Summer 2019 – Monday & Wednesday, 5:30 – 8:15 PM  
Location – January Hall 20

**Instructor:** Tom Horlacher – [thorlacher9876@wustl.edu](mailto:thorlacher9876@wustl.edu)

Correspondence is best handled via e-mail. Typically you may expect a reply to e-mail within 24 hours. If sent during business day, I will do best to get back to you that day. Weekends may go beyond 24-hour response time. If we need to meet, best if before or after class. If this will not work, we may meet at the DUC or other campus location at mutually agreeable time.

**Course Description**

This course gets you to think like a marketing executive. We will become savvy in all of the strategies, tools, techniques and technologies used by 21st Century marketing managers. Our curriculum includes classic marketing concepts and reaches into newer theories utilizing marketing to move the values driven concepts which move the human spirit. We look at the evolution of marketing building our skill sets in 4 P’s of marketing along with (STP) segmentation, targeting, and positioning. Then we move into Marketing 3.0 to address higher level consumer needs (Human Spirit).

**Course Goals**

1. **After 4 weeks understand the basics of marketing –** that is to say understanding the important elements of a product (4 P’s), then applying these concepts to actual products.
2. **After 8 weeks students will build a STP tool kit allowing them to break the market for their product into meaningful segments, explain how a product will address the needs of specific segments (target), and recommend a positioning program for the product to follow.**  
   a. The student will explain and illustrate a description of various possible segments in the market for the selected product.  
   b. Through appraisal of these segments the student will demonstrate how the product will meet the needs of specific segment(s).  
   c. Upon reflection of course concepts a recommendation will be made as to how a positioning program for the company to follow for the product.
3. **By the end of the course students will develop an understanding of how companies position their products to address higher level Maslow needs – sustainability, socio-cultural transformation, tell stories that move people, and provide a great place for employees to work; in order to move the human spirit to purchase a given product. Students will demonstrate understanding of these concepts by applying to actual products in constructing at least 3 of the following:**  
   a. Values Based Matrix  
   b. 3i Model  
   c. Show how marketing the mission will influence the consumer  
   d. Recommend a set of employee values to demonstrate human spirit marketing  
   e. Design a program creating a socio-cultural transformation via the purchase of this product
4. **Build communication and specifically public speaking skills to be used in a business environment to influence how others view your project. [The student will do this by applying the course knowledge to a chosen product in order to communicate the concepts to the rest of the class.]**
Note many previous students have remarked that public speaking is not comfortable for them. Yet over the duration of the semester students noted that the course work allowed them to gain confidence and capability in speaking to a class.

5. During the semester through class discussion and presentation of HBR articles, students will share and explain marketing concepts with their peers. This provides practice in evaluating their own understanding and critiquing fellow students.

6. By the end of the term students will have the skills to critique a company’s marketing message and image along with designing a program to take any company to Marketing 3.0. Students apply this on their own work and in peer evaluation of others.

Class Materials

Texts


Articles & Course Aids – Purchased direct from Harvard Business Publishing or Darden Business Publishing (Virginia)

Article – “Legal Aspects of Pricing”, Darden

HBP Packets as assigned during course – Segmenting & Targeting; Brand Positioning

Course Evaluation – Rubrics provided via Canvas

Class Presentations: Each student will select a product to follow throughout the term. There will be 3 presentations of 5-7 minutes demonstrating mastery of course concepts as it relates to your product. Additionally, student groups of two will present findings from 1-2 HBR articles assigned for class reading.

Writing Assignments: There are 3 papers written in this course, each of 750 words or less. Students will write a paper on each of the 3 levels of Marketing explored in the class. The papers will be written after the student has completed the oral presentation for the stage of marketing.

Class Participation: During class we will have discussion on the lectures, course books, and assigned HBR readings. Students are expected to volunteer answers and/or respond when called upon. You will be assessed both on speaking constructively and adding to the content of what the class is discussing. All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. If you have any concerns about classroom participation and classroom dynamics please to speak to me, the department chair, or an advisor. Further students may be asked to turn in questions at the beginning of class on course readings, specifically HBP readings or HBR articles.

Final Exam: A 12-15 minute presentation will be made to the ‘board of directors’ on how your product plan incorporates Marketing 1.0, 2.0, & 3.0 principles. Each student will be expected to ask relevant questions of peers and remain present for the entire class.
Peer Evaluation: During the course students will have the opportunity to evaluate peer work as it relates to course presentations and small group participation/contribution to solutions.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td>Class Presentations</td>
<td></td>
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<tr>
<td>1.0</td>
<td>6</td>
<td>Jun 24 or Jun 26</td>
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<tr>
<td>2.0</td>
<td>6</td>
<td>Jul 8 or Jul 10</td>
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<td>3.0</td>
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<td>Jul 22 or Jul 24</td>
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<tr>
<td>Written Assignments</td>
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<tr>
<td>1.0</td>
<td>14</td>
<td>3-Jul</td>
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<tr>
<td>2.0</td>
<td>14</td>
<td>17-Jul</td>
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<td>3.0</td>
<td>14</td>
<td>29-Jul</td>
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<tr>
<td>Homework/Quiz</td>
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<tr>
<td>Class Projects</td>
<td>4</td>
<td>Article Presentation</td>
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<td></td>
<td>6</td>
<td>Class Participation</td>
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<tr>
<td>Final Presentation</td>
<td>25</td>
<td>31-Jul</td>
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<tr>
<td>Total Points</td>
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Course Schedule by Week

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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>HBR Article</th>
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<tbody>
<tr>
<td>1</td>
<td>10-Jun</td>
<td>Intro</td>
</tr>
<tr>
<td>2</td>
<td>12-Jun</td>
<td>M3.0  Rethinking Marketing</td>
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<tr>
<td>3</td>
<td>17-Jun</td>
<td>4P's</td>
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<tr>
<td>4</td>
<td>19-Jun</td>
<td>4P's/Article Marketing Myopia</td>
</tr>
<tr>
<td>5</td>
<td>24-Jun</td>
<td>Presentations/Article Brand Communities</td>
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<tr>
<td>6</td>
<td>26-Jun</td>
<td>STP/Presentations</td>
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<tr>
<td>7</td>
<td>1-Jul</td>
<td>STP/Article Marketing Malpractice</td>
</tr>
<tr>
<td>8</td>
<td>3-Jul</td>
<td>STP</td>
</tr>
<tr>
<td>9</td>
<td>8-Jul</td>
<td>STP/Presentations/Article Female Economy</td>
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</tbody>
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Week 1: Jun 10 & 12

Definition – 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. (Source AMA July 2013)

Discussion topics
- What do you already know about marketing?
- Discuss why you made a recent purchase – could be a branded consumer staple or a major purchase. What went into your decision to make the purchase?
- Share a recent advertisement you saw – print, TV, or online.

Class 1
Foundational Knowledge
1. Complete assigned readings & watch Kotler video
2. Course notes on overview of marketing

Application Session
1. Discussion on recent purchases made by students
2. Share presentations from prior years – identify the gaps in comprehension of 4 P’s
3. Students create visual overview of promotion ideas for specific products
   a. Apple iPhone, Nike Air Jordan, find more products

Class 2
Foundational Knowledge
1. Class reads Rethinking Marketing – HBR Book
2. Class reads – Marketing 3.0 (Chapter 1-2)
3. Independent research on 4 P’s
4. Continue course notes on Marketing 3.0 & overview of 4 P’s
5. Video – TED talk: The World Isn’t Flat

Application/Integration
1. Students in pairs begin to formulate the 4 P’s for their selected products
2. Instructor shows presentation on Rethinking Marketing and leads class discussion on the HBR article (pending course enrollment number this article may be presented by students)

Assignment
1. Week 2: In no more than a long paragraph, submit an answer (send to thorlacher9876@wustl.edu), to the question “What did I buy when I bought this course?” Included in your response will be information on why you chose to take this course.

2. Week 2: Be prepared to make a contribution to an in-class discussion on the topic “What do I want to learn about marketing during this course AND How will the information learned in this course have an impact on my academic or job advancement.

**Weeks 2 – 3: June 17, 19, 24, 26; Marketing 1.0 Product Centric-Marketing**

**Content – The 4 P’s**

- Product/Offering
- Placement
- Pricing
- Promotion

**Readings**

Marketing 3.0 – Chapters 3-4
HBR Must Reads – Marketing Myopia, Branding Communities
Reading/Research into 4 P’s websites

**Class 3**

**Foundation Knowledge**

1. Class reads – Marketing 3.0 (chapter 3-4)
2. Assign research on 4 P’s of Marketing
3. Videos on Place & Promotion

**Application/Integration**

1. Students bring and share an example of good/poor product packaging
2. Small group discussions
   a. Branding strategy for MO or IL
   b. Perceptions of value for at least 3 different brands of automobiles

**Class 4**

**Foundation Knowledge**

1. Class reads – Marketing Myopia – HBR Book
2. Assign research on 4 P’s of Marketing
3. 

**Application/Integration**

1. Two students present findings and lead class discussion on Marketing Myopia
2. Instructor presents current event topic (previous examples; Chipotle food poisoning, Toys R Us bankruptcy) for discussion of brand/marketing implications

**Class 5**

**Foundation Knowledge**

1. Class reads – HBP – Section on Segmentation
2. Study videos on packaging & Super Bowl Ads

**Application/Integration**

1. Instructor presents examples of how to segment a market

Small group discussions
1. Students discuss then share with class example of a good/poor packaging or advertisement

Assessments
Oral Presentation to Class by each student on 4 P’s for their product
- For at least one of the P’s present a pro/con on why the company has the correct strategy in place

Class 6 (or 7)
Foundation Knowledge
1. Class reads – HBP – Section on Targeting
2. Study videos on packaging & Super Bowl Ads
3. Watch GE Videos in HBP

Application/Integration
1. Discussion of GE Videos

Small group discussions
Students discuss
Assessments
Written Essay on 4 P’s for their product

**Written/Presentation Assignments**

June 19, 24 – selected class members will present findings from HBR/Darden Articles

On June 24 or 26 make an 8-minute class presentation on a product offering of your choice applying the principles of the 4 P’s.

On July 1, turn-in a 600-750 word essay on this same product describing the 4 P’s, that is: Product, Place, Promotion and Price.

**Weeks 4-5: July 1, 3, 8, 11; Marketing 2.0 Consumer-Centric Marketing**

**Focus – Segmentation, Targeting, and Positioning**

Strategic, Consumer-Driven Marketing

**Content**

- Segmentation: Research all possible consumers (Seeing the Big Picture)
- Targeting: Understanding Different Segments in the Consumer Marketplace
- Positioning: Resourcing, Communicating, Meeting a Need

**Readings**

Marketing 3.0 – Chapters 5-6
HBR Must Reads – Marketing Malpractice, Female Economy
Harvard Business Publishing Packet – Segmenting, Targeting, & Positioning

**Assignment**
July 1, 8 – selected class members will present findings from HBR/Darden Articles

On July 8 or 10 make an 8-minute class presentation on how segmentation, targeting, and positioning impacts your product. (note this will be the same product used in assignment on 4 P’s.)

On July 15 turn-in a 600-750 word essay on demonstrating understanding of the principles of STP for your product.

**Weeks 6-7: July 15, 15, 22, 24; Marketing 3.0 Values-Driven Marketing**

**Content**

- 3i Model
- Values Based Matrix
- Socio-Cultural Transformation

**Readings**

Marketing 3.0 – Chapters 7-10
HBR Must Reads – Branding in the Digital Age
Darden – Legal Aspects of Pricing

**Assignment**

July 24 – selected class members will present findings from HBR/Darden Articles

On July 22 or 24 make an 8-minute class presentation on how your product/company can apply Marketing 3.0 principles. (note this will be the same product used in assignment on 4 P’s.)

On July 29, turn-in a 750 word essay applying Marketing 3.0 principles to your product.

**Week 8 – July 29, 31; Synthesis**

There will be a guest speaker on July 29 along with a course review.

**July 31 – FINAL EXAM**

A 12-15 minute presentation will be made to the ‘board of directors’ on how your product plan incorporates Marketing 1.0, 2.0, & 3.0 principles.


Course Policies and Information for Students

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

1. ATTENDANCE POLICY
   We meet only 15 times. Attendance is mandatory as we all learn from each other. If you have an illness or other situation, please have the courtesy to notify the instructor prior to class to receive an excused absence. One unexcused absence is allowed. After that you will lose 1 point per absence from your class participation points.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

   Late work is penalized on a % reduction in score. Unless previously approved all late assignments decrease by 5% per 24 hours late.

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR LATE PAPERS

   If you miss an assignment due to an excused absence we will reschedule as soon as possible. For unexcused absence, there may an alternative assignment or a make-up date to be determined dependent upon circumstances.

4. ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other
issue related to academic integrity, please ask your instructor.

Resources for Students

1. DISABILITY RESOURCES: If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

2. WRITING ASSISTANCE: For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

3. THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS, with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.

4. ACCOMMODATIONS BASED UPON SEXUAL ASSAULT: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship
and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

6. MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.