

Course Materials:

Required: “Coursepack” of Harvard Business School (HBS) readings and cases: This is available for online purchase at the following URL address.

<http://cb.hbsp.harvard.edu/cbmp/access/51530981>

To purchase the materials, you will need to establish a user account at the website. The terms of sale allow you to (1) download electronic versions of course materials, any time of day, (2) access files of electronic course materials via a link on Harvard Business Online for six months from the date of purchase, and (3) print each file as necessary.

Recommended: Case Analysis Coach, a 90-minute online tutorial designed by Robert D. Austin & Robert L. Kelley. HBS Product Number: 4380-HTM-ENG

Recommended: Marketing Management (any recent edition—12th through 15th) by Philip Kotler & Kevin Lane Keller, Pearson Education, Inc. This is a good reference for major marketing management concepts and models.

Course Description & Objectives

The goal of this course is to build your ability to think, speak, and write critically, creatively, and convincingly about marketing strategies that deliver and sustain value to customers and meet company objectives for commercial success. In short, the aim is to enable you to begin practicing the marketing discipline. At the completion of the course, you will be able to:

1. Assess the potential of markets and effectively select target segments.
2. Develop useful positioning to help a firm’s offering stand out against the competition.
3. Develop marketing tactics to achieve a positioning in a target market.

Course Delivery

The course objectives will be achieved largely through the analysis, evaluation, and discussion of case studies. Since marketing strategy decision making involves dealing with uncertainty about the nature of a marketing problem and possible solutions to it, logic suggests that simulation of such decision situations will facilitate swifter learning about the discipline needed to identify and implement such solutions. Business case studies provide such a simulation platform upon which quantitative and qualitative skills of a discipline may be developed and exercised. Thus, we will be reading and discussing a wide range of marketing strategy cases that will challenge you with a variety of unique, complex, and sometimes confusing circumstances. Our challenge will be to draw lessons or takeaways from each case that we can generalize across all situations.

Case Discussion

In-depth class discussion of case studies will be the primary learning activity of this course. Case study learning is participant-centered, which means the participants generate the greatest activity during the course. This differs from lecture-based learning, which is passive in nature in that it relies on an instructor to provide knowledge and the student to “receive” it. In contrast, case study learning puts the responsibility of “making” or generating knowledge on the student and, thus, depends on active learning methods, particularly *student-driven* discussion that advances the class’ collective understanding.

Thus, it is critical that you commit to owning class discussion. You can best do this by being open to new ideas, willing to share your ideas and, equally, listening to the ideas of classmates. Indeed, classmates are a rich source of experiences and insights that can facilitate learning during case study and you should try to leverage that in an ethical and responsible manner.

Other factors that will enhance your rate of learning include enthusiasm, informed opinion, and a willingness to pursue counter-intuitive insights. Healthy skepticism is also welcome but cynicism should be left at home.

This is not to say the case study course instructor is merely an observer. He is there to guide discussion, challenge arguments, provoke debate, summarize learning that occurs, and more. However, students must accept ownership of the case discussions; otherwise, they avoid responsibility for the quality of discussion and learning. **It should also be clearly understood that the instructor is the only one in the course “who does not need to make a decision about the case.”** That would be defeating the purpose and format of the course.

You can best demonstrate ownership of case discussion by preparing for and participating in class discussions. For each case to be discussed this semester, you are expected to prepare a recommendation for the main decision maker in the case and be ready to discuss the rationale and details of it in class. In preparation for class discussions you are expected to read and study each case so as to be ready to argue answers to questions about it when called on in class. To help guide your preparation for class, discussion questions for each case study have been posted at the WebCampus site for this course.

The best system of preparation involves individual and group study, in that order, before the class. **For your own benefit, you are encouraged to form and participate in study groups during the semester.** Individual study should be done first to gain mastery of the facts and issues in a case and to formulate your recommendations. Having done this, you should meet (face-to-face, online, phone conference, etc.) with classmates to test your arguments and exchange viewpoints. [Note: This course is purposely designed to overwhelm individual effort and encourage group effort; there are too many case studies for one person to handle. Please develop a habit of working out solutions to cases with others prior to class.]

During your preparation for class **you are forbidden from consulting any outside sources of information** about the company or situation discussed in the case. Outside sources include library materials, the Internet, newspapers and other periodicals, trade publications, etc., **and people outside the class who are familiar with the case or situation.** (The

exceptions to these are marketing textbooks or articles from previous courses that explain conceptual frameworks for marketing decision-making.) In short, if you confine yourself to the case study

in question and try to put yourself in the case protagonist's role and try to work through it as they might have, you will gain more from the course experience. If you cannot discipline yourself to avoid outside information about a case, you will shortchange your learning and that of the class as a whole. Moreover, if the course the instructor suspects you are consulting outside sources of information about a case, you will be assigned a failing grade for the course.

The instructor will track discussion contribution performance by keeping attendance and noting the quality of your contributions to discussions using the following rubric. The points you earn for contributions to discussions will be weighted by 20% when determining total points for the course.

3 plus marks (+++): Contributions mirror an outstanding level of preparation. Mastery of case facts is obvious. Comments are directed to the class, include highly relevant ideas synthesized from case information, and offer new ground upon which others may and do build prolific class discussion. Arguments are very sound and persuasively communicated. [Consistent pattern of 3 pluses = 100 points.]

2 plus marks (++) : Contributions mirror a thorough level of preparation. Strong familiarity with case facts is obvious. Comments are mostly directed to the class, include relevant ideas synthesized from case information, and offer familiar ground upon which others may and do build relevant class discussion. Arguments are fairly sound and, for the most part, persuasively communicated to the class. [Consistent pattern of 2 pluses = 90 points.]

1 plus mark (+): Contributions mirror a satisfactory level of preparation. Some familiarity with case facts is obvious. Comments are directed more to the professor than to the class, include obvious ideas easily synthesized from case information, and offer little ground upon which others may build useful class discussion. Arguments are somewhat sound and somewhat persuasively communicated to the class. [Consistent pattern of 1 plus = 80 points.]

No plus mark (indicated by X): Contributions mirror an inadequate level of preparation. Familiarity with case facts is lacking. Comments are directed to professor only and not to the class, include mainly restatement of case information, and offer no ground upon which others may build useful class discussion. Arguments are not sound and poorly communicated to the class. (Note: This mark will be given if a student is present but does not contribute to the discussion. The professor will use cold calls to try and minimize the chances of this occurring.) [Consistent pattern of X marks = 70 points or less (e.g., if you attend only half the classes and say nothing, you may receive only 40 points).]

No mark: Student did not attend class. [Consistent pattern of no marks = 0 points.]

SYLLABUS

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In summation, a case study course depends on every class member to come prepared for class, be willing to make meaningful contributions that further class progress, and give full attention to the discussion. If you cannot fulfill these duties your personal development will be impeded and you will be letting the class down.

Team Case Essays

In contrast to class case discussion, which facilitates collaborative learning and the honing of verbal communication skills, a second learning mode that will be used to accomplish course objectives will be team-written case essays. Today, the ability to communicate clearly through written arguments about business situations is on par with the ability to make persuasive oral arguments. Indeed, effective writing skills have taken on even greater significance in the Internet and cell phone age. In light of this, team essays will be a required means of honing your ability to develop persuasive writing arguments about marketing strategy decisions. This course requires two team decision essays. Details about the essays are below.

Case	Grade Weight
Product Team Cialis: Getting Ready to Market	15%
Flare Fragrances Company, Inc.: Analyzing Growth Opportunities	15%

For each team essay, the instructor will assign you to a team of four classmates that will work together to complete the essay. The team you will work with on the first essay will almost certainly differ from the team you will work with on the second essay. Also, within a week of submitting each team essay, you must submit a completed peer evaluation form that will be posted on the WebCampus site for this course. Peer evaluations will be used to adjust an individual's team essay score if corroborative evidence of extra effort or lack of effort arises.

Teams should deliver integrated essays with one narrative voice that incorporates each team member's input. That is, make it a real team effort, as opposed to, say, having each person write one section of the essay and simply compiling the pieces prior to submittal. Efforts of this latter nature are obvious and typically weaken the final product.

Team work can be challenging, sometimes frustrating, but ultimately rewarding if planned effectively. ***To guide your team planning efforts, a rubric detailing aspects of effective team work has been posted for your use on the WebCampus site for this course.***

In planning the required essays, please review the structure of a decision case essay, which will be explained during the first class on September 1, 2016. Specifically, essays should contain the following sections in order:

- Position Statement
- Decision Options
- Decision Criteria
- Proof of Recommended Option
- Critique of Rejected Options
- Disadvantages of Recommended Option
- Action Plan

Essays will be evaluated for content, organization and structure, soundness of arguments, style, grammar and usage, professionalism, formatting, and evidence of revision. Point scores for essays will be allocated according to the following scheme.

Quality/Impact Assessment	75%
Writing/Document Skills	<u>25%</u>
	100%

Electronic (soft) copies of each essay must be submitted through the corresponding **TurnItIn** link that appears on the WebCampus site for this course. Hard copies will not be accepted.

Essays not conforming to the following page format will be penalized 10 points.

- Double line spacing, page numbers in footer, 1” margins, and 12-point font.
- Professional looking title page. Title repeated in header of all pages.
- Six-page limit for written text. No limit for exhibits, graphs, diagrams, etc., which are encouraged as means for organizing evidence, illustrating points of argument, showing steps in calculations, and otherwise augmenting and preserving the flow of the written body of the essay.

Exams

Two exams will be used to assess your progress in this course. At the start of each exam period you will receive a case study and an exam containing a set of essay and/or problem questions and space for you to write answers to the questions. You will have the entire exam period to read and analyze the case and write answers to the exam questions. Exams will be closed-book and closed-note. Blue exam books are not necessary.

The points earned for your performance on each exam will be weighted by 25%.

No makeup exams will be given unless you have prior approval from the instructor

COURSE & ACADEMIC POLICIES**Responsibility for Learning**

The extent to which your thinking about marketing evolves is ultimately up to you. The more you put into the course, the more you will get out of it. If the course becomes difficult, you are responsible for telling the instructor so that help may be given. But be aware that help is likely to be given in the form of direction rather than sorting out the solutions.

Grading Scheme:

<u>Course Performance Area</u>	<u>Weight (%)</u>	<u>Final Points-Letter Grade Scale</u>	
Participation	20	93 and higher	A
Team Essays	30	90 to less than 93	A-
Mid-term Exam	25	87 to less than 90	B+
Final Exam	<u>25</u>	83 to less than 87	B
Total	100	80 to less than 83	B-
		77 to less than 80	C+
		73 to less than 77	C
		70 to less than 73	C-

All grading will be on a scale of 0-100 points. Letter grades will only be assigned for the final course grade. The following example illustrates how this scheme will be applied.

<u>Performance Area</u>	<u>Score</u>	<u>Weight (%)</u>	<u>Points Earned</u>
Participation	85	20%	17.0
Team Essays	90	30%	27.0
Mid-term Exam	91	25%	22.8
Final Exam	91	25%	22.8
Total Weighted Points Earned			89.5
Final Grade			B+

Grading is not an exact science. Any cutoff point places some students just a point or two below that line. Being just below a cutoff point is frustrating, but is not a reason to request a grade change or re-grading of an exam or assignment to gain extra points.

Scores will not be rounded up. The instructor will grade as fairly and objectively as possible and you will receive the grade you earn. However, he is not responsible for graduation requirements and it is inappropriate for a student to suggest they need a specific grade for this or any other reason.

If, at the completion of the course, no student earns 93 or more total points, a grading curve will be applied to determine letter grades.

Class Protocol

In order to sustain a focused and high-quality learning atmosphere during class, the following protocol must be followed. If you violate this protocol, you will be given no mark for class participation on that day.

- Cell phones must be turned off or silenced unless the professor asks for their usage.
- Photography and videography are strictly prohibited.
- Computers may be used for note taking and referring to prepared class materials.
- Using the Internet is strictly prohibited unless the instructor calls for its use.
- When someone is speaking, it is discourteous to the class and the speaker to engage in impertinent activity (e.g. chatting, reading email). You must avoid doing so when someone has the floor. If what you have to say or read cannot be shared with the class you should wait until after class to say or read it.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of Lee Business School

others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:
<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at
<https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Lee Business School

Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Services-If you need assistance from the UNLV Library please visit the following link: https://www.library.unlv.edu/services/undergrad_students

Class Schedule

Key to Acronyms

HBS = Harvard Business School

HBS CC = HBS Core Curriculum Reading

UVA = University of Virginia

Date	Topic	Assignment
9/1	What is Marketing Strategy?	HBS CC: "Framework for Marketing Strategy Formation"
	Basic Marketing Math	"Note on Low-Tech Marketing Math"
	Case Decision Essays	"How to Write a Case-Based Essay"
9/8	Value Creation	HBS CC: "Creating Customer Value" HBS Case: "Starbucks: Delivering Customer Value"
9/15	Value Creation	HBS Case: "elBulli: The Taste of Innovation"
9/22	Choosing a Target Market	HBS CC: "Segmentation and Targeting" HBS Case: "Product Team Cialis: Getting Ready to Market"
		Submit Team Essay #1
9/29	Positioning	HBS CC: "Brand Positioning" HBS Case: "Saxonville Sausage"
10/6	Product Management	HBS CC: "Product Policy" HBS Case: "G.I. Joe: Marketing an Icon"
10/13	MID-TERM EXAM	
10/20	Branding	HBS CC: "Brands and Brand Equity" HBS Case: "EILEEN FISHER: Repositioning the Brand"
10/27	Pricing	HBS CC: "Pricing Strategy" HBS Case: "Curled Metals Inc.--Engineered Products Division"
11/3	Pricing	HBS Case: "The London 2012 Olympic Games"

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11/10	Marketing Communications	"Integrated Marketing Communications" UVA Case: "Benecol Spread and Media Planning"
11/17	Marketing Channels	HBS CC: "Developing and Managing Channels of Distribution" HBS Case: "Flare Fragrances Company, Inc.: Analyzing Growth Opportunities" Submit Team Essay #2
11/24	THANKSGIVING RECESS	
12/1	Digital Marketing	HBS CC: "Digital Marketing" HBS Case: "BBVA Compass: Marketing Resource Allocation"
12/8	Digital Marketing	HBS Case: "Mekanism: Engineering Viral Marketing"
12/15	FINAL EXAM: 8:10-10:10 p.m.	