

# COURSE SYLLABUS

## Strategic Marketing Analysis & Planning

**Course code:** MKT 430

**Semester and year:** Spring 2026

**Day and time:** Wednesdays, 11:15 am to 2 pm

**Instructor:** Dan Ravick Fiala, MBA, PMP, PMI-RMP

**Instructor contact:** [dan.ravick@aauni.edu](mailto:dan.ravick@aauni.edu)

**Consultation hours:** Directly after the lecture

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Bachelor
<b>Length</b>	15 weeks (with mid-term break)	<b>Pre-requisites</b>	MKT 375
<b>Contact hours</b>	42 hours	<b>Grading</b>	Letter grade

### 1. Course Description

This is the core class for *both* the Strategic Marketing Analysis & Planning (SMAP) and the Marketing and Communication emphasis study programs. The focus of this course is strategic marketing analysis for making marketing decisions and marketing planning. It, therefore, integrates knowledge acquired in other subjects in marketing (e.g., analysis of consumer behavior, brand management, market research) and business administration subjects (management, finance, and accounting). Students develop analytical skills, acquire a strategic perspective of marketing and learn to comprehend it as an integral part of a company's overall strategy. Thus, the course focuses on the long-term planning and strategic vision of the company and the role of marketing within that. The course emphasizes the role of the strategic marketing plan as the framework for the internal organization of the company's marketing activities and decisions.

Students will further have an opportunity to put their knowledge into practice by working on a real-world project.

The topics include (but are not limited to): Strategic Market Analysis (Strategic GAP Analysis, Porter's Five Forces Framework, PLEESTIC Environmental Analysis, SWOT, GE 9 Cell Model, BCG Matrix, and Ansoff's Matrix), strategy development, planning and implementation, strategy evaluation and control.

As the course title implies, **after completing this course, students will be able to audit, analyze, and create an effective strategic marketing plan for a company.**

### 2. Student Learning Outcomes

Upon completion of this course, students should be able to:

Practically apply knowledge from other BBA courses and link these various courses together into a coherent whole.

- Comprehend and clearly understand a selected (and approved) company's value-enhancing strategies.
- Comprehend and demonstrate a clear understanding of the components and construction of a strategic marketing plan.
- Understand and analyze complex marketing decisions.
- Comprehend and demonstrate a clear understanding of the investigation and application of marketing models and practices, outline the process required to develop marketing strategies, and
- Place in context and lend perspective to the nature of key strategic decisions (i.e., value creation, communication, delivery and extraction).

- Comprehend and demonstrate a clear understanding of the role of the marketing manager/director and how to make complex marketing decisions.
- Comprehend and demonstrate a clear understanding of how to apply marketing strategy, models, and principles to a real company for which they will develop a strategic marketing plan.
- Comprehend and demonstrate a clear understanding of the strategic marketing planning process and how to complete an original strategic marketing plan.
- Understand the difference between data, information and customer insight.
- Understand how customer insight drives firm value.
- Understand the various methods to collect data and gain customer insight.
- Understand the value of using marketing metrics.
- Know key marketing metrics and how to apply them.
- Understand how to analyze marketing metrics.
- Understand how to develop appropriate marketing analytics.
- Understand the connection between marketing metrics and financial performance.
- Know how to use and interpret key marketing/financial profitability ratios.
- Interpret data and become adept at drawing appropriate conclusions to allocate marketing resources most effectively.

### 3. Reading Material

#### **Required Materials (Available in the Library)**

- Kotler, P., Kartajaya, H. and Setiawan, I. **Marketing 6.0. The Future is Immersive** Wiley. 2024
- Kotler, P., Kartajaya, H. and Setiawan, I. **Marketing 5.0. Technology for Humanity** Wiley. 2021
- Drummond, G., Ensor, J. and Ashford, R. **Strategic Marketing**. 3rd edn. Routledge. (2010)
- Kotler, Marketing Insights A to Z -80 Concepts Every Manager Should Know. Wiley 2003.
- Bylund, P. (2022) **How to Think About the Economy**. Mises Institute.

\* These books **will be made available digitally** in the NEO course portal.

#### **Supplementary Materials:**

\* *Other supplementary material will also be provided digitally.*

*NB To help decide which texts, listed in Supplementary Materials, above, would be the most useful for AAU to purchase, for ALL texts that you have used, at the end of the course assignment, give a (5-point Likert Scale) grade:*

*Very Useful (+2), Quite Useful (+1), Fairly Useful (0), Slightly Useful (-1), Not At All Useful (-2).*

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### 4. Teaching Methodology

The course is divided into 14 lessons, during which a variety of student participation methods are used. Classes will be organized principally – but not exclusively – around presentations. Discussions are encouraged, and case studies may be used to demonstrate students' analytical thinking, creative problem-solving skills and information acquisition. Before each class, each student should be prepared to discuss the session topics (see **Course Schedule** below).

## 5. Course Schedule

<p><b>Week 1:</b> February 4<sup>th</sup></p>	<p><b>Topic 1:</b> Class Kick-off &amp; Welcoming: expectations, deadlines, and procedures.</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Quick introduction to the course.</li> <li>• Quick introduction to the instructor, his background and work experiences.</li> <li>• Students' quick introductions.</li> <li>• Expectations, course flow &amp; grading.</li> <li>• Explanation/Discussion of the value of marketing to firms.</li> </ul> <p><b>Reading:</b> none</p> <p><b>Assignments/deadlines:</b> <b>Students briefly introduce themselves to the class.</b></p>
<p><b>Week 2</b> February 11<sup>th</sup></p>	<p><b>Topic:</b> The Strategic "helicopter view"</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Common destructive myths regarding of not only marketing, business, profits, government, war, poverty, and capitalism.</li> <li>• Approaches to the acquisition of knowledge.</li> <li>• Introduction to First Principles "A Priori" thinking</li> <li>• Empirical analysis vs First Principles thinking</li> <li>• The value of First Principle thinking in marketing.</li> <li>• Understanding the key a priori law of human action.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 3</b> February 18<sup>th</sup></p>	<p><b>Topic:</b> Understanding Value</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Here we will discuss popular but flawed ideas in how we should assess value</li> <li>• Students will learn that value is subjective from the perspective of the individual.</li> <li>• Understanding that value is subjective – "One man's garbage is another man's gold."</li> <li>• Value must be assessed from an individual perspective using ordinal scales.</li> <li>• Aggregating peoples individual value scales is therefore not possible since people have different value scales with different weights.</li> <li>• We will discuss new methods and approaches to understand and evaluate customer value such as by using the Value Proposition Canvas.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>

<p><b>Week 4</b></p> <p>February 25<sup>th</sup></p>	<p><b>Topic:</b> Understanding Strategy</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Understanding what is and is not strategy.</li> <li>• The classical "Porter" approach to strategy</li> <li>• When classical strategy works</li> <li>• When classical strategy falls short</li> <li>• New approaches to strategy</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 5</b></p> <p>March 4<sup>th</sup></p>	<p><b>Topic 1:</b> Analyzing Strategy Using FMTTs</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• PESTLE analysis</li> <li>• The classical approach to Porters 5 Forces.</li> <li>• Why the classical approach to Porters 5 Forces is incomplete.</li> <li>• Common errors in using Porters 5 Forces.</li> <li>• The best practice approach to using Porters 5 Forces.</li> <li>• Connecting Porters 5 Forces to VGA analysis.</li> <li>• Value Chain analysis in a nutshell</li> <li>• Value Chains the crucial link between strategy and marketing.</li> <li>• A new approach to value chain analysis -Developing Rapid Response in Value Chains Framework</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 6</b></p> <p>March 11<sup>th</sup></p>	<p><b>Topic:</b> Marketing Strategy Fundamentals</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• The fundamental reason for marketing</li> <li>• The four key ingredients to good marketing.</li> <li>• Understanding the link between customer value facilitation and profit</li> <li>• The Marketing Strategy Process</li> <li>• STPD in a nutshell</li> <li>• Segmentation in a nutshell</li> <li>• Types of segmentation</li> <li>• How segmentation "stretches" the value gap.</li> <li>• Methods of segmentation</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>

<p><b>Week 7</b></p> <p>March 18<sup>th</sup></p>	<p><b>Topic:</b> Continued.... Marketing Strategy Fundamentals</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Why the perspective of segmentation falls short.</li> <li>• Cohort analysis in a nutshell</li> <li>• 5 Lens Analysis</li> <li>• Positioning</li> <li>• Differentiation</li> </ul> <p><b>Reading:</b> none</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 8</b></p> <p>March 25<sup>th</sup></p>	<p><b>Topic:</b> Key Finance Fundamentals for Marketing Strategy</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Appreciating the absolute imperative of understanding the numbers in designing and pivoting marketing strategies.</li> <li>• The proper approach of financial analysis</li> <li>• The 5 Major Categories of financial ratio analysis</li> <li>• Popular and useful financial metrics</li> <li>• Understanding the three types of cash flow.</li> <li>• Understanding operating cash flow vs free cash flow</li> <li>• CLV -Customer Lifetime Value Analysis</li> <li>• Unit economic analysis</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p>April 1<sup>st</sup></p>	<p><b>Mid-term Break Enjoy it!</b> 😊</p>
<p><b>Week 9</b></p> <p>April 8<sup>th</sup></p>	<p><b><i>ME: Mid-term Exam</i></b></p>
<p><b>Week 10</b></p> <p>April 15<sup>th</sup></p>	<p><b>Topic:</b> Business Models</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• Business Models in a nutshell</li> <li>• Business models -the key deliver mechanism of your marketing strategies.</li> <li>• The 4 key business model components</li> <li>• The Business model lifecycle</li> <li>• Introduction to the idea of managing the business model portfolio</li> <li>• Introduction to the Business Model Canvas</li> <li>• The proper approach in using the Business Model Canvas</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>

<p><b>Week 11</b></p> <p>April 22<sup>nd</sup></p>	<p><b>Topic:</b> New Product Development &amp; Marketing</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Explanation/Discussion of strategies to gain customer insight for new product/service innovation(s).</li> <li>● Explanation/Discussion to linking innovation type (incremental /disruptive) with the appropriate research method</li> <li>● Explanation/Discussion regarding open innovation and key customers.</li> <li>● Explanation/Discussion regarding research design and analysis.</li> <li>● Explanation/Discussion regarding data interpretation.</li> <li>● Explanation/Discussion of developing quick product/service rollout strategies.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 12</b></p> <p>April 29<sup>th</sup></p>	<p><b>Topic:</b> <i>MARKETING METRICS &amp; ANALYTICS</i></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Explanation/Discussion of what marketing metrics offer and why this is important.</li> <li>● Explanation/Discussion of the difference between marketing metrics and analytics.</li> <li>● Explanation/Discussion of key marketing metrics.</li> <li>● Explanation/Discussion of developing marketing analytics to fit business strategy.</li> </ul> <p><b>Reading:</b> Students will be asked to read an article that will be used for class discussion.</p> <p><b>Assignments/deadlines:</b> TBD</p>
<p><b>Week 13</b></p> <p>May 6<sup>th</sup></p>	<p><b>Topic:</b> <b>Student Project Presentations</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Students will present their project analyses and recommendations to the class. <ul style="list-style-type: none"> <li>○ Using PowerPoint</li> <li>○ With a length of 30 minutes</li> <li>○ Upload: Written report &amp; Presentation to NEO</li> </ul> </li> </ul> <p><b>Reading:</b> none</p> <p><b>Assignments/deadlines:</b> see above</p>
<p><b>Week 14</b></p> <p>May 13<sup>th</sup></p>	<p><b>Topic:</b> New Topics in Marketing</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● Discuss and introduce new topics and research either based on students' interests or the instructor's selection.</li> </ul>

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	<p><b>Make-up Class Days</b></p> <p>If I have to cancel a class during the semester, the make-up day will be the day closest to the missed class and the most feasible.</p>
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*\*Please note that the schedule and topics above may be modified; however, any changes will be communicated in class and in the NEO portal.*

- Deadlines in business are critical.* Each student is responsible for checking the course Website and their specified mailbox regularly, attending every class on time, and completing all assignments on time.
- NOTE:** Submission of all course work shall be via the AAU NEO eLearning system in the appropriate location within the online course page for this class. Assignments are due BEFORE the next class date, if not otherwise specified. No excuses. If you are late on the assignment, you will earn a '0' for the assignment. Incorrectly named files will be marked down.

**6. Course Requirements and Assessment (with estimated workloads)**

<b>Assignment</b>	<b>Workload (hours) (average)</b>	<b>Weighting Final Grade</b>	<b>Evaluated Course Specific Learning Outcomes</b>	<b>Evaluated Institutional Learning Outcomes</b>
<p><b>PPP:</b></p> <p>Participation Professionalism Preparedness (Individual)</p>	42 hrs	10%	<p><i>Ability to read, think, and express ideas analytically, critically, and creatively.</i></p> <p><i>Ability to ask and answer questions relating to subject knowledge.</i></p> <p><i>Ability to communicate effectively in oral English.</i></p> <p><i>Ability to identify and summarize key points relating to a topic.</i></p> <p><i>Demonstrate nothing less than a level of professionalism, preparedness, and tact that you would expect of those whose services you would employ.</i></p>	1 & 2

<p><b>AE:</b></p> <p>*Application Exercises &amp;/or Quizzes</p> <p>*The exact number of application exercises and quizzes will be determined dynamically based upon a range of factors.</p> <p>*Quizzes may be unannounced</p>	30 hrs	30%	<p><i>Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate</i></p> <p><i>Quizzes may be unannounced and will cover any material from lecture or course readings.</i></p> <p><i>The goal here is not punitive but to incentivize you to be an active learner throughout the course -not just before the exam.</i></p>	1, 2, 3
<p><b>ME:</b></p> <p>Mid-term Exam (Individual)</p> <p>(Individual Effort)</p>	28	30%	<p>Ability to analyze and answer both theoretical and practical questions.</p> <p>Exams are offline (pen-paper).</p>	1,2,3
<p><b>PSD</b></p>	10	10%	<p>Project Scope Document</p> <p>Students will create a document that will show/explain the following:</p> <ul style="list-style-type: none"> <li>• Main project deliverables</li> <li>• Time plan for work of each team member on all major deliverables</li> <li>• Data gathering methods to be used</li> <li>• How the analysis will be conducted</li> </ul> <p>*Specifics will be given orally in class.</p>	1,2,3
<p><b>PR</b></p> <p>10-page analysis paper.</p> <p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be</p>	20	10%	<p>Project Report</p> <p>Students will provide a complete written analysis of their project design, analysis and findings. This will Include the following:</p> <ul style="list-style-type: none"> <li>• Professional formatting</li> <li>• Well structured</li> <li>• Data collection methodology used</li> </ul>	1,2,3

considered when grading group work			<ul style="list-style-type: none"> <li>Well-structured and in-depth data analysis</li> <li>Key insights and recommendations based on analysis</li> <li>Lessons learned and major areas of improvement in project design</li> </ul> <p>*Specifics will be given orally in class.</p>	
<p><b>PP</b></p> <p>Project Final Presentation</p> <p>In-class presentation of about 30 minutes + Q/A</p> <p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be considered when marking group work</p>	20	10%	<p>Final Project Presentation</p> <p>Students will present their findings in a clear and crisp presentation.</p> <p>Students will be graded based on the level of analysis as well as on the presentation format, style and delivery</p> <p>Students should approach their project presentation not solely as an analyst but as a business manager.</p> <p>Analysis and presentation of a specific firm’s direct marketing strategy along with a recommendation for improvement</p> <p>You should focus on recommendations – what are the risks and how they would implement their recommendations to be most effective.</p> <p>*Specifics will be given orally in class.</p>	1,2,3
TOTAL:	150	100%		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the course participation and assignment grading

**PPP: Participation, Professionalism & Preparedness:** • Demonstrate nothing less than a level of professionalism, preparedness, and tact that you would expect of those whose services you would employ.

### Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Punctuality	10%
Preparedness	45%
Professionalism	45%

**AE: Application Exercises and/or Quizzes** • Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate

### Assessment breakdown (40% of overall grade)

Assessed area	Percentage
Testing recall	10%
Testing level of understanding	60%
Testing ability to apply knowledge	20%
Testing ability to integrate knowledge with other business areas	10%

**ME: Mid-term Exam** • Comprehensive assessment of knowledge acquired in the first half of the class.

### Assessment breakdown (20% of overall grade)

Assessed area	Percentage
Understanding of fundamentals	50%
Critical Analysis	30%
Articulation and development of well-structured responses	20%

**PSD: Project Scope Document** • Demonstrate the ability to design your project methodology (not just fill in a template) in a structured, logical and systematic way.

### Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Professional formatting and styles	10%
Logical structure and flow	50%
Key scope components included	40%

**PR: Project Report** • Demonstrate the ability to create a well-structured, well-written and systematically analyzed report. This report will be the synthesis of theoretical knowledge (FMTTs) and their application to your specific situation.

**Assessment breakdown (10% of overall grade)**

Assessed area	Percentage
Professional formatting and styles	10%
Depth and breadth of research	40%
Level of analysis using FMTTs	40%
Lessons Learned in research design and overall approach	10%

**PP: Project Presentation** • Demonstrate ability to clearly and logically articulate the  
 1. Project objective  
 2. Hypothesis  
 3. How/why you approached the project the way you did  
 4. Structured systematic analysis of used FMTTs  
 4. Key Insights or Recommendations  
 5. Responses to Q/A  
 6. Group coordination and flow during delivery

**Assessment breakdown (10% of overall grade)**

Assessed area	Percentage
Professional formatting and styles of Presentation	10%
Delivery and team coordination during the delivery	40%
Depth of analysis	40%

**Further Assessment breakdown summary for all assignments**

Assessed area	Percentage
TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10
CONTENT / QUALITY OF IDEAS Knowledge of methodology, and its application. Evidence of critical thinking. Includes: correct use of supportive material (e.g. charts, diagrams, illustrations, maps, and tables)	50
QUALITY OF RESEARCH Work with sources and literature – includes proper citation	15
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of the report: 5	10
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

## **Important Formatting Information**

Assignments in business report format must, as a minimum, the SBA cover page, a table of contents, an executive summary, an introduction, a conclusion / recommendation, and works cited, as separate pages. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font, Times New Roman.**

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

### ***Course specific requirements***

There are no special requirements or deviations from AAU policies for this course.