

### COURSE INFORMATION

Course title: Marketing  
Course code: BAMA550 Credits: 1.5  
Session, term, period: 2023 WT1 Period 2 Class location: HA 133 (001) / HA 133 (002)  
Section(s): 001-002 Class times: M/W 2:00-4:00 (002)  
M/W 4:00-6:00 (001)  
Course duration: Oct 30 – Dec 9, 2023  
Division: Marketing & Behavioural Science  
Program: MBA

### INSTRUCTOR INFORMATION

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### COURSE DESCRIPTION

This course provides an introduction to the concepts, analytical techniques and 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. Against the backdrop of the UN Sustainable Development Goals agenda, the course uses real-world case studies to give you practice applying the techniques and making decisions, in a range of industries and contexts including the performing arts, healthcare (Goal 3: Good health and wellbeing), business in rural markets and empowering disadvantaged women (Goal 5: Gender equality), pricing of pharmaceuticals and marketing ethics (Goal 12: Responsible consumption and production). In summary, the course is focused on developing your analytical and critical thinking skills and developing your ability as a manager and decision maker, for business and society.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Segment a market to identify promising segments
2. Analyze a firm and its market to generate a positioning strategy
3. Analyze buyer behaviour to make product/service design, promotions and pricing decisions

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Team case analysis/memo x 2	40%
Individual case analysis/memo x 2	20%
Marketing plan presentation	25%
Class participation & in-class assignments	<u>15%</u>
Total	100%

## LEARNING MATERIALS

**Reading Materials:** The course readings are comprised of articles and cases.

- Some articles are freely available through the library via Canvas – click on “Library Online Course Reserves” on the BAMA550 Canvas homepage
- The rest are part of a course package you will need to purchase from Harvard Business Publishing prior to the start of class. Below are the steps to purchase your course package:

1. Go to <https://hbsp.harvard.edu/import/1110581>
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration.
3. Once registered, go to <https://hbsp.harvard.edu/import/1110581>
4. Click "Add to Cart," and follow the steps to then Download the readings & cases.

**IMPORTANT:** Access to downloadable files will expire on the course end 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. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

### DETAILS OF ASSESSMENTS

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

Case sessions 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.

In this course, we will discuss SEVEN cases, *all of which are CLOSED cases, meaning you are not to access or use any materials other than what is in the case.*

- Case 0 – Kenyan Community Currencies – is only for discussion in class
- “Individual cases”
  - Case 1 – Philadelphia Opera
  - Case 3 – Medicines Company
  - Case 5 – L & N Jerky
- “Team cases”
  - Case 2 – Aravind Eye Care System
  - Case 4 – Unilever Ethiopia
  - Case 6 – Duolingo

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

Each student will submit case memos for TWO out of three “Individual cases.” Each of you will prepare a 2-page write up with appendices, similar to what you have done for your BSi course. There will be no specific questions; you will simply be asked to solve the case. 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. Even if you are not submitting a case memo for a particular case, you should have read the case and arrive to class with your analysis and decision.

#### **Team Case Analysis (40%)**

Teams will submit case memos for TWO out of three “Team cases.” Each team will prepare and submit 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. Your team letter must be included in the name of the file. Names of students should not be included in the document. For the team case you will be asked to analyze the business context, offer recommendations on what needs to be done next, and explain why your strategy is the best course of action in light of the risks and benefits associated with the various options. Even if your team is not submitting a case memo for a particular case, each one of you should have read the case and arrive to class with your analysis and decision.

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

Your assigned team will be given a case and will deliver a 10-minute final 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 as appropriate/relevant. For this case only, you may use information from the internet to support your recommendation. More details will be posted to Canvas.

Presentations will be held during the exam week. Order will be determined by a draw during the course. Teams will be evaluated using the Marketing Plan Presentation Evaluation Form that will be posted to Canvas. Your team should review the criteria before developing your presentation.

**Class Participation & In-class Assignments (15%):**

Each of you can impact the value of the in-class experience, and I will grade your ability to do that. 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 and completion of in-class activities and assignments. Doing well in participation requires coming to class with the materials read ahead of time. I may give pop quizzes on the reading material, which will count toward your participation score. 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. Excused lateness or absences (e.g., illness or family emergencies) will not affect your participation.

Grading Scale for Class Participation:

- 0 Absent
- 1-4 Late
- 5-6 Present but not voluntarily participating. Unable to answer questions about readings.
- 7-8 Participates with information such as case or article facts, opinions, and examples.
- 9-10 Contributes impactful insights that advance learning for the class.

### **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. I will ask you to consider 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 individual grades 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. Being down-graded by a single team member does little damage and typically will be disregarded. If a case of unequal work effort is identified and there is evidence to support it, I will typically 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% 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  $75\% \times 80\% = 60\%$ . Each team member must complete the iPeer questionnaire at the end of the term. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive. Set expectations early and address conflicts quickly. Poor communication and failing to manage expectations are often the source of discrepancies in peer evaluations.

## COURSE-SPECIFIC POLICIES AND RESOURCES

### *Missed or late assignments, and regrading of assessments*

Assignments will be submitted on Canvas and will be evaluated through turnitin.com. Late submissions will not be graded and will receive an automatic 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>. 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*

### **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.

## 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.

### 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 WITH CLASS CONSULTATION)

Class	Date	Topic	Readings Due	Assessments Due
1	Oct 30	Intro to Marketing	<ul style="list-style-type: none"> <li>• Framework for Marketing Strategy Formation</li> </ul>	
2	Nov 1	Case 0 – Kenyan Community Currencies  Marketing objectives Segmentation	<ul style="list-style-type: none"> <li>• Kenyan community currencies case</li> <li>• Segmentation and Targeting</li> <li>• Elements of value</li> </ul>	
3	Nov 6	Case 1 – Philadelphia Opera  Competitive positioning	<ul style="list-style-type: none"> <li>• Philadelphia Opera case</li> <li>• Customer Value Propositions in Business Markets</li> <li>• Mapping Your Competitive Position</li> </ul>	Philadelphia Opera case memo due at 7am
4	Nov 8	Product strategy	<ul style="list-style-type: none"> <li>• Product life cycle</li> <li>• Break Free from the Product Life Cycle</li> </ul>	
5	Nov 15	Case 2 -- Aravind Eye Care System  Pricing	<ul style="list-style-type: none"> <li>• Aravind Eye Care System case</li> <li>• A Quick Guide to Value-Based Pricing</li> <li>• When Cost-Plus Pricing is a Good Idea</li> </ul>	Aravind Eye Care System case memo due at 7am
6	Nov 17	Case 3. Medicines Company  Distribution	<ul style="list-style-type: none"> <li>• Medicines Company case</li> <li>• To Get People to Pay, Understand How They Think</li> <li>• Planning for Distribution Channels and Market Logistics</li> </ul>	Medicines Company case due at 7am
7	Nov 20	Case 4 – Unilever Ethiopia  Marketing communications	<ul style="list-style-type: none"> <li>• Unilever Ethiopia case</li> <li>• Marketing Communications chapter</li> </ul>	Unilever Ethiopia case due at 7am
8	Nov 22	Case 5 – L&N Jerky (Individual case)  Customer satisfaction	<ul style="list-style-type: none"> <li>• L&amp;N Jerky case</li> </ul>	L&N Jerky case due at 7am
9	Nov 27	Case 6 – Duo Lingo (G)  Building and sustaining customer relationships	<ul style="list-style-type: none"> <li>• Duolingo case</li> </ul>	Duolingo case due at 7am
10	Nov 29	Marketing Plans & Wrap		
	Exam Week	Team Marketing Plan Presentations	Team presentations – schedule to be announced	