

### COURSE INFORMATION

Course title:	Marketing	Credits:	1.5
Course code:	BAMA 550	Class location:	Via Zoom
Session, term, period:	2021 W2	Class times:	8:00am-12:00pm Shanghai time
Section(s):	821	Pre-requisites:	N/A
Course duration:	March 12 <sup>th</sup> , 13 <sup>th</sup> , 19 <sup>th</sup> , 2022	Co-requisites:	N/A
Division:	Marketing & Behavioural Science		
Program:	IMBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Tim Silk	Office location:	Zoom
Phone:	604-822-8362	Office hours:	March 9 <sup>th</sup> & 16 <sup>th</sup> at 12-1pm via Zoom
Email:	<a href="mailto:Tim.silk@sauder.ubc.ca">Tim.silk@sauder.ubc.ca</a>		

### COURSE DESCRIPTION

This course is designed to give you hands-on experience with concepts, analytical techniques and best practices that 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.

### COURSE FORMAT

Classes consist of concept classes and case classes. Concept classes are discussion-based classes where you learn analytical techniques and industry best-practices that managers use to analyze markets and develop marketing strategies. Case classes are used to give you practice applying analytical techniques to make marketing strategy decisions. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided in the case, and present evidenced-based arguments in class to determine the best course of action.

### 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 data to develop value propositions and make effective positioning decisions.
  - c) Analyze profitability and price elasticity data to make effective pricing decisions.
  - d) Analyze channel information to make effective distribution decisions.
  - e) Analyze buyer behavior to make effective communication decisions.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments (individual)	10%
Class Participation (Individual)	15%
Ford Ka Segmentation Exercise (teams)	25%
Marketing Analytics Exercise (individual)	25%
Marketing Plan Presentation (teams)	<u>25%</u>
Total	<u>100%</u>

### Details of Assessments

#### **Online Pre-Assessments (10%):**

Online pre-assessments are short quizzes that students complete on Canvas before the start of each class to ensure that everyone has read the assigned case or article for that day. This will ensure that everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before class or will receive a grade of zero.

#### **Class Participation (15%):**

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.

Please note that it is class policy that all students must have their webcam/video on during all class sessions via Zoom. This fosters better communication, engagement, class cohesiveness and accountability. Students who do not turn on their webcam will receive a participation grade of zero for that class.

#### 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.

#### **Ford Ka Team Segmentation Exercise (25%)**

Students will be randomly assigned into teams for this exercise. 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. 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 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%)**

Your assigned team will be given a comprehensive marketing plan case and deliver a pre-recorded 20-minute marketing plan presentation via Zoom in which your team outlines its marketing strategy and the analysis behind it. 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 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.

### **Peer Evaluation**

The peer evaluation form at the end of this course outline will be used for all team deliverables (Ford Ka Segmentation Exercise and Marketing Plan Presentations). Each student will be evaluated anonymously by their team members on the criteria shown on the form. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member. The final question of the peer evaluation asks: all things considered, what percentage of the team's grade does the individual deserve? I will take the average peer 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 score of 75% from their team members, that team member's individual grade will be  $75\% \times 80\% = 60\%$  (a "C" rather than an "A-").

### **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. Any pre-assessments missed by students who add the course during the specified add/drop period will be excluded from the students' grade (i.e., pre-assessments missed before adding the course will not count against your grade).

#### *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.

### *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*

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.

### **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 xwməθkwəyəm (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 will be taught using Zoom for synchronous classes and office hours. 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

Class	CLASS TOPICS	READINGS	ASSIGNMENTS / DELIVERABLES
Please complete the articles and videos for these topics before our 1st class on Saturday March 12th	Customer Analysis and Market Segmentation	<i>Segmentation and Targeting</i>	Pre-assessment #1 on Canvas. Be prepared to discuss readings.
	Buyer Behavior	<i>Consumer Behavior and the Buying Process</i>	Pre-assessment #2 on Canvas. Be prepared to discuss readings.
	Competitor Analysis & Value Propositions	<i>Customer Value Propositions in Business Markets</i> <i>Mapping Your Competitive Position</i>	Pre-assessment #3 on Canvas. Be prepared to discuss readings.
	Market Segmentation Case	Prepare Case #1: <i>Ford Ka</i> – Guiding questions on Canvas	Pre-assessment #4 on Canvas. Be prepared to discuss case analysis.
Please complete the articles and videos for these topics before our 2nd class on Sunday March 13th	Marketing Math	<i>Note on Low-Tech Marketing Math</i> <i>Marketing Math Practice Questions</i>	Complete Marketing Math Practice Questions (solutions on Canvas).
	Pricing Strategy	<i>Pricing Strategy</i>	Pre-assessment #5 on Canvas. Be prepared to discuss readings.
	Distribution Strategy	<i>Developing and Managing Channels of Distribution</i>	Pre-assessment #6 on Canvas. Be prepared to discuss readings.
	Pricing Case	Prepare Case #2: <i>Samsung Mobile</i> – Guiding questions on Canvas	Pre-assessment #7 on Canvas. Be prepared to discuss case analysis.
	Distribution Case	Prepare Case #3: <i>Soren Chemical</i> – Guiding questions on Canvas	Pre-assessment #8 on Canvas. Be prepared to discuss case analysis.
Live Class Sat March 12 8:00-10:00	Market Segmentation Case	Analysis & Discussion of Case #1: <i>Ford Ka</i>	Class participation
	10:00-12:00	Market Segmentation Exercise	Tim will guide the class through a Segmentation Exercise
Live Class Sun March 13 8:00-10:00	Pricing Case	Analysis & Discussion of Case #2: <i>Samsung Mobile</i>	Class participation
	10:00-12:00	Distribution Case	Analysis & Discussion of Case #3: <i>Soren Chemical</i>

Please complete the articles and videos for these topics before our 3 <sup>rd</sup> class on Saturday March 19 <sup>th</sup>	Integrated Marketing Communications	<i>Marketing Communications</i> <i>Can You measure the ROI of Your Social Media?</i>	Pre-assessment #9 on Canvas. Be prepared to discuss readings.
	Buyer Behavior Case	Prepare Case #4: <i>Metabical</i> – Guiding questions on Canvas	Pre-assessment #10 on Canvas. Be prepared to discuss case analysis.
	Marketing Plan Case	Read <i>Brita</i> case – under Marketing Plan Team Presentations	
Live Class Sat March 19 8:00-10:00	Buyer Behavior Case	Analysis & Discussion of Case #4: <i>Metabical</i>	Class participation
10:00-12:00	Marketing Plan Case	Tim will provide a course summary and provide guidance on the Brita Case Marketing Plan Presentation	Class participation
Sun March 27	Ford Ka Team Segmentation Exercise	Upload Ford Ka Team Segmentation Exercise to Canvas by 5pm Sunday March 27 <sup>th</sup>	
Fri April 1	Marketing Analytics Exercise (individual)	Complete 60-min Marketing Analytics Exercise on Canvas by 5pm Friday April 1 <sup>st</sup>	
Sat April 2	Marketing Plan Presentations (teams)	Submit slide deck and 20-minute pre-recorded team presentations via Canvas by 5pm Saturday April 2 <sup>nd</sup>	

## Marketing Plan Presentation Evaluation Form

Team: \_\_\_\_\_

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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## Peer Evaluation Form

The online peer evaluation below will be used to assess the contribution of each team member. Each student will be evaluated anonymously by their team members on the criteria below. Peer assessments will result in downward grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member.

**1. Attendance at team meetings** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**2. Quality of communication and contribution to team meetings** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**3. Cooperation** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**4. Work Ethic** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**5. Overall contribution to team deliverable** \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional  
                                                                                       

**6. List three things that this person has done / is doing that helps the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**7. List three things that this person could start doing that would help the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**8. List three things that this person could stop doing that would help the team perform at its best.** \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

**9. All things considered, what percentage of the team's grade does the individual deserve?** \*

If the person was a good team member and there were no issues, they should get 100. If you give them 50, they will get %50 of the team's score. Enter a number from 0 to 100.