Syllabus, MARK 6361, SUMMER, 2006, TMC EMBA
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Our schedule is July 7 3-7 Friday
July 8 8:30-12:30 and also 1:30-5:30 Saturday
July 15 1:30-5:30 Saturday
July 28 3-7 Friday
July 29 1:30-5:30 Saturday
August 12 1:30-5:30 Saturday
August 25 3-7 Friday
August 26 1:30 – 5:30 Saturday
September 8 3-5 Friday

Presentation days are in italics. Your team will present one of those two days. And every team member participates. Please schedule your life accordingly. Exam days are boldfaced. Ten-minute breaks on days with neither an exam nor a presentation will begin roughly 80 minutes after class starts, then again roughly 80 minutes after we reconvene. Breaks on days with exams and days with presentations are less predictable, unfortunately.

You’re expected to be in class, on time. Please let me know in advance if that isn’t possible, so neither I nor teammates worry.

Course objectives: We hope to significantly increase your level of:

- **Interest in marketing**, measured by likelihood of seeking out marketing colleagues at work, reading about marketing, and…yes…enjoying this class.

- **Sophistication in using marketing concepts**, whether at work or in other facets of your life, for instance not-for-profit groups you belong to -- such sophistication measured by oral and written presentations and by responses to exam questions

- **Sophistication concerning working in teams**, measured by your satisfaction in doing so and the quality of output

- **Understanding of how managers and professionals evaluate marketing presentations of all kinds**, and understanding that all presentations are whatever else, marketing presentations

- **Communication skills** in written and oral presentations. The goal is that everything you say or write would be clear to a college sophomore and would at the same time gladden the heart of a purist in the English language. It is a marketing reality that people who confuse “its” and “it’s” do not appear to be as smart as they need to be, and those who don’t proofread over and over again do not appear to be as careful as they need to be.
Textbook: A Framework for Marketing Management, 3rd edition, by Philip Kotler and Kevin Lane Keller. And regular reading of the Wall Street Journal is a fine idea if you would like to know more than this class will tell you.

Web address: at http://www.bauer.uh.edu/gelb there will be a link to material for this class – slides, handouts, etc. WebCT will be the source of grades, but I post everything else on my home page.

Course format

We’ll have a Q&A period followed by a lecture/discussion for the first 80 minutes of each class period, unless this syllabus indicates otherwise. You are expected to have read assigned textbook material, be able to answer questions about it, and to have thought about healthcare applications. And this is the time to ask any question about that material or about any assignment. Then after the first break, we’ll follow the same format with a second chunk of material. After the second break, you’re often meeting with your team, working on the team project. Note: your “team” is one-half of your usual group; each is three people.

Each team project is a proposal, to offer a particular service or technique – the same one as the team with whom you are competing -- to a particular organization, also the same one. The proposal, handed to me in writing and presented orally to the class as, in effect, a team marketing effort, will describe the organization’s current situation (research on this client organization is a must). Then the proposal will describe:

- the problem to be solved and/or opportunity to be exploited,
- what the team is actually proposing to do (in non-technical terms),
- what results are expected,
- how the client organization will break even on the cost of your work for them, in dollars of costs decreased, gross revenue increased, or some of each (this is a critical part of your proposal)
- what the project will cost in client time and in money,
- how your team is qualified to do the work. Please be truthful; offering fiction to a client is never the way to get the project.

The rest of the class will operate as individuals employed by the prospective client organization, asking probing questions. Then every class member who is not on either presenting team will vote on which team -- or neither -- should be awarded the project. Members of one team stay in the room while the other team presents (contrary to real life), but are expected to be silent and [if possible] expressionless throughout.

A midterm and a final are simply designed to keep you honest about attending class, paying attention to what is said, and reading the textbook. Expect multiple choice and short answer questions that cover anything we talk about in class, anything in assigned textbook chapters, and the presentations by invited guest speakers (not the proposals from your classmates). Please bring a blue Scantron form and a pencil to each exam.
Grading

It’s on a 500-point scale, except that the highest total you are likely to achieve as a practical matter is 480. Don’t worry; that works out fine. Here is how:

The 100-point midterm is 20% of your grade and so is the 100-point final, which is NOT comprehensive but covers material since the midterm. Maximum possible: 200 points. Your written team consulting proposal earns a maximum of 200 points, but as a practical matter 95% of that (190 points) is a flat A and is what an excellent project is likely to earn. Each participant receives the group grade so long as your evaluation from the group averages 2.8, on a 3-point scale. Below 2.8 but above 2.2, you lose 20 points; at 2.2 or below, you lose 40 points.

Your individual oral presentation of your part of the proposal earns a maximum of 45 points (50 possible, but unlikely). Every team member needs to present something out loud, please. Missing your team’s scheduled time to present is unthinkable, so if you know by the first class day in July that you will be out of town when your team presents, please say so immediately; we can make adjustments in the schedule for you.

The final element of your grade, class participation, is scaled from 0 to 45 (again, 50 is possible, but rare), based on the following components:

- your answers to questions I ask at the beginning of each class session
- your comments and questions in class. Questions might be directed to me, showing you have read the assigned material, or they might be directed to a presenting team, questioning an obvious ambiguity or omission in a team's presentation, for instance
- attendance. I take roll when class begins. If you are often late, or often not in class, that will be reflected in this part of your grade.

In practice, your semester grade is the sum of five numbers:
- Your midterm score (100 points possible)
- Your final exam score (100 points possible)
- Your (written) project grade (theoretically, 200 possible). Project grades are:
  - A 190
  - A- 180
  - B 160
  - B- 150
  - C 140
- Your presentation grade, 45 points means an A
- Your class participation grade, 45 points means an A. If you usually don’t come to class, or come late and miss the beginning-of-class questions, you can find yourself with a flat zero on this portion of your grade.
So somebody with 80 points out of 100 on each exam, a 180 on the project (A-), and A grades on his or her presentation and on class participation has a total calculated as follows: \(80 + 80 + 180 + 45 + 45 = 430\), a high B+.

For the semester grade:

Anybody with 450 points (90%) gets an A
- 433 points A-
- 416 points B+
- 400 points B
- 383 points B-
- 366 points C+
- 350 points C

and on down using the same pattern. I might curve up if things look too grim. But you won’t do worse than that scale, and counting on a curve is extremely optimistic.

**Two notes from the Bauer College Dean’s office:**

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook, [http://www.uh.edu/dos/hdbk/acad/achonpol.html](http://www.uh.edu/dos/hdbk/acad/achonpol.html), and students are expected to be familiar with it.

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

**Schedule**

**July 7**  Review of syllabus and discussion of how this summer’s work will differ from the Healthcare Marketing course this coming spring. Your questions, then lecture on /discussion of Chapter 1 and the collection of clippings I have posted to give you some flavor of marketing issues. After the break, your questions on Chapter 2, then lecture/discussion of that material. After the second break teams will draw for the proposal you’ll prepare (due and orally presented either Aug. 25 or 26). I’ll talk about expectations for that proposal and answer questions. Your three-person team is an alphabetical half of the six-person group in which you usually participate.

**July 8**  Morning:  Chapter 3 before the first break. Speaker before the second break. Chapter 4 after the second break. Afternoon:  Chapter 5 before the first break. Chapter 6 before the second break. Time after the second break for your team to get organized for your project.
July 15  Chapter 7 before the first break. Chapter 8 before the second break. Time after the second break for your team to meet on your project.

July 28  Review for the midterm, roughly 30 minutes (**Bring questions, please!**) Then a 90-minute exam, covering Chapters 1-8 and the July 8 speaker. After a break, a speaker. Grades will come your way on WebCT.

July 29  Chapter 9 before the first break. Chapter 10 before the second break. Time after the second break for your team to meet on your project.

Aug. 12  Chapter 11 before the first break and also pages 239-245 from Chapter 13. Chapter 12 before the second break. Time after the second break for your team to meet on your project. We are skipping the rest of Chapter 13 and all of Chapter 14. Trust me – you aren’t missing much.

Aug. 25  Chapters 15 and 16 before the first break. Chapter 17 before the second break. After the second break, competing presentations for Memorial-Hermann, from Dacquino/Hill/Levermann, then Gonzales/Hanna/Pena.

Aug. 26  Discussion/lecture on legal issues in marketing before the first break. We are also skipping Chapter 18. Second set of competing presentations, for the Texas Medical Center, before the second break: Clay/Harrison/Johnson, then Robben/Schwartz/Vinson. After the second break, competing presentations for Silverado from Martin/Metzen/Williams, then Leslie/Otieno/Simmons.

Sept. 8  Teacher evaluation form – Please bring pencils. Review for the final, roughly 30 minutes (**again, please bring questions**) Then a 90-minute exam, covering material that was assigned in Chapters 9-17 and the July 28 speaker. When you finish, so does this semester. But please do e-mail me with suggestions for the spring course. Grades will come your way via WebCT.