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**BAMA 550: MARKETING**  
*Full Time MBA*  
**Course Outline Fall 2018**

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**COURSE INFORMATION**

**Division:** Marketing & Behavioural Science

**Term/period:** P2

**Instructor:** JoAndrea (Joey) Hoegg

**Teaching Assistant:** Ana Yun

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Email: ana\_yun@yahoo.ca

Phone: 604-827-4541

Office hours: Mon 4-5, Tue 12-1, by appointment

**Section number:** 001/002

**Section 001 dates & location:** M/W 2-4; HA 132

**Course duration:** October 30-December 8

**Section 002 dates & location:** M/W 10-12; HA 133

**Course website:** Course info and materials will be posted to Canvas.

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**BRIEF COURSE DESCRIPTION**

This course is designed to give you experience with concepts, analytical techniques and practices that managers use to make marketing strategy decisions. The course is focused on developing your analytical and critical thinking skills and developing your ability as a manager and decision maker. The course uses case studies to give you practice applying the techniques and making decisions.

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**LEARNING OBJECTIVES**

**After completing the course students will be able to:**

- Segment a market to identify promising segments
- Analyze a firm and its market to generate a positioning strategy
- Employ strategic frameworks to analyze a market environment
- Analyze buyer behavior to make promotion and pricing decisions

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**COURSE MATERIALS**

**Reading Materials:** *The course readings are comprised of articles and cases. Some articles are freely available through the library via Canvas. The rest are part of a course package you will need to purchase from Ivey Publishing prior to the start of class. Below are the steps to purchase your course package:*

1. Go to the Ivey Publishing website at [www.iveycases.com](http://www.iveycases.com)
2. [Log in](#) to your existing account or click "[Register](#)" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser: <https://www.iveycases.com/CoursepackView.aspx?id=19836>
4. Click "Add to Cart".
5. You may choose to order in either **print** or **digital** format.
  - o To order the material in digital format, check "digital download" and click "OK".
  - o To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
  - o If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
  - o If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

**IMPORTANT:** Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

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**ASSESSMENT SUMMARY**

Class participation	20%
Team case analysis	20%
Individual case analysis	20%
Marketing math exercise	15%
Marketing plan presentation	25%

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### ASSESSMENT DESCRIPTION

The course will consist of concept classes and case classes. Concept classes involve class discussion of the assigned articles as well as concepts and practices used in industry. The purpose is to understand how the concepts can be used to address issues managers face in making marketing decisions.

Case classes involve class discussion of your analysis and decision. Cases are used to learn how to analyze real- world information and make decisions as a manager. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided, make a decision, and debate whether your decision is the best course of action. I will occasionally present alternative approaches to solving the problem, but the analysis and decision are your responsibility. You must arrive to class with your analysis and decision.

#### **Class Participation (20%):**

Each student will receive a participation score for each class and I will average the score at the end of the course. Participation involves taking an active role in discussions. This requires coming to class with the materials read ahead of time. I may give pop quizzes on the reading material. Respecting your classmates in class discussions is paramount and I value quality over quantity. Indeed, dominating a class discussion can result in a lower participation grade. Note that each score is the maximum you can receive if you fall into that category. For example, if you are late, you will receive no more than a 4 even if you ask good questions or participate fully at a later point in the class. If you need to be late or miss a class for some reason, please contact me ahead of time.

Grading Scale for Class Participation:

- 0 Absent.
- 1-4 Late or inattentive. Unable to answer basic questions from the readings.
- 5-6 Present but not voluntarily participating.
- 7-8 Participating with information such as case or article facts, opinions, and examples.
- 9-10 Engaging in a meaningful and impactful discussion that advances understanding or generates insights.

**Case Analyses. We will read three cases this term. One you will write up as a team, one you will write up as an individual, and one you will only need to read and be prepared to discuss.**

#### **Team Case Analysis (20%)**

There is one team case. You will be asked to prepare the case for class with a write up similar to what you did for your BSi course. Case submissions are due at 7:00am on the due date indicated on the schedule. For the team case you will be asked a series of specific questions that require you to (1) segment the market, (2) evaluate the attractiveness of the market segments, (3) decide which segment(s) you wish to target, and (4) explain why your strategy is the best course of action in light of the risks and benefits associated with the various targeting options.

#### **Individual Case Analysis (20%)**

There are two individual cases. You will choose one and prepare a write up similar to what you have done for your BSi course. Submissions are due at 7:00am on the due date indicated on the schedule. Your name or student number must be indicated in the saved name of the file. Your name should not be anywhere in the document. Please submit in pdf format. One point (out of 20) will be deducted if incorrectly formatted.

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### **Marketing Math Exercise (15%)**

This exercise tests basic math and logical reasoning skills relevant for marketing analysis (e.g., calculating margins, market share, break even analysis, interpretation of market data, etc.). It is included in the course to evaluate analytical ability and to prepare students for the analyses they will be expected to perform in the real world. Students also find it helpful in preparing for job market interviews and case analyses.

### **Marketing Plan Team Presentations (25%)**

Your assigned team will be given a comprehensive marketing plan case and will deliver a 10-minute marketing plan presentation in which you outline a marketing strategy and the analysis behind it. Presentations will be followed by a 5-minute Q&A period with the instructor. The format of your presentation is up to you but it should involve all team members and clearly outline the decisions and reasoning for each element of the marketing plan: 1. Segmentation Analysis and Target Market Selection, 2. Product Positioning, 3. Pricing, 4. Distribution, 5. Marketing Communications.

Presentation dates for each team will be determined by a random draw during the course. Teams will be evaluated using the Marketing Plan Presentation Evaluation Form posted on Canvas. Your team should review the criteria before developing your presentation.

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### **iPeer Evaluations**

At the end of the course I will ask you to evaluate your group members on their contribution to the group assignments. It is important to keep in mind that group contribution is never going to be perfectly equal. So what I will ask you to consider is whether you felt that overall, given the tasks required and how you divided them up, the distribution of work was fair. If you felt there was injustice in your group you can indicate as much through the iPeer evaluations. Grades will not be adjusted up, but could be adjusted down if there is significant evidence that some group members were not contributing AND clear evidence of attempts to include those group members and to give them a chance to contribute. If a case of an unequal work effort is identified, I will take the average peer assessment percentage score for the student(s) and multiply it by the team's grade to arrive at the student's grade. For example, if a team receives a grade of 80% (an A-) and a member of the team receives an average peer evaluation of 75% from the other team members, that team member's individual grade will be  $75\% \times 80\% = 60\%$  (a "C" rather than an "A-"). Each team member must complete the iPeer questionnaire at the end of the term.

The peer evaluation reacts to consensus: being down-graded by a single team member does little damage and typically will be disregarded. Team members that work in good faith will not experience grade adjustments, while individuals that perform below the expectations of their peers will experience a negative grade adjustment. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive and set expectations early. Poor communication and failing to manage expectations are often the source of discrepancies in peer evaluations.

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### **Disputing a grade**

Any appeals of grades must be made in writing. Appeals must use the proper form (available on the website) and must provide a detailed description of the specifics of the appeal. "I worked really hard" is not a sufficient reason for an appeal. Appeals will be considered only after the course is complete. All appeal decisions are final.

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**SCHEDULE:**

Some shorter news articles may be added from time to time. These will be announced in class and available on the website.

Class#	CLASS TOPICS	ACTIVITIES / READINGS	ASSIGNMENTS / DELIVERABLES
Class 1: Oct 29	Intro to Marketing Environmental Analysis	Note on Marketing Strategy	
Class 2: Oct 31	Value Propositions Buyer Behaviour	Customer Value Propositions in Business Markets The Elements of Value	
Class 3: Nov 5	Segmentation, Targeting, and Positioning	Market Segmentation, Target Market Selection, and Positioning	
Class 4: Nov 7	Segmentation, Targeting, and Positioning Cont.	Ford Ka Case	
Class 5: Nov 14	Competitive Advantage	Mapping Your Competitive Position The Five Competitive Forces that Shape Strategy	Group Case (Ford Ka) due 7:00AM
Class 6: Nov 16	Marketing Math & Pricing	Note on Low-Tech Marketing Math Note on Pricing	
Class 7: Nov 19	Pricing Decisions	Muscle RDX Case How to Stop Customers from Fixating on Price To Get People to Pay, Understand How They Think	Individual case 1 (Muscle RDX) due 7:00AM
Class 8: Nov 21	Pricing Cont. Distribution	Channel Management	Marketing Math quiz (in class – nothing due!)
Class 9: Nov 26	Marketing Communications	Marketing Communications	
Class 10: Nov 28	Marketing Plans	Metabical Case What's the Value of a Like?	Individual case 2 (Metabical) due 7:00AM
EXAM WEEK	Team Marketing Plan Presentations		Team presentations – schedule to be announced

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### KEY REGULATIONS

**Attendance:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

**Tardiness:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

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### SUBMISSION FORMAT

Assignments will be submitted on Canvas and will be evaluated through turnitin.com.

### ACADEMIC MISCONDUCT

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

### STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

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### LATE ASSIGNMENTS

Late submissions will not be accepted and will receive a zero.

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