

### COURSE INFORMATION

Course title:	Marketing	Credits:	1.5
Course code:	BAMA 550	Class location:	HA 334
Session, term, period:	2019W1, Period 1	Class times:	Mon/Wed 10am-12pm
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Sept 3 to Oct 12, 2019	Co-requisites:	n/a
Division:	Marketing and Behavioural Science		
Program:	MM		

### INSTRUCTOR INFORMATION

Instructor:	Jenny Dickson	Office hours:	Mon/Wed 1pm-2pm
Office location:	HA 351, Station #1		
Email:	jenny.dickson@sauder.ubc.ca		

### COURSE DESCRIPTION

This course is designed to provide a broad introduction to the field of marketing. Marketing is far more than just selling or advertising within a business setting; it is a major part of everyday life. This course will illustrate the importance of marketing and will help students develop fundamental marketing knowledge and skills applicable to all specializations within business. (Note that Marketing Research and Ethics & Sustainability are separate courses in your curriculum and so these topics will not be covered in depth in this course.)

### COURSE FORMAT

The course structure consists of lectures, discussions, in-class activities, team assignments and exams. Readings and pre-tests prior to class are utilized to allow for class time to focus on the application of key course concepts. A typical class includes a lecture, small group discussion, in-class activity and video examples.

### LEARNING OBJECTIVES

Upon successful completion of this course, students will have the knowledge and skills to:

- Define marketing and its role in creating value for consumers, society, and organizations.
- Examine an organization's strengths and limitations, core competencies, and key success factors in the context of the analyzed micro- and macro-environments.
- Analyze the personal and interpersonal influences on consumer behaviour and the steps to making a purchase decision.
- Apply the segmentation, targeting, and positioning (STP) process.
- Differentiate between the four elements of the marketing mix and integrate them in a balanced, strategic marketing plan for an existing brand.

**ASSESSMENTS**

*Summary*

COMPONENT	WEIGHT
Individual: Online Prep Quizzes	10%
Individual: Participation & Professionalism	10%
Individual: In-class Activities	10%
Team: Marketing Plan Project*	
Team: Brand Selection	0%
Team: Situation Analysis	15%
Team: Marketing Strategy	20%
Individual: Peer Performance Reviews	<i>See description below</i>
Individual: Final Exam	35%
TOTAL	100%

\*Individual grades on team assignments may be subject to adjustment based on peer performance reviews. Further details are available in the 'Assessment Description' section below.

*Details of Assessments*

Developing business professionalism means learning to listen actively, think critically, communicate effectively, and work as a positive, productive contributor; these skills and your developing marketing knowledge and skills will be evaluated through a range of assessments. For each assessment category, you will receive a percent score; to calculate your final course mark each of these is multiplied by its category weight and the products are summed.

**Online prep quizzes – 10%:** With the goal of providing a more active learning experience in the classroom, students will complete regular online reading quizzes to guide their class preparation. This frees up class time for higher-level application of and interaction with key concepts and tools. Each prep quiz question is worth 1 point.

**Participation & professionalism – 10%:** Participation and professionalism are highly valued. Attendance is necessary, but not sufficient. To earn these marks, students must actively participate in class. Name cards are required for every class, no name card, no credit. Points are accumulated throughout the course and then converted to a final score at instructor discretion. Students will track their participation in every class using the following marking guide:

Points per Session	Session Participation & Professionalism Level
-1	<ul style="list-style-type: none"> <li>• Unexcused absence;</li> <li>• Unexcused late arrival or early departure;</li> </ul>

	<ul style="list-style-type: none"> <li>• Unexcused use of device; or</li> <li>• Disruptive attendance</li> </ul>
0	<ul style="list-style-type: none"> <li>• Notified absence (i.e., informed instructor in advance, but not eligible for concession); or</li> <li>• Attendance that is silent or disengaged</li> </ul>
+1	<ul style="list-style-type: none"> <li>• Actively and respectfully listen/watch; and</li> <li>• Actively participate in-class activities (e.g., worksheets, small group discussions)</li> </ul> <p><i>Note: This is the minimum expectation for all students on all days.</i></p>
+2	<p>Everything for +1 <i>and</i> participate in class discussion by:</p> <ul style="list-style-type: none"> <li>• Asking or answering basic questions about course concepts; or</li> <li>• Building on (but not merely repeating) points raised by others.</li> </ul> <p><i>Note: Most contributions are worth +2; repetitive or tangential contributions will not be counted.</i></p>
+3	<p>Everything for +1 <i>and</i> advance the learning of the group by:</p> <ul style="list-style-type: none"> <li>• Asking or answering more insightful, higher-level questions;</li> <li>• Drawing connections between course concepts; or</li> <li>• Sharing relevant experiences or points of view.</li> </ul> <p><i>Note: Only exceptional contributions are worth +3.</i></p>

Absences approved for concession by the RHL Graduate Office will not be penalized. You are expected to participate in class discussion at least once per week. A balanced mix of +1s and +2s meets expectations.

**In-class activities – 10%:** To move from passive learning of course concepts to interactive discussion and application, many class sessions will include activities with worksheets to be completed individually or in small groups. Each worksheet is graded out of 2 points.

**Marketing Plan Project:** Marketing analysis and planning are significant activities for the majority of firms. Students will work in assigned teams of 4-6 to apply course concepts to marketing analysis and planning for real business-to-consumer (B2C) brands. Complete details are covered in the Team Assignments Outline document.

- **Team: Brand Selection – 0%:** Teams must choose a B2C brand; brands are first-come, first-served.
- **Team: Situation Analysis – 15%:** Effective marketing strategies can only be created after a thorough analysis of the current and future internal and external conditions under which a brand will compete. Each team will research and analyze their brand’s micro- and macro-environments and provide a summary SWOT analysis. This assignment is 4-5 pages and is graded out of 100 points.
- **Team: Marketing Strategy – 20%:** Effective marketing strategies include an integrated marketing mix (product, price, place, and promotion – the 4 Ps) aimed at developing a long-term, value-oriented relationship with a clearly defined target market. Each team will select and describe one worthwhile consumer segment and position the brand accordingly. They will then analyze the existing marketing mix and develop a suite of strategy recommendations to help the brand better

achieve their chosen positioning in the minds of their chosen segment. This assignment is 7 to 8 pages and is graded out of 100 points.

- **Individual: Peer Performance Reviews:** At the end of the term, students will complete a mandatory evaluation of each team member's contribution (including their own) to the team project. Individual grades on team assignments may be adjusted based on peer performance reviews. Reductions can be significant (up to a maximum deduction of 100%, which is a grade of zero) if an individual has contributed little or significant problems are identified; generally, where team members are reliable and contribute, no adjustments are made. Students who have a concern with a team member are required to communicate the concern to this team member in a respectful and constructive way. The concern should be communicated in a timely manner so that the student still has an opportunity to correct their performance. The evaluation at the end of the term will include a question as to whether concerns were communicated. This assignment is not worth any points; however, failure to complete peer performance reviews will incur a minimum 10% deduction on all team assignments.

**Final Exam – 35%:** The exam will cover material from lectures, activities, and assigned readings with a focus on its application to marketing situations; again, exam will cover both lectures and class preparation. The exam will be closed book and consist of short answer questions. Details will be provided in class; review materials will be provided in advance of the exam.

#### LEARNING MATERIALS

Required: assigned readings provided on Canvas at no additional cost.

#### COURSE-SPECIFIC POLICIES AND RESOURCES

##### *Assignment Deadlines; Missed or late assignments*

Assignments are due by the specified time; Canvas uses Pacific time and UBC server time to determine lateness. After a 5-minute grace period, late assignments will receive a grade of zero.

**Missed activities, assignments, and exams:** Accommodations for missed exams, assignments, classes, etc. will be made in consultation with the RHL Graduate Office. Legitimate reasons include illness, emergency, compassion, representing the University, military duty, and religious observances. Such excuses as personal travel plans, job interviews, and extra-curricular commitments are not legitimate reasons.

##### *Grading Policies*

- This course is designed to balance team and individual work: 35%+ of your course grade will come from work you do not produce independently. Although undergraduate degrees and early work experiences often focus on individual achievement, business is not an individual pursuit; even individually-owned businesses depend on relationships.
- Individual grades on team assignments may be adjusted based on peer performance reviews. Reductions can be significant (up to a maximum deduction of 100%, which is a grade of zero) if an individual has contributed little or significant problems are identified. Failure to complete peer performance reviews will incur a minimum 10% deduction on all team assignments.

- Marks for all grading events will be posted to Canvas. It is each student's responsibility to monitor grade postings. If a grading error is suspected, a request for a re-grade must be made within 7 calendar days; after 7 days, marks are considered final. Requests should be submitted via email and indicate why re-evaluation is merited. A re-grade means the entire submission is re-marked and the new grade (whether higher or lower) is final. (Note: may be shortened for final marks due to end-of-term reporting deadlines.)

This course will be marked according to RHL grading guidelines for MM courses. The expected class mean is a B+/A-, but all letters are expected to be utilized in order to recognize academic accomplishment. Per [UBC policy](#), the instructor, faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department or school norms.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### *Other Course Policies and Resources*

**Class preparation:** All course announcements will be posted to the course Canvas site. This includes guidance on how to prepare for each class, lecture slides, and exam, project, and other resources. It is each student's responsibility to understand what is required and to complete necessary readings, prep quizzes etc.

**Written Language Requirements:** Everything you deliver in this class is to be written in clear, grammatically correct English. Great ideas written poorly receive poor grades, as do poor ideas written well. In a fast-paced business world, the ability to convey your ideas with clarity and conviction is imperative. For team assignments, editing compiles separate individual work into a cohesive whole; the editor role is *not* to correct grammar. If substantial reworking of individual contributions is required, this feedback is encouraged in peer performance reviews; individual grades may be reduced if language issues are identified because this is additional work your teammates must complete. This means that a great team member who is always on time, contributes ideas, and is pleasant to work with may still receive a grade deduction because of the quality of the written content they submit to their team. If you find yourself struggling, please reach out and/or access on-campus resources for help.

**Spoken/Listening Language Requirements:** Lectures and discussions are fast-paced and conducted in conversational business English. Some students find that their previous experiences have not prepared them well for the pace and style of classroom discussions. If you find yourself struggling, please reach out and/or access on-campus resources for help.

**Professional Behaviour:** Please be respectful of and sensitive to the diversity of cultures, perspectives and experiences present in the classroom. Consider not only your home culture and individual perspective, but also those of others. In business, your words and actions are your credibility. Once tarnished, it is difficult to rebuild.

**Intellectual Property Consideration:** Course lectures, in whole or in part, are not to be recorded or broadcast in any fashion. Information from secondary sources must always be cited; any assignments using secondary sources should include references. If you are unsure, it is your responsibility to ask prior to assignment submission. All teammates are equally responsible for joint work.

**Accommodations for Special Needs:** Students requiring additional assistance are urged to see me as soon as possible so that we can plan together to ensure a successful course experience.

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

#### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

#### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic

integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### COURSE SCHEDULE

(Subject to change)

Class	Date	Topic	Readings or Activities	Assessments Due
1	Wed. Sept. 4	Introduction to Marketing	1. Read course outline 2. Kotler & Keller, Ch. 1: pp. 1-4 3. QuickMBA: <a href="http://www.quickmba.com/marketing/plan/">http://www.quickmba.com/marketing/plan/</a> 4. NetMBA: <a href="http://www.netmba.com/marketing/mix/">http://www.netmba.com/marketing/mix/</a>	Individual: Online pre-test due by 9:30am
2	Fri. Sept. 6	Situation Analysis Make-up class: Fri., Sept. 6, 10am-12pm in HA 334	1. NetMBA: <a href="http://www.netmba.com/marketing/situation/">http://www.netmba.com/marketing/situation/</a> 2. NetMBA: <a href="http://www.netmba.com/strategy/pest/">http://www.netmba.com/strategy/pest/</a> 3. NetMBA: <a href="http://www.netmba.com/strategy/swot/">http://www.netmba.com/strategy/swot/</a> 4. Rabinovich, B. (2018, March 7). Coca-Cola to launch an alcoholic 'Chu-Hi' drink. <i>The Daily Mail</i> . Retrieved from <a href="http://www.dailymail.co.uk/news/article-5472711/Coca-Cola-launch-alcoholic-Chu-Hi-drink.html">http://www.dailymail.co.uk/news/article-5472711/Coca-Cola-launch-alcoholic-Chu-Hi-drink.html</a>	Individual: Online pre-test due by 9:30am
	Sat. Sept. 7			Team: Brand Selection due by 11:59pm
3	Mon. Sept. 9	Consumer Behaviour	1. Grewal & Levy, Ch. 6: pp. 103-113 (Start at "The Consumer Decision Process" and stop at "Factors	Individual: Online pre-

			Influencing the Consumer Decision Process"; you may skip over sidebars.)	test due by 9:30am
4	Wed. Sept. 11	Segmentation, Targeting, & Positioning (STP)	1. Kotler & Keller, Ch. 6: pp. 92-98 2. Grewal & Levy, Ch. 9: pp. 180-188 (Start at "Step 3: Evaluate Segment Attractiveness" and stop at "Positioning Methods"; you may skip over sidebars.) 3. Wentz, L. (2012, October 5). Grupo Gallegos develops bedtime storytelling ritual for milk. Advertising Age. Retrieved from <a href="http://adage.com/article/hispanic-marketing/grupo-gallegos-develops-bedtime-storytelling-ritual-milk/237607/">http://adage.com/article/hispanic-marketing/grupo-gallegos-develops-bedtime-storytelling-ritual-milk/237607/</a>	Individual: Online pre-test due by 9:30am
	Sat. Sept. 14			Team: Situation Analysis due by 11:59pm
5	Mon. Sept. 16	Product Strategy, Part I	1. Grewal & Levy, Ch. 11: pp. 220-222 (Start at "Consumer products..." and stop at bottom of page 222; you may skip over sidebars.) 2. Grewal & Levy, Ch. 13: pp. 265-268 (Start at "Services Marketing Differs from Product Marketing" and stop at "Providing Great Service: The Gaps Model"; you may skip over sidebars.) 3. QuickMBA: <a href="http://www.quickmba.com/marketing/product/diffusion/">http://www.quickmba.com/marketing/product/diffusion/</a>	Individual: Online pre-test due by 9:30am
6	Wed. Sept. 18	Product Strategy, Part II	1. QuickMBA: <a href="http://www.quickmba.com/marketing/product/lifecycle/">http://www.quickmba.com/marketing/product/lifecycle/</a> 2. Schwab, K. (2018, February 15). Pepsi redesigns the water bottle. <i>Fast Company</i> . Retrieved from: <a href="https://www.fastcodesign.com/90160623/pepsi-redesigns-the-water-bottle">https://www.fastcodesign.com/90160623/pepsi-redesigns-the-water-bottle</a>	Individual: Online pre-test due by 9:30am
7	Mon. Sept. 23	Pricing Strategy	1. Wood, Ch. 7: p. 115 2. Wood, Ch. 7: pp. 117-126 (Start at "Customer Perceptions and Demand" and stop at bottom of page 126.)	Individual: Online pre-test due by 9:30am
8	Wed. Sept. 25	Distribution Strategy	1. Armstrong et al., Ch. 11: pp. 392-395 (Start at "What Is a Channel?" and stop at "Types of Channel Partners".) 2. Armstrong et al., Ch. 11: pp. 406-409 (Start at "WestJet's Continually Expanding Channels" and stop at "Channel Design Decisions".) 3. Carr, A. (2017, November 24). The future of retail in the age of Amazon. <i>Fast Company</i> . Retrieved from <a href="https://www.fastcompany.com/40491567/the-future-of-retail-in-the-age-of-amazon">https://www.fastcompany.com/40491567/the-future-of-retail-in-the-age-of-amazon</a>	Individual: Online pre-test due by 9:30am
9	Mon. Sept. 30	Promotion Strategy, Part I	1. Armstrong et al., Ch. 13: p. 468 (Start at "The Promotion Mix" and stop at "Integrated Marketing Communications".) 2. Armstrong et al., Ch. 13: pp. 470-477 (Start at "The Need for Integrated Marketing Communications" and stop at "Advertising".)	Individual: Online pre-test due by 9:30am
10	Wed. Oct. 2	Promotion Strategy,	Read about promotional campaign examples: a few big successes and one failure: 1. Beer, J. (2017, November 8). How REI is keeping	Individual: Online pre-

		Part II, & Course Wrap-Up	<p>#OptOutside a Black Friday tradition. Fast Company. Retrieved from <a href="https://www.fastcompany.com/40493417/how-rei-is-keeping-optoutside-a-black-friday-tradition">https://www.fastcompany.com/40493417/how-rei-is-keeping-optoutside-a-black-friday-tradition</a> [Watch a quick campaign brief here: <a href="http://www.venablesbell.com/work/rei-opt-outside">http://www.venablesbell.com/work/rei-opt-outside</a>]</p> <p>2. Schultz, E.J. (2017, April 6). After Kendall Jenner ad debacle, what's next for Pepsi? <i>Advertising Age</i>. Retrieved from <a href="http://adage.com/article/cmo-strategy/kendall-jenner-ad-debacle-pepsi/308587/">http://adage.com/article/cmo-strategy/kendall-jenner-ad-debacle-pepsi/308587/</a></p> <p>3. Kolm, J (2017, February 3). Nintendo switches up experiences <i>Strategy Online</i>. Retrieved from <a href="http://strategyonline.ca/2017/02/03/nintendo-switches-up-experiences/">http://strategyonline.ca/2017/02/03/nintendo-switches-up-experiences/</a></p>	test due by 9:30am
	Sat. Oct. 5			Team: Marketing Strategy due by 11:59pm
	Sun. Oct. 6			Individual: Peer Performance Reviews due by 11:59pm
	exam week			Individual: Final Exam [date & time TBD]