Stevens Institute of Technology  
Business and Technology Program  
Spring 2011

BT403 Marketing Strategy and Decision Making  
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Class meetings: Office & Office Hours: 414 Babbio  
Mondays 1:00 – 3:40 p.m. 12:30 – 1:00 p.m. Mon. & Tues.  
104 Babbio 5:00 – 6:00 p.m. Tuesday or by appointment

Course Overview  
The primary objective of this course is to provide students with the opportunity to draw  
together, and build upon, the marketing and business knowledge acquired in prior courses  
for the purpose of applying it in a range of marketing situations. In particular, students  
are challenged to apply and extend this knowledge in a variety of marketing problem-  
and-opportunity areas, including (but not limited to) assessment of test-market results,  
forecasting of sales levels, formulation of target segmentation strategies, development of  
the marketing mix, and product/service management. Cases are used extensively.

Outcomes  
Upon completion of this course, students will be able to  
1. Analyze, diagnose, and recommend sensible and well thought-out solutions to  
strategic and tactical marketing problems. By the end of the term, students  
should be able to analyze a complicated, messy, real-world marketing situation;  
sort out the relevant from the irrelevant issues; identify the central problem(s);  
develop a specific and sensible course of action; recommend it to the firm’s  
management, and be able to defend the reasons for the recommendation.

2. Employ with skill and confidence the tools of financial analysis as applied to  
strategic marketing problems: variable, fixed, and total costs; relevant and sunk  
costs; gross and net profit margins; trade margins; sales forecasting; contribution  
analysis including break-even and sensitivity analysis; contribution analysis and  
profit impact, market size, and performance measures; assessment of the impact  
of product cannibalization; liquidity; operating leverage; pro forma income  
statement preparation; and discounted cash flows.

3. Understand and use several powerful problem-solving frameworks (such as the  
*go/no-go* and *objectives, strategies, tactics* frameworks) which will be used in the  
analyses of marketing cases.
**Required Reading Material**
There is no required textbook. By the beginning of the term, I will have uploaded all the course material you will need to the class website in WebCT/eLearn.

**Evaluation**
- 50% five group-level, in-class case exercises (five cases each worth 10% of grade)
- 30% individual-level examination (see point 3 below)
- 20% group-level examination (see point 3 below)

**Some Specifics about the Course and its Requirements are:**

1. Early in the course, you will review the financial aspects of marketing management, spending as much time as necessary mastering the techniques of financial analysis as applied to marketing problems.

2. Early in the course, students will form small groups. In each class, students will be asked specific questions about a given case, the answers to which should lead you to a better understanding of the nature of the relevant marketing problem. After the group has done its analysis, it will be asked to recommend a specific course of action to the management as well as provide specific reasons for the recommendations. On five occasions (as noted above), the group will be asked to hand in a written recommendation.

3. The individual-level exam will consist of problems drawn from cases we have discussed in class. (Accordingly, you will want to attend class as often as possible, or, failing that, get notes from your classmates.) The group-level exam will consist of a case which I will distribute on the date of the final exam.

4. You should be aware before the term begins that the workload in this course will be somewhat challenging: your grade will be based on 7 data points. We will cover a lot of material: the cases will be demanding and will require you to develop and use both analytic and communication (oral and written) skills.

5. You will be doing yourself a very big favor by acquiring---borrowing, purchasing, whatever---a reasonably powerful hand-held calculator. By this I mean that your calculator should be able to hold in its display the number 1,000,000,000, or one billion. It should also display “place holders,” or commas, so that the number above is not displayed simply as 1000000000, which can be more difficult to read. Or bring your laptop if you prefer.

6. Finally, please remember to bring both your calculator and case material to every class because we will do the case-analyses and write-ups during class time.
Ethical Conduct

The following statement is printed in the Stevens Catalog and applies to all students taking Stevens courses, on and off campus.

“Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. The Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism.“

Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Howe School, which becomes a part of the permanent student record, to expulsion.

Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments MUST contain the following signed statement before they can be accepted for grading.

__________________________________________________________________________

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.

Signature ___________________________ Date: _____________

Please note that assignments in this class may be submitted to www.turnitin.com, a web-based anti-plagiarism system, for an evaluation of their originality.
## Course Schedule

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<th>Topic Covered/Readings/Assignments</th>
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<td>Pricing Strategy</td>
<td>Case to be distributed in class (not graded)</td>
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<td>4.</td>
<td>Distribution Strategy</td>
<td>Case to be distributed in class (graded)</td>
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<td>Test Marketing Interpretation</td>
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<td>Experience Curve Pricing Strategy</td>
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<td>Sales Force Strategy</td>
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