EGRMGMT 510
Marketing
Syllabus: Spring 2025

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Office Hours: By Appointment

1. COURSE BACKGROUND

Peter Drucker states in The Practice of Management, *"If we want to know what a business is we must start only with its purpose ... There is only one valid definition of business purpose: to create a customer. What the customer thinks he is buying, what he considers 'value' is decisive—it determines what a business is, what it produces, and whether it will prosper."*

Continuing this same theme, Ted Levitt's seminal article on marketing, Marketing Myopia, makes the following statement: *"The entire corporation must be viewed as a customer-creating and customer-satisfying organism. Management must think of itself not as producing products but as providing customer-creating value satisfactions."*

It therefore follows that marketing is about understanding and then fulfilling the wants and needs of a target audience. It also is concerned with developing and executing strategies that allow the firm to differentiate its offerings from other available options so that the firm can generate profits from its value creation, delivery and capture. The goal of this course is to provide you with the necessary understanding of the basic marketing concepts and analytical skills so that you can address how to create and fulfill customer wants and needs and, in the process, also obtain the necessary differentiation so the firm can generate value for and capture value from customers.

Creating this value and obtaining the necessary differentiation requires that managers effectively:

- ***Analyze the Five C's***: Define opportunities by analyzing Context, Customers, Competitors, Company and Collaborators
- ***Define the STP, VP and BMC:*** Determine how to best Segment, Target and Position your offerings and build a clear and compelling Value Proposition and Business Model Canvas
- ***Design the Four P's of Marketing***: Design and implement integrated marketing programs comprised of Product, Place, Promotion and Price

This course is designed to delve deeply into these three domains by exploring each of the elements - 5C's, STP, VP, BMC and the 4Ps – in detail. The syllabus is organized to move through each of these elements in a structured and logical manner.

2. COURSE OBJECTIVES

Given this background, your personal objectives in this course should be:

1. *To learn and apply the basics of marketing theory*
2. *To further develop your analytical and problem-solving skills*
3. *To enhance your teamwork, consultative and professional communication skills*

Specifically, this course is designed to help you:

- *Recognize the power and value of marketing concepts, with the ability to use them to develop, execute, and evaluate marketing plans*
- *Identify the connections between marketing and other functions of the business, in a manner that heightens your overall skills as a manager and business analyst*
- *Develop a disciplined approach to the analysis of marketing situations*
- *Appreciate how the elements of the marketing mix fit together and must all be considered in the development of successful, integrated marketing plans*
- *Expand your decision-making/consultative/presentation skills, by requiring you to make and defend decisions in analyzing situations, developing recommendations, and delivering presentations*
- *Enhance your abilities to lead, manage, and work effectively within a team*

3. COURSE DESIGN

To develop a strong understanding of effective marketing, this course will leverage "Virtual and Team Based Learning" and draw upon: Coursepack Readings, Lectures, Case-Study Analysis, Consulting Team "Role Plays," Guest Speaker Interviews, and a "Real-Life" Consulting Project to develop an Integrated Marketing Plan.

Classroom and Synchronous Virtual Learning:

This course will be a blend of Classroom and Synchronous Virtual learning. Virtual Lectures and Tool Overviews will be recorded to allow for asynchronous virtual viewing, while Case-Study Discussions, Interactive Q&As and Guest Speaker interaction (as feasible) will be conducted in classroom/virtual synchronous modalities.

Team Based Learning:

You will be assigned to a team for the duration of the course. Marketing is heavily dependent on people working together in collaborative teams. So, throughout the course, we are focused on developing the skills needed to lead, manage, and work effectively within a team.

In the interest of making sure all team members acquire a full suite of effective marketing skills, and to ensure that the team develops the best possible deliverable, please DO NOT divide up and assign the work each week so that one team member is "specializing" in one area. For example, do not have one member of your team be the individual who is responsible for the quantitative analysis while another is responsible for the qualitative. Instead, push yourself, and each other, to take on different – sometimes uncomfortable and/or unfamiliar – roles to test them out. Research has proven that "Acting your way into a new way of thinking" is more effective than "Thinking your way into a new way of acting." Use this course to explore your boundaries and expand your horizons.

Coursepack Readings:

This course uses a curated digital Coursepack, available via Harvard Business School Publishing that purposefully integrates readings and case studies for each class session *(See Section 6).* Prior to the class session, lecture materials and/or recordings will be posted to the Canvas site for preview. Following the class session, case analysis materials and guest speaker interaction recordings will be posted to the Canvas site for review.

Lectures:
A portion of each class period will consist of a lecture that elaborates on topics included in the Coursepack readings and introduces additional relevant materials not covered in the course readings.

Case Studies:
Case studies are synopses of actual business problems that put you in the position of the manager who faces a set of marketing challenges. One of the most effective ways to develop strong marketing skills is through case analysis and the recommendation and defense of marketing strategies and plans based on that analysis. Case-Study Analysis will be conducted both Individually and in Teams.

GCI Consulting Team "Role Plays":
As part of the MEM GCI Tech Management Simulation, you will assume the "role" of a Consulting team hired by Global Corporation Inc's (GCI) board to analyze and present recommendations on key marketing opportunities/ challenges facing a company the GCI board is considering investing in and/or acquiring.

The GCI "Role-Play" is designed to allow your team to engage in "Near-Real-World" marketing recommendation presentations that influence investment decisions that organizations face on an ongoing basis. The GCI board will select the strongest GCI consultant team recommendation following each "Pitch Fest."

Guest Interviews:
We are very fortunate to have the opportunity to interview highly experienced marketing leaders from industry. Each leader will deliver a brief overview of their career and the key learnings that have emerged from their experience in leading Marketing related to one of the cases we review.

"Real-Life" Consulting Project:
Throughout the course, your team will collaborate to develop an Integrated Marketing Plan for Athletic Recovery Center, a promising company playing in the Metaverse space.

4. DUKE HONOR CODE/COMMUNITY STANDARD

The Duke Honor Code/Community Standard is an integral part of this course.

This means you **cannot give or receive any information on any graded assignment**. This prohibition applies not only to conversations you might have with members of your section in the course this semester, it also applies to individuals in MEM sections or classes that have met previously, either this semester or in years past. Additionally, you may not receive information on graded assignments from people in other Duke classes, from people outside of Duke, or from any other source (this includes your friends outside of Duke, as well as your family members).

With regard to work designated as an "Individual Assignment" within this course, you cannot give or receive any information on any assignment. Your work must be completely your own.

On work designated as a "Team Assignment," the expectation is that you will actively participate with the members of your team in the completion of the assignments. You cannot, however, give or receive any information on any assignment outside of working with your team members. This includes prohibitions on sharing information with or receiving information from other teams, as well as sharing information with or receiving information from any individuals who are not members of your team.

As noted earlier, on the case assignments, neither you as an individual nor your team as a group may conduct any Internet searches, library work, or bring in outside information about the case situations, companies, or the industries featured in a case. For these assignments, you may use Generative AI to improve readability, but not to synthesize your recommendations or analysis.

For the final "real-life" case study assignment, you are, of course, encouraged to do as much secondary research as possible to develop your Integrated Marketing Plan. Again, any use of generative AI needs to be in a conservative, documented manner that does not compromise the experiential learning objectives of the course. Here is some general guidance.

Generative AI Guidance

Large Language Models and related tools and techniques can be conservatively used to inform the work on cases and projects except where noted in the instructions for the cases and projects. However follow these guidelines:

1) Do not use Generative AI to solve the modelling aspects of the projects and cases
2) Do not submit the case or project material into LLMs nor do not paste graded assignments or examples into LLMs, as there are no controls on how the data will be retained or used in the future.
3) Do not submit copyrighted material into a public or non-licensed LLM.
4) Prompts and responses from LLMs used for your cases and projects should be available upon request to the teaching team, so please document this. The teaching team may ask questions during presentations about the sources of information, so everyone on a team would need to understand the sources and use insights and methods to assure the veracity of the material.

If there are any questions about how the Duke Honor Code/Community Standard applies, either in terms of the course overall or with regards to a specific assignment, please contact the teaching assistants first, then the course instructor if further clarification is needed.

5. COURSE ASSIGNMENTS/DELIVERABLES AND GRADING

Course Deliverables:

The following table summarizes how your grades will be determined. The subsequent sections elaborate upon each of these assignments and deliverables.

Course Assignments/Project Deliverables	Type	Scoring	Weight
Individual Case-Study Analysis *(3 Cases, 1 Point Each)*	Individual	Submit	3%
Marketing Metrics Assignment *(Take Home Assignment, Online, Open Book/Notes)*	Individual	Percent	6%
Midterm Exam *(Class 1-6 Material)*	Individual	Percent	15%
Course Engagement, Quizzes and Team Contribution *(See Below)*	Individual	Percent	10%
Team Case-Study Analysis/Recommendations *(3 Cases, 5 Points Each)*	Team	Scaled	15%
GCI Consultant Team Presentations *(2 Companies, 10 Points Each)*	Team	Scaled	20%
GCI Case Study Individual Executive Summaries *(2 Companies, 3 Points Each)*	Individual	Scaled	6%
Athletic Recovery Center Project: Marketing Plan *(Maximum 7 Minute Presentation)*	Team	Scaled	10%
Final Exam *(Class 1-12 Material)*	Individual	Percent	15%

Percent Grading:

Percentage grading evaluates your submission on a traditional 0-100% scale. It is applied to Exams, Quizzes, Final Project Deliverables and Course Engagement/Team Contribution

Scaled Grading:

Scaled grading is applied to all other Case Study, GCI/Consulting Submissions and evaluates your submission as follows:

- **Criterion Based Evaluation:** First, your submission is evaluated against the **baseline requirements** outlined below
- **Comparative Performance Evaluation:** Second, your submission will be **compared** to your peers and **ranked-ordered** to fit a distribution as outlined below.

Did Not Submit Assignment	Meets Minimum Requirements	Meets Average Requirements	Exceeds Average Requirements	Exemplary Submission
0 Points	*70 Points*	*83 Points*	*88 Points*	*93 Points*
Assignment was not submitted on time.	*Assignment met the minimum requirements (e.g. Length, Time) but demonstrated limited application/use of the course material*	*Assignment met the requirements, was completed as prescribed, and demonstrated an acceptable application/ use of the course material*	*Assignment exceeded requirements, was completed in a differentiated way by demonstrating a clear command/application/use of the course material*	*Assignment far exceeded expectations with a truly exceptional effort demonstrating a unique and/or novel application/use of the course material.*
NA	*Bottom 15% Rank*	*Next 30% Rank*	*Next 30% Rank*	*Top 15% Rank*

Case Study Analysis and Recommendations
During the first half of the course we will focus on building your analytical and recommendation generation skills. To benefit from the case method of instruction, you must first delineate the opportunities and problems presented in the case. As in the real contexts that these cases depict, it is often not clear exactly what these are and what decisions need to be made.

Once the opportunities and/or problems have been identified, you and/or your team must:
1. *Isolate the relevant information that bears upon the opportunities/challenges/decisions at hand*
2. *Employ the appropriate Marketing theories and analytical tools to leverage this relevant information*
3. *Develop a recommendation, solution or plan of action based on your analysis*

In the process, you will learn a general method for exploring opportunities and resolving problems and will be better able to address similar situations should you face them in the future. After preparing a case, you and/or your team should be ready to make a clear recommendation about what course of action you would follow and be prepared to back up that recommendation with both qualitative and quantitative analyses. Our case discussions will focus on the analyses and recommendations brought forward by various members of the class.

Please note that some of the cases used in this course are "older," in that the setting involves events that took place a number of years ago. The goal in using cases is not to provide you with knowledge about today's marketplace or a specific industry/firm, but to emphasize key learning points that are exemplified by the case. As a result, even though the specific facts in some of the cases may differ from today's world, the general settings, problems, and actions taken in the selected cases replicate situations that you may well face in your own career. By reasoning through the case problems and then discussing them in class, you will be better prepared to attack those problems when you face them in your career. We augment these cases with other "digital" cases in lecture to illustrate how the concepts can be applied today and in the near future.

To emulate as closely as possible the situations marketers find themselves in at the time of the case, it is important that everyone in the class works from a common frame of reference. Basing your analysis or recommendations on material that is outside the case destroys this common frame and can denigrate the case discussion for others. Accordingly, all of our work on the cases will be based on the assumption that we are dealing with the situation at the time of the case. Therefore, you and your team members should not do any Internet searches, library work, or bring in outside information about the company or the industry.

For the ***Individual Case-Study Analysis*** deliverables you will required to take a position on a key decision within the case and provide a clear, concise (Max 150 Words), and compelling written rationale to justify your position. Your Individual Position Paper Response is to be submitted via the Assignments tab on Canvas.
- *Class Meeting 2: Kodak (Situation Analysis/Recommendation/Rationale)*
- *Class Meeting 6: Lenovo (Situation Analysis/Recommendation/Rationale)*
- *Class Meeting 8: Colgate vs. P&G (Situation Analysis/Recommendation/Rationale)*

For the ***Team Case-Study Analysis*** deliverables in the course, you will prepare three PowerPoint slides outlining: (1) The Situation, (2) Your Analysis (Quantitative/Qualitative) of the Situation, and, (3) Your recommendation and Rationale. Your Team's Recommendation Slides are to be submitted via the Assignments tab on Canvas.
- *Class Meeting 3: Rent the Runway (Analysis/Recommendation/Presentation Submission)*
- *Class Meeting 4: Mountain Man Brewing (Analysis/Recommendation/Presentation Submission)*
- *Class Meeting 5: Olympic Rent a Car (Analysis/Recommendation/Presentation Submission)*

Midterm Exam:
The Midterm exam will test knowledge of the material from course readings, lectures, and your marketing analysis skills for the first half of the course (Class 1-6).

Marketing Metrics Assignment:
Marketing Metrics Assignment is an individual take-home "quiz" where students are required to conduct a Marketing Metrics assessment for GFE, a widget manufacturer that sells directly to multiple retailers. It will be an open reading/lecture/notes timed online quiz.

Final Exam:
The final exam will test knowledge of the course material from course readings, lectures, and your marketing analysis skills for the entire course (Class 1-12).

Course Engagement, Quizzes and Team Contribution:
Lecture Attendance and Engagement (approx. 7% of Grade), Team Contribution (approx. 3% of grade).   There may be in-class quizzes as well.   Participation is a critical element of the student learning experience in Marketing.

You are allowed one excused absence from class, and you are required to take both the Mid-Term and Final Exam in class. You are also required to present all of your team cases in class. For the remaining ten lectures, you will be deducted one point for each class missed, up to a maximum allowable three absences.   In all instances, you are required to formally request an absence from class citing a valid reason to your TA's, copying your professor.

Based on your individual and team preparation of the background readings, lecture reviews, and case study analysis, you should come to class ready to contribute to class discussions with both comments and questions. If there are unannounced quizzes during class, and these will each contribute approximately 1% each as a part of the course engagement grade.   There will be no make-up quizzes allowed, so if you miss a quiz you will receive a 0.

When considering how you may best contribute to the class engagement, consider the following factors:
- *Is the comment accurate, and does it reflect the background readings and/or case facts, but not merely restating them?*
- *Does the comment/question add new insight to our shared understanding?*
- *Is the comment/question timely and does it advance the comments/questions recently made by others?*
- *Does the comment/question arrive at a positive solution for the situation/issue/opportunity outlined in the case?*
- *Does the comment/question move the discussion along by yielding a new perspective?*
- *Does the comment/question reflect a concern for maintaining a constructive and comfortable classroom atmosphere?*

In addition to Course Attendance and Engagement, all team members are expected to contribute fully to their team's effort in completing team-based assignments/deliverables/feedback.

When considering how you may best contribute to your professionalism as a team member, consider the following factors:

Personal Professionalism:
- *Communication: Am I communicating my ideas effectively?*
- *Teamwork: Am I leading and contributing in a way that leads to high-performance?*

- *Critical Thinking: Am I solving complex problems by applying incisive analysis?*
- *Ethics: Am I approaching every assignment and discussion with utmost integrity?*
- *Humanness: Am I demonstrating that I value people and creating value for people in my interpersonal interactions.*

Teams are required to develop a Team Charter at the beginning of the semester. Team contribution will be evaluated via Team Peer Feedback where aggregate data on performance and contribution for each team member will be gathered, synthesized, analyzed, and – where necessary - debriefed with your TA twice during the semester.

Poor team contribution, based on peer feedback from the two Peer Feedback evaluations will be reflected in the overall Engagement and Contribution score.

GCI Consulting Team Presentations and Individual Executive Summary:
During the second-half of the course, our focus shifts to building your recommendation development, consultative and presentation skills by analyzing the following companies for GCI's board:
- *Class Meeting 9: PedalSpark*
- *Class Meeting 10: Casper*
- *Class Meeting 11: Basecamp*
- *Class Meeting 12: 24 Hour Fitness*

Each GCI Consulting team will be required to develop and present a recommendation for the GCI board for two of these companies. In analyzing their assigned companies, GCI Consulting Teams will develop a clear, concise (7 MINUTE MAXIMUM) and compelling "Pitch" that addresses each of the following "SCQR" questions:
1. *The Situation: What is the current situation of the company being analyzed?*
2. *The Complication: What is the key issue or challenge is the company currently facing?*
3. *The Question: What is the most important question to be answered for the board to make its decision?*
4. *The Recommendation: What is your recommendation on what the company should do?*

This is a competitive "Pitch Fest," your GCI Consulting team's performance will be based on how your board pitch ranks when compared to the competing consulting pitches delivered to the GCI board.

Additionally, for the CGI Consulting Team Assignments where student teams are **not** delivering, each **individual** is required to submit a clear, concise (Max 450 Words), and compelling executive summary of their recommendation.

Athletic Recovery Center Integrated Marketing Plan:
You will be working in project teams to develop and present an Inventive Marketing Plan for the Owner of Athletic Recovery Center: A provider of leading-edge workout recovery therapies.

Athletic Recovery Center (ARC) is co-located with Bucked Up Fitness in Cary, NC. For more information on ARC and Bucked Up, review the following links:
- www.arccary.com
- www.buckedup.com
- https://www.bufnc.com/home

Late Assignments:
Students/teams are expected to submit all assignments by the stated deadline. Late assignments (even if it is

only by a few minutes) will receive reduced grades. The reduction in the grade will increase as the lateness increases, up to the point where extremely late submissions will receive grades of "0."

6. REQUIRED COURSE MATERIALS/COLLABORATION PLATFORM

Coursepack Materials:
The electronic Coursepack, **"EGRMGMT 510: MARKETING COURSEPACK SPRING 2025"** contains the background readings and cases to be discussed in this course. You will obtain and pay for your Coursepack directly from Harvard Business Publishing.

To access this Coursepack, please use the following directions:

Copy and paste this link: https://hbsp.harvard.edu/import/1245154 *into an internet browser that will bring you to a page asking for Authorized Student Access*
1. *If you have accessed or purchased Coursepack from Harvard in the past, you may select "Login Now" and use your existing Student account.*
2. *If you have never purchased a Coursepack from Harvard before, you will need to select "Register Now" and fill out the form*
   o *New users, once registered, will be prompted to log in again*
   o *Go to My Courses/Coursepacks*
   o *Select the appropriate Coursepack (EGRMGMT Marketing)*
   o *Click on "View Document" to access the Coursepack material*
   o *You may go directly to http://hbsp.harvard.edu/ to sign in for any subsequent access*

All students **MUST** purchase a Coursepack, in compliance with Harvard's copyright provisions clearly noted on the Harvard Business Publishing site as well as on each reading and/or case. I am notified of all purchases.

In addition to the readings and cases included in the Coursepack at the beginning of the semester, the instructor reserves the right to add readings and/or cases to the Coursepack throughout the semester, as appropriate. Should this occur you will be advised to purchase these additional materials directly from Harvard Business Publishing.

Mural Collaboration Platform:
Teams will be provided the option to access to use Mural's innovative platform to engage in collaborative team activities. Mural is proven to improve team creativity and performance while working collaboratively at a distance and will dramatically improve your team's ability to develop clear, concise and compelling responses to your assignments and deliverables. There is no charge to students for using this platform.

Each team will be provided with their own "Mural" Team Workspace. Specifically developed Mural Templates will be provided within your workspace to facilitate your work on class assignments and project deliverables.

For more information on the platform itself, visit mural.co

7. Faculty Biographies

Bill Clark Biography

William (Bill) Clark is a technology industry leader, entrepreneur, inventor, and adjunct professor who is fascinated by the ever quicker pace and increasing scale of technology innovation and the resulting opportunities and challenges to society that these changes bring.

Professor Clark's experience spans nearly four decades across Telecommunications, Utilities, Automotive, Public Sector, High Tech, Manufacturing, Oil and Gas, Petrochemicals, Retail, Consumer Industries, Sports, Healthcare and Education. Bill has held numerous strategic leadership positions. At SAP, Bill was a Global Vice President leading mobile innovation strategy and partnerships, focusing on AI, edge computing and computer vision. Bill was selected as Managing Vice President for Application Innovation at Gartner, focused on application of artificial intelligence, blockchain, user experience, and consumer facing application platforms. Prior to managing, Bill was a Gartner Research Vice President covering mobile and low-code application development, user experience, wireless networking, and location technologies.

In addition, Professor Clark held multiple roles at Ericsson, including Director. He was responsible for Ericsson's wireless internet strategy, reporting to the CTO office and he led standards efforts in W3C/WAP that led to the adoption of internet browsing on mobile phones, and he led the team that created the world's first Bluetooth implementation and worked extensively with partners such as Microsoft to establish it as a global standard. Bill started his career in industrial automation at Texas Instruments, researching and implementing textual and graphical language compilers and writing operating systems and applications used for continuous manufacturing processes.

As an entrepreneur, he first founded a firm focused on mobile application development, and had customers as varied as the Chicago Board of Trade, WalMart, and Hersheys. Later he led business development in a field service management software startup (acquired by SAP) serving capital-intensive industries. He founded a third startup to focus on digital transformation through mobile applications, AI, and IoT, and led a small team that developed a machine learning library to analyze cracks in buildings and other structures as input for predictive maintenance software. With these his clients and partners included General Motors, IBM, BP, NASA, Tren Italia, and many others.

Professor Clark was awarded a significant patent at Texas Instruments for an Industrial Automation software tool and patent at Ericsson for context aware computing application for mobile phones, leading teams that have innovated, developed and marketed wireless products from 1G through 5G.

Professor Clark's appointments as an Adjunct Professor at Duke University's Fuqua School of Business and Pratt School of Engineering allow him to explore academic research in AI and quantum computing and to share new frameworks that build upon the pillars of digital business: social, mobile, cloud, big data and blockchain.

Bill authored over 200 pieces of research at Gartner, covering topics ranging from artificial intelligence, explainable AI, application development, blockchain, and context aware computing. He has presented on "Strategic Innovation in IoT and "AI-Human in the Loop" with Purdue University Engineering's Robotics and IoT lecture services in 2021. As a lead analyst for wireless technologies at Gartner, Prof. Clark was quoted and interviewed by The Wall Street Journal, China Morning News, CNBC, and others and has keynoted at dozens of technology and business conferences.

Along with his teaching and research, Professor Clark consults on Artificial Intelligence (responsible AI generative AI, agentic AI), Machine Learning, integration and dev/op platforms, application development, mobile, robotics, autonomous vehicles, and process automation.

Professor Clark holds an MBA from Duke University Fuqua School of Business, and B.S. in Computer Science from Purdue University.

SPRING 2025: EGRMGMT 510 – Marketing: Syllabus on a Page (SOAP)

Class Sessions	Coursepack Readings	Assignment Due Dates (EST)	Team Activity Due Dates (EST)
(1) Tue, Jan 14	**None**		
(2) Tue, Jan 21	**Marketing Strategy Formation Framework**	**Eastman Kodak Case** *INDIVIDUAL Response due by 11:59PM on Jan 20 via Canvas*	• *Drop/Add Date **TBA*** • *Teams Finalized*
(3) Tue, Jan 28	**Segmentation and Targeting**	**Rent the Runway Case** *TEAM case slides due by 11:59PM on Jan 27 via Canvas* *ONE submission per TEAM*	**Team Charter Due** • *Submit Team Charter by 11:59PM on 9/6*
(4) Tue, Feb 4	**Product Policy**	**Mountain Man Brewing Case** *TEAM case slides due by 11:59PM on Feb 3* *ONE submission per TEAM*	
(5) Tue, Feb 11	**Competitive Strategies** **Marketing Metrics** *(Pre Recorded)*	**Olympic Rent-a-Car Case** *TEAM case slides due by 11:59PM on Feb 10* *ONE submission per TEAM through Canvas*	**Team Feedback/Touchpoint #1** • *Complete Team Feedback Survey by 11:59PM on Feb 14* • *TA/Team Check In, if needed, by 11:59PM on Feb 17*
(6) Tue, Feb 18 *Guest Lecture: TBD*	**Brand Positioning**	**Lenovo Case** *INDIVIDUAL Response due by 11:59PM on Feb 17 via Canvas* **Marketing Metrics Quiz** *Individual Submission due by 11:59PM on Feb 21*	.
(7) Tue, Feb 25	**MIDTERM EXAM**	**(Class 1-6 Material)**	
(8) Tue, Mar 4 *Guest Speaker: Raj Pudipeddi, Align Tech.*	**Consumer Behavior and the Buying Process**	**Colgate vs. P&G Case** *INDIVIDUAL Response due by 11:59PM on Mar 3 via Canvas*	*Additional Reading: 21 Seeds Case*
(-) Tue, Mar 11	**NO CLASS**	**SPRING BREAK**	
(9) Tue, Mar 18 *ARC Project Kick off – Guest: Greg O'Conner*	**Developing/ Managing Channels of Distribution**	**Pedalspark** *CGI Consulting TEAM pitches or INDIVIDUAL Executive Summary due by 11:59PM on MAR 17 via Canvas* *ONE submission per TEAM/INDIVIDUAL via Canvas* *TEAMS: Prepare STP-PPP Questions for Greg O'Conner*	**Marketing Plan Project Kick Off** Additional Reading: Fitness Industry Case
(10) Tue, Mar 25	**Marketing Communications**	**Casper** *CGI Consulting TEAM pitches or INDIVIDUAL Executive Summary due by 11:59PM on Mar 24* *ONE submission per TEAM/INDIVIDUAL via Canvas*	
(11) Tue, Apr 1	**Pricing Strategy**	**Basecamp** *GCI Consulting TEAM pitches or INDIVIDUAL Executive Summary due by 11:59PM on Mar 31* *ONE submission per TEAM/INDIVDUAL via Canvas*	
(12) Tue, Apr 8 **Guest Speakers: The Trade Desk Amazon**	**Digital Marketing**	**24 Hour Fitness** *CGI Consulting Team pitches or INDIVIDUAL Executive Summary due by 11:59PM on Apr 7* *ONE submission per TEAM/INDIVIDUAL via Canvas*	**Team Feedback/Touchpoint #2** • *Complete Team Feedback Survey by 11:59PM on Apr 11*
(13) Tue, Apr 15 *Project Pitch Off Guest: Greg O'Conner*	**None**	**Athletic Recovery Center Marketing Pitch Off** *Pitch Off Executive Summary due by 11:59PM on Apr 14* *In Class Pitch Off: Each team has 8 MINUTES to Pitch and 6 MINUTES of Q&A with Greg*	
(14) Tue, Apr 22	**FINAL EXAM**	**(Class 1-13 Material)**	

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