UC RIVERSIDE | School of Business Administration

BUS 103: Marketing and Distribution Management
Online

Instructors: Professor Hai Che   **E-mail**:   chehai@ucr.edu
Quarter: Summer 2022
Office: Virtual Zoom   **Lecture time**: Recorded Lectures Online
Zoom Room: https://ucr.zoom.us/j/7328656800
Course Website: http://elearn.ucr.edu/
Office Hours (Professor Che): W 1-2 pm via the same Zoom link as above.

Teaching Assistant: Dawei Jian   **E-mail:**   djian005@ucr.edu
Zoom Classroom:
BUS103 Section A21 - Mon 4:00 PM to 5:50 PM
Join Zoom Meeting:
https://ucr.zoom.us/j/98955607647

Teaching Assistant: Brandon La Bella   **E-mail:**   blab001@ucr.edu
Zoom Classroom:
BUS103 Section A22 - Wed 4:00 PM to 5:50 PM
Join Zoom Meeting:
https://ucr.zoom.us/j/9135163175

"Marketing is so basic that it cannot be considered a separate function. It is the whole business seen from the point of view of its final result, that is, from the customer's point of view…Business success is not determined by the producer but by the customer."

-Peter F. Drucker

Lectures
- BUS 103 will have weekly online modules that will be completed individually by each student. In addition, all lectures are completed in **an *asynchronous* online format** for the fully-online class.

Discussion Sessions
- BUS 103 will have two 50-minute discussion sessions, completed in one afternoon each week.
- **Summer 2022:** Discussion times are posted on the UCR Course Banner. The discussion section will meet *synchronously* **(live)** on Zoom on a weekly basis for two 50-minute sessions, completed in one afternoon, with the Teaching Assistants. TA office hours can be arranged and announced by the TAs.

UCR Business Mission Statement
Our mission is to develop diverse leaders, propel research-based innovation and promote the sustainable growth of Inland Southern California within the global economy. We harness the powerful resources of the UC and our location at the nexus of commerce to create a laboratory for education, research, and productive partnerships across economic enterprises.

The strategic activities that propel our mission include:
- Conducting basic and applied research in management that explores and informs the creation, development, and management of growth

- Providing degree programs that prepare our students to be effective managers and responsible community leaders with a deep understanding of the dynamics of growth in both a regional and global context
- Partnering with business and community leaders through a shared commitment to exemplary growth
- Delivering educational programs to executives and the public at large that respond to the needs of our local, state, national, and international communities.

Undergraduate Program – Learning Goals

Problem Solving Skills
Students will be able to use a variety of theoretical perspectives to identify and critically evaluate implications of business decisions for organizational stakeholders (e.g., customers, colleagues, employees, stockholders, suppliers, foreign governments, communities, cultures, regulatory agencies).

Professional Integrity / Ethical Reasoning Skills
Students will be able to recognize ethical issues, demonstrate familiarity with alternative frame- works for ethical reasoning, and discern trade-offs and implications of employing different ethical frames of reference when making business decisions.

Global Context Skills
Students will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy demonstrating an understanding of the cultural, interpersonal and analytical competencies required for global business.

Written Communication Skills
Students will demonstrate proficiency in written communications by creating written documents that are clearly written, with appropriate content and conclusions.

Presentation Communication Skills (For fully Online courses only)
Students will develop presentation techniques, cultivate poise and self-confidence, and demonstrate proficiency in oral presentations by making oral presentations to external audiences.

Course Overview

BUS 103 introduces and explores the concepts and skills required to create and critique effective marketing plans and strategies. The American Marketing Association defines marketing as: "Marketing is an organizational function for creating, communicating, and delivering value to customers and managing customer relationships in ways that benefit the organization and its employees, customers, investors, and society as a whole."

During the course, students will critically explore marketing principles, concepts, and models. Students will analyze a variety of real-world examples. Students learn how to create a balanced, coordinated marketing mix, where all elements of its marketing activities work together. Students also learn how to combine qualitative and quantitative analysis to understand and reveal insights into the internal and external environment. To achieve this, the course uses a combination of lectures, discussions, case studies, assignments, and exams.

Learning Outcomes and Course Objectives

During the course, we will learn how to:

- Analyze the demands and needs of target customers

- Examine marketing's role in the organization
- Understand the importance of market segmentation and predict the actions of different market segments
- Develop marketing strategies and tactics
- Explore the changing marketing environment
- Learn:
  - new product development
  - elements of the marketing mix and promotion mix
  - importance of advertising
  - many worlds of media
  - experiment with pricing and distribution models
- Understand the diversity of marketing implementation and controls
- Learn the fundamentals of customer service
- View marketing as the focal point for the success or failure of the enterprise

Required Texts

Required Materials for the course include
- *Marketing* Dhruv Grewal and Michael Levy, 8th ed. ISBN-13: 9781260717433, earlier editions (but no earlier than 5th) are also okay. It is **crucial** that you either purchase or rent the book to understand the concepts discussed in the online lectures fully and to do well in the assessments (quizzes and exams);
- There is a required course pack, which contains four Harvard Business School cases needed for team case presentations and team case write-ups for the course. The cost is **$17** for the electric course pack (with extra charges for a printed copy), and you can purchase it from this link: https://hbsp.harvard.edu/import/946701

Online Remote Learning Requirements

You will need access to an internet-enabled computer/device in order to access eLearn. Summer courses only last five weeks, but it still covers the same materials as a ten-week course in the other quarters. In addition, each week you are required to complete four regular 1.5 lectures for a total of 6 hours. Thus, please adjust your expectations and plan to watch the online videos and complete the online eLearn exercises and weekly homework to approximately 6-10 hours online per week.
- Internet browser (e.g., Microsoft Edge, Firefox, Chrome)
- Adobe Reader (http://www.adobe.com/products/acrobat/readstep2.html)
- The final exam will be in short answer format, and you will upload the exam using a *safe assignment.*

Also, please log into your free Zoom account at: https://ucr.zoom.us/
We will use Zoom for discussion classes and "office hours." You will need a laptop or computer with a camera and microphone. The zoom links for the office hour and the discussion classes are on page 1.

Technical Support for eLearn: The Help Desk is available by email at bearhelp@ucr.edu and byphone at (951) 827-4848 to answer various questions related to computing services offered at UCR.

Grading

These are the elements on which you will be graded:
- Lecture Videos Viewing and Study Questions (1 pts*14)   14%
- Weekly Homework (3 pts*5)   15%
- Discussion Class (3 pts*5)   15%
- Case Presentation   12%
- Case Write-up (4 pts*3)   12%
- Exam 1   12 %
- Exam 2   20 %
- **Total**   **100%**

Grading Scale:

A	= 94% - 100%
A-	= 90% - 93%
B+	= 87% - 89%
B	= 84% - 86%
B-	= 80% - 83%
C+	= 77% - 79%
C	= 74% - 76%
C-	= 70% - 73%
D+	= 67% - 69%
D	= 64% - 66%
D-	= 60% - 63%
F	= <59%

Your final grade is your ultimate evaluation of your work in this course. **Look at the grading scale above and know that the average grade in this course falls within the range of 2.85, a B-, to a 3.0, a B. In addition, the grading guidelines for the School of Business at UC Riverside require the instructor to keep the maximum class average GPA at or below 2.90 for an undergraduate required course. My goal is to aim for a 3.0 GPA for this course, so I would curve the grades when necessary.**

This means most students perform above or at the *passing* level while a few fall below and others excel above this level. *Passing* means you have performed all of your deliverables. To pass this course means you have done the job and are fulfilling the requirements of the University and the Business School.

It is understood that you are all working under different circumstances in which your personal and professional interests and responsibilities require you to make trade-offs while you are in college. We understand this as we, too, were once in your shoes. Do your best – this is all we expect.

Most of you, if not all of you, will *pass* this course. The material is demanding as you will learn that *marketing is everything* – everything for the success of the business, for management, and for a sustainable and competitive career. The top-tier performers in thecourse who will reach beyond the average will be those who make the trade-offs, manage their time, communicate with me and with your TAs, and, most importantly, immerse themselves into their studies. We want all of you to pursue excellence, and we will give you the tools to move toward this goal.

Details of the Grading Scheme:

Weekly Lectures/Engagement and Assignments (29% Total)

Each week you will complete the following assignments:

1. **Lecture Videos Viewing and Study Questions (14% total)**
   - We have 14 recorded lectures (1-1.5 hour for each lecture) for this course, please watch the lecture videos as well as read the assigned chapter for each lecture. During the videos, you are required to complete some questions designed to help you review the materials discussed. You will be graded based on **participation** instead of the correctness of the answers. *If you find Canvas graded you incorrectly (as it often does), do not feel penalized or discouraged.* Every week, we will randomly check your answers; if we find you did not make any effort and consistently provide unrelated answers, your participation points will be deducted. Please make sure you view the lecture videos and answer the questions by the end of the week that the videos are posted. **No points for delayed/ incomplete activities.**

2. **Weekly Assignments (15% total)**
   - You will be completing weekly assignments (multiple choice questions) based on the lecture materials. Answers will be provided after you submit the assignments so you can review the related textbook and

lecture materials to improve your understanding.

Weekly Discussion Classes (39% Total)

In addition to the recorded lecture videos, you will also attend two 50-minute back-to-back discussion classes either on Mondays or Wednesdays, depending on your enrolled section (A21 is on Mondays, and A22 is on Wednesdays). The discussion sections will be led by the Teaching Assistant and will include the following activities:

1. **Marketing Readings and Discussion (15% total):**

   During Each of the Discussion Classes, the Teaching Assistant will lead the discussion of an article selected from Harvard Business Review. The articles are selected and discussed for the purpose of improving your understanding of related marketing concepts and their applications in the business world.

   The Teaching Assistant will lead by inviting you to discuss different parts of the reading. Given the size of the class, we might not be able to give everyone air time, but you might be invited to participate by taking the polls on Zoom and your answers will be recorded. You are encouraged to participate to the class discussions by raising your hand signs, talking to the class when invited, or typing into the chat window on Zoom. <u>The classes will be recorded so we can award your participation with points.</u>

   Your attendance for this part of the discussion classes is **mandatory**, and your attendance will be recorded by Zoom. In the case you cannot attend the class for any medical or emergency reasons, <u>you need to get approval from the Teaching Assistant and submit a two-page (single space, block format, justified margins, 12-point font) write-up to earn the points for the missing class.</u> Make sure you write your name, course, section number, and date at the upper right of your write-up. **The write-ups must be submitted on the day of the discussion class, and no late submissions will be accepted**.

2. **Case Presentation and Slide-Deck (Team Work, 24% total):**

   To help you to appreciate the business application of marketing concepts, we selected four business cases and each case will be presented by **two student teams**. As part of your preparation for these classes, I ask that you form a **6-person team** to prepare the assigned case. I expect you to be responsible for managing the division of labor within the team. <u>Teams will be finalized, and cases will be assigned during the first discussion class.</u>

   <u>**Team Case Presentation (12% total)**</u>

   Given we have a big class, two teams will jointly present <u>one of the four cases</u>. **Each team will present half of the case, while, in the meantime, you are expected to analyze the entire case and provide constructive critique and feedback on the presentation of the other team (otherwise, your presentation points might only be awarded partially)**.

   As an example, your team is presenting the first half of the case, which in general includes background and consumer/competitor/company analysis; and the other team is presenting the second half of the case, which generally includes recommendations of marketing strategies, the reasons behind their recommendations, and the action plan. While your team is only responsible for presenting the first half of the case, you are expected to study the whole case and come up with your own recommendations to the firm. Thus, you will be able to provide constructive feedback to the other team after their presentation. The same practice needs to be followed by the other team.

   For the presentation, you are to take the role of a group of consultants presenting to the Board of Directors of the firm. As on any Board, some members know more about the issue than you do, and all will be generally

familiar with the firm's situation. But some members have had only a slight opportunity to read materials before a meeting. Leading them through the situation, your analysis and recommendations require considerable skills to hit the right level of detail, without endlessly reciting case facts. In general, follow these guidelines,

- Clearly state the manager's decisions problems for the business;
- Provide a thorough analysis of consumers, company (product, core value proposition, strengths/weakness), and competitors;
- If previous data analysis was done, provide an evaluation of the analysis, discuss the research findings (pay special attention to the exhibits/figures provided in the case);
- Use the study questions provided in the Appendix to help you decide which issues to discuss in your presentation;
- In addition to your presentation, you are also required to provide a constructive critique of the materials presented by the other team.
- Practice your presentation well. Your team will have **20 minutes max** to present the case (including the Q&A session);
- Also make sure that each member of the group gets some "air time."

To help you understand the cases, I have prepared some study questions (see Appendix in this syllabus). In preparing for cases prior to class, I recommend that you read the case at least _twice_. The first reading should give you a feeling for what the case is about and the types of data contained in the case. Many people like to underline or otherwise mark up their cases to pick out important points relating to the business and the situation; e.g., customer behavior and trends, SWOT analysis, etc. Be sure to pay attention to the exhibits in the case; these often contain information that will be useful in analyzing the situation. Meet your teammates and discuss some of the key issues you identify in the case.

Team Case Readings and Write-ups (12% total)

To ensure every student participates, we ask every team, who is **not** presenting the case, to prepare a 10-15 page PowerPoint slide deck and turn it in on eLearn. It is a team submission, and you need to do it for each of the three cases that you are NOT presenting.

Exam 1 and 2 (32% Total)

Each exam is an opportunity for you to develop a written reflection of your command of the various topics during the first and then the second half of the course.

Exam One will be given during week three and only include multiple-choice questions. You will have one hour to complete the exam.

Exam Two will be given during week five. We will find a time that works, but there will be two hours allocated for the exam for the entire class. Here is the process:
- You will randomly select one of the two short cases (with questions to answer);
- You will carefully read the selected short case;
- You will have two hours to type and upload your exam into the assignment folder
- Safe Assignment is used
- This is an individual, timed exercise testing your knowledge and your integrity

On Our Virtual Learning Environment

Below is the general plan of each week. The successful student will read the syllabus from top to bottom, develop a rhythmto watch the lectures and manage the readings – remember, this a real upper-division course – and, get aligned with your TA and with me.

The Plan:

- On Sunday, we will post an Announcement with our weekly Road Map with learning outcomes and deliverables
- **Mondays** we will post the lecture for the week
    - The lecture will be a portion of the week's learning outcomes
        - Other deliverables include your weekly textbook readings and your answers to the questions asked during the video lectures.
    - We will provide a slide deck as a companion to the lecture
    - Work on the weekly homework.
    - Your lecture viewing is required and a nice feature in eLearn tracks views and viewing length. You need to watch the lecture recordings to be on pace with the course andit will expire on **Sundays**.
- **Discussions**
    Mondays (Section A21) or Wednesdays (Sections A22) are the allocated discussion sections with our TA
        - The Zoom link to join the weekly discussions is on page 1;
        - Zoom has a nice feature that accounts for your attendance – enjoy the discussions;
        - Deliverables include case slide-deck, presentation of the case assigned, and write-ups if you had to miss the discussion class.
- **Sundays** everything is due (recommendation – spread out the work in the week)
    - Your viewing of the lectures and answers to questions of the lectures;
    - Weekly homework
    - Team case write-ups
    - **If you could not attend the discussion classes, your write-ups of the HBR articles are due on the day of the discussion class.**

Integrity Policy

Cheating of any kind is not tolerated. Any evidence of cheating or plagiarism in any of your work will results in an "F".

At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The academic culture requires that each student take responsibility for learning and for producing work that reflects their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others' words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct. To ensure the highest standard of academic integrity, all students should be familiar with the guidelines posted at: http://conduct.ucr.edu/SiteCollectionDocuments/DocumentsFromStudentConduct/AcademicInte grityBrochureStudent.pdf

The Course Schedule Content and Point Values

Week	Topic		Chapters in Textbook	Lecture Class		Discussion Class	Case	Exams
				Lecture Videos	Homework			
1	Monday 6/20	**Juneteenth Holiday***	1	1	3	Class Intro, Rethinking Marketing 3		
	Wednesday 6/22	Marketing as Strategy 1-2	2	1				
		Conscious Marketing, Corporate Social Responsibility, and Ethics	4	1				
2	Monday 6/27	Marketing Research and Analytics	10	1	3	Don't Let Big Data Bury Your Brand 3	Gillette Indonesia	
	Wednesday 6/29	Consumer Behavior	6	1				
		Segmentation Targeting and Positioning	9	1				
3	Monday 7/4	**Independence Day Holiday** 🇺🇸			3	The Female Economy 3	Super Shampoo Products and the Indian Mass Market	
	Wednesday 7/6	Product and Branding Strategy	11	1				
		No Lecture, Study for Exam 1		1				
		Online Exam 1		1				12
4	Monday 7/11	Pricing	14	1	3	Ending The War Between Sales & Marketing 3	Indochino: Achieving Growth with Bricks and Clicks	
		Integrated Marketing Communication	18	1				
	Wednesday 7/13	Advertising	19	1				
		Channel Management	16	1				
5	Monday 7/18	Channels: Retailing and Omni-channel	17	1	3	Marketing In The Age Of Alexa 3	Uber: Competing Globally	
		Digital Marketing	3	1				
	Wednesday 7/20	Global Marketing Strategy, Course Wrap-up	8	1				
		Online Exam 2						20
		Total Points (100)		**14**	**15**	**15**	**24***	**32**

* Each team will present one case (12 points for case presentation) and prepare the slide decks for the rest three cases (4 points each, 12 points in total).

* **the University of California is observing the Juneteenth Holiday on June 20, 2022**. We will not have discussion classes that day, and students who are in Session A21 can attend the Wednesday A22 discussion classes.

* **There is no discussion class on July 4, 2022**, and the teams who present the case in A21 will present on Wednesday. Details will be provided by the TAs.

Appendix: Case Study Questions

You can use the following case study questions as guidance for you as you read the case, but your case presentations should not be in the format of Q&As. The TA will discuss how you could do a case presentation during the first discussion class.

Note: some of the case writers did not ask many study questions, but you should try to understand the 3C's (Consumers, Competitors, and Company), conduct the SWOT analysis, and come up with marketing strategies including some or all of the 4P's (Product, Price, Promotion, and Place).

Gillette Indonesia

1. What factors determine demand for blades? How can demand be increased?
2. How is Gillette doing in Indonesia? Has Gillette enjoyed a first mover advantage?
3. How should Gillette accelerate the development of the blade market in Indonesia?

Super Shampoo Products And The Indian Mass Market
1. What are the category beliefs among the non-users of shampoo?
2. What are the cognitive beliefs on the three brands of shampoos? (What are those advertising elementsthat match with the cognitive beliefs?)
3. What are the affective aspects reflected by advertisements of the three brands of shampoos? (What arethose advertising elements that match with the affective aspects?)
4. Are there differences between the cognitive and affective beliefs reflected by the respondents based ontheir exposure to the ads of the three brands? Why are these differences being observed?
5. How strong are the conative beliefs of respondents after they are motivated by the cognitive andaffective aspects of the three brands?
6. What is the implication of some brands being rated high on conative aspects after consumers areconvinced about the respective cognitive and affective aspects of the brand(s)?
7. How does each brand score on the cognitive, affective and conative aspects (each brand can be markedas low, medium or high on each of these components)?
8. How does each brand score on attitude towards the brand?
9. How can the "theory of reasoned action" model be applied to each brand? Are there gaps that can befound with regard to each brand?
10. How is the "elaboration likelihood" model being used by the brands?
11. Based on the analysis and the application of concepts, how can a new brand be launched?

Indochino: Achieving Growth with Bricks and Clicks

1. How should Indochino reinforce its value proposition?
2. How should Indochino execute its blitz scaling plan?
3. How should Indochino transition to omnichannel retailing?

Uber: Competing Globally

1. Where has Uber been most successful? Least successful? Why?
2. Why might some markets have more potential profit for Uber than others? What factors determine how a firm can or cannot unlock profits in each market?
3. How would you describe Uber's launch strategy in the markets highlighted in the case?
4. Uber faces the challenge of continued regulatory pushback going forward. Should Uber concede to regulators' demands, continue to fight, or exit certain markets? What specific recommendations would you make for Uber's global strategy?