

## 1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

Name: Steven Skinner

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Phone: 257-1543

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EMBA 610

2c. Full Title: Marketing Management I

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will help develop the skills, knowledge and experience required to critically solve marketing problems. It will rely on a mixture of lectures, applications, and cases to add well-established and proven marketing concepts and frameworks to your managerial arsenal. The course is intended to be practical and is focused on developing your ability to be an effective manager and decision maker.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Possibly at the U. of Louisville

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Joint Executive MBA Program with the University of Louisville

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 610 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 610 NEW College Review|20131125

**EMBA 610**  
**MARKETING MANAGEMENT I**

Professor:  
Office:  
Office Hours:  
Phone:  
E-mail:

**COURSE DESCRIPTION**

Marketing is the business function that involves the development of strategies designed to create, build, and sustain value for the firm's customers. As part of this process, the marketing function entails identifying customers' needs and wants, selecting appropriate customer segments for targeting the firm's marketing efforts, and developing programs that satisfy customers' needs – while simultaneously contributing to firm performance goals (e.g., profits). To this end, this course will help develop the skills, knowledge, and experience required to critically solve marketing problems. To achieve these goals, the course relies on a mixture of lectures, applications, and cases to add well-established and proven marketing concepts and frameworks to your managerial arsenal. In sum, the course is intended to be practical and is focused on developing your ability to be an effective manager and decision maker.

**LEARNING OUTCOMES**

1. Identify strategic approaches designed to assist in the analysis of marketing problems.
2. Develop comprehensive marketing strategies/programs.
3. Make and defend marketing decisions in the context of realistic problem situations.
4. Describe the role of marketing within the firm's business strategies.
5. Identify how the elements of a successful marketing program fit together.

**COURSE MATERIALS**

Iacobucci, Dawn. MM 3<sup>rd</sup> edition. ISBN 13: 978113319060813: **(Required)**

Case packet available for purchase via the following course link:

**Coursepack link:** <http://cb.hbsp.harvard.edu/cb/access/16744131> **(Required)**

## COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
	Why Is Marketing Important?	Chapter 1
	Customer Behavior	Chapter 2
	Segmentation	Chapter 3
	Targeting	Chapter 4
	Positioning	Chapter 5
	Goods and Services	Chapter 6
	Brands	Chapter 7
	New Products	Chapter 8
	Pricing	Chapter 9
	Channels of Distribution and Logistics	Chapter 10
	Advertising Messages and Marketing Communications	Chapter 11
	Integrated Marketing Communications and Media Choices	Chapter 12
	Social Media	Chapter 13
	Customer Satisfaction and Customer Relationships	Chapter 14
	Marketing Research Tools	Chapter 15
	Marketing Strategy	Chapter 16

**GRADING:** Grades will be assigned based on performance in each of the following categories:

### **A. Class Participation (50 points).**

The goal of each class period will be to understand key concepts pertaining to a given topic. In achieving this objective, class format will be varied and will include lecture, discussion, and in-class exercises (including analyses of cases). Given the above format, students should expect to be drawn into class discussion. The level and success of these discussions will directly depend on the willingness of everyone to actively participate. I value quality over quantity in grading participation and respecting your classmates is paramount – academic misconduct of any form will not be tolerated during discussions or any other form of classroom dynamics. Grading of this component will be based on my perception of your performance in both voluntary and directed participation. Each student will receive a participation score for each class (as set forth below). Note also that participation starts on the first session and is also counted during the last session prior to the final exam

#### Grading Scale for Class Participation:

- 0 – Absent from class (being late will result in a 2 point deduction from any of the following categories).
- 5 – Present but does not participate.
- 6 – Participates with basic information such as case facts.
- 7 – Offers an opinion or asks/answers a basic question.
- 8 – Engages in a meaningful discussion with other members of the class.
- 9 – Shares an analysis using data or evidence from the case or reading.
- 10 – Provides meaningful insight into a problem or asks a question that is instrumental in advancing the class in its understanding of the case or concept.

## **B. Exam (100 points).**

One exam will be given to assess the degree to which you have learned the material as well as your ability to apply this knowledge in problem-solving situations.

## **C. Group Assignments**

### *Group Case Presentation* **(50 points)**

A number of cases have been scheduled. Case analyses will involve several requirements. First, you will be assigned primary responsibility for one case. Each group (based on the official group assignments of your cohort) will prepare a formal analysis in presentation form to the rest of the class for one of the cases listed in the course schedule. A paper is NOT required, but preparation of the case analysis involves addressing the questions provided in the “Case Assignment Questions” in Blackboard. Students should identify and apply concepts from relevant class discussion and readings. Deliverables include an electronic copy and hard copy of the Power Point presentation used by each team. **In addition, the presenting group must email a summary/brief synopsis of the group’s final recommendations NO LATER THAN 48 HOURS of the presentation.** For time management purposes, each presentation should run **NO LONGER THAN** 20 minutes. The prof will give each group a “5 minute” hand signal 20 minutes into the case indicating that it must be wrapped up in the next 5 minutes. This is a strict time line, and groups that do not finished within the last 5 minutes will be abruptly cut off. The actual presentation may be made by a subset of the team, but **all** team members are required to be in front of the room during the presentation. All team members are fair game for questions.

**Each team member will receive the group grade for the presentation; if needed, these scores may be adjusted based on input from the peer evaluation forms.** Those individuals whose contributions are judged by the team to have been unsatisfactory, as identified by written peer evaluations, may receive a substantial grade penalty.

### *Board of Directors* **(20 points)**

Your group will also be assigned secondary responsibility for one other case in which you will assume a “Board of Directors” role. In this capacity, it will be your job to, in essence, critique the presentation made by the group having primary responsibility for that case. In doing so, you should question, probe, and explore the comments offered by the presenting group. The critique group will be contacted via email on the Friday morning prior to class on Saturday with a brief summary of the presenting group’s final recommendation. Thus, I strongly recommend that the group be prepared to probe the presenting group about specific alternative recommendations. Several comments are in order here. First, all criticism you provide should be constructive and well-founded on the facts associated with the case. Second, please ensure that the criticism you offer is made with the utmost respect for the presenters -- the idea is not to “show up” other students, but to provide an alternative perspective that may lead to a greater understanding of the issues pertaining to the case. The instructor will adhere to these same guidelines in providing commentary on cases.

## **D. Individual Case Assignments (60 points)**

Often, there is no objective or “right” answer in marketing strategy. Executives must take the information available to them and use their own judgments and personal experience to make difficult choices. Individual assignments will be graded based on how well an argument is justified within the context and details of the case, and how “convincing” the answer is based on critical thinking, logic, reasoning, and a systemic understanding of the situation.

- The first case (Saxonville) is an individual case for the entire class that involves a thorough analysis of the case. I will provide a question that is broad in nature and scope, students will write a paper (3-page MAXIMUM) to address the question.
- The other six cases presented by a group and assessed by the board of directors will be individually critiqued by the class members not engaged in giving the group presentation or acting as the board of directors (5 cases 10 points each). Part of the class case discussion will center on “debate” about the opposing positions. Therefore, students will be assigned to either make a recommendation, or to defend and support a particular recommendation. The questions will be provided in “Case Assignment Questions” in Blackboard. Submissions for the assignment can take the form of a paper (2-page MAXIMUM) supporting the position.
- So in sum, there are eight cases for the class. Each student will present a case with the group, be part of the board of directors with the group, and then submit individual write-ups for the other six. The course outline will provide specifics about the group assignments.

### **Grading Summary**

Group Case	50 points	17.86%
Individual Case	60 points	21.43%
Board of Directors	20 points	7.14%
Exam	100 points	35.71%
Class Participation	50 points	17.86%
Total	280 points	100.00%

### **Grading Scale**

A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

### **Course Policies**

#### **Submission of Assignments**

Explicit instructions will be given when each assignment is handed out.

#### **Attendance Policy**

Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

#### **Makeup Policy**

Makeup quizzes and exams will only be given if there is an excused absence. If it is possible, you must notify me before the quiz/exam date.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.