

GENERAL FACULTY MEETING AGENDA | TUESDAY, MARCH 12, 2019 | 1:00PM | HOUGH 120

1. The Minutes for the November 15, 2018 General Faculty Meeting is presented for approval by the faculty.
2. Other Business
3. Dean's Report

GRADUATE FACULTY MEETING AGENDA | TUESDAY, MARCH 12, 2019 | 1:00PM | HOUGH 120 (*Immediately following the General Faculty Meeting*)

1. The Minutes for the November 15, 2018 Graduate Faculty Meeting is presented for approval by the faculty.
2. The Specialized Masters Committee voted to approve the following items and is presenting these to the faculty for approval. Documentation for each is attached.

MAR6xxx Consumer and Managerial Decision Making (2credit) – **New Course**

MAR6xxx Professional Selling (2credit) – **New Course**

MAR5806 Problems and Methods in Marketing Management (2credit) – **Elimination of prerequisites**

3. The MBA Committee voted to approve the following items and is presenting these to the faculty for approval. Documentation for each is attached.

MAR6xxx Brand Management (3 credit) - **New Course**

MAR6xxx Consumer and Managerial Decision Making (3credit) – **New Course**

MAR5805 Problems and Methods in Marketing Management (3credit) – **Elimination of two prerequisite courses**

MAR6507 Customer Insights and Analysis (3credit) – **New Course**

MAR6832 Product Development (3credit) – **New Course**

4. Other Business
5. Dean's Report

GENERAL FACULTY MEETING MINUTES | THURSDAY, NOVEMBER 15, 2018 | 3:00PM | HOUGH 120

1. A motion was made to approve the Minutes for the October 22, 2018 General Faculty Meeting. The motion was seconded, and the faculty voted to approve the minutes as presented.
2. Other Business - none
3. Dean's Report – none

A motion was made to adjourn the general faculty meeting. The motion was seconded and the meeting adjourned.

GRADUATE FACULTY MEETING MINUTES | THURSDAY, NOVEMBER 15, 2018 | 3:00PM | HOUGH 120
(Immediately following the General Faculty Meeting)

1. A motion was made to approve the Minutes for the October 22, 2018 Graduate Faculty Meeting. The motion was seconded, and the faculty voted to approve the minutes as presented.
2. The Specialized Masters Committee voted to approve the following items and presented these to the faculty for approval. A motion was made to approve the following. The motion was seconded, and the faculty voted to approve the following as presented.

REE 6058 Real Estate Research Technology

- Credit Hours - REE 6058 - Change in Credit hours from two to one credit
- Prerequisites – Change from: Master of Science-Real Estate or MBA students
- Change to: Master of Science-Real Estate or MBA students; REE 6045

REE 6315 Real Estate Market Transaction Analysis

- Prerequisites – Change from: Master of Science-Real Estate or MBA students
- Change to: Master of Science-Real Estate or MBA students; REE 6045

3. Other Business - none
4. Dean's Report – none

A motion was made to adjourn the graduate faculty meeting. The motion was seconded and the meeting adjourned.

Course|New for request 13472

Info

Request: MAR6xxx

Description of request: New course approval

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 1:11:47 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Consumer and Managerial Decision-Making

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Mgrial Decisions

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Off-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
None

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
4

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
In this class we explore what constitutes high-quality decision making, how managers and consumers may fall short of these standards in predictable ways, and some ways that your decision making can be systematically improved.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None.

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This will be a key elective in the MBA and specialized master's programs.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Students will learn to identify key principles of good decision making, and to know of situations in which they and others may systematically fall short of these principles. Students will be able to apply these concepts and tools in managerial and consumer contexts.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Kahneman, D. (2011). Thinking, Fast and Slow. ISBN: 0374275637
Thaler, R. (2015). Misbehaving: The Making of Behavioral Economics. ISBN: 039335279X

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Course Introduction; Normative/descriptive/prescriptive approaches to decision making
Judgmental heuristics
Week 2: Normative and descriptive analyses of prediction
Normative and descriptive analyses of probability judgment; Bayes Rule
Week 3: Overconfidence in judgment
Reducing overconfidence
Week 4: Decision making under risk and uncertainty
Expected value as a decision rule: strengths and limitations
Week 5: Expected utility as a normative decision rule
Prospect theory as a descriptive decision model
Week 6: Framing and reference-dependence in decision making
Mental accounting
Week 7: Comparisons and context effects in choice

Links and Policies

*Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.
Please see: syllabus.ufl.edu for more information*

Response:

Academic Integrity. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Information on current UF grading policies for assigning grade points.
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Campus Resources. U Matter, We Care: If you or others are in distress, please contact umatter@ufl.edu or 352 392- 1575. You can also contact the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

Academic Resources. E-learning technical support, 352-392-4357 (select option 2) or e-mail Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Course grade is based on:

| | |
|---|-----|
| Class participation (including discussion board posts): | 30% |
| Short quizzes and take-home assignments: | 25% |
| Final exam: | 45% |

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Lyle Brenner, PhD

MAR 6930: Consumer and Managerial Decision Making

University of Florida, Fall 2018, Mod 1 (2 credits)

Instructor: Lyle Brenner E-mail: lyle.brenner@warrington.ufl.edu
Office: 267E Stuzin Hall Phone: 352-273-3272
Office Hours: Wed 2:00-4:00, or by appointment
Website: Access thru E-learning, start at <http://elearning.ufl.edu>

Class Meetings:

Section 31BA Tues & Thurs, periods 3-4 (9:35-11:30) Hough 250

Course Readings:

Kahneman, D. (2011). *Thinking, Fast and Slow*. ISBN: 0374275637
Thaler, R. (2015). *Misbehaving: The Making of Behavioral Economics*. ISBN: 039335279X

A printable file of most (~90%) course slides will be available in advance on the course Canvas site. All complete slides from each class will be posted on the Elearning site after each class.

Course Objectives

In this class we will explore what constitutes high-quality decision making, how managers and consumers may fall short of these standards in predictable ways, and some ways that your decision making can be systematically improved. I hope to provide you with an opportunity to change the way you think about decisions in general, and also diagnose potential shortcomings in your own decision-making. The goal is to improve the decisions you make in both your professional and personal life.

Main issues

The study of decision making has been transformed over the past several decades by increasing recognition of the ways in which people deviate in predictable ways from traditional assumptions of rationality. For instance, people have limited willpower and self-control, and are subject to biases in how they perceive, process, and integrate information. Preferences are not as stable or consistent as generally assumed, and are affected by arbitrary variations in description, measurement method, and context. These limitations lead to systematic biases in people's judgments and choices. This course aims to provide an overview of recent insights about decision-making from the fields of psychology, behavioral economics, marketing, and organizational behavior. We hope to understand the predictable decision and judgment quirks that people exhibit in consumer, organizational, and personal domains.

As we will discuss, these topics have both descriptive and prescriptive implications. Better understanding how people make decisions has obvious benefits for predicting consumer choices in the marketplace and behavior in organizations. There are also potential benefits for avoiding common decision errors and improving your own and others' decision making.

Course Schedule

| Date | Topics / Assignments | Readings |
|------------------------|---|---|
| Week 1 (Aug 20, 22) | Intro; Perspectives on Decision Making Prediction & Probability Judgment I | Kahneman Ch 1; Thaler Ch 1 Kahneman Ch 7-12, 17-18; Thaler Ch 29 |
| Week 2 (Aug 27, 29) | Prediction & Probability Judgment II Prediction & Probability Judgment III | Kahneman Appendix A Kahneman Ch 14-15 |
| Week 3 (Sep 5) | <i>Labor Day Holiday on Sep 3</i> Confidence I | Kahneman Ch 19-20 |
| Week 4 (Sep 10, 12) | Confidence II Risk & Uncertainty I | Kahneman Ch 21-24 Kahneman Ch 25-26 |
| Week 5 (Sep 17, 19) | Risk & Uncertainty II Risk & Uncertainty III | Kahneman Ch 29-31; Thaler Ch 4 Thaler Ch 10, 20; Uber reading |
| Week 6 (Sep 24, 26) | Framing & Mental Accounting I Framing & Mental Accounting II | Kahneman Ch 27-28, Thaler Ch 6-9 Thaler Ch 2, 13, 14, 16, 27 |
| Week 7 (Oct 1, 3) | Comparisons & Context Effects *EXAM on Oct 3 | Kahneman Ch 33-34 |

Course Requirements

1. Class Participation & Reading Reactions (30%)

I want you to give thoughtful contributions and examples, and ask questions. This participation grade will be based on the quality, not the sheer quantity, of your in-class contributions.

A second component of the participation grade will be based on "Reading Reactions" (RRs). These consist of short comments or questions on topics from the assigned readings. The purpose is to encourage thoughtful reading, and also to generate discussion topics for class. Reading Reactions are to be submitted through the course discussion board. You get to choose what you'd like to discuss (or ask) in your RRs. A thoughtful response to someone else's RR is also perfectly reasonable.

You should complete **at least 2** Reading Reactions throughout the entire course. Last day to post is December 4. It is preferable that you post your RRs *before* the class that deals with the relevant readings, so I have time to read them and a better opportunity to address them in class.

There may also be a few brief in-class exercises/activities that will contribute to this portion of the grade.

2. Quizzes (25%)

We will have a few at-home quizzes about course topics and readings.

3. Final Exam (45%)

The final exam (in class on October 3) will be a delightful, old-fashioned, straightforward, comprehensive closed-book exam that will test your understanding of basic concepts from class and the readings.

Other Policies and Comments

Academic Integrity. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

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Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Information on current UF grading policies for assigning grade points.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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Academic Resources. E-learning technical support, 352-392-4357 (select option 2) or e-mail Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Lateness, phones, computers, and general etiquette. Being late to class or letting your phone ring during class are disruptions that are a nuisance to everyone, but are easily avoided. Please be on time, and during class, please suspend use of any device (e.g., phones and computers) that may be disruptive or distracting to the class (including yourself and the instructor).

Course|New for request 13467

Info

Request: MAR6XXX

Description of request: New course approval

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 11:26:46 AM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Professional Selling

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Professional Selling

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Off-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
There is no co-listing. The form isn't working properly.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
4

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
This is a basic survey course in professional selling. It is designed to teach future business leaders the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None.

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course will be a key elective in our MBA and specialized master's programs. The demand for a course in selling has increased among both graduate students and prospective employers at the graduate level.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
The objectives of this course are to:

1. Provide a comprehensive understanding of the role of the sales function in business ventures.
2. Create an appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Learn basic professional selling skills that will fuel business growth.
4. Develop an understanding of the key stages of the customer interaction.
5. Understand tactical methods for prospecting, identifying customer needs, handling objections, closing, following up and creating partnership relationships.
6. Discuss ethical considerations in the sales role.
7. Study and understand various approaches used by successful salespeople.
8. Learn to use role plays as a tool for mastering sales techniques.
9. Demonstrate the skills necessary to plan and execute a professional sales call.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Electronic SmartBook/LearnSmart Version of Castleberry, S.B. and Tanner, J.F. (2014), Selling: Building Partnerships, 9th Edition, McGraw-Hill Publishing.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Weekly Schedule of Topics (8 Week Module)

1. INTRODUCTION; THE BUSINESS SALES FUNCTION;
2. BUYER BEHAVIOR; ADAPTIVE SELLING
3. THE SELLING PROCESS - Preparation, Rapport, Trust

4. THE SELLING PROCESS - Needs Analysis, Needs Satisfaction, F&Bs
5. THE SELLING PROCESS - Handling Objections, Closing, Negotiating
6. BUILDING L-T PARTNERSHIPS; TERRITORY MANAGEMENT; SALES CAREERS
7. SALES SIMULATIONS (Role Plays); GROUP PROJECT PRESENTATIONS
8. PUTTING IT ALL TOGETHER – Comprehensive Review, Guest Speakers

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

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Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Grading Scale

The grading scale will be as follows, based upon the points attainable described below. The Professor reserves the right to adjust ("curve") the grading scale to obtain a proper stratification of

performance. Information on current UF grading policies can be found at:
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| Grade | GPA | Score | Grade | GPA | Score |
|-------|------|----------------|-------|------|-----------------|
| A | 4.00 | 93.0% or above | C+ | 2.33 | 77.0-79.9 |
| A- | 3.67 | 90.0-92.9% | C | 2.00 | 73.0-76.9% |
| B+ | 3.33 | 87.0-89.9% | C- | 1.67 | 70.0-72.9% |
| B | 3.00 | 83.0-86.9% | D | 1.00 | 60.0-69.9% |
| B- | 2.67 | 80.0-82.9% | E | 0.00 | Less than 60.0% |

Late or Missed Assignments

Since this is a class on Professional Selling, you are expected to act like a “professional.” This means doing what you say you will do when you say you will do it. It means meeting the standards of your employer and being trusted by your teammates. It means being prepared, punctual, reliable and meeting the needs of your customers. If you miss a job interview or show up late, it would be highly unlikely that you would get the job. If you are late or miss a sales appointment, the customer would be unlikely to view you favorably. It is unlikely that they would buy more from you the next time (i.e. there would be no extra credit). Accordingly, late or missed assignments here will not be given full credit. Although not a firm rule, as a guideline you can assume that if you submit an assignment up to a day late, you will be penalized 10-20%. If you submit it up to a week late, you will be penalized 20-50%. Beyond a week late will be penalized much more severely. If you miss a team assignment (skills simulation quizzes/role plays) or a quiz/exam without advanced WRITTEN notice accompanied by sufficient and acceptable documentation, you will receive a 0. You should assume that there will not be opportunities for extra credit.

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Instructor(s)

Enter the name of the planned instructor or instructors, or “to be determined” if instructors are not yet identified.

Response:

Steven Tufts, MBA, DBA

Course: MAR6930 Professional Selling; Spring 2019 Mod 3; Section: 041C
Place & Time: Stuzin 103; MW 3-4, 9:35 - 11:30am
Professor: Dr. Steven D. Tufts; Email: steve.tufts@warrington.ufl.edu
Office: Stuzin 100D in the Retail Center
Office Hours: TR 12:00-3:00pm BY APPOINTMENT ONLY (VIA EMAIL)

COURSE DESCRIPTION

This is a basic survey course in professional selling. It is designed to teach future business leaders the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management.

PREREQUISITE KNOWLEDGE AND SKILLS

It is assumed that you have completed introductory business courses and have a working knowledge marketing and business principles.

PURPOSE OF THE COURSE

The primary purpose of this course is to teach tangible sales skills that will be applicable in a leadership role. Sales growth is at the heart of business success and therefore any business venture is dependent upon successful salespeople and strategic selling strategies. Additionally, selling skills are invaluable in a wider range of contexts, whether it be in a job search, selling your own ideas, or simply being more persuasive in personal interactions. Therefore, a secondary purpose of this course is to teach selling skills that will be useful across this wider range of applications.

COURSE OBJECTIVES:

The objectives of this course are to:

1. Provide a comprehensive understanding of the role of the sales function in business ventures.
2. Create an appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Learn basic professional selling skills that will fuel business growth.
4. Develop an understanding of the key stages of the customer interaction.
5. Understand tactical methods for prospecting, identifying customer needs, handling objections, closing, following up and creating partnership relationships.
6. Discuss ethical considerations in the sales role.
7. Study and understand various approaches used by successful salespeople.
8. Learn to use role plays as a tool for mastering sales techniques.
9. Demonstrate the skills necessary to plan and execute a professional sales call.

COURSE REQUIREMENTS:

Sales is an interactive process. You must be present to gain the full benefit of the class. If you are absent, there is a high probability that you will miss critical information that will be included on the quizzes and exams and therefore reflected in your final grade. Moreover, if you do not attend regularly there is a higher probability of business failure later in your career. Therefore, attendance is required unless there is an approved absence granted in writing (via email) in advance. All assigned reading should be completed prior to class. Assignments are due as noted in the Assignment Description and Course Schedule sections of this Syllabus. Quizzes and exams will cover everything that is assigned reading or spoken in class by faculty, students or guests.

"Nothing happens until somebody sells something."

-Thomas J. Watson, among others

TEACHING PHILOSOPHY

If things go as expected, you will likely graduate from one of the best universities in the country with a degree that will help you achieve your career and life goals. By encouraging you to perform at the highest possible level, I am improving the probability that you will become one of UF's high achieving alumni. Additionally, I am preserving the stellar reputation of the University of Florida and the Warrington College of Business, thereby increasing the value of your degree. Being a proud UF Alumni myself, anything less is unacceptable.

High achievers are typically committed to a lifetime of continual learning. My teaching philosophy is that if you plan to be a high achiever in life, learning is YOUR choice, YOUR responsibility and a critical component of YOUR future success. My role in your learning is to provide the content as well as challenge you through relevant exercises and insightful discussion of real-life issues. Meaningful and relevant content will allow you to learn and improve your skills. Regular exercises will assist you in the learning process and move you toward mastery of key knowledge and skills. Challenging and insightful discussion of real world issues will teach you how to think and help you gain a sense of the reality of the business sales role. The rest will be up to you. Either way, the quality of your effort, the thoroughness of your study and the depth of your learning will likely be reflected in your grade.

Quizzes will be closed book and will cover everything that is assigned reading or spoken in lectures by either faculty or featured guests. The quizzes are not designed to be unreasonably difficult but rather to test your level of effort as well as your mastery of the selling concepts that were covered in the class. Mastery is usually accomplished by a combination of preparation, participation, repetition and feedback. If you complete the assignments and participate cheerfully, energetically and thoughtfully, you will begin the process of mastering the business selling function and should have little difficulty with the assignments or the quizzes.

A Note about Effort and Honor

Obviously with today's technology, it may be difficult to determine your level of individual effort. I will not truly know whether or not you completed your assignments on your own, in collaboration with another student or through some innovative use of technology. Although I encourage collaboration during the learning process, I will assume that all submitted assignments will be a result of your own original work and not the work of another person. How you perform here will be an indicator of how you will perform later in a real-world situation. If you cut corners or act dishonestly here, you will have a higher likelihood of substandard performance later. If you work hard here, you will likely be a high performer later. Either way, you will be discovered eventually and rewarded accordingly. I sincerely hope that you will be honorable, expend sufficient effort to earn the grade you desire, and submit only your own original work. In exchange, I wish you all the best in your future endeavors.

The UF Academic Honor System

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work, please read the policies about academic honesty and if needed, ask for clarification of its expectations (<http://www.dso.ufl.edu/judicial>).

REQUIRED TEXTBOOK AND OTHER ITEMS

Electronic SmartBook/LearnSmart Version of Castleberry, S.B. and Tanner, J.F. (2014), *Selling: Building Partnerships, 9th Edition*, McGraw-Hill Publishing.

Students will also need a laptop computer with a camera and access to Canvas, Zoom, Skype, Word, Excel, PowerPoint or equivalent plus interactive software to be determined.

ASSURANCE OF LEARNING OBJECTIVES

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped onto MAR4933:

Goal 1: Demonstrate competency in and across business disciplines.

1A. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, and business statistics.

Goal 2: Apply appropriate problem-solving and decision-making skills.

2A. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.

2B. assess the outcomes of a course of action and make appropriate adjustments.

Goal 3: Possess effective communications skills.

3B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Goal 4: Appreciate the ethical and legal aspects of business.

4A. Define and explain legal, ethical, and social responsibilities of organizations.

ADDITIONAL INFORMATION AND RESOURCES

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Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military

obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused. You may be required to provide documentation, including review of your absence by the Dean of Students office, in order to be allowed to make-up work. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

You cannot attend classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors. If you do not attend at least one of the first two class meetings of the course, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.

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DISCLAIMER - RIGHT TO MAKE CHANGES

This syllabus, as well as the assignments herein, represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity and/or accommodate scheduling conflicts. All changes will be communicated in writing via Canvas. Assignments and announcements will be posted on Canvas. If there is conflicting information between Canvas and this Syllabus, please follow the instructions on Canvas as it should reflect the most recent scheduling.

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PERFORMANCE EXPECTATIONS AND GRADING

As a WCB student, and one nearing graduation, the expectation is that you will perform at a high level. Your work should reflect both effort and quality that is befitting of a soon-to-be WCB graduate.

Following are a few specifics that broadly define the performance expectations for this class:

- Stay current on all lectures and assignments. Late submissions will not receive full credit.
- Read the assigned reading material. Although most of what you will need to know is covered in lectures, the assigned reading provides a deeper understanding of the lecture material.
- All written work should reflect a professional appearance, proper grammar and an absence of spelling or typographical errors. A portion of the points related to each assignment will be awarded based upon the quality of the submitted document in these areas.
- Although class attendance is not mandatory, it has been observed in previous semesters that class attendance is positively correlated with performance. The more you actively participate, the more you will learn thus creating a higher probability of acceptable grades.
- We may have guest speakers. They are active and successful entrepreneurs, salespeople and sales managers who are donating their time to enhance your education. Out of respect for their effort, you are expected to make it a priority to attend class on these days.
- The class is very interactive and participative. As such, you are encouraged to participate in discussions, speak your mind, share your thoughts, and laugh and learn from your mistakes as well as from each other.

Grading Scale

The grading scale will be as follows, based upon the points attainable described below. The Professor reserves the right to adjust (“curve”) the grading scale to obtain a proper stratification of performance. Information on current UF grading policies can be found at:

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|--------------|------------|----------------|--------------|------------|-----------------|
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ASSIGNMENTS AND CLASS SCHEDULE: There are a total of 200 points to be earned throughout the course. Your grade will be determined based upon the following point assignment weightings:

| | |
|---------------------------------|---------------------------|
| Individual Papers (2) | 30 points |
| Group Project | 20 points |
| Role Plays/ Class Participation | 25 points |
| Exercises | 25 points or less |
| Quizzes (2 @ 25 points each) | <u>50 points</u> |
| TOTAL | 150 points or less (100%) |

Individual Papers (2)

Individual Paper 1: Your “Dream Job” (15 points)

Assume that you received an offer to enter the Leadership Development Program of an incredible company. Your first assignment is to become a Territory Sales Representative for one of their largest products. Pick the company from the Fortune 500 and pick a known product from that company. The firm must require a REAL face-to-face sales function rather than selling to “walk-in” business. This eliminates businesses such as restaurants, boutiques, bars, etc. It also eliminates pure internet sales. I also want to discourage you from picking a high demand (easy sell) item such as an iPhone. Throughout this term, you are going to learn how to sell this product for this company. For this paper, describe the company and product that you will be selling. Your paper should be 1500 words or less, Times New Roman, 12 font, single spaced. Be prepared to share.

- Describe the company, products and markets. What makes it special?
- Describe the customer to whom you will be speaking and the buying/selling process.
- Describe any after-sale follow up processes, i.e. the logistics of delivering the product, the support systems required, any after-sale supplies, service contracts, financing required, payment terms, and anything else that the customers will be interested in.
- Note that part of the grade will be the quality of the writing, organization, grammar, appearance, etc.

Individual Paper 2: Business Selling Analysis – DUE July 10 at 8am (15 points)

For the second paper, you will conduct a comprehensive study of a firm including an interview with a member of their sales leadership team. The leader cannot be a direct family member nor can it be someone that is or was your employer. Your objective is to learn how the sales role evolved as the firm grew. Your paper should not exceed 2000 words, Times New Roman, 12 font, single spaced. Be prepared to discuss it in class. Your paper should cover the following information:

- Briefly describe the company, its markets, products and history.
- Briefly describe the business leader’s background and current role.
- Briefly describe the marketing strategy for the company.
- Describe the selling function:
 - How did it work in the early stages of the firm? What was the founder’s involvement in the sales function when the firm was launched?
 - How does it function now? Compensation? Management? Systems? Hiring? Training?
 - What changes are anticipated in the sales function over the next 3-5 years?
- Critique the evolution of the sales function. What would the leader do differently during the early stages of the firm? What mistakes were made?
- Conclusions: Give 2-3 things about the sales role that you believe contributed to the success of the firm. Give 2-3 things that you learned that surprised you.

Group Project: Business Firm Analysis – PowerPoint Slides DUE July 30 at 11pm (20 points)

Working in groups of 3-4 people, select an business firm that has been highlighted in the past 2 years in one of the national magazines such as *Inc.*, *Success*, *Business leader*, *Forbes*, *Fortune* or equivalent. The firm should NOT be a retail establishment, restaurant or any other firm that relies on walk-in customers. Pick a firm with a real sales function. Through independent research (i.e. NOT exclusively from the magazine article) perform an analysis of their sales strategy. Submit a PowerPoint presentation of no more than 8 slides. Briefly describe the firm’s history, products, markets, and people. Describe and assess their current sales organization and sales strategy relative to their company’s overall strategy. Make suggestions about how they might improve their results and why. Elect 1 person from your group to present your findings within a 10-minute time limit. You will all receive the same grade based upon the analysis and the presentation.

Sales Simulations and Class Participation (25 points)

Learning to be an effective salesperson is best accomplished through an interactive and participative process. Throughout the term, you will be asked to develop your selling skills through sales simulatons/role plays with other students. Your grade will be determined based upon your mastery of the skills being learned and the quality of your feedback to and from your simulation/role play partners.

Additionally, you are expected to cheerfully and energetically participate in daily classroom discussions. Participate in class as if you are in a networking group from which you expect to someday generate sales for your firm. Accordingly, your grade will NOT be based upon the *quantity* of your contributions but rather on the *quality* of your commentary, the *thinking* behind it and the *reception* of your classmates.

Exercises (Varying point assignments, 25 points total)

Learning to be an effective salesperson is best accomplished through an interactive and participative process. Students will be asked to demonstrate mastery through a series of brief participative exercises designed to reinforce the material covered in class and/or in the assigned reading.

You will be utilizing McGraw-Hill Connect for a portion of your coursework. MH Connect contains the ebook with the Smartbook/LearnSmart application, an adaptive learning technology that can help you assess your progress in mastering the principles covered in the lectures and reading. A brief LearnSmart Reading Exercise module has been assigned for each Chapter. Each completed chapter is worth 1-3 points of your Exercises and Participation grade.

You must access Connect via the MH Campus button located directly on the Module page in the Canvas Site. There is a dedicated service line available to you if you have any questions regarding Connect. The number is 1- 800-331-5094. You may also access the Customer Experience Group online at <http://mpss.mhhe.com/>. They are available via email as well as interactive chat. **YOU WILL NEED TO DIRECT ALL TECHNICAL CONCERNS TO THE CUSTOMER EXPERIENCE GROUP – NO EXCEPTIONS.** You will receive a case number for all inquiries that you will need to maintain if you need to follow up further.

Quizzes (2 Quizzes @ 25 points each)

There will be two quizzes during the term, weighted 25 points each. They will be closed book, multiple choice, and administered during regularly scheduled class time. They will be designed to test your mastery of all material covered to date whether included in the reading or spoken in class by the instructor, guest speakers or classmates. Please know in advance that if you ask “Will this be on the quiz?” the answer is going to be “Yes, it might be.”

*“Nothing happens until somebody sells something.”
-Thomas J. Watson, among others*

COURSE SCHEDULE – Rev 110818 (PLEASE NOTE: If there is conflicting information between Canvas and this Schedule, please follow the instructions on Canvas as it should reflect the most recent scheduling.)

| Week | Class | Date | In-Class Activity/Topics/Assignments | Due/Deliverable |
|-------------|--------------|-------------|---|---|
| 1 | 1 | 1/7 | INTRODUCTION Discussion: Introduction, Bios, Syllabus, Goals | Your Full Attention |
| 1 | 2 | 1/9 | THE BUSINESS SALES FUNCTION Read: CT-Ch. 1, 2, 6 | Bio |
| 2 | 3 | 1/14 | BUYER BEHAVIOR, ADAPTIVE SELLING Read: CT-Ch. 3 | DISC Profile |
| 2 | 4 | 1/16 | ADAPTIVE SELLING (cont'd) Read: CT – Ch. 4, 5 | DISC Profile |
| 3 | 5 | 1/21 | HOLIDAY – No Class | |
| 3 | 6 | 1/23 | THE SELLING PROCESS - Preparation, Rapport, Trust Read: CT – Ch. 7, 9 | Paper #1 Due |
| 4 | 7 | 1/28 | THE SELLING PROCESS - Needs Analysis Read: CT- Ch. 8 Optional Guest Speakers: TBA | Group Project - Groups and Company Name |
| 4 | 8 | 1/30 | THE SELLING PROCESS – Needs Satisfaction, F&Bs Read: CT Ch. 8 | |
| 5 | 9 | 2/4 | THE SELLING PROCESS - Handling Objections Read: CT – Ch. 10 | Quiz 1 |
| 5 | 10 | 2/6 | THE SELLING PROCESS - Closing, Negotiating Read: CT – Ch. 11, 12 | |
| 6 | 11 | 2/11 | BUILDING PARTNERSHIPS Read: CT – Ch. 13, 14 | Paper #2 |
| 6 | 12 | 2/13 | TERRITORY MANAGEMENT Read: CT- Ch 15,16,17 | |
| 7 | 13 | 2/18 | SALES SIMULATIONS | Call Plan |
| 7 | 14 | 2/20 | GROUP PROJECT PRESENTATIONS | PPT Slides |
| 8 | 15 | 2/25 | MAKE-UP DAY; Optional Guest Speaker – TBA | |
| 8 | 16 | 2/27 | PUTTING IT ALL TOGETHER- Comprehensive Review | Quiz #2 |

DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

These assignments and the course schedule represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity. Quiz dates will not be subject to change except in the case of extreme emergencies. Changes to other exercises or assignments are not unusual, should be expected and will be communicated in writing via Canvas announcements.

Course|Modify for request 13426

Info

Request: MAR5806 Problems and Methods in Marketing Management

Description of request: Elimination of prerequisites.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 12/17/2018 4:19:17 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

5

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

806

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the current title of the course as it appears in the Academic Catalog.

Response:

Problems and Methods in Marketing Management

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Maximum Repeatable Credits

Enter the maximum credits a student may accrue by repeating this course.

Response:

2

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

No

Change Prerequisites?

Response:

Yes

Current Prerequisites

Response:

ACG5065, QMB5305

Proposed Prerequisites

Response:

None.

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

As the curriculum has evolved over time, the prereq courses are no longer regarded as essential for successful delivery of this course. In addition, with multiple specialized master's programs that begin in different semesters, it is very difficult to schedule this course relative to the scheduling of the prereqs.

Course|New for request 13348

Info

Request: Brand Management

Description of request: This is a request for a new course.

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 11:22:52 AM

Form version: 4

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

336

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Brand Management

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Brand Management

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online, On-Campus, Off-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
NA

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
6

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
Focus on product and brand management decisions needed to build, measure, and manage brand equity. Both conceptual frameworks and financial metrics are emphasized.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
MAR 5805 or MAR 5806 or equivalent

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Keller, Kevin Lane, "Understanding brands, branding, and brand equity," Interactive Marketing, 2003
Keller, Kevin Lane, "Designing and Implementing Brand Architecture Strategies, Journal of Brand Management, 2015
Keller, Kevin Lane, "Unlocking the Power of Integrated Marketing Communications: How Integrated is Your IMC Program?" Journal of Advertising, 2016
Wansink, Brian, "Using laddering to understand and leverage a brand's equity," Qualitative Market Research: An International Journal, 2003

Cases

Black & Decker Corporation (A) (9-595-057)*
Saxonville Sausage Company (2085)*
Dove: Evolution of a Brand (9-508-047)*
Mountain Man Brewing Company (2069)*
Rosewood Hotels & Resorts (2087)*
Under Armour's Willful Digital Moves (UV7147)*

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Each topic is two weeks. See syllabus for details:

Strategic brand management
Brand positioning and architecture
Services branding
Brand audit--Voice of the Firm
Integrated marketing communications
Brand extension
Brand relationships and communities
Brand audit--voice of the customer
Special issues in branding

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

HELP RESOURCES

For issues with technical difficulties with the e-Learning system, please contact the UF Help Desk at:

- 1) Email: Learning-support@ufl.edu
- 2) (352) 392-HELP - select option 2; or
- 3) <https://kb.helpdesk.ufl.edu/FAQs/E-Learning>

Students with Disabilities: Students needing academic accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide a letter listing necessary accommodations to the student, who must then provide this documentation to the instructor when requesting accommodations. For further information, visit <http://www.dso.ufl.edu/drc/>.

Academic Integrity: UF students are bound by The Honor Pledge which states, "We, the members

of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Your well-being is important to me and to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Your course grade will be based on the following (1000 Points Total):

Two individual assignments based on cases – 150 points each (300 points total)

Brand Inventory Report – 150 points

Brand Exploratory/Strategy Report – 250 points

Individual participation in discussions – 50 points

In-Class Final Exam – 250 points

Percentages will be converted into letter grades as follows:

> 95 > 90 > 87 > 83 > 80 > 77 > 73 > 70 > 67 > 63 > 60 < 60

A A- B+ B B- C+ C C- D+ D D- E

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Richard Lutz

BRAND MANAGEMENT

MAR 6930 - BRAND MANAGEMENT

FALL 2018

Instructor: Richard J. Lutz

JC Penney Professor of Marketing

richard.lutz@warrington.ufl.edu

(352) 273-3273 / FAX (352) 846-0457

267A Stuzin Hall

COURSE OVERVIEW AND OBJECTIVES

This course is devoted to the management of brand equity, i.e., the value of the brand to the organization. Specific topics to be covered include defining and measuring brand equity, branding a service, internet branding issues, brand positioning, building and leveraging a brand, strategic brand management, and brand extension. *Brand management* has traditionally been associated with consumer products and services markets, though there is increasing interest in branding by firms that operate in industrial markets. The brand manager's key focus is developing and building the brand itself, which may extend across multiple product categories. The course is designed for both marketing specialists and generalists. It exposes students to the contemporary challenges faced by a broad variety of firms in creating, maintaining, and managing brand equity over both the short and long term. The settings of the cases used in the course are quite diverse in terms of the sizes of the organizations involved and the types of markets they serve. The course is therefore not only relevant to students whose interests are in brand management, but also those interested in general marketing management.

COURSE MATERIALS

1. Business Cases
2. Selected Readings
3. Lecture Notes

COURSE FORMAT/CLASS CONDUCT

Learning in this course will be achieved through a mix of lectures, brand audits, individual and team assignments, and discussion of business case studies. Students are expected to actively participate in case study and related discussions. Thus, timely preparation of readings, case analyses and homework assignments is required. The issues discussed in the course typically require both qualitative and quantitative analyses (e.g., economic cost-benefit, financial and market research data analyses).

ASSIGNMENTS/STUDENT TASKS

1. Readings and Video Lectures

Students are expected to complete all assigned readings and view all assigned lectures by the scheduled dates.

2. Case Analyses and Discussions

Several cases will be discussed during the course. Each case discussion will be open for a 10-day period. The titles of these cases and dates when they will be discussed are indicated in the schedule. You are expected to read and analyze assigned cases carefully and be prepared to discuss them during the assigned dates. In your preparation of a case, you should confine yourself to the information provided in the case, as well as the time frame of the case. It is not necessary, or even desirable, to consult outside sources such as the World Wide Web. To assist you in your preparation, “discussion questions” for each case have been provided. However, the case discussion boards are not intended to be a simple posting of “answers” to the questions. Instead, the discussion should be just that: a free-flowing discussion among colleagues, with debates, counterpoints, new perspectives, and give-and-take. To facilitate discussion, keep posts reasonably brief (no more than 100 words) and addressed to only one of the questions posed. A long post addressing all questions is not effective in generating discussion. Your participation grade will be based on the quality of your contributions to the case discussions.

The discussions are not the same as an assignment. I do not expect each of you to “answer” each question. It is not an “arms race”; I am looking for quality over quantity. I do expect you to read others’ posts and respond as you are moved to, and as you would in a face-to-face class. You would not comment on everything in that setting, and I don’t expect (or want) you to do that here, either. Posting answers to the “seed” questions and never returning to see what others have posted is not in the spirit of a discussion. You collectively bring to this course, and to this program, an amazing wealth of prior (and current) experience. One of the great things about an MBA program is the synergies that are created when a course activity like this allows those experiences to inform the case discussion as well as enlighten each other. It is perfectly legitimate, for example, for one of you to start a new discussion thread if you see an important point that doesn’t fit within the “seed” threads I have posted. The seed questions are there just to give some semblance of organization to the discussion. From past experience, without those, the discussions quickly grow unwieldy.

3. Individual Assignments Based on Cases

Preceding some of the case discussions, you will post your answers to the assigned questions pertaining to the case and other course materials. These assignments will be graded prior to the end of the case discussion. **Note that these assignments are to be your independent work.** You should not discuss the assignments with other members of your team.

University policy requires that I remind you of the common sense values embodied in the University Honor Code. I assume that you are all familiar with the policy on academic honesty as stated on the following web page: http://www.reg.ufl.edu/01-02-catalog/student_life/. The following pledge will be assumed in regard to all examinations: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Failure to post your answers prior to the beginning of the discussion will result in a grade of zero for that assignment. These assignments can be submitted days or even weeks in advance, so if you know you will be traveling and may have limited access to the Internet, be sure to submit your assignment prior to your departure.

4. Brand Audit Project

Students will work in brand management teams to conduct a brand audit of a leading brand. Each team must study a different brand. Brands must be submitted to the instructor for final approval. In the event that two or more teams submit the same brand, brands will be assigned to teams on a first-come, first-serve basis.

The brand audit is an in-depth examination of the brand. The goal of the brand audit is to assess the sources of brand equity and suggest ways to improve and leverage that equity. The brand audit is comprised of the *brand inventory* (a comprehensive summary of the firm's marketing and branding program), the *brand exploratory* (an in-depth consumer analysis of consumer perceptions of the brand), and the *brand strategy*. Typically, the information needed to complete the brand inventory can be found on the company website, in trade publications, in company annual reports, 10-K filings, and, occasionally, interviews with company executives. To construct the brand exploratory, students conduct their own primary data collection in the form of (a) web, (b) qualitative and (c) quantitative research. After developing a detailed description of how the consumer views the brand in the brand exploratory, the final task is to provide strategy recommendations concerning how the brand should be managed. How can brand equity be built and/or how can it be effectively leveraged into new product categories?

Rubrics that will be used to evaluate Brand Audit submissions are posted on the course website under the Assignments tab for each Brand Audit assignment. Note that both the Brand Inventory and Brand Exploratory/Strategy reports are to be submitted as Word or PDF files.

Course Grading

Your course grade will be based on the following (1000 Points Total):

Two individual assignments based on cases – 150 points each (300 points total)

Brand Inventory Report – 150 points

Brand Exploratory/Strategy Report – 250 points

Individual participation in discussions – 50 points

In-Class Final Exam – 250 points

SUMMARY SCHEDULE OF WRITTEN ASSIGNMENT DUE DATES

| | |
|--------------|---|
| August 29 | Brand Audit: Brand Selection (team--not graded—submit to richard.lutz@warrington.ufl.edu) |
| September 20 | Individual Assignment: Rosewood Hotels and Resorts |
| October 4 | Brand Audit: Brand Inventory Report (team) |
| November 1 | Individual Assignment: Mountain Man Brewing Company |
| November 15 | Brand Audit: Brand Exploratory/Strategy Report (team) |
| December 8 | In-Class Final Exam |

COURSE SCHEDULE

MODULE 1: STRATEGIC BRAND MANAGEMENT (AUGUST 20—SEPTEMBER 2)

READ:

- Keller, Kevin Lane, “Understanding brands, branding, and brand equity,” *Interactive Marketing*, 2003 (in course pack)

WATCH:

- What is a Brand?
- What is Brand Equity?
- Brand Equity Components I–IV

DO:

ASSIGNMENT –BRAND AUDIT: BRAND SELECTION (TEAM—UNGRADED—SUBMIT TO RICHARD.LUTZ@WARRINGTON.UFL.EDU)

Due Wednesday, August 29 by 11:00 pm

This is the first part of the Brand Audit team assignment in which each team will study a different brand. In this ungraded assignment you need only to select the brand you wish to audit. Brands must be submitted to me for final approval. In the event that two or more teams choose the same brand, brands will be assigned to teams on a first-come, first-serve basis. Be sure to satisfy yourselves that you can access enough information about the brand to complete the Brand Inventory portion of the Brand Audit. Give some consideration to the sources of information you will use for the Brand Inventory, and think about the qualitative/quantitative techniques you plan to use to complete the Brand Exploratory. Consider whether you can identify and access a sufficient number of current or prospective customers of the brand.

DISCUSSION: THE BLACK & DECKER CORPORATION (A): POWER TOOLS DIVISION

Forum opens Friday, August 24; closes Sunday, September 2

Case Discussion “Seed” Questions (for class discussion forum, not a written assignment)

1. Why are B&D’s market shares so different in the Industrial and Tradesmen segments?
2. If B&D decides to adopt Galli’s objective, what strategy do you recommend?

MODULE 2: BRAND POSITIONING AND ARCHITECTURE (SEPTEMBER 3--16)

READ:

- Dawar, Niraj, and Charan K. Bagga, "A Better Way to Map Brand Strategy," *Harvard Business Review*, 2015 (In course pack)
- Keller, Kevin Lane, "Designing and Implementing Brand Architecture Strategies," *Journal of Brand Management*, 2015 (in course pack)

WATCH:

- Brand Positioning I, II, and III
- Brand Portfolios
- Brand Architecture

DO:

DISCUSSION – SAXONVILLE SAUSAGE COMPANY CASE

Opens Friday, September 7; closes Sunday, September 16

Case Discussion "Seed" Questions (for class discussion forum, not a written assignment)

1. What is the current situation at the Saxonville Sausage Company? How strong are the brand and the markets in which it competes?
2. Of the four different positioning concepts shown in Exhibit 8, which alternative do you recommend and why?

***REMINDER - BEGIN WORK ON BRAND INVENTORY (TEAM) – SEE DETAILS IN MODULE 4

MODULE 3: SERVICES BRANDING (SEPTEMBER 17--30)

READ:

- Rust, Roland T., Valarie A. Zeithaml, and Katherine N. Lemon, "Customer-Centered Brand Management," *Harvard Business Review*, 2004 (in course pack)
- Pine, Joseph B. II, and James Gilmore, "Welcome to the Experience Economy," *Harvard Business Review*, 1998 (in course pack)
- "Customer Service, the New Mercedes-Benz Way," Knowledge@Wharton, 2016, <http://knowledge.wharton.upenn.edu/article/customer-service-new-mercedes-benz-way/>

WATCH:

- Delivering Services
- Service Recovery
- Staging Experiences
- Customer Lifetime Value

DO:

ASSIGNMENT: ROSEWOOD HOTELS AND RESORTS CASE (INDIVIDUAL)

Due Thursday, September 20 by 11:55 pm – The case can be found in your course pack.

1. Before tackling the Rosewood case, this initial question tests your ability to compute the CLV metric and then apply it in a simple breakeven analysis. The data below show the results of a Starbucks segmentation study. Each column shows the values for a typical customer in each class (constant over the lifetime of the customer). The annual retention probability applies only after the first year. That is, no one defects until after a full year of patronizing Starbucks.

| | <u>Silver</u> | <u>Gold</u> | <u>Platinum</u> |
|---------------------------------|---------------|-------------|-----------------|
| VISITS/MONTH | 3.9 | 4.3 | 7.3 |
| REVENUE PER VISIT | \$3.88 | \$4.26 | \$4.42 |
| ANNUAL RETENTION PROBABILITY | 0.30 | 0.50 | 0.80 |

- a. Assume that Starbucks' gross margin is 40% and that its (one-time) customer acquisition cost is \$100. Further assume that Starbucks uses a discount rate of 8%. What is the 5-year individual customer CLV for each class of customer? Show your work on an Excel spreadsheet.
 - b. Suppose Starbucks is considering an investment of \$40 million in their 3500 company-owned North American stores to improve service quality, and thereby, customer retention. How many customers *per store* would have to be "converted" from *Gold* to *Platinum* for the investment to achieve breakeven after five years? (For simplicity, assume all customer "conversions" apply throughout the entire five-year period.) Show your work on an Excel spreadsheet.
2. Carefully consider Pine and Gilmore's article and indicate where you would place Rosewood on the continuum ranging from commodity to experience. Support your selection, using both the article and the case. (150-word maximum)

3. Compute the customer lifetime value (CLV) for a Rosewood patron. Your customer lifetime value analysis should use the Excel workbook (posted on the course website) with your assumptions and financial figures from the case entered into the yellow boxes. Note the two boxes in red at the bottom for which you will have to create formulas. **(Note: do not use the numbers in Exhibit 8 of the case for average number of visits per year per guest—they are inaccurate.)**
4. Would you recommend Rosewood Hotels and Resorts proceed with the corporate branding initiative? Include a brief summary (bullet points are fine) of the pros and cons. Do not limit your analysis to financial aspects. (250-word maximum)

NOTE: ANSWER QUESTIONS 2 AND 4 IN ONE DOUBLE-SPACED WORD DOCUMENT. SUBMIT ONE EXCEL WORKBOOK WITH YOUR ANSWERS TO QUESTIONS 1 AND 3. BE SURE TO PLACE YOUR NAME AT THE TOP OF THE WORD DOCUMENT AND AT THE TOP OF EACH EXCEL SHEET

DISCUSSION: ROSEWOOD HOTELS AND RESORTS CASE

Opens Friday, September 21; Closes Sunday, September 30

Case Discussion “Seed” Questions (for class discussion forum, not written assignment)

1. Why is Rosewood considering a new brand strategy?
2. Would you recommend proceeding with the corporate branding initiative? What are the pros and cons?

MODULE 4: BRAND AUDIT I —(OCTOBER 1--14)

READ:

- Madsbjerg, Christian, and Mikkel B. Rasmussen, “An Anthropologist Walks into a Bar...” *Harvard Business Review*, 2014 (in course pack)
- “Guidelines for Conducting a Focus Group,” <https://www4.uwm.edu/cuts/focus.htm>
- Wansink, Brian, “Using laddering to understand and leverage a brand’s equity,” *Qualitative Market Research: An International Journal*, 2003 (in course pack)

WATCH:

- Qualitative Research I—V
- Quantitative Research I—III

ASSIGNMENT: BRAND INVENTORY REPORT (TEAM)

Due Thursday, October 4 by 11:55 pm

Your report should cover all aspects of the brand described below. It should be submitted to the course website in the form of a 12-point font, double-spaced Word document or PDF, with a maximum of **1500** words and up to five tables or charts, as needed. The rubric that will be used to evaluate the Brand Inventory report is posted on the course website under the Assignments tab.

Brand Inventory – this is a catalog of all brand elements, product attributes and marketing activities related to the brand.

1. What is the brand heritage? (When was the company/brand founded? How did it grow over the years?)
2. How is the brand positioned?
3. What is the brand's market offering? (Use the four P's structure)
 - Product – What products use the brand name? Diagram the brand hierarchy. What are the key product attributes??
 - Promotion – How is the brand communicated? What are the brand elements – symbols, logos, etc.? Advertising, personal selling, publicity, sales promotion? What are the objectives of the promotions?
 - Place – How do the distribution channels add value?
 - Price – How do the brand's price points compare with the competition? (Be specific.)
4. Performance – Market share, profitability, trends (brands and competitors).
5. Summarize the brand inventory with a statement of the company's current marketing strategy and objectives for the brand.
 - There are numerous secondary information sources appropriate for the brand inventory. These include:
 - Articles on the web, in business publications and in trade journals that describe the brand's marketing strategies and/or performance.
 - Company sources – annual reports, 10-K filings, and (optionally) interviews with company personnel.

All sources (e.g., articles, websites, executive interviews) used in the Brand Inventory must be cited properly.

OPTIONAL Discussion: Brand Inventory

Opens Friday, October 5; Closes Sunday, October 14

IMPORTANT: All teams must post their reports to the discussion board by **October 5** for all to read and learn from. Feel free to comment on the reports as you see fit (comments are optional, not required).

REMINDER: BEGIN WORK ON BRAND EXPLORATORY (TEAM) -- SEE MODULE 7

MODULE 5: INTEGRATED MARKETING COMMUNICATION (OCTOBER 15--28)

READ:

- Keller, Kevin Lane, "Unlocking the Power of Integrated Marketing Communications: How Integrated is Your IMC Program?" *Journal of Advertising*, 2016 (in course pack)
- Nichols, Wes, "Advertising Analytics 2.0," *Harvard Business Review*, 2013 (in course pack)
- Holt, Douglas, "Branding in the Age of Social Media" *Harvard Business Review*, 2016 (in course pack)

WATCH:

- IMC Foundations
- Digital Marketing
- Social Media
- Business-to-Business Branding
- Interview with Todd Hilde, CEO, Satellite Industries
- Interview with Phil Hutchens, Vice President of Marketing, Standard Motor Products

DO:

DISCUSSION: UNDER ARMOUR'S WILLFUL DIGITAL MOVES CASE

Opens Friday, October 19; Closes Sunday, October 28

Case Discussion "Seed" Questions (for class discussion forum, not a written assignment)

1. Should Under Armour keep paying celebrities to endorse the brand, or should it use more everyday people? Why?
2. Should Under Armour's next campaign be on multichannel platforms or focus on just one channel, either television or online?

MODULE 6: BRAND EXTENSION — (OCTOBER 29—NOVEMBER 11)

READ:

- Aaker, David, "Brand Extensions: The Good, the Bad, and the Ugly" *MITSloan Management Review*, 1990 (in course pack)

WATCH:

- Brand Extension I and II

DO:

ASSIGNMENT: MOUNTAIN MAN BREWING COMPANY: BRINGING THE BRAND TO LIGHT (INDIVIDUAL)

Due Thursday, November 1 by 11:55 pm – The case can be found in your course pack.

The full assignment, which includes an Excel workbook, can be found under the Assignments tab on the course home page. Be sure to record all answers on the Answer Sheet tab of the workbook and submit the file on the Assignments page. This is a summary of the question to be addressed:

1. What is MM Lager's current market share in the East Central premium beer segment?
2. Using the Excel workbook (first sheet) and data/assumptions from the case, construct the "best case" scenario for the launch of Mountain Man Light. What is the five-year impact on NPV of the launch (relative to the status quo of no light beer)?
3. Using the Excel workbook (second sheet) and data/assumptions from the case, construct the "worst case" scenario for the launch of Mountain Man Light. What is the five-year impact on NPV of the launch (relative to the status quo of no light beer)?
- 4b. Suppose MMBC were to launch a new light beer that does not bear the Mountain Man name (i.e., it is not a brand extension but rather a new brand, similar to when Anheuser-Busch first introduced light beer under the name Natural Light rather than Bud Light). Use the same Excel workbook (third sheet) to examine the possible financial impact of this strategy. Show which assumptions would change by highlighting them in another color. Briefly justify your new assumptions (150-word limit).
- 4b. What is the five-year impact on NPV of the launch relative to the status quo?
5. What are the advantages/disadvantages of launching a non-Mountain Man light beer vis-à-vis launching a Mountain Man Light brand extension? (150-word limit)

DISCUSSION: MOUNTAIN MAN BREWING COMPANY: BRINGING THE BRAND TO LIGHT CASE

Opens Friday, November 2; Closes Sunday, November 11

Discussion “Seed” Questions (for class discussion forum, not a written assignment)

1. What has made Mountain Man Lager such a strong brand in its region?
2. Should MMBC stay the course, launch a new light beer brand, or launch a brand extension?

MODULE 7: BRAND RELATIONSHIPS AND COMMUNITIES AND BRAND AUDIT II (—NOVEMBER 12--25)

READ:

- Bonchek, Mark, and Cara France, “Build Your brand as a Relationship,” *Harvard Business Review*, 2016 (in course pack)
- Fournier, Susan, and Lara Lee, “Getting Brand Communities Right.” *Harvard Business Review*, 2009 (in course pack)
- Faris, Ron, “How to Build Brand Religion,” *Harvard Business Review*, 2014 (in course pack)

WATCH:

- Brand Relationships
- Brand Communities

ASSIGNMENT: BRAND EXPLORATORY/STRATEGY REPORT (TEAM)

Due Thursday, November 15 by 11:55 pm

Brand Exploratory/Strategy – This activity is directed at understanding what consumers think and feel about the brand and its competitors. The principal dimensions are brand awareness, associations, perceived quality, and loyalty. The answers will come from primary data collection. Following this, the findings from the brand inventory and brand exploratory are to be compared and contrasted, with resultant implications for recommended brand strategy going forward. Your report should cover all aspects of the brand described below and should be submitted to the course website in the form of a 12-point font, double-spaced Word document or PDF, with a maximum of **3000** words and up to ten tables or charts, as needed. The rubric that will be used to evaluate the Brand Exploratory/Strategy report is posted on the course website under the Assignments tab.

QUESTIONS TO CONSIDER:

- What is the brand image? Key associations?
- What is its perceived quality relative to competitors?

- What is the awareness level? Recognition and/or recall of the brand?
- What is the degree of brand loyalty?
- Is there a “brand personality”?

REQUIRED RESEARCH FOR BRAND EXPLORATORY

Each team is required to conduct three primary data collection studies: (a) a “**C2C**” **web search** (b) a **qualitative study**, and (c) a **quantitative survey**. Web research should be used to reveal what is being said about the brand by consumers “C2C” (consumer-to-consumer) product ratings sites such as ePinions.com, BrandTags.net, postings by bloggers, consumers, etc. Qualitative techniques such as focus groups and depth interviews are used to explore consumer associations to a brand and allow consumers to respond to the brand in their own words. Qualitative research yields information that can be interpreted and used to formulate a more insightful quantitative survey research instrument. Quantitative research in the form of a survey yields numerical data, generally responses to structured scales, and is typically designed to measure specific beliefs, attitudes, intentions and/or behaviors. Note: the University of Florida has an institutional account with Qualtrics.com that permits any current student to register (using a Gatorlink email address) and create surveys. You should be able to create an account by going to <https://ufl.qualtrics.com>.

Your primary research is not expected to be methodologically perfect – especially concerning the sample of respondents. For example, you are not required to use large sample sizes. **Do your best to recruit appropriate respondents. You need to collect a sample size of at least ten (10) for your qualitative research and a minimum of 100 respondents for the quantitative study (survey).** It will be sufficient to compute means and frequencies and make intelligent inferences about the practical significance of any differences you may find. No statistical tests are required. **Interpret your results as if they were based on a valid sample.**

BRAND EXPLORATORY RECOMMENDED STRUCTURE:

What methods did you use to discover how consumers perceive the brand? Describe the basics of what you did, including sample sizes. Be sure to describe the C2C web search, the qualitative study, and the survey. In presenting your results, be sure that it is clear which method led to which results. It should be easy for the reader to follow what you did and what you learned. In general, reports should begin with the web search results, followed by the qualitative research, and culminating with the survey results.

BRAND STRATEGY RECOMMENDED STRUCTURE

Analysis: This will vary depending upon the situation, but the following questions should be pursued:

- Discuss and explain important congruities and incongruities between (a) how the company views the brand and what it is doing to promote it and (b) how consumers perceive the brand.
- Is the marketing effort on behalf of the brand successful? (Are consumers getting the intended message? If not, where is the breakdown?)
- What aspects of brand equity need attention?
- Can brand equity be leveraged in new ways, i.e., via extensions or re-positioning?

Implications: What should brand management do? What should be done to sustain, grow, and/or leverage the brand's equity? This is where the "rubber meets the road" for an MBA!

OPTIONAL DISCUSSION: BRAND EXPLORATORY/STRATEGY

Opens Friday, November 16; Closes Sunday, November 25

All teams must post their reports to the discussion board by **November 16** for all to read, learn from, and (optional) comment on.

MODULE 8: SPECIAL ISSUES IN BRANDING (NOVEMBER 26—DECEMBER 7)

READ:

- Swaminathan, Vanitha, and Suyun Mah, "Crisis Management: What 100,000 Tweets About the Volkswagen Scandal Tell Us About Angry Customers," *Harvard Business Review*, 2016 (in course pack)
- "The Haier Road to Growth," *Strategy+Business*, 2015 <https://www.strategy-business.com/article/00323?gko=c8c2a>
- "What Does it Mean for a Brand to Have a Point of View? Knowledge@Wharton, 2017 <http://knowledge.wharton.upenn.edu/article/mean-brand-point-view/>
- Rampersad, Hubert K., "How to Build an Authentic Personal Brand," Operational Excellence Society <https://opexsociety.org/body-of-knowledge/how-to-build-an-authentic-personal-brand-by-prof-hubert-rampersad-phd/>

WATCH:

- Brands in Crisis
- Interview with Tim O'Sullivan, Senior Vic President, Geometry Global (WPP)
- Global Branding
- Personal Branding

DO:

DISCUSSION – DOVE: EVOLUTION OF A BRAND CASE

Opens Friday, November 30; closes December 7

Case Discussion “Seed” Questions (for class discussion forum, not a written assignment)

1. How did Dove’s positioning change from the 1950s to 2007?
2. Evaluate Dove’s 1950s and 2007 positioning in terms of the strength of the positioning platform and in relation to corporate social responsibility.

FINAL EXAM

In-Class Final Exam (December 8) -- This will be a case analysis similar to the cases analyzed throughout the course. The case will be distributed two days prior to the exam. The exam will be open book, open note, and a laptop is required. You will log on to the course website to take the exam in class and will have two hours to complete it.

Course|New for request 13473

Info

Request: MAR6xxx Consumer and Managerial Decision Making

Description of request: New course approval

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 1:21:10 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

xxx

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Consumer and Managerial Decision Making

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Mgrial Decisions

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online, Off-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
None

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
6

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
In this class we explore what constitutes high-quality decision making, how managers and consumers may fall short of these standards in predictable ways, and some ways that your decision making can be systematically improved.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Weekend 1:

Course Introduction
Normative/descriptive/prescriptive approaches to decision making
Judgmental heuristics
Principles of prediction

Weekend 2:

Normative and descriptive analyses of prediction
Normative and descriptive analyses of probability judgment; Bayes Rule
Overconfidence in judgment
Comparison of intuition and analysis in expert judgment

Weekend 3:

Decision making under risk and uncertainty
Expected value as a decision rule: strengths and limitations
Expected utility as a normative decision rule
Prospect theory as a descriptive decision model

Weekend 4:

Framing and reference-dependence in decision making
Mental accounting
Context effects in choice
Affective forecasting

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

Academic Integrity. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Information on current UF grading policies for assigning grade points. <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Campus Resources. U Matter, We Care: If you or others are in distress, please contact umatter@ufl.edu or 352 392- 1575. You can also contact the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

Academic Resources. E-learning technical support, 352-392-4357 (select option 2) or e-mail Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should

follow this procedure as early as possible in the semester.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Course grade is based on:

| | | |
|---|-----|-----|
| Class participation (including discussion board posts): | | 25% |
| Short quizzes and take-home assignments: | 30% | |
| Final exam: | | 45% |

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Lyle Brenner PhD

MAR 6930: Consumer and Managerial Decision Making
Executive MBA Class of 2019
Summer 2018 (3 credits)

Instructor: Lyle Brenner E-mail: lyle.brenner@warrington.ufl.edu
Office: 267E Stuzin Hall Phone: 352-273-3272
Office Hours: Wed 2:00-4:00, or by appointment
Website: Access thru E-learning, start at <http://elearning.ufl.edu>

Course Objectives

In this class we will explore what constitutes high-quality decision making, how managers and consumers may fall short of these standards in predictable ways, and some ways that your decision making can be systematically improved. I hope to provide you with an opportunity to change the way you think about decisions in general, and also diagnose potential shortcomings in your own decision-making. The goal is to improve the decisions you make in both your professional and personal life.

Main issues

The study of decision making has been transformed over the past several decades by increasing recognition of the ways in which people deviate in predictable ways from traditional economic assumptions of rationality. For instance, people have limited willpower and self-control, and are subject to biases in how they perceive, process, and integrate information. Preferences are not as stable or consistent as generally assumed, and are affected by arbitrary variations in description, framing, measurement method, and context. These limitations lead to systematic biases in people's judgments and choices. This course aims to provide an overview of recent insights about decision-making from the fields of psychology, behavioral economics, marketing, and organizational behavior. We hope to understand the predictable decision quirks that people exhibit in consumer, managerial, organizational, and personal domains.

As we will discuss, these topics have both descriptive and prescriptive implications. Better understanding how people make decisions has obvious benefits for predicting consumer choices in the marketplace and behavior in organizations. There are also potential benefits for avoiding common decision errors and improving your own and others' decision making.

Course Readings

Books

- Kahneman, D. (2011). *Thinking, Fast and Slow*. ISBN: 0374275637
- Thaler, R. (2015). *Misbehaving: The Making of Behavioral Economics*. ISBN: 039335279X

Articles/Chapters

- R1. Lovallo & Kahneman (2003). Delusions of success: How optimism undermines executives' decisions, *Harvard Business Review*, 81, 56-63.
- R2. Ayres (2008). *Supercrunchers*, Chapter 5 "Experts versus Equations", pp. 103-128.
- R3. Kahneman, D. & Lovallo, D. (1993). Timid choices and bold forecasts: A cognitive perspective on risk taking, *Management Science*, 39, 17-31. (a bit more technical)
- R4. [How Uber Uses Psychological Tricks to Push Its Drivers' Buttons](#), *NYT* 4/2/17. (the link has interactive tools & animations)
- R5. Schwartz (2004). The tyranny of choice, *Scientific American Mind*, 14, 44-49.
- R6. Hsee & Hastie (2006). Decision and experience: Why don't we choose what makes us happy? *Trends in Cognitive Sciences*, 10, 31-37.

Course Schedule

| Date | Subject | Readings |
|---|--|---|
| Weekend 1: Intro, Heuristics, Prediction & Judgment | | |
| Sat Apr 21 8:30-11:15 | Course Introduction Perspectives on Decision Making | Kahneman Ch 1 Thaler Ch 1 |
| Sun Apr 22 10:30-1:15 | Heuristics & Prediction | Kahneman Ch 7-13, 17-18; Appendix A Thaler Ch 29 |
| Weekend 2: More Prediction & Judgment; Confidence | | |
| Fri Jun 8 3:15-6:00 | More Prediction Probability Judgment | Kahneman Ch 14-15 |
| Sat Jun 9 3:15-6:00 | Confidence | R1. Lovallo & Kahneman (2003) Kahneman Ch 19, 20, 23 |
| Sun Jun 10 7:30-10:15 | Intuition & Analysis Expert Judgment | R2. Ayres (2008) Kahneman Ch 21-22 |
| Weekend 3: Decision Making Under Risk & Uncertainty; Framing | | |
| Fri Jul 6 8:30-11:15 | Risk & Uncertainty I | Kahneman Ch 25-26, 29-31, Appendix B Thaler Ch 4, 10 |
| Sat Jul 7 3:15-6:00 | Risk & Uncertainty II | R3. Kahneman & Lovallo (1993) Thaler Ch 20 |
| Sun Jul 8 10:30-1:15 | Framing & Mental Accounting I | Thaler Ch 7-9; Kahneman Ch 27-28 R4. Uber reading |
| Weekend 4: Framing, Context Effects, Affective Forecasting | | |
| Fri Aug 3 12:15-3:00 | Framing & Mental Accounting II | Thaler Ch 2, 13, 16, 27 revisit Kahneman Ch 27-28 |
| Sat Aug 4 8:30-11:15 | Comparisons & Context Effects | R5. Schwartz (2004) Kahneman Ch 33-34; Thaler Ch 6 |
| Sun Aug 5 2:15-5:00 | Affective Forecasting Nudges | R6. Hsee & Hastie (2006) Kahneman Ch 35, 38; Thaler Ch 31-33 |
| Weekend 5: An Exam! | | |
| Fri Aug 24 3:15-6:00 | <i>Final Exam</i> | |

Course Requirements

1. Class Participation & Reading Reactions (25%)

I want you to give thoughtful contributions and examples, and ask questions. This participation grade will be assigned based on the quality, not the sheer quantity, of your contributions.

A second component of the participation grade will be based on "Reading Reactions" (RRs). These consist of short comments or questions on topics from the readings. The purpose is to encourage thoughtful reading of the assignments, and also to generate discussion topics for class. Reading Reactions are to be submitted through the course discussion board. You get to choose what you'd like to discuss (or ask) in your Reading Reactions.

You must complete **at least 2** Reading Reactions throughout the entire course. So I have time to read them, these are due on the Tuesday *before* the weekends we meet. For example, RRs for the 2nd weekend readings would be due by Jun 5. Earlier postings are of course always welcome!

2. Assignments, Quizzes and Exercises (30%)

We will have several quizzes/assignments about course topics and readings. There may also be a few brief problems or in-class exercises that will contribute to this portion of the grade.

3. Final Exam (45%)

The final exam (in class on August 24) will be a straightforward closed-book exam that will test your understanding of basic concepts and tools from class and the readings.

Other Policies and Comments

Academic Integrity. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Information on current UF grading policies for assigning grade points.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Campus Resources. U Matter, We Care: If you or others are in distress, please contact umatter@ufl.edu or 352-392-1575. You can also contact the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

Academic Resources. E-learning technical support, 352-392-4357 (select option 2) or e-mail Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Lateness, phones, computers, and general etiquette. Being late to class or letting your phone ring during class are disruptions that are a nuisance to everyone, but are easily avoided. Please be on time, and during class, please suspend use of any device (e.g., phones and computers) that may be disruptive or distracting to the class (including yourself and the instructor).

Course|Modify for request 13425

Info

Request: MAR5805 Problems and Methods in Marketing Management

Description of request: Elimination of two prerequisite courses

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 12/17/2018 4:08:23 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

MAR

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

5

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

805

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the current title of the course as it appears in the Academic Catalog.

Response:

Problems and Methods in Marketing Management

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Maximum Repeatable Credits

Enter the maximum credits a student may accrue by repeating this course.

Response:

3

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

No

Change Prerequisites?

Response:

Yes

Current Prerequisites

Response:

ACG5065, QMB5303, Designed for MBA students.

Proposed Prerequisites

Response:

Designed for MBA students.

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

As the curriculum has evolved, the current prereq courses are no longer considered essential for the delivery of this course.

Course|New for request 13471

Info

Request: MAR6507 Customer Insights and Analysis

Description of request: New course approval

Submitter: Richard Lutz rjlutz@ufl.edu

Created: 1/3/2019 12:58:27 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

507

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Customer Insights and Analysis

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Customer Insights

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Off-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
None

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
6

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
This course is designed to inform future managers, analysts, consultants, and advisors of insights on customers' behaviors, with an emphasis on leveraging these insights to develop evidence-based solutions that change customer behavior.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None.

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course will be a key component of the Professional MBA program

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Students will be able to analyze consumer/marketplace phenomenon using concepts learned in this class. They will also be able to generate concrete solutions to solve business problems and evaluate the effectiveness of their solution by conducting randomized experiments and data analysis.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Nudge: Improving Decisions About Health, Wealth, and Happiness
(Author: Richard H. Thaler and Cass R. Sunstein; Publisher: Penguin Books; Publication date: February 24, 2009 (Revised & Expanded edition); ISBN-10: 9780143115267)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

1. Introduction: Harnessing customer insights to change customer behavior
Week 2 (Class 2)
2. Foundation: Nudge
Week 2 (Class 3)
3. Foundation: Developing evidence-based business solutions
Week 2 (Class 4)
4. Foundation: Attitude
Week 3 (Class 5)
5. Foundation: Decision
Week 3 (Class 6)
6. Foundation: Perceived value
Week 3 (Class 7)
7. Special topic: Marketing in the social world
Week 4 (Class 8)
8. Special topic: Designing an effective loyalty program
Week 4 (Class 9)

9. Special topic: Pricing

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

UF grading policy:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Attendance

Regular and punctual class attendance is required. You have one excused absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

* The overall course grade will be determined using a curve reflecting the University of Florida guidelines.

Attendance and Class Participation (10 points)

Regular and punctual class attendance is required. This class is application-oriented and very interactive. I will try my best to help you connect the course concepts to real world phenomena and marketing practices. Meanwhile, I expect you to actively think about the implications of these concepts too, and contribute to discussion, which is a crucial way for you to benefit from this course. You will be graded on the quality (not quantity!) of your contributions, which is determined by the extent to which your comments are relevant, constructive, and insightful.

Three Online Surveys (3 points = 1 point * 3)

The purpose of these surveys is to provide you with a first-hand experience of the customer insights covered in class and an understanding of your own decision process. Aggregated results from your class will be used in later lectures. Please bring your laptop to class on those days.

stickK.com Experience and Analysis (5 points)

stickK.com is a business based on the idea Nudge. The purposes of this assignment are threefold. First, it provides you with a first-hand experience of the facilitators and barriers of changing your own behavior. Second, by having you develop a deep understanding of how stickK.com works, it provides you with a toolkit of behavioral scientists that can help you think about changing consumer and employee behavior more broadly. Third, as an innovative product in an important yet underdeveloped market (the market for self-control devices), stickK.com provides you with new angles to think about business opportunities in an affluent society (customer-centric, aiming for win-win, helping people help themselves, etc.).

Specific instructions will be distributed in class.

Consumer Insights Interview (5 points)

The purpose of this assignment is to broaden your insights of consumer behavior by bringing you face-to-face with a customer. Specifically, it aims to (1) cultivate your empathy for and appreciation of the lived experience of the customer, (2) encourage your appreciation of the complexity of consumer behavior phenomena, and (3) help you to re-think (and debunk) the rational decision model of consumer behavior. More importantly, it will train you to look beyond the surface and think about the essence – and come up with useful strategies for marketing managers. You will summarize your findings and analysis/reflections in 500ish words. Specific instructions will be distributed in class.

Three Reflection Papers (15 points = 5 points * 3)

Three short (400-500 word) reflection papers provide you with opportunities to demonstrate that you have grasped the concepts and gained new perspectives to think about customer behavior, marketing strategy, and marketplace anomalies. Specific instructions will be distributed in class.

Two Open-book Exams (30 points = 15 points * 2)

The exams will draw mainly from lectures and readings, and consist of a mixture of multiple-choice questions, true/false questions, short-answer questions, and long-answer questions. They are non-cumulative.

Group project: Special Topic Study (15 points)

Every year, I select important and new topics in marketing (e.g., online customer review, activism marketing, identity marketing, referral program, payment method, dynamic pricing) and ask your group to research into them, synthesize your findings, and present your views. Each group will work on one topic.

The deliverables are:

- A 10-min presentation (5 points; evaluated by your peer)
- A 2000ish-word paper (10 points; graded by the professor)

Specific instructions will be distributed in class.

Group Project: Nudging in Business (25 points)

The ultimate goal of this course is to prepare you to (1) generate solutions to change customer behavior (e.g., purchase, response rate to customer satisfaction surveys, turnout at an event, customer referral rate, etc.) and (2) evaluate the effectiveness of your solution based on empirical evidence. Thus, I ask your group to assume the role of a consulting firm, which has been hired to improve a specific customer behavior in a particular business/organization of interest (e.g., a local coffee shop, a grocery store, a diner, the student organization you are affiliated with, your or your friends' business). Please develop a solution based on concepts covered in class (and related materials you learned outside class), and design an experiment to evaluate the effectiveness of your solution.

The deliverables are:

- A very short mid-term progress report (for the professor and your peers to give you feedback; not evaluated)
- A 10-min presentation (5 points; evaluated by your peer)
- A 2000ish-word paper (20 points; graded by the professor), not including references/appendix.

It should include the following parts:

- 1) Background information about the business/organization
- 2) The target behavior (clearly defined and measurable) that you plan to change
- 3) The solution to change the target behavior. Please explain the rationale of your solution and include the materials you use (e.g., a new menu design, a message to customers)
- 4) Empirical test of your solution
- 5) Data analysis and discussion.
- 6) Reflection of this experience.

Specific instructions will be distributed in class.

6. Grading scheme

| Percent | Grade | Grade Points |
|--------------|-------|--------------|
| 93.0 - 100.0 | A | 4.00 |

| | |
|----------------|------|
| 89.0 - 92.9 A- | 3.67 |
| 86.0 - 88.9 B+ | 3.33 |
| 83.0 - 85.9 B | 3.00 |
| 78.0 - 82.9 B- | 2.67 |
| 75.0 - 77.9 C+ | 2.33 |
| 72.0 - 74.9 C | 2.00 |
| 69.0 - 71.9 C- | 1.67 |
| 66.0 - 68.9 D+ | 1.33 |
| 63.0 - 65.9 D | 1.00 |
| 60.0 - 62.9 D- | 0.67 |
| 0 - 59.9 E | 0.00 |

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Yanping Tu, PhD

University of Florida

MAR6930: Customer Insights

Instructor: Yanping (first name) Tu (last name)

Office: Stuzin 260 | Email: yanping.tu@warrington.ufl.edu | Phone: 352-273-3274

Office hours: Saturdays 5-6pm in class weekends, or by appointment

Course Description

Contemporary approaches to business emphasize the importance of adopting a **customer focus**. Marketing, in particular, begins and ends with the customer—from identifying and creating customer needs, shaping customer attitudes, influencing customer choices, to increasing customer well-being. This course is designed to inform future managers, analysts, consultants, and advisors of **insights on customers' behaviors**, with an emphasis on leveraging these insights to develop **evidence-based solutions** that **change customer behavior**.

This course has a **strong focus on the application of theories**. In each class, I will introduce new customer insights and provide a few examples (in marketing, management, public policy, life), and you will need to provide additional examples of these insights and think about the boundaries (no insight/rule is always true!). In different submissions (e.g., exams, the nudging in business project, extra credit assignments), you will encounter “behavioral problems” and come up with solutions based on the insights taught. (Note that although this course has an empirical focus on marketing, the insights taught can be applied to other domains too.)

Course Objectives

In this course, I aim to help you think differently (and better) about how customers form attitudes and make decisions, drawing on insights from **behavioral sciences (e.g., psychology, marketing, behavioral decision theories, economics)**. Importantly, because we are all customers ourselves, constantly influenced by marketing information (not only from marketers, but also from the media and almost everybody around us), I aim to help you **gain a deeper understanding of yourself as a target of influence and form new perspectives of looking at your own decisions and behaviors**. To achieve this objective together with you, I ask you to (1) write three *reflection papers*, in which you will identify a consumer/marketplace phenomenon and analyze it using one or multiple concepts covered in this class, (2) conduct a *consumer insights interview*, and (3) write about your *stickK.com experience and analysis*.

I also aim to prepare you to **conduct customer research** (e.g., test the effectiveness of a new promotion method) and **evaluate results and recommendations from customer research** (e.g., do the data collected by the market research firm really support the recommendations they make?), with a focus on the **experimental approach**. To achieve this objective together with you, I ask you to work in groups on a “Nudging in business” project, in which you will help a real business to solve a real problem and evaluate the effectiveness of your solution based on data.

Last but not the least, in addition to “covering materials,” a higher-level goal of mine is to help you **think more critically, creatively and independently**. This objective will not only be achieved in class discussion and in all the assignments in general, I also ask you to study in groups a special topic in marketing and

present your research findings.

Course Topics

1. Introduction: Harnessing customer insights to change customer behavior
2. Foundation: Nudge
3. Foundation: Developing evidence-based business solutions
4. Foundation: Attitude
5. Foundation: Decision
6. Foundation: Perceived value
7. Special topic: Marketing in the social world
8. Special topic: Designing an effective loyalty program
9. Special topic: Pricing

See the weekly course schedule in Appendix.

Course Format

This course combines lectures, discussions, debates, in-class exercises, independent research, and presentations. It is highly participatory and interactive. **Independent, creative, and critical thinking** is highly valued. **Be ready to share your thoughts in each class and expect cold-calls.**

Course Materials

- Required Text: Nudge: Improving Decisions About Health, Wealth, and Happiness (Author: Richard H. Thaler and Cass R. Sunstein; Publisher: Penguin Books; Publication date: February 24, 2009 (Revised & Expanded edition); ISBN-10: 9780143115267)
- Other course materials (slides and readings) are available on Canvas. Slides are 85% complete, intentionally.
- Google & Wikipedia: The concepts covered in this class are at introductory level. When in doubt, Google and Wiki. Be a lifelong learner!

Performance Evaluation

| Tasks | Points |
|--|-------------------|
| Attendance and class participation | 10 points |
| Three online surveys (*results will be used in later lectures) | 3 points |
| stickK.com experience and analysis | 5 points |
| Consumer insights interview | 5 points |
| Three reflection papers | 15 points |
| Two open-book exams | 30 points |
| Group project: Special topic study (paper) | 10 points |
| Group project: Special topic study (presentation) | 5 points |
| Group project: Nudging in business (paper) | 20 points |
| Group project: Nudging in business (presentation) | 5 points |
| Total possible points | 108 points |

Grading Policy

| Percent | Grade | Grade Points |
|--------------|-------|--------------|
| 93.0 - 100.0 | A | 4.00 |
| 89.0 - 92.9 | A- | 3.67 |
| 86.0 - 88.9 | B+ | 3.33 |
| 83.0 - 85.9 | B | 3.00 |
| 78.0 - 82.9 | B- | 2.67 |
| 75.0 - 77.9 | C+ | 2.33 |
| 72.0 - 74.9 | C | 2.00 |
| 69.0 - 71.9 | C- | 1.67 |
| 66.0 - 68.9 | D+ | 1.33 |
| 63.0 - 65.9 | D | 1.00 |
| 60.0 - 62.9 | D- | 0.67 |
| 0 - 59.9 | E | 0.00 |

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

* Throughout this semester, you will have a few opportunities to earn extra credits by completing some additional, short assignments.

* The overall course grade will be determined using a curve reflecting the University of Florida guidelines.

Attendance and Class Participation (10 points)

Regular and punctual class attendance is required. This class is application-oriented and very interactive. I will try my best to help you connect the course concepts to real world phenomena and marketing practices. Meanwhile, I expect you to actively think about the implications of these concepts too, and contribute to discussion, which is a crucial way for you to benefit from this course. You will be graded on the quality (not quantity!) of your contributions, which is determined by the extent to which your comments are relevant, constructive, and insightful.

Three Online Surveys (3 points = 1 point * 3)

The purpose of these surveys is to provide you with a first-hand experience of the customer insights covered in class and an understanding of your own decision process. Aggregated results from your class will be used in later lectures. Please bring your laptop to class on those days.

stickK.com Experience and Analysis (5 points)

stickK.com is a business based on the idea Nudge. The purposes of this assignment are threefold. First, it provides you with a first-hand experience of the facilitators and barriers of changing your own behavior. Second, by having you develop a deep understanding of how stickK.com works, it provides you with a toolkit of behavioral scientists that can help you think about changing consumer and employee behavior more broadly. Third, as an innovative product in an important yet underdeveloped market (the market for self-control devices), stickK.com provides you with new angles to think about business opportunities in an affluent society (customer-centric, aiming for win-win, helping people help themselves, etc.). Specific instructions will be distributed in class.

Consumer Insights Interview (5 points)

The purpose of this assignment is to broaden your insights of consumer behavior by bringing you face-to-face with a customer. Specifically, it aims to (1) cultivate your empathy for and appreciation of the lived experience of the customer, (2) encourage your appreciation of the complexity of consumer behavior phenomena, and (3) help you to re-think (and debunk) the rational decision model of consumer behavior. More importantly, it will train you to look beyond the surface and think about the essence – and come up with useful strategies for marketing managers. You will summarize your **findings** and **analysis/reflections** in 500ish words.

Specific instructions will be distributed in class.

Three Reflection Papers (15 points = 5 points * 3)

Three short (400-500 word) reflection papers provide you with opportunities to demonstrate that you have grasped the concepts and gained new perspectives to think about customer behavior, marketing strategy, and marketplace anomalies.

Specific instructions will be distributed in class.

Two Open-book Exams (30 points = 15 points * 2)

The exams will draw mainly from lectures and readings, and consist of a mixture of multiple-choice questions, true/false questions, short-answer questions, and long-answer questions. They are non-cumulative.

Group project: Special Topic Study (15 points)

Every year, I select important and new topics in marketing (e.g., online customer review, activism marketing, identity marketing, referral program, payment method, dynamic pricing) and ask your group to research into them, synthesize your findings, and present your views. Each group will work on one topic.

The deliverables are:

- A 10-min presentation (5 points; evaluated by your peer)
- A 2000ish-word paper (10 points; graded by the professor)

Specific instructions will be distributed in class.

Group Project: Nudging in Business (25 points)

The ultimate goal of this course is to prepare you to (1) generate **solutions to change customer behavior** (e.g., purchase, response rate to customer satisfaction surveys, turnout at an event, customer referral rate, etc.) and (2) evaluate the effectiveness of your solution based on **empirical evidence**. Thus, I ask your group to assume the role of a consulting firm, which has been hired to improve a **specific customer behavior** in a particular business/organization of interest (e.g., a local coffee shop, a grocery store, a diner, the student organization you are affiliated with, your or your friends' business). Please **develop a solution** based on **concepts covered in class (and related materials you learned outside class)**, and **design an experiment** to evaluate **the effectiveness of your solution**.

The deliverables are:

- A very short mid-term progress report (for the professor and your peers to give you feedback; not evaluated)
- A 10-min presentation (5 points; evaluated by your peer)
- A 2000ish-word paper (20 points; graded by the professor), not including references/appendix.

It should include the following parts:

- 1) Background information about the business/organization
- 2) The target behavior (clearly defined and measurable) that you plan to change

- 3) The solution to change the target behavior. Please explain the rationale of your solution and include the materials you use (e.g., a new menu design, a message to customers)
- 4) Empirical test of your solution
- 5) Data analysis and discussion.
- 6) Reflection of this experience.

Specific instructions will be distributed in class.

Class Policies

Attendance

Regular and punctual class attendance is required. You have one excused absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Name Tent/Card

Please use your name tent in each class session (even if you think everyone knows your name). If you forget to bring your name tent to class, create a temporary one to use that day. **Your name tent will help me remember your contributions to class discussions and thus is important for your participation score.**

No Laptop/Mobile Device Policy

I do my best to create a supportive learning environment, but I won't succeed without your active attention and engagement. Thus, the use of laptops and mobile devices is not allowed during class (unless you are instructed to work on online assignments).

Late Assignments and Make-ups

No late or make-up assignments will be accepted. If you fail to turn in an assignment by the due date, you should assume that you will not be given an opportunity to make it up or turn it in late.

Re-grading

If you believe an error has been made in grading your assignments, you may request a re-grade. Write a brief e-mail to me explaining why you think there may be an error. All re-grade requests must occur within 7 calendar days after grades have been posted. I reserve the right to re-grade the entire content of any re-submitted assignment(s). Your grade may go up or down and the new grade will be final.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last

two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Campus Resources:

[Health and Wellness](#)

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Intellectual property

Lectures and course materials prepared by the instructor are the instructor's intellectual property. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Canvas materials, etc.

If permission is granted by the instructor, it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. **It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.**

A Final Note

Most of this syllabus is necessarily formal, but the class sessions need not be. The class should be engaging and interesting for everyone. In addition to being important to marketing, this course consists of many topics to which we all, as consumers, can relate. I encourage everyone to bring up relevant examples and to ask questions at any point.

Appendix: Tentative Course Schedule

| |
|---|
| Class 1 |
| <ol style="list-style-type: none">1. Introduction: Harnessing customer insights to change customer behavior2. Foundation: Nudge <ul style="list-style-type: none">❖ <u>Online survey 1</u>❖ <u>Assignment: stickK.com Experience and Analysis</u>❖ <u>Assignment: Consumer Insights Interview</u> |
| Class 2 |
| <ol style="list-style-type: none">3. Foundation: Developing evidence-based business solutions <ul style="list-style-type: none">❖ <u>Discussion of the stickK assignment</u>❖ <u>Discussion of the Consumer Insights Interview</u> ❖ <u>Online survey 2</u>❖ <u>Assignment: Reflection paper 1</u> |
| Class 3 |
| <ol style="list-style-type: none">4. Foundation: Attitude <ul style="list-style-type: none">❖ <u>Student presentation: Nudging in business PROGRESS</u>❖ <u>Assignment: Reflection paper 2</u> |
| Class 4 |
| <ol style="list-style-type: none">5. Foundation: Decision <ul style="list-style-type: none">❖ <u>Quiz 1</u>❖ <u>Online survey 3</u> |
| Class 5 |
| <ol style="list-style-type: none">6. Foundation: Perceived value7. Special topic: Marketing in the social world |
| Class 6 |
| <ol style="list-style-type: none">8. Special topic: Designing an effective loyalty program <ul style="list-style-type: none">❖ <u>Student presentation: Special topic study</u> |
| Class 7 |

9. Special topic: Pricing

- ❖ **Student presentation: Special topic study**
- ❖ **Assignment: Reflection paper 3**

Class 8

- ❖ **Quiz 2**
- ❖ **Student presentation: Nudging in business**

Course|New for request 13468

Info

Request: MAR6832 Product Development
Description of request: New course request
Submitter: Richard Lutz rjlutz@ufl.edu
Created: 1/3/2019 11:48:25 AM
Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
MAR

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
6

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
832

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Product Development and Management

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Product Development

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Off-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
None

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
6

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
This course will provide students with a structured way of thinking about the new product development process from a marketing perspective.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
None.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None.

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course will be a key component of the professional MBA program.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Product development has emerged as a critical activity in business, inasmuch as success at product development can determine the survival of a firm. Unfortunately, an astonishingly large percentage of new products fail, and the cost of failure in dollar terms can be enormous. Our objective is to become as proficient as possible at managing the product development process. We will discuss and apply up-to-date tools and approaches for developing new products which should be relevant whether you work for a small startup or a large company and whether you sell products or services. Learning in this course will be achieved through a mix of lectures and case study analyses, as well as a hands-on product development project in which students will implement the tools discussed in this course.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
No textbook(s).

Articles:

“Six Myths of Product Development”, Harvard Business Review, 2012
“Turn Customer Input into Innovation”, Harvard Business Review, 2002
“Spark Innovation through Empathic Design”, Harvard Business Review, 1997
“Stories That Deliver Business Insights”, MIT Sloan Management Review, 2014
“Design Thinking: Ready for Prime-Time”, Rotman Management, 2013
“Why the Lean Start-Up Changes Everything”, Harvard Business Review, 2013
“Design Thinking”, Rotman Management, 2008
“Service Blueprinting”, California Management Review, 2008
“Reducing the Risks of New Product Development”, MIT Sloan Management Review, 2006
Crossing the Chasm - Chapter 1

Cases:

IDEO: Human-Centered Service Design (9-615-022)
TruEarth Healthy Foods (4065)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Each topic is two weeks. See syllabus for details:

1. Introduction
2. Understanding Consumer Needs I
3. Understanding Consumer Needs II
4. Creativity I
5. Creativity II
6. Concept Testing
7. Product Design
8. Forecasting and Innovation Diffusion

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

ACADEMIC INTEGRITY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. All assignments will be put through the TurnItIn system. This system compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. The purpose of this system is to discourage plagiarism. I sincerely hope that there will be no such problems, but if there are, this system will discover them and alert me. Let's not get to this point.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

FEEDBACK AND EVALUATION

It is my goal to make this an excellent course. If at any time you feel that the course is not meeting your expectations or you want to provide feedback on how the course is progressing, please contact me and I will do my best to address your concerns.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade,

and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Grading Scheme

| | | |
|---|----------|-----|
| Category Selection (Team, due Jan 20) | Ungraded | |
| IDEO Case (Individual, due Jan 20) | 10 | |
| IDEO Case Discussion (Individual, open Jan 21 - 27) | 2.5 | |
| Empathic Design / Contextual Inquiry Report (Individual, due Feb 3) | | 5 |
| Opportunity Identification Report (Team, due Feb 17) | 15 | |
| Practicing Inventive Templates (Individual, due Feb 24) | 5 | |
| Critique of Concept demonstration (Individual, due Mar 3) | 5 | |
| Design Analysis (Individual, due Mar 10) | 5 | |
| Truearth Case (Individual, due Mar 24) | 10 | |
| Truearth Case discussion (Individual, open Mar 25 - Mar 31) | | 2.5 |
| Final Project Report (Team, due Apr 7) | 15 | |
| Final Exam (Individual, due Apr 13) | 25 | |
| Total | 100 | |

*Grading Scale

| | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| > 95 | > 90 | > 87 | > 83 | > 80 | > 77 | > 73 | > 70 | > 67 | > 63 |
| >60 | <=60 | | | | | | | | |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D |
| | E | | | | | | | | |

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Yang Yang, PhD

PRODUCT DEVELOPMENT AND MANAGEMENT

MAR 6930

Instructor: Dr. Yang Yang

yang.yang@warrington.ufl.edu

(352) 273-1666

262 Stuzin Hall

COURSE OBJECTIVE

Product development has emerged as a critical activity in business, inasmuch as success at product development can determine the survival of a firm. Unfortunately, an astonishingly large percentage of new products fail, and the cost of failure in dollar terms can be enormous. Our objective is to become as proficient as possible at managing the product development process. This course will provide students with a structured way of thinking about the new product development process from a marketing perspective. While there is no guaranteed formula for success, we will discuss and apply up-to-date tools and approaches for developing new products which should be relevant whether you work for a small startup or a large company and whether you sell products or services.

COURSE MATERIALS

1. Business Cases (in Course Pack)
2. Selected Readings (in Course Pack)
3. Lecture Notes (in Course Pack)

COURSE FORMAT/CLASS CONDUCT

Learning in this course will be achieved through a mix of lectures and case study analyses, as well as a hands-on product development project in which students will implement the tools discussed in this course. The issues discussed in the course often require both qualitative and quantitative analyses (e.g., market research data analysis).

ASSIGNMENTS/STUDENT TASKS

1. Video Lectures and Readings

Students are expected to view all assigned video lectures (including the external videos associated with the video lectures) and readings by the scheduled dates.

2. Individual Assignments Based on Cases (25 points)

Students are expected to complete two individual case assignments. The cases and due dates are indicated in ASSIGNMENT DUE DATES AND GRADE. Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Some cases also give you an opportunity to make and justify marketing decisions. There is no "right" answer to a case, but some answers are better than others (see Appendix 1). The strength of your reasoning and analysis is as important as your recommendations. The amount you learn from a case depends on how carefully you read and analyze it. In many cases some of the material is, by design, not particularly relevant to the problem at hand, while the case omits other data you would like to have, and would try to obtain using market research, if you were the decision-maker. This can be a pain, but it does reflect the real world of business. Some of our discussion may revolve around what "missing information" we would like to have.

You are to use absolutely **NO OUTSIDE MATERIALS** when answering case questions. Everything you need is in the case. When writing cases, put yourself in the shoes of when the case was written. For example, if a case was written in 2015, so pretend that it is 2015 right now and that you know nothing about what the firm in the case has or has not done since then. The goal here is to see if you can make a reasonable argument (and support your argument) without relying on what the company actually did after the case was written.

Note that these assignments are to be your **independent** work. You should not discuss the assignments with others. Failure to submit an assignment by the due date will result in a grade of zero for that assignment. These assignments can be submitted days or even weeks in advance, so if you know you will be traveling or have limited access to the Internet, be sure to submit your assignment in advance.

Both cases will be discussed in the discussion board. The case discussion will be open for a 7-day period. However, the case discussion boards are not intended to be a simple posting of “answers” to the questions. Instead, the discussion should be just that: a free-flowing discussion among colleagues, with debates, counterpoints, new perspectives, and give-and-take. You would not comment on everything in that setting, and I don't expect (or want) you to do that here, either. To facilitate discussion, keep posts reasonably brief (no more than 200 words) and addressed to only one of the questions posed. A long post addressing all questions is not effective in generating discussion. Your participation grade will be based on the quality of your contributions to the case discussions.

3. Other Individual Assignments (20 points)

Students are expected to complete other individual assignments, submit them through “Assignments”, and post them to the discussion board for all to read, learn from, and (optional) comment on. The assignments and due dates are indicated in ASSIGNMENT DUE DATES AND GRADE. I expect you to learn from others' posts as you would in a face-to-face class. Posting your assignments to the discussion board and never returning to see what others have posted is not in the spirit of this course. You collectively bring to this course, and to this program, an amazing wealth of prior (and current) experience. One of the great things about an MBA program is the synergies that are created when a course activity like this allows those experiences to enlighten each other.

4. Product Development Project (30 points)

Students will work in teams to develop a new product concept in a familiar product category. The goal of the project is to emulate the product development process and provide various learning opportunities along the way. The project requires all team members to engage in active field work, observation, user interviews, and multiple prototyping and testing iterations. The project is comprised of three team assignments. The assignments and due dates are indicated in ASSIGNMENT DUE DATES AND GRADE.

“Free Rider” Problem: In the business world you live and die by the results of your team as a whole. We prefer to give a single grade to all members of a group, but understand that there might be “outlier” behavior by particular group members. When handing in the final report, you will also hand in a peer evaluation form rating the contribution of each team member. Please be fair when rating others. Since a significant proportion of your grade depends on group work, the peer evaluations would be taken very seriously. If there appears to be consensus that one group member did not pull his or her weight (or alternatively, that one member was crucial to the team's success), I will adjust an individual's project/group assignment grade up or down according to the peer evaluations. Please be fair in rating others. A non-contributing team member will receive zero point and will not be given any opportunity to make up for any team assignments. A copy of the peer evaluation form is attached (see Appendix 2); copies will be handed out in class with your final exam.

5. Final Exam (25 points)

The final exam consists of two components – a quiz (20 points) and a critique (5 points).

The purpose of the quiz is to encourage you to study the video lectures and readings. The quiz will consist of a varying number of multiple-choice questions, essay-type questions and analytical questions. I will provide you with sample practice questions before the quiz.

You are also expected to write a critique of a randomly picked final project report submitted by your classmates. The critique is intended to test your ability to apply the knowledge learned in this course to critically evaluating every step in the process of new product development. You should focus your critique on the strengths and weaknesses of the project, and make suggestions for improvements. Your grade will be based on the quality of your critique. However, your critique will not influence the grade of the final project report assigned to you in any ways.

ACADEMIC INTEGRITY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

All assignments will be put through the TurnItIn system. This system compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. The purpose of this system is to discourage plagiarism. I sincerely hope that there will be no such problems, but if there are, this system will discover them and alert me. Let’s not get to this point.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

FEEDBACK AND EVALUATION

It is my goal to make this an excellent course. If at any time you feel that the course is not meeting your expectations or you want to provide feedback on how the course is progressing, please contact me and I will do my best to address your concerns.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUMMARY SCHEDULE OF ASSIGNMENT DUE DATES AND GRADES

| Date | Module | Readings | Assignments Due | Grade Points* |
|-----------------|---|--|---|---------------|
| JAN 14 – JAN 20 | 1. Introduction | Six Myths of Product Development | | |
| JAN 21 – JAN 27 | 2. Understanding Consumer Needs I | Turn Customer Input into Innovation | Category Selection (Team, due Jan 27) | Ungraded |
| | | | IDEO Case (Individual, due Jan 27) | 10 |
| | | | IDEO Case Discussion (Individual, open Jan 28 - Feb 3) | 2.5 |
| JAN 28 – FEB 3 | 3. Understanding Consumer Needs II | Spark Innovation through Empathic Design Stories That Deliver Business Insights Identifying new business opportunities | Empathic Design / Contextual Inquiry Report (Individual, due Feb 3) | 5 |
| FEB 4 – FEB 17 | 4. Creativity I | | Opportunity Identification Report (Team, due Feb 17) | 15 |
| FEB 18 – FEB 24 | 5. Creativity II | Design Thinking: Ready for Prime-Time | Practicing Inventive Templates (Individual, due Feb 24) | 5 |
| FEB 25 – MAR 3 | 6. Concept Testing | Why the Lean Start-Up Changes Everything | Critique of Concept demonstration (Individual, due Mar 3) | 5 |
| MAR 4 – MAR 10 | 7. Product Design | Design Thinking Service Blueprinting | Design Analysis (Individual, due Mar 10) | 5 |
| MAR 11 – MAR 24 | 8. Forecasting and Innovation Diffusion | Reducing the Risks of New Product Development Crossing the Chasm - Chapter 1 | Truearth Case (Individual, due Mar 24) | 10 |
| | | | Truearth Case discussion (Individual, open Mar 25 - Mar 31) | 2.5 |
| APR 7 | | | Final Project Report (Team, due Apr 7) | 15 |
| APR 13 | | | Final Exam (Individual, due Apr 13) | 25 |
| | | | Total | 100 |

*Grading Scale

| | | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|-----|------|
| > 95 | > 90 | > 87 | > 83 | > 80 | > 77 | > 73 | > 70 | > 67 | > 63 | >60 | <=60 |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

