**MKT366P –**

**Special Projects in Marketing Practicum**

**SAMPLE SYLLABUS**

|  |  |
| --- | --- |
| **Instructor**  | Alex Gabbi |
| **E-Mail**  | alex.gabbi@mccombs.utexas.edu  |
| **Phone**  | TBD |
| **Office**  | CBA 6.314 (6th floor of CBA North, top of the down escalator) |
| **Office Hours**  | TBD |
|   |  |
| **Classroom**  | TBD  |
| **Lecture Times**  | TBD |

**Teaching Assistant** TBD

# Course Objectives

MKT366P, Special Projects in Marketing Practicum, affords students the opportunity to apply their marketing knowledge to an actual business situation, working to solve a marketing problem in an experience similar to an internship. This course addresses the question: "How do I develop the professional marketing and business skills that will enable me to develop marketing strategies for a for-profit or not-for-profit enterprise?"

While some of the learning in this course will be through lectures and activities in class, much of the work, and therefore the learning, will happen outside of the classroom: in team meetings; meetings with the client; meetings with the instructor; and individual work.

The course is designed to help the student:

* Gain additional marketing insight and experience by applying marketing concepts to an actual business situation.
* Gain experience acting as a marketing consultant, experiencing the triumphs and challenges of working as part of a team to address a marketing problem.
* Make subsequent marketing studies more meaningful by providing a real-life experience.
* Develop insights and networking contacts that may prove useful in your career.

With some exceptions noted in the class schedule below, class sessions will generally consist of:

o Lecture/class discussions, there may be a short exercise at the beginning of class;

o 10-15-minute meetings for each team to meet the instructor in the classroom;

o Project work time for teams to meet as a group and with clients.

During the last class session, student teams will present their findings to the sponsoring client organization as well as present an executive summary of their project to the class.

# Materials

*Required*: *Breakthrough Marketing Plans: How to Stop Wasting Time and Start Driving Growth, Second Edition*, Tim Calkins, Palgrave Macmillan; Second Edition, Revised Edition, 2nd edition (December 11, 2012), ISBN: 0230340334.

*Lecture Notes:* The complete PowerPoint slides for the lectures will be posted to the class session module on Canvas.

Additional handouts and readings will be assigned during the semester.

# Assessment

|  |  |
| --- | --- |
| Project Status Updates (Team)  | 10%  |
| Individual Team Contribution / Peer Evaluations (Individual)  | 10%  |
| Marketing Project Presentation and Materials (Team)  | 40%  |
| Classroom Exercises (Individual)  | 20%  |
| Individual Class Contribution (Individual)  | 20%  |
|   | 100%  |

Course grading will be plus/minus and will be curved to roughly achieve McCombs target for undergraduate elective courses, A 15%; A- 20%; B+ 25%; B 35%; B- and lower 5%. Final grades will be established by rank in class. There is no predetermined letter-grade distribution and the class’s overall performance will be used to set cut-offs for the letter grades.

Attendance at class sessions and instructor meetings is important due to the interactive nature of the course. You may miss one class session for any reason and a second or third class session for a documented recruiting event or family emergency. You must be present for more than half the class to be counted as in attendance. **If you miss four class sessions for any reason, you will not receive credit for this course.**

Additional details for course requirements will be provided in class, but the following guidelines will give you a sense of what to expect:

## PROJECT STATUS UPDATES (10%)

For each instructor meeting, the project team prepares a written status update using the template provided. Status updates should include: current status; key accomplishments since the last report (including the deliverables suggested in the previous class & previous instructor meeting,); notes from client meetings or discussions; work plan for the next two weeks; any issues with making progress on the project. Status updates will be discussed during 10-15-minute meetings with the instructor in class.

## INDIVIDUAL TEAM CONTRIBUTION (10%)

At the end of the semester each team member will evaluate the peers on their team.

## MARKETING PROJECT PRESENTATION AND MATERIALS (40%)

Each student will participate in a marketing project presentation related to marketing strategy evaluation and analysis for their client. Project details will be available on Canvas. Scoring for your final presentation will be a combination of feedback from your client and an instructor score.

MARKETING PROJECT TIMELINE

|  |  |
| --- | --- |
| **Deadline** | **Project Step** |
| Wed Jan 30 | By 6:00pm Group Manager submits top three project choices  |
| Mon Feb 4 | Initial contact with client company, request secondary research sources  |
| Mon Feb 11 | Send engagement letter email to client documenting project goals (cc: Alex Gabbi)  |
| Mon Mar 4 | All secondary research complete and posted to Canvas  |
| Mon Mar 11 | Draft primary research plan and post to Canvas  |
| Wed Mar 28 | Complete second meeting with client to review primary research plan and obtain client feedback and agreement on research approach  |
| Mon Apr 1 | Deadline to begin fielding primary search, post final questionnaire(s)/interview guide(s)  |
| Mon Apr 22 | Complete fielding primary research  |
| Mon Apr 29 | Complete third meeting with client to review results of primary research and obtain client feedback on your preliminary recommendations. Post all primary research data to Canvas |
| Mon May 6 – Wed May 8 | One page executive summary and a 20-minute PowerPoint presentation due. Presentations in class, your attendance is mandatory for both sessions.  |
|  | Presentations in class, your attendance is mandatory for both sessions. Provide client and instructor with all secondary market research, primary research raw data and analysis, and all other working papers and materials.  |

Points will be deducted from a team’s marketing project score for not meeting deadlines for intermediate project milestones or for not following instructions for a project milestone.

## EXERCISES (20%)

For some class sessions, each student will prepare for an exercise. The purpose of these exercises is to give students the opportunity to consider material prior to the discussion in class.

For each assignment/exercise, you must bring a printed copy to class along with any readings and cases assigned for the class session.

Each exercise will be worth up to 10 points. Since the purpose of the exercises is to give you an opportunity to consider concepts, grading of the exercises will be gentle. If you show that you have made a reasonable attempt at the assignment you will receive at least 7 points. Scores above 7 points will be reserved for exercise submission that show exceptional keenness on a given assignment (for example: exceptional accuracy, completeness, or thoughtful analysis, depending on the assignment).

For input into calculating your final grade, we will drop your lowest exercise score. This gives students flexibility should they happen to miss an assignment due to external constraints or demands. Late assignments will not be accepted.

## INDIVIDUAL CLASS CONTRIBUTION (20%)

Your individual contribution will be evaluated by the instructor based on your participation during class discussions and instructor meetings. Some of general criteria for evaluating effective class contribution during class discussions include but are not limited to the following:

* Does the student make *quality* points? Note that your grade will not be a function solely of the amount of airtime you consume. Concise and insightful comments backed by analysis are required for higher scores.
* Does the student participate? For others to learn from your experience, you *must* participate - which means actively offering your insights and constructive criticism.

You can receive feedback on your class contribution at any point through the semester upon request.

## REQUESTS FOR SCORING REVIEW

After receiving a score for anything in the course, you have 7 calendar days after the score is posted on Canvas to email a written request for review of the score to the instructor. Your request for scoring review must include your original submission and a detailed explanation as to specifically what you would like reviewed and why it should be reviewed. Scoring reviews may result in an increase or decrease in your score or no change. Any grade review pertaining to a team score must be submitted by the team based on consensus within the team and any score increase or decrease based on a review of a team score will apply to all team members.

## REMOVING A TEAM MEMBER

The team may feel that efforts below the minimum acceptable by a team member are negatively impacting the learning experience or is negatively impacting the quality of the work for the client. If this occurs, the team can consider removing the offending team member. The process for removing a team member is as follows:

* If a team is having an issue with a team member that cannot be resolved internally, the team must first meet with the instructor and present a proposed “Performance Improvement Plan” (PIP) for the offending team member. The PIP must detail the performance issues and the specific improvements which are required based on consensus between the other team members. If approved by the instructor, the offending individual has one week to comply with the PIP.
* Seven calendar days after the PIP is delivered, and if the performance improvement plan has not motivated adequate improvements, the team can propose to remove the individual. This requires unanimous consent of the remaining team members and approval of the instructor.
* For the remaining team members: The team will be held accountable for completing the work of the student removed. In other words, the team workload is not reduced because the team has one fewer members.
* For the student removed: The student removed will independently complete a project like the one assigned to the team (to be defined by the instructor), but which will be evaluated completely separately and will involve no client interaction.

# Instructor Bio

Alex Gabbi is a Lecturer in Marketing and International Business at the University of Texas at Austin McCombs School of Business. He is also the Executive Director of Wonders & Worries, [www.wondersandworries.org](http://www.wondersandworries.org), an Austin non-profit that helps children cope with a primary caregiver’s serious illness. He is a regular paid speaker for large corporate technology companies on the topics of business model and market disruption, technology trends in the 21st century, and entrepreneurship. In his previous ten-year career as a senior manager at Arrow Electronics, Alex Gabbi had various responsibilities for corporate strategy, sales and marketing within the company’s electronic components division. Prior to his career at Arrow, he was a key executive and founder of three start-ups in the enterprise software, technology consulting, and hardware spaces.

Alex’s volunteer roles have ranged from teaching entrepreneurship at many local schools (elementary, middle and high school) to acting as a national patient speaker for Myriad Genetics, where he tells his family’s story to medical practitioners across the country in hopes of increasing hereditary cancer screening practices.

Alex Gabbi holds an M.B.A. in information management and technology strategy and a B.B.A. in International Business and Finance, both from the University of Texas at Austin.

# Tentative Class Schedule

This is a *tentative* class schedule. Readings and assignments will be posted on Canvas. Use Canvas as your guide to readings and assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| **Class / Date**  | **Learning Objectives**  | **Readings**  | **Assignments**  |
|  | Project Introduction · Overview of key marketing frameworks · Structure of marketing consulting project · Successfully managing your team project     | · Canvas: Course Syllabus · Read Online: *Successful Group Projects*; [http://www2.le.ac.uk/offices/ld/resourc es/pdfs-of-study-guides/study-skillspdfs/successfu-%20group-projectsv0.1.pdf](http://www2.le.ac.uk/offices/ld/resources/pdfs-of-study-guides/study-skills-pdfs/successfu-%20group-projects-v0.1.pdf) · WSJ: Employers Find ‘Soft Skills’ Like Critical Thinking in Short Supply [http://www.wsj.com/articles/employers](http://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400)[-find-soft-skills-like-critical-thinking-inshort-supply-1472549400](http://www.wsj.com/articles/employers-find-soft-skills-like-critical-thinking-in-short-supply-1472549400) · Breakthrough Marketing Plans: chapters 1, 2, 6   |   |
|  | Marketing Strategy · Fundamentals of developing a marketing strategy · Formation of project teams · Discuss potential projects · How to effectively work with clients   | · Read Online: Using the Stages of Team Development [http://hrweb.mit.edu/learningdevelopment/learningtopics/teams/articles/stagesdevelopment](http://hrweb.mit.edu/learning-development/learning-topics/teams/articles/stages-development)  · Breakthrough Marketing Plans: chapter 4   | 1/30: Group project choices submitted |
|  | Situation Analysis / Team Meetings · Structure of a marketing situation analysis · Process for creating a situation analysis · Kicking off a marketing project · Writing a client engagement letter   | · Read Online: Conducting a Situation Analysis. <http://srdc.msstate.edu/fop/levelone/trainarc/09fall/session5_garkovich_handoutb.pdf>   |  |
|  | Framing the Problem / Instructor Meetings · Framing a marketing problem · Setting SMART objectives · Key questions to address in setting marketing strategy   | · Read Online: Seven Key Questions of Marketing Strategy <https://www.thriveagency.com/news/5-important-questions-marketing-strategy/> | · Team Project Status Report  |
|  | Secondary Research / Team Meetings · Finding and using secondary sources · Using secondary sources to develop the situation analysis · Writing a secondary research memo  | · Read Online: Research using Secondary Data Sources; [http://www.steppingstones.ca/index.ph p?option=com\_content&view=article&id=](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research)[64:secondary-](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research)[research&catid=17:research](http://www.steppingstones.ca/index.php?option=com_content&view=article&id=64:secondary-research&catid=17:research) · Read Online: How Bad Research Undermines Your Business; [http://www.business2community.com/s trategy/bad-research-underminesbusiness-0940412](http://www.business2community.com/strategy/bad-research-undermines-business-0940412)   | · Exercise 1   |
|  | Planning Process / Instructor Meetings · Understanding the customer buying process · Using the buying process to generate profitable sales  | · Read Online: The consumer decision journey; [http://www.mckinsey.com/businessfunctions/marketing-and-sales/ourinsights/the-consumer-decision-journey](http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-consumer-decision-journey) · Read Online: Building the Machine; [http://www.forentrepreneurs.com/sales -marketing-machine/building-themachine/](http://www.forentrepreneurs.com/sales-marketing-machine/building-the-machine/)   | · Team Project Status Report  |
|  | Primary Research / Team Meetings · Designing primary research to drive development of your strategy · Choosing types of research · Planning and implementing customer interviews · How to avoid common pitfalls in primary research  | · Read online: [http://www.mymarketresearchmethods. com/an-overview-of-market-researchmethods/](http://www.mymarketresearchmethods.com/an-overview-of-market-research-methods/) · Read online: [http://mfishbein.com/theultimate-list-of-customer-developmentquestions/](http://mfishbein.com/the-ultimate-list-of-customer-development-questions/) · Read online: [http://giffconstable.com/2012/12/12tips-for-early-customer-developmentinterviews-revision-3/](http://giffconstable.com/2012/12/12-tips-for-early-customer-development-interviews-revision-3/)  · Read online: [http://jasonevanish.com/2013/08/11/9 5-ways-to-find-your-first-customers-forcustomer-development-or-your-firstsale/](http://jasonevanish.com/2013/08/11/95-ways-to-find-your-first-customers-for-customer-development-or-your-first-sale/) · WSJ: Focus Groups Fall Out of Favor [http://www.wsj.com/articles/focusgroups-fall-out-of-favor-1474250702](http://www.wsj.com/articles/focus-groups-fall-out-of-favor-1474250702)   | · Exercise 2  |
|  | Segmentation, Targeting, Positioning / Instructor Meetings · Fundamentals of segmentation, targeting, and positioning · Identifying customer segments · Choosing a target segment · Creating a positioning for the target segment as part of the strategy   | · Read Online: Segmentation, Targeting & Positioning. <https://www.smartinsights.com/digital-marketing-strategy/customer-segmentation-targeting/segmentation-targeting-and-positioning/>  | · Team Project Status Report  |
|  | Formulating Strategy / Team Meetings · Issues to consider when formulating customer value propositions to attract and retain customers · Making strategy about customers, not competitors · Benefits of approaches to retaining customers · Reasons to avoid creating customer loyalty programs  | · Read online: Loyalty Programs!?! We Don’t Need No Stinkin’ Loyalty Programs!!! [http://customerthink.com/loyaltyprograms-we-don-t-need-no-stinkinloyalty-programs/](http://customerthink.com/loyalty-programs-we-don-t-need-no-stinkin-loyalty-programs/)  · Read online: How to Gain the Ultimate Competitive Advantage by Not Losing Customers; [https://blog.kissmetrics.com/ultimatecompetitive-advantage/](https://blog.kissmetrics.com/ultimate-competitive-advantage/) · Read Online: Strategy Is Not about the Competition [http://www.strategybusiness.com/blog/Strategy-Is-Notabout-the-Competition](http://www.strategy-business.com/blog/Strategy-Is-Not-about-the-Competition) · Breakthrough Marketing Plans: chapter 9  | · Exercise 3  |
|  | Writing a Marketing Plan / Instructor Meetings · Structuring a marketing plan for maximum persuasiveness · Elements of a marketing plan · Best practices in writing marketing plans  | · Read Online: The Only 10 Slides You Need in a Pitch [http://www.marketingprofs.com/chirp/ 2015/27357/the-only-10-slides-youneed-in-a-pitch-infographic](http://www.marketingprofs.com/chirp/2015/27357/the-only-10-slides-you-need-in-a-pitch-infographic)  · Read Online: Politics and the English Language [https://en.wikipedia.org/wiki/Politics\_a nd\_the\_English\_Language](https://en.wikipedia.org/wiki/Politics_and_the_English_Language) · Breakthrough Marketing Plans: chapters 7, 10   | · Team Project Status Report  |
|  | Marketing Metrics / Team Meetings · Quantitatively measuring marketing plan · Developing marketing metrics · Calculating a marketing ROI   | · Read Online: Common Marketing Metrics. <https://www.entrepreneur.com/article/278758>· Read Online: Marketing ROI: From Art to Science [https://ideas.darden.virginia.edu/2016/](https://ideas.darden.virginia.edu/2016/11/marketing-roi-from-art-to-science/)[11/marketing-roi-from-art-to-science/](https://ideas.darden.virginia.edu/2016/11/marketing-roi-from-art-to-science/)   | · Exercise 4  |
|  | Plan Implementation / Instructor Meetings · Integrating tactics for implementing a marketing plan · Applying the GOST framework · The difference between strategy and tactics   | · Read Online: *How to Create a Tactical Implementation Plan*; <http://www.beyondlean.com/support-files/tactical-implementation-plans.pdf>· Read Online: The Difference between Strategy and Tactics; [http://www.webstrategist.com/blog/2013/01/14/thedifference-between-strategy-and-tactics/](http://www.web-strategist.com/blog/2013/01/14/the-difference-between-strategy-and-tactics/)   | · Team Project Status Report  |
|  | Great Presentations and Marketing Success · Creating great presentations · Selling ideas through marketing plans · Using data visualization for persuasive impact · Achieving personal and professional success  | · Read Online: Why Most People's Charts & Graphs Look Like Crap; [http://blog.hubspot.com/marketing/dat a-visualization-mistakes](http://blog.hubspot.com/marketing/data-visualization-mistakes) · Read Online: This 10 Minute TED Talk by Bill Gates Will Teach You Everything You Need to Know About Presenting [http://www.inc.com/justin-bariso/this10-minute-ted-talk-by-bill-gates-willteach-you-everything-you-need-toknow.html](http://www.inc.com/justin-bariso/this-10-minute-ted-talk-by-bill-gates-will-teach-you-everything-you-need-to-know.html)  · View Online: Nancy Duarte: The secret structure of great talks [https://www.ted.com/talks/nancy\_duart e\_the\_secret\_structure\_of\_great\_talks](https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks) · Breakthrough Marketing Plans: chapter 8   | · Exercise 5 |
|  | Instructor Meetings · Final opportunity for instructor feedback before presentations   |   |   |
|  | Final Presentations · Presentations to clients   |   |   |

Readings key:

* Canvas: Found in a module on Canvas
* Read online: Click through the URL listed with the reading, if the URL doesn't work you can also Google the title of the reading
* WSJ: Wall Street Journal, subscription required, if you don't have a Wall Street Journal subscription, enter the title of the reading into the Google search bar, clicking through the link in the Google results will give you free access to the reading
* Breakthrough Marketing Plans: chapters from required text *Breakthrough Marketing Plans: How to Stop Wasting Time and Start Driving Growth, Second Edition*

## **McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community.

**You should treat the classroom as you would a corporate boardroom.**

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The classroom experience is enhanced when:

* **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
* **Students are fully prepared for each class.** Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
* **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
* **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.

**Important Notifications**

### Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://diversity.utexas.edu/disability/.](http://diversity.utexas.edu/disability/)

#### Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

### Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at [http://my.mccombs.utexas.edu/BBA/Code-of-Ethics.](http://my.mccombs.utexas.edu/BBA/Code-of-Ethics) By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/>to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### Campus Safety

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, [http://www.utexas.edu/safety:](http://www.utexas.edu/safety)

* Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
* Familiarize yourself with all exit doors of each classroom and building you may occupy.

Remember that the nearest exit door may not be the one you used when entering the building.

* Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors.
* Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
* Behavior Concerns Advice Line (BCAL): 512-232-5050 (or [https://operations.utexas.edu/units/csas/bcal.php)](https://operations.utexas.edu/units/csas/bcal.php).
* Further information regarding emergency evacuation routes and emergency procedures can be found at: [http://www.utexas.edu/emergency.](http://www.utexas.edu/emergency)