Course Syllabus BA 381T - Marketing Management Fall 2004

#01830: MW 4:00 – 6:00 pm; GSB 3.104

Instructor
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Hours: W 1-2 or by appointment

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Course Objectives and Overview:

The overall objective of the course is to introduce you to the marketing decisions in an organization and teach you to think like a marketer. To this end, we will:

- Understand the strategic role of marketing and develop the ability to define and analyze the marketing problems dealt with by managers, and
- Understand analytical concepts and techniques currently being used in marketing.

The marketing core course has been structured around 3 modules. The first module focuses on fundamental marketing principles: the firm's operating environment, market focus, and customer analysis. The next module addresses the marketing strategy steps: segmentation, targeting and positioning. The third module looks at the marketing mix elements of product, price, place, and promotion.

Readings:

- **Marketing Management** by Philip Kotler, 11th edition, Prentice Hall.
- **Case packet** (available at the University Co-op)
- **Selected additional readings** (available electronically through UT Library/Online Journals) will periodically be assigned during the course.

Course Procedures:

The course is organized so that each class is either a lecture or a case discussion. Generally speaking, lecture classes and case classes alternate, with the lectures covering material relevant to the next case.

Blackboard (http://courses.utexas.edu)
Blackboard will serve as the central distribution/communication vehicle for this course.

Specifically, under the 'Documents' section of the Blackboard site, there will be separate folders for each class session, as well as a copy of the syllabus. Each folder will contain the PowerPoint slides (if any) for the session as well as other documents which you may find useful or need to bring to class.

The slides will not always be complete – they may need to be annotated during the lectures. If you miss a class, make sure you get annotations from a colleague. In the spirit of continuous improvement, the slides may also be changed. If I make dramatic changes I will try to bring new copies to the class.

Groups:
You are asked to form 4-person study groups. These groups will be used to prepare cases and readings throughout the semester and for your Group Case Write Up.

Please submit to your TA a roster of your team members by the end of class on Wednesday, September 1st. The group should designate a contact person and provide an email address and telephone number for that person. If your team consists of less than 4 persons, submit your roster on Sept. 1st anyway. Your TA will try to complete the group. The final group list will be posted on Blackboard by Sept. 8th.

Grading and Course Requirements:

Grades will be based on two individual assignments, two group case write-ups, a mid-term exam, and contribution to case discussions. The final grade will be computed as:

Class contribution	15%
Individual Assignments (2 @15%)	30%
Group Case Write-ups (2 @ 15%)	30%
Mid-term exam	25%

The course will be graded on a curve, with the score-to-letter-grade mapping determined by the instructor. Remember that there are many ways to measure your success in this course - please do not become too focused on the grade alone.

If you believe that we assigned too little credit for your work, you may submit your work for a re-grade under the following restrictions. (1) All re-grade requests must be submitted with a clear, written statement that explains why you believe the original grade was incorrect. (2) All requests for re-grades must be submitted within 1 calendar week of when the graded work is returned. (3) We will re-grade the *entire* exam or assignment, and if we were overly generous we will deduct points. Thus, your grade can go up or down on a re-grade.

- **Contribution to case discussions (15%)**

Discussion contribution will be graded jointly by the TA and the instructor. Contribution is NOT evaluated solely on quantity. You will do best if you listen to the ongoing discussion and work together with your fellow students to raise new and relevant issues, suggestions, and comments. We will weight heavily comments that reflect a deep understanding of marketing principles as they relate to the case or discussion topic.

Some of the things that have an impact on effective contribution include:

- Is the participant a good listener? Are the points that are made relevant to the discussion? Are they linked to the comments of others?
- Do the comments add to our understanding of the situation?
- Do the comments show evidence of analysis of the case or article?
- Is there a willingness to test new ideas, or are all the comments “safe”? (For example, repetition of case facts without analysis and conclusions or repetition of a comment already made by a colleague.)
- Is the participant willing to interact with other class members?
- Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

You are welcome to consult with either the instructor or the TA regarding your class contribution performance at any time during the course.

<u>Opening a Case</u>

At the beginning of each case class one or more students will be selected to “open” the case. Given the size of the class, some students will never be selected to “open” the case. Some students may be called on more than once during the semester to “open.” The evaluation of a student’s opening will have greater weight than a class comment in determining the student’s class participation grade. A good case opening will provide a short (approximately 3-5 minute) overview of the case in which the student:

- Takes a strong, clear, unambiguous position on the problem posed by the case.
- Presents the logic behind the selected position.
- Gives evidence (or is prepared to give evidence) in support of the position.

- States the selected position so clearly, and structures the arguments in support of the position so clearly, that the class can build from the “opening” to discuss all of the important business issues related to the decision at hand.

- **Individual Assignments (30%)**

Two individual home-work assignments are scheduled for the semester. The assignments will be posted on Blackboard two weeks prior to their due date. Please submit 2 hard-copies of the assignment and keep one copy for your records.

- **Group Case Write-Up (30%)**

Each group is required to submit a written analysis of two cases (Pepcid AC and Sauve ‘C’) during the semester. The submission should not exceed 5 double-spaced (Times Roman 12 point) pages plus exhibits.

The write-up is due at the start of the class session during which the case is scheduled for discussion. Late submissions will not be accepted – no exceptions. Please submit 2 hard-copies of the case and keep one copy for your records. A sample grading template that we will be using for evaluating the case write-ups will be posted on Blackboard.

- **Mid-term Exam (25%)**

The exam will include the analysis of a case (to be made available for purchase 2-3 days before the exam) as well as direct questions on concepts covered in the first half of the course.

Class Schedule

	Date	Session Topic	Reading/Case *(Chapter numbers refer to the Kotler textbook)* *Unless otherwise indicated, all readings are required.*
1	W 8/25	Course Overview	*Recommended*: "Marketing Myopia" (Reprint in HBR July-August 2004)
2	M 8/30	Marketing Management – An Overview	• Chapters 1, 3 • Note on Marketing Strategy (HBSP 9-598-061) *Recommended*: "What the Hell is Market-Oriented?" (HBR Nov-Dec 1988)
3	W 9/1	Creating Value Intro to Case Analysis	• **Case:** The Black & Decker Corp. (A): Power Tools Division • A Note on Case Learning (HBSP 9-899-105) **SUBMIT:** Group members' names and designated contact person's info
		Understanding the Customer & Analyzing Markets	
4	W 9/8	Situation Analysis - Company	• Chapters 4, 5, 6, 11 (pp 328-343)
5	F 9/10 ***-Friday*** session	Situation Analysis – Industry and Competition	• Chapters 4, 5, 6, 9 Assignment #1 posted on Blackboard
6	M 9/13	Strategic Response to Market Shifts	• **Case**: Sealed Air • Note on Low-Tech Marketing Math (HBSP 9-599-011)
7	W 9/15	Situation Analysis - Buyers	• Chapter 7, 8
		Developing Marketing Strategy	
8	M 9/20	Strategy Development – Choosing Customers	• Chapter 10 • Segmenting Customers in Mature Industrial Markets (HBSP 9-594-089) *Recommended*: "Selling to the Moneyed Masses" (HBR July 2004)
9	W 9/22	Segmentation	• **Case:** Ford Ka (A)
	Th 9/24		**SUBMIT individual assignment #1 by 4:30 pm**
10	M 9/27	Positioning/Value Proposition	• Chapters 11 • Analyzing Consumer Perceptions (HBSP 9-599-110) • Analyzing Consumer Preferences (HBSP 9-599-112)

11	W 9/29	Segmentation, Differentiation & Positioning	• Case: Pepcid AC **SUBMIT Group case write-up**
12	M 10/4	*Review*	
13	W 10/6	*EXAM*	

Spring Break & Plus program – No Classes

The Marketing Mix (Designing & Delivering Value)

14	M 10/25	Product & Service Decisions	• Chapters 12, 14
15	W 10/27	Product Portfolio Management	• **Case:** Eastman Kodak Company: Funtime Film
16	M 11/3	Pricing	• Chapters 16 • Note on Behavioral Pricing (HBSP 9-599-114)
17	W 11/5	Pricing	• **Case:** Virgin Mobile USA
18	M 11/8	Branding	• **Case:** Heineken N.V.: Global Branding and Advertising • Brands and Branding (HBSP 9-503-045) *Recommended*: "Three Questions You Need to Ask About Your Brand" (HBR Sept 2002)
19	W 11/10	Communications & Promotions	• Chapters 19, 20 • **Case:** Cofidis Assignment #1 posted on Blackboard
20	M 11/15	Communications & Promotions	• Chapters 19, 20 • **Case:** Sauve 'C' **SUBMIT Group case write-up**
21	W 11/17	Channels	• Chapter 17
22	M 11/22	Channels	• **Case:** Goodyear: The Aquatred Launch
	W 11/24		**SUBMIT Individual Assignment #2**

Integrated Marketing

23	M 11/29	Not-for-Profit Integrated Marketing Mix	• **Case:** The Aravind Eye Hospital: In Service of Sight
24	W 12/1	Course Review and Wrap up	

Procedural Matters:

The marketing core course will observe the following procedural guidelines.

1. This is a course in which, as indicated earlier, an important part of the learning takes place in class and where each class builds upon previously discussed materials. Because of this, attendance in class is very important. Please schedule other activities (for example, job interviews) at times other than BA381T. If, for some unavoidable reason, you have to miss a class during the semester, I expect you to let me know in advance of that class.

2. I will be prepared for each class and expect you to do the same. Since I will call on individuals whose hands are not raised, you should let me know before the start of class if some emergency has made it impossible for you to be adequately prepared for that class.

3. Given the importance of class contribution, we will learn your names as quickly as possible. In order to do that, we ask that you use a name card for the first several weeks; we will pass around a seating chart during the second class session and ask you to use the same seat from then on.

4. We will be happy to discuss the course, your progress, your contributions in the class, or any other matters of interest to you, on an individual basis. Please come by during office hours or email me to make an appointment. You should also feel free to contact the course TA at any time during the semester.

5. For purposes of general case preparation, group work is encouraged. I expect you to work in study groups. Although it is unlikely, if you have actually had one of these cases previously, you are certainly free to use your own prior notes on that material. However, you are expected to rethink the case within the context of this course since it may be somewhat different from where you saw it previously.

6. In order to minimize distractions, no student should be on-line, accessing email, surfing the net, etc. during class. The network will be turned on only if web access is integral to the day’s discussion.

7. Since quality class contribution figures prominently in this course, the GSB Honor Code mandates that you not rely on notes, handouts, or cases from students who have taken this course previously. You should also not use duplicated readings / cases / handouts since these are likely to be "marked up" or highlighted according to the judgments of others; a critical job of the strategist is to discriminate between meaningful data and "noise."

Thank you for taking the course and I look forward to working together.

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.

Appendix: Guidelines for Case Analyses

I - Case Study Preparation

It is imperative that a businessperson be competent in the process of problem solving. Through the use of case studies this course will develop your skills in analyzing various business problems. Therefore, a basic methodology for situation analysis and decision-making is presented which will be useful in most areas of policy making. The major steps in this process are:

1. Define the problem
2. Determine which information is relevant and organize it into separate issues
3. Analyze each issue
4. Formulate viable alternatives
5. Evaluate the alternatives
6. Make a decision
7. Devise a plan for implementation

In preparing yourself for class, the following process may be helpful:

1. Thoroughly familiarize yourself with all the information given in the case. As you go through the information take notes and / or highlight and be sure you differentiate between fact and opinion.

2. State the central problem(s) <u>in terms of the decision to be made</u>. Your problem statement should be very direct and very succinct. (Take care not to identify a symptom of the problem as the problem itself. For example, low sales volume is a *symptom* of a problem. Start asking yourself *why*? Sales may be declining because morale is low and turnover is high. Why is morale low and turnover high? These effects may be caused by an inadequate compensation plan, which in turn may be caused by inadequate profit margins. Profit margins may be low because products have been improperly priced or the distribution system is antiquated.)

3. Divide the problem into logical areas of consideration. For example, a decision on whether to enter a new market may involve analysis of issues such as size and growth of the market, existing and potential competition, competitive fit of current marketing programs, and government regulation and policy. Analyze the case information in each area and try to draw conclusions about the situation with regard to each area.

4. Formulate alternative courses of action. Brainstorm to develop as many potential solutions as possible. Then reduce the alternatives down to the most logical (perhaps 3-4 alternatives, depending on the situation).

5. Evaluate the "pros" and "cons" of each alternative. Be sure to consider the long-run impact of each alternative. Try to determine how sensitive each alternative will be to outcomes / changes in the business environment which are different from what you are projecting.

6. Decide which course of action you recommend. Know the weaknesses as well as the strengths of your chosen plan.

7. Develop a plan for implementation that is realistic and which attempts to minimize or avoid the weaknesses in your recommendation. An implementation plan is often a listing of who is going to do what, when, and how. Depending on the case, your implementation plan might include a set of action priorities, time-lines, personnel recommendations, policy changes, and / or organization and system changes. In some cases you may need to include contingency plans for environmental changes different from the projections on which you base your recommendation.