

BUSINESS ADMINISTRATION 416
Marketing Management
Spring 2010

Instructor: Dr. Ed Chung
Office: Hoover 205
Hours: MWF 11am - 12:30 pm; 1:40-2:30 pm
and by appointment

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TURN OFF YOUR CELL PHONES AND PAGERS!

FIRST THE BAD NEWS

The passing grade is a D-.
You don't participate, you WILL fail.
You don't come to class, you WILL fail.
You don't come on time, you WILL fail.
There is a comprehensive final exam.
I see a "B" as a GOOD grade.
I do FAIL seniors.

NOW THE GOOD NEWS

A Harvard-style case every other day. Whoopie!
There is NO pop quiz.
There is NO test.
There is NO group work!!!!
The course only lasts 15 weeks!!!!
You only need a D- to pass.
You may actually learn something.

ONE OF CHUNSKI'S RULES OF THUMB

If I look at your work and say, "My fifteen year old can do this," you've failed.

STUDENT OUTCOME OF LEARNING

Upon successful completion of this course, you will have learned to

1. apply your marketing and general business knowledge to identify and solve marketing problems in an analytical fashion;
2. write succinct and precise management proposals;
3. articulate your thoughts verbally and argue your case convincingly;
4. acquire and establish a strong work ethic.

Such outcomes are measured by your performance in various components of the course.

COURSE OBJECTIVES

Think you know marketing, eh? Well, we shall see.

You've taken a number of marketing (and other business) courses. In many ways you've learned more concepts and theories than you'll ever use. Enough already. But what can you do with all this knowledge? Much of that depends on you and your own initiative. Your ability to apply your marketing knowledge to solve problems is what earns your keep. That's where this course comes in.

BA 416 is a case course. Yes, in a few sessions we will still do a bit of conceptual material just so to refresh our memory and reinforce our learning, but the main focus is on application. Identifying and solving marketing problems is the theme of the course.

Problem identification is perhaps the most important skill to master. Whatever managerial decisions you make, you're only making them because you're trying to achieve something. This "something" you're trying to achieve will define the problem. If you mis-diagnose the problem, then the solution you propose is moot because a solution is only effective if it solves the right problem. **REMEMBER: without objectives, strategies are meaningless!**

Once you have identified the problem, you will apply your marketing training to solve it. Your course work in business and marketing sets you apart from the uninitiated. So, you are supposed to be able to come up with "informed" solutions, not letters-to-the-editor type of answers. If my fifteen year old can give the same answer, who would want to pay you? *And why should I pass you?*

YOU CANNOT IMPRESS ME WITH YOUR OPINIONS. DON'T EVEN TRY!

Through this course you will also master the craft of writing business memos that address the key issues quickly and briefly. Your individual case reports will be of this variety.

In business, but especially in marketing, you cannot just stay low and be invisible. This course forces you to make your case and defend it. You will learn to overcome your reticence in a relatively risk-free environment. Well, at least if you want to get a decent grade.

BA416 is THE capstone for marketing concentration. I take it VERY seriously. Your passing grade in the course indicates my respect for you as a potential marketing manager. I do not give my respect and approval very easily. I did not quit my previous life in order to prepare you for a career as a junior advertising analyst. I want you to be making strategic marketing decisions as you move along in your career. A passing grade in BA416 means I certify that you are good enough. Are you? So you will need to demonstrate to me that you have the aptitude and the work habit to make it in marketing management. It's your education. It's your grade. You are NOT doing this for me.

ANOTHER ONE OF CHUNSKI'S RULES OF THUMB

A good marketing manager is very comfortable working with numbers

COURSE MATERIAL

There is NO textbook assigned for the course. But you will need to get your cases and an assigned article directly from Harvard. You will need ALL the cases and the article.

I will send each registered student an email with further information about purchasing these cases from Harvard. Follow the instructions on that email closely so as to avoid technical issues.

The cases assigned for this course are accessed (for a fee) through Harvard Business School Publishing, at <http://cb.hbsp.harvard.edu/cb/access/4798701> The cases and articles will cost about \$90 in total. Still cheaper than a textbook., no?

If you have not registered with Harvard Business Online, you will be required to do so. Registration is free, but the cases and article are not. These cases and article are in pdf format. So your computer needs to read Acrobat files. If you don't have Acrobat Reader, shame on you. Go get a free download. Copyright laws prohibit me from making copies of the cases for you.

Once you have registered, you will have to set up a user ID and a password that allows you to access the Harvard site. Then you can proceed to buy the material online. After your purchase you will be given a password or code to access the purchased material. Just follow the instructions set out by Harvard.

You will need to install some file-opening software that Harvard will give you. Otherwise you won't be able to open the sealed downloads. **MAKE SURE YOU FOLLOW THE INSTRUCTIONS FROM HARVARD.** If you encounter technical difficulties, call the Harvard service line.

Plus, additional readings to be assigned.

WARNING: LATE ASSIGNMENTS NOT ACCEPTED!

LAME EXCUSES FOR LATE ASSIGNMENTS

I realize sometimes your printer may be broken, or the disk is corrupted, or something like that. Well, if you do not wait till the last minute to print out your report, etc., this is not an issue. Plan accordingly.

Top 10 moronic excuses (it's moronic for you to use them; it's moronic for me to accept them):

10. I started looking at the assignment last night and realized how long it would take! (that's why you have a syllabus).
9. This is unfair. There is so much to do! (that's why it's Elizabethtown College and not Elizabethtown Grade School).
8. The printer (or the disk, or some other mechanical stuff) broke this morning. (so don't wait till the last minute).
7. I have other tests and assignments due this week (that's why you have a syllabus).
6. I had to go out of town on the weekend (it's your choice).
5. I left it at home (well, don't!).
4. I didn't feel like doing it (see you back next year!)
3. I don't quite understand what I am supposed to do (ever thought to ask?)
2. Oh, I didn't know it's due today (that's why you have a syllabus).
1. I never read the syllabus (that's your problem).

READ AND KNOW THE SYLLABUS

It's your rulebook. Learn the rules or take the consequences. Your choice.

GRADING SCHEME

Your grade for the course is based on your performance in each of the course components. The following chart shows the relative weight of each of the components, and also how your final letter grade will be assigned. *Note that I do not bell-curve.*

				<u>points</u>
	Comprehensive Final		=	200
15	Individual cases	@35	=	525
	Class Participation		=	<u>275</u>
	TOTAL			1000 points

Letter grades are based on the following distribution:

A	941 and above
A-	901 to 940
B+	871 to 900
B	831 to 870
B-	801 to 830
C+	771 to 800
C	731 to 770
C-	701 to 730
D+	671 to 700
D	631 to 670
D-	600 to 630
F	under 600

RESPECT WHAT YOU'RE WRITING

When you submit a report, or a memo, or a letter, or whatever form of written communication, your writing becomes your representative. Your boss sees you when she/he reads your memo. Give it the proper respect. You are college-educated, and you should write in a manner consistent with your education. Check your punctuation, your spelling, your grammar, your sentence structure, your word choice, and then check them again. Mistakes do happen, and we do forgive. However, repeated negligence and lack of respect reflect poorly on your professionalism – and will be similarly demonstrated by your grade.

YOU WILL NEED A CALCULATOR

INDIVIDUAL CASES (525 points)

Fifteen cases are assigned for the course. We will discuss these cases in class. In addition, you are required to submit an individual case report on each of the cases. The case reports are due at the beginning of the second class period in which they are assigned. See detailed course schedule for exact dates and case titles. Because you have to hand in your case report at the beginning of the class, make sure you save a copy and all your analyses for your reference so as to enable you to actively participate in classroom discussions.

Your case report should be no more than one and a half pages, single-spaced. If more than one

page, the report should be stapled. Margins should be kept at 1 inch throughout. Font size should be Times Roman 12.

Write your report as a memo. The memo is from you to me, dated the date of submission, subject being the case title. Make sure you check and correct spelling and grammar mistakes. Make your memo as easy a read as possible. Don't use adjectives unless you have to. Be specific. Be clear as to what you mean. The reader (your boss, in this case, ME!) should not have to guess what on earth you're talking about. Don't use big words, but don't sound illiterate either. Keep your sentences short and crisp. **YOU ARE NOT WRITING POETRY.** See supplemental note on the memo below.

You should begin with an identification of the key problem(s) and a brief discussion of the causes of these problems. This should be followed by your proposed solution to the problem. In the next paragraph, justify to me why yours is the best solution to the problem. Provide your analysis as necessary.

A "problem" is not necessarily a negative thing. A problem can simply be a decision that a manager has to make. It can be an issue that needs to be dealt with. Maybe there's something that needs to be fixed. A plan needs to be developed. A new product that is to be launched (or not). Sustaining your brand's differential advantage. Maintaining your market share. All companies have problems. Any brand you can think of faces some issue or other that requires management (ie your) attention. So, when it comes to identifying a problem, don't just go looking for dangers and such.

Identifying the problem is good. But you also need to come up with solutions. Note: in most cases, calling for more studies is not acceptable. This is **NOT** the government or a college. In business, we want action. Your proposed solutions should also be actionable. Thus it needs to be specific. You also need to justify your proposal with analysis and make a convincing case. Nobody wants to read your opinion. If your opinions are so earth-shattering, you'd be on CNN now instead of in this class. So there. We want data and analyses to back up your claim.

This is a business. You want to do anything, it will cost money. How much? Why? What are the benefits? You as the manager should seek to know these things. A manager who doesn't know these things will soon be managing her/his unemployment check.

Do not go beyond the time of the case. I do not care what happened after, or what the brand actually did (lest we all end up following all the wonderful management decisions that "executives" make – the Aztec by Pontiac, New Coke, Delta's Song, Pepsi Clear, VW's Phaeton, KFC skinless fried chicken, Mobil's Montgomery Ward, Firestone tires, the softer side of Sears – need I go on?). By all means, if you can do additional research to support your case, great. But do not go beyond what was known and available at the time of the case.

Remember: it is your job to sell your idea to me. Make sure your memo is convincing. Ask yourself: if you were the boss, would you really approve the proposal?

I will judge your case report on the following basis (total 35 points):

Clear identification of problem(s)	5
Clear articulation of solution	5
Solution actionable and specific?	5
Analysis sound and applies mktg concepts	10
Solution appropriate?	5
Writing and following instructions	5

If you exceed 1.5 pages, I stop reading after 1.5 pages (not including the space for your signature), and your report will not be complete. And incomplete reports DO NOT pass. Don't waste your time and mine by repeating things from the case. FOLLOW THE FORMAT PRESCRIBED HERE AND THE SUPPLEMENTAL – THIS IS THE CHUNSKI MANUAL OF STYLE.

ANOTHER ONE OF CHUNSKI'S RULES OF THUMB

Don't try to find short cuts and simplistic answers. They don't exist.

COMPREHENSIVE FINAL EXAM (200 points)

First, let me explain what is meant by a Comprehensive exam. This being the marketing capstone, I expect you to have acquired and retained a certain level of fundamental knowledge of marketing. Fundamental as in the kind of material found in a typical Principles of Marketing textbook (oh, such as Kotler). So, the comprehensive final will cover anything a marketing senior SHOULD know. Not just the material we talk about in our course.

You can therefore be tested on things ranging from adoption and diffusion, to elaboration likelihood, to cognitive dissonance, to brand extension, to media planning, to behavioral segmentation, to differential advantage, to globalization, to aided recall, to administered VMS, to concentrated marketing, and on and on. All the fun stuff. And yes, I expect you to be able to crunch numbers.

The exam will take two hours, and will take place on MONDAY, May 10, at 8 am.

But here's the good news. You may be able to earn an exemption from the Comprehensive Exam.

If your total points scored on written report portion of the first 10 cases combined is 300 or higher (out of 350), then you will not have to write the final. Instead, the 200 points allocated to the final will be evenly reassigned to the last 5 cases, making each one worth 75 points.

If you choose to write the Comprehensive instead, even though you have crossed the 300 threshold, then your last 5 cases will continue to be worth 35 points each, and your Comprehensive will be worth 200. **But you must choose this option by April 16 at class time.**

You will be notified whether or not you have to write the comprehensive final after the 10th case has been graded.

THERE WILL BE NO MAKEUP EXAM. In case of a VERIFIABLE emergency, we can make alternative arrangements. Note that booking an early summer vacation is NOT an emergency.

ANOTHER ONE OF CHUNSKI'S RULES OF THUMB

Consult your syllabi before making travel plans

CLASS PARTICIPATION (275 points)

This class is run as a seminar, which makes it imperative that you actively participate in discussions. The heavy weight assigned to class participation (27.5% of your grades) reflects this emphasis.

More specifically, your class participation grade will be affected by the following: absence from class, being late for class, disruptive behavior, and similar behaviors will result in point deductions for each occurrence. Inability and/or unwillingness to participate in class discussions will reduce your participation grade. On the other hand, active and insightful contributions to class participation will have positive bearing on your participation grade. *I may call upon students to answer questions and participate. Come prepared!*

Attendance is not an option. It's a requirement. And I don't mean only that you are physically there. Sleeping in class, balancing your checkbook, making entries into your PDA, studying for another class, reading love letters from your dog, writing love letters to your dog, chit-chatting, IM with your chatroom buddy, reading the horoscopes, and all that juvenile stuff each constitutes an absence. So if I catch you doing any of that, it's an absence.

There are times when you really need to be absent. Catching a flight is not one of them. Scheduling a routine medical appointment is not one of them. Having to go to work is not one of them. A real emergency may be one of them. Consult with me ahead of time. We can try to work things out. But absences are not entitled.

The class lasts only 70 minutes each session. Empty your bladders before class. Unless you have a medical condition, you do not leave the room during class to go to the bathroom or to take a walk. If you do, do not return. Your departure will be counted as an absence. Your return will be equally disruptive, and will be counted as a second absence.

For each class you miss, without proper approval (see above), you lose 25 points. If you are absent three times or more during the semester, **YOU FAIL THE COURSE**.

For each class that you're late (as in I've started but you're not there yet), you lose 15 points. If you are late five times or more during the semester, **YOU FAIL THE COURSE**. Being late in excess of 5 minutes constitutes an absence (see above).

So, if you are never late, and never absent, and you come to class each day and just sit there wasting your own time but not bothering other people, and you give semi-intelligent answers when asked, you end up with **ZERO** out of the 275.

How then do you get closer to the 275?

Each class, I ask students to participate in discussions. I may ask a student specifically to answer a question, or to lead a discussion, and so on. When we do exercises and cases, I may ask students to present their findings and analyses, etc. For each class, those who actively and positively contribute to such class discussions (chit-chatting among yourselves is active but not positive; you will lose points for that) will earn a *maximum* of 2 points for that day. Those who mutter a word here and there, but at least act somewhat interested in the proceedings, will earn a maximum of 1 point for that day. Those who sit there staring at the ceiling or other edifices, who don't as much as utter a syllable, or are otherwise preoccupied with their dinner plans, will earn a maximum of 0 point for that day.

Participation points begin to accumulate on the second day of classes, i.e. January 22. There are therefore 38 participation sessions. The maximum you can earn out of these 38 sessions is therefore 76 points. At the end of the semester, I tally all the points you earn in the class, and extrapolate it to a base of 275 points. For example, if you earn 70 out of the 76, it is extrapolated to 253 points ($70/76*275$).

For example: Mary is never late, never absent. Always participates actively and even volunteers participation. She may get up to 275 points.

For example, Pete is late once, never absent. Occasionally participates. Pete gets a maximum of $(1 \times 38) - 15 = 23$ out of 76, or 83 total points.

For example, Lucy is absent once. Actively and positively participates in 30 sessions. Did not participate in 8 sessions. She gets $(2 \times 30) + (0 \times 8) - 25 = (35/76) \times 275$ or 127 points.

For example, Larry actively and positively participates regularly, earning the maximum of 2 points all the time. However, he was absent on three occasions for various unexcused reasons. Larry fails the class.

For example, Marie comes to class on time, but somehow always has a need to seek wisdom in the bathroom during class, and is gone twice. Otherwise she actively participates on 33 occasions, and participates somewhat on the other 5. She earns a maximum of $(2 \times 33) + (1 \times 5) - (2 \times 25) = (21/76) \times 275 = 76$ total points.

A WORD ABOUT TEACHING

This is a case course. We identify and solve problems. We apply concepts to analyze problems. You will only learn if you participate in the learning process.

If you want to seek clarifications about the course material, and it is not possible or appropriate to do so in class, *feel free* to visit me at my office, email, or call me. I am more than happy to meet with you and to help if I can. My responsibility to you does not end at the end of class.

Many of your fellow students have found it beneficial to continually consult with me outside of class regarding their cases, projects, studies, etc. I **strongly** encourage you to come talk to me about your various course components, and I am **not** against giving suggestions to students so that their final output warrants a better grade.

ATTENDANCE

I expect you to be in class, on time, for each class meeting except for verifiable emergencies. As stated in the College catalog, excessive absence will result in dismissal from the course.

ACADEMIC INTEGRITY

All students are expected to adhere to the Pledge of Integrity, as outlined in the College catalog.

CAVEAT

This syllabus is tentative and may be changed depending on progress and development and as circumstances require.

Special Note:

If you have a documented disability and need reasonable accommodations to fully participate in course activities or to meet course requirements, you must:

- 1.) Contact the Director of Disability Services, Dr. Kristin Sagun, in the Center for Student Success, BSC room 228 by calling 361-1227.
- 2.) Meet with me (the instructor) within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

APPENDIX

SUPPLEMENTAL NOTE ON THE MEMO (read it OR weep)

Or any writing, for that matter. When you are writing a letter, an email, a post-it note, or a memo, you are addressing it to someone. Just as you do when you pick up the phone and call someone, you should begin with a greeting. This is courteous and reflects well on your upbringing. Not necessarily a “Dear so and so” kind of warm and fuzzy greeting, but at least greeting the person with a “Mary,” or “Ms. Moron,” or “Mr. Stupid,” or even a “Members of the Board,” kind of thing. And unless you are someone’s drill sergeant or coach, it is ABSOLUTELY rude to greet someone by their last name, as in “Smith,” or “Chung,” without a title in front of it. Trust me, you do NOT want to be rude to me.

You should also sign your memo when you’re done.

Unlike some people, I don’t care if you use contractions in your memo. Just make sure you get your apostrophes right. I am very picky about that.

Use proper words and grammar. If I have to correct your English, then there’s something really wrong going on.

The next page shows the format that you should seek to follow.

Times New Roman size 12. One inch margins throughout. Single-spaced. Double space between paragraphs. Print only on one side of the page. Staple the two pages together. By the way, this syllabus, with the exception of the sample memo on the next page, is NOT in Times New Roman 12.

MEMORANDUM

To: Ed Chung
From: Joe Whoever
Subject: Enhancing Customer Profitability
Date: January 17, 2010

Ed,

The sun is shining. But I have promises to keep, and miles to go before I sleep. Cannons to the front of them. Cannons to the right of them. OMG, cannons everywhere! Where will I sleep tonight?

Our objective is to increase our market share to 14%. This of course is a stupid objective, since there is no mention of WHEN it is to be accomplished. You should know better. So you need to tell me when and so on, more blah blah blah.

What's wrong with this? "The markets growth has slowed to more then 5%, because the economy is not doing well. It's growth rates have been flat, and there is definately a recession in the air. You can not be so illiterate if your really a college graduate. Or can you?"

we must do this or else Chunski will be mad. And man, we won't want him mad. He drinks too much Diet Coke as it is.

(signed)
Joe

~ make sure your memo does not exceed 1.5 pages in total ~

DETAILED COURSE SCHEDULE*

Rev. 1.11.10

DATE	TOPIC	ASSIGNMENT
W 1/20 F 1/22	Introduction Marketing Review	Myopia+Basic Quant
M 1/25 W 1/27 F 1/29	Marketing Review Marketing Review Marketing Review	Breakeven + ROI Effective Pricing + Behavioral Getting Lost + LTV
M 2/1 W 2/3 F 2/5	ING cont'd ING Elektra	
M 2/8 W 2/10 F 2/12	cont'd Elektra <i>class cancelled – conference engagement</i>	Review of case learning
M 2/15 W 2/17 F 2/19	Biopure cont'd Biopure Aqualisa	
M 2/22 W 2/24 F 2/26	cont'd Aqualisa Hilton HHonors cont'd Hilton	
M 3/1 W 3/3 F 3/5	Bankinter cont'd Bankinter	Review of case learning
	3/8-3/12	<i>March Break</i>
M 3/15 W 3/17 F 3/19	Reliance cont'd Reliance Giant	
M 3/22 W 3/24 F 3/26	cont'd Giant Kingsford <i>Conference Engagement - class cancelled</i>	

DETAILED COURSE SCHEDULE* (cont'd)

DATE	TOPIC	ASSIGNMENT
M 3/29	cont'd Kingsford	
W 3/31		Review of case learning
R 4/1	Gome	
F 4/2	<i>Easter break</i>	
M 4/5	<i>Easter break</i>	
W 4/7	<i>Student conference - class cancelled</i>	
F 4/9	cont'd Gome	
M 4/12	Delta	
W 4/14	cont'd Delta	
F 4/16	Goose	
M 4/19	cont'd Goose	
W 4/21	Ramada	
F 4/23	cont'd Ramada	
M 4/26		Review of case learning
W 4/28	Goldas	
F 4/30	cont'd Goldas	
M 5/3	Jewellworld	
W 5/5	cont'd Jewellworld	
F 5/8		Review of case learning

FINAL EXAM: MONDAY, Friday 10, 8am-10am.

**This is a tentative class schedule and is subject to change.*