriving at the session. If you don’t do the research, the session will not be very productive and your team will fall behind. During the class, IDEO leaders will help you process this research to address Walmart’s question—how can Walmart capture a larger share of Millennial holiday gift shopping.

**Visitors:** (review bios in Sakai)
- Misa Misono, Director, IDEO (Fuqua ’09) and Rosaria Mannino, Design Lead, IDEO

**Readings/Tools:**
- Brown, Tim “Converting Need into Demand” (Background reading for students unfamiliar with design thinking)
- IDEO Design Kit Methods (Visit [http://www.designkit.org/methods#filter](http://www.designkit.org/methods#filter) or see the list in Sakai. Focus only on those tools under “Methods” and “Filter” in the kit. Do not use “How Might We” as we will use this tool in class together).
- Demos of good and bad interviews posted in Sakai
- Walmart Brief: Distributed in class on March 20

**Research Activities:**
Perform the research activities 1-4 below. Divide these activities among team members but make sure that everyone has an opportunity to do at least two activities. You don’t need to use all of the bulleted tools but use as many as you can to generate the best insights. Collect observations, take photos/video, and make notes. Share your findings with your team before class on March 27.

2. Visit other bricks-and-mortar and online retail stores that are popular shopping destinations for Millennials.
   - Analogous inspiration: [http://www.designkit.org/methods/6](http://www.designkit.org/methods/6)
3. Interview 2-3 Millennial shoppers (including typical and extreme) about the holidays and holiday gift-giving. What delights and frustrates these shoppers? What do they currently purchase at Walmart or why don’t they shop at Walmart? When possible, interview these shoppers in their homes and immerse yourself in their environments and daily routines to gain insight.
   - Interview: [http://www.designkit.org/methods/2](http://www.designkit.org/methods/2)
4. Look at secondary research around Millennials and holiday shopping. The Walmart brief will include data but feel free to do your own search about important trends.

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1 The biggest holiday opportunity for Walmart occurs in December and hence, we have written the brief through the lens of this holiday period. However, it is also fine if your team wants to think focus on other holiday opportunities.
<table>
<thead>
<tr>
<th>Tuesday, March 31</th>
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<tbody>
<tr>
<td>IMPERATIVE 2: INNOVATE NEW VALUE (cont’d)</td>
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<tr>
<td>Topic 7: Strategies for Innovating New Value for Customers</td>
<td>Case: Walmart</td>
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<td>Write-up question (Team write-up due): See case guidelines in the Walmart brief passed out on March 20.</td>
<td>Reading: Chapter 5, SFTOI</td>
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<td>Topic 8: Templates for Breakthrough Innovation</td>
<td>Come to class with one idea for making a professional basketball game (NBA) more exciting for fans.</td>
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<td>Friday, April 3</td>
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<td>IMPERATIVE 3: MANAGE THE CUSTOMER AS AN ASSET</td>
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<tr>
<td>Topic 9: Integrating Marketing and Sales to Manage Customers</td>
<td>Case: Avaya (A) [We will process Avaya (B) in class]</td>
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<td>Write-up question (Team write-up due): Describe the nature and source of Avaya’s problem (be brief)? Describe and justify a solution.</td>
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<td>Topic 10: Introduction to Managing Customers for Profit</td>
<td>Reading: “Customer Profitability”</td>
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<td>Reading: Chapter 7, SFTOI</td>
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<td>Tuesday, April 7</td>
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<tr>
<td>Topic 11: Managing Customers for Profit: Extensions and Applications</td>
<td>CLV Practice set: Computer Gear – Read the material in your coursepack and practice answering the CLV questions in the Computer Gear workbook you can download from Sakai. Check answers and procedures against those provided in the workbook. This will not be graded, but it will be part of the final so I encourage you to practice these skills. TA hours will be announced in class for students that would like additional CLV support.</td>
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<tr>
<td>Topic 12: Targeting Customers and Inbound Marketing</td>
<td>Case: HubSpot</td>
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<td>Write-up question (Team write-up due): Who should HubSpot target? Select a target and justify your selection.</td>
<td>HubSpot tips:</td>
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<td>- To simplify your CLV analysis, you can ignore any segment changes related to customer transitions that you suspect are occurring in the case. Feel free to discuss this qualitatively, but don’t worry about including this in your analysis. We will discuss an approach to manage this in class.</td>
<td>- It is best to perform the CLV analysis at the monthly level, which means you will have to adjust the yearly discount rate (assume 0.10) to 0.10/12.</td>
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<td>- This case does not offer data about the average life of the customer. We discussed in Topic 10 that you can use the firm’s retention rate to derive this in a pinch. However, recall that when you do so, you have confounded the average life of the customer and</td>
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the firm’s retention rate. Given this, it is best to use an average (e.g., five years) or use the infinite life CLV specification (this is the easiest choice).
- Don’t let the CLV analysis cut off a wider array of strategic analysis that is equally relevant to this case.

| Friday, April 10 | **Topic 13: Marketing Resource Allocation and Firm Promotional Strategy**  
|                 | **Case:** BBVA Compass  
|                 | **Write-up question (Team write-up due):** Is the 2010 advertising budget allocation between offline and online media appropriate? If yes, justify the allocation. If not, what would you change and why?  
|                 | **BBVA tip:** Eleven months in, BBVA Compass has allocated $1.12M to online advertising, which means that $4.21M had been allocated to offline advertising (see Tables B & C) in order to generate 229,056 completed applications. The rest is spent on non-advertising activities. The $1.12M for online ($1.22M*11 months/12 months) is incorrectly noted as 1.15 in Table 3). Table C notes that the online budget is 21% of the total ad budget $5.81M ($1.22M/0.21), making the offline budget $5.81M-$1.22 = $4.59M, which is then adjusted to $4.21M given we are only 11 months into the year ($4.59M*11/12). In terms of customer acquisition, we know from Table C that online checking accounts are 14,316. Given that offline accounts are 16 times (80%/5%) of online account (see page 3), we calculate 14,316*16=229,056 offline checking accounts. |

| Tuesday, April 14 | **IMPETITIVE 4: MANAGE THE BRAND AS AN ASSET**  
|                  | **Topic 14: Strategic Management of Channels: Managing Channel Conflict**  
|                  | **Reading:** Watch video on managing channel conflict before working the case (http://stream.fuqua.duke.edu/Content/Users/moorman/Channel/Channel-conflict.mov ~35 mins)  
|                  | **Topic 15: The Nature and Management of Brand Equity**  
|                  | **Reading:** Chapter 9, SFTOI  
|                  | **Multimedia Case:** Threadless: The Business of Community  
|                  | To access the case, paste this link into your browser: https://cb.hbsp.harvard.edu/cbmp/access/35516800 and follow the same login procedures you used for the Harley Davidson case. If you experience problems, see the trouble-shooting tips under the Harley case. Please try to access the case in advance of the assignment to ensure you can access the course material.  
|                  | **Write-up question (Individual write-up due):** In order to generate a good debate in class, I am assigning students to two groups:  
|                  | **Last name begins between A-N:** Justify the decision to reject the offer from a major retailer. How should Threadless grow the business if it does not take the offer?  
<p>|                  | <strong>Last name between 0-Z:</strong> Justify the decision to accept the offer from a major retailer. How should Threadless mitigate the brand equity risks? |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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</table>
| Friday, April 17      | **IMPERATIVE 4: MANAGE THE BRAND AS AN ASSET (cont’d)**                | **Topic 16: Managing Brands and Partnerships to Grow International Markets**<br>**Hour 1 of class (in Lilly):** 10:00-11:00, 12:45-1:45, and 3:00-4:00—Thank you for shifting your class times today so I can help Jason Crew set up in Geneen for the session and transition him to other faculty meetings<br>**Case:** The Oreo in China<br>**Discussion question (No write-up due):** Develop a plan to revive the Oreo in China.  
**Hour 2 of class (in Geneen):** 11:20-12:20: Pizza will be served at the entrance to Geneen. Grab your own drink and enjoy lunch while listening to our guest.  
**Case:** Coal-to-Chemicals in China (No write-up due and no case prep)  
**Guest:** Jason Crew, CEO, Summit Power Group and Former General Manager, Gasification, General Electric and Vice Chairman, GE-SHENHUA Gasification Technology (Shanghai) Ltd. (Fuqua ’05) |
| Tuesday, April 21     | **Topic 17: Managing Product Line Strategy and Marketing to Low-Income Consumers** | **Case:** Unilever in Brazil. Be sure to watch the Omo and Minerva ads posted on the course website.  
**Write-up question (Team write-up due):** This is a three-part question: (1) Should Unilever target the low-income segment consumers in the Northeast of Brazil with a washing powder (be very, very brief); (2) If so, is a new brand necessary? (3) Describe and justify (a) a price for the brand and (b) the position for the brand that focuses on the underlying need that is being fulfilled. Note that the case discusses positioning on attribute, not on need.  
**Preview of final exam and distribution of final exam review guide** |
| Friday, April 24      | **THE ORGANIZATION AND IMPACT OF CUSTOMER CENTRICITY**                | **Topic 18: How Marketing Assets Produce Value for the Company**<br>**Reading:** “Market-Based Assets and Shareholder Value,” *Journal of Marketing*  
**Topic 19: Building a Customer-Centric Organization**<br>**Readings:**<br> - “Rethinking Marketing,” *Harvard Business Review*  
- “The Institutional Yes,” *Harvard Business Review*  
**Topic 20: Course Finale and Evaluation**  
**Saturday, April 25** | **Final exam review session (4:00-5:30) in Geneen Auditorium** |