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Graduate School of Management
Claremont Graduate University

MGT 320 Transforming and Creating
Markets to Generate Growth
Fall 2009, Module II

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Course Description:

This course extends the concepts introduced in MGT 321 Marketing Management. It is designed for students who want to develop an understanding of how to use marketing strategies to generate growth. In so doing, we will answer a range of questions important to an advanced level understanding of marketing – e.g., what is a market? How is a new market created? How are existing markets transformed? How can market creation and/or transformation lead to a sustainable competitive advantage?

Learning Objectives:

By the end of the course, students should be able to:

- Understand how to define and redefine market boundaries in order to generate a sustainable competitive advantage.
- Understand the benefits associated with market creation.
- Understand how to create and transform markets.
- Critically apply these principles to an organization of interest.

Class Meeting Times

Wednesdays: 4:00 – 6:50 pm (Module 2).

Required Text:

There is no required text. You will be provided with a course pack containing all of the “must read” readings.

Course Requirements:

Assessment comprises three components. Each component is outlined in more detail on the following page.

- Case study write ups (2 @ 30% each) 60%
- Participation 40%

Case Write Ups:

You are asked to prepare two case write ups covering the following:

- An introduction to the organization that the case study is about – this involves a description of the organization, its history and products (1 page).
- Based on material (online or printed) produced by the organization, what industry is the organization in and what markets does it serve? (1 page)
- What are some of the most exciting changes that have resulted in growth either in the industry or organization? Why is that? (1 page)
- Now, based on the material we have covered in this course, and the results of your investigation make recommendations to the organization – either confirm its current approach and/or provide an alternative approach. Be sure to justify your point of view (What I am looking for here is a discussion that the industry/organization has emphasized some approaches more than others when finding ways to generate growth. In your opinion, what else could be done? How could the process have been improved?) (2 pages).

This assignment will be due at the start of class when the case study is discussed. I expect it to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

Participation:

Refer to the final page of the syllabus for a guide on how participation is graded. It is **critically** important that you come to class prepared and ready to discuss the readings and cases assigned for the week. I will record participation grades every week.

Appealing your grades:

You should always feel as though you can query your grade, especially if you are unclear as to why you got the grade you did. Having said that, you will find that I take quite a bit of time grading your assignments and providing feedback as re-grading is a time consuming and difficult process for all concerned.

If you decide to appeal a grade, you need to take the time to write me a paragraph explaining why you believe your grade should be higher (simply thinking you deserve an “A” does not warrant a regrade). You need to submit the paragraph, along with your graded assignment and the feedback sheet by a date we will agree upon in class. I will endeavour to return your re-graded assignment back a week later. I do not offer the opportunity to resubmit assignments.

Course Schedule:

The following schedule indicates topics we will cover and the order in which we will cover them. Remember, the “must read” articles and cases are in your course pack.

WK		TOPIC	MUST READ (for details, see list below this summary table)
1	Oct 28	Introduction to the course Great marketing, relevant marketing	HBS 9-585-106 Nintendo Case (Ivey 901A13)
	Nov 4	NO CLASS DUE TO DRUCKER WEEK	
2	Nov 11	Market segmentation and perceptual maps	HBS 9-506-109 HBS 579083 HBS R0602G Skim through Snehota (2004) The New Beetle Case Study (HBS 501023)
3	Nov 18	Where do ideas come from: demand side	E-165 Day (1994) Juice Guys (A) Case Study (HBS 9-800-122)
4	Nov 25	Where do ideas come from: supply side	HBS 1556BC HBS SMR 078 Lexar Media Case Study (HBS 805062)
5	Dec 2	The risks	HBS 9-504-056 HBS 9-504-056 Netflix Case Study (HBS 9-607-138)

6	Dec 9	<p>The benefits</p> <p>Putting it all together and other things</p>	<p>Lieberman and Montgomery (1988) Tellis and Golder (1996) Pepcid AC Case Study (HBS 500073)</p> <p>We will also watch a DVD related to Blue Oceans Strategies Optional reading: HBS1630BC</p>
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Week 1: Great marketing, relevant marketing

- Marketing planning and organization (HBS 9-585-106)

Week 2: Market Segmentation and perceptual maps

- For a quick review read: Market segmentation, target market selection, and positioning (HBS 9-506-109)
- Note on market definition and segmentation (HBS 579083)
- Rediscovering market segmentation (HBS R0602G)
- Snehota, I. (2004). Perspectives and theories of the market. Rethinking Marketing: Developing a New Understanding of Markets. H. Håkansson, D. Harrison and A. Waluszewski. NJ, John Wiley & Sons: 19-32.

Week 3: Where do ideas come from: demand side?

- For a quick review read: Note on market research (Stanford E-165)
- Day, G. (1994). "The capabilities of market-driven organizations." Journal of Marketing 58(October): 37-52.

Week 4: Where do ideas come from: supply side?

- Discovering new and emerging markets (HBS 1556BC)
- Foundations for growth: How to identify and build disruptive new businesses (HBS SMR 078)
- Lexar Media Case Study (HBS 805062)

Week 5: The risks

- Why consumers don't buy: the psychology of new product adoption (HBS 9-054-056)
- Carpenter, G. S. and K. Nakamoto (1989). "Consumer preference formation and pioneering advantage." Journal of Marketing Research 26(August): 285-198.
- Netflix Case Study (HBS 9-607-138)

Week 6: The benefits

- Lieberman, M. B. and D. B. Montgomery (1988). "First-mover advantages." Strategic Management Journal 9: 41-58.
- Tellis, G. J. and P. N. Golder (1996). "First to market, first to fail? Real causes of enduring market leadership." Sloan Management Review 37(2): 65-75.
- Pepcid AC Case Study (HBS 500073)

Putting it all together and other things

- Optional: Blue Ocean Strategy: Reconstruct Market Boundaries (HBS1630BC)

Class Meetings:

I have two simple views that guide my preparation and presentation of materials: (1) all of you are consumers and so already have a rich background in marketing that may or may not be underpinned by formal job experience or training; and (2) we can all learn a lot from each other. Therefore, my role as your professor is to lead discussion, challenge you, ask you to reflect upon your own experiences, and compare and contrast your experiences and ideas with what I present. You will quickly find that I encourage and get full participation in class discussions.

You are expected to come to class having prepared the material assigned to you for that week. As a matter of courtesy, if you are unable to attend, you must email or phone me before class. **If you miss more than one class, you will be marked as absent for the course.**

Please arrive on time to class, as we will start punctually. When in class, mobile phones and pagers must be switched off. You are expected to remain attentive and contribute to class discussion. Importantly, I endeavour to create a “safe” classroom environment, where people are entitled to and can express their opinions freely without fear of being judged harshly or criticized by their peers.

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center’s guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students’ work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the EMP Director to put a note on that student’s file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://owl.english.purdue.edu>). I do not mind which style you use as long as your referencing style is consistent.

Late assignments and extensions

In the interests of fairness, I will not allow late assignments or extensions.

Grading

The following reflects the grading system used to mark your work.

- CGU explanation**
- A+ Truly exceptional performance, rarely given.
 - A Performance significantly above expected levels.
 - A- Performance moderately above expected levels.
 - B+ Expected level of performance.
 - B Performance moderately below the expected level.
 - B- Performance significantly below the expected level.
 - C+ Passing but marginally acceptable performance.
 - C Unacceptably poor performance.
 - C- Very poor performance.
 - U Unsatisfactory work. No credit given.

Class Participation

Name: _____

Circle One Only	What this means for class participation
A and A-	Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations.
B+ and B	Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.
B- and C+	Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
C and C-	Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.
F	Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.