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<b>Office Hours</b>	3:30 PM-4:30 PM, Tuesday and Thursday (or by appointment)
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<b>Classroom</b>	GSB 2.122
<b>Course Web Page</b>	Blackboard
<b>Section Time</b>	05045: MW 3:30 PM-4:45 PM
<b>Teaching Assistant</b>	Debika Shi

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### Course Overview and Learning Objectives

Marketing is the business function that addresses the design and implementation of strategies that create, build and sustain value for the firm's customers and captures a portion of that value for the firm. Successful design and implementation of marketing strategies involve the identification and measurement of customers' needs and wants, selection of appropriate customer segments for targeting the firm's marketing efforts, and the development and delivery of strategies that satisfy customers' needs and achieve the firm's performance objectives.

This course seeks to build knowledge, understanding, and skills in the analysis of marketing problems and the development and implementation of marketing strategies.

Our specific learning objectives in this course include the following:

1. Develop a structured and disciplined approach to the analysis of marketing problems.
2. Sharpen decision-making skills by making and defending marketing decisions in the context of realistic problem situations.
3. Appreciate how the elements of a successful marketing program fit together.

To achieve these objectives, we will cover the following topics in the course:

1. The elements of market analysis.
2. The development of the firm's value proposition.
3. The delivery of the firm's value proposition to its customers.

The course utilizes a mixture of lectures and cases. The lectures will discuss established marketing concepts, frameworks, and decision-analytic tools. The lectures on a given topic will be followed by a case which may explore and sometimes extend the material covered in the lectures. The cases simulate real-world marketing problems and as such, they are often characterized by *uncertainty* and *incomplete information*. The cases will provide you with a forum for developing, presenting and defending your recommendations when a range of solutions are feasible. Importantly, the cases also provide an opportunity for critically examining and discussing the recommendations of others.

### Materials

**Course Packet (required):** The course packet, which contains the cases and some supplemental readings, will be available on the web at study.net ([www.study.net](http://www.study.net)). **Everyone must purchase their own copy of the packet. Please do not share copies of the packet as this is a violation of copyright.**

**Lecture Notes:** PowerPoint slides for the lectures will be available on Blackboard.

**Textbook (optional):** Marketing Management (13<sup>th</sup> Edition) by Philip Kotler and Kevin Lane Keller. This is the classic reference text for marketing management. The text may be useful to you in this class and beyond and is available from most online book retailers.

## Teams

You will need to form teams to prepare for the cases, both written and oral. We will form teams with no more than five students per team. You will form your teams no later than the third class meeting on Wednesday August 31. During this class meeting, team members should be seated together. This seat will then be your seat for the remainder of the semester. Also, one team member from each team should email me ([garrett.sonnier@mcombs.utexas.edu](mailto:garrett.sonnier@mcombs.utexas.edu)) with the names of their team members no later than 6:00 PM on August 31.

## Course Requirements and Grading

Your final grade in the course will be based on both individual and group work. Your final grade will be determined as follows:

A. Class Contribution	15%
B. Problem Set	5%
C. Group Case Reports	
▪ Group Report I	10%
▪ Group Report II	10%
D. Individual Case Reports	
▪ Individual Report I	25%
▪ Individual Report II	35%

As you may be aware, the University has recently adopted a plus/minus grading system for undergraduate courses. The cut points for letter grades in this course are as follows:

92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
Below 60	F

### A. CLASS CONTRIBUTION (15%)

This course utilizes the case method to provide an opportunity to apply theories, concepts, and analytical tools discussed in class to a simulated business environment. Case discussions allow you to present your analysis, argue for your recommendations, and to learn actively from others in the class. Case discussions depend crucially on your preparation and contribution. Lecture classes also offer the opportunity to contribute. You will be evaluated on your class contribution. In addition, your peers will provide feedback on your contribution to your respective study groups which will factor into your overall class contribution score.

Some of general criteria for evaluating effective class contribution during case discussions include but are not limited to the following:

- Is the student present and on time? Regular attendance is required to receive credit.
- Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.
- Does the student make *quality* points? *Note that your grade will not be a function solely of the amount of airtime you consume.* Concise and insightful comments backed by analysis are required for higher scores.
- Appendix A contains a more detailed description of the class contribution scoring process.

**Before each case is discussed I will provide a set of questions to guide your preparation of the case.** I strongly encourage you to prepare for case discussion days with your team. However, this does not mean you should “free-ride” on the case analysis efforts of others in your group. Not only is this an abdication of your

responsibilities, it also will prevent meaningful class contribution and, more importantly, make the individual case reports a difficult proposition for you.

In preparing a case, you must deal with the case situation at the particular point in time of the case. Put yourself in the shoes of the key actors in the case, viewing the situation as it appeared to them at that time with the data that was then available. ***Do not waste time collecting data from outside the case. Case discussions (and reports) may not include any material researched on the case companies, situation, or actors.*** Focus on the situation and questions in the case. It is important to know both what you would have done in that specific marketing situation and can explain why you would have chosen that particular action from the set of possible actions. In many cases, more than one feasible solution may develop. It may be tempting to argue that there is no “right” or “wrong” answer. I prefer to argue that there are good, better, and best answers. The best answers typically consist of a rigorous, thorough analysis of case information, an exploration of alternative courses of action, and a recommendation solidly backed by the analysis.

The case method is a very powerful and interactive learning mechanism. It allows you to develop skills in integrating quantitative and qualitative analysis and in presenting your ideas to your peers, who will critically assess your ideas. Hence, an important element of learning is extensive case preparation before you come to class. The better your case preparation, the better your learning experience. It is recommended that you do quantitative analyses where possible (most cases will have some quantitative component)—even if the case is not one that is due for submission. This will help you better defend your recommendations and achieve your learning objectives. I also encourage you to review the McCombs Classroom Professionalism Policy located below.

#### **B. PROBLEM SET (5%)**

A small problem set dealing with simple quantitative methods for marketing case analysis will be assigned. This exercise is intended to sharpen your skills in this important area of case analysis. Please do not coordinate this assignment with your group members, as it is an important learning tool and chance to develop case analytic skills.

#### **C. GROUP CASE REPORTS (20%)**

Each group must submit two written case reports during the course. The group case reports are due in hard copy format at the beginning of the class period on the due date. For these reports, there is a strict upper limit of **four pages of text, including any exhibits you choose to include** (assuming 12-point font, double-spacing, and one-inch margins). In preparing your reports, I suggest you use the following format:

- **Strategic Issues and Problems:** State the purpose of the report and specify the problems/decisions to be addressed in your analysis. This typically goes beyond simply restating the assignment questions.
- **Analysis:** This is the heart of your report. It entails marshaling data which support your problem identification, analyzing causes of the problem and/or decision options, and your recommended course of action. Don't hesitate to use the tools discussed in class and remember that analysis goes beyond mere repetition of case facts to provide conclusions and implications.
- **Recommendations:** State the manner in which each of the problems/decisions you have identified and analyzed should be resolved. In this section, only your recommendations should be discussed and justified; do not introduce new analysis.
- **Exhibits:** Make sure that you tie your exhibits to the text of the report and the logical flow of your analysis. Exhibits added to a report which are not integral to the discussion in the text (or, worse yet, not even referenced in the text) will detract from the effectiveness of the report.

#### **D. INDIVIDUAL CASE REPORTS (60%)**

Each individual must submit two written case reports during the course. The cases will be distributed to the students via study.net approximately two to three days prior to the due date. The reports will be due to the Blackboard drop box no later than 5:00 PM on the designated due date. The format and length restrictions will be the same as for the group report. *Note that we will not meet as a class on the individual case report due dates.*

This course fills part of the University's basic education requirement in writing. As such, a substantial portion of each case report and case exam will be graded on writing. Should you need some help with writing I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance

with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

## McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away unless instructed otherwise.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

## Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment.

## Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities. The telephone number is (512) 471-6259.

**CLASS SCHEDULE****I. INTRODUCTION TO MARKETING AND THE CASE METHOD**

DATE	TOPIC	CASE/READING	ASSIGNMENT
Session 1 W 8/24	Introductory Lecture		
Session 2A M 8/29	Introduction to Case Analysis	<i>Eastman Kodak: Funtime Film</i>	
Session 2B W 8/31	Tools for Case Analysis	<i>Note on Marketing Arithmetic</i>	

**II. MARKETING ANALYSIS**

DATE	TOPIC	CASE/READING	ASSIGNMENT
M 9/5	NO CLASS MEETING		
Session 3A W 9/7	Consumers I	<i>Chapter 6</i>	<i>Problem Set Due</i>
Session 3B M 9/12	Consumers II	<i>Nestle Contadina</i>	
Session 4A W 9/14	Customer Satisfaction and Lifetime Value	<i>Chapter 5</i>	
Session 4B M 9/19	Customer Satisfaction and Lifetime Value	<i>Rosewood Hotels</i>	<i>Group Report I Due</i>
Session 5A W 9/21	Segmentation, Targeting and Positioning I	<i>Chapter 8, Chapter 10, pps. 267-277, and Chapter 11</i>	
Session 5B M 9/26	Segmentation, Targeting and Positioning II	<i>Polyphonic HMI</i>	
Session 6A W 9/28	New Product Development I	<i>Chapter 20</i>	
Session 6B M 10/3	New Product Development II	<i>Examining the Adoption of Drug Eluting Stents</i>	
Session 7 W 10/5	Review		
M 10/10	NO CLASS MEETING		<i>Individual Report I Due</i>

### III. DEVELOPING AND IMPLEMENTING MARKETING STRATEGIES

DATE	TOPIC	CASE/TEXT	ASSIGNMENT
Session 8A W 10/12	Product Management I	<i>Chapter 12</i>	
Session 8B M 10/17	Product Management II	<i>Aqualisa Quartz: Building a Better Shower</i>	
Session 9A W 10/19	Branding I	<i>Chapter 9</i>	
Session 9B M 10/24	Branding II	<i>Mountain Man Brewing Company</i>	
Session 10A W 10/26	Advertising and Promotions I	<i>Chapters 17-18 and Chapter 19, pps. 531-551</i>	
Session 10B M 10/31	Advertising and Promotions II	<i>Reliance Baking Soda</i>	
Session 11A W 11/2	Pricing I	<i>Chapter 14</i>	
Session 11B M 11/7	Pricing II	<i>Yamato Transport: Valuing and Pricing Network Services</i>	<i>Group Report II Due</i>
Session 12A W 11/9	Channels of Distribution I	<i>Chapter 15 and Chapter 19, pps. 551- 563</i>	
Session 12B M 11/14	Channels of Distribution II	<i>Soren Chemicals</i>	
Session 13A W 11/16	Marketing and Social Media	<i>The Challenges and Opportunities of Social Media</i>	
Session 13B M 11/21	Marketing and Social Media	<i>Cyworld: Creating and Capturing Value in a Social Network</i>	
W 11/23	<i>NO CLASS MEETING</i>		
Session 14 M 11/28	Course Review	<i>Note on Marketing Strategy</i>	
W 11/30	<i>NO CLASS MEETING</i>		<i>Individual Report II Due</i>

## APPENDIX A: Class Contribution Scores

Your class contribution will be scored on a ten-point scale. It's been said that half of life is just showing up. In Marketing Policies, showing up counts for 70%! Below is an approximate guide to how we score class contribution.

- 10** Contributions in class reflect exceptional preparation. Comments and analysis offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion.
- 9** Contributions in class reflect thorough preparation. Comments and analysis offered are substantive and insightful. Arguments are generally well substantiated and persuasive.
- 8** Contributions in class reflect some preparation. Ideas offered generally reflect case facts. Little is offered in terms of analysis or argument.
- 7** Student is present in class, but does not contribute
- 6** Student is present in class, but is unprepared to contribute
- 0** The student is absent from class.

Attendance is also required on lecture days. Lecture days will also provide some opportunity to earn class contribution points.

From time to time, life happens. When life's events prevent you from attending class, you will receive a zero for class contribution that day. However, when computing your final class contribution score, I will drop your two lowest daily scores.