UBC SAUDER
SCHOOL OF BUSINESS

ROBERT H. LEE
GRADUATE SCHOOL

BAMA 550-300: MARKETING
Program: Professional MBA
Course Outline Spring 2019

COURSE INFORMATION

Division: Marketing & Behavioral Science

Instructor: Dr. Tim Silk

Phone: 604-822-8362

Term/period: April 7 – June 2, 2019

Email: tim.silk@sauder.ubc.ca

Office hours: by appointment

Class meeting times: (1) Sunday April 7, (2) Sunday April 28, (3) Sunday May 12, (4) presentations Sunday June 2

Classroom location: HA 337

COURSE DESCRIPTION

This course is designed to give you hands-on experience with concepts, analytical techniques and best practices that real-world managers use to make marketing strategy decisions. The concepts taught in this course will enable you to develop effective marketing strategies across a wide range of product & service industries, including Business-to-Business (B2B) and Business-to-Consumer (B2C) markets. The course uses real-world case studies to give you practice applying the techniques and making decisions. In summary, the course is focused on developing your analytical and critical thinking skills and developing your ability as a manager and decision maker.

LEARNING OBJECTIVES

After completing the course, students will be able to:

1. Understand the activities and decisions involved in developing a marketing strategy. Specifically:
   a) Market segmentation and target market selection decisions
   b) Product/service positioning decisions
   c) Pricing decisions
   d) Distribution decisions
   e) Communication decisions

2. Apply analytical techniques to make effective marketing strategy decisions. Specifically:
   a) Analyze buyer behavior data to segment markets.
   b) Analyze market data to identify opportunities and make effective positioning decisions.
   c) Analyze profitability and price sensitivity data to make effective pricing decisions.
   d) Analyze channel information to make effective distribution decisions.
   e) Analyze buyer behavior to make effective communication decisions.

ASSESSMENT SUMMARY

Online Pre-Assessments (individual):	10%
Class Participation (individual):	15%
Ford Ka Segmentation Exercise (teams):	25%
Marketing Analytics Exercise (individual):	25%
Marketing Plan Presentation (teams):	25%

COURSE MATERIALS & REQUIREMENTS

All articles, cases and class notes are posted on the course page in Canvas (no text book to purchase).

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SCHEDULE

Class	CLASS TOPICS	READINGS	ASSIGNMENTS / DELIVERABLES
Sun April 7 8:30 -10:15	Customer Analysis and Market Segmentation	Segmentation and Targeting	Pre-assessment #1 on Canvas. Be prepared to discuss readings.
10:30-12:00	Buyer Behavior	Consumer Behavior and the Buying Process	Pre-assessment #2 on Canvas. Be prepared to discuss readings.
1:00 – 2:30	Market Segmentation Case	Prepare case: Ford Ka	Pre-assessment #3 on Canvas. Be prepared to discuss case analysis.
2:45-4:00	Competitor Analysis & Value Propositions	Customer Value Propositions in Business Markets Mapping Your Competitive Position	Pre-assessment #4 on Canvas. Be prepared to discuss readings.
Sun April 28	Upload Ford Ka Team Segmentation Exercise to assignment drop box before start of class (8:30am) Sunday April 28th.		
8:30-10:15	Pricing Decisions	Pricing Strategy	Pre-assessment #5 on Canvas. Be prepared to discuss readings.
10:30-12:00	Pricing Analytics	Note on Low-Tech Marketing Math Marketing Math Practice Questions	Complete Marketing Math Practice Questions (solutions on Canvas).
1:00-2:30	Analyzing Channels of Distribution	Prepare case: Rhom & Haas Developing and Managing Channels of Distribution	Pre-assessment #6 on Canvas. Be prepared to discuss case analysis.
2:45-4:00	Pricing & Distribution	Continue Rhom & Hass Case	Be prepared to discuss the case.
Sun May 5	Complete Marketing Analytics Exercise on Canvas no later than midnight (11:59pm) Sunday May 5th.		
Sun May 12 8:30-10:15	Integrated Marketing Communications	Marketing Communications Can You measure the ROI of Your Social Media?	Be prepared to discuss readings.
10:30-12:00	The Creative Brief		
1:00-2:30	Buyer Behavior Case	Prepare case: Metabical	Be prepared to discuss the case.
2:45-4:00	Special topics discussion & key points wrap up		
Sun June 2 9:00-2:00	Team Marketing Plan Presentations	20-min team presentations + 10-min Q&A via live webinar. Time slots TBA.	

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TEACHING & LEARNING ACTIVITIES

Classes will consist of concept classes and case classes. Concept classes involve class discussion of the assigned articles as well as concepts and best practices used in industry. The purpose is to understand how the concepts can be used to analyze real-world problems and the issues managers face when applying the concepts.

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 explain why 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.

Online Pre-Assessments (10%):

With the goal of providing a more active learning experience and ensuring that students have read the assigned articles before class, each student will complete an online pre-assessment in Canvas before each class to guide their class preparation. The pre-assessments will ensure everyone is prepared for class so that class time can be dedicated to higher-level discussion.

Class Participation (15%):

Each student will receive a participation score for each class and I will average the score at the end of the course. Respecting you classmates is paramount and I value quality over quantity.

> Grading Scale for Class Participation:
>
> 0 – Absent or late to class.
> 5 – Present but does not participate.
> 6 – Participates with basic information such as case facts.
> 7 – Offers an opinion or asks/answers a basic question.
> 8 – Engages in a meaningful discussion with other members of the class.
> 9 – Shares an insightful analysis using data or evidence from the case or reading.
> 10 – Provides insight or asks a question that is instrumental in advancing understanding.

Ford Ka Team Segmentation Exercise (25%)

Students are asked to form teams of 4-6 people. The exercise involves conducting a segmentation analysis using a quantitative technique called cluster analysis which will be taught in class. You will be asked a series of specific questions that require you to (1) interpret the results of the cluster analysis, (2) segment the market, (3) evaluate the attractiveness of the market segments, (4) decide which segment(s) you wish to target, and (5) explain why your strategy is the best course of action in light of the risks and benefits associated with the various targeting options. Instructions will be posted on Canvas. Teams must work independently and may not consult anyone outside of their team. Late submissions will not be accepted and will receive a grade of zero.

Marketing Analytics Exercise (25%)

This is a 60-minute exercise used by the Nielsen Company as part of its recruiting process to evaluate the analytical skills of job applicants. It tests basic math and logical reasoning skills relevant for marketing analysis (e.g., calculating margins, market share, market growth rates, break even analysis, interpretation of market data, etc.). I include it 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.

The 60-minute timed exercise can be completed online on Canvas anytime between the end of class on April 28th and 11:59pm on Sunday, May 5th. The exercise is an individual assignment. You may not consult or communicate with your classmates or any other individuals. Any violations will result in a grade of zero.

Marketing Plan Team Presentations (25%)

Students are asked to form teams of 4-6 people. Your team will be given a comprehensive marketing plan case and deliver a 20-minute marketing plan presentation in which you outline a marketing strategy and the analysis behind it. Presentations will be followed by a 10-minute Q&A period with Tim. 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, 2. Target Market Selection, 3. Product Positioning, 4. Pricing, 5. Distribution, 6. Marketing Communications.

Teams will deliver their presentations remotely via the live webinar platform in Canvas. Presentation times for each team will be determined in class. Teams will be evaluated using the Marketing Plan Presentation Evaluation Form at the end of this course outline. Your team should review the criteria before developing your presentation.

COURSE AND INSTITUTIONAL POLICIES

Attendance: As per RHL Regulations 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 Regulations 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 Regulations 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.

ACADEMIC INTEGRITY

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.

LATE ASSIGNMENTS

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

OTHER INFORMATION

Peer Evaluations

The peer evaluation form at the end of this syllabus will be used to assess the contribution of each team member to the Ford Ka Team Exercise and the Team Marketing Presentation. I will take the average peer assessment score for each student 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% x 80% = 60% (a "C" rather than an "A–"). Each team member must submit their completed peer evaluation form on the day of their team's submission.

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.

Accommodations for Students with Disabilities

Students requesting classroom accommodation are encouraged to contact me at the start of the semester so that we can make the appropriate arrangements.

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Marketing Plan Presentation Evaluation Form

Team Members: _____

Evaluation Criteria:					Score					
Application of course concepts:	1	2	3	4	5	6	7	8	9	10
Depth of analysis:	1	2	3	4	5	6	7	8	9	10
Support for recommendations:	1	2	3	4	5	6	7	8	9	10
Responses to questions:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Total Score: _____

Presentation Grade: _____

Strengths:

_____

_____

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_____

Areas for Improvement:

_____

_____

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Team Peer Evaluation Form

Indicate which project this evaluation applies to:
(1) Ford Ka Team Segmentation Exercise
(2) Marketing Plan Team Presentations

Your Name: _____

Assign yourself and each member of your team a score out of 100 points based on each member's contribution to the group effort. If all members contributed equally, each person should receive 100 points. Sub-standard performance relative to other group members should receive a score below 100. You must rate yourself as well as your peers.

Name of Team Member (including yourself):   Score (100 = full marks)

1. _____   _____ /100

2. _____   _____ /100

3. _____   _____ /100

4. _____   _____ /100

5. _____   _____ /100

6. _____   _____ /100

7. _____   _____ /100

Did your team encounter a problem with a team member?

                        Yes   No

If you encountered a problem with a team member, did you bring it to his/her attention?

                        Yes   No   Not Applicable

If you encountered a problem with a team member, did you give him/her a chance to improve?

                        Yes   No   Not Applicable

Please provide a justification for the assigned scores (continue on reverse side of this page if necessary):