

# MBA 715, MARKETING OPPORTUNITY ANALYSIS

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### I. Contact

<b>Professor</b>	Dr. Angeline G. Close	<b>Website</b>	<a href="http://faculty.unlv.edu/angeline">http://faculty.unlv.edu/angeline</a>
<b>Office</b>	UNLV College of Business 435 Beam Hall Campus Mail 6010 702. 895.3364 (main) 702.895.5956 (voicemail)	<b>Class Time/ Location</b>	Fall 2010 Tues/Thurs 5:30-6:45 BEH 107
<b>Assistant</b>	Ms. Stephanie Aguirre aguirr38@unlv.nevada.edu 421 Beam Hall 702.895.2791	<b>Office Hours</b>	Dr. Close: T, R 4:00-5:15 & by appointment Ms. Aguirre: M, 10-11:30; W 1-2:30

### II. Description & Learning Objectives

Theory and practice of marketing fundamentals applied to the market opportunity analysis. Focus on the marketing concept, planning, internal analysis, industry analysis, customer analysis, segmentation, competitive strategies and strategy formulation, product and pricing decision, positioning, forecasting, and profitability of opportunities. Marketing opportunity analysis entails research and implementation of strategy to exceed consumer expectations. These skills are especially important in today's competitive and turbulent market. The key to making sound marketing decisions involves careful analysis of the situation, intelligent use of research, marketing principles, and successful practice. This MBA course will engage you to critically think and analyze the product, place, pricing, and promotional decisions facing a firm or organization, and apply them with case analyses.

#### Course Objectives are:

- to recognize, screen, and evaluate opportunities in the marketplace:
  - critically analyze an industry and a firm within an industry
  - apply economic and behavioral concepts to form a market strategy
  - access and manage business and market risk
  - apply marketing analytics to business problem solving
  - use market information to access or estimate the impact of external factors of the firm, decisions, and behaviors
- to understand frameworks for analyzing markets, customers, and competitors which inform the development of marketing strategies
- to assess the potential of markets and effectively select target segments

- to understand how information technology and the global economy relate to marketing opportunities
- to develop writing, speaking, group work and critical thinking skills via strategic case studies

To achieve these objectives, we will employ “lecturettes” and cases. You must devote yourself to reading, participating in class discussions, and critically think. We will be reading and discussing a range of marketing strategy cases that will challenge you with a variety of unique, complex, and sometimes confusing circumstances. The challenge will be to draw lessons or takeaways from each case that we can generalize across all situations for your careers.

**Required Text with Casebook:** Marketing Management Knowledge and Skills, 9<sup>th</sup> edition, by J. Paul Peter and James H. Donnelly, Jr. ISBN 978-0-07-338113-8. This text includes the cases we will employ for discussion/assignments.

**Required Text:** *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*, by William Ellet, Harvard Business School Press, Boston, Massachusetts. This book prepares you for what is expected of you for your case grades.

**Websites and communication:** My website is <http://faculty.unlv.edu/angeline> Please check our site and your **UNLV email** often for updates. Exam grades will be posted on Webcampus.

### III. Schedule

WEEK	DATE	TOPIC	READING
1	T 8- 24  R 8-26	Course Introduction; Introduction to the Case Method Strategic Planning and the Marketing Management Process <i>-Sign and return syllabus: Due beginning of next class</i> <i>-Email Ms. Aguirre your name, undergrad major or professional area and 4 preferences of cases by 8-25 at noon; otherwise your group case will be assigned at random. I will try to have diversity in areas for each group.</i>  Introduction to the Case Method; Strategic Planning and the Marketing Management Process	Ch 1; Print Mkt. Plan Outline  Mkt. Plan Outline
2	T 8-31  R 9-2	Marketing Research: Process and Systems for Decision Making <a href="#"><u>Event Marketing Research</u></a>  Case 1: Starbucks	Ch 2  Case Leaders:

3	T 9-7	Lexus Las Vegas Tennis Open: Research Presentation and Discussion: The Role of Consumer Behavior on Event Marketing	Paper
	R 9-9	Consumer Behavior	Ch. 3
4	T 9-14	Business Buyer Behavior	Ch 4
	R 9-16	Case 2: Harley-Davidson, Inc.	Case Leaders:
5	T 9-21	Market Segmentation	Ch 5
	R 9-23	Case 3: Panera Bread Company  * <u>Extra Credit Opportunity</u> : Learn about event marketing firsthand with field research with me at Red Rock Country Club Las Vegas, NV September 26 – October 3, 2010. Details TBA.	Case Leaders:
6	T 9-28	Product and Brand Strategy	Ch 6
	R 9-30	Case 4: Coach, Inc.	Case Leaders:
7	T 10-5	New Product Planning and Development	Ch 7
	R 10-7	Case 5: Cowgirl Chocolates	Case Leaders:
8	T 10-12	Research Presentation and Discussion: <b>Event Marketing (and Discussion from the Lexus event)</b>	Paper
	R 10-14	<b>Individual Case Essay Due in Class.</b> Refer to the guidelines of case essays discussed and I will announce the case in class on the class before. You must be present in class to receive full credit for this essay. Typed, Due in class at 5:30. Not accepted late.	MIDTERM CASE

9	T 10-19  R 10-21	Integrated Marketing Communications: Advertising, Sales Promotion, Public Relations, and Direct Marketing <u>Advertising Laws</u> <u>Peoplemeter</u>  Case 6: Dove-Campaign for Real Beauty	Ch 8  Case Leaders:
10	T 10-26  R 10-28	Personal Selling, Relationship Building, and Sales Management  Case 7: Abercrombie & Fitch. Co.	Ch 9  Case Leaders:
11	T 11-2  R 11-4	Distribution Strategy <u>E-Marketing Blunders</u>  Case 8: Walmart	Ch 10  Case Leaders:
12	T 11-9  R 11-11	Pricing Strategy  Veterans' Day Break: Thank those who serve us!	Ch 11
13	T 11- 16  R 11- 18	Service Marketing  Case 9: ebay	Ch 12
14	T 11-23  R 11-25	Global Marketing  Thanksgiving Break	Ch 13
15	T 11-30  R 12-2	Industry Speaker  Case 10: Ruth Chris: The High Steaks of International Expansion	Case Leaders:

16	T 12-4	Study Day; announcement of the final individual case	
	R 12-9	FINAL MEETING & INDIVIDUAL CASE ESSAY DUE IN CLASS (6:00-8:00pm in BEH 107)- Cases due at 6. Cases will not be accepted late.	

#### IV. Policies, Attendance/Participation & Evaluation

**Policies:** *You are why I am here. Please turn off cell phones and do not use laptops in class for purposes other than notetaking. During case days, there are no laptops allowed.* Failure to adhere to such policies results in zero participation points. The University has other policies to adhere by:

**Disabilities:** The UNLV Disability Resource Center (DRC) houses the resources for students with learning or other disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in Room 137 of the Student Services Complex. The phone number is 702-895-0866 or TDD 702-895-0652. You may also visit their website at [www.unlv.edu/studentlife/drc](http://www.unlv.edu/studentlife/drc).

**Academic Dishonesty:** Academic dishonesty will not be tolerated. Acts of academic dishonesty include, but are not limited to, cheating on an exam, stealing exam questions, and plagiarizing. If you are suspected of academic dishonesty in this course, the instructor will take actions according to university policy to resolve the suspicion. If the instructor believes you are guilty of academic dishonesty or violation of the honor code, you will receive an “F” for the course and your case will be reported to the Student Judicial Affairs with a recommendation that the University pursue the severest penalties possible for your actions. Moreover, you are required to comply with the following honor code that will apply to conduct during this course.

##### *Honor Code*

- With the exception of assigned group work or team projects, when completing the requirements for this course, you must complete the writing individually, without collaborating in any form or manner with other students.
- For group work or team projects, teams are prohibited from collaborating with each other.
- If you become aware of any students or teams in the class who have violated the above two conditions, you are obliged to report them immediately to the instructor. Failure to do so will be considered violation of this code.

**Copyright:** The University requires all members of the University Community to be familiar with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with

copyright and fair use policies, the University encourages you to visit its copyright web page at: <http://www.unlv.edu/committees/copyright>.

**Religious Holidays:** You have until the second week to notify the professor of anticipated absences due to religious holidays. Accommodations will be made in advance for students who must miss a class due to observance of such holidays.

**Attendance/Participation:** Attendance and insightful participation is a crucial part to your learning. If you miss an extensive amount of class, it will be recommended that you not receive course credit unless receiving notice from the university of an extenuating circumstance. The Donald says missing meetings means “You’re fired!” To maximize your participation, focus and share your views *each session* to show that you are prepared just like in the business world.

**\*Extra Credit Opportunity:** Learn about event marketing firsthand with field research with me at Red Rock Country Club Las Vegas, NV September 26 – October 3, 2010. We will measure the event satisfaction and Lexus’ sponsorship perceptions among attendees of this pro tennis event. Las Vegas is proud to welcome the USTA \$50,000 Women’s Pro Circuit Tennis Tournament hosted by Red Rock Country Club. This exciting event will feature international talent and local aspiring female athletes competing for money and precious Sony Ericsson WTA points. The Red Rock Country Club is providing the ultimate venue for the tournament featuring eight championship courts in addition to a beautiful stadium court, all set in the illustrious community of Summerlin. We are proud to help demonstrate the value to Lexus and Red Rock to keep this event and the ensuing economic development in Vegas sports alive. I am very passionate about this! Please consider joining me. I will share more details in class as the event draws nearer.

### **Evaluation:**

- Case participation in class is worth 100 points (25%).
  - The team case presentation & team decision essay is worth 100 pts. (25%).
  - The individual case essay is worth 100 points (25%).
  - The final case essay/ learning overview is worth 100 points (25%).
- |                    |    |
|--------------------|----|
| 93% and higher     | A  |
| 90 to less than 93 | A- |
| 87 to less than 90 | B+ |
| 83 to less than 87 | B  |
| 80 to less than 83 | B- |
| 77 to less than 80 | C+ |
| 73 to less than 77 | C  |
| 70 to less than 73 | C- |

### **CASE/CLASS PARTICIPATION: (25%)**

Your grade incorporates in-class discussion and case participation. The case method is a method that challenges us by bringing issues as close as possible to real world business situations. Case studies will have us thinking from the marketing manager’s viewpoint. Be prepared to discuss/debate these cases in class. For each case, you are expected to prepare a plan of action for the main

decision maker in the case and be ready to share and discuss the rationale and details of it with the class as a whole. *For details in maximizing your case participation, refer to Ch. 8 in our Case Study Handbook.*

Case study courses are participant-centered, not lecture-based. As such, they call for active learning and work best when student-driven group discussion is the central learning mode. The achievement of this course's objectives relies on in class *student-driven* discussion. The instructor plays a key role in case discussions, but unless students take ownership of discussions, the course will degenerate into a lecture-based course. You can maximize your learning by being open to new ideas, be willing to share your ideas and, equally, listen to the ideas of classmates. Indeed, classmates are a rich source of experiences and insights that can facilitate learning during case study and you should try to leverage that in an ethical and responsible manner. Other factors that will enhance your rate of learning (and grade) include enthusiasm, informed opinion, and a willingness to pursue counter-intuitive insights. Healthy skepticism is also welcome but not cynicism. It is my responsibility to facilitate case discussions. However, it should be understood that I am the only one in the course who does not need to make a decision about the case. That would be defeating the purpose of the course.

The best system of preparation involves individual and group study, in that order, before the class. Individual study should be done first to gain mastery of the facts and issues in a case and to formulate your recommendations. Having done this, you should meet (face-to-face, online, phone conference, etc) with classmates to test your arguments and exchange viewpoints. This course is purposely designed to overwhelm individual effort and encourage group effort; there are too many case studies for one person to handle. Please develop a habit of working out solutions to cases with others prior to class. **READ EACH CASE BEFORE CLASS. YOU ARE EXPECTED TO BE VERY FAMILIAR WITH ALL CASES BEFORE THE SESSION.**

Your participation and contribution to case discussions will be evaluated throughout the semester and points for it will be awarded and weighted by 100 points in the determination of your total points for the course. I will track discussion contribution performance by keeping attendance (since you cannot contribute unless you are present) and noting the quality (not quantity) of your contributions to discussions. *Please bring a name card with your first name and last initial and place it in my view during each case session.* The tracking notation and rubric is described below.

✓3 check marks: Contributions mirror an outstanding level of preparation. Mastery of case facts is obvious. Comments are directed to the class, include highly relevant ideas synthesized from case information, and offer new ground upon which others may and do build prolific class discussion. Arguments are very sound and persuasively communicated. [Consistent pattern of 3 pluses = 100 points.]

2 check marks: Contributions mirror a thorough level of preparation. Strong familiarity with case facts is obvious. Comments are mostly directed to the class, include relevant ideas synthesized from case information, and offer familiar ground upon which others may and do build relevant class discussion. Arguments are fairly sound and, for the most part, persuasively communicated to the class. [Consistent pattern of 2 pluses = 75 points.]

1 check mark: Contributions mirror a satisfactory level of preparation. Some familiarity with case facts is obvious. Comments are directed more to professor than to the class, include obvious ideas easily synthesized from case information, and offer little ground upon which others may build useful discussion. Arguments are somewhat sound and somewhat persuasively communicated to the class. [Consistent pattern of 1 plus = 50 points.]

No plus mark (indicated by X): Contributions mirror an inadequate level of preparation. Familiarity with case facts is lacking. Comments are directed to professor only and not to the class, include mainly restatement of case information, and offer no ground upon which others may build useful class discussion. Arguments are not sound and poorly communicated to the class. (Note: This mark will be given if a student is present but does not contribute to the discussion. The professor will use cold calls to try and minimize the chances of this occurring.) [Consistent pattern of X marks = 25 points].

Pattern of absences to the course content leads to ill-informed remarks during case analyses. Thus, it is crucial to be at lectures and cases. [Consistent pattern of absences= 0 points].

In a class of 50+ students, not everyone will have a chance to contribute to class discussion in each class. Please allow for other students to have an opportunity to speak if you have already made your point. Therefore, patterns of plus marks earned will be the basis for assigning a score for course participation.

In sum, a case study course depends on every class member to come prepared for class, be willing to make meaningful contributions that further class progress, and give full attention to the discussion. If you cannot fulfill these duties your personal development will be impeded and you will be letting the class down. Please do not take my course if you are not prepared to read & make it a priority.

#### **TEAM CASE PRESENTATION AND TEAM DECISION ESSAY: (25%)**

Your grade also incorporates a case presentation and team decision essay. Please select four cases from the syllabus that you are most interested in and email them to Stephanie, our GA asap (by 8-25 at noon). The group size looks like 4 per case, yet will depend on final class enrollment.

Today, the ability to communicate clearly through written arguments about business situations is on par with the ability to make persuasive oral arguments.

Furthermore, much of marketing is done in teams. Hence, you are required to work with your assigned team and turn in a decision-type essay that is due on the day of your case assignment/presentation. When completing the team essay and presentation, try to deliver an integrated essay and that truly incorporates each team member's input and consent at all stages of the process and include all equally in the presentation. That is, make it a real team effort, as opposed to, say, having each person write one section of the essay and simply compiling the pieces prior to submittal. I will know if this happens and the result is disjointed and will result in a low grade.

Group work can be frustrating, but also rewarding. Since groups are used extensively in business, this is an opportunity for you to work on your group skills. Problems (e.g., schedule conflicts, personalities) will arise but work on solving them within your group. Take responsibility and be professional.

*Group Case Presentation.* You have more flexibility for creativity here to ensure an interesting, engaging (with your classmates) case presentation. Many groups bring in examples of the product, invite an industry rep from the company, or some creative hook to the presentation. This should be an approx 45 min power point (as this includes interaction with the class and ample time for their remarks, I will not grade on exact time—yet will grade for content covered). Note with four members, this is only 10 or so minutes per person—including the interaction with your colleagues. A suggestion is to first provide a few slides on the corporate overview (you may do outside research on the company). The next few slides should be an overview of the case—the who, what, hows. Then bring up the issue/decision. Incorporate images, graphs, and questions into your power point slides for the class. These should spark debate/be controversial. After ample debate, then, consistent with your essay, share your decision and your evidence for your decision. I will serve as an overall moderator, and after your presentation, will guide the class with further debate and a summary of what we learned. Collectively, the presentation and group essay are weighted equally. Please email Stephanie and I your final presentation by 3:00 on the case date. Also, please get to the classroom a bit early and have your presentation set up. Please dress professionally on your case presentation dates (slacks/dress shirts for men; tasteful professional business attire for women). I will try and personally set this example for you as well.

*Group Essay.* Before you begin planning any of the required essays, you should become familiar with the structure of a *decision case essay*, as described in the reading, “How to Write a Case-Based Essay” by William Ellet, which is included in the materials for the course. You should adopt the structure Ellet proposes and use it to organize and write each essay.

Written essays will be evaluated for content, organization and structure, soundness of arguments, style, grammar and usage, professionalism, formatting, and evidence of revision. Essays not conforming to the following page format will be penalized 10 points.

- Written with double-spacing, page numbers, 1” margins, and 12-point font.
- Your name(s), the title of the case, and the date in the header or footer of all pages.
- Recommend a decision to the case protagonist, tell why it is the best option, and draft an action plan. Conciseness, completeness, and correctness are writing virtues that should be pursued. You may use some bullet points, yet, this should be in essay format.
- Exhibits, graphs, diagrams, and other types of objects are encouraged as means for organizing evidence, illustrating points of argument, showing steps in calculations, and otherwise augmenting the and preserving the flow of the written body of the essay.

**INDIVIDUAL WRITTEN CASES: (2 @ 25% each)**

In the format above, you will also write 2 decision cases. For effective written case strategies, refer to the template in Chapter 11 in the case handbook. I will assign the case on the class before it is due in class, to ensure you enough—but not too much—time to come to your case conclusions. You are welcome, even encouraged to discuss the case with classmates, but this is an INDIVIDUAL writing grade so absolutely no collaboration in the writing, argument construction, evidence support. Any violation such is a serious violation of UNLV honor code. This is *your* writing- due at the beginning of class (typed) on the respective due dates. These will not be accepted late.

## Course Agreement

I have accessed our course websites, sat down with the syllabus, and I:

- a) understand what is expected from me in this course
- b) will be in class, tuned-in, and keep up with the (actually interesting) lecturettes and cases
- c) will use the resources provided on our course websites
- d) know when the case essay/key dates are and am committed to them
- e) know that Dr. Close and Ms. Aguirre will strive to meet (and exceed) my expectations (e.g., teach you marketing theories and tactics so that you understand them/don't just memorize them, be professional, serve as a positive role model, be there for you to address your questions, respect you and also learn from you) as well.

Print Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Case Assignment: \_(TBA)\_\_\_\_\_

Reminder: *Email Stephanie your name, undergrad major or professional area (e.g., finance, HR, marketing) and 4 preferences of cases by 8-25 at noon*; otherwise your group case will be assigned at random. I will try to have diversity in areas for each group. If you are open to any case, you can also indicate no preference. Note that the group essays are due in class on the assigned case date.

Note: the first case is Starbucks, on 9-2, so I will understand this is the first case and will be fairly more forgiving for those volunteers who go first and set a high example. Also, while the case presentation is 9-2, this case essay will be due 9-7 to give you a bit more time if you choose this case.

Personal Note: Thank you for your cooperation—"nothing great was ever achieved without enthusiasm" (Ralph Waldo Emerson), so this case course relies on you to make it an engaged, effective learning experience.