

Marketing Policies



Spring 2011

Welcome to Marketing Policies!

The focus of this course is strategic marketing, wrapping together all of the marketing skills of the undergraduate marketing program. This is a case course where the student analyzes real world business cases to develop skills in evaluating and formulating strategic marketing decisions.

A strategy is...

a sustainable source of competitive advantage. Strategic decisions, unlike tactical decisions, have long term effects and are costly to change once implemented. Through a combination of lectures and cases, you will learn the drivers of a successful strategy and reasons why a given strategy may fail. Both creative qualitative and analytical quantitative approaches are considered for analyzing business problems and developing measurable recommendations for action.



The course is designed to help you:

- Analyze key marketing ideas and phenomena, especially the core theme of delivering superior value to customers.
- Develop an appreciation for important marketing assets (e.g., brands, loyal customers), for the notion of optimal marketing investments, and the process of resource allocation.
- Gain familiarity with the functional marketing strategies (e.g., product and pricing strategies) and enhance problem solving and decision making abilities in these areas.
- Acquire basic skills in analytical approaches to strategic marketing issues (i.e., develop some foundation in marketing modeling and marketing science).

Course Details, Objectives, & Approach

Course, Time	MKT 370-04995; MW 2:00 - 3:30 PM	
Classroom	UTC I.104	
Office; Hours	GSB 4.126K; Tuesdays 1:30 - 3:30, please make an appointment when possible	
Instructor & TA	Stephen Walls, Ph.D.	
e-mail	stephen.walls@mcombs.utexas.edu	
Phone	m:512.422.1918 o:512.232.5985	



Course Philosophy, Approach, & Organization

This course is a capstone course in marketing that “ties everything together.”

This is a generalist’s course, not a specialist’s course: we will not spend a large amount of time on one marketing mix variable or marketing function. Instead, all marketing mix variables will be discussed in an integrated way, with a focus on the fundamental, strategic marketing issues that confront senior management.

The course will use a mixture of cases, data, discussions, models and readings to provide integrating concepts and hands-on problem solving.

Assigned readings must be prepared prior to each class. Readings may not always be reviewed in class. You are expected to apply concepts from assigned readings to the topic discussion or case discussion.



Each class is primarily either a topic discussion or a case discussion. Case sessions and topic sessions typically alternate, with topic discussion used to introduce cases that we will use to apply and further explore marketing and overall business concepts. When additional materials are required for class discussion or case preparation, those materials will be posted to Blackboard.

Class Resources

1. Course Packet (Required)

Students must purchase the course pack online from <http://www.study.net>. To be properly licensed for the cases and readings that will be used this semester, every student must purchase their own online course pack. You have the option of adding a hard copy of the entire course pack. From study.net select University of Texas at Austin and then MKT 370: Marketing Policies – Walls (Spring 2011).

2. *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases* (Recommended) by William Ellet, Harvard Business School Press, 2007, ISBN: 1422101584.

3. Additional handouts & readings will be assigned during the semester and available in print copy or on Bb.



A few of my thoughts on teaching...

My goal is to provide tools and create an environment for learning. I believe my responsibility as an

instructor is to ensure that this class contributes to the overall return on your investment by providing a worthwhile set of tools and resources and doing my best to demonstrate how interesting and important this topic can be to you and the world-at-large.

Since you all learn in different ways, your responsibility is to take advantage of all the resources provided in all the ways that are best for you. I expect you to be very active in your learning, rather than sitting on the sidelines as a passive observer. I have created a fairly specific structure to this course, but will maintain flexibility so that we can adapt to the needs and desires of those participating.

Throughout this course I am trying to encourage you to **read the material** from the resources provided, **critically think** about how they apply to a variety of marketing circumstances, **make connections** to concepts larger than marketing, and **consider how you will make the world a better place through your work.**



Class Participation

You are all bright people who learn in different ways. Because you all come from a variety of experiences and backgrounds, I am hoping that each of you will contribute greatly to the knowledge built in this class by sharing your thoughts. Come prepared to engage in the discussions, whether you actually speak out loud or not, by not just reading the required cases and chapters, but by also forming opinions and questions about the material presented. I will call upon you from time to time, but these will not be attempts to harass or embarrass you, I promise. I simply want to give everyone more experience in being prepared to speak on the spot about various topics. You can read details below of how class participation will be evaluated.

Communication

Communication is a key skill for anyone involved in any aspect of marketing, not to mention almost every other aspect of business. Communicating effectively includes the ability to organize your thoughts coherently and use language accurately so that the story is told in the best way possible. Although your assignments will be evaluated primarily on the basis of effort and content, you will also be evaluated on your ability to communicate effectively. This will apply to both written and oral presentations of your work.

Contacting Me

There is just no substitute for attending class to get all of the information you need - I do not send every instruction via email.

Please use email VERY sparingly - just talk to me before or after class or during office hours. Do not email assignments to me unless you've checked with me first, as they tend to get lost in the shuffle of my inbox. Never use email to discuss grades, express concerns, launch into passionate diatribes, or anything similar. Instead, set up time with me to discuss these things in person.

Also, I am really bad about checking my office voicemail, so if you have a true emergency, it is definitely best to call my mobile phone.

Grading & Assignments

Class Participation	20%
Mid-Term Exam	20%
Group Case Reports	20%
Individual Case Report	15%
Final Group Project	25%

Total **100%**

Grades will follow plus/minus system with the following cut-offs. 100-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-67=D+, 66-63=D, 62-60=D-, and 59 or lower=F. Note: I will not round up - an 89.99 (as close as it is to 90) will still be a B+. I assume all assignments will be turned in on time and will penalize late assignments at my discretion (i.e. I will consider valid, documented reasons, but I will significantly penalize your grade if the lateness is unwarranted, including computer, printer, relationship, and transportation issues, just to name a few).

Class Participation & Attendance

Class participation will be recorded during the course of each class period. The benefit of this course depends in large part upon the extent to which participate and share your own viewpoints and help the class understand the material. To succeed in this course you must read and prepare each case to be discussed. If you must miss a class, you will not receive class participation credit for that day, but you can easily make up missed classes with increased participation before or after the absence. There will be a maximum of 6 points per class, based on the guidelines below.

Class participation is graded using the following guidelines:

- 3 - Contributions in class reflect exceptional preparation. Comments, analysis, or rebuttals offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion.
- 2 - Contributions in class reflect good preparation. Comments, analysis, or rebuttals offered are helpful and interesting. Arguments are generally well substantiated and persuasive.
- 1 - Student is present in class, but does not contribute or contribution is basic and obvious.
- 0 - The student is absent from class, not on time for class without prior notification, or not prepared to comment when called upon.

Elements of outstanding comments:

- ◆ Applying conceptual material from the book chapters, lectures, and past marketing classes to the case at hand.
- ◆ Integrating comments of previous students.
- ◆ Reaching back to something said previously in the discussion pertinent to the moment.
- ◆ Taking issue with a classmate's analysis (in a civil manner)
- ◆ Pulling together material from several places in the case/book
- ◆ Drawing parallels from previous cases
- ◆ Demonstrating an understanding of the course case concepts or assigned readings

Class participation is evaluated on quality of participation, not "air time." Students who make fewer in-class contributions of high quality are evaluated more favorably than students who make frequent contributions that do not advance the class discussion.

All class contribution must be consistent with the Rules of Engagement listed in Appendix A to receive a grade.

Mid-Term Exam

An in-class exam covering the material from the first half of the course. The exam will consist of an in-class case write up for a case that will be provided to you one week prior to the exam. Additional details will be provided in class.

Group Case Reports

Each group will be required to hand in two case write-ups.

Group reports should consist of no more than three pages and should address the questions that will be distributed via Blackboard. Use these questions to guide your reports (and to help prepare for our discussion of the other cases). Your group case reports will need to be uploaded to Blackboard through SafeAssign by midnight of the evening before the scheduled case discussion.

Individual Case Report

Each student will prepare one individual case report. This report should be no more than four pages in length and will include quantitative analysis of the case. Your individual case reports will need to be uploaded to Blackboard through SafeAssign by midnight of the evening before the scheduled case discussion.

Final Group Presentation

Each student will participate in a final group project presentation related to marketing strategy evaluation and analysis for a real world marketing problem. Project details will be available on Blackboard.

Final Group Project Timeline

<u>Deadline</u>	<u>Project Step</u>
Mon, Jan 31	Email stephen.walls@mcombs.utexas.edu & TA with top three project choices. (midnight)
Sun, Mar 6	Initial secondary research must be completed and posted to Blackboard. (midnight)
by Fri, Mar 25	Schedule 20 min meeting with Professor to review project plan and primary research design. By meeting date, primary research must be designed and available for review.
By Fri, Apr 15	Schedule 20 min meeting with Professor to review an updated project plan, primary research, & preliminary recommendations. By meeting date, primary research must be conducted and available for review.
By Mon, Apr 18	Post all primary research data to Blackboard Group File Exchange (midnight)
Mon, Apr 26	One page executive summary and 20 minute PowerPoint presentation due (midnight)
Mon, Apr 26/ Wed, Apr 28 3/ Mon, May 3	Presentations in class, your attendance is mandatory for all three sessions.
Wed, May 3	Upload project report and related materials (must be well organized) to Blackboard Group File Exchange (midnight)

Points will be deducted from the group's Final Group Project grade for failing to complete intermediate project steps on time. Groups must post all Final Group Project materials to your group's Blackboard Group File Exchange.

Teams and Cases

You will need to form teams to prepare for the cases, both written and oral. We will form a total of six to eight teams with no more than five students per group. You will form your teams on Monday, January 24 by sitting in a seat that will correspond to a specific group. That seat will then be your seat for the remainder of the semester.

Cases are the core of this course. Cases are your opportunity to analyze real world business problems and develop recommendations. Read the cases very carefully and come to class prepared to provide constructive input to the group discussion. Situations in cases are frequently complex, only partial information is available, and relevant data are often presented in a non-linear fashion, just as the business problems you will encounter in the real world. You will succeed in your case analysis by making assumptions transparent to all, developing recommendations with a basis in business theory, and support your work with a quantitative analysis of data in the case.

For each case discussion, questions for you to prepare in advance will be posted to Blackboard. If you can answer each question well, you will understand the basic issues of the case. I strongly encourage you to discuss the case within your group (excluding the individual case study assignment). You will benefit from defending your ideas and you will learn by discussing other group members' approaches.

Conscientiousness

Conscientiousness is being thorough, diligent, timely, careful, and paying attention to detail. Personal elements of conscientiousness include self-discipline, carefulness, organization, and deliberation, some aspects of what has traditionally been called "character." This course sets a very high standard for conscientiousness to help you prepare for your professional careers as your employers will expect you to practice conscientiousness.

Examples of conscientiousness that are expected in this course:

- Meeting deadlines – missed deadlines for assignments or project milestones will be subject to reduced credit or no credit for that assignment
- Being on time for class – students are expected to be in their seats when class begins or class participation points will be deducted
- Proofreading all assignments for spelling and grammar – on assignments one point will be deducted for each spelling or grammatical error
- Reading and following instructions – written instructions will be provided for all course requirements in email, lecture PowerPoint, and documents posted to Blackboard, read and re-read these instructions
- Spell check email messages before sending – please take advantage of the spell check feature on your email system or switch to an email system that offers a spell check.
- Maintaining a professional demeanor – students are expected to be calm, professional, thoughtful, engaging, and approachable in their interactions in class and with each other outside of class

Academic Integrity

Don't cheat in any way, shape, or form. Integrity is important in the "real world" and the classroom alike. The bottom line is that I will not be tolerant of any unethical behavior in any way shape or form and will seek out the maximum penalties for any student violating the University's policies. Please read the "University Policies" section below for more details and links to the official policy.

Students are often confused about academic dishonesty when it comes to projects/papers. The most common confusion is with plagiarism. The basic rule to avoid plagiarism is to simply cite your sources: If it's not your idea, then cite the source. You can use APA style (or any other style) to cite references as long as you are consistent. Try this link for details about APA style: <http://www.lib.utexas.edu/students/citing/online/apa.html>

Plagiarism. n 1: a piece of writing that has been copied from someone else and is presented as being your own work 2: the act of plagiarizing; taking someone's words or ideas as if they were your own, WordNet 2.0 (2003), Princeton University, from www.dictionary.com.

University Policies

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Policy Statement on Scholastic Dishonesty for the McCombs School of Business:

By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that Policy Statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> or the General Information Catalog to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi02-03/app/appc09.html>.

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Accommodations for Students with Disabilities

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Tentative Course Schedule

Session	Date	Day	Topic	Case/Reading/Exam
1	19-Jan	Wed	Marketing Strategy Framework	Note on Marketing Strategy
2	24-Jan	Mon	Math for Marketing Decision Making	Note on Marketing Arithmetic & Related Marketing Terms
3	26-Jan	Wed	Case Analysis Made Easy	Note on Case Analysis
4	31-Jan	Mon	Overview Case	Reliance Baking Soda: Optimizing Promotional Spending
5	2-Feb	Wed	Customer Analyses	Marketing Research: An Overview of Research Methods
6	7-Feb	Mon	Customer Analyses	Rosewood Hotels Team Case Assignment
7	9-Feb	Wed	Competitor Analyses	
8	14-Feb	Mon	Competitor Analyses	Global Wine War 2009: New World vs. Old
9	16-Feb	Wed	Segmentation, Targeting, & Positioning	Market Customization: Market Segmentation, Targeting, & Positioning
10	21-Feb	Mon	Segmentation, Targeting, & Positioning	Fashion Channel: Market Segmentation Individual Case Assignment
11	23-Feb	Wed	New Product Development	
12	28-Feb	Mon	New Product Development	Nestle' Refrigerated Foods (A): Contadina Pasta & Pizza
13	2-Mar	Wed	Brand Management	
14	7-Mar	Mon	Mid-Term Exam Review	
15	9-Mar	Wed	Mid-Term Exam	
	14-18 Mar	Mon to Fri	Spring Break	

Session	Date	Day	Topic	Reading
16	21-Mar	Mon	Brand Management	Mountain Man Brewing Company
17	23-Mar	Wed	Pricing	Pricing and the Psychology of Consumption
18	28-Mar	Mon	Pricing	Hurricane Island Outward Bound Team Case Assignment
19	30-Mar	Wed	Distribution Channels	
20	4-Apr	Mon	Distribution Channels	Natureview Farm
21	6-Apr	Wed	Advertising & Communications	The Buzz on Buzz
22	11-Apr	Mon	Advertising & Communications	HP: The Computer is Personal Again
23	13-Apr	Wed	Customer Relationship Management	
24	18-Apr	Mon	Customer Relationship Management	Harrah's Entertainment, Inc.
25	20-Apr	Wed	Contemporary Trends in Marketing	United Breaks Guitars
26	25-Apr	Mon	Final Case Presentations	
27	27-Apr	Wed	Final Case Presentations	
28	2-May	Mon	Final Case Presentations	
29	4-May	Wed	Course Wrap-Up	

APPENDIX A: Rules Of Engagement for Class Discussions

Rule 1. Arrive on time for class.

Punctuality is important to success in business-- stragglers distract the class and delay a strong start.

Rule 2. Be prepared to open the case.

You are ready to open the case if you can: identify the most important decisions; take a definitive stand on each decision; support each decision with logical and numerical analysis.

Rule 3. Listen respectfully.

Respectful listening starts with the expectation that others in the conversation have something important to teach you. Do not raise your hand while someone else is speaking. Wait until the speaker has finished. Listen all the way to the end of their contribution.

Rule 4. Build on previous points.

Your contribution in class should build upon the previous student's comment, agreement, disagreement, or introduction of an additional concept which enhances class understanding of the case problem.

Rule 5. Speak concisely.

Make one point at a time, succinctly stated. Cut unnecessary qualifiers which take time and reduce confidence such as "I think" or "Is it" or "I may be wrong, but..."

Rule 6. Direct comments to your classmates.

Cases are about interaction between students, look at your colleagues, when you make your points, and strive to address your colleagues by name.

Rule 7. Articulate your argument systematically.

Be clear about the question you are answering and how you are proposing the answer the question, logically and quantitatively.

Rule 8. State your assumptions.

Your argument is easier to follow if you state your assumptions, others may agree with the logic of your argument but their different assumptions might lead to different conclusions.

Rule 9. Give evidence to support your claims.

Cite case facts that enhance and support your point.

Rule 10. Participate wholeheartedly.

Engage the discussion generously, giving the sharpest attention you can muster and avoiding side conversations.

Syllabus Acknowledgement

Marketing Policies - Spring 2011

By signing below, I, _____, acknowledge that I have received the syllabus for the course indicated above and fully understand its contents. Specifically, I understand the objectives for this course and how my performance will be evaluated. I also understand the policies associated with class resources, grade distribution across assignments, determination of the final letter grade, exam format, exam date & time, individual assignments, team project assignments, class attendance & participation, and academic integrity. I also understand that I should contact the professor or teaching assistant as soon as possible with any questions or issues regarding course contents or procedures.

Signature

Date