



**MKTG-UB.0001**  
**INTRODUCTION TO MARKETING**  
**KURT MUNZ**  
**SUMMER 2017**

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| Instructor      | Kurt Munz<br>Office: Tisch 822<br>Email: <a href="mailto:kurt.munz@stern.nyu.edu">kurt.munz@stern.nyu.edu</a><br>Office Hours: Tuesday & Thursday 10:00 – 11:00 AM (must make appointment)  |
| Teaching Fellow | Vinamra Kumar, <a href="mailto:vk963@stern.nyu.edu">vk963@stern.nyu.edu</a> , office hour by appointment only   |
| Course Section  | MKTG-UB.0001.01 – Monday/Wednesday, 12:20 - 3:30 PM – Tisch LC21  |
| Textbook        | None  |
| Course Pack     | You will need a course pack that is available from the NYU bookstore or online from <a href="http://coursepacks.xanedu.com/">http://coursepacks.xanedu.com/</a> . The course pack contains four reading assignments and four cases.   |
| Course Website  | Please check the NYU Classes website regularly, 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"><li>- Announcements</li><li>- Class Schedule</li><li>- Assignments</li><li>- Syllabus</li><li>- Slides/Handouts</li><li>- Supplemental Materials</li></ul> |

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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 website. All handouts and assignments will be posted on the course website as they become available.

**COURSE SCHEDULE**

| <b>Session</b> | <b>Date</b> | <b>Topic</b>   | <b>Readings &amp; Assignments Due</b>   |
|----------------|-------------|--|---|
| 1              | M, 05/22    | Course Introduction and Overview<br>Marketing Analysis: Company,<br>Competition, Context |   |
| 2              | W, 05/24    | Marketing Analysis: Customer<br>Customer Lifetime Value<br>Marketing Research            | Read: “Market Research”   |
|                | M, 05/29    | No Class – Memorial Day  |   |
| 3              | W, 05/31    | Case Discussion: Dry Clean Express<br>Consumer Decision Making                           | <b><i>Due: Short memo (Dry Clean Express)*</i></b><br>Due: Online “Quiz”*   |
| 4              | M, 06/05    | Marketing Strategy: Segmentation,<br>Targeting, Positioning                              | Read: “Segmentation and Targeting<br>Analysis”  |
| 5              | W, 06/07    | Case Discussion: Calyx Flowers<br>Review   | <b><i>Due: Group Case Write-up (Calyx Flowers)*</i></b>   |
| 6              | M, 06/12    | <b><i>Midterm Exam</i></b>   | Prepare for exam  |
| 7              | W, 06/14    | Pricing<br>Product   | Due: Topic for Group Final Project<br>Read: “Pricing: A Value-Based<br>Approach” & “Basic Quantitative<br>Analysis for Marketing” |
| 8              | M, 06/19    | Case Discussion: Sony AIBO<br>Distribution and Retailing (Place)                         | <b><i>Due: Short memo (Sony AIBO)*</i></b>  |
| 9              | W, 06/21    | Case Discussion: Aqualisa<br>Promotion   | <b><i>Due: Group Case Write-up<br/>(Aqualisa)*</i></b>  |
| 10             | M, 06/26    | Branding<br>Emerging Topics<br>Review  |   |
| 11             | W, 06/28    | <b><i>Final Project Presentations</i></b>  | <b><i>Group Final Project Due 6/30, 5pm</i></b>   |

\* To be submitted electronically by 8:00am. Late assignments will not be accepted.

## 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. 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 slides and assigned readings, on the assumption that you can do the required background readings yourselves. 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, please ask them early in the class session on the topic, such that all students may benefit from the answer.

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      | 35%     |
| Group Final Project        | 20%     |
| Home Assignments:          |         |
| Case Memos (2)             | 5%      |
| Group Case Write-up (2)    | 20%     |
| Class Participation        | 15%     |
| Market Research Assignment | 5%      |

### **In Class Exam**

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 10 days in advance. If I do not receive written notice at least 10 days before the 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 exam. 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 exam will consist of both multiple choice and short answer questions on materials drawn from the readings, cases and lectures. Please be sure to bring a calculator as some of the questions might involve quantitative analysis.

### **Group Final Project**

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 assigned randomly by the second week of class. There will be 3-4 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 four 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:

6/14 – Choice of product/service and the two companies you plan to use for the project are due. Provide a short (1/2 page max) rationale for your choice of companies.

6/21 – Have met with me to go over progress on the project, asked questions, etc.

6/28 – Final presentation of projects to the class (20 minutes). Slides due 8am.

6/30 – Write-up due via course web site no later than 5pm.

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. Due June 30, 2017, by 5pm.

- 12 point font (Times New Roman)
- **Five pages max** (not including appendices with ads/pictures)
- single spaced
- One inch margins

## Home Assignments

### *Cases*

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.

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. That is, I expect you to use the framework of marketing to analyze the market, determine and strategy, and execute tactics. 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. Additionally, the word limits imposed on these assignments are purposefully challenging. You must learn to communicate succinctly.

There are two types of written assignments for cases: short memos and group case write-ups.

### *Short Memos*

Read the assigned case in the course pack thoroughly. In 600 words or fewer, present your analysis of the market and make your strategic and tactical recommendations. These memos are to be completed individually. Submit your memo through the “Assignments” link on the course web site no later than 8am on the due date. Late assignments will not be accepted. These will be graded as pass/fail. I will not provide individualized feedback on short memos.

### *Group Case Write-Ups*

You will be assigned to groups of 3-4 randomly. Each member of the group should read the assigned case in the course pack thoroughly. In 1200 words or fewer, your group must present your analysis of the market and your strategic and tactical recommendations. Include headings for an executive summary, market analysis, proposed strategy, and tactical recommendations. You may optionally include appendices of any tables or figures you have created to support your positions. Appendices do not count against the word limit unless they are written prose arguments. One member of your group must submit your write-up through the “Assignments” link on the course web site no later than 8am on the due date. Late assignments will not be accepted. Please submit in Word format as an attachment. Ensure the names of all group members are listed on the document (does not count against word limit). These will be graded on a 100 point scale. The grades will reflect the relative strength of your response relative to the other groups in your class section. There will be a penalty for exceeding the word limit.

## **Class Participation**

Your class participation grade is based on class attendance, class contribution, and peer feedback from group assignments.

### *Class Attendance*

Class attendance is mandatory as it 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. I may excuse an absence if you present me with valid documentation (e.g. a doctor's note). It is your responsibility to sign the attendance sheet for each class. Frequent tardiness may also negatively impact your grade.

### *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.

### *Peer Feedback From Group Participation*

After each group assignment, I will solicit feedback from each group member about all other members' relative contributions. At my discretion, I may use this information in calculating the class participation portion of your grade.

## **Market Research Assignment**

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 Participant Pool Participation credits and/or Marketing Research Exercises.

### *Option 1: Participant 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 participant in one or two studies (exactly one 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. Once these studies are finished, you will receive written debriefings on each. 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 Participant 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 that makes 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 Participant Pool studies (Option #1, above), a second option is to complete one or two Marketing Research Exercises. Each exercise involves a write-up designed to take about the same amount of time to complete as the Participant Pool studies, 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 presentation write-up. No exceptions will be made, so please plan ahead. I will provide you the assignment upon your request.



## **CLASS ORGANIZATION AND LOGISTICS**

### **Seating Assignments and Name Cards**

Please bring name cards to class and use them in every class.

### **Getting the Information You Need**

I will use three methods – in class, e-mail, and the course web site – 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 the course 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 me to review what happened in class. If you are having trouble with e-mail or the course 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 expects a lot from you. 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.

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 readings or slides 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](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 or to meet with classmates is not considered appropriate behavior.
- If you know in advance that you will miss a class, please let me know in advance.
- **Laptop computers, mobile phones, 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.