

**BUSI 406 Principles of Marketing**

**Sections 001, 002, 003**

**Spring 2020 Course Syllabus**

*Note: Our syllabus is a static document. Our class schedule with dates for class sessions, assignments, exams, etc. is available (and will be updated throughout the semester) on Canvas and elsewhere.*

**Instructors:**

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| **Sections 001, 002** |  |  |
| Instructor: | Dr. Kyuhong Han |  |
| Office Location: | McColl 4530 |  |
| Office Phone: | 919.962.1703 |  |
| Mobile Phone: | 281.787.9553 (please do not Call/Text after 9:00pm) | |
| Email: | Kyuhong\_Han@kenan-flagler.unc.edu |  |
| Office Hours: | By appointment | |
| Class Times: | Section 001 meets Monday and Wednesday from 9:30am to 10:45am | |
|  | Section 002 meets Monday and Wednesday from 11:00pm to 12:15pm | |
| Classroom: | McColl 3500 |  |
| Administrative Assistants: | Laura Howe and Erin Mitchell  Suites 4500 and 4501 (4th Floor McColl Building) |  |

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| **Section 003** |  |  |
| Instructor: | Dr. Nicholas Didow Jr. |  |
| Office Location: | Kenan Center, Suite 404A |  |
| Office Phone: | 919.962.3189 |  |
| Email: | Nick\_Didow@unc.edu |  |
| Office Hours: | By appointment | |
| Class Times: | Section 003 meets Monday and Wednesday from 12:30pm to 1:45pm | |
| Classroom: | McColl 3500 |  |
| Administrative Assistants: | Laura Howe and Erin Mitchell  Suites 4500 and 4501 (4th Floor McColl Building) |  |

**Course Description and Objectives:**

This course is designed to provide you with an introduction to marketing, marketing strategy planning, and marketing management. The course focuses on introductory marketing concepts, the role of marketing in organizations, and the role of marketing in society.

In this course, we will take the perspective of the marketing decision maker. First, we will introduce you to the “language of marketing,” which includes the terms, concepts and frameworks used by marketing managers. After you know the basics, we’ll spend the majority of the course learning about decisions that marketing managers must make, and the tools and frameworks that assist managers in making those decisions effectively. Specifically, our objective is for you to know how to apply these key tools and frameworks to analyze a company’s customers, competition, and marketing strengths and weaknesses.

To achieve these objectives, we will discuss readings and cases from the book and current press articles. We’ll also watch occasional videos and clips in class. We will have visiting guest speakers and you will participate in a major team class project to provide a marketing strategy plan for a local client. By the end of the course, you should understand the complexity and challenges associated with making marketing decisions as well as ways to design effective marketing strategies.

We all have many experiences with marketing from the viewpoint of the consumer. This course should also make you a more knowledgeable consumer. However, the focus of the course will be to make you an excellent marketing decision maker. Most students quickly learn that there is more to marketing strategy planning and marketing management than they initially expect.

**Course Format:**

Your time during this course will be allocated among a set of interrelated activities:

* Lectures, class discussions, guest speakers and occasional videos
* Preparation of daily readings and case assignments
* Participation in class discussion about readings and assignments
* Preparation for exams
* Class project and presentation

The specific assignments for each class session are in the separate course schedule on Canvas and elsewhere. If we need to make adjustments to the schedule for any reason, we will tell you in class.

**Readings:**

Required Textbook: *Essentials of Marketing*, 16th edition, 2019, by William D. Perreault, Jr., Joseph P. Cannon and E. Jerome McCarthy (published by McGraw-Hill Education). If you would like to order the textbook through Student Stores, here is the URL: <https://unc.bncollege.com/shop/unc/textbook/essenof-marketing-looseleaf>.

This textbook is easy to read and full of examples. The textbook is designed to provide you with a general background for the topics we will discuss in more detail in class. It is very important that you read the assigned readings thoroughly before class. We will not have time to talk about everything covered in the textbook in class. Please ask questions about anything you do not understand. You will be expected to know all the textbook material (even if it is not covered in class) on the exams.

Lastly, and very importantly, the terminology used in the textbook will be the terminology we will adopt throughout the course (in class, in assignments, on exams, etc.) This is important for two reasons. One reason is for all of us to learn, practice and regularly use the same terminology. The other reason is that assignment and exams will be designed to test your knowledge of marketing concepts using the terminology presented in the textbook. If you have any questions about terminology whether it be definitions of words, usage of terms and/or application in the business world, please consult the textbook and/or ask your instructor in class.

Supplemental Reading: We may choose to distribute supplemental reading (e.g., from *Business Week*, *The Wall Street Journal*, etc.) over the semester to illustrate relevant marketing concepts. Any supplemental reading will be made available via Canvas when needed. Always check Canvas prior to class to make sure you have everything you need for each class session. We believe that discussing current events brings to life many of the concepts explained in your textbook. It also showcases the relevance of the material covered in this class. Lastly, reading current press articles is important for your business career. Doing so will make you a more knowledgeable manager and consumer.

**Grading:**

Your grade will be determined at the end of the class after taking into consideration the following components:

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| ***Course Component*** | ***Percent of Course Grade*** |
| Class Participation | 15% |
| Research Requirement | 5% |
| Three Team Written Case Assignments (5% Each) | 15% |
| Class Project: Write-up (10%) and Presentation (5%) | 15% |
| Exams (Midterm Exam 20%, Final Exam 30%) | 50% |
| **Total** | 100% |

Final course grades are determined at discretion of professor (i.e., overall score of 90+ may not guarantee/be required for an A or A-).

**Grade Inquiries:**

We understand that you may have questions about the grading of assignments, exams, etc. during the semester. If such a situation arises, we ask that you follow the process specified below. In-person questions, emails, handwritten notes will not be accepted.

If you have an inquiry about a graded assignment and/or exam in BUSI 406, please complete the BUSI 406 Grade Inquiry Form and upload it onto Canvas or send it to your instructor as an email attachment. Please submit this form no later than 72 hours upon receipt of your grade. Once a form is uploaded and received, your instructor will promptly address your questions. Method of response is at the discretion of the instructor. If you find the response from the professor unsatisfactory, please direct any further communication regarding grades (including formal grade appeal requests) to **Leticia DeCastro, Associate Director, at the Undergraduate Business Program Office.**

**Class Attendance:**

*Please Help Us Learn Who You Are!*Use your name cards, even when you know that we know your name. It helps us take attendance effectively and efficiently. Introduce yourself by name to us when we see each other around McColl. We also value and reward class participation and acknowledge quality contributions by noting them after each day’s classes.

*Class attendance is VERY important!* This is so elementary as to not warrant mention, but given the importance of this point, we will risk belaboring the obvious. Most of the learning in this course comes from actively engaging in the class sessions. Thus, as they say in poker, “you’ve gotta be in it to win it.” If you’re not in class, you miss the single greatest opportunity for improvement that this course offers. Therefore, we consider it to be your responsibility to attend classes. As such, you are responsible for all the material covered in class. Given how quickly we will cover material, it will be very easy to fall behind if you miss class.

*Silence Your Devices!* Incoming calls, alarms, etc. are nuisances in class. Please take a moment to silence your devices before the start of class.

*Computers, Tablets, and Smartphones.* Computers (e.g., laptops, notebooks), tablets, and smartphones are permitted in class, but please use them to take notes. We understand the temptation to multitask by using class time to catch up on e-mails, news, Facebook, Tweets, Instagram, or YouTube videos. This is an unwise use of your class time. It is distracting for you and distracting for the students around you. Please be aware that it isn’t always what is on the screen, but what is happening with the keyboard that can be the distraction. The sound of typing is often louder than one realizes. We reserve the right to ask you to close your device if we deem your behavior to be distracting to the learning environment within the classroom.

You may need to use a computer in class to participate in exercises, take exams and upload assignments. It is therefore imperative that you bring a working computer to class when instructed to do so. Your computer must be able to connect to the internet in the classroom and you must be able to access Canvas from your computer. Should you not have a computer please ensure that you borrow one for class (there are loaner notebooks from Kenan-Flagler IT Service). If you have trouble accessing the internet in the classroom and/or accessing Canvas, make sure that you resolve these problems before the next class (the Kenan-Flagler IT Service should be able to help you). We assume that everyone has a working computer with access to the internet and Canvas in the classroom. If this is not the case for you, you must contact us and inform us at the beginning of the semester.

*Please come to class on time!* It is very disruptive to your classmates and us if we have people coming into class late. You are expected to attend every class on time and to stay for the entire class session. If you have an unavoidable conflict, please do not disturb your classmates by arriving late, leaving early, or asking to have information you missed repeated during the class. If you are late, or have a one-time conflict, you have the option to attend one of the other sections of the course. You are also welcome to attend class offered by the other instructor if you have an excused absence from your assigned section (subject to seating availability). Please note that it will not be an exact replica of your class, but it is definitely better than not attending at all. Please be sure to inform both professors of the switch so your attendance can be marked.

**Class Participation:**

*It is important that you come to class prepared!* Class sessions will be a combination of lecture and discussion. The more interactive the sessions are the more you will find the material interesting and the more you will learn. We strongly encourage you to ask questions and make thoughtful comments about the material being discussed. This requires you to listen carefully to what is said in class. It also requires a mutual respect for one another.

*Do the assigned readings before you come to class!* We know that your time is scarce, but reading the book is critical to your full understanding of the material in this course. Our objective in the class meetings is to: (a) give you experience in applying the concepts in the readings; (b) clarify important concepts from the readings and present you with additional information beyond that which you’ve already read; and (c) give you an opportunity to process key material from the readings through discussion with your fellow students and your instructor. Consequently, there is not full overlap between the readings and the class meetings. This has the effect of making class much more interesting, but it also means that you cannot learn what is in the readings simply by coming to class, and you cannot learn what happens in class simply from doing the readings.

The best way for you to feel comfortable participating in class discussions is for you to think about the material before class. We view all constructive participation as positive. In other words, effective contribution in class helps your grades! Please raise your hand to contribute to class discussions.

Each day, you should come to class knowing (and being prepared to summarize) the key points from the day’s readings. As you complete each reading, ask yourself:

* What is the basic argument the book makes?
* What are the key concepts/principles?
* So what? How does this matter for an organization?
* What are the implications for the kinds of challenges I might face in my career?

Evaluating the quality of class participation is necessarily subjective. The list of questions below summarizes the criteria we will use to evaluate class participation:

* Is the participant a good listener and actively tries to participate (e.g., by raising their hand regularly)?
* Are the points made relevant to the discussion? Are the questions raised relevant to the discussion?
* Are points linked to the comments of others? Is there something new, more than just a restatement of the point already been made?
* Do comments show evidence of thorough analysis of the assignment? Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or assigned reading materials?
* Overall, do comments contribute to our understanding of the discussion?
* Do you contribute effectively to your team assignments?

*Please let us help you!* If you feel uncomfortable talking in class, please see your instructor during office hours to discuss how you can better contribute towards your participation grade. One of the best ways for you to feel comfortable participating in class discussions is for you to think about the material before class. One way of doing so is to prepare notes and bring those notes with your questions and comments to class. Our only desire for the course is to create an environment that maximizes your learning. However, we recognize that each of you enters the course with different experiences, strengths, weaknesses, and goals. If there is something about the course that is not facilitating your learning, please set up an appointment to talk with your instructor so that we can brainstorm ways to accommodate your particular situation.

In addition to the opportunities for you to participate in class, but there will also be time for you to see us outside of class. If you have questions about material covered in the book or in class, please see us. If you would like to learn more about a career in marketing, see us. Whatever your questions, we are here to help you. Please contact your instructor to set up an appointment.

**Research Requirement:**

Students in all BUSI 406 Principles of Marketing sections are required to complete 3 hours of academic research participation during the semester. The purpose of this assignment is to give you a brief acquaintance with academic research in marketing. You can fulfill the requirement in either of two ways. First, you can participate in academic research projects for up to 3 hours. Such participation gives you valuable, first-hand experience with academic marketing research. In addition, your involvement in the research will help KFBS faculty and graduate students to continue to develop state-of-the-art marketing thought, which ultimately finds its way back into the classroom. You will receive more information as the semester progresses regarding opportunities for you to be a research participant and how to sign up online to participate in these studies. Specifically, additional information about participating in research studies will be provided in a forthcoming handout distributed in class entitled “Research Requirement for BUSI 406.”

The second way that you can fulfill the research participation requirement is to write 3 two-page critiques of academic research articles. Critiques should be typed in 12-point font, double-spaced, with nothing more than 1-inch margins. Please be sure to clearly reference all articles. You may critique any article published during the past 2 years in one of the following journals: *Journal of Consumer Research, Journal of Marketing Research, Journal of Marketing,* or *Marketing Science.* If you would like us to suggest one, we would be happy to do so. ALL critiques must be handed in by **5PM on THURSDAY, APRIL 23, 2020**. No exceptions will be made. Each review counts for one hour of research participation so you can combine participation in research studies with article reviews. We encourage you to participate in experiments rather than review the articles; we believe that participating in experiments is an important way for you to learn about marketing research.

**Written Case Assignments:**

There will be three required written case assignments due throughout the semester. The purpose of these assignments is for you to apply the concepts presented in the course. All three written assignments will be team case analyses for which we’d like for your team to prepare and submit a printed copy of a **TWO-page double-spaced management summary of the case and your recommendations, plus exhibits,** which reflects your team’s thinking and key ideas about the case. Please note that your write-ups do not need to be in narrative form. If you are more comfortable creating an outline with bullet points, that is fine.

Use a 12-point font (e.g., Arial, Times New Roman) and select a 1” all around margin size. **Please also respect the TWO-page limit -- plus exhibits -- for these assignments.** We will not read the summary past the two-page limit. The purpose of Exhibits is to support your two-page summary, not to serve as additional space for further content that did not fit within the page limit. In most cases, you will find that you could write a lot more than will “fit” in the page limit. A secondary goal of these assignments is to give you an opportunity to practice business writing, which must be organized, concise and to-the-point. Busy managers do not have time to read long reports (and study Exhibits at length) – so we would like you to practice communicating the more relevant points in the most efficient way possible.

Your two page write-ups plus exhibits should reflect your team’s thinking and conclusions. *Write-ups should not be a summary of the “facts” given to you in the case/assignment, but rather should focus on your team’s analysis and new ideas for future action.*

Please contribute to your team’s work – the more each individual contributes, the better the team product will be.

Specifically, strong write-ups will provide a detailed assessment of the company’s current situation, marketing strategy, and marketing mix, along with your recommendations concerning what the company should going forward. In other words, your assignment should:

* *Size up the situation*. Assess the company’s current situation, marketing strategy, and marketing mix. What are the major problems, opportunities, and decisions facing management? Which need the most immediate attention and resources? Make use of the 3C’s and SWOT analysis if appropriate.
* *Assess strategy options and recommend an overall strategy*. Identify the basic strategic marketing alternatives -- including making no changes -- and evaluate the strengths and weaknesses of each alternative. Recommend an overall marketing strategy, and support your recommendation with relevant facts from the case.
* *Recommend specific actions*. Articulate what the company should do going forward. What specific marketing mix (4Ps) and other implementation actions should the company take under the overall strategy you suggest?
* *What are the pro forma financial implications of what you recommend?*

You are encouraged to attach exhibits to support your two-page summary write-up.  Here are some guidelines for including material in the appendix:

* Including exhibits is not required for a higher grade. However, exhibits can be helpful as a way to organize your ideas, evaluate options, provide supporting evidence for your recommendations, etc.
* All exhibits should be clearly referenced in the write-up (don't include material that is not discussed and specifically referenced in the write-up). Make sure that all exhibits are fully self-explanatory without the text. This includes having a title that describes exactly what is presented, legends, axis labels and units.
* If you are referencing published research/articles, indicate the source of the data. Research will be suitably rewarded.

Make sure that the name of your Team as well as each team members’ name is in the footer of EVERY page of your submission. You may submit either MS-Word (DOC, DOCX) or PDF format documents. Please print and submit only one document per team per assignment.

We will discuss the cases in class the day they are due – so you will have instant feedback on your thinking from the rest of the class and your instructor. All of us will have a personal point of view on the issues raised in the assignment. By sharing these ideas and viewpoints, everyone will have something new and interesting to add to the discussion.

**MAJOR Class Project/Presentation:**

At the end of the class, each team (teams will be determined in class) will submit a final project and give a 10-minute maximum presentation, including some time for Q & A, to the class. This is a major team project. All team members are expected to contribute equally. If you are having problems within your team, please see your instructor immediately. At the end of the semester, you will be asked about your team experience and the contributions of each of your team members. This feedback can affect your class participation grade.

**This is the major project assignment: develop a comprehensive marketing strategy plan for a real local business, nonprofit organization, or campus organization, or for your own idea of a worthwhile commercial or social entrepreneurial venture that you would actually start.** The project requires you to identify any initial start-up costs, develop a comprehensive marketing strategy plan, and prepare a profit-and-loss statement for the business or organization. **The plan can be for just about anything as long as it is real, has positive social impact and value, and is worth your team spending a considerable about of time, energy, and thought to accomplish.** Choose something that you are interested in. Be realistic and ambitious. Help an organization to be more mission effective and sustainable. Make something better. Solve a problem. Come to us if you need ideas. You are STRONGLY encouraged to reference pages 510-511 in Chapter 19 for more information about marketing plans.

Your plan should be no longer than 5 pages (excluding exhibits). Use a 12-point font (e.g., Arial, Times New Roman) and select a 1” all around margin size. Make sure that the name of your Team as well as each team members' name is in the footer of EVERY page of your submission. You may submit either MS-Word (DOC, DOCX) or PDF format documents. Please submit only one document for your team.

Your plan must cover the basics – 3C’s, SWOT, target market, the 4P’s, control procedures, and pro forma budget. After that, please be creative and focus on the areas that interest you most (but you must cover the basics – don’t hand in an extensive financial analysis without explaining the product). This is supposed to be a fun project that brings to life the marketing concepts and marketing strategy planning we discuss in the classroom. Presentations will be short, approximately 10 minutes for each team, including a few minutes for Q & A. You can present using PowerPoint slides or another presentation software platform. You may submit your presentation in PPT, PPTX or PDF format. Presentations are due on the same date as the write-ups, regardless of when it is your team's turn to present. Make sure that the name of your Team as well as each team members' name is in the footer of EVERY page of your submission. Please submit only one presentation for your team.

We will discuss the details of the project more in class later in the semester. And you are also more than welcome to see your instructor for help with this project both inside and outside of class. You are strongly encouraged to start thinking about this project early in the term. As we cover the components of a marketing strategy plan in class, you may want to start working on that part of your marketing strategy plan.

The list of questions below summarizes the criteria that will be used to evaluate the project and presentation:

* Is your project real and worthwhile, will it have a positive impact on the business or organization?
* Have the basics been covered – 3C’s, SWOT, 4P’s, financials?
* How thoroughly have the components of the marketing strategy plan been covered?
* How innovative are the ideas in the marketing plan?
* How strong are the arguments -- is the plan realistic, what are the risk factors, and how can the risk factors be mitigated?
* What are the financial implications of your plan?
* How well are the ideas communicated to the class in the presentation?

**Exams:**

There will be two exams: an early midterm exam as well as final exam. Both exams will be closed book, closed notes. The exams may contain multiple-choice questions that will test definitions and general concepts as well as short-answer and essay questions that test comprehension and application of broader concepts and details discussed in the textbook and in class. On multiple-choice questions you will be asked to pick the best answer from the options you are given and to mark your answer on an answer sheet. Other questions such as true/false questions and fill-in-the-blank questions are possible.

All course material is fair game for these exams. This means that material from class discussions, textbook readings, guest speakers, videos, supplemental readings, etc. can appear on the exams. Given the fact that each class session builds on previous sessions, the final exam will require you to also draw on concepts that you learned earlier in the course.

As outlined above, exams can include short answer/essay questions. The purpose of these questions is to give you an opportunity to integrate material and be creative. If you prepare the case assignments and actively participate in case discussions (in addition to generally studying for the exams), you should be able to successfully answer these questions. The opposite should be true if you did not contribute to case work, class discussions and did not thoroughly read the book. These questions are designed to give you an opportunity to “show off” how much you have learned. Please note that your instructor will be evaluating the quality of your response to these short answer/essay questions, not the length. Please formulate your thoughts before writing so that your response answers the question in a specific and concise manner.

The dates for both exams can be found on the class course schedule. You are responsible for being prepared and present for these exams. If you are unable to take an exam during the scheduled time, you will need to make special arrangements with your instructor IN ADVANCE for you to take the exam at another time.

You should recognize from the very beginning that there is more material in your reading and case assignments than is possible to cover in detail in class. Lectures will only touch on some of the important issues. Class lectures and related assignments will be directly relevant to your understanding of the material and other aspects of your performance, but the exams will go into depth on what you have been assigned to read.

**Course Schedule:**

Please note that the course schedule is tentative and may change as the semester proceeds. Your professor will update the course schedule when the need arises.

For each class session, please check the schedule for what you need to do prior to that class. It is highly recommended that you do not fall behind with the reading (because you will be unprepared for class, and it will be difficult to catch up). All other important dates for assignments and exams can be found on the schedule.

**The Honor Code:**

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

Sanctions for Academic Misconduct: The “usual” sanction for instances of academic dishonesty is an “F” in the course (or assignment) and suspension for one full academic semester. Please note that for international students, this may result in the loss of your student visa status, requiring you to leave the U.S. until your suspension is over.

For your information, a few important provisions of the Honor Code appear below:

Academic Dishonesty. It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether or not for a grade.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
   1. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);
   2. Violating or subverting requirements governing administration of examinations or other electronic assignments;
   3. Compromising the security of examinations or academic assignments;
   4. Representing another’s work as one’s own; or
   5. Engaging in other actions that compromise the integrity of the grading or evaluation process.
   6. Assisting or aiding another to engage in acts of academic dishonesty prohibited

If you have any specific questions about the Honor Code at UNC, please contact the Office of the Dean of Students at 919-966-4042.

However, to eliminate any possible confusion in my course, we need you to know that you are expected to do your own work at all times. By doing so, you will learn the material taught in this class.

**To protect your learning experience and those of your classmates, you MAY NOT use or read any materials associated with prior years of this course without the instructor’s permission.** Such materials are not provided to current students. However, it is possible that such material has come into your possession through some other means. **Please do not read or use such material. Doing so is a violation of the Honor Code.**

On team assignments and projects, you MAY NOT submit work on such projects without participating in the development of and understanding each and every aspect of the assignment/project. You MAY WORK with a Consultant in the Business Communication Center to refine writing and presentation skills in assignments for this course (excluding the midterm and final exams). Consultants work with you to polish your communication skills; they do not proofread, edit, nor generate assignment content for you. Here is a link to the Business Communication Center website where you’ll find hours, appointment availability, and additional information: <https://extranet.kenan-flagler.unc.edu/BCC/Pages/default.aspx>.

We take the Honor Code seriously and expect you to do so as well. If you have questions about your responsibility under the Honor Code, please ask. In fact, you should consult your BUSI 406 instructor regarding any question you have with respect to whether a proposed action is permitted in this course. Your failure to consult with your instructor regarding questionable or dubious behavior shall be considered should there be a violation of the Honor Code.

**Our Kenan-Flagler Core Values “Contract”**

Kenan-Flagler Business School strives to provide a premier educational, training and development program for business professionals. To this end, all members of the KFBS community, students and faculty alike, must embrace and uphold values, norms, and procedures that position you for success in the professional workplace. Skills and behaviors that are associated with your future career success in business are encouraged and rewarded at Kenan-Flagler (e.g., a professional communication and presentation style, timely and accurate completion of tasks), whereas behaviors that are likely to detract from your business success are discouraged (e.g., showing up late or unprepared for meetings). In other words, the expectations that we have for students and faculty are as high, or higher, than the expectations that your managers, coworkers, and customers will have for you in your careers.

Kenan-Flagler has five core values – Excellence, Leadership, Teamwork, Integrity, and Community – that provide a guiding framework for the norms and standards we uphold as a community. These values govern our objectives and behavior across programs and contexts, and below I outline the application of these values to conduct in this course.

*Your enrollment in this course signifies a “contract” between you and your instructor, which entails responsibilities for both parties outlined in detail within the remainder of this document.*

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| **KFBS Value** | **My Responsibilities** | **Your Responsibilities** |
| **Excellence** | * To provide rigorous, meaningful, and relevant course content and deliverables. Details on course content and deliverables are provided in the course schedule * To adhere to KFBS grading standards for evaluating performance. * To seek out and incorporate feedback from students, faculty, and staff regarding course improvements. * To deliver timely feedback on assignments | * To prepare thoroughly for each class session. * To participate actively and constructively in class discussions. Details on what constitutes constructive participation are provided in this syllabus. |
| **Leadership** | * To communicate the goals of the course and the relevance of these goals to your business education. * To call on students other than just volunteers to contribute to class discussions. * To challenge students to push themselves by thinking critically about the course content. | * To challenge your peers during class discussions and team meetings to think critically, question assumptions, and develop analytical thinking skills. |
| **Teamwork** | * To set explicit standards for class attendance and consequences for absences. Details on the course attendance policy are provided in this syllabus. * To provide opportunities for team assignments, where appropriate, but to assign no more than 40% of graded class work to teams. * To make myself available to you for questions/discussions outside of class time. | * To attend each class session – if you’re absent, you cannot learn! * To self-police, rather than rely on faculty-policing, of attendance – if you’re absent, inform me. * To contribute constructively to all group assignments. * To come to my office hours or contact me if you have concerns or questions about the course material. |
| **Integrity** | * To set clear expectations for students regarding what is and is not a violation of the Honor Code in this class. Details on the honor code as it pertains to this course are provided in this syllabus. * To enforce these expectations by reporting suspected violations of the Honor Code to the Honor Court. * To set clear expectations for you regarding acceptable classroom behavior, and to enforce these expectations by providing feedback to those who deviate from acceptable classroom behavior. | * To understand and uphold the behaviors mandated by the Honor Code in this class. * To report any suspected violations of the Honor Code by peers to me. * To understand and uphold the behavioral standards for classroom conduct. |
| **Community** | * To develop, communicate, and enforce a policy regarding appropriate (and inappropriate) use of technology in the classroom. * To start and end each class on time. * To use a variety of pedagogical approaches to engage and involve you in the learning process. | * To understand and adhere to the policy regarding technology use in the classroom. Details on this policy are provided in this syllabus. * To be on time for each class session. Once in class, do not leave until the end of the session. * To attend your assigned class section, rather than another section without prior approval. |