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Office Hours: Tuesday 4:30 to 5:30pm and Saturday from 12 to 1pm

Class Hours: Tuesday 5:30-9:30pm and Saturday from 8am to 12pm

COURSE DESCRIPTION, TEACHING PHILOSOPHY, AND LEARNING OBJECTIVES

Marketing Management

This course explores marketing in general, and marketing strategy in particular. While doing so, it combines academic rigor with an orientation towards practical application. On the “academic side,” you will be challenged by the reading, in-class participation, and case preparation. In terms of the course’s applicability to “real-world” scenarios, it will provide you with insights into how to more effectively and efficiently manage your firm’s marketing efforts—with an emphasis on maximizing your organization’s return on marketing. In short, this course leverages a practical and theoretical approach to offer you a window into the world of marketers at all levels—from the front line to the board room—with the purpose of allowing you to identify, grapple with, and solve marketing related problems.

Pedagogical approach

I am convinced that education is a two-way street. This philosophy, I believe, rings especially true for coursework at the MBA level. For this reason, I will employ a Socratic dialogue to convey course content. This approach squarely places responsibility on the student to play an active role in “coproducing” their education—which I broadly define as the strengthening of a variety of skills that should enhance your leadership abilities, and thus future business opportunities. In other words, the class format is highly interactive and will, more often than not, resemble a discussion versus a traditional didactic lecture. Furthermore, this means that *you will be expected to make meaningful contributions to class discussion, emphasizing your need to come to class well prepared.* Finally, I consider you to be my peers, so my expectations of your performance are quite high. This suggests that, ultimately, I see myself serving in the role of a knowledge facilitator or information broker, rather than in that of a traditional instructor.

Learning Objectives

Your performance will be assessed based on your mastery of the following skills:

1. *Problem solving.* Successful managers and entrepreneurs need to be able to “think on their feet,” but they must also be able to patiently and systematically address “fuzzy” or ill-defined problems. Through analyzing several business cases containing ambiguous—



and potentially problematic—situations, you will be afforded the opportunity to improve your critical reasoning skills. It is through this medium that you will also learn and develop new tools to create and evaluate solutions to the myriad of problems plaguing marketing management.

2. Conceptual repertoire. If you plan on playing in the big leagues, you need to be conversant in each cognate business discipline’s dialect. Yes, we all speak the same language—that of business, but we sometimes use different terms or approaches. Skillful practitioners should also be able to integrate concepts from across disciplines when developing compelling presentations. This course enables you to accomplish this objective by furnishing you with an introduction to a substantial portion of the constructs/concepts found in the marketing discipline. While encouraging you to strengthen your marketing lexicon, the course will also catalyze your ability to develop new concepts and metrics, assisting you to more accurately qualify and quantify real world problems. This is especially applicable to problems that revolve around the marketing mix—the firm’s product, place, price, and promotion.

3. Persuasion. Successful managers and entrepreneurs should not only master the basics of presentation, but they should also endeavor to cultivate a highly convincing and engaging communication style. Considering that you may soon be seeking to garner organizational support for a transformational, firm-wide initiative, raising startup capital for a “cutting-edge” new venture, or championing a burgeoning social cause, it is pivotal that you fine-tune your speaking, writing, and presentation skills. Harnessing the power of persuasion will make you recognizable, separating you from the “herd.” In sum, developing the power of persuasion will open the doors of opportunity for you.

4. Generalization and Bricolage. In addition to being able to triage business problems, successful managers and entrepreneurs are oftentimes adept at transferring knowledge and applying solutions from one domain to the next. By analyzing a variety of business cases, you will learn to recognize patterns (e.g., consider each case to be a particular instance of a more generalized problem), import potential solutions that blend insights from across disciplines, and, perhaps most importantly, leverage innovative solutions to improve your organization’s “go-to-market” strategy. In short, you will exercise and enhance your ability as a bricoleur—one who creatively synthesizes solutions by looking at the world through a different pair of lenses.

5. Teamwork. The ability to work well with others is a highly valuable and widely coveted skill. In fact, many believe that the ability to successfully collaborate, and thus to navigate the increasingly challenging, political minefields that pervade corporate America, is an essential element to a leader’s organizational success. For this reason, you will have the opportunity to build your teamwork skills by engaging in small-group brainstorming sessions, cooperating on a team-based term-project, and seamlessly presenting your findings in an open forum.



Performance assessment schedule

Grades will be awarded based on the following:

200 points	Class Participation
100 points	Case Write-ups
200 points	Case Presentation
200 points	Case Analysis
<u>200 points</u>	<u>Midterm and Final Exams</u>
900 points	Total

Letter grades will be determined as follows:

810 – 900 points	= “A”
720 – 809.99 points	= “B”
630 – 719.99 points	= “C”
540 – 629.99 points	= “D”
0 – 539.99 points	= “F”

**Note that I do not round or negotiate grades.

Class Participation

As alluded to above, students are expected to make meaningful contributions to class discussion. I am looking for a balance of quantity and quality. Also, I am well aware that some students prefer to speak up in class, while others do not. I will, however, make an effort to engage each student—which may mean “cold-calling” on less verbal students. Remember, this is a laboratory where you will get the chance to build these skills—take risks, here, where the stakes are low! You don’t have to worry about making mistakes; only about not making them.

Case Write-ups

You will be responsible for producing two *Case Write-ups* during the term. These write-ups will represent individual work only—in other words, do not seek anyone’s assistance for these assignments. Coincidentally, these assignments do not have definitively “right” or “wrong” answers. That is to say, there many potential solutions to each case—use this opportunity to develop your creativity and persuasiveness.

For these assignments, you will be required to submit a three page (of text at a minimum), double-spaced (no extra spacing, please), 12-point font, 1 inch margin, in Times New Roman font, case analysis. Here, the first half of a page can include a brief description of the case, but I encourage you to limit your review of case facts, as I will already be familiar with them. Furthermore, the purpose of these assignments is to see how you would react as the protagonist in light of a given problem. So, think of these



write-ups as a dry-run or a chance for you to take some risks in a safe environment—just be able to convincingly legitimize your position, whatever it is.

In addition, I would like for you to go one extra step beyond the case. Here, I would like for you to include one additional page on how your firm dealt with one of the issues found in the case. Next, let me know whether the firm's move was worthwhile or how you would have played the situation. If your firm has not dealt with any of the case issues, you can describe how you would use what you have learned from your analysis to deal with or avert such a crisis.

Late work will not be accepted from anyone, ever. Assignments will be due prior to the beginning of the class period on the due date. *Case Write-ups* will be graded as follows.

0-60: Serious problems. Not MBA level work.

60-69: Poor/unacceptable work

70-79: Satisfactory: Some good work, but some weaknesses.

80-89: Good work, few weaknesses.

90-100: Inspirational work. I would hire you on the spot.

Case Presentation

You will be placed on a team that will share the duty of presenting a business case during our final weeks of class. You will have approximately forty-five minutes to present the case and to answer questions. You are welcomed to use any medium that you would like to make your presentation interesting and compelling. Once again, be creative.

I will assign your case when I form your team. This will occur during one of our first meetings.

Case Analysis

You and your team will produce a detailed analysis for the case that you are presenting during the final weeks of class. This assignment contains two parts. In the first part, you are to write up the case with a much more deep level of analysis than that used in the *Case Write-ups* assignments. The old adage that less is more, however, also applies, as this comprehensive analysis should not exceed twenty, double-spaced, 12-point font, 1 inch margin, in Times New Roman font, typed pages in length—tables included, if they are necessary. You should also make sure that each team member shares equally in completing the assignment.

In the second part of the assignment each team member must interview at least two customers and two executives from their organizations. In this series of interviews, you are to capture their thoughts on how they would deal with the over-arching issues and



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themes found in the case. I will explain more about this requirement when we meet. This section should not exceed six double-spaced typed pages.

Finally, I will ask that each team member rate each other team member's performance. I will consider these evaluations as I formulate each student's grade for both the *Case Presentation* and *Case Analysis* assignments.

Midterm and Final Exams

There will be two take home tests that are worth 100 points each. I will give you more details on these tests as we progress through the course. These midterm and final exams are tentatively scheduled to be distributed on **December 8th and January 16th**. In addition, the Case Presentation assignment will occur on **January 16th**. If you cannot attend class on these days, **DO NOT REGISTER FOR IT.**

Additional points of clarification

All work must be submitted by email. I will not accept paper copies. Also, make sure that you submit your work to my UTEP email address from your UTEP email addresses. I will not accept responsibility for your service being down and your materials being late—they will simply not be accepted.

Finally, this is a highly interactive class, featuring several in-class enrichment exercises and case discussions. If you are unable to attend for any reason, recognize that you will not receive credit for the assignments that were missed when you were absent. Unfortunately, there are no makeup assignments.

ACADEMIC HONOR CODE, POLICIES, AND COURSE MATERIALS

Honor code

Unethical behavior is ubiquitous in the business world. The negative consequences associated with unethical behavior, however, are equally ever present—consider the cases of Enron, BP in the gulf, and Anderson Consulting, and the ensuing repercussions to their stakeholders. Clearly, unethical behavior is undesirable. For this reason, and many others, be forewarned that I will not tolerate any behavior that might jeopardize the value of our brand (UTEP), your degree, your peers' degrees, or my reputation. In short, any and all violations of the honor code will be dealt with in a swift and decisive manner.

I will also include the following required university language on the topic:

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for Statement: credit of any work or materials that are attributable in whole or



in part in another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal, among others.”

“It is a violation of copyright laws to copy any portion of the textbook.”

Finally, I will be and have been using turnitin.com, so please maintain the highest standards of honor and excellence.

Respect for one another

This is an addendum to the previous section and is relatively self-explanatory. Suffice it to say that by abiding by the *platinum rule*, you will be successful in this regard. However, for those who require more explicit recommendations, consider the following advice. This advice is geared towards generating a trusting and hence productive learning environment:

- Open and honest discussions are strongly encouraged. However, fallacious reasoning and *ad hominem* attacks are not welcomed.
- **Only one person should have the floor at any given time.** If you have something constructive to add to the discussion, please, wait to be recognized.
- The use of cell phones, pagers, and other electronic devices can be distracting (sounds like I’ve been on way too many flights, huh?!?). Engage only in activities that facilitate fruitful class discussion and spur a genuinely interesting and intellectually stimulating environment. Budget your time for our time together; bring your complete attention. Use wisdom when dealing with others.
- Attendance and meaningful contributions are expected.
- Come to class at least 10 minutes early. When the door closes, class has started.

Students with Disabilities

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Textbooks



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Required:

Kotler and Keller (2012) *Marketing Management 14th edition*, Pearson Prentice Hall.

You will also be required to purchase the following seven IVEY (University of Western Ontario) Business Cases. They are available at <http://cases.ivey.uwo.ca/cases/pages/home.aspx>

Case 1. MOLSON CANADA: SOCIAL MEDIA MARKETING

Deborah Compeau, Israr Qureshi

Product Number: 9B08A014

Case 2. ABERCROMBIE & FITCH: IS IT UNETHICAL TO BE EXCLUSIVE?

Seung Hwan (Mark) Lee, June Cotte, Danae Blanchard

Product Number: 9B14A009

Case 3. TOO CHICKEN TO CONVERT? A CHICK-FIL-A DILEMMA

Matthew Thomson, Seung Hwan (Mark) Lee, Valerie Ho

Product Number: 9B13A030

Case 4. ADVANTAGE FOOD & BEVERAGE SALES REPRESENTATIVE

Michael A. Levin, Bruce C. Bailey

Product Number: 9B13A023

5. Group Cases (These will be done as part of the Case Analysis and Case Presentation group assignments. Each student is required to purchase and read each of these cases.)

a. SHOULD KELLOGG'S LAUNCH GLUTEN-FREE PRODUCTS IN INDIA?

Sandeep Puri, Mayank Rawat, Arjit Rawal, Akshay Nangia

Product Number: 9B14A030

b. SICK KIDS HOSPITAL AND DAIRY QUEEN: MIRACLES FROM TREATS?

June Cotte, Marilyn Fertile, David Fisher, Derek Howe, John Hunt, Paola Marignani

Product Number: 9B13A002

c. SAMSUNG TESCO HOMEPLUS AND CORPORATE SOCIAL RESPONSIBILITY

Youngchan Kim, Kwangho Ahn

Product Number: 9B09M040

Recommended ancillary texts:

Hodges, Horner, Webb, and Miller (1998) *Hodges' Harbrace Handbook 13th edition*, Harcourt Brace Jovanivich.



Mauffette-Leenders, Erskine, and Leenders (2007) *Learning with Cases 4th edition*, Senton Printing.

Peter and Donnelly (2008) *A Preface to Marketing Management 12th edition*, Irwin McGraw-Hill.

Zinsser (2006) *On writing well*, Harper Collins.

Course Slides

Annotated course slides will be posted on Blackboard for your convenience.

COURSE SCHEDULE

1. November 21st and 24th Chapters 1-4
Case 1 MOLSON CANADA: SOCIAL MEDIA MARKETING—discussed on the 24th
2. December 1st and 5th—Chapters 5-8
Case 2 ABERCROMBIE & FITCH: IS IT UNETHICAL TO BE EXCLUSIVE?—written Case Write-up, due by email before class on December 5th
3. December 8th and 12th—Chapters 9-12
Midterm Exam—(Take home assignment, due by email at 11:59 pm on **December 10th**)
4. December 15th and 19th—Chapters 13-16
Case 3 TOO CHICKEN TO CONVERT? A CHICK-FIL-A DILEMMA—discussed on the 19th
5. January 5th and 9th—Chapters 17-20
Case 4 ADVANTAGE FOOD & BEVERAGE SALES REPRESENTATIVE—written Case Write-up, due by email before class on January 9th
6. January 12th and 16th—Chapters 21 and 22; Case Presentations
Case Analysis due by email at 11:59pm on **January 14th**
Final Exam (Take home assignment, due by email at 11:59 pm on **January 16th**)

Please, note that some of the elements found in this syllabus are subject to change at my discretion.