

Course: MKT 382
Also: ADV 391K
Analytical Tools for Marketing Decisions
RRH 5.402 TTH 11:00AM-12:30PM

Instructor: Vijay Mahajan
Office: CBA 3.228 Tel. 512-471-1128
Office Hours: TTH 12:30PM-1:30PM in the faculty lounge (RRH 5.416) and by appointment in my office (CBA 3.228)

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Office: CBA 5.334T
Office Hours: TTH 10-11AM and by appointment

COURSE OBJECTIVES

This course deals with concepts, methods, and applications of analytical tools to address such marketing issues as segmentation, targeting and positioning, new product design and development, advertising, and sales force management and promotion planning. The course is designed for MBA students who have some background in or understanding of marketing principles and exposure to spreadsheet programs such as EXCEL.

Unlike conventional capstone marketing courses that focus on conceptual material, this course will attempt to provide skills to translate conceptual understanding into specific operational plans -- a skill in increasing demand in organizations today. Using market simulations and related exercises tied to PC-based computer software tools, students will develop marketing plans in various decision contexts.

Specifically, the course objectives are to:

- * Provide students with an understanding of the role that analytical techniques and computer models can play in enhancing marketing decision making in modern enterprises.
- * Improve students' skill in viewing marketing processes and relationships systematically and analytically.
- * Expose students to numerous examples demonstrating the value of the analytical tools to marketing decision-making.

- * Provide students with the software tools that enable them to apply the models and methods taught in the course to real marketing problems.

The course will be of particular value to students planning careers in marketing and management consulting, brand management, and marketing/business analytics.

REQUIRED COURSE MATERIAL

1. Gary L. Lilien, Arvind Rangaswamy and Arnand DBruyn (2017), Principles of Marketing Engineering and Analytics, Decision Pro Inc. 3rd edition
2. Software: Marketing Engineering for Excel (MEXL), which includes tutorials and cases for each of the modules covered in the course. To access the software, subscribe to the Marketing Engineering student materials as described on next page (page 3). The website will require the Student Access Code to qualify you to purchase the academically priced software. Once subscribed, follow the directions on the handout to either download the software to your Windows computer or access the software online with your Mac computer.

GRADING

| | |
|---------------------------------------|------|
| Group homework (8) | 40% |
| Presentation of assigned homework (1) | 10 % |
| Peer evaluation | 10% |
| Term Project | |
| * Presentation | 15% |
| * Report | 25% |

CLASS PARTICIPATION / ATTENDANCE

Class sessions will be devoted to probing, extending and applying the material in the text and the cases. It is your responsibility to be prepared for each session according to the class outline. Each one of you will benefit from belonging to a 'study group' that meets and prepares for each session before coming to class.

Each of you is expected to contribute to class discussions. To do well, you must actively participate in presentations and class discussions. Any student who has two unexcused class absences will have his or her end of semester grade reduced by one-half grade. Each additional unexcused absence will result in the student's grade being reduced by an additional one-half grade. Excused absences do not include obligations to other classes or otherwise worthy university or professional activities. Excused absences are for personal events and if you are unable to attend a particular session, please inform us as soon as possible. Out of respect for your fellow classmates, all students must arrive on time for class and not leave until the class is formally dismissed. **YOU MUST PLACE YOUR NAME CARD IN FRONT OF YOU IN EVERY CLASS TO RECEIVE CREDIT FOR YOUR ATTENDANCE AND CLASS PARTICIPATION.**



Marketing Engineering for Excel

Student Subscription Information
(July 2018)

Marketing Engineering for Excel is an Excel add-in compatible with the Windows version of Excel (see instructions below for access using the Mac OS). The Marketing Engineering for Excel academic software and business cases are available by subscribing to the student software on DecisionPro.biz.

Step 1: Subscribe to Student Materials

In order to qualify for the academically priced software, your status as a student must be confirmed by utilizing the Student Access Code below. The following link will allow you to confirm your student status and then purchase a student subscription to the Marketing Engineering software and business cases:

<http://www.decisionpro.biz/subscribe>

Student Access Code: MKTG2468

(This Access Code changes twice per year. If out of date, please see your instructor for the current access code.)

Step 2: Access Marketing Engineering Software

After subscribing, the following web page will contain all the information needed to access the student software for both Windows and Mac users.

<http://www.decisionpro.biz/students-access-software>



Windows Users

Windows users may download and install the Excel add-in directly on their personal computer following the instructions below:

1. Get License ID to Activate Software (from above link).
2. Download Marketing Engineering for Excel add-in.
3. Install software on your personal computer.
4. Start Excel and activate software using License ID obtained in step 1.



Mac Users

Marketing Engineering for Excel is a Windows Excel add-in and as such cannot be installed directly on a Mac computer. Mac users may access the Excel add-in by connecting to a Windows computer running Microsoft Excel (ME Cloud).

1. Request ME Cloud Account for Mac Users
2. Launch Excel via Me Cloud
(Marketing Engineering for Excel add-in is already installed)

Textbooks

Marketing Engineering textbooks may be purchased directly from DecisionPro at a 25% discount from the Suggest Retail Price.

<http://www.decisionpro.biz/textbook>

Any questions, please visit our Support Center at: <http://www.decisionpro.biz/support>

GROUP HOMEWORK

The class will form preferably eight groups during the first week of class. These groups will complete both the weekly homework and the semester project. Group members must prepare jointly for class discussions.

The write-up for each group homework should not exceed five double-spaced typed pages. The format of the write-up should include (but not restricted to) the following parts: (1) executive summary with a brief description of the case in hand and objectives of the analysis, and some highlights of your recommendations, (2) the analysis that supports your recommendations, (3) justification of any assumptions that you use in the analysis as well as limitations of your analysis, and (4) a brief conclusion. Appendices may be attached as necessary. Each group will be assigned the responsibility for presenting one homework for the class. The presentation assignments are listed in the class schedule. The presentation should not exceed half an hour. Class discussion should reinforce common ideas, critique potential problems, and offer additional insights to the presentation by the presentation group.

Groups should try to form such that at least one member of the group has personal access to a computer with the characteristics as described in the section on Required Course Material – Software.

TERM PROJECT

The objective of the term project is to provide you with an opportunity to apply what you learn in class to a real marketing issue of interest to you. As a first step, you have to select a project of interest to your group.

Then you must select or develop a model to address a specific marketing problem (segmentation, forecasting, etc.) facing a specific company. It is your responsibility to identify a suitable company for this assignment. One place to start is with your former employer. Other possibilities include contacting Texas alumni, or executives in companies sufficiently close by. You are only limited by your imagination!

You must discuss your projects with the course instructor prior to working on the report and presentation, and you must turn in a two-page description of your project plan by the deadline on the class schedule. Some examples of projects in the past two years include:

- * Salesforce compensation model for a global computer manufacturer
- * Pricing model for a non-profit entertainment company
- * Market share simulator for a detergent market
- * Positioning for a local restaurant
- * Customer segmentation for a local coffee shop
- * Customer segmentation for an innovative snack
- * Conjoint analysis for the Texas MBA Global Trip program

- * Conjoint analysis for the loyalty program of a convenient store
- * A model for identifying customers most likely to upgrade to the next version of a software package.
- * Positioning model for an Internet information service

For the term project, you can either build a model of your own, or adapt one (or a few) of the models in the course suite to an actual problem. You may choose to work on a project that involves one of the software tools not covered in class. In either case, your presentation must make clear how the model works and how you have used it to arrive at a marketing decision.

The projects will be turned in as follows: During the final sessions of the semester, each group will make a presentation to the entire class on their assigned date, lasting about 30 minutes. During the last class session, you will turn in a copy of all of your slides and two copies of a short report not exceeding 15 pages, double-spaced excluding exhibits.

PEER EVALUATION

To ensure that each group member performs responsibly, 10% of the total grade will be based on a peer evaluation conducted at the end of the semester. Group members will rate each group member, including themselves, on a 10-point scale. The average of these ratings will be the peer evaluation score. For example, if you rate yourself 8, and other members rate you 9, 8 and 9, your peer evaluation will be 8.5. You should be honest and impartial in your evaluations. The instructor reserves the right to correct and/or discard evaluations if they appear to be questionable. Two peer evaluation forms, one each for the project and the homework assignments, are included in your course package. They should be filled out and returned to the instructor after the project presentation.

ABOUT THE INSTRUCTOR

Vijay Mahajan holds the John P. Harbin Centennial Chair in Business at McCombs School of Business, University of Texas at Austin. He has received numerous lifetime achievement awards including the American Marketing Association (AMA) Charles Coolidge Parlin Award for visionary leadership in scientific marketing. The AMA also instituted the Vijay Mahajan Award in 2000 for career contributions to marketing strategy. In 2006, he received the Distinguished Alumnus Award from the Indian Institute of Technology (Kanpur) for his contributions to management research. He served as the dean of the Indian School of Business, Hyderabad, from 2002-2004. He served as the Associate Dean for Research for the McCombs School of Business, University of Texas at Austin, from 1991-1994. He served on the World Economic Forum Global Agenda Council for The Arab World from 2012-2014.

Professor Mahajan is author or editor of thirteen books including his recent 2016 book, *The Rise of Rural Consumers in Developing Countries: Harvesting 3 Billion Aspirations*. These books have been translated into twelve languages. His book, *The 86% Solution*, received the Book-of-the-Year award (Berry-American Marketing Association) in 2007 and *Convergence*

Marketing and Africa Rising were among the finalists for the same award in 2003 and 2010 respectively. Professor Mahajan has been invited by The World Bank, several think tanks and more than 120 universities and research institutions worldwide for research presentations. He has also been the editor of the Journal of Marketing Research. Professor

Mahajan's research has been reported and reviewed in dozens of media outlets in many countries including CBS, BBC, NPR, Wall Street Journal, NY Times, Washington Post, LA Times, Financial Times UK, Economist, Harvard Business Review, Time magazine, Knowledge@Wharton, Fast Company, Shanghai Daily, Ode, Inc., Economic Times India, Indian Management magazine, IndiaNow (India Brand Equity Foundation/Ministry of Commerce and Industry), Livemint (India), Austin-American Statesman, Hindu Business Line, Jeune Afrique France, African Business UK, Gulf News, Asharq Alawsat UK, Chosunilbo South Korea, Absatzwirtschaft Germany, LaPresse Canada, Lactualite Canada, The Island Sri Lanka, Lider Croatia, MS Marketing Srbija Serbia, Management Today UK, Domus Italy, Business Day South Africa, Politiken Denmark, The Nation UAE, and Kitaab Singapore. Professor Mahajan has consulted with various Fortune 500 companies and has delivered executive development programs worldwide. Mahajan received B.Tech in Chemical Engineering from the Indian Institute of Technology at Kanpur, his M.S. in Chemical Engineering and Ph.D in Management from the University of Texas at Austin.

ABOUT THE TEACHING ASSISTANT

Chandra Srivastava is a doctoral student in marketing at the McCombs School of Business, and received BA degrees in economics and history from the University of Texas at Austin. Prior to joining the marketing department, Chandra worked for five years in the primary research division of a consulting firm that specialized in corporate crisis management and corporate reputation management. Chandra's research examines 1) the impact that female representation in the c-suite has on strategic marketing decisions and financial performance, and 2) the impact that social media crises and firm interventions have on firm performance.

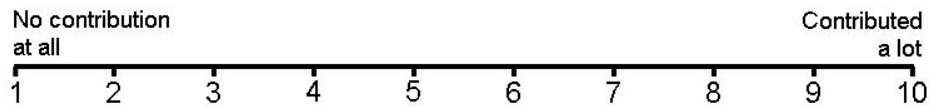
Group # _____

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Peer Evaluation Form for Term Project

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The purpose of this evaluation is to measure the contribution of each member of the group effort in successfully completing the project. Each member will rate the relative contribution of all members in the group on a 10-point scale. The average of these ratings will be the peer evaluation score. For example, if you rate your contribution 8, and other members rate you a 9, 8 and 9, then your peer evaluation will be 8.5. You should be honest and impartial in your evaluations. The instructor reserves the right to correct and/or discard evaluations that are questionable. Please use the scale shown below:



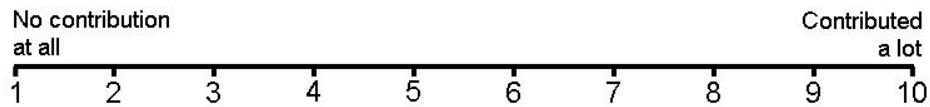
| Enter the name of each group member, yourself first, below | Rate the member's contribution on the 0-10 scale: | Please provide some justification for your score below: |
|--|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Please return this form to Prof. Mahajan's mailbox in the Marketing Department, CBA 7.202

Confidential

Peer Evaluation Form for Group Homework

The purpose of this evaluation is to measure the contribution of each member of the group effort in successfully completing the homeworks. Each member will rate the relative contribution of all members in the group on a 10-point scale. The average of these ratings will be the peer evaluation score. For example, if you rate your contribution 8, and other members rate you a 9, 8 and 9, then your peer evaluation will be 8.5. You should be honest and impartial in your evaluations. The instructor reserves the right to correct and/or discard evaluations that are questionable. Please use the scale shown below:





| Enter the name of each group member, yourself first, below | Rate the member's contribution on the 0-10 scale: | Please provide some justification for your score below: |
|--|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Please return this form to Prof. Mahajan's mailbox in the Marketing Department, CBA 7.202





Class Schedule







Analytical Tools for Marketing Decisions








 = To turn in Homework

 = Indicated group to present same homework

| SESSION | DATE | TOPICS & TOOLS | CASES / READINGS DUE | PRESENTATIONS |
|---------|---------|--|---|---------------|
| 1 | T 1/22 | <ul style="list-style-type: none"> • Intro to Marketing Models • Syllabus Review | <ul style="list-style-type: none"> • Chapter 1,9 | |
| 2 | TH 1/24 | <ul style="list-style-type: none"> • Software Overview • Response Models <ul style="list-style-type: none"> • How does non-linear response affect allocation of resources? | <ul style="list-style-type: none"> • Chapter 1,9 | |
| 3 | T 1/29 | <ul style="list-style-type: none"> • Startup Tutorial for Marketing Engineering Software • Response Models Contd. • Braincell Software • Group Formation | <ul style="list-style-type: none"> • Chapter 1 • Braincell Internet Advertising Case | |
| 4 | TH 1/31 | <ul style="list-style-type: none"> • Braincell Software Contd. | <ul style="list-style-type: none"> • Chapter 1,9 • Braincell Internet Advertising Case | |
| 5 | T 2/5 | <ul style="list-style-type: none"> • Budgeting for Advertising • How does the market respond to advertising? • How should advertising dollars be allocated over time? | <ul style="list-style-type: none"> • Chapter 7 (pp.211-214) • Blue Mountain Coffee Case | |

| | | | | |
|----|---------|---|---|---|
| 6 | TH 2/7 | <ul style="list-style-type: none"> Budgeting for Advertising Contd. ADBUDG Software | <ul style="list-style-type: none"> Chapter 7 (pp.211-214) Blue Mountain Coffee Case | <ul style="list-style-type: none">  Braincell Internet Advertising Case  Group 1 |
| 7 | T 2/12 | <ul style="list-style-type: none"> ADBUDG Software Contd. Segmenting & Targeting How can market segments be identified and distinguished? Which segments offer the highest potential? | <ul style="list-style-type: none"> Chapter 3 Conglomerate Inc.'s new PDA Case | |
| 8 | TH 2/14 | <ul style="list-style-type: none"> Segmenting & Targeting Contd. Cluster Analysis Software | <ul style="list-style-type: none"> Chapter 3 Conglomerate Inc.'s new PDA Case | |
| 9 | T 2/19 | <ul style="list-style-type: none"> Cluster Analysis Software Contd. | <ul style="list-style-type: none"> Conglomerate Inc.'s new PDA Case | <ul style="list-style-type: none">  Blue Mountain Coffee Case  Group 2 |
| 10 | TH 2/21 | <ul style="list-style-type: none"> Product Positioning <ul style="list-style-type: none"> How do consumers perceive the brands in a market? How can a product differentiate itself on a key perceptual dimension? | <ul style="list-style-type: none"> Chapter 4 Infiniti G20 Case | |
| 11 | T 2/26 | <ul style="list-style-type: none"> Product Positioning Contd. Perceptual Mapping Software | <ul style="list-style-type: none"> Chapter 4 Infiniti G20 Case | |

| | | | | |
|----|---------|--|--|--|
| 12 | TH 2/28 | <ul style="list-style-type: none"> • Perceptual Mapping Software Contd. • Product Development/Conjoint Analysis • Which of the available features should a new product include? | <ul style="list-style-type: none"> • Chapter 6 • Forte Executive Inns Case |  PDA Case  Group 3 |
| 13 | T 3/5 | <ul style="list-style-type: none"> • Product Development/Conjoint Analysis Contd. • Conjoint Software | <ul style="list-style-type: none"> • Chapter 6 • Forte Executive Inns Case | |
| 14 | TH 3/7 | <ul style="list-style-type: none"> • Conjoint Software Contd. | <ul style="list-style-type: none"> • Forte Executive Inns Case | |
| 15 | T 3/12 | <ul style="list-style-type: none"> • Project Plan Preparation | | |
| 16 | TH 3/14 | <ul style="list-style-type: none"> • Project Plan Preparation | | |
| 17 | T 3/26 | <ul style="list-style-type: none"> • Customer Value Assessment and Valuing Customers • Customer Value Assessment Software | <ul style="list-style-type: none"> • Chapter 2 • ABB Electric Case | |
| 18 | TH 3/28 | <ul style="list-style-type: none"> • Customer Value Assessment Software Contd. | <ul style="list-style-type: none"> • Chapter 2 • ABB Electric Case |  Infiniti G20 Case  Group 4 |
| 19 | T 4/2 | <ul style="list-style-type: none"> • Salesforce Management • How should salesforce size be determined? • How should the salesforce be allocated to multiple products and distribution channels? | <ul style="list-style-type: none"> • Chapter 7 (pp.214-220) • Syntex Labs Case |  Forte Executive Inns Case  Group 5 |

| | | | | |
|----|---------|---|--|---|
| 20 | TH 4/4 | <ul style="list-style-type: none"> • Salesforce Management Contd. • Sales Resource Allocation (Syngen Software) | <ul style="list-style-type: none"> • Chapter 7 (pp.214-220) • Syntex Labs Case |  Project Plan Due |
| 21 | T 4/9 | <ul style="list-style-type: none"> • Syngen Software Contd. • New Product Forecasting | <ul style="list-style-type: none"> • Chapter 5 • OfficeStar Ink Cartridge Case |  ABB Electric Case  Group 6 |
| 22 | TH 4/11 | <ul style="list-style-type: none"> • New Product Forecasting Contd. • Trial-Repeat Software | <ul style="list-style-type: none"> • Chapter 5 • OfficeStar Ink Cartridge Case | |
| 23 | T 4/16 | <ul style="list-style-type: none"> • Trial-Repeat Software Contd | |  Syntex Labs Case  Group 7 |
| 24 | TH 4/18 | <ul style="list-style-type: none"> • Group Project Preparation | | |
| 25 | T 4/23 | <ul style="list-style-type: none"> • Trial-Repeat Case | |  Office Star Case  Group 8 |
| 26 | TH 4/25 | <ul style="list-style-type: none"> • Presentations (Groups 1 and 2) | | |
| 27 | T 4/30 | <ul style="list-style-type: none"> • Presentations (Groups 3 and 4) | | |
| 28 | TH 5/2 | <ul style="list-style-type: none"> • Presentations (Groups 5 and 6) | | |
| 29 | T 5/7 | <ul style="list-style-type: none"> • Presentations (Groups 7 and 8) | | |
| 30 | TH 5/9 | <ul style="list-style-type: none"> • Wrap up • Project report, submission and discussion | | |

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Insert specific guidance you have here. For example:

As specific guidance for this course, you should consider the *writing* of all examinations to be an individual effort. Group *preparation* for examinations is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer and not cut and paste the work of others.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the [Student Services Building](#). [Information on how to register](#), [downloadable forms](#), including [guidelines for documentation](#), accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via [e-mail](#) if you have any questions.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the

Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups

or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, Institutional Rules on Student Services and Activities](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;

- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—[unauthorized collaboration](#), [plagiarism](#), and [multiple submissions](#)—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see [Section 11-802](#), *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections [11-802\(c\)\(6\)](#) & [11-802\(e\)](#), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you and/or another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent *as your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See [Section 11-802\(d\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on [paraphrasing](#).)

Plagiarism can be committed intentionally *or* unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on [paraphrasing](#); [notetaking and proofreading](#); and [acknowledging and citing sources](#).)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on [paraphrasing](#).)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

[Plagiarism](#) and [unauthorized collaboration](#) are often committed jointly.

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See [Section 11-802\(b\)](#) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of [plagiarism](#): all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.