



# BA 281T: MARKETING MANAGEMENT

FALL 2010 (UNIQUE 02135 AND 02140)

<b>Instructor</b>	Ben Bentzin
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<b>Classroom</b>	GSB 3.130
<b>Course Packet</b>	Study.net (see link below)
<b>Lecture Times</b>	Cohort 1: TTh 8:00 – 10:00      Cohort 2: TTh 10:00 – 12:00
<b>Teaching Assistants</b>	Cohort 1: Caitlin Mullen Pickard - <a href="mailto:mullen.caitlin@gmail.com">mullen.caitlin@gmail.com</a> Cohort 2: Amy Williams - <a href="mailto:a.williams@mail.utexas.edu">a.williams@mail.utexas.edu</a>

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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.

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.

The course utilizes multiple teaching methods including lectures, exercises, team research projects, and case discussion. 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.

## Leadership and this Course

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society. This course will enhance your knowledge and understanding of marketing management, an essential functional area of business practice. Case preparation, discussion and written reports (individual and group) will allow you to sharpen your communication and collaboration skills.

## Materials

*Course Packet (required):* The course packet, which contains the cases and readings is available on Study.net in both digital and hard copy form:

[http://www.study.net/r\\_mat.asp?crs\\_id=30018024](http://www.study.net/r_mat.asp?crs_id=30018024)

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 after each lecture.

## Instructor Bio

Ben Bentzin is a Lecturer in Marketing at McCombs and an active investor and strategic marketing consultant. In his previous ten-year career as a Dell Inc. executive, Ben Bentzin had various responsibilities for marketing, product development and e-commerce, including heading marketing for Dell's consumer/small business division, product marketing for Dell Dimension and Dell Latitude brand computers, and business to business e-commerce.

As a community leader, Ben is co-Chairman of the United Way of the Capital Area campaign and serves on the boards of the Center for Child Protection and Austin public radio station KUT. Previously, Ben was Chairman of the Board of the Long Center for the Performing Arts and spent 12 years on the board of Ballet Austin where he chaired the Marketing Committee.

Ben Bentzin was awarded an M.B.A in marketing and strategic management by the Wharton School at the University Of Pennsylvania and a B.S. in Finance by Arizona State University. Ben was previously licensed as a Certified Public Accountant.

## Course Requirements and Grading

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

A. Class Contribution	20%
B. Problem Set	5%
C. Group Case Report	30%
D. Final Examination	45%

### A. CLASS CONTRIBUTION (20%)

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

Because the learning process continues outside of class sessions as well, a class discussion board will be open for you to post and react to issues from class as well as other issues related to marketing. The professor will regularly check the board and will occasionally add his comments where appropriate. This discussion board will be another avenue for you to make a contribution to our class and earn contribution credit.

Some of general criteria for evaluating effective class contribution during class 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.

Some class periods include a case discussion. The week before each case is discussed we will provide a set of questions to guide your preparation of the case. As part of your preparation, it may be useful to discuss and debate your analysis and recommendations within your study groups.

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.

Class Contribution is graded as described in Appendix A. All class contribution must be consistent with the Rules of Engagement listed in Appendix B to receive a grade. As will be discussed in class, you will have the chance to earn additional class participation points by participating in the class discussion board on Blackboard.

#### 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. This assignment is to be completed individually without consulting others, as it is an important learning tool and chance to develop analytic marketing skills prior to the final examination.

#### C. GROUP MARKETING CONSULTING PROJECT (30%)

The marketing consulting project is an opportunity for you to learn how to analyze a marketing program, consider alternative opportunities, and make recommendations for growth. The project integrates the key points of the marketing course, prepares you to think about how to approach similar problems in your careers, and gives you an opportunity to learn about a business of your own choosing.

The project has three steps; select a business, research and analyze qualitative and quantitative information, then develop a strategy with a quantitative analysis of the financial impact of your strategy. You will prepare both a PowerPoint presentation and a one-page written executive summary in Word format which summarizes your analysis and recommendations. You will not be presenting the PowerPoint presentation in class, but you will prepare your presentation as if you were. Additional details will be distributed in class.

All projects must be uploaded to the appropriate Assignment on Blackboard no later than 5pm, Friday, December 3.

#### D. FINAL EXAMINATION (45%)

The final exam will be held during the examination time announced by the MBA Program Office, tentatively scheduled for 6 PM on Monday, December 6. The final examination will consist of short answers to questions drawn from the entirety of the material covered during the course and a small case analysis (details will be announced later).

### **McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. 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 Texas MBA 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.** 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 Honesty**

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 or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and in Appendix B of this syllabus. As the

instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

### **Students with Disabilities**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

## COURSE SCHEDULE

### **Class 1—Tue Oct 12—Overview**

*In this session we will discuss the primary objectives of marketing and the decisions that marketing managers make in order to achieve those objectives. We will also consider how these decisions are shaped by objectives, skills, and assets of the firm, as well as environmental influences external to the firm.*

- Note on Marketing Strategy. HBS Product: 9-598-061.
- Learning by the Case Method, HBS Product: 376241.
- Note on Marketing Arithmetic and Related Marketing Terms. HBS Product: 574-082.

### **Class 2—Tue Oct 19—Consumer Behavior**

*Since marketing involves facilitating an exchange with customers, in this session we will focus on understanding how consumers make decisions. We will discuss a model of consumer decision making, and examine some key factors that influence product purchase and use. We will also explore some of the decision making short cuts, or heuristics, that consumers use and how these affect the choices they make.*

- A Voyage from the Familiar. Gerald Zaltman, How Customers Think (2003) pg. 3 – 25.
- Get Closer to Your Customers by Understanding How They Make Choices. Itamar Simonson, California Management Review, Summer 1993, v 35 pg. 68.

### **Class 3—Thu Oct 21—Segmentation**

*In session we will continue our focus on consumers, but this time, we will consider how groups of consumers differ in ways that are meaningful to marketers. We will discuss methods of segmenting consumers including tools that marketers use to identify potential segments.*

- **Problem set due** (from Note on Marketing Arithmetic)
- Market Customization: Market Segmentation, Targeting, and Positioning. HBS Product: 2580BC.
- Strategies to Fight Low-Cost Rivals. HBS Product: R0612F.
- Customer Value Propositions in Business Markets. HBS Product: R0603F.

### **Class 4—Tue Oct 26— Break Even Analysis**

*Part of selecting which segments to target involves estimating the returns from doing so. In this session we will shift our focus to considering the feasibility of a marketing program for a given segment. Clearly, an important consideration for any marketing program is exceeding its cost. In this session we will explore the decision to launch a new product with a focus on consideration of breakeven analysis.*

- Case: Mountain Man Brewing Company: Bringing the Brand to Light. HBS Product 2069.
- Finding and Evaluating the Opportunity: Is It Real and Large Enough? HBS Product: 5276BC.

**Class 5—Thu Oct 28—Targeting and Positioning**

*Having selected a segment, we must now turn our attention to understanding that segment and developing a clear point of differentiation to present. In this session we will discuss this as we focus on targeting and positioning. This is an important area in which we develop an overall brand strategy that will be reflected in our decisions in our products, pricing, distribution and promotions.*

- Brands and Branding. HBS Product: 503045.
- Customer-Centered Brand Management. HBS Product: R0409H.

**Class 6—Tue Nov 2— Customer Lifetime Value**

*In truly understanding the value of a segment it is important to consider the sales, revenues, and profits of customers over their lifetime with the firm. Understanding this changes the calculus for the amount a firm should be willing to invest to attract and retain its customers, as well as the value of the segment to the firm. In this session we will examine a number of methods for calculating Customer Lifetime Value through discussion of the Rosewood Hotels and Resorts case.*

- Case: Rosewood Hotels and Resorts, Harvard Business School Case (2007), HBS Product 2087.
- The Right Customers: Acquisition, Retention, and Development. HBS Product: 2610BC.
- Rethinking Marketing. Roland Rust, Christine Moorman, Gaurav Bhalla, Harvard Business Review (Jan-Feb 2010) pg. 94-101.
- Come Early. Be Loud. Cash In., Texas Monthly, November, 2008, <http://www.texasmonthly.com/2008-11-01/feature.php>. (note: this reading is for the November, 3 Texas Athletics presentation)

**Class 7—Thu Nov 4—Product Decisions**

*Most new product introductions fail to meet expectations. So, to improve the odds of success it is important that marketers start with superior product concepts. In this session we will discuss the product development process and consider internal and external sources for new product ideas. During the session we will examine methods enhancing creativity that marketers use in early stages of new product design.*

- Are You Ignoring Trends that Could Shake Up Your Business? Elie Ofek and Luc Wathieu, Harvard Business Review (July-August 2010), pg. 124-131.
- Is Justin Timberlake a Product of Cumulative Advantage?, New York Times, April 15, 2007, <http://www.nytimes.com/2007/04/15/magazine/15wwlnidealab.t.html>.

**Class 8—Tue Nov 9— Estimating Success for New Products**

*Once we have developed product concepts, we still want to estimate their success prior to reaching the market. In addition, we may still have questions about what is the right mix of attributes to include in our products to best meet customer needs relative to competing products. In this session we'll discuss a number of marketing research tools including CONJOINT analysis and pretest marketing methods used making these estimates.*

- Marketing Research: An Overview of Research Methods. HBS Product: 9-585-039.
- The Myth, the Math, the Sex. New York Times, August 12, 2007: <http://www.nytimes.com/2007/08/12/weekinreview/12kolata.html?ref=weekinreview>.

**Class 9—Thu Nov 11— Managing Services**

*Managing services and the service elements of products can be more difficult than it seems. Unlike physical products, services require greater consideration in managing employees, processes, and the tangible elements that communicate that which may not be observed. In this session we will consider the issues of service management through a discussion of the Ocean Park case.*

- Case: Ocean Park: In the Face of Competition from Hong Kong Disneyland. University of Hong Kong Case (2007), HBS Product HKU638-PDF-ENG
- The Four Things a Service Business Must Get Right. HBS R0804D.
- A Framework for Customer Relationship Management. Russell S. Winer, California Management Review, 2001. Product: CMR209.
- Zappos's CEO on Going to Extremes for Customers. Tony Hsieh, Harvard Business Review, (July-August 2010), pg. 41-45.

**Class 10—Tue Nov 16—Pricing Decisions**

*Of the classic 4-Ps model of marketing, pricing tends to be most impactful on measures such as profit and revenue, but it also tends to be the least understood. In this session we will discuss some of the most important elements of making pricing decisions through a discussion of the London 2012 Olympic Games case.*

- Case: The London 2012 Olympic Games. Harvard Business School Case (2010) HBS Product 9-510-039.
- Pricing and the Psychology of Consumption. HBS Product: R0209G.
- Pricing It Right: Strategies, Applications, and Pitfalls. HBS Product: 2629BC.

**Class 11—Thu Nov 18— Evaluating Price Promotions**

*In this session we will continue our discussion of pricing by exploring the use of pricing as a promotional tool. We'll use a class exercise to illustrate these points in which you will analyze a set of data to determine the feasibility of using a coupon as price promotion tool.*

- Who Benefits from Price Promotions? Shuba Sritiivasan, Koen Pauwels, Dominique Hanssens, and Marnik Dekimpe, Harvard Business Review, (Sept 2002), pg. 22-23.
- How to Stop Customers from Fixating on Price. Maro Bertini and Luc Wathieu, Harvard Business Review, (May2010) p84-91.

**Class 12—Tue Nov 23—Distribution Decisions**

*People often think of a distribution channel merely as a means to move products to consumers. But distribution channels can serve many functions and can be used strategically to differentiate from competition and add value for customers. In this session we will discuss decisions related to distribution channels through discussion of the Snapple case.*

- Case: Snapple, HBS Case (2003) Product: 599126.
- Going to Market. HBS Product: 9-599-078.
- Trade Promotion: Essential to Selling through Resellers. Paul Farris and Ervin Shames, Sloan Management Review (Fall 1999), pg. 83-92.

### ***Class 13—Tue Nov 30—Promotion Decisions***

*In this session we will consider communication and promotion decisions. We'll discuss the Charles Schwab "Talk to Chuck" case and highlight issues of promotional decisions including linking promotional strategy to branding and positioning, advertising goals, and advertising scheduling.*

- Case: Charles Schwab & Co., Inc.: The "Talk to Chuck" Advertising Campaign, Harvard Business School Case (2008), HBS Product 9-507-005.
- Integrated Marketing Communications. HBS Product: 599087.
- Aflac's CEO Explains How He Fell for the Duck. Daniel Amos, Harvard Business Review (Jan Feb 2010) pg. 131-134.

### ***Class 14—Thu Dec 2— New Topics and Tools in Marketing***

*In this last session, we will wrap up and review our marketing course as well as consider some new topics in the future of marketing, including discussions of social media as well as customization and personalization tools. Note that in order to give you extra time to complete your course project, there is no required reading for this session.*

***Final Exam—per MBA Program schedule, tentatively 6:00pm, Monday, December 6***

## **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 Management, showing up counts for 70%!

- 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. Participation for 8 points and above must be consistent with all Rules Of Engagement for Class Discussions (Appendix B)
- 7** Student is present in class, but does not contribute.
- 0** The student is absent from class.

Late arrivals to class are distracting to students and disrupt the flow of class discussion. Students are expected to be in their seats, with their materials settled, before class begins. Students who were not in their seats, but arrive within 10 minutes of the start of class will be deducted one class participation point, students who arrive more than 10 minutes late will be deducted three class participation points.

From time to time, life happens. When life's events prevent you from attending class, you will unfortunately receive a zero for class contribution that day. However, when computing your final class contribution score, I will drop your two lowest daily scores. Remember that peer feedback from your team members will also be factored into your grade.

## **APPENDIX B: 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.

## **APPENDIX C: McCombs School Honor System**

### **Honor Code Purpose**

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

### **Faculty Involvement in the Honor System**

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

### **Expectations Under the Honor System**

#### *Standards*

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

#### *Lying*

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

#### *Stealing*

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal

property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

### *Cheating*

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

### **Actions Required for Responding to Suspected and Known Violations**

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

### **The Honor Pledge**

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

**The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.**

**Excerpts from the University of Texas at Austin Office of the Dean of Students website**  
([http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php))

## The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

## What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

## Unauthorized Collaboration

**If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.**

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.

- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

**Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.**

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

**Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."**

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

**Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.**

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you *and/or* another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

**Unauthorized collaboration can also occur in conjunction with group projects.**

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

**Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.**

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

## Plagiarism

**Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent as *your own work* any material that was obtained from another source, regardless how or where you acquired it.**

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses,

music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)

- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment or a draft that is being submitted to an instructor for review, comments, and/or approval.

**Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).**

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

**Plagiarism can be committed intentionally or unintentionally.**

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

**By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.**

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

**Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.**

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

## Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

## Multiple Submissions

**Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.**

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

**Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.**

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.