



Course program and reading list

Semester 1 Year 2023

School: Arison School of Business MBA

Marketing Management

Lecturer:

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Course No.:	Course Type :	Weekly Hours :	Credit:
2726	Lecture	4	2

Course Requirements :	Group Code :	Language:
Final Exam	1202230	English



Course Description

Course background

This is an introductory course on marketing for managers and business leaders. As such, it gives an overview of marketing but at the same time provides specific insights into three core elements of marketing – strategy, branding and advertising.



Course Goals

Course objectives

By the end of the course students are expected to gain a profound understanding of the following ideas:

- Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
- The main result of a marketing strategy analysis is the position of the company or brand. The positioning is the unique proposition of the company to a selected segment of customers.
- Brand is one of the most valuable assets of any corporation. Furthermore, there is a systematic way to build and maintain a brand.
- **Advertising** (or more broadly: marketing communication) is much more than a 30 seconds commercial – it covers every type of communication with consumers, workers, investors, regulators and such.
- A story is the most effective way to communicate and influence. Thus, its role in business and marketing communications is becoming more significant. How should marketers use stories to build a brand and a company? How should individuals use stories to promote their careers?



Grading

Grading and Course Requirements

The following table summarizes how your grades will be determined.

Grading Element	Length	Weight	Submission on
Facebook participation (Individual)		bonus	
Story about a Commercial (individual)	2 paragraphs	10	Nov 27 th
Case Study: Chase Sapphire (Group)	5 pages	30	Dec 4 th
Case Study: Pepsi refresh project (Group)	5 pages	30	Dec 11 th
Company Case Analysis Paper (Individual)	2 pages	30	Dec 18 th

A few clarifications:

- Every student will receive a bonus of up to two points for relevant and interesting posts on our Facebook page. Note that I will evaluate contribution based on quality (i.e. related directly to the topics studied in class, and have an added-value over what was said in class) rather than quantity.
- Late submissions will not be accepted.
- Individual assignments can be discussed with other students, but the writing should be completely independent. Group assignments should not be discussed with other groups. When working on case, you are not supposed to use any material other than the one included in the case (unless stated otherwise).
- Assignments will be submitted by email to course TA in PDF format.
- Students are not allowed to use laptops and tablets in class. The use of phones will be limited.
- **Any** ethical violation is likely to fail the student in the course.



Additional Notes

How to prepare for case discussion?

Given that you have no prior experience in studying a case and preparing for class discussion on a case, here is some guidance on this matter.

Read it at least twice. In your first read get an impression of what the case is about and the types of data it contained. Many people like to underline or otherwise mark up their cases to show important points relating to the business and the situation, for example, customer behavior and trends, competitors' behaviors and trends, and the firm's strengths and weaknesses. Be sure to pay attention to the exhibits in the case. The exhibits often contain information that will be useful in analyzing the situation.

Once you have a good idea of the fundamentals, you should read the case again with the goal of understanding the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. During this reading, carefully prepare your answers to the assigned discussion questions. As is often true in actual practice, cases may not have all the data

you would like.

Do not use external sources. It is critical that you develop a reasoned plan of attack on the basis of the data available. Moreover, you should not attempt to find out what happened to the company or business as a basis for making your decision. Reasons: 1. actual decisions are based on information that may differ from what is available in the case; 2. actual decisions may not be best. *At no time should papers or notes from previous or concurrent marketing courses be used. Such use is not consistent with basic ethical standards.* These criteria apply to both in-class and written case analyses.

Be active in the discussion. In class discussions, we will try to build a complete analysis of the situation and address the problems and issues in the case. Each person is expected to be prepared to share his or her individual views with the class. The principal objective of the discussions is to examine completely all aspects of the situation: facts, suppositions, alternatives, and final action. In these sessions, it is our job as instructors to facilitate discussion: first to obtain all views and then to help pull together the prevailing views of the discussion. Note that the direction and quality of the discussion is the *collective responsibility of the group*, not the sole responsibility of the instructor.

Prepare well-founded arguments. A typical request at the end of a case discussion is: What is the correct answer? We want to emphasize that the case method of learning often does not provide a single correct answer. In most case discussions several viable approaches will be developed and supported. Having appropriately supporting arguments for a position is more important than having the 'best' position. What is important is that you know what you would have done in that specific marketing situation and that you begin to construct your own framework for approaching more general marketing problems.

Course Schedule

Session 1 (November 13)

Needs and Values

Prepare: (1) Watch Gladwell's [Ted talk](#) on "Spaghetti sauce", and (2) Watch the first five minutes and ten seconds of [this talk](#) and then read [these pages](#).

Session 2 (November 20)

Strategy (STP)

Prepare: Read [Michal's choice](#), and if might be working in marketing, it is recommended that you would read about a [marketing plan](#).

Session 3 (November 27)

Branding

Prepare: Visit the site of [Interbrand](#), and get to know the [top 100 brands](#), and the [method](#) behind the brand valuation.

Submit: Assignment 1.

Session 4 (December 4)

Advertising

Prepare and submit Case Study: Chase Sapphire.

Session 5 (December 11)

Stories

Prepare and submit Case Study: Pepsi refresh project.

Read a brief description of [narrative economics](#), and *watch* this [short video](#).

Session 6 (December 18)

Media

Submit: Assignment 4.

Arison regulations are as follows

The Disciplinary Regulations of the Interdisciplinary Center and of the MBA program were sent to you at the beginning of your studies. The purpose of these regulations is to ensure a suitable academic atmosphere that will enable you to maximally benefit from your studies. In this context we would like to especially emphasize:

Attendance in lessons – The study program is structured so that there is added value to attending the lessons. Therefore, in principle there shall be no absence from core lessons, major and elective, where absence from one lesson (of 6) is reasonable but absence from two lessons and above, shall not enable completion of the course, and the student may complete it only from the following mini semester the course is given. In extraordinary cases only, the student may approach the lecturer/teaching assistant of the course, and the decision will be considered according to the circumstances. For that purpose, the lecturers will keep an attendance sheet for each lesson. Each student is required to sign his own name on the sheet. A student who signs on behalf of another student will be brought before the Disciplinary Committee of the Center.

1. Tardiness to lessons – Students who are late but arrive within the first 15 minutes of the lesson will enter the lesson together 15 minutes after the lesson has begun and those who arrive later than 15 minutes will enter the lesson after the break.



Reading List