



**KELLEY SCHOOL
OF BUSINESS**
INDIANA UNIVERSITY

**BA 655: Marketing Management and Strategy in Life Sciences
Summer 2017**

Faculty Information

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Canvas Calendar

Role of Canvas Schedule: The online Schedule Tab on Canvas contains all of the specific dates for activities and deliverables. Please pay particular attention to the contents of this calendar – **it is the official source of course dates and overrides the syllabus calendar.**

Course Materials

1. **Required** – Course Packet containing on-line cases/articles obtained from Harvard Business Publishing <http://cb.hbsp.harvard.edu/cbmp/access/64218645>
2. **Required** – The packet of reading material from Harvard will be supplemented with slides, lecture notes and other handouts. Most of these additional materials will be available to you on the Canvas site under the “Schedule” tab.
3. **Optional** (for those who want more marketing background) – “**Marketing Management**”, Phillip Kotler and Kevin Lane Keller, Pearson Prentice Hall, 14th edition (2012), New Jersey. ISBN-10: 0132102927.

Course Overview

Classical marketing involves the identification and satisfaction of customers' needs, wants, and desires through a process of exchange that creates value for both the marketer and the customer. Identification of needs, wants, and desires is typically achieved through some form of research. Satisfaction is achieved by a firm offering the customer the right product/service, at the right price, at the right time, and made available through the right outlets -- in short, using the right marketing mix. This sounds simple and intuitive, perhaps it is. However, although intuition has a role to play, marketing implementation is not that simple. Executing successful marketing plans involves a complex set of activities to master, requiring substantial knowledge, experience, and strategic thinking.

The preceding description of marketing is a rather "generic" definition. When it is applied to the industries of life sciences and health care, the marketing function becomes increasingly challenging. Given the complexity of the regulatory environment and the numerous variations of the life science value chain, marketers are faced with developing unique relationships with multiple customers, partners, influencers, and constituencies. Depending on the situation, these may include:

- Individual consumers
- Physicians
- Pharmacies
- Wholesalers
- Payers
- Group Purchasing Organizations (GPOs) and Independent Dealer Networks (IDNs)
- Organizational buyers such as hospitals and surgical centers
- Manufacturers, and
- Manufacturers' representatives

Through a rigorous combination of lectures, discussion forums, relevant literature, and business cases in the life science industry, this course will introduce students to concepts that are considered critical in understanding the marketing function and its responsibilities in this complex environment. It will also sensitize students to the difficult decisions and activities that marketers undertake in achieving success for their products, services, and ultimately their companies. Finally, it will allow students to practice problem-solving techniques in dissecting complex marketing issues through the use of business cases.

This course is designed with the assumption that students have had little, if any, formal instruction in the marketing discipline. During the early part of the course, students will gain exposure to the essentials of buyer behavior and customer analysis. This exposure will dovetail into an examination of the tools marketers rely on to fulfill customer expectations. These tools include segmentation, positioning, market research, product strategy, pricing, and distribution. We will discuss these tools in the context of current issues in the life sciences arena such as direct-to-consumer promotional strategies, e-commerce, channel relationships, and value pricing.

Admittedly, there is a great deal of synergy between the issues and analyses discussed in marketing and the management decision techniques that executives are exposed to in

accounting, economics, finance, information systems, operations, quantitative methods, and strategy. When used appropriately, marketing is the function that often helps to integrate and cement all of these areas from a business planning perspective. This course content will complement the other core courses in this program to provide students with an integrative approach in solving business problems and implementing successful business strategy.

Student Learning Outcomes

After completing this course, students should be able to:

1. Explain the role of marketing in creating successful business results. This will be accomplished by both theoretical concepts, as well as, benchmarking successful marketing practices of other industries that could be applied to the life science and/or healthcare companies.
2. Demonstrate how the fundamental principles of marketing are related and can be integrated to create sound business strategies.
3. Develop a methodology of determining customer/consumer needs and create initiatives that help increase sales, increase consumer satisfaction, and create positive ROIs.
4. Conduct a rigorous market analysis of a life science initiative by applying marketing research techniques that are appropriate for the life science and health care industries.
5. Create a comprehensive market plan that is linked to an overall business strategy within a life science or healthcare environment and design appropriate metrics to measure performance.

Teaching Strategy and Rationale

This course will utilize a variety of activities designed to engage students in participatory learning. Course components will include: online discussions/lectures, discussion forums, team-based case analysis, and an individual examination. The instructor's teaching approach is one of learning from each other, particularly since most students will have varied and extensive practical experience in the life sciences field. Therefore, active student participation, particularly within discussion forums, is a key focus of the course and will be encouraged (and evaluated) throughout the course.

The content and assignments in this course will focus on practical application of key marketing concepts. It is my belief that the most successful business careers are the result of an individual's ability to bridge or apply general academic principles within their own unique business circumstances. By concentrating on the life sciences industry, we have a unique opportunity to tailor the curriculum to be most meaningful to the student executive.

As mentioned previously, this course will use business cases as a key learning tool. Student case work achieves several goals:

- 1) stimulates student interest;
- 2) provides students with tangible examples of conceptual material;
- 3) enables students to practice and formalize a critical thinking process within a cooperative team environment;
- 4) emphasizes the importance of ROI results.

Assessment

Student evaluation is based on a combination of team case write-ups, an individual final examination, discussion contributions, and a peer assessment from fellow teammates. Weighting and specific due dates are as follows:

ITEM	WEIGHTING	POINTS EACH	DUE DATE
Participation & Discussion Boards	20%	100	NA
Team Case Memos			
Biopure Case	20%	200	June 22
Medicines Company Case	20%	200	July 13
Individual Final Exam	40%	400	July 20-22
	100%	1,000	

It is important that each team member contribute to the overall team assignments and general course discussions. At the conclusion of the course, a team evaluation exercise will be conducted. Each member will be asked to evaluate their team members individually. Final grades will be impacted by this allocation if unequal workload ratings are reported.

Team Case Position Memos: A key course objective is to maximize student experiences in dealing with marketing problems on a direct basis and in real-world settings. As a result, work on business cases is a major activity in this course. Practicing how to analyze complex issues to identify several central issues and offer practical solutions in a coherent format is your principal learning opportunity from this experience.

I have selected two cases in this short course which represent typical challenges in strategic marketing: Biopure and The Medicines Company. Issues raised in these cases are very relevant today, even though these cases were written a number of years ago. This provides us with a unique opportunity to understand how these companies have fared since the case issues were addressed. Older cases also help us see what trends looked like in their early stages of development. Trend identification is an expected skill for marketing managers to possess.

Similarly, succinctly communicating your analysis and recommendations to complex issues is critical to your successful business career. Therefore, to practice and develop this proficiency, each student team will prepare a written case position memo for the Biopure case AND the Medicines Company case.

The written assignments have the following learning objectives:

- To develop the ability to analyze a business problem/situation and identify and understand the core issue(s) that requires your focus.
- To identify creative and effective solutions to problems (with adequate support data and logic).
- To offer a framework for a “realistic” implementation plan (tactics).

- To effectively acknowledge the risks of your recommendation and strategies to mitigate these risks.
- To effectively communicate in writing your analyses and solutions/recommendations to the problem.

Grading criteria for the written deliverables will include the following:

- 1) Have you demonstrated good management insight into the business issue at hand? Do you see and understand the critical problem(s) and have you identified solutions?
- 2) Are your recommendations consistent with your assessment of the problem(s) and the information that you used to analyze the situation?
- 3) Are your recommendations practical and implementable with respect to the situation of the company, its resources, and the people involved?
- 4) Is your work professionally prepared such that you convey a comprehensive understanding of the issues and that a busy executive or manager can read once and clearly understand your position?
- 5) Have you sought and used good pertinent information beyond what was presented in the case?

Please note the following required format for case memos: The text of your written case memos should not exceed one page (maximum) – single-spaced, #11 font size with one inch of margin all around. You may (and it is **HIGHLY RECOMMENDED**) attach up to four pages of support appendices and tables (visuals) that are useful for the reader to clearly understand your memo positions. These attachments should be relevant and referenced in memo text to illustrate a key point. Where appropriate, please explicitly identify sources of information. Please see “Formatting Conventions for All Deliverables” in the Course Policies section of this document.

Here is a good, general approach to memo format:

- (quickly) summarize the major issue/purpose of your memo (1-2 sentences);
- provide a summary of your recommendations;
- provide a discussion of the analyses and logic that led to your recommendations, including expected financial implications if appropriate (bulk of the memo);
- include a brief implementation plan with timeline (can be an exhibit);
- include a summary of risks and mitigation strategies (can be an exhibit).

Please write memos from the position of an “**insider**”. Therefore, DO NOT waste valuable text space documenting information that is already known and provided in the case write-ups. The use of headings, sub-headings, bullets and bold font are helpful in written communication of this type, as they enhance the “readability” of the document. And remember – solid justification to support your recommendations will distinguish a great memo from an average/poor memo.

Individual Final Exam: A major objective of the course is for students to thoroughly understand how major components of the marketing discipline can be integrated into a strategy that creates profitable growth. At the conclusion of the course, each student will be required to complete a timed, on-line final examination. Details of the exam will be discussed throughout the course.

Student Contributions to Class-wide Discussion Boards: A key ingredient in student learning at this educational level is shared interaction among classmates and the instructor. Since most

students are currently employed by firms in the life science industry, each student will be equipped to contribute valuable experiences and ideas to the overall learning of the class. Since this type of interaction is proven to be valuable in a traditional class room setting, it will also be valued and encouraged in this on-line educational experience. Therefore, student activity in on-line (class-wide) discussion boards (on Canvas) will be monitored by the instructor. At the conclusion of the course, the instructor will evaluate each student's course participation, both on quantity (i.e., number of posts based on relevant and professional observations) and quality (i.e., insightful content that stimulates further thought and discussion) of contributions.

Zoom Online Class Sessions: We will meet approximately once a week in the Zoom Online environment. Attendance and participation in all "live" Zoom sessions is expected. However, to compensate for scheduling/traveling conflicts, each student has the option to either attend the weekly Zoom session or complete a one-page (bullet pointed) paper summarizing that week's session. The dates/times for each session may vary, so check the course calendar for the live session time each week. **The summary paper is due 72 hours after the recorded session is posted on Canvas.**

Final Grades: The final grades in the course will be awarded based on the quality and creativity shown in the deliverables. You will receive two grades for the course. The first is a Pass/Fail grade. The second is a standard letter grade. Overall grading distribution will conform to grading policies approved by the Kelley MBA faculty, which include the following distribution:

<u>Grade</u>	<u>Numerical Achievement</u>	<u>Expected Distribution</u>
A	93% or higher	10 – 15%
A-	90 – 92 %	25 – 35%
B+	86 – 89%	0 – 50%
B	82 – 85%	0 – 50%
B-/C+	76 – 81%	0 – 20%
F	Below 76%	As Needed
I	Incomplete	As Needed

<http://kelley.iu.edu/ICWEB/Teaching%20Learning%20Library/Practical%20Applications/page16929.html>

My concern in this class is your learning and professional development. I am always willing to discuss your course performance and ways in which you can improve.

Expectations of Honesty and Professionalism: In accordance with the Kelley School Honor Code, it is assumed that the work you present is 100% your own – you have neither provided nor accepted any "unauthorized" information (written or verbal) about the assignments in this course. "Authorized" reference resources to complete all assignments are limited to the slides, handouts, and materials made available in this class. (Any material obtained on the INTERNET is considered "unauthorized"). When preparing team case memos, please do not discuss the case with others outside of your team or access written documents other than the case write-up provided. Similarly, since the final exam is an individual exercise, preparing for the exam should be done individually.

Course Policies

Formatting Conventions for all Deliverables: Unless otherwise specified, please submit deliverables via the Canvas “Assignments” tab – even if the deliverable is late. When submitting a file, please adhere to the following conventions:

- 1) The filename should be “TEAM #_DELIVERABLENAME” using your team number and the name of the deliverable.
- 2) The document should be formatted to print on 8.5 by 11 paper, including all Excel spreadsheets.

Teams: I will place each student in a team. It is important that each team member contribute to the overall team assignments. Team evaluations will be conducted at the conclusion of the course. Individual participation scores will be adjusted by this allocation if unequal workload ratings are reported.

Role of Course Schedule: The course schedule included in this document contains all of the specific dates for activities and deliverables. However, as dates may change due to scheduling conflicts, please refer to the online Canvas Schedule tab for the latest information regarding due dates, Zoom session timing, etc.

Role of Optional Textbook: The textbook contains information in much more detail than we will formally cover in class. Therefore, I am not assigning the text as required reading. This particular text is an encyclopedia of marketing management concepts and practices. In that sense, it serves as a reference to supplement the PowerPoint slides, articles, and case discussions.

Student-Instructor Dialogue: Contact me (Professor Josh Gildea) with questions at any time. The online course delivery format allows me to customize my communication to adjust to your needs and thereby enhance your learning experience. I welcome communication at any time throughout the course via email or phone (see contact details at beginning of syllabus).

Instructor Bio

Joshua Gildea is a Lecturer of Marketing and the Director of the MBA Business Marketing Academy at the Indiana University Kelley School of Business. His current teaching assignments include Business Marketing Strategy & Management in the MBA and Undergraduate programs; Sales Management in the Undergraduate program; Marketing Strategy in the Kelley Direct MBA program; and, Marketing Management and Strategy in Life Sciences within the Kelley Executive Partners Program.

Prior to joining Kelley, Josh’s professional career spanned nearly 20 years in senior marketing and sales management positions within several mid-sized and large multi-national corporations and non-profit organizations. He has had broad based exposure in marketing, strategic planning, market research, field sales, customer service, agency management, and media planning. His experience spans various industries and markets including aerospace, consumer durables, manufacturing, industrial equipment, technology, software, and advertising and public relations. Josh’s professional experience includes marketing

management positions with Microsoft and DuPont; product and sales management positions with General Electric and Carlisle Companies; and international marketing management positions with Vita-mix Corporation. Former clients and customers include Caterpillar, John Deere, Wal-Mart, Target, United Technologies, General Dynamics, Siemens, Symantec, and American Airlines.

Josh holds a Bachelor of Arts in Public Relations and Communications from Brigham Young University and a Master of Business Administration in Marketing from Indiana University's Kelley School of Business.

C570 Course Schedule

Note: The Schedule Tab in Canvas is the official calendar of the course. The below syllabus calendar is only a guide and may change as the term progresses. The instructor will attempt to inform the class of major changes to the schedule, but students are responsible for regularly reviewing the Canvas Schedule tab.

Week	Date	Topic	Reading	Assignments/Deliverables
1	5/28 – 6/3	Introduction to Marketing <ul style="list-style-type: none"> • Importance, scope and functional relationships Strategic Marketing & Planning <ul style="list-style-type: none"> • Role and structure of corporate, division, and business unit planning 	Article: <i>“Note on Marketing Strategy”</i> Article: <i>“Rethinking the 4P’s”</i> Article: <i>“Rethinking Marketing”</i> Posted Article: <i>“The Clean Queen Situation”</i> Any Additional Posted Articles	<i>Zoom Session 1:</i> “What is Marketing and Why is It Important?” Tuesday, May 30 @ 8:30 p.m. ET <i>Discussion Board 1</i> (due before Zoom session)
2	6/4 – 6/10	Consumer & Organizational Buyer Behavior <ul style="list-style-type: none"> • The buying decision processes • Distinguishing characteristics • Role of: wholesalers, manufacturer’s reps., GPOs, IDNs, payers, physicians, pharmacies, hospitals, 	Posted Article: <i>“A look at the buyer process model”</i> Any Additional Posted Articles	<i>Zoom Session 2:</i> “Comparing & Contrasting Consumer and Business Customers” Thursday, June 8 @ 8:30 p.m. ET <i>Discussion Board 2</i> (due before Zoom session)

Week	Date	Topic	Reading	Assignments/Deliverables
		etc.		
3	6/11 – 6/17	Market Intelligence <ul style="list-style-type: none"> Where and how to obtain usable market and customer information 	Article: “ <i>Turn Customer Input into Innovation</i> ” Article: “ <i>Finding the Right Job for Your Product</i> ” Any Additional Posted Articles	Zoom Session 3: “How to Obtain Actionable Information” Thursday, June 15 @ 8:30 p.m. ET Discussion Board 3 (due before Zoom session)
4	6/18 – 6/24	Market Segmentation and Targeting <ul style="list-style-type: none"> Traditional and nontraditional segmentation criteria Useful tools for targeting 	Article: “ <i>Market Segmentation, Target Market Selection, and Positioning</i> ” Article: “ <i>Marketing Malpractice</i> ” Case: <i>Biopure Corporation</i> Any Additional Posted Articles	Zoom Session 4: “Progressive Market Segmentation for Life Sciences” Thursday, June 22 @ 8:30 p.m. ET Discussion Board 4 (due before Zoom session) Written Team Memo 1: Biopure Corporation (due before Zoom session)
5	6/25 – 7/1	Brand/Product Management Issues <ul style="list-style-type: none"> Building brand equity Developing and positioning a positioning strategy Marketing strategies for product life cycle stages Ingredient branding and co-branding 	Article: “ <i>Understanding Brands</i> ” Article: “ <i>Holding Fast</i> ” Any Additional Posted Articles	Zoom Session 5: “The Value of Creating and Maintaining Brand Equity” Thursday, June 29 @ 8:30 p.m. ET Discussion Board 5 (due before Zoom session)
6	7/2 – 7/8	Pricing Strategies <ul style="list-style-type: none"> Conventional pricing strategies Value pricing 	Article: “ <i>Customer Value Propositions in Business Markets</i> ” Case: <i>The Medicines Company</i>	Zoom Session 6: “Value Pricing and Life Science Distribution Channels” Thursday, July 6 @ 8:30 p.m. ET Discussion Board 6 (due before Zoom session)

Week	Date	Topic	Reading	Assignments/Deliverables
			Any Additional Posted Articles	
7	7/9 – 7/15	Integrated Marketing Communications <ul style="list-style-type: none"> • Managing the sales resource • Risks and rewards of direct-to-consumer marketing in life sciences 	Posted Article: “Dentsply Case Study” Article: “ <i>And Now, a Word from Our Sponsor</i> ” Any Additional Posted Articles	<i>Zoom Session 7: “The Importance of IMC in Life Science Markets”</i> Thursday, July 13 @ 8:30 p.m. ET <i>Discussion Board 7 (due before Zoom session)</i> <i>Written Team Memo 2: The Medicines Company Case (due before Zoom session)</i>
8	7/16 – 7/22	Final Exam		<i>Final Examination Available on Canvas July 20-22, 2017</i>
9	7/23 – 7/29	Capstone In-Residence (Bloomington, IN)		<i>Final Marketing Discussion & Case Competition July 27-28, 2017</i>