

## MARKETING IMPLEMENTATION

### Introduction

Last term, the Marketing Management course provided a comprehensive analysis of the foundational elements essential to crafting a marketing plan. Through case studies and lectures, we explored the analytical frameworks needed for effective positioning, considered consumer behavior, dived into market segmentation and differentiation, and then reflected on product and pricing strategies.

In the upcoming term, Marketing Implementation will shift out focus to two critical objectives. First, we will continue the strategic decision-making process with a focus on the remaining elements of the marketing mix: distribution and promotion. Second, we will integrate all of the components of the marketing framework together, considering how they influence customer management and overall marketing strategy, deepening our understanding of how marketing decisions drive outcomes.

### Objectives

This course focuses on analyzing various marketing management scenarios that impact the allocation of time, human capital, and financial resources, with the ultimate goal of successfully bringing a product offering to market.

### Content

The course is structured around four modules:

- 1. Sales Management:** This module examines the sales process for various product types, identifying critical steps and analyses needed to build lasting, profitable relationships with clients. We will also explore essential managerial decisions related to sales team leadership, including selection, management, and performance evaluation.
- 2. Channels of Distribution.** In this module, we will focus on the strategic decisions involved in bringing an offering to market. Should the firm sell directly to customers or through intermediaries (e.g., retailers, wholesalers)? We will analyze the economics of different distribution channels, their impact on pricing and service levels, and strategies for managing potential channel conflicts.
- 3. Communications.** Marketing strategy seeks to answer three fundamental questions: (a) Which customers should we target? (b) What should we offer? (c) How should we communicate that offer? This module covers the components of a communications plan, examining how to leverage various media channels to achieve marketing objectives.
- 4. Customer Management.** The course concludes with a critical focus on understanding and measuring customer value. Topics include customer lifetime value, value creation and delivery, life cycle segmentation, the application of big data and CRM systems, and the role of market research in diagnosing business challenges.

## Evaluation

Grades in this course will be based on the following:

- Class participation (60%)
- Final exam (40%)

You will benefit in this course by sharing your analysis and judgment on the cases with the class. Class participation is the primary means of achieving the goals of this course. The value you gain from this course will be directly proportional to the extent to which you expose your viewpoints or conclusions to the scrutiny of the class. The same is true for your classmates – they gain from your contributions, insights, and experiences.

Failing to participate is hence detrimental not only to you, but also to your classmates. Don't let them down, they're trying to learn from you as much as you are from them. In essence, you should view class participation as an opportunity to deepen our shared understanding of the material. Be prepared to provide constructive input as the class collaboratively addresses the issues presented in each case. Don't be afraid to sound stupid! More often than you'd think, the dumbest questions yield the most interesting and insightful of discussion points. We all sound stupid from time to time. It's nothing to stress about. Instead, think about how your ideas build on (or contradict!) others' ideas. Bring these points up. Be thoughtful. Be respectful. Be bold. Take risks. Have fun.

The situations in the cases are complex, and rarely (if ever) will there be a single correct answer, though there may certainly be incorrect ones. The class will rarely (if ever) reach a unanimous consensus, as the appropriate response often depends on assumptions made. Real learning occurs when you observe how others approach a problem about which you have thought carefully.

Case preparation involves developing a personalized and intimate marketing problem-solving style. Cases are semi-structured problems, and the main "product" of repeated exposure to these learning devices is the development of problem definition skills. This may include...

1. **Reading the case quickly:** Skimming for the major issues and gaining a sense of its layout.
2. **Re-reading the case carefully:** Annotating, highlighting, and distinguishing important information, omissions, and questions raised by the reading.
3. **Identifying the key action issues:** Determining if the case is truly about (e.g., pricing) or if (e.g., pricing) is merely symptomatic of a deeper issue that requires examination and resolution.
4. **Formulating analysis questions:** Deciding what analysis questions will inform the key issues and what actions need to be taken.
5. **Answering analysis questions:** Using the available data from the case, making clear and well-informed assumptions about necessary but missing information.
6. **Deciding on a course of action:** Based on the analysis, explicitly considering and rejecting plausible alternative courses.
7. **Developing an implementation plan:** Crafting a plan to achieve the desired action within the constraints of the company, people, and other situational factors.
8. **Testing the plan and analysis:** Comparing your plan and analysis against those of others in your team meetings before class.

## Course Outline & Bibliography

| <b>Module 1 – Sales Management</b>   |   |
|--|---|
| <u>Readings:</u>   |   |
| <ul style="list-style-type: none"> <li>• <i>Chung &amp; Narayandas, Sales Force Design and Management (8213)</i></li> <li>• <i>Zoltners et al., Are Sales Incentives Becoming Obsolete? (HO3TL8)</i></li> <li>• <i>Zoltners &amp; McGinn, 2015 Getting Beyond “Show Me the Money” (R1504F)</i></li> <li>• <i>Roberge, 2015 The Right Way to Use Compensation (R1504E)</i></li> </ul> |   |
| 1  | Diagnosis – <i>The Veteran Tree (M-1391-E)</i>  |
| 2  | Evaluation and Control – <i>StepSmart Fitness (914-509)</i>   |
| 3  |   |
| 4  | Compensation – <i>Roush Performance: How to Design a Sales Force Compensation Plan (519-066)</i>                |
| 5  | Changes in the Sales Force – <i>Qualtrics (518-082)</i>   |
| <b>Module 2 – Channels of Distribution</b>   |   |
| <u>Readings:</u>   |   |
| <ul style="list-style-type: none"> <li>• <i>Rangan, Developing and Managing Channels of Distribution (8149)</i></li> </ul>   |   |
| 6  | Channel Design – <i>Soren Chemical (4188)</i>   |
| 7  | Platforms – <i>Michelin: Building a Digital Service Platform (520-061)</i>                                      |
| 8  | Low-cost Retailing – <i>Primark (M-1386-E)</i>  |
| <b>Module 3 – Communications</b>   |   |
| <u>Readings:</u>   |   |
| <ul style="list-style-type: none"> <li>• <i>Avery &amp; Texeira, Marketing Communications (8186)</i></li> </ul>  |   |
| 9  | Communications and Branding – <i>Digital Marketing at HBS Online (521-027)</i>                                  |
| 10   | Communications Online/Offline – <i>Hubble Contact Lenses (519-011)</i>  |
| <b>Module 4 – Customer Management</b>  |   |
| 11   | Customer Acquisition and Retention in Dynamic Environments – <i>Othellonia: Growing a Mobile Game (520-016)</i> |
| 12   | Big Data and Customer Intelligence – <i>Predicting Consumer Tastes with Big Data at Gap (517-115)</i>           |
| 13   | Customer Management – <i>Starbucks: Delivering Customer Service (504-016)</i>                                   |

## Professor's Biography

Daniel Mirny is an Assistant Professor of Marketing at IESE Business School. Daniel has a B.S. in Brain and Cognitive Sciences from MIT and a Ph.D. in Management from the UCLA Anderson School of Management.

His research broadly considers how consumers perceive and process information in a noisy, information-rich world. This includes (i) how consumers perceive the objectivity of information, (ii) why consumers fail to remember the sources of information, and (iii) when consumers see the world in black and white rather than in shades of gray. Daniel is interested in both the cognitive mechanisms underpinning these processes, as well as in their applications to marketing, interpersonal conflict, political polarization, and the spread of misinformation.

Daniel also cares deeply about mental health on college campuses, with an interest in digital innovations and standardized metrics of impact. He has spent nearly a decade consulting various tech and mental health platforms. The work of his nonprofit, Lean On Me, has been covered by The Washington Post, NPR, NBC News, CBS News, The Boston Globe, etc.

## Additional Information for Reporting and Accreditation purposes

### Competences

#### Basic

- CB6. Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.
- CB7. The students know how to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- CB8. The students can integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9. Students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.
- CB10. Students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

#### General

- CG1 - Listen, understand, and contrast the points of view of others to make an objective composition of a business situation. Communicate in a structured and persuasive way. (Interpersonal communication).
- CG2 - Work effectively in multicultural teams, assuming the leadership of a project when required. Integrate the value of diversity in the decision process and teamwork. (Ability to work in multicultural teams).
- CG3 - Critically evaluate the information and the context of a business situation to reach its own conclusions for making prudential decisions. (Critical thinking).
- CG4 - Acquire the self-knowledge and self-control necessary to work effectively in professional environments under pressure, understanding the motivations of others and the culture of the company. (Emotional intelligence).

#### Specific

- CE18. Analyze markets and new business opportunities. Design rigorous, relevant, and effective market research. Understand with depth and put into practice the concepts of

segmentation, targeting, and positioning.

- CE19. Analyze consumer behavior using empirical analysis tools and theoretical models of human behavior.
- CE20. Learn to develop new products or reposition existing products through distribution, price, and communication policies. Manage brands.
- CE21. Design marketing strategies that incorporate and take advantage of information systems and new social networks.

## **Sustainable Development Goals (SDG)**

*For official reporting purposes, we are required to state below the Sustainable Development Goals (SDGs) discussed in this course. This list is not intended to serve as an illustration of how to approach sustainability issues. We acknowledge that there might be other relevant topics on sustainability not included in the SDGs that might also be addressed in class.*

- SDG 8 – Decent Work and Economic Growth
- SDG 9 – Industry Innovation and Infrastructure
- SDG 10 – Reduced Inequalities
- SDG 12 – Responsible Consumption and Production
- SDG 17 – Partnerships for the Goals