Department of Technology Management and Innovation
MG-GY 6073  Marketing For Technology Managers
Spring 2018

Professor:  Tom Helling

Contact Details:  
tom.helling@nyu.edu
917-593-0946 (mobile)

Office/Hours:  By appointment
TMI Department Office
Dibner, 4th Floor, Room 415

Class Schedule:

Course Pre-requisites:  Graduate Standing

Course Description:

This course provides a graduate-level review of marketing, covering marketing concepts, processes and institutions. Both qualitative and quantitative aspects of marketing thought and practice will be covered during this course. We discuss contemporary marketing issues including branding, customer loyalty, market research, market segmentation and positioning, relationship marketing and digital marketing.

Prerequisites: Graduate Standing.

Course Objective:

This course emphasizes the imperative to be customer-focused in the information sectors. Topics include market definition and redefinition due to technological change; analysis of customer decisions; strategic choices of markets and products; positioning for competitive success; product pricing, distribution and communications decisions; new product development; market-system dynamics and the value chain.

Course Structure:

The primary teaching method will include lectures and business case studies (primary focus will be on the HBS cases). For those of you not familiar with the case study method, a case study is a comprehensive examination of real managerial situations and challenges that are analyzed. It represents a “real world” application of the theories we will explore in the text and lectures.
The course is structured to provide ample opportunity for interaction among students, and between student and instructor. It is expected that you actively participate in keeping up with the lectures and readings. Class interaction is vital to understanding many of the central themes and issues, therefore students must have completed assigned readings and be prepared to discuss when called upon to do so.

**Readings:**

**Required Text:** The text will be: “*Marketing 4.0: Moving from Traditional to Digital*”; Kotler, Kartajaya, and Setiawan, John Wiley & Sons, Inc., 2016


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**Course Assignments and Grading:**

Grading Scheme:

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<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Exam One</td>
<td>25%</td>
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<td>Exam Two</td>
<td>25%</td>
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<tr>
<td>Term Paper</td>
<td>25%</td>
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<tr>
<td>In-Class Preparation and Participation</td>
<td>25%</td>
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Exams One and Two (50% of Final Grade – each exam will be 25% each):
There will be two exams, each representing roughly half of the semester’s curriculum.

Term Paper Assignment (25% of Final Grade):

**Guidelines:**
The assignment is to develop a comprehensive analysis of a marketing campaign, strategy, and plan specific to one brand and/or company based in the U.S. It should be an analytical work that presents evidence in terms of research supporting your hypothesis concerning the campaign, strategy and marketing plan you are focusing on. It is expected to be a synthesis of your thoughts and the research you present in defense of your hypothesis.

1. Your hypothesis should be delivered in a very strong and provoking abstract that introduces the paper.
2. The body of the paper should contain evidence supporting your hypothesis. The analysis for the paper should be developed from a marketing evaluation that considers the rapidly changing global and industry picture and the major macro-environmental forces: demographic, economic, social-cultural, natural, technological, and political-legal.
3. The paper should determine a specific learning lesson for a company, industry, or profession.
4. This paper should reflect your understanding of and ability to express the concepts learned in this course.

**Deliverable Dates:**
1. **Title and thesis statement (hypothesis):** Due by midnight on Friday, February 9, 2018
Include the company name and an explanation of the marketing campaign, marketing strategy, and/or plan you will be focusing on. Discuss your thesis statement, or hypothesis, and present as a single sentence. Make certain this is a very strong and clear statement that represents your opinion regarding your topic.
2. **Research source listing:** Due by midnight on Friday, March 9, 2018
Submit a current listing of research sources that you plan to use to substantiate your hypothesis. If you have altered or changed either your topic, working title, or thesis statement, you must indicate this change in this submission as well.

3. Final submission: Due by midnight on Friday, April 27, 2018
Please submit a Word document in NYU Classes/Assignments/Term Paper

D. Grading
I. Some criteria used in grading your final submission (these are general guidelines):
   1. The paper is directly relevant to the themes of discussion in this course
   2. The paper draws upon relevant readings from reputed sources.
   3. The paper is thoroughly and properly documented, in terms of fact checking and citations.
   4. The paper adds your own insights to the analyses of other writers. Independent thinking is encouraged as long as clear links are shown to prior work i.e. how the idea came about from your other readings and/or experience.
   5. Your main ideas are supported with evidence from your bibliographical research.
   6. The paper is well organized. Ideally, it would have an introduction with a thesis (argument), elucidation of research question(s), a framework supporting this thesis, data collection methodology, analyses, and your findings and general conclusions. You could also indicate fruitful avenues for future research.
   7. There are no typographical, spelling or grammatical errors in your final submission.
   8. The paper is written in your own words.

II. Grading Rubric:
   1. Includes a strong introduction clearly stating the purpose of the research paper (10%)
   2. Well-written; no typos; grammar is correct; clarity of points made (10%)
   3. Structure of the paper is clear – intro, thesis, supporting/dissenting research, analysis of the research and opinion as to what the data is suggesting and why, conclusion, bibliography (30%)
   4. The paper must include elements of the concepts gleaned from class and the readings in its content (30%)
   5. Conclusion effectively summarizes the paper, its findings and supports the original thesis or premise (10%)
   6. Contains appropriate peer-reviewed sources and citations of those sources (10%)

Plagiarism, lack of citations, the absence of appropriate sources, will result in an automatic failure of this assignment and potentially the course. The Turnitin tool will be utilized when you submit this to “Assignments”.

In-Class Preparation and Participation (25% of Final Grade):
   1. Preparation involves assigned reading and case study preparation in advance of the Class.
   2. Participation includes the quality, timeliness and rationale of your contribution to the class discussion.
   3. Students must be prepared to be called on to participate in the discussions.

This will be graded as a collective score at the end of the term, not as individual classes.
# Course Topic Outline

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<thead>
<tr>
<th>Class Date and Topic</th>
<th>Readings, Assignments, &amp; Exams</th>
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| 01/25/2018 Introduction to Marketing Management | • *Marketing 4.0;* Prologue, Part One: Chapters 1 – 4; pages 1-56  
• Chris Anderson, *The Long Tail*; Wired Magazine, October 2004  

**Assignments:**  
Case Study: Microsoft Office: Gaining Insight into the Life of a College Student (A), and (B) Please read the case, and prepare to discuss the questions posed in NYU Classes/Tests and Quizzes. |
| 02/08/2018 Product Development and Pricing Strategies | • *Marketing 4.0;* Part Two: Chapters 5 – 7; pages 57-106  

**Assignments:**  
Case Study: Uber China  
Please read the case, and prepare to discuss the questions posed in NYU Classes/Tests and Quizzes. |
| 02/22/2018 Brand Positioning and Brand Equity | • *Marketing 4.0;* Part Two: Chapters 8 – 11; pages 107-166  

**Assignments:**  
Case Study: Apple Watch (A): The Launch, and (B): Would You Bet On It? |
| 03/02/2018 Integrated Marketing Communication | • Hanna Halaburda and Felix Oberholzer-Gee; *The Limits of Scale*; Harvard Business Review, April 2014  

**Assignments:**  
Term Paper Research Source Listing: Due by midnight on Friday, March 9, 2018  
Submit a current listing of research sources that you plan to use to substantiate your hypothesis. If you have altered or changed either your
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<td>Case Study: Starbucks: Delivering Customer Service, and Loyalty Reigns</td>
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<td>04/05/2018</td>
<td>Search Engine Optimization (SEO) and Marketing (SEM)</td>
<td>• Andrew Winston; “Pepsi, United, and the Speed of Corporate Shame”; Harvard Business Review, April 12, 2017</td>
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<td>Case Study: Marketing Transformation at MasterCard</td>
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<td>Case Study: AccorHotels and the Digital Transformation</td>
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<td>Term Paper Final Submission: Due by midnight Friday, April 27, 2018.</td>
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<td>05/03/2018</td>
<td>EXAM TWO</td>
<td><strong>Final Exam</strong></td>
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<td><strong>Assignments:</strong></td>
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<td>• Please read the article “Applying the Principles of Branding to Build Personal Brands” and be prepared to apply this in an in-class activity.</td>
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**Academic Integrity:**

All students are responsible for understanding and complying with the NYU Statement on Academic Integrity.

**Academic Integrity for Students at NYU**

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must
give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one’s mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:

- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors
- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student’s NYU School, department, or division.

**Moses Center Statement of Disability**

If you are student with a disability who is requesting accommodations, please contact New York University’s Moses Center for Students with Disabilities at 212-998-4980 or mosecsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at [www.nyu.edu/csd](http://www.nyu.edu/csd). The Moses Center is located at 726 Broadway on the 2nd floor.