Class Hours: Mon., Wed. from 11:30 a.m. - 12:45 p.m.

Class Location: BEH 222

Professor: Michael C. Mejza, Ph.D.

Office: BEH 429

Phone: (702) 895-4906

Email: michael.mejza@unlv.edu

Office Hours: Mon. & Wed., 1:30-4:30 p.m. or by appointment

### Required Course Materials


2. “Coursepack” of Harvard Business School (HBS) readings and cases. This is available for online purchase at the following URL address.

   [https://cb.hbsp.harvard.edu/cbmp/access/33527497](https://cb.hbsp.harvard.edu/cbmp/access/33527497)

To purchase this course pack, you will need to establish a user account at the HBS website. The terms of sale allow you to (1) download electronic versions of course materials (2) access files of electronic course materials at Harvard Business Online for six months from the date of purchase, and (3) print each file as necessary.

If further course enrichment is needed other materials may be added to the required readings. Such materials will be chosen from the UNLV Libraries online journals.
Course Description and Objectives: This course is designed to broaden and deepen understanding, application, and evaluation of product and price management decision-making issues. After completing this course, you should be better able to

- Analyze product and branding decision situations across a range of industries
- Recommend reasoned solutions to pricing, branding, and positioning problems
- Develop persuasive oral and written arguments that resolve product and price management issues.

Course Delivery: The course objectives will be reached by the following means.

Class Discussion
Discussion of case studies and textbook readings will be the main learning activity. The instructor is responsible for facilitating discussions. You are expected to participate in class discussions and the quality of your participation will be evaluated for course grading purposes.

Participation will be evaluated on the basis of your ability to learn by making insightful comments based on what others have said and letting others build off your comments. Insights you realize in class and your willingness to share them will matter most. While the best way to prepare for class is to read and think about materials, what you think before class will be secondary to what you think, say, and learn in class.

Case Study Discussion
The first seven weeks of the course will center on in-depth discussion of case studies about companies that faced challenging product and brand management decisions. Learning from case studies arises from a different process than traditional course structures based on lecture delivery. For one, case study learning is participant-centered, which means students generate course most course activity. This differs from lecture-based learning, which is passive in nature in that it relies on an instructor to provide knowledge and the student to “receive” it. In contrast, case study learning challenges students to “make” or generate knowledge and, thus, depends on active learning methods, particularly student-driven discussion that advances collective and individual understanding.

The course instructor is not simply an observer during case discussion, but his or her role differs from that of a lecture-based course. In case study courses, the instructor guides discussion, challenges arguments, provokes debate, summarizes learning that occurs. This means students must accept ownership of case discussions and, thus, be responsible for the quality of discussion and learning that
occurs. It should also be understood that the instructor is the only one in the course “who does not need to make a decision about the case.” That would be defeating the purpose and format of the course.

You can best demonstrate ownership of case discussion by preparing for and participating in class discussions. For each case to be discussed this semester, you are expected to prepare answers to assigned discussion questions and be ready to argue your conclusions and rationale in class voluntarily or when called on during class.

The best system of preparation involves individual and group study, in that order, before class. Individual study should be done first to gain mastery of the facts and issues in a case and to formulate your recommendations. Having done this, you should meet (face-to-face, online, phone conference, etc) with classmates to test your arguments and exchange viewpoints. [Note: This course is purposely designed to overwhelm individual effort and encourage group effort; there are too many case studies for one person to handle. Please develop a habit of working out solutions to cases with others prior to class.]

During preparation for class you are forbidden from consulting outside sources of information about the company or situation discussed in the case. Outside sources include library materials, the Internet, newspapers and other periodicals, trade publications, etc., and people outside the class who are familiar with the case or situation. (The exceptions to these are marketing textbooks or articles from previous courses that explain conceptual frameworks for marketing decision-making.) If you confine yourself to the case study in question, put yourself in the case protagonist’s role and try to work through their problem as they might have, you will gain more from the course experience. If you cannot discipline yourself to avoid outside information sources, you will shortchange your learning and that of the class as a whole. If at any time during the course the instructor has reason to believe you are consulting outside sources of information about a case, you will be assigned a failing grade for the course.

**Evaluation of Participation**: Course participation will be evaluated for case study preparation (5%) and contributions to class discussions (17%). The combined weights for these aspects will total to 22%.

**Evaluation of Case Study Preparation (5%)**. To demonstrate preparation for case discussions, you must simply complete a brief, three-question survey for each case study (8 in all) that will be discussed this semester. Links to the surveys appear on the WebCampus site for this course under the folder titled “Pre-Discussion Argument Summaries.” The survey questions ask for written statements that
summarize your recommendation, criteria, and reasons for each case decision. The deadline for completion of each survey will be precisely 11:00 a.m. of the day in which that case will be discussed.

Evaluation of Class Discussion Contribution (22%). The instructor will evaluate your contributions to class discussion by keeping attendance and rating your contribution using the following rubric.

3 plus marks (+++): Contributions mirror an outstanding level of preparation. Mastery of assigned readings is obvious. Comments are directed to the class, include highly relevant ideas synthesized from case information, and offer new ground upon which others may and do build prolific class discussion. Arguments are very sound and persuasively communicated. [Consistent pattern of 3 pluses = 90 or more points.]

2 plus marks (++): Contributions mirror a thorough level of preparation. Strong familiarity with assigned readings is obvious. Comments are mostly directed to the class, include relevant ideas synthesized from case information, and offer familiar ground upon which others may and do build relevant class discussion. Arguments are fairly sound and, for the most part, persuasively communicated to the class. [Consistent pattern of 2 pluses = 80-89 points.]

1 plus mark (+): Contributions mirror a satisfactory level of preparation. Some familiarity with assigned readings is obvious. Some comments are directed to the class, include obvious ideas easily synthesized from case information, and offer little ground upon which others may build useful class discussion. Arguments are somewhat sound and somewhat persuasively communicated to the class. [Consistent pattern of 1 plus = 70-79 points.]

No plus mark (indicated by X): Contributions mirror an inadequate level of preparation. Familiarity with assigned readings is lacking. Comments are directed to professor only and not to the class, include mainly restatement of case information, and offer no ground upon which others may build useful class discussion. Arguments are not sound and poorly communicated to the class. [Consistent pattern of X marks = 1-69 points (e.g., if you attend only half the classes and say nothing, you may receive only 20 points).]

No mark: Student did not attend class or attended but did not contribute to the discussion. [Consistent pattern of no marks = 0 points.]
Obviously in a large class such as ours it may not be possible for everyone to have a say in every class discussion, thus patterns of plus marks earned throughout the semester will be the basis for assigning a point score for course participation.

Team Case Essays

In contrast to class discussion of case studies, which facilitates collaborative learning and the honing of verbal communication skills, a second mode that will be used to accomplish course objectives is the written case essay. Today, the ability to communicate clearly through written arguments about business situations is on par with the ability to make persuasive oral arguments. Some would argue effective writing skills have taken on even greater significance in the Internet and cell phone age. In light of this, two team written case decision essays will be a required means of honing your ability to develop persuasive writing arguments about marketing strategy decisions.

You are required to submit team case decision essays for the following case studies:

“Clean Edge Razor: Splitting Hairs in Product Positioning” (Due Feb. 9th)
“Mountain Man Brewing Company” (Due March 4th)

Points earned for each team essay will be weighted by 11% when figuring total points for the course.

Team essays must be completed by groups of four formed through self-selection. Also, within a week of submitting each team essay, you are required to complete and submit a peer evaluation form that will be posted on the WebCampus site for this course. Peer evaluations will be used to adjust an individual’s team essay score if evidence of extra effort or lack of effort is born out of them.

When completing the team essay, try to deliver an integrated essay that truly incorporates each team member’s input and consent at all stages of the process. That is, make it a real team effort, as opposed to, say, having each person write one section of the essay and simply compiling the pieces prior to submittal. Efforts of this latter nature are obvious and typically weaken the final product.

[Note on Team Work: If well-planned, frustrations arising from group work can be avoided. To guide and assist your team essay work, a rubric detailing aspects of effective team work is posted on the WebCampus site for this course. Please make use of this rubric.]
Team essays must have a decision case essay structure, which will be explained in the first class and a slide presentation of the topic. Specifically, essays should contain the following sections in order:

- Position Statement
- Decision Options
- Decision Criteria
- Proof of Recommended Option
- Critique of Rejected Options
- Disadvantages of Recommended Option
- Action Plan

Essays will be evaluated for content, organization and structure, soundness of arguments, style, grammar and usage, professionalism, formatting, and evidence of revision. Point scores for essays will be allocated by the following weighting scheme.

Quality/Impact Assessment 75%
Writing/Document Skills 25%
100%

An electronic (soft) copy of each essay must be submitted to the appropriate TurnItIn link on the WebCampus site for this course. No hard copies will be accepted.

Essays not conforming to the following page format will be penalized 10 points.
- Double line spacing, page numbers in footer, 1” margins, and 12-point font.
- Professional looking title page. Title repeated in header of all pages.
- Six-page limit for written text. No limit for exhibits, graphs, diagrams, etc., which are encouraged as means for organizing evidence, illustrating points of argument, showing steps in calculations, and otherwise augmenting and preserving the flow of the written body of the essay.

Exams
Two in-class exams will be administered on the following dates: April 6, 2015 and May 13, 2014. Each exam will test your understanding, application, and evaluation of pricing concepts and techniques discussed in specific chapters (indicated in the class schedule) of the textbook. Exams will consist of short-essay and problem solving questions. Points earned on each exam will be weighted by 22% when determining your total points for the course.
Makeup exams will not be granted unless prior to the exam you provide documentation from an appropriate authority stating why you will be unable to attend the exam. If the instructor accepts your excuse, a makeup exam may be granted.

The professor has the right to assign your seating and verify your identity before, during, or after an exam. The wearing of hats, use of electronic devices, or any methods devices the professor feels might be used to achieve academic dishonesty during exams is prohibited. Cell phones must be turned off during exams.
COURSE POLICIES

The instructor is responsible for facilitating learning and, when necessary, clarifying difficult to understand areas. However, the responsibility for learning falls on you. If the course becomes difficult for you, it is your responsibility to tell the instructor so that help may be given. But, you should know that aid is apt to be in the form of direction rather than the providing of solutions.

Course Grading Scheme

<table>
<thead>
<tr>
<th>Course Performance Area</th>
<th>Weight (%)</th>
<th>Final Points-Letter Grade Scale</th>
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<tbody>
<tr>
<td>Participation</td>
<td>22</td>
<td>93 and higher</td>
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<tr>
<td>6 Case Study Quizzes</td>
<td>12</td>
<td>90 to less than 93</td>
</tr>
<tr>
<td>2 Team Essays</td>
<td>22</td>
<td>87 to less than 90</td>
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<tr>
<td>2 Exams</td>
<td>44</td>
<td>83 to less than 87</td>
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<tr>
<td>Total</td>
<td>100</td>
<td>80 to less than 83</td>
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<td>77 to less than 80</td>
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<td>73 to less than 77</td>
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<td>70 to less than 73</td>
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A grading curve for course letter grades will be applied if no one in the class earns 93 or more total weighted points.

Grading is not an exact science. Being just below a cutoff point is frustrating, but is not a reason to request a grade change or re-grading of an exam or assignment to gain extra points. Scores will not be rounded up. The instructor’s responsibility is to evaluate your performance as objectively as possible.

UNLV Lee Business School
He is not responsible for graduation requirements and it is inappropriate for a student to suggest they need a specific grade for this or any other reason.

Class Protocol
During classes, the following protocol will be in effect.

• Cell phones must be turned off or silenced unless the instructor asks for their use.
• Laptops/tablets may be used for note taking purposes or to refer class material you have previously prepared. Accessing and using the Internet during class is strictly prohibited unless the instructor calls for its use.
• No photography or videography is permitted.
• When someone has the floor during class discussion, it is discourteous to that person and the class if others are chattering, reading email, surfing the Web, or engaging in distracting activities. You must avoid such behavior during class discussion. If what you have to say or do cannot be shared with the class you should wait until after class to say it.

If you violate class protocol you will lose all marks for that class’s participation.

Disabilities
The UNLV Disability Resource Center (DRC) houses the resources for students with learning or other disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination an “Academic Accommodation Plan.” The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays
You have until January 26, 2015 to request accommodations for anticipated absences due to religious holidays.

Academic Dishonesty
Academic dishonesty, which includes but is not limited to cheating on an exam, stealing exam questions, and plagiarizing, will not be tolerated. If you are suspected of academic dishonesty in this course, the instructor will take actions according to university policy to resolve the suspicion. If the instructor believes you are guilty of academic dishonesty in this course, you will receive an “F” for the course and your case will be reported to the Student Judicial Affairs with a recommendation that the University pursue the severest penalties possible for your
actions. You are responsible for knowing the University’s Student Academic Misconduct Policy located at: http://studentconduct.unlv.edu/misconduct/policy.html.

You are also bound to the following course honor code. If you violate this code, you will receive an “F” for the course and be referred to Student Judicial Affairs.

Honor Code

• With the exception of assigned group work you must complete required work individually, without collaborating in any form or manner with other students.
• Teams are prohibited from collaborating with each other.
• If you become aware of any students or teams in the class who have collaborated on any required course work, you are obliged to report them immediately to the instructor. Failure to do so will be considered violation of this code equivalent to collaboration.

Copyright

The University requires all members of the University Community to be familiar with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://provost.unlv.edu/copyright/.

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two
copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Incomplete Grades
The grade of “I” – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Rebelmail
By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>01/20</td>
<td>Course Overview</td>
<td>Writing Case Decision Essays</td>
</tr>
<tr>
<td>01/26</td>
<td>Positioning</td>
<td>HBR Note: Product Policy HBR Article: Three Questions You Need to Ask</td>
</tr>
<tr>
<td>01/28</td>
<td>Positioning in a Niche Market</td>
<td>HBS Case: Land Rover North America Inc.</td>
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<tr>
<td>02/02</td>
<td>Alternative Positioning Strategy</td>
<td>HBS Case: Ikea Invades America</td>
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<td>02/04</td>
<td>Alternative Positioning Strategy</td>
<td>HBS Case: Sony AIBO</td>
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<tr>
<td>02/09</td>
<td>Launching New Products</td>
<td>HBR Case: Clean Edge Razor Submit Team Decision Essay #1</td>
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<tr>
<td>02/11</td>
<td>Recap of First Four Cases</td>
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<tr>
<td>02/16</td>
<td>Washington Birthday Holiday</td>
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<tr>
<td>02/18</td>
<td>Branding</td>
<td>HBR Article: Understanding Brands</td>
</tr>
<tr>
<td>02/23</td>
<td>Brand Creation</td>
<td>HBS Case: (Product) Red (A)</td>
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<tr>
<td>02/25</td>
<td>Buying a Brand</td>
<td>HBS Case: Manchester Products</td>
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<tr>
<td>03/02</td>
<td>Sustaining a Brand</td>
<td>HBS Case: Dove–Evolution of a Brand</td>
</tr>
<tr>
<td>03/04</td>
<td>Brand Extension</td>
<td>HBR Case: Mountain Man Brewing Co. Submit Team Decision Essay #2</td>
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<td>03/09</td>
<td>What is Strategic Pricing?</td>
<td>STP - Chapter 1</td>
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<td>03/11</td>
<td>Economic &amp; Psychological Value</td>
<td>STP - Chapter 2, pp. 17-38</td>
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<td>Value-based Segmentation</td>
<td>STP - Chapter 2, pp. 38-46</td>
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<td>03/18</td>
<td>Price Structure</td>
<td>STP - Chapter 3</td>
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<td>03/23</td>
<td>Price &amp; Value Communication</td>
<td>STP - Chapter 4</td>
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<td>Topic</td>
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<td>04/06</td>
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<td>STP - Chapters 1-4</td>
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<td>Pricing Policies</td>
<td>STP - Chapter 5</td>
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<td>04/13</td>
<td>Setting Profitable Price Levels</td>
<td>STP - Chapter 6</td>
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<td>04/15</td>
<td>Pricing &amp; the Product Life Cycle</td>
<td>STP - Chapter 7</td>
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<tr>
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<td>Role of Costs in Pricing Decisions</td>
<td>STP - Chapter 9</td>
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<td>STP - Chapter 10</td>
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<td>Pricing &amp; Competition</td>
<td>STP - Chapter 11</td>
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<tr>
<td>05/04</td>
<td>Ethical &amp; Legal Constraints on Pricing</td>
<td>STP - Chapter 13</td>
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<tr>
<td>05/06</td>
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<td>05/13</td>
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