

**Leonard N. Stern School of Business  
New York University**

**C55.0001: INTRODUCTION TO MARKETING  
SYLLABUS – FALL 2009**

Instructor Details: Professor Vicki Morwitz  
Office: Tisch 807  
Phone: (212) 998 0518; Fax: (212) 995 4006  
Email: [vmorwitz@stern.nyu.edu](mailto:vmorwitz@stern.nyu.edu)

Class Meetings: C55.0001.001 – Mon & Wed, 9:30am - 10:45am, Tisch UC24  
C55.0001.002 – Mon & Wed, 11:30am - 12:15pm, Tisch UC24

Office Hours: Mondays, 1:00am - 2:00pm and by appointment  
(NOTE: If for any reason you need to meet with me and are unable to make it for the regularly scheduled office hours, then please feel free to email me so that we can set up another mutually convenient time.)

Teaching Fellows:

Alex Sabharwal Email: <a href="mailto:aks336@nyu.edu">aks336@nyu.edu</a> Hours: Wed 11:45am – 1:45pm	Tina Shiu Email: <a href="mailto:tina.shiu@stern.nyu.edu">tina.shiu@stern.nyu.edu</a> Hours: Tue 11:00am-1:00pm
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(NOTE: For other times, please use e-mail to set up an appointment. You can also send email queries to the TF. The TF will grade your assignments. The best way to contact the TF is via e-mail. During their office hours, they will be available in the Ernst & Young Teaching Assistant Center (TAC) which is in KMEC 6-70.

Required Text: R. Kerin, S. Hartley & W. Rudelius, *Marketing*, 9th edition, Irwin/McGraw-Hill. Make sure you get the 9th edition.

(NOTE: The NYU bookstore is selling the regular hardback version of the textbook (978-0-07-340472-1). McGraw-Hill also sells a loose-leaf version (978-0-07-726589-2) and an ebook version for lower prices. The ebook version allows you to search the entire book, print out pages you need, and highlight, make notes, and share them with your classmates. To access the eBook online you can go to [www.CourseSmart.com](http://www.CourseSmart.com). To download the ebook go to <http://textbooks.vitalsource.com>.)

Other Readings: In addition to the text, there is a casepack, available from the NYU bookstore, that is described later in the syllabus. In some classes we will discuss examples from articles that have appeared in the popular and business press, such as the *Wall Street Journal*, *New York Times*, etc. These help create an interesting class discussion and show how marketing concepts affect current events. Whenever possible, we will look at an image of these articles in Powerpoint in class. You can get any of the *New York Times* articles for free on the Times web site. You can also obtain articles for most publications from the NYU Virtual Business

Library, at <http://library.nyu.edu/vbl/>. Just click “Journals/Newspapers/E-Books” on the left of the homepage. If you are taking Stern courses, you should take the time to learn how to use the VBL.

Course Website: Please check the course postings on the Blackboard website regularly for class announcements and instructions (<http://sternnewclasses.nyu.edu>). You should always check the postings here before coming to class – some postings may be crucial in ensuring that you are in step with the rest of the class. Please go to the Blackboard website for a copy of all course handouts. Important handouts will be given to you in class and also posted on the course site.

This site contains many things you will find useful over the course of the semester, including:

- Special announcements/corrections
- Guest speaker information
- Subject pool details/sign-ups
- PowerPoint slides
- Syllabus
- Course bulletin board
- Assignments
- Other fun and useful things

Please read this syllabus carefully. It is your guide to the course and will help you learn more and do your best. It describes the course’s objectives, how it is conducted, and your responsibilities. A copy of this syllabus appears on the course web site. All handouts and assignments will be posted on the site as they become available.

### **OUTLINE FOR REMAINDER OF SYLLABUS**

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**A. DETAILED SCHEDULE (FALL 2008)**

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Readings, Assignments &amp; Particulars</b>
1	W, 9/9	<ul style="list-style-type: none"> <li>Administrative Details</li> <li>Course Introduction &amp; Overview</li> <li>Role of Marketing</li> </ul>	Chapter 1
2	M, 9/14	<ul style="list-style-type: none"> <li>The Marketing Environment</li> <li>Competitive Forces</li> <li>Marketing Math</li> </ul>	Chapters 2, 3 Note on Low-Tech Marketing Math <u>Due:</u> Information Forms
3	W, 9/16	<ul style="list-style-type: none"> <li>Marketing Ethics</li> <li>Corporate Social Responsibility</li> </ul>	Chapter 4
4	M, 9/21	<ul style="list-style-type: none"> <li>Consumer Behavior</li> </ul>	Chapter 5 <u>Due:</u> Quantitative Assignment
5	W, 9/23	<ul style="list-style-type: none"> <li>Consumer Behavior</li> <li>Organizational Buying Behavior</li> </ul>	Chapter 6
	M, 9/28	<ul style="list-style-type: none"> <li>No class in lieu of Guest Speaker #1</li> </ul>	
6	T, 9/29	<ul style="list-style-type: none"> <li><b>Guest speaker:</b> Brent Hodgins, Mirren Business Development</li> </ul>	Schimmel, 12:40-1:40pm
7	W, 9/30	<ul style="list-style-type: none"> <li>Case: Mediquip</li> </ul>	Case: Mediquip Review case study questions
8	M, 10/5	<ul style="list-style-type: none"> <li>Segmentation, Targeting &amp; Positioning</li> </ul>	Chapter 9
9	W, 10/7	<ul style="list-style-type: none"> <li>Segmentation, Targeting &amp; Positioning</li> </ul>	
10	M, 10/12	<ul style="list-style-type: none"> <li><b>Quiz 1</b></li> </ul>	<u>Quiz 1:</u> Sessions 1-9
11	W, 10/14	<ul style="list-style-type: none"> <li>Conducting &amp; Using Marketing Research</li> </ul>	Chapter 8
12	M, 10/19	<ul style="list-style-type: none"> <li>Conducting &amp; Using Marketing Research</li> </ul>	
13	W, 10/21	<ul style="list-style-type: none"> <li>Conducting &amp; Using Marketing Research</li> </ul>	
14	M, 10/26	<ul style="list-style-type: none"> <li>Product Decisions</li> </ul>	Chapters 10, 11
15	T, 10/27	<ul style="list-style-type: none"> <li><b>Guest speaker:</b> TBA, L'Oreal</li> </ul>	Schimmel, 12:40-1:40pm
16	W, 10/28	<ul style="list-style-type: none"> <li>Product Decisions</li> </ul>	
17	M, 11/2	<ul style="list-style-type: none"> <li>Case Discussion: LG Electronics</li> </ul>	<u>Due:</u> LG Electronics group case write up
18	W, 11/4	<ul style="list-style-type: none"> <li>Pricing Decisions</li> </ul>	Chapters 13,14
19	M, 11/9	<ul style="list-style-type: none"> <li>Pricing Decisions</li> </ul>	
20	W, 11/11	<ul style="list-style-type: none"> <li>Distribution Decisions &amp; Retailing</li> </ul>	Chapters 15, 17
21	M, 11/16	<ul style="list-style-type: none"> <li><b>Quiz 2</b></li> </ul>	<u>Quiz 2:</u> Sessions 11-20
22	W, 11/18	<ul style="list-style-type: none"> <li>Promotion Decisions</li> </ul>	Chapters 18, 19
23	M, 11/23	<ul style="list-style-type: none"> <li>Promotion Decisions</li> </ul>	
24	W, 11/25	<ul style="list-style-type: none"> <li>International Marketing</li> </ul>	Chapter 7
25	M, 11/30	<ul style="list-style-type: none"> <li>Case: BMW Films</li> </ul>	Case: BMW Films Review case study questions
26	T, 12/1	<ul style="list-style-type: none"> <li><b>Guest speaker:</b> TBA</li> </ul>	Schimmel, 12:40-1:40pm
27	W, 12/2	<ul style="list-style-type: none"> <li>Case: Clocky</li> </ul>	<u>Due:</u> Clocky individual case write up
28	M, 12/7	<ul style="list-style-type: none"> <li>Course Review</li> </ul>	
	W, 12/9	<ul style="list-style-type: none"> <li>No class in lieu of Guest Speaker #2</li> </ul>	
	M, 12/14	<ul style="list-style-type: none"> <li>No class in lieu of Guest Speaker #3</li> </ul>	
		TENTATIVE FINAL EXAM Section 001 – M, 12/21, 8:00AM-9:50AM Section 002 – M, 12/21, 10:00AM-11:50AM	

## **B. COURSE OVERVIEW AND OBJECTIVES**

People often define "marketing" as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don't want.

Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company's own capabilities are required. The second set of activities revolves around the "marketing mix" – letting the consumer know about the product in an attention-getting, convincing, and motivating way, getting it to the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and purchase more. At any point along the way, failure to get one of these activities right may result in the failure of the product. Positioning is the key to product success, but even a perfect product with brilliant positioning won't last long if its benefits are not clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, or displayed poorly.

In this course, you will be introduced to the principles underlying these activities and given opportunities to try your hand at analyzing markets and formulating strategy. The objectives of this course are to:

1. Introduce you to the concepts, analyses, and activities that comprise marketing management,
2. Help you sharpen your analytical skills and show you how to use them to assess and solve marketing problems,
3. Give you an opportunity to refine your oral and written communication skills, and
4. Provide a foundation for courses in other departments and advanced electives in Marketing.

## **C. COURSE APPROACH**

Class meetings will revolve around lectures, video presentations, and in-class activities, such as case discussions, pre-assigned exercises, and experiential exercises. In order to get the most from this course it is extremely important that you are prepared for class. I will only highlight the material covered in the text or readings, on the assumption that you can do the required background reading yourselves and you would prefer to have new information and experiences in class that supplement your basic theoretical readings. As such, if you have questions on the text or readings, it is your responsibility to let me know prior to class (via email), or at the beginning/end of class.

Because I will not repeat much of what is covered in the assigned readings, if you do not prepare for class you will miss much of the important contents of the course, you will learn substantially less from the discussions and exercises, you will not be able to participate in class effectively, and it is also unlikely that you will perform well on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore reading the background material is crucial.

We will have three guest speakers during the semester. These speakers are senior executives with considerable experience in marketing. Their talks usually focus on how they have attacked challenging marketing problems that their firms face. Each talk will consist of a presentation by the guest speaker, followed by a question and answer session. These talks give a fascinating view into how marketing problems are identified and solved in the business world. They also give you a chance to see how marketers apply the kinds of concepts that you are learning about in class. These guest speaker talks are an important part of the course, and you are expected to attend them. The quizzes and exams may contain questions relating to the guest speaker talks. All talks will be held in Schimmel Auditorium, on the UC level of Tisch, from 12:40 – 1:40.

### **D. GRADING COMPONENTS & WEIGHTS**

The grade components and the associated weights are as follows:

A. Exams		<b>50%</b>
	2 quizzes (12.5% each):	25%
	Final exam (cumulative):	25%
B. Class Participation/Contribution		<b>15%</b>
C. Written Case Analyses		<b>25%</b>
	Group case	12.5%
	Individual case	12.5%
D. Quantitative Exercise		<b>5%</b>
E. Marketing Research Assignment/Subject Pool		<b><u>5%</u></b>
		<b>100%</b>

### **E. EXAMS**

**General:**

Inform me **in writing** (e-mail is fine) of any legitimate quiz and exam conflicts **at least two weeks** in advance. (All quiz and exam dates have been set and appear in the course outline.) If I do not receive written notice at least two weeks before the quiz or exam, you will not be given the opportunity to take it at another time.

If you miss a quiz or exam due to illness or injury, a make-up will not be scheduled for you unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning missing an exam as soon as possible, preferably before the exam. If you are unable to take a make-up exam before the next class session, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I may choose to give you a substitute test or I may assign greater weight to another test.

### Quizzes (25%):

Two closed-book quizzes are noted on the syllabus. The quizzes will consist of both multiple choice and short answer questions on materials drawn from the textbook, course packet, lectures, cases, and guest speakers. Each quiz is worth 12.5% of your grade for the course.

### Final Exam (25%):

The final exam will cover the entire course and will be held during the normal examination period. No make-up will be offered and you will not be permitted to take the exam early. Some questions may be based on the guest speaker presentations. The final exam is closed-book.

### Code of Conduct:

Every student is obligated to report to the instructor any suspected violation of the honor code that he or she has observed. If you are concerned about revealing your identity, please drop a note in my mailbox.

## **F. CLASS PARTICIPATION**

You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. Every session of the course will involve interaction and I expect each class member to be prepared at all times in every class. To reinforce this expectation, I may occasionally randomly select (i.e., cold call) a class member to comment on the topic of discussion, or open a case discussion, whether or not the student's hand is raised. The skills you acquire from participating in class and with your group will serve you well in your future positions, whether you pursue marketing as a career or not. Please remember that class participation will not be judged merely by the "airtime," but by the quality of the comments you contribute to group discussions and exercises.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so. *Constructive criticism is always welcome and is an important part of the Stern experience.* Do not be upset if I challenge something you say - we learn most when we have to defend our positions. If you ever feel that my comments or the comments of any student are not constructive, please let me know.

Sometimes we will have to stop discussion and move on to the next topic before hearing from everyone - there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you. Often we will try to hear first from class members who have not participated much before hearing from others who have spoken more often.

It is important for your classmates, and me, to know who you are. Please fill out the Personal Information Form at the end of this syllabus and hand it in at the second class, so I can learn more about you. Please also bring a name card with your first name in big block letters and use it

in every class. This helps your classmates, and me, know who you are. I will also ask you to keep fixed seats in the classroom.

If you are not in class, you can't learn the material in the course nor contribute to the benefit of your classmates. A portion of your class participation grades will also come from your class attendance. I realize that occasionally you may be absent. Whenever you know in advance that you will be absent, please let me know in advance. If you miss class, be sure to obtain copies of notes from a classmate to insure that you do not miss any important material.

### **G. CASE ANALYSES AND WRITTEN ASSIGNMENTS**

We will use four cases in the course. These are a required part of the course, and are contained in the course case packet at the bookstore:

- Mediquip
- LG Electronics
- BMW Films
- Clocky

You are expected to prepare carefully for all four cases and be ready to discuss them in class. You will also have written assignments for LG Electronics and Clocky. LG Electronics will be written in groups, and Clocky individually (see below for more details).

Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. In cases we will focus on identifying the marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action for the firm. There is no "right" answer to a case, but usually some answers are better than others. *The strength of your reasoning and analysis is as important as your recommendations.*

This syllabus contains a set of study questions for Mediquip and BMWFilms. Please read them carefully before starting each case, as they will help you focus your effort on important case topics. In class we will discuss your answers to these study questions to help us better understand and organize the important issues in the case. Sometimes in the case discussion I will also introduce new frameworks and techniques that help address the marketing problems in the case. The study questions do not always cover every important case issue, however.

While the case study questions are designed to help you focus on important case topics, you also should begin to establish your own, independent ability to analyze marketing situations. Analyzing cases is a good way to start developing this ability. A good case analysis should look at the following:

1. What are the important problems confronting this firm? This includes anticipating problems before they occur so the firm can take steps to prevent them, as well as identifying existing problems.
2. What information do you have that is useful for addressing these problems?

3. What are the different solutions to these problems? What are the strengths and weaknesses of each solution?
4. Which solution would you choose, and why is it better than the others?
5. How would you implement this solution?
6. If a firm faces several problems, what are the relationships between them and between the solutions you have chosen? This is especially important in marketing, where each part of marketing strategy, and each part of the marketing mix, affects the others. Remember, you need to choose an overall solution that keeps, or creates, a balanced and coordinated marketing mix.

*The amount you learn from a case depends on how carefully you read and analyze it. You are expected to read each case thoroughly and come to class ready to contribute to case discussions. In many cases some of the material is, by design, not particularly relevant to the problem at hand, while the case omits other data you would like to have, and would try to obtain using market research, if you were the decision-maker. This makes the case analysis more difficult, but it does reflect the real world of business. Some of our discussion may revolve around what "missing information" we would like to have.*

#### Written Case Analyses:

LG Electronics and Clocky give you two opportunities to apply what you are learning to complex problems taken from actual business situations. It will take several hours to read and study each case, and perhaps ten more hours to write your analysis for your team (for LG Electronics) or yourself (for Clocky). Come to class prepared to offer your opinions or be called on even if you don't volunteer. Please note that you must also submit both assignments to TurnItIn, an online plagiarism detection software. TurnItIn is able to detect when parts of a written assignment are plagiarized from content available on the internet, or from an assignment turned in by another student at NYU or any other university. This requirement is to protect the class from anyone attempting to gain an unfair advantage through plagiarism. See more on TurnItIn later in the syllabus.

You will do the LG Electronics case in groups. Since in the real world you do not get to pick your team members, you will be randomly assigned to small teams. Teams will be announced via email. Your team is responsible for allocating responsibilities and making sure that everyone contributes in a timely manner. Please don't ask me or the TFs to become involved in settling any disagreements between team members. You must do this by yourselves.

Please note that after handing in the LG Electronics case, you will be asked to evaluate the contribution that each group member has made to the project, including yourself. Stern students have repeatedly stated that they believe a key part of the group experience is being able to rate their group members on how well each contributed to a group project. Knowing that they will be rated by their group's members helps motivate students to contribute, reduces "free-riding," and, most importantly, creates a sense of fairness for the group. These ratings can affect an individual's grade if they reliably show disparities in the contribution that each group member has made. It is fine if group members contribute in different ways, but the importance of their contribution to the overall group effort should be equal.

*Please read carefully the section on “Guidelines for Group Projects” later in this syllabus.* These guidelines are included to help your group function effectively, efficiently, and harmoniously.

#### Guidelines for Written Case Analysis Assignments:

- The assignment is due at the beginning of class on the day indicated.
- Late assignments will not be accepted.
- In addition to the content, written assignments will be graded on writing quality. It is important in business writing to be clear, direct, and persuasive. Use headings to organize your thinking and help orient the reader. The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give the impression of sloppy thinking, carelessness, and lack of regard for your ideas and the assignment. If you know writing is not your strength, get some help. Good options within NYU are the Writing Center (411 Lafayette, 3rd Floor, New York, NY 10003, 212 998-8866, email: writingcenter@nyu.edu) and the American Language Institute (48 Cooper Square, 2<sup>nd</sup> fl. 212 998-7040).
- The focus of the memo is on a recommendation – not a restatement of the decision situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you should support your recommendation by demonstrating why your chosen recommendation is the best alternative (e.g., lowest risk, least expensive, best strategic fit, etc.) and why it is good to discount other options. Do not feel that you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and tempered by your analysis.
- The questions that the case write-ups (memo) should answer and guidelines on length and formatting will be posted on the Blackboard website at a later date.

### **H. QUANTITATIVE MARKETING ASSIGNMENT**

This assignment gives you a chance to use basic quantitative analysis in Marketing to analyze a firm’s operations. Quantitative concepts are important in marketing, and also are the basic “language” used to analyze a firm’s revenues and marketing expenditures. Other assignments will also require some quantitative analysis, but they will involve combining quantitative and qualitative analysis.

### **I. MARKETING RESEARCH ASSIGNMENT/SUBJECT POOL**

Companies often need to learn more about their current and potential customers – who they are, what they want, how they make choices, how they use products, etc. One of the best ways for them to gather information is to design and conduct research studies themselves, or to engage an outside company to do it for them. We will discuss the marketing research process in class.

The Marketing Research Assignment is designed to enrich your understanding of the value of research to the formulation of sound marketing strategy. It consists of two options -- you can

choose either one, or a combination of both. That is, to satisfy the Marketing Research Assignment, you need a combined total of three experiments and/or Marketing Research Exercises.

**Option 1: Subject Pool Participation.** The first option is participation in the Marketing Department Subject Pool. This gives you an opportunity to be part of marketing research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a subject (participant) in three studies (under an hour each) currently being conducted by Marketing Department faculty. (Note that while the people running the studies are usually Ph.D. students, they are conducting the research for or with members of the Marketing Department faculty, who supervise them closely.) Once these studies are finished, you will receive written debriefings on each. It is also likely that we will discuss the purpose, design, implications, etc., of at least one of these studies in class as an example of what can be learned about consumers through research.

Participation in the Subject Pool is easy and usually enjoyable for most students. All you have to do is show up for the studies and follow instructions. You may participate in one, two or three studies but you must participate in a combined total of three studies and/or Market Research Exercises (see Option #2 below for more information). While the studies are usually fun, they are also serious. Therefore, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. You will not be required to answer any question(s) that make(s) you feel uncomfortable. Sign-ups will occur on-line three times during the term (once for each study assigned to our class) and the sessions for that study will usually occur within the next week or two. I will announce when sign-ups become available for each study.

At the beginning of each study, the experimenter will explain what the study is about, what your rights are as a participant in the study, and any risks or special benefits of participation. You will be asked to read and sign a consent form stating that you agree to participate in the study. You will be given one copy of the consent form to keep. If you prefer not to participate in the study, or if you withdraw from the study once you begin, you may complete one of the Marketing Research Exercises described below (see Option #2) and will receive the same credit as if you had completed the experiment.

For students who will be under 18 years of age: If you would like to participate in the subject pool studies but are under 18 years of age, it is a Federal government and a University requirement that you must provide a signed consent form from your parent or legal guardian for each experiment you participate in. Please see me if you are under 18 and would like to participate in one or more experiments. I will provide you with a copy of the parental consent form for each experiment. Please ask your parent or legal guardian to read and sign the form. The form must then be returned to me prior to your participating in the experiment. Note that if you prefer to do the three marketing research exercises described as “Option 2” below, you do not need to have your parent or legal guardian complete these forms.

**Option 2: Marketing Research Exercises.** As an alternative to participating in one, two or three Subject Pool studies (Option #1, above), a second option is to complete one, two or three

Marketing Research Exercises. Each exercise involves a write-up no longer than one page and will give you additional experience with marketing research and its application to marketing strategy. These exercises are due on the day of your final exam. No exceptions will be made, so please plan ahead.

The marketing research assignments that are alternatives to participating in the subject pool will be listed on the course Blackboard site and are as follows:

1. Designing a Survey (Howlin' Coyote Chili): Read Appendix A of Chapter 2 (pp. 56-67). Paradise Kitchens often does taste tests to evaluate new chilies that might be added to its Howlin' Coyote line. As part of the taste test, participants are asked to complete a short questionnaire summarizing their reactions. You have been asked to design this questionnaire. Create a one-page (max.) questionnaire that includes questions on the following:

- a. The respondent's reactions to the chili tasted
- b. Good names for the new chili
- c. How often the respondent eats chili
- d. The most useful additional question(s) that fit within the page limit

2. Generating Ideas (Breathe Right): Read the Breathe Right case at the end of Chapter 7 (pp. 194-195). CNS and 3M have employed you to generate ideas of characters and situations for advertisements targeting "snorers." Brainstorming is often used to come up with new advertising ideas. Assemble a group of at least 4 people for a brainstorming session and do the following:

- a. Tell them the objective of the session
- b. Give them the rules for brainstorming. These are:
  1. Strive for quantity of ideas, without special concern for quality.
  2. Feel free to "piggyback" on others' ideas.
  3. Be creative and try looking at the problem from another viewpoint.
  4. DO NOT evaluate or criticize AT ALL during the session.
- c. Give them 5-7 minutes to generate ideas and record as many as you can.
- d. Write one page (max.) indicating: the number of participants, the number of ideas they generated as a group, the advantages of this technique, and the disadvantages of this technique.

3. Analyze the Jamba Juice case on pages 621-622 of the text and write a one-page (max.) response to the questions at the end of the case.

## **J. GRADING POLICIES AND APPROACH**

### General:

At the Stern School, students are graded on the quality of their work. We very much appreciate hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. Recall that Stern is the most selective undergraduate program at NYU and one of the top-rated undergraduate business programs in the

country. You are here because you are exceptional students, but that also means the school expects a lot from you. Your TF and I will be very responsive to students who need extra assistance, but the standards are high and should be. That's why Stern students are so highly regarded and what makes your degree valuable. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.

If you have a qualified disability and will require academic accommodation during this course, please let me know immediately and please contact the Moses Center for Students with Disabilities (CSD, 212 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

Do not discuss any details of written assignments, quizzes, or exams with students in other sections until after these assignments have been returned to you with grades. In making the final grade determinations, I will be comparing notes with the professors teaching the other sections of this course.

#### Grade distribution:

The following grade distribution guidelines have been adopted by the Stern faculty for core courses in the Stern Undergraduate College. These guidelines help insure that the distribution of grades is similar across all core classes.

A or A-	25% - 35%. Awarded for excellent work
B+, B, or B-	50% - 70%. Awarded for good or very good work
C+ or below	5% - 15% Awarded for adequate or below

#### Policy on Rebuttals:

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a formal memo to me describing the error and give it to me (in class or place it in my mailbox). Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). I will review your memo and discuss it with the TF. The TF will then make the decision and I will review the TF's decision. Your TF will then get back to you as quickly as possible with an answer.

Remember, grading any assignment requires the grader to make many judgments on how well you have answered the question. Inevitably some of these go in your "favor" and some not, but taken together they usually assess fairly the abilities you displayed in the assignment. It is inappropriate in regarding an assignment to only consider instances where you believe you deserve a higher grade without also considering instances where you were given the benefit of the doubt. So if you want a grade to be reconsidered, especially on several points, *the entire assignment will be regraded*. I have instituted this policy out of fairness to all students, many of who have requested me to use it. It is not intended to discourage people from questioning a grade, but rather to get them to think carefully when making these requests.

Students have one week after an assignment has been returned to them to submit a grade rebuttal. After that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.

#### Policy on Extra Credit:

There are NO opportunities to improve your grade through work for extra credit. Please make sure that the work you submit is the best work you can do.

#### Policy on Cheating and Plagiarism:

**Cheating and plagiarism will NOT be tolerated.** Either will result in the grade of “F” for the assignment, quiz, or exam for all parties involved. Violations of the Stern Student Code of Conduct ([http://w4.stern.nyu.edu/uc/currentstudents/codeofconduct.cfm?doc\\_id=5182](http://w4.stern.nyu.edu/uc/currentstudents/codeofconduct.cfm?doc_id=5182)) may result in referral to the Stern School Discipline Committee and legal action by the University. The possible actions taken by the Stern School Discipline Committee in instances of cheating and plagiarism include suspension and expulsion from New York University.

**Cheating:** *[During an exam] All communications, written, oral or otherwise, among students is forbidden .... The use of [unauthorized] notes, books or other written materials calculators or other aids is forbidden.... Providing or receiving information about the content of an exam is forbidden .... The use of anyone else to take an exam for a student is forbidden.*

**Plagiarism:** *Students are required to submit their own work. Ideas, data, direct quotations paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:*

- *The use of other persons or services to prepare written work that [the student submits as his or her] own.*
- *The use of previously or concurrently submitted papers or segments thereof written by ... the student himself or herself; and*
- *Submission of the same or very similar papers in different sections of multiple section courses by collaborating students.*
- *Copying material from a web site, or any other source, without placing the information in quotes and crediting the source.*

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. No form of cheating or plagiarism is acceptable. Since students in other sections of this course may have the same or highly similar assignments and exams, it will be considered a violation of the Stern Ethics Code if a student from one section that has completed an assignment or exam shares information with a student in another section that has not yet completed that assignment or exam. Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor.

### TurnItIn:

All assignments will be submitted electronically to the TurnItIn system. This system compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. The purpose of this system is to discourage plagiarism. I sincerely hope that there will be no such problems, but if there are, this system will discover them and alert me. Let's not get to this point.

I will provide you with instructions during the semester on how to electronically submit your assignments so that they can be entered into the TurnItIn system.

## **K. MISCELLANEOUS**

### Getting the Information You Need:

The TF and I will use three methods – in class, e-mail, and Blackboard – to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, grade breakdowns, and any other important information about which you need to be aware. Not every announcement will be made all ways. It is your responsibility to check your e-mail and Blackboard website at least once a day during the week (Monday through Friday) and you will be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask the TF or me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

### Seating Assignments and Name Cards:

So that the TF and I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable for the rest of the semester. On the second day of class I will pass around a seating chart. Please bring name cards to class and use them in every class. If you forget your name card, you may be marked absent and not given credit for participating in class.

### Using E-mail and the Course Web Site:

First, I am not a computer consultant and neither is the TF. Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble and are still having trouble after using the instructions below, check with a consultant in Stern IT.

*Your E-mail address.* Once you are registered for this course, the registrar will send your name to our IT group and, if you don't have one already, a Stern e-mail address will be created for you. To change your default password, simply visit the Simon web site (<http://simon.stern.nyu.edu>), log in with your Stern ID and password, and click on "Change Password." If you do not have a Stern e-mail address or cannot access it, see someone in the Stern computer lab. If he or she can't help you, ask to see a supervisor.

If you would prefer to receive e-mail from me at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (<http://simon.stern.nyu.edu>), log in with your Stern ID and password, and click on "Mail Forwarding."

### Policy Classroom Etiquette:

Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person's behavior to distract the entire class. Many students have complained to the Stern school about students who use class time for other purposes or act in a distracting manner. Please observe the following standards of classroom behavior:

- Arrive to class on time. There have been overwhelming complaints, mostly from students, over the past few years about disruptions caused by latecomers to class. Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.
- Once you're in class, leave only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not considered appropriate behavior.
- If for some reason you must be late for class, or leave early, please let me know in advance.
- If you know in advance that you will miss a class, please let me know in advance.
- Laptop computers may not be used during class time. Many Stern students have complained about the distracting behavior of other students who use laptops for non-class purposes during class. If you would like an exception to this rule because of unusual circumstances, such as medical reasons, please see me.
- Turn off your cell phone, "Blackberry," and any other communications or sound devices. *The use of any unapproved electronic devices during class, such as cell phones, music players, or sound or video recorders of any kind, without prior authorization from the instructor, is a violation of the Stern honor code and will be treated as such.*
- The only material you should be reading in class is material that is concerned with the class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion - audio, video, or otherwise – without permission of the instructor. It is important that everyone in the class feel comfortable to express their opinion, and that it will not become public.
- If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

## **L. GUIDELINES FOR GROUP PROJECTS**

The following guidelines were developed by Stern faculty, to help students working on group projects. If you follow them, these guidelines will help your group do the best it can, and save time and possible conflict.

Business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education.

Every member is expected to carry an equal share of the group's workload. Your professor will not supervise the process any more closely than a manager would in similar circumstances. In the infrequent case where you believe that a group member is not carrying out his or her fair share of work, you are urged not to allow or permit problems develop to a point where they become serious. Try to first address these problems among yourselves. It is recommended that your group establish your own problem-solving process for handling conflicts at the beginning of your work together. If you cannot resolve conflicts internally after your best efforts, they should be brought to the attention of your professor who will work with you to find a resolution.

You will be asked to complete a peer evaluation form to evaluate the contribution of each of your group members (including your own contribution) at the conclusion of each project. If there is consensus that a group member did not contribute a fair share of work to the project, the professor will consider this feedback during grading.

### **Guidelines for Effective Group Work:**

Research on groups shows that outcomes do not depend on group members liking each other personally, but they do depend on effective group processes. Here are some guidelines:

- Focus on achieving the best results rather than worrying about interpersonal relationships
- Become aware of and respect differences among each other:
  - Demographic (gender, race, ethnicity, national culture)
  - Professional (values, skills, personalities)
- Meet as soon as possible to:
  - Agree on your group's ground rules (provided on the next page "Suggested Ground Rules")
  - Decide on the process of collaboration: when you will brainstorm ideas/approaches, collect data, analyze data, prepare the group project paper
  - Assign tasks and identify specific deliverables for each meeting and each person
  - Schedule subsequent meeting times
  - Agree on how you will exchange work and by which dates
  - Determine how your group mates will review the combined project and approve it

### Know the Content of the Project:

It is in your interest to be involved in all aspects of the project. Even if you divide the work rather than work on each piece together, you are still responsible for each part. The group project will be graded as a whole: its different components will not be graded separately. Your exams may contain questions that are based on aspects of your group projects.

### Assumed Rules for Group Participation:

To work well as a group, you need to decide on some ground rules that will facilitate your joint work. Below is a list of common rules related to group work that you should assume are in effect unless your group decides to change them. Discuss each rule and decide whether you want to adopt it as a group. Make sure each member commits to the rules you adopt. You can also add your own rules, such as, “add each member of the group to an IM buddy list.”

- Each member will perform a fair share of the group’s work. Free-riding is not acceptable.
- Telephone numbers and email addresses will be exchanged promptly.
- All members should attend scheduled meetings unless it has been previously arranged that a member cannot make a specific meeting or there are unavoidable circumstances such as illness (hangovers don’t normally qualify as a valid form of illness).
- To encourage attendance at all meetings, arranging for a combination of face-to-face and online meetings can help alleviate the strain of scheduling issues.
- All members should be prepared for all meetings (read the assignment in advance and develop some ideas on your own).
- Meetings will commence no later than six minutes after the agreed start time and everyone should arrive by that time.
- Roles such as chair of a meeting and note-taker should be clearly allocated and should rotate around the group so that responsibilities are shared.
- Anyone can initiate and redirect discussion.
- Decisions should be made democratically – in the absence of a clear consensus there should be a vote.
- Aggressive and dominating behavior is not acceptable.
- Sexist and racist remarks are not acceptable.
- Members should try to encourage contributions– to discussions and decisions – from everyone, and to assess the value of all contributions.
- Members should practice active listening: listen to each other’s ideas, summarize them, ask questions, and show respect for the other person’s opinion before challenging it.
- Tasks that individuals agree to undertake should be completed by the agreed deadline. If it looks as though there will be a problem meeting a deadline that member should seek help from other members of the group in time to avoid a delay.
- If a group mate asks for help, everyone should try to assist him/her.

- If a conflict is emerging, it should be discussed in a group meeting and attempts should be made to resolve it within the group; if this is unsuccessful, it should be brought to the attention of the professor.
- Each person has the right to point out when these rules are being broken.
- All group mates should have responsibility for implementing an effective group process.
- All rules can be changed by consensus.

### **M. CASE STUDY QUESTIONS**

#### Mediquip

1. Who are the members of the buying center for the CT scanner at Lohmann University Hospital? How can Kurt Thaldorf determine who is a member? Will everyone at LUH help him obtain this information? Do you think it is possible for Thaldorf to know precisely who is in the buying center?
2. What are the different roles in a buying center? How can Thaldorf find out who occupies each of these roles at Lohmann University Hospital, and the formal and informal rules that govern this buying center?
3. What are the different interests and objectives of the different members of the Lohmann buying center? How might these conflict for different members, and where are the areas of greatest potential conflict? How can Thaldorf obtain this information? How can Thaldorf try to create a source of consumer value by helping to resolve this conflict?
4. What aspects of Mediquip's CT scanner should Thaldorf emphasize to each member of the buying center? Can he emphasize different aspects to different people without being duplicitous?
5. Is it Thaldorf's fault that LUH did not buy a CT scanner from Mediquip? Is there anything he should have done differently?

#### BMW Films

1. Was the BMW Films idea a good one? How successful has the campaign been?
2. What was the motivation behind the idea? Who was the target for the BMW Films campaign?
3. Describe the typical North American BMW customer. How does BMW's U.S. customer base compare to that of its competitors?
4. How healthy is the BMW brand in North America, relative to previous years? What (if any) are the current weaknesses in the BMW brand? What do you make of BMW's growth strategy?
5. What should McDowell do? Which option should he pick?

