

COURSE INFORMATION

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|------------------------|----------------------------------|-----------------|---------------------|
| Course title: | Marketing | Credits: | 1.5 |
| Course code: | BAMA 550 | Class location: | HA 254 |
| Session, term, period: | 2021W1, Period 1 | Class times: | Mon/Wed 10 AM-12 PM |
| Section(s): | MM1 | Pre-requisites: | n/a |
| Course duration: | Sep 7 to Oct 6, 2021 | Co-requisites: | n/a |
| Division: | Marketing and Behavioral Science | | |
| Program: | MM | | |

INSTRUCTOR INFORMATION

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|------------------|-------------------------|---------------|-----------------|
| Instructor: | Rui Basto da Silva, MBA | Office hours: | Mon/Wed 1pm-2pm |
| Office location: | HA 351, Station # | | |
| Email: | rui.silva@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. (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. **Please note that the recording of lectures is prohibited.**

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

| <u>Component</u> | <u>Weight</u> |
|-------------------------------|---------------|
| Individual case submission x2 | 30% |
| Final exam | 35% |
| Group Project | 25% |
| Class participation | <u>10%</u> |
| Total | <u>100%</u> |

Details of Assessments

Individual Case Submission x 2 (30%)

The case submission is a comprehensive case dealing with issues up to that point in the course. You will be asked to answer a number of specific questions that require you to analyze the case and apply content from the course. The case submission is an individual assignment and you may not consult with your classmates or any other individuals. The case questions will be posted on Canvas 72 hours before the assignment is due. We will discuss the case in class on following day, consequently, late submissions cannot be accepted and will receive a grade of zero.

Group Project - Industry Analysis and Recommended Actions (25%)

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 – 10%:** 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 to 5 pages.
- **Team: Marketing Strategy – 15%:** Effective marketing strategies include an integrated marketing mix (product, price, place, and promotion) 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 develop a strategy to help the brand better achieve their chosen positioning in the minds of their chosen segment. This assignment is 6 to 8 pages.

Class Participation (10%):

Students are evaluated on participation in every class. Your participation grade is based entirely on the extent to which your contribution to class discussion impacts the learning of others. It is about your impact on the learning of others rather than the frequency of your participation. Asking an intriguing question or presenting your analysis is more impactful than simply answering a question. Respecting your classmates is paramount and I value quality over quantity.

Grading Scale for Class Participation:

- 0 – Absent or late to class, or student video not on during Zoom sessions.
- 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 analysis using data or evidence from the case or reading.
- 10 – Provides insight or asks a question that is instrumental in advancing understanding.

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.

Confidential Peer Evaluations

Your participation in and contribution to your team's work is critical. Teamwork is an important professional skill and a key contributor to your career success. To facilitate your involvement in your team's work and to offer your team a mechanism to manage free-riders and team members who contribute less than required, your team will evaluate you at the end of team project one, and then again at the end of the presentation. See the midterm evaluation as an opportunity to catch-up in the event you are assessed poorly by your teammates. Grades adjustment will not be made until the final evaluation is submitted.

Every team member will have a chance to evaluate the contribution of each of the members in the group. The instructor may take into consideration the peer evaluations in determining the individual's grade for the "group work" should that individual have not contributed equally. For those that do not contribute to your group's efforts, you could hypothetically receive a grade of 0% on the group work worth 20% of your overall grade. No grade will be increased above the group grade.

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. Teams are encouraged to meet with me if they encounter any issues with team dynamics or the performance of team members.

The team project you submit represents the work of the whole team. You are responsible for the entire written project submitted under your name, regardless of who wrote which part. Therefore, read the entire submission, including appendices, to ensure that you are comfortable with the work being submitted under your name e.g., appropriate referenced (not copied from websites), professional language and topic inclusion. If there is a problem with the submission, the entire team is responsible and will experience the adverse grade effect.

LEARNING MATERIALS

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

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

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

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) <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](#).

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible Covid-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding Covid-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

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

In-Person Regulations

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.

On-Line Lecture Regulations

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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.

Academic Freedom and Students Studying from Outside Canada [do not modify this paragraph]

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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 and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

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

ONLINE TEACHING TOOL & REQUIREMENTS

This course might be taught using Zoom for synchronous classes and office hours.

For this course, you might be required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

| Class | Date | Topic | Readings or Activities | Assessments due |
|-------|-------------|---|---|--------------------------------------|
| 1 | Wed. Sep.08 | Introduction to the course and the subject of Marketing | | |
| 2 | Mon. Sep.13 | Segmentation, Targeting and Positioning | Framework for Marketing Strategy Formation | |
| 3 | Wed. Sep.15 | Situation Analysis – General factors | Situation Analysis | |
| 4 | Fri. Sep.17 | Situation Analysis – Industry factors | Situation Analysis | |
| 5 | Mon. Sep.20 | Case Discussion | Starbucks: Delivering Customer Service | due Sep.19 th by 11:59 PM |
| 6 | Wed. Sep.22 | The Internal Environment | Situation Analysis | |

COURSE SCHEDULE (CONT'D)

(Subject to change with class consultation)

| Class | Date | Topic | Readings or Activities | Assessments due |
|-------|-------------|---------------------------------------|--|---|
| 7 | Mon. Sep.27 | Buyer Behavior | Situation Analysis | Project Part 1 due Sep.26 by 11:59 PM |
| 8 | Wed. Sep.29 | Product and Pricing Strategies | Framework for Marketing Strategy Formation | |
| 9 | Mon. Oct.04 | Promotion and Distribution Strategies | Framework for Marketing Strategy Formation | due Oct.03 rd by 11:59 PM |
| 10 | Wed. Oct.06 | Case Discussion | Kit Kat Japan | Project Part 2 due Oct.06 by 11:59 PM |
| | Final Exam | | | |