



MICHIGAN

ROSS SCHOOL OF BUSINESS

Marketing 503 Course Description

Please note: this document contains the answers to virtually every question ever asked regarding the philosophy and details of this class. If you thoroughly acquaint yourself with the contents of these pages, you will save yourself a significant amount of time and effort, and will almost certainly enhance your learning and performance in the course.

Introduction: This course is intended to provide students with a basic knowledge of the principles of marketing necessary for functioning in virtually any business environment. No business function can be performed adequately without this knowledge. It is a survey course designed to acquaint students with basic areas of marketing, both strategic and functional. The nature of a survey course is such that these topics cannot be treated in depth; instead, students are provided initial exposure to these elements and how they interact so that they can seek more in-depth knowledge in areas of specific interest to them in other courses at the Business School.

Philosophy/Approach: Consistent with the Business School's philosophy of "Leading in Thought and Action," our objective is to bring you a rigorous analytical framework supplemented by current case examples that reflect the current competitive environment. The primary objective of this course is to provide a structured approach to marketing problems via an integrated framework.

Materials: The framework is presented in the textbook for the course: "Marketing Management: The Big Picture, 2nd Edition (Wiley)". The text is available in both new and used versions at the bookstore and online at Wiley.com and Amazon.com. Please note that there have been copy revisions to the 2nd Edition – they are not substantive, but if you purchase a used copy you may find more typos than you'll find in a new copy from the bookstore. Please do not purchase the edition of the book published by Thomson – it is far too old.

This text is a concise presentation of how key marketing concepts interrelated to produce (or fail to produce) a cogent marketing plan that leads from corporate strategy through execution. In addition to the text we will be running several web-based simulations in the class; you will need to register for the simulation on-line. Instructions for registration will be posted on CTools.

We will apply the Big Picture framework throughout the course, both during the lectures and also in a series of mini-cases which six-person teams of students will choose and write themselves.¹ Students will take a leadership role in managing the discussion of these mini-cases. If you have a "live" marketing problem that interests you, this means you will have some opportunity to work directly on this problem in this course. In this way we intend to maximize the relevance of the cases to your business lives and offer a program unique to UMBS.

Course grades will be based on course participation (30%), mini-cases (written component 15% and oral component 15%) and a written final (40%). These components are described in greater detail below.

¹ Students will be randomly assigned to teams and bid for presentation slots prior the first class session.



MICHIGAN

ROSS SCHOOL OF BUSINESS

1. *Course Participation (30%):* In this course we will rely heavily on the discussion of cases to motivate learning of key concepts. The quality of the class is therefore heavily dependent on the quality of the contributions of the individual students in the class. For this reason, class participation accounts for a significant portion of the final grade. In order to excel in this area you must:
 - **Attend class.** Although we live in a technologically and spiritually advanced age, it is still not possible to participate in this class without being physically present. If you believe you will miss more than two classes, you are strongly encouraged not to take this course. **Please note that attendance in the first class is mandatory, with absolutely no exceptions for any reason.** *Note regarding "section switching" (attending a different section than the one you are registered for):* In general all of the seats in each of my sections are accounted for by registered students. Additionally, one primary goal of this class is to achieve classroom cohesiveness, as well as cohesiveness for your group within your class. For these reasons section-switching is strongly discouraged. **If you absolutely must miss your section and don't want to miss out on the material, you must provide a legitimate reason and get approval at least 48 hours in advance from your TA.**
 - **Prepare for class.** This entails reading and understanding the assigned materials, and having a well-developed opinion for case discussion. Assignments for each week are listed in the syllabus and are also available online. You are also expected to read all e-mails I send to the class and to check the Ctools course page on a weekly basis for updates and additional materials. *Over the course of the semester, there are several assignments that must be prepared prior to class. Preparation of these assignments is a part of your class participation grade.*
 - **Express and defend your opinion succinctly.** The class participation grade is not based on how much time you spent talking; it is based on the quality of your responses to my general and cold-call questions. Focus on getting a few important points across. Please, do not express an opinion without some supporting evidence.
 - **Respond constructively to the opinions of fellow class members:** It is impossible to learn only by speaking. Listening to and understanding the positions of your peers is a crucial part of this course. I will also rely on you to police each other: if you hear a statement you believe is not supportable or clear, ask for support or clarification. The value of this course to you will depend mightily on your willingness to take responsibility for the quality of the classroom discussion.

A note on general questions: You are of course encouraged to ask questions at any time during the class if there is something you do not understand. These types of questions will not have any impact on your class participation grade, but are very important to the quality of the classroom experience. By asking questions in class you are saving everyone's valuable time. This is because it is a near-certainty that the question you ask is on the minds of some of your fellow classmates as well. By asking it in class, you save them and me the time of having to address the same question multiple times during office hours. Your questions help me identify areas that may need more attention in the



MICHIGAN

ROSS SCHOOL OF BUSINESS

class. If you do not get an answer to your question in class for whatever reason please feel free to e-mail me. In the interest of learning, when I respond to e-mail questions about content I generally send the question my response to the entire class. If for some reason you do not want me to do this please let me know.

- 2. Mini-case (written 15%, oral presentation 15%):* In addition to your individual participation, your group will be asked to prepare and present one case analysis at some point in the quarter. This will be a brief (no more than 15 minutes) presentation of a case developed by your group and circulated prior to class (see Ctools mini-case materials) These presentations are intended to bring current, personally interesting issues into the classroom. The groups will prepare a brief, two-to-three page summary of a case of their choosing for distribution to the class a few days before their presentation. All class members will then review the case in preparation for a discussion in the following class. Presenting groups are encouraged to meet with me well in advance of the case presentation for input on this presentation. Examples of past cases and presentations prepared by students may be found on Ctools. Again, details on what should be included in the write-up and in the presentation, as well as sample mini-cases and presentation, and copies of the evaluation documents, will be made available on the website. **Follow these carefully and please ask if you have questions.**
- 3. Exam (40%):* The exam will be a take-home exam, distributed Tuesday, 12/9 immediately after the review session and due back no later than **Saturday, 12/13 at 9 am**. The exam will be a written case and simulation. You will be expected to analyze this case using the Big Picture Framework and submit a brief write-up of your analysis and recommendations. This analysis will be similar to the in-class work we do on the mini-cases and simulation. Complete instructions for the final exam will be distributed and covered during the last week of class.

Schedule of Topics and Sessions: We will typically take a break about half-way through the session; the exact time of the break will vary from session to session.

Keep looking on the Ctools site for updates of the syllabus; you can easily use the “schedule” feature to click on a specific class session and bring up all the materials available and necessary for that session.

Honor Code/Classroom Etiquette: The honor code will be applied to the course in the following manner: a) Discussion cases may be prepared in teams or individually. b) Preparation for the final exam may be done in teams or individually. c) After you have taken the exam, the contents final examination may not be discussed with any students outside of the class at any time. Regarding classroom etiquette, a simple standard of respect for your fellow students and your professor is expected at all times. A high standard of politeness is critical as a foundation for any healthy, robust debate. If at any time during the quarter you are wondering whether you are possibly failing to meet this standard, please assume that you are and modify your behavior accordingly. **Please note, except when explicitly called for in the syllabus, we have a no-laptop policy in this class.**

Grading Policy: All grading during the semester course is either done or supervised by me personally. My goal in grading is not to judge, but to provide feedback that is comprehensible and actionable. If, in the interest of learning, you would like additional feedback regarding your cases or



MICHIGAN

ROSS SCHOOL OF BUSINESS

your overall performance, just stop by during office hours or send me an e-mail. I am very happy to spend as much time as you feel you need providing this type of input. If you believe there has been an error in calculating your grade, please contact me immediately so I can make necessary corrections. Finally, you may choose to re-submit a case or exam for re-grading. Because I spend a significant amount of time grading the cases and exams to begin with, I am very confident in my judgment and a change in grade is extremely rare. However, it is certainly your prerogative to request a re-grade. *Please note that whatever grade you receive as a result of your re-grade, whether higher or lower, will be your official grade.* This means that for group cases you must have the consent of all members of your group before submitting a case for a re-grade. If you would like to request a re-grade, for a final please submit a request via e-mail. In order to protect the integrity of the grading process, please do not provide any additional explanatory materials in your e-mail. For obvious reasons, if you are requesting a re-grade, I cannot discuss the final with you until after the process is completed. I encourage you to come by to obtain additional feedback after the regrade is complete.

Closing Comments: This course is a cross between a talk-show and boot camp. I encourage lively discussion in class, and welcome and encourage all opinions, including those that challenge my own. This approach gives me the flexibility to cover each issue at the level of depth appropriate for the student in a particular class. Although the style of the class is informal, my devotion to my objective of providing a meaningful grounding in the field of marketing is absolute. I expect all students to demonstrate the same level of devotion, and to treat your fellow students, your professor, and the learning process with the utmost respect. On this foundation we can work together to create a unique, memorable and extremely valuable course experience.