<table>
<thead>
<tr>
<th><strong>Class code</strong></th>
<th>MKTG-UB9001002</th>
</tr>
</thead>
</table>
| **Instructor Details** | Name: Raffaele Donvito  
NYUHome Email Address: raffaele.donvito@nyu.edu; raffaele.donvito@unifi.it  
Office Hours: Thursday 12:00 – 12:45  
Villa Ulivi Office Location: Room 7 and 4  
Villa Ulivi Office Extension:  

*For fieldtrips refer to the email with trip instructions and trip assistant’s cell phone number* |
| **Class Details** | Semester: Spring 2016  
Full Title of Course: Introduction to Marketing  
Meeting Days and Times: Thursday 9:00 – 11:45  
Classroom Location: Montughi Room |
| **Prerequisites** | No official NYU prerequisites |
| **Class Description** | This course introduces the concepts and skills you need to create and critique effective marketing. Businesspeople in all areas need a solid understanding of marketing to succeed. Effective marketing satisfies consumer needs and creates consumer value while allowing the firm to achieve its objectives.  

Usually the firm's ultimate objective is profit, but not-for-profit and government organizations are also major economic forces. Firms need customers who believe the firm satisfies their needs better than competitors - otherwise it will go out of business and the rest of business strategy is pointless. For simplicity this syllabus refers to a firm's offering as a "product," but this can refer to a tangible product or a service.  

Marketing covers several kinds of activities, each of which affects the others. Firms must resist the temptation to focus on one of these at the expense of the others. This creates ineffective, unbalanced marketing. Furthermore, firms need to create a balanced, coordinated marketing mix, where all elements of its marketing activities work together. Marketing also requires combining qualitative and quantitative analysis.  

Marketing is about building profitable customer relationships. The aim is to create value for customers, and to capture value in return. Effective marketing strategy satisfies consumer needs and creates consumer value while allowing the firm to achieve its objectives.  

The course uses a combination of lectures, class discussion, case studies, assignments, and exams. The remainder of this syllabus describes the course and your responsibilities in it. |
## Desired Outcomes

This course has been designed to introduce you to the core concepts of marketing. It provides a comprehensive introduction to the key issues involved in the development of a balanced and integrated approach to the marketing of products and services. The knowledge and skills that you will gain in this course will be relevant and applicable in your future work and social life.

Upon completion of this course, you will be able to understand

- the underlying principles of the marketing discipline
- the goals of the marketing system
- how marketing is used by different types of organizations.

Essentially, you will be in a good position to make meaningful contributions in the development of marketing strategies for organizations on a global scale.

## Assessment Components

Your grade is earned through the following activities, which are discussed in detail in this syllabus:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Personal Assignments/Cases</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project/Presentation</td>
<td>20%</td>
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</tbody>
</table>

Failure to submit or fulfill any required course component results in failure of the class.

### 1. CLASS PARTICIPATION - 15% of grade

*General recommendations.*

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. You make no contribution with silence. A portion of your class participation grades will also come from your class attendance.

Many sessions of the course will involve interaction and I expect each class member to be prepared 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. This is the kind of thing that might happen at a business meeting, or any meeting, where suddenly someone asks your opinion and expects you to be prepared. The skills you acquire from participating in class and with your group will serve you well in your future positions, whether you pursue marketing as a career or not.

Class participation means contributing to class discussion in a way that benefits your classmates and helps them learn. You don’t have to speak frequently or in every class to earn the highest possible class participation grade. Some of you may be shy about speaking out, but you still need to participate. Class participation is not graded by any "curve" - it is possible and desirable for everyone in the class to earn a high grade for class participation.

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. Constructive criticism is always welcome and is an important part of the Stern experience. Do not be upset if I challenge something you say – we learn most when we have to defend our positions. If you ever feel that my comments or the comments of any student are not constructive, please let me know.

Sometimes we will have to stop discussion and move on to the next topic before hearing from everyone - 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.

It is important for your classmates, and me, to know who you are. Please fill out the Personal Information Form at the end of this syllabus and hand it in at the second class, so I can learn more about you. Please also write a name card with your first name in big block letters and use it in every class. This helps your classmates, and me, know who you are.

If you are not in class, you can’t learn the material in the course nor contribute to the benefit of your classmates. I realize that occasionally you may be absent. Whenever you know in advance that you will be absent, please let me know in advance. If you miss class, be sure to obtain copies of notes from at least two of your classmates to insure that you do not miss any important material.

Business cases.
We will use eight cases in the course. These are a required part of the course:

- 3M
- BP
- BestBuy
- Ford Cons.
- Rollerblade
- BMW
- Washburn Guitar
- Fallon

You are expected to prepare carefully for all eight cases and be ready to discuss them in class.

References to cases introductory reading:
- Company websites

Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. In cases we will focus on identifying the marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action for the firm. There is no “right” answer to a case, but usually some answers are better than others. The strength of your reasoning and analysis is as important as your recommendations.

The amount you learn from a case depends on how carefully you read and analyze it. You are expected to read each case thoroughly and come to class ready to contribute to case discussions. In 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 can be a pain, but it does reflect the real world of business. Some of our discussion may revolve around what “missing information” we would like to have.

2. MIDTERM EXAM – 25% of grade

The exam consists of multiple-choice questions on materials drawn from the textbook, cases, lectures.

3. PERSONAL ASSIGNMENT - 15% of grade
This assignment gives you a chance to analyze a selected Florentine firm in a marketing perspective. This assignment gives you the opportunities to apply what you are learning to real complex problems related to a specific business situations. You will ask to develop an essay about the selected company with the following features:

- Cover page (Student name and surname, Personal assignment title and date) (Length: 1 page)
- Body (Length: from 5 pages; 1,5 line spaced)
- Appendix (further materials you think are relevant – not mandatory; max 2 pages)

In the body you will ask to develop the for the firm under analysis:

- The company profile
- The overall strategic and operational marketing analysis
- The market segmentation (how would you segment the company market?)
- The competitive positioning (how would you define the company competitive positioning using the tools you think are the most appropriate?)

Please consider that it will take several hours to find, read and study the material you need for the assignment, and other several hours to write your analysis.

4. GROUP PROJECT/PRESENTATION – 20% of grade

This assignment gives you a chance to develop a Marketing plan. You will ask to build your Group Marketing plan following the structure of the Appendix A of your textbook and developing 2 final outputs: the Marketing plan (word document) and the slides for the final presentation in class (ppt).

In the final version of your Marketing plan table of contents you have to highlight the member that has developed each part of the plan. You have also to insert the author’s name in the body of the marketing plan at the beginning of each section just after the section title [i.e. “6.1 Product strategy (Author’s Name and Surname)”]. Try to split the work in equal parts between the Group Members as much as possible.

The word document has to match the following guidelines:

- Cover page (Group name, Group code, members’ name and date) (Length: 1 page)
- Table of contents of your Marketing plan (Length: 1 page)
- I section (Length: from 8 pages to 10 pages; 1,5 line spaced):
  1. Executive Summary
  2. Company Description (see Chapter 2)
  3. Strategic Focus and Plan (see Chapter 2)
  4. Situation Analysis (see Chapters 2-3)
  5. Market-Product Focus (see Chapters 5-6-9)
- II section (Length: from 8 pages to 10 pages; 1,5 line spaced)
  6. Marketing Program
  6.1 Product strategy (see Chapters 11-12)
  6.2 Price strategy (see Chapters 13-14)
  6.3 Promotion strategy (see Chapters 15-16)
  6.4 Place (Distribution) strategy (see Chapters 17-18)
- III Section (length from 2 pages to 5 pages; 1,5 line spaced)
  7. Financial Data and Projections (number of product-service sold projections, sales revenue projections, costs projections, gross margin, net profit)
  8. Organization
  9. Implementation
  10. Evaluation and Control
- Appendix A. Biographical Sketches and Pictures of each Group Member
- References (i.e. Documents, Books, Scientific Articles and Papers, Newspapers and Magazines article, websites, ...)

The final presentation will be held in class, using a ppt file; please consider the following details:

- Target audience: each Group will present its slides to all the classmates and to the Instructor
- Speakers: each Group Member will have to present a specific part of the slides
- Time: each Group will have around 25-30 minutes to present its slides plus 5-10 minutes for question time.

Your Marketing plan and your presentation will be evaluated through the following criteria:
- Feasibility of the plan
- Creativity of the plan
- Clearness of the files and presentation
- Layout of the files
- Balanced participation of all the Group members in the activities

The Marketing plan document and presentation have the same level of importance in defining the final mark.

5. FINAL EXAM – 25% of grade

The final exam will consist of multiple-choice and open ended questions on materials drawn from the textbook, cases, lectures. Some of the questions will involve quantitative analysis. You will not be permitted to take the exam early. Some questions may be based on the guest speaker presentations.

<table>
<thead>
<tr>
<th>Assessment Expectations</th>
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<tbody>
<tr>
<td><strong>Grade A:</strong> The student makes excellent use of empirical and theoretical material and offers structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.</td>
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<tr>
<td><strong>Grade B:</strong> The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy</td>
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<tr>
<td><strong>Grade C:</strong> The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement</td>
</tr>
<tr>
<td><strong>Grade D:</strong> The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research</td>
</tr>
<tr>
<td><strong>Grade F:</strong> The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible</td>
</tr>
</tbody>
</table>

*Please note, Stern Business courses will adhere to the Stern Grading Guidelines as stated on their website: [http://www.stern.nyu.edu/UC/CurrentStudents/Academics/PoliciesAndProcedures/CON_021884](http://www.stern.nyu.edu/UC/CurrentStudents/Academics/PoliciesAndProcedures/CON_021884)*

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<th>Grade conversion</th>
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<tr>
<td>A=94-100</td>
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<td>A-=90-93</td>
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<tr>
<td>B+=87-89</td>
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<tr>
<td>B=84-86</td>
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<tr>
<td>B-=80-83</td>
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<tr>
<td>C+=77-79</td>
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<tr>
<td>C=74-76</td>
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<tr>
<td>C-=70-73</td>
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<tr>
<td>D+=67-69</td>
</tr>
<tr>
<td>D=65-66</td>
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<tr>
<td>F=below 65</td>
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<tr>
<td>Grading Policy</td>
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<tr>
<td>Academic Accommodations</td>
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<tr>
<td>Attendance Policy</td>
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</table>
● Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. **This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.**

● Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

**Due to a class conflict with a program sponsored lecture, event, or activity**

● All students are entitled to miss **one class period** without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by NYU Florence or La Pietra Dialogues, Acton Miscellany or the Graduate Lecture series.

● Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

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**Late Submission of Work**

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

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**Plagiarism Policy**

**PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:**
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, The faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school. Please consult the “Academic Guidelines for Success” distributed on your USB key at Check-in and on the NYU Florence Global Wiki.

For a detailed description of some possible forms of plagiarism and cheating please consult the Community Compact that you signed at Orientation, a copy of which is on the above mentioned Wiki and USB key.

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**The Writing Center**
The Writing Center, located in Aula Belvedere in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting. Sign up for a consultation at wp.nyu.edu/florencewriting/ and submit your working draft or ideas a day in advance to florence.writingcenter@nyu.edu. Drop in for a consultation M-Th, but remember that appointments are given priority. Be assured that very rough drafts are welcome. Please note that we do not correct or “fix” your writing; instead we prompt you to think and work. Our aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

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**Required Text(s)**

Global Market Information Database (Euromonitor) reports. GMID Provides international market intelligence, including economic statistics, on industries, countries, and consumer.

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

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.

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:

1) Focus on achieving the best results rather than worrying about interpersonal relationships
2) Become aware of and respect differences among each other:
   a) Demographic (gender, race, ethnicity, national culture)
   b) Professional (values, skills, personalities)
3) Meet as soon as possible to
   a) Agree on your group’s ground rules (provided on the next page “Assumed Rules for Group Participation”)
   b) Decide on the process of collaboration: when you will brainstorm ideas/approaches, collect data, analyze data, prepare the group project paper
   c) Assign tasks and identify specific deliverables for each meeting and each person
   d) Schedule subsequent meeting times
e) Agree on how you will exchange work and by which dates
f) 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.

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.”

1) Each member will perform a fair share of the group’s work. Free-riding is not acceptable.
2) Telephone numbers and email addresses will be exchanged promptly.
3) 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).
4) 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.
5) All members should be prepared for all meetings (read the assignment in advance and develop some ideas on your own).
6) Meetings will commence no later than six minutes after the agreed start time and everyone should arrive by that time.
7) 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.
8) Anyone can initiate and redirect discussion.
9) Decisions should be made democratically – in the absence of a clear consensus there should be a vote.
10) Aggressive and dominating behavior is not acceptable.
11) Sexist and racist remarks are not acceptable.
12) Members should try to encourage contributions to discussions and decisions – from everyone, and to assess the value of all contributions.
13) 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.
14) 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.
15) If a group mate asks for help, everyone should try to assist him/her.
16) 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.
17) Each person has the right to point out when these rules are being broken.
18) All group mates should have responsibility for implementing an effective group process.
19) All rules can be changed by consensus.

<p>| Additional Required Equipment | N/A |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Business Case</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>February 4</td>
<td>Course Introduction</td>
<td></td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Session 2</td>
<td>February 11</td>
<td>Overview of Marketing and Groups Building</td>
<td>Business case: 3M</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>Session 3</td>
<td>February 18</td>
<td>Marketing Strategy &amp; Marketing Environment</td>
<td>Business case: BP</td>
<td>Ch. 2 &amp; 3</td>
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<tr>
<td>Session 4</td>
<td>February 25</td>
<td>Consumer Behavior &amp; Organizational Markets</td>
<td>Business case: Best Buy</td>
<td>Ch. 5 &amp; 6</td>
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<tr>
<td>Session 5</td>
<td>March 3</td>
<td>Marketing Research</td>
<td>Segmentation, Targeting, &amp; Positioning (part I)</td>
<td>Business case: Ford Consulting</td>
</tr>
<tr>
<td>Session 6</td>
<td>March 10</td>
<td>Midterm Exam</td>
<td>(the Break is March 17)</td>
<td>Ch. 1-2-3-5-6-8-9</td>
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<tr>
<td>Session 7</td>
<td>March 24</td>
<td>All Day Conference</td>
<td>“Race, Racism, Xenophobia”</td>
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<tr>
<td>Session 8</td>
<td>March 31</td>
<td>Segmentation, Targeting, &amp; Positioning (part II)</td>
<td>Managing Products and Brands</td>
<td>Business case: BMW</td>
</tr>
<tr>
<td>Session 9</td>
<td>April 1 (Friday)</td>
<td>Visit to Salvatore Ferragamo and Gucci Museums</td>
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<tr>
<td>Session 10</td>
<td>April 14</td>
<td>The Pricing Decision</td>
<td>Business case: Washburn Guitars</td>
<td>(Personal Assignment deadline)</td>
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</tbody>
</table>
| Session 11 | Distribution & Retailing  
Business case: Mall of America | Ch 15 & 16 |
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<tbody>
<tr>
<td>April 21</td>
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</table>
| Session 12 | Marketing Communications  
Business case: Fallon  
(Group Assignment deadline) | Ch 17 & 18 |
| April 28   |                               |           |
| Session 13 | Final Presentations (Group Assignment)*  
*Date to be confirmed |           |
| May 4      |                               |           |
| (Wednesday 9.00-11.45 am) |                               |           |
| Session 14 | Final Presentations (Group Assignment) |           |
| May 5      |                               |           |
| Session 15 | Final Exam  
Ch. 11-12-13-14-15-16-17-18 |           |
| May 12     |                               |           |

**Classroom Etiquette**

- Eating is not permitted in the classrooms. Bottled water is permitted.
- Cell phones should be turned off during class time.
- The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.
- Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Arrive to class on time.
- We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings.

**Required Co-curricular Activities**

Field trip: Visit to Salvatore Ferragamo Museum and to Gucci Museum in Florence

**Suggested Co-curricular Activities**

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.
Your Instructor

Raffaele Donvito (PhD) is Associate Professor of Marketing and International Management at the University of Florence. He has been research fellow of the Department Economics and Management at the University of Florence since 2000. He has been Instructor of Introduction to Marketing at Leonard N. Stern School of Business - New York University in Florence since 2009. His research interests include international marketing, brand management, retail marketing, marketing communication, fashion and luxury marketing. His published research outputs have appeared in refereed international journals including Journal of Business Research, Psychology & Marketing, Journal of Brand Management, Journal of Product & Brand Management, Journal of Marketing Trends, International Journal of Business and Economics, and also in Marketing Trends, EMAC, IMP, KSMS, AMS international conferences proceedings. He is member of the editorial board of Journal of Global Scholars of Marketing Science, member of the Editorial Board of Journal of Global Fashion Marketing, and member of the reviewing committee of Journal of Marketing Trends. He received the Best Conference Paper award at 2010 Global Marketing Conference in Tokyo and the Marketing Trends Awards at 2007-8 International Congresses on Marketing Trends, in Paris-Venice.
PERSONAL INFORMATION FORM:
INTRODUCTION TO MARKETING
MKTG-UB9001002
Professor Raffaele Donvito, Spring 2016

Your Name: ____________________________

Contact phone #:____________________________

Alternative contact email (We will use NYU email for class-wide communications, but write down any alternatives): _________________________________________

College or School: ____________________________    Major Department:_____________________

Major(s): ____________________     ___________________  Expected graduation date:__________

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

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

___________________________________________  _________________
Signature        Date

2) Please list any class you might miss for religious observance.

3) What are your 5 and 10-year career goals? (Use the back if you run out of space.)

4) What is your recent work experience?

5) Tell me something else about yourself that is important to you and/or makes you unique (your interests, hobbies, background, talents, collections, etc.)

6) What do you expect to get from this course? How does the course fit your career goals?