

## Strategic Marketing

Academic Year: **2017/2018**

Semester: **1st**

**Instructor(s):** Kyryl Lakishyk

**Contact(s) and Office hours:**

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**Biography:**

Kyryl Lakishyk has joined the faculty of CATÓLICA-LISBON School of Business & Economics in Fall 2004 from John M. Olin School of Business, Washington University (MSBA, PhD). His academic background includes UA Institute of International Relations of Kiev National University (BA 1997, MA 1998) and teaching various marketing subjects in Washington University (2003) and University of Missouri – St. Louis (2004). Prof. Lakishyk's professional and consulting experience includes United Nations Development Project - UA (1998), The American Review of Public Administration, (1998-1999), C'Est La Vie Productions, St. Louis MO (2003) and Pinela Communications, St. Louis MO (2003-2004), Vista Alegre & Atlantis Crystal (2009-2010), and L'Oréal Portugal (2005->), FixeAds and EDP. Kyryl is actively involved in various marketing projects of CATÓLICA-LISBON. His research interests lie in new product introductions and competition in consumer technology markets, branding of consumer and luxury products, and effectiveness of in-store promotions.

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**Course overview and objectives:**

Strategic marketing decisions, unlike tactical decisions, have long-term effects, are often costly to change once implemented. As such, they are important decisions, usually under the purview of senior marketing management (often CEOs). Strategic marketing decisions involve more than one marketing mix variable that have to be consistent with core competencies and complementary with each other, with the purpose of establishing sustainable competitive advantage. Before doing that, it requires careful analyses of the industry, customers, self, competitors, and buyer-supplier relationship to identify a feasible set of alternatives and deciding on a course of action. The objective of this course is to provide a comprehensive framework for the understanding of strategic situations and the trade-off involved, and the development of competitive marketing strategies. As a capstone course, it gives students experience solving a substantial problem using concepts that span several topic areas in marketing.

At the end of the course I want to leave you with a set of broad principles that help you refine your approach to strategic marketing problems. These will have a longer lasting value than a laundry list of do this and don't do this. "Cook-book" solutions rarely work in practice. As long as you know to recognize a problem, know what the trade-offs you need to make, and evaluate their impact on your bottom line, you will be a better decision maker in strategic marketing situations.

This course focuses on business level marketing strategy. The overall goal is to develop students' ability to think strategically about marketing problems and their potential solutions through exposure to variety of marketing concepts and methods.

The main learning emphasis in this course is placed on improved critical thinking ability (analytical and creative) as it relates to marketing strategy and implementation. The specific objectives of this course include:

- Understanding the impact of strategic marketing decisions on the firm
- Learning how to develop strategy based on market analysis.
- Applying decision models used by today's marketing managers
- Learning how to assimilate information from a variety of sources (including marketing research).

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### **Course Content:**

The course is organized around three main pedagogical components: (i) lectures to present the course content, (ii) assigned readings and cases, and (iii) marketing simulation. Simulation serves as a backdrop example through the course, and gives you an insight into the "real world" frustrations and rewards of formulating and implementing marketing strategy.

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| • Analysis of Market opportunity                 | • Product and Pricing Strategies          |
| • Consumer analysis and Customer Value           | • Communication                           |
| • Market Entry Strategy                          | • Sustainable Competitive Advantage       |
| • Strategies for Growth/Mature/Declining Markets | • Forecasting, Implementation and Control |

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### **Required background:** Marketing Principles

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### **Grading:**

Grades will be based on a weighted average of your individual class participation, quizzes, exam and group reports and performance of the MARKSTRAT game.

Class Participation / in-class quizzes	individual grade	10%
Markstrat Simulation		
Firm's Performance (relative)	group grade	30%
Final Report		20%
Final Exam	individual grade	40 %

All assignment submissions should be made electronically via [www.turnitin.com](http://www.turnitin.com) (please see details on the Moodle course site).

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### **Bibliography:**

- Course packet (selection of readings distributed in class and online)
- Markstrat Handbook

Both the site and materials are password protected and must not be shared or used outside of this course. Please prepare the material ahead of time so that our discussions in the classroom maximize your learning. Some of the readings are background material and I will not discuss them in class. I may distribute other readings in the class to support our discussion.

Recommended textbook for this course is Walker O. and Mullins J. "Marketing Strategy: A Decision-Focused Approach", 8/e (2013) McGraw-Hill

Additional recommended and useful manuscripts are:

- Aaker, A.A., "Strategic Market Management" (9th ed.)
- Farris, Bendle, Pfeifer & Reibstein, Marketing Metrics: 50+ Metrics Every Executive Should Master, 1/E (2006) Wharton School Publishing
- Lehman, & Winer, Product Management, McGraw-Hill/Irwin
- Marian Burk Wood, The Marketing Plan Handbook 3 edition, (2008) Pearson Prentice Hall
- Porter, M., "Competitive Strategy: Techniques for Analyzing Industries and Competitors"
- Winer & Dhar Marketing Management: International Edition, 4/E Pearson Higher Education (2011)

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**Extra Costs (case studies, platforms...):** None

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**Miscellaneous information:**

**Class participation**

The effectiveness of a manager, to a large extent, is determined by his or her skills in presenting and communicating marketing concepts and strategies. One objective of this class is to help you develop these skills through class participation. At the end of the semester you will be evaluated on the overall quality and quantity of your participation in class discussion throughout the semester. I will cold call, and you can volunteer answers as well. The quality of their answers will contribute to the class participation of the entire team. It is important to understand that just coming to the class does not imply class participation. Also, the frequency of participation is not as important as the quality of your input. That is, you should strive to make effective use of discussion time in class through thoughtful, timely, and constructive participation. Please bring your name cards to class every day.

Ways in which you can contribute to class participation are

- laying out analyses for the topics of discussion;
- asking thoughtful questions, because you don't know the answer and you think it will contribute to further learning;
- posting relevant articles and examples in the "Forums" section of the class website or dedicated Facebook Group, as well as participating in the discussions started by others;
- teaching others, e.g., if you have relevant experience in the area;

**Simulation:**

The Markstrat computer simulation is an important part of the learning experience. It provides an environment within which you can analyze and implement marketing strategies and obtain market-based feed-back. Distinguished features of this simulation game are: (1) a longer-term perspective, (2) an emphasis on strategic issues such as competitive analysis, product portfolio, market segmentation, and product positioning and re-positioning, (3) the opportunity to manage and expand the product line through modifying existing brands and introducing new ones, and (4) a more dynamic environment, reflected by different product/market life cycles etc.

I will provide details of the simulation game in class, and your group will be required to

- Submit your strategic decisions on time. I will make reasonable effort to get in touch with your group if your decisions are not submitted by the deadline (otherwise the simulation will use your decisions from last period, which may not be optimal for the performance of your firm).
- Conduct a thorough strategic analysis, which includes consumer analysis, competition analysis, and internal analysis. Based on which, outline the opportunities and threats faced by your company, and set the initial strategy for the company.
- Prepare a final report (max 10 pages excluding appendices), discuss the logic behind your strategic decisions and competitive moves, and what you have learnt from the game.

Details and suggestions for this report will be available on the course website.

## Groups

In this class you will work in groups. As a group you will compete in the simulation, prepare and submit any written assignments, and discuss cases before classes for which they are assigned. Markstrat Simulation is an engaging game with real competitive spirit. Some individuals may become very invested in it. It is important that each member of your benefits from the simulation experience. In class I may call on individual group member to represent the team (for example, to clarify how new products are launched in Markstrat, etc.). The quality of his/her answers will impact participation grade of the entire team. Such 'one-for-all' method should give learning incentives to all team members. At the end of the course each group member will be asked to hand in a confidential evaluation of the participation of each group member. All members of the group typically receive the same grade. However, in the case of evidence of "free-riding" this policy will be relaxed.

## Suggestions for Success

- Talk about expectations for how your team should operate with all team members. Be clear early in your team's development about what the acceptable standards of work contributed are. You will avoid miscommunication and frustration later in the term.
- Develop a structure (protocol) for team meetings e.g., agenda items, how meeting will progress, minimum expectations for each member's participation, cell phones off, etc. By communicating these expectations amongst your team early in the term your team will function more efficiently.
- Should any team related problems arise, seek my intervention early in the term, while it is useful.

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## Code of conduct and ethics:



**You are expressly prohibited to gather information (online or offline) related to the Markstrat Simulation or Harvard Cases in order to help your decision-making. If you are unsure whether a specific action would violate this rule, please ask me for clarifications.**

Católica Lisbon School of Business and Economics is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. A crucial element to achieve these goals is the creation and maintenance of an atmosphere contributing to learning and personal growth for everyone in the community. The success of CATÓLICA-LISBON in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities.

Along with all the other members of our community, students are expected to follow professional standards and CATÓLICA-LISBON standards of Academic Integrity. Some details should be mentioned here: Please arrive on time for class with uninterrupted attendance for the duration of the class. Signing attendance sheet for anyone else in the class constitutes fraud and a violation of the CLSBE code of conduct. Use of computers and other electronic devices during the class is not allowed, unless expressly requested by the instructor of the course. Students who persistently act in a disruptive and disrespectful manner during the class session may be invited to leave.

Students are expected to behave at all times according to the fundamental principles of academic integrity, including honesty, trust, fairness, respect, and responsibility. In particular,

- a) In **individual graded assignments** of any type, students may not collaborate with others or use any materials without explicit permission from the instructor of the course;
- b) In **group assignments and reports**, all students listed as authors should have performed a substantial amount of work for that assignment;

- c) It is dishonest to fabricate or falsify data in experiments, surveys, papers, reports or other circumstances; fabricate source material in a bibliography or “works cited” list; or provide false information in other documents in connection with academic efforts;
- d) **Plagiarizing**, i.e. “to steal and pass off the ideas or words of another as one’s own and or to use another’s production without crediting the source” (Merrian-Webster Dictionary) is an Academic Integrity breach. It can be avoided by using proper methods of documentation and acknowledgement. Visit this guide for additional resources on how to avoid plagiarism in your written submissions <http://en.writecheck.com/plagiarism-guide>
- e) In **exams** students must not receive or provide any unauthorized assistance. During an examination, students may use only material and items authorized by the faculty. Use of smartwatches or other communication devices is not permitted during the exam.

Academic integrity breaches will be dealt with in accordance with the school’s code of Academic Integrity:  
<https://www.clsbe.lisboa.ucp.pt/system/files/assets/files/academicintegritycode.pdf>

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