



MKTG-UB.1.003
INTRODUCTION TO MARKETING
PROF. HEEYOUNG YOON
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Instructor	Prof. Heeyoung Yoon Office: Tisch 822 Email: hyoon@stern.nyu.edu Office Hours: by appointment
Course Sections	MKTG-UB.1.003 Monday/Wednesday, 12:20 - 3:30 PM (by appointment) Tisch UC19
Course Pack (required)	You will need a course pack that is available from the NYU bookstore. The course pack contains three notes and three cases.
Textbook (optional)	<i>Marketing</i> (an older edition is fine) R. Kerin, S. Hartley & W. Rudelius, Irwin/McGraw-Hill The NYU Bookstore is selling the regular hardback version of the textbook. McGraw-Hill also sells a loose-leaf version that you can put in your own binder, and an eBook version, which have lower prices. The eBook version allows you to search the entire book, print out pages you need, and highlight, make notes, and share them with your classmates. You can get information about the eBook at www.CourseSmart.com , www.textbooks.vitalsource.com , or www.inkling.com .
Course Website	Please check the NYU Classes regularly at https://newclasses.nyu.edu/ , it serves as an online portal for the class. You should always check the postings here before coming to class. Some postings will be crucial in ensuring that you are in step with the rest of the class. This site contains many things you will need over the course of the semester, including: <ul style="list-style-type: none">- Announcements- Class Schedule- Assignments- Syllabus- Slides/Handouts- Supplemental Materials

Make sure you read the rest of this syllabus carefully. It is your guide to the course and will help you learn more and do your best. It describes the course's objectives, how it is conducted, and your responsibilities. A copy of this syllabus appears on the course web site. All handouts and assignments will be posted on the course website as they become available

COURSE SCHEDULE

Session	Date	Topic	Readings & Assignments
1	M, 07/02	Course Introduction and Overview Framework of Marketing	<i>Information Form</i>
2	M, 07/09	Consumer Behavior Customer Lifetime Value	Note: Basic Quantitative Analysis for Marketing
3	W, 07/11	Segmentation, Targeting, Positioning Case Discussion: Dry Clean Express	Note: Segmentation and Targeting Analysis Case: Dry Clean Express <i>Due: Short Case Memo*</i>
4	M, 07/16	Marketing Research I Calyx Case Discussion	Note: Market Research Case: Calyx Flowers <i>Due: Group Case Write-up*</i>
5	W, 07/18	Marketing Research II Midterm Exam Review	
6	M, 07/23	Midterm Exam	
7	W, 07/25	Pricing Product Final Project Guidelines	Note: Pricing: A Value-Based Approach Case: Sony AIBO <i>Due: Short Case Memo*</i>
8	M, 07/30	Place: Distribution and Retailing Midterm Recap	<i>Due: Group Project Proposal (1page max)</i>
9	W, 08/01	Promotion	
10	M, 08/06	Branding Course Summary & Review	
11	W, 08/08	Final Project Presentations	<i>Due: Final Project</i>

* To be submitted electronically before class. Late assignments will not be accepted. Please also bring a printed copy to class.

COURSE OVERVIEW

Marketing as a business discipline is highly misunderstood. People often think of marketing in terms of highly visible, specialized, tactical activities, such as advertising, promotions and sales. That is wrong. Marketing is much more than specialized tactics. Marketing is the art and science of managing value, a process that entails analytical, strategic and tactical activities.

This course will provide you with a sound framework to understand marketing as a value management process. The course involves a mix of lectures and case-based discussions that will teach you an analytical approach to understanding, identifying and creating value. To this end, you will learn how to (1) analyze the environment in which a company operates, (2) develop a marketing strategy, and (3) design actionable marketing tactics.

In this course you will:

- Acquire an understanding of the basic marketing concepts
- Understand the strategic role of marketing
- Identify and address the key decisions facing marketing managers
- Practice the process of analyzing marketing situation or opportunity, formulating market strategy, and developing and implementing a marketing plan
- Sharpen your leadership, analytical and communication skills
- Build a solid foundation for courses in other departments and advanced electives in Marketing

Class meetings will revolve around lectures, video presentations, and in-class activities, such as case discussions and experiential exercises. In order to get the most from this course it is extremely important that you are prepared for each class. I will only highlight the material covered in the textbook and assigned readings, on the assumption that you can do the required background readings yourselves and that it will be more valuable for you to be exposed in class to new information and experiences that supplement your basic readings. As such, if you have questions on the assigned readings, it is your responsibility to let me know prior to class (via email), or at the beginning/end of class.

Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore, reading the background material is crucial. Because I will not repeat much of what is covered in the assigned readings, if you do not prepare for class you will miss much of the important contents, you will not be able to participate in class effectively, and will learn substantially less from the discussions and exercises. As a result, you will be likely to perform poorly on the exams and on the case write-ups and discussions.

GRADING

Your final grade is calculated based on the following components, which are discussed in detail below.

Components	Weights
In Class Midterm Exam	25%
Final Project and Presentation	30%
Home Assignments:	
Case Memos (2)	5% + 5%
Group Case Write-up	15%
Class Participation	15%
Market Research Assignment	5%

In Class Exam (25%)

The in-class exam date has been set and appears in the course schedule. Inform me in writing (i.e. via e-mail) of any legitimate conflicts with the exam date at least two weeks in advance. If I do not receive written notice at least two weeks before the quiz or exam, you will not be given the opportunity to take it at another time. If you miss the exam due to illness or injury, a make-up will not be scheduled for you unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. If you are unable to take a make-up exam before the next class session, your doctor's letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I may choose to give you a substitute test or I may assign greater weight to another assignment.

The exams will consist of both multiple choice and short answer questions on materials drawn from the textbook, cases and lectures. Please be sure to bring a calculator as some of the questions might involve quantitative analysis.

Home Assignments (25%)

Case Studies (Short Memos 10%; Group Cases 15%)

Cases describe interesting marketing problems encountered by firms and give you an opportunity to develop analytical skills, apply concepts we discuss in class to make marketing decisions and learn how to communicate clearly and professionally. The amount you learn from a case depends on how carefully you read and analyze it. You are expected to read each case thoroughly and come to class ready to contribute to case discussions.

In a typical case, you will be asked to analyze the marketing problem and apply marketing concepts and frameworks to identify recommend a course of action for the firm. There is no “right” answer to a case, but usually some answers are better than others. The strength of your reasoning and analysis is as important as your recommendations. 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 makes the case analysis more difficult, but it does reflect the real world of business.

Short Memos

- *Dry Clean Express*
- *Sony AIBO*

Dry Clean Express and *Sony AIBO* are brief cases that focus on specific business problems. You are expected to read them carefully, submit a short memo for each of them and be ready to discuss them in class. The class discussion will be based on the frameworks introduced during the course and will help you develop a structured approach to think about the business problem at hand. At times I will also introduce new frameworks and techniques that help address the marketing problem at hand.

Group Case Write-up

- *Calyx Flowers*

Calyx Flowers gives you an opportunity to analyze a complex business problem and apply what you are learning during the course. It will take you several hours to read the case, and I suggest you read the case multiple times. It will then take you few more hours to write your group analysis. Come to class prepared to offer your opinions or be called on even if you don't volunteer. Please note that you must also submit both assignments to TurnItIn, an online plagiarism detection software able to detect when parts of a written assignment are plagiarized from content available on the internet, or from an assignment turned in by another student at NYU or any other university. See more on TurnItIn later in the syllabus.

You will work on the *Calyx Flowers* case in groups. I will set up a Google Doc for you to sign up for teams. Those who do not sign up will be randomly assigned to teams who need more members. Your team is responsible for allocating responsibilities and making sure that everyone contributes in a timely manner. Please don't ask me or the TF to become involved in settling any disagreements between team members. You must do this by yourselves. After handing in your write-up for this case, you will be asked to evaluate the contribution that each group member has made to the project, including yourself. Stern students have repeatedly stated that they believe a key part of the group experience is being able to rate their group members on how well each contributed to a group project. These ratings can affect an individual's grade if they reliably show disparities in the contribution that each group member has made. It is fine if group members contribute in different ways, but the importance of their contribution to the overall group effort should be equal. Please read carefully the section on “Guidelines for Group Projects” later in this syllabus. These guidelines are included to help your group function effectively, efficiently, and harmoniously.

When working on your case write-up please follow these guidelines:

- The questions that the case write-ups should answer and guidelines on length and formatting will be posted on NYU Classes at a later date.
- It is important in business to write clearly, directly, and concisely. In addition to the content, written assignments will be graded on writing quality. Use headings to organize your thinking and help orient the reader. The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give the impression of sloppy thinking, carelessness, and lack of regard for your ideas and the assignment. If you know writing is not your strength, get some help. Good

options within NYU are the Writing Center (411 Lafayette, 3rd Floor, New York, NY 10003, 212 998-8866, email: writingcenter@nyu.edu) and the American Language Institute (48 Cooper Square, 2nd fl. 212 998-7040).

- The case write-up should provide a recommendation, not a restatement of the situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you should support your recommendation by demonstrating why your chosen course of action is the best alternative (e.g., lowest risk, least expensive, best strategic fit, etc.) and why it is good to discount other options. Do not feel that you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and tempered by your analysis.

Final Project (30%)

The objective for the final project is for you to integrate the concepts and language of the course into a comprehensive analysis. By looking at companies and products offered in the marketplace, the hope is that this project will enable you to look at the marketplace and promotions from an enlightened perspective.

Guidelines:

This will be a group project. Groups will be chosen by the second week of class. There will be 4 group members per group. In this project, you have to:

- Choose a product/service/idea that is offered by more than one company. Choose 2 companies that fulfill similar needs, but use very different STP in their approach to marketing.
- Describe the current state of the product, with regards to the three Cs (1 page per product).
- Use their current marketing mix (the 4 Ps) to show how they are using STP and what their strategy currently is. Provide pictures and/or summaries of advertisements you discuss (2 pages max).
- Evaluate the differences of their strategies and provide some rationale as to why these companies may be using such different approaches. Evaluate the strengths/weaknesses of the different approaches and offer any applicable recommendations (2 pages max).

Deadlines:

7/30 – Project Proposal: Choice of product/service and the two companies you plan to use for the project are due. Provide a short (1page max) rationale for your choice of companies.

8/03 – Have met with me to go over progress on the project, asked questions, etc.

8/08 – Final presentation of projects to the class (20 minutes: 15 mins + 5 mins Q&A)

Grading:

1. **Ambitiousness** – you will be graded on the ambitiousness of the product and companies you choose. Ambitious projects will have the greatest similarity in terms of the products/service they offer and their *potential* market, yet choose very different STP.
2. **Thoroughness** - you will be evaluated on the thoroughness of your analysis. A thorough analysis will have considered the company from multiple points of view, from a

narrow and wide perspective, and will have looked at *all forms* of communication the company has with their potential consumers.

3. **Analysis** – The analysis will be evaluated in terms of its thoughtfulness and its ability to incorporate course concepts into meaningful insights and recommendations.
4. **Communication style** – Assume that this is a report you are turning into a potential employer. As a result, answers that are thorough and succinct will be graded higher than those that include unnecessary or superfluous information.
5. **Presentation** – the presentation will be evaluated by its content (see grading guidelines 1-4) and its engagement. Assume that the audience is a potential client/employer. Additionally, all group members need to present a portion of the work.
6. Finally, grades will be evaluated relative to peer groups.

Please adhere to the following format for the written portion of the project - if you do not do so you will not be eligible to receive full credit.

- 12 point font (Times New Roman)
- **Seven pages max** (plus appendices with ads/pictures)
- Double spaced
- One inch margins

Class Participation (15%)

Your class participation grade is based on class attendance and class contribution.

Class Attendance

Class attendance is essential to your success in this course and is part of your grade. If you are not in class, you can neither learn the material in the course nor contribute to the benefit of your classmates. I realize that occasionally you may have serious reasons to be absent. Whenever you know in advance that you will be absent, please let me know.

Class Contribution

In-class participation is a significant part of your grade and an important part of our shared learning experience. You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. Many sessions of the course will involve interaction and I expect each class member to be prepared to interact at all times in every class. To reinforce this expectation, I will occasionally randomly select (i.e., cold call) a class member to comment on the topic of discussion, whether or not the student's hand is raised. In almost all cases, I will call on someone at random to provide an opinion, not necessarily a fact from the text. Everyone has an opinion about something, so please be ready to provide it. Remember, we learn best when we participate in the process. The cold calling is not designed to embarrass you, but rather to engage you.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so but always in a respectful and professional way. Learning how

to deliver constructive criticism is an important part of the Stern experience. Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop discussion and move on to the next topic before hearing from everyone, as there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you. Often we will try to hear first from class members who have not participated much before hearing from others who have spoken more often.

Market Research Assignment (5%)

Companies often need to learn more about their current and potential customers – who they are, what they want, how they make choices, how they use products, etc. One of the best ways for them to gather information is to design and conduct research studies themselves, or to engage an outside company to do it for them. We will discuss the marketing research process in class.

The Marketing Research Assignment is designed to enrich your understanding of the value of research to the formulation of sound marketing strategy. It consists of two options – you can choose either one, or a combination of both. That is, to satisfy the Marketing Research Assignment, you need a combined total of two experiments and/or Marketing Research Exercises.

Option 1: Subject Pool Participation

The first option is participation in the Marketing Department Subject Pool. This gives you an opportunity to be part of marketing research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a subject (participant) in two studies (under an hour each) currently being conducted by Marketing Department faculty. (Note that while the people running the studies are usually Ph.D. students, they are conducting the research for or with members of the Marketing Department faculty, who supervise them closely.) It is also likely that we will discuss the purpose, design, implications, etc., of at least one of these studies in class as an example of what can be learned about consumers through research.

Participation in the Subject Pool is easy and usually enjoyable for most students. All you have to do is show up for the studies and follow instructions. You may participate in one or two studies but you must participate in a combined total of two studies and/or Market Research Exercises (see Option #2 below for more information). While the studies are usually fun, they are also serious. Therefore, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. You will not be required to answer any question(s) that make(s) you feel uncomfortable. Sign-ups will occur on-line two times during the term (once for each study assigned to our class) and the sessions for that study will usually occur within the next week or two. I will announce when sign-ups become available for each study.

At the beginning of each study, the experimenter will explain what the study is about, what your rights are as a participant in the study, and any risks or special benefits of participation. You will be asked to read and sign a consent form stating that you agree to participate in the study. You will be given one copy of the consent form to keep. If you prefer not to participate in the study, or if you withdraw from the study once you begin, you may complete one of the Marketing Research Exercises described below (see Option #2) and will receive the same credit as if you had completed the experiment.

For students who will be under 18 years of age: If you would like to participate in the subject pool studies but are under 18 years of age, it is a Federal government and a University requirement that you must provide a signed consent form from your parent or legal guardian for each experiment you participate in. Please see me if you are under 18 and would like to participate in one or more experiments. I will provide you with a copy of the parental consent form for each experiment. Please ask your parent or legal guardian to read and sign the form. The form must then be returned to me prior to your participating in the experiment. Note that if you prefer to do the two marketing research exercises described as “Option 2” below, you do not need to have your parent or legal guardian complete these forms.

Option 2: Marketing Research Exercises

As an alternative to participating in one or two Subject Pool studies (Option #1, above), a second option is to complete one or two Marketing Research Exercises. Each exercise involves a write-up no longer than one page and will give you additional experience with marketing research and its application to marketing strategy. These exercises are due on the day of your final exam. No exceptions will be made, so please plan ahead. The marketing research assignments are:

1. Design a Survey for Howlin' Coyote Chili. Read Appendix A of Chapter 2 (pp. 51-61). Paradise Kitchens often conducts taste tests to evaluate new chilies that might be added to its Howlin' Coyote line. As part of the taste test, participants are asked to complete a short questionnaire summarizing their reactions. Create a one- page (max.) questionnaire that includes questions on:
 - a. The respondent's reactions to the chili tasted
 - b. Good names for the new chili
 - d. The most useful additional question(s) that fit within the page limit

2. Generate ideas for Breathe Right. Read the Breathe Right case at the end of Chapter 7 (pp. 188-189). Generate ideas for characters and situations for advertisements targeting “snorers.” Brainstorming is often used to come up with new advertising ideas. Assemble a group of at least 4 people for a brainstorming session and do the following:
 - a. Tell them the objective of the session
 - b. Give them the rules for brainstorming. These are:
 - Strive for quantity of ideas, without special concern for quality
 - Be creative and try looking at the problem from another viewpoint
 - DO NOT evaluate or criticize AT ALL during the session
 - c. Give them 5-7 minutes to generate ideas and record as many as you can.
 - d. Write one page (max.) indicating: the number of participants, the number of ideas they generated as a group, the advantages and the disadvantages of this technique.

3. Analyze the Jamba Juice case on pages 617-618 of the textbook and write a one-page (max.) response to the questions at the end of the case.

CLASS ORGANIZATION AND LOGISTICS

Seating Assignments and Name Cards

So that I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable for the rest of the semester. On the second day of class I will pass around a seating chart on which you will note your seat for the rest of the semester.

Please bring name cards to class and use them in every class. If you forget your name card, you may be marked absent and not given credit for participating in class.

Getting the Information You Need

The TF and I will use three methods – in class, e-mail, and NYU Classes– to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, and any other important information about which you need to be aware. Not every announcement will be made all ways. It is your responsibility to check your e-mail and NYU Classes website at least once a day during the week (Monday through Friday) and you will be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask the TF or me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

Using E-mail

Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble and are still having trouble after using the instructions below, check with a consultant in Stern IT.

Once you are registered for this course, the registrar will send your name to our IT group and, if you don't have one already, a Stern e-mail address will be created for you. To change your default password, simply visit the Simon web site (<http://simon.stern.nyu.edu>), log in with your Stern ID and password, and click on "Change Password." If you do not have a Stern e-mail address or cannot access it, see someone in the Stern computer lab. If he or she can't help you, ask to see a supervisor.

If you would prefer to receive e-mail from me at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (<http://simon.stern.nyu.edu>), log in with your Stern ID and password, and click on "Mail Forwarding."

GRADING POLICIES

At Stern and at NYU, students are graded on the quality of *their* work. We very much value hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. NYU and Stern are among the most selective and highest rated undergraduate programs in the country. You are here because you are exceptional students, but that also means the university and the school expect a lot from you. Your TF and I will be very responsive to students who need extra assistance, but the standards are high and should be. That's why NYU and Stern students are so highly regarded and what makes your degree valuable.

Please let me know immediately if you have a qualified learning disability that may affect your performance. If you have a qualified disability and require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 212 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

Do not discuss any details of written assignments, quizzes, or exams with students in other sections until after these assignments have been returned to you with grades. In making the final grade determinations, I will be comparing notes with the professors teaching the other sections of this course.

The following grade distribution has been adopted by the Stern faculty for core courses in the Stern Undergraduate College to help insure that the distribution of grades is similar across all core classes:

- A or A- 25% - 35% Earned for excellent work
- B+, B, or B- 50% - 70% Earned for good or very good work
- C+ or below 5% - 15% Earned for adequate or below

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please *write a formal memo to me* describing the error. Also *include documentation* in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). I will review your assignment and get back to you as quickly as possible with an answer.

Grading any assignment requires the grader to make many judgments on how well you have answered the question. Inevitably some of these go in your favor and some not, but taken together they usually assess fairly the abilities you displayed in the assignment. It is inappropriate in re-grading an assignment to only consider instances where you believe you deserve a higher grade and disregard instances where you were given the benefit of a doubt. So if you want a grade to be reconsidered, *the entire assignment will be re-graded*. I have instituted this policy out of fairness to all students. It is not intended to discourage you from questioning a grade, but to get you to think carefully when making these requests.

Students have one week after an assignment has been returned to them to submit a grade rebuttal. After that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.

There are NO opportunities to improve your grade through work for extra credit. Please make sure that the work you submit is the best work you can do.

POLICIES ON CHEATING AND PLAGIARISM

Cheating and plagiarism will NOT be tolerated!

Either will result in the grade of “F” for the assignment, quiz, or exam for all parties involved. Please read carefully the Stern Student Code of Conduct, presently at this URL:

http://www.stern.nyu.edu/UC/CurrentStudents/HonorCode/CON_022122.

Violations of the Stern Student Code of Conduct may result in referral to the Stern School Discipline Committee and legal action by the University. The possible actions taken by the Stern School Discipline Committee in instances of cheating and plagiarism include suspension and expulsion from New York University.

Cheating: *[During an exam] All communications, written, oral or otherwise, among students is forbidden The use of [unauthorized] notes, books or other written materials calculators or other aids is forbidden.... Providing or receiving information about the content of an exam is forbidden The use of anyone else to take an exam for a student is forbidden.*

Plagiarism: *Students are required to submit their own work. Ideas, data, direct quotations paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:*

- *The use of other persons or services to prepare written work that [the student submits as his or her] own.*
- *The use of previously or concurrently submitted papers or segments thereof written by ... the student himself or herself; and*
- *Submission of the same or very similar papers in different sections of multiple section courses by collaborating students.*
- *Copying material from a web site, or any other source, without placing the information in quotes and crediting the source.*

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. No form of cheating or plagiarism is acceptable. Since students in other sections of this course may have the same or highly similar assignments and exams, it will be considered a violation of the Stern Ethics Code if a student from one section that has completed an assignment or exam shares information with a student in another section that has not yet completed that assignment or exam. Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor. If you are concerned about revealing your identity, please feel free to drop an anonymous note in my mailbox.

To check for plagiarism, all assignments will be submitted electronically to 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 detect 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. I will provide you with instructions on how to electronically submit your assignments so that they can be entered into the TurnItIn system.

POLICIES ON CLASSROOM ETIQUETTE

Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person's behavior to distract the entire class. Many students have complained to the Stern school about students who use class time for other purposes or act in a distracting manner.

Please observe the following standards of classroom behavior:

- Arrive to class on time. There have been overwhelming complaints, mostly from students, over the past few years about disruptions caused by latecomers to class. Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.
- Once you are in class, leave only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not considered appropriate behavior.
- If for some reason you must be late for class, or leave early, please attend another section of the class that day. You are most welcome to do so.
- If you know in advance that you will miss a class, please let me know in advance.
- Laptop computers and tablets may not be used during class time. Many Stern students have complained about the distracting behavior of other students who use laptops for nonclass purposes during class. If you would like an exception to this rule because of unusual circumstances, such as medical reasons, please see me.
- Turn off your cell phone, digital music players, and any other communications or sound devices. The use of any unapproved electronic devices during class, such as cell phones, music players, or sound or video recorders of any kind, without prior authorization from the instructor, is a violation of the Stern honor code and will be treated as such.
- The only material you should be reading in class is material that concerned with the class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion - audio, video, or otherwise – without permission of the instructor. It is important that everyone in the class feel comfortable to express their opinion, and that it will not become public.
- If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

GUIDELINES FOR GROUP PROJECTS

The following guidelines were developed by Stern faculty, to help students working on group projects. If you follow them, these guidelines will help your group do the best it can, and save time and possible conflict.

Business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education. When working in a group, every member is expected to carry an equal share of the group's workload. Your professor will not supervise the process any more closely than a manager would in similar circumstances. In the infrequent case where you believe that a group member is not carrying out his or her fair share of work, you are urged not to allow or permit problems develop to a point where they become serious. Try to first address these problems among yourselves. It is recommended that your group establish your own problem-solving process for handling conflicts at the beginning of your work together. If you cannot resolve conflicts internally after your best efforts, they should be brought to the attention of your professor who will work with you to find a resolution.

You will be asked to complete a peer evaluation form to evaluate the contribution of each of your group members (including your own contribution) at the conclusion of each project. If there is consensus that a group member did not contribute a fair share of work to the project, the professor will consider this feedback during grading.

Guidelines for Effective Group Work

Research on groups shows that outcomes do not depend on group members liking each other personally, but they do depend on effective group processes. Here are some guidelines:

- Focus on achieving the best results rather than worrying about interpersonal relationships
- Become aware of and respect differences among each other:
 - Demographic (gender, race, ethnicity, national culture)
 - Professional (values, skills, personalities)
- Meet as soon as possible to:
 - Agree on your group's rules (basic assumed rules are provided on the next page)
 - Decide on the process of collaboration: when you will brainstorm ideas/approaches, collect data, analyze data, prepare the group project paper
 - Assign tasks and identify specific deliverables for each meeting and each person
 - Schedule subsequent meeting times
 - Agree on how you will exchange work and by which dates
 - Determine how your group mates will review the combined project and approve it
 - Know the Content of the Project

It is in your interest to be involved in all aspects of the project. Even if you divide the work rather than work on each piece together, you are still responsible for each part. The group project will be graded as a whole: its different components will not be graded separately. Your exams may contain questions that are based on aspects of your group projects.

Assumed Rules for Group Participation

To work well as a group, you need to decide on some ground rules that will facilitate your joint work. Below is a list of common rules related to group work that you should assume are in effect unless your group decides to change them. Discuss each rule and decide whether you want to adopt it as a group. Make sure each member commits to the rules you adopt. You can also add your own rules, such as, “add each member of the group to an IM buddy list.”

- Each member will perform a fair share of the group’s work. Free-riding is not acceptable.
- Telephone numbers and email addresses will be exchanged promptly.
- All members should attend scheduled meetings unless it has been previously arranged that a member cannot make a specific meeting or there are unavoidable circumstances such as illness (hangovers don’t normally qualify as a valid form of illness).
- To encourage attendance at all meetings, arranging for a combination of face-to-face and online meetings can help alleviate the strain of scheduling issues.
- All members should be prepared for all meetings (read the assignment in advance and develop some ideas on your own).
- Meetings will commence no later than six minutes after the agreed start time and everyone should arrive by that time.
- Roles such as chair of a meeting and note-taker should be clearly allocated and should rotate around the group so that responsibilities are shared.
- Anyone can initiate and redirect discussion.
- Decisions will be made democratically. In the absence of a clear consensus there will be a vote.
- Aggressive and dominating behavior is not acceptable.
- Sexist and racist remarks are not acceptable.
- Members should try to encourage contributions– to discussions and decisions – from everyone, and to assess the value of all contributions.
- Members should practice active listening: listen to each other’s ideas, summarize them, ask questions, and show respect for the other person’s opinion before challenging it.
- Tasks that individuals agree to undertake should be completed by the agreed deadline. If it looks as though there will be a problem meeting a deadline that member should seek help from other members of the group in time to avoid a delay.
- If a group mate asks for help, everyone should try to assist him/her.
- If a conflict is emerging, it should be discussed in a group meeting and attempts should be made to resolve it within the group; if this is unsuccessful, it should be brought to the attention of the professor.
- Each person has the right to point out when these rules are being broken.
- All group mates should have responsibility for implementing an effective group process.
- All rules can be changed by consensus.

STUDENT INFORMATION FORM

Section: _____

First and Last Name: _____

Major(s): _____

Expected Graduation Date: _____

Please Staple
Your Photo Here

Please read the following statement and indicate your agreement by providing your signature below. (Before signing you should be sure to read the syllabus thoroughly).

“I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course.”

Signature

Date

1. Please list any class you might miss for religious observance or other reasons.
2. What are your 5 and 10-year career goals?
3. What is your recent work experience?
4. Tell me something else about yourself that is important to you and/or makes you unique!
(e.g. interests, hobbies, background, talents, collections, etc.)
- 5. What do you expect to get from this course? How does the course fit your career goals?**