**Marketing 4322**

**Marketing Strategy**

**Fall 2016**

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Office Hours – T-Th 12:20-2:00PM

Classroom – CoB 141, class meets 9:30AM – 10:50PM

**READING REQUIREMENTS**

* Cravens and Piercy, Strategic Marketing 10th
* Suggestion for reading: something from the business press – The Wall Street Journal, Fortune, Business Week – this will keep you current and also provide you with insights into business and marketing strategy

**STUDENT LEARNING OUTCOMES**

In this course key elements of how marketing information is translated into actionable recommendations for enhancing marketing strategies and tactics will be presented and discussed.

***Your primary output from this course should be the development of an analytical framework that will provide you with foundation for assessing information as it applies to any marketing problem/opportunity with which you are confronted as you pursue your careers.***

The “what,” “why” and “how” of strategies and tactics crafted on the basis of insights from information provided by research are the focus, with an emphasis on both processes and outcomes. The intent of the course is to merge concepts of marketing and marketing information that are pertinent to the effective and efficient functioning of a business or non-business enterprise. Objectives of the course include:

* Further your understanding of why marketing decision makers require objective information and how to create bridges from outputs of market research to actionable strategies
* Further develop your understanding of forces driving competition in the marketplace
* Enhance your skills for analyzing and using information on subjects like customer trends, identifying threats and opportunities, and monitoring competitive activities and assessing a firm's competitive advantage.
* Understand the value of research and information as critical for addressing organization marketing problems and opportunities
* Understand the role of marketing information as it enhances a n organization’s ability to create and deliver superior customer value
* Develop a disciplined information-driven approach to the analysis of marketing problems

**COURSE OVERVIEW**

The course is organized around the use of marketing information to discover and resolve problems/opportunities faced by businesses in the competitive market environment. It covers the following areas:

1. Role of marketing information in conducting problem/opportunity analyses and developing and implementing competitive strategy
2. Understanding the Customer -- Market Information Driven Segmentation
3. Developing and Managing the Value Proposition – Differentiation and Positioning
4. Assessing the Financial Impact of Competitive Marketing Strategy
5. Understanding, Attracting and Keeping Valuable Customers
6. Aligning the Organization to Changing Market Requirements.

**TEACHING APPROACH**

Class sessions will be devoted to probing, extending, and applying the knowledge you bring to the table. It is assumed that students have read (skimmed) any assignments before coming to class. Student contributions to class discussion are expected as they will provide wonderful learning value for your colleagues and for your instructor. The benefit students derive from the attendance and participation is related to their willingness to expose their viewpoint to the critical judgment of the class. Do not be reluctant to voice your opinion. You are urged to professionally challenge ideas, both mine and your colleagues’. You are encouraged to bring to the classroom your learning based on other courses and life experiences. You are also encouraged to examine the relevance of marketing concepts in the context of current business and economic trends in industry. You are welcome to introduce your own experiences with your current and/or former employer.

As it should be in the business world, you should be willing and able to present your analyses and viewpoints to the class. You are strongly encouraged to do so. At the same time, you should listen carefully and objectively to your classmates. Class discussion should be constructive and take place in a professional atmosphere. If there is disagreement about the quality or content of a person's statement, then this should be viewed as an opportunity for learning. By probing, challenging, and defending points of view, we may find where one individual has weighed certain factors more heavily, made different assumptions, or interpreted facts from a different perspective. Identifying such differences can lead to a clearer understanding of the situation and the benefits of alternative courses of action.

**A note on contributions from participation**. Highly valued contributions include asking insightful questions about assignments, redirecting a discussion when the current point has been adequately covered, providing an appropriate qualitative/quantitative analysis, summarizing and/or reconciling previous comments, and drawing generic learning points from a particular discussion. It is absolutely critical that you be able to follow a discussion, synthesize and evaluate perspectives, and offer insights to advance discussion. In this way, we all become teachers and learners.

You cannot expect to optimize your gain from this course only thorough passively attending class and taking careful notes. Rather, developing the kinds of decision-making and problem-solving abilities you need requires that you actively practice reasoning. Hence, even when you do not receive an opportunity to add your voice to class discussion, it is strongly recommended that you actively listen and think critically about the concepts and issues raised.

***Let’s Talk Quality***. Throughout the course, **quality** of participation will be encouraged. Participation of superior quality means that you are well-prepared, contribute in a manner that adds value to the discussion, listen carefully to other's contributions. Please try not to monopolize class time, or side-track issues under consideration, or ask questions more appropriately addressed outside of class, or otherwise distract the class. Quantity is not a substitute for quality. It is entirely possible to ‘participate’ frequently and still not reap the full benefits of class participation. In evaluating quality of class participation, a variety of criteria are used, such as whether participation is:

* Accurate
* Reasonable
* Well-supported and defensible
* Contributing to understanding of the issue at hand
* Timely and linked to the current discussion
* Action-oriented or merely descriptive
* Clear and concise

In particular, I would like to encourage you to bring in relevant work experience to the class discussion. Work experience can be an important complement to readings, lectures, cases, and instructor expertise. It represents a very important resource that can pay dividends for the entire class.

Some of the things that have an impact on effective class participation are the following:

* Are you a good a good listener, or are you formulating your response while someone else is talking?
* Are the points that you make relevant to the discussion? Are they linked to the comments of others? This does not mean that analogies and tangents are inappropriate. Quite the contrary, they are very welcome….just make your case.
* Do your comments add to our understanding of the situation? What is your deliverable?
* Do your comments show evidence of analysis of the situation or are they coming from emotion?
* Do you distinguish among different kinds of data (e.g., facts vs. opinions.)?
* Are you willing to listen, to offer, to test new ideas; or are all comments “safe”? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague add little.)
* critiqued? In this class, professional critique implies the following: 1) a well thought out, factual or theoretically based difference of opinion with something that has been asserted, 2) a rationale for the disagreement – why your approach is superior, and 3) a solution that is focused on improving outcomes in some way(s).
* Do your comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

**ASSIGNMENTS**

**MARKETING PLAN ANALYSIS (On BlackBoard)**

**MARKETING PLAN PROJECT**

In this class, we will be engaged in implementation tactics based upon some marketing plan information for a live client – Shipper’s Warehouse. In accepting this challenge, we will employ many tools and techniques appropriate for case analytics. These will be detailed in class. Below are a few general requirements for case/project analysis and presentation.

* ***Full preparation*** – I do not care if you collaborate on preparation, but each individual student will be accountable for discussing every aspect of the case analysis
* ***Discussion*** – Each individual student will actively participate…I will be happy to ask questions to encourage such participation
* ***Actionable strategies*** – The output of our discussions will be actionable and defensible strategies and tactics based on the market information provided in the case and ***the wealth of knowledge each individual student brings to the class***
* ***Complete assessment of case information*** – This goes without saying, but you will be responsible for providing additional information as you see fit. This is where your creativity can shine – ***how do existing and generalized marketing models/frameworks provide information of actionable value?***

Briefly, your commission in the crafting of a marketing plan for Shipper’s Warehouse. A brief description of Shipper’s Warehouse follows.

**Since its founding in 1901, Shippers Warehouse has grown and evolved to continuously 'Understand. Deliver. Improve.' for the array of regional, national and Fortune 100 customer businesses we serve.**

**Co-owners Ken Johnson and Graham Swank are passionate about service and intimately involved, in both making business commitments and ensuring that the team has all resources needed to execute against those commitments.  That leadership involvement is a distinct differentiator, and delivers the fast response and agile solutions that your dynamic business needs.**

**Shippers Warehouse receives and services more than 40,000 orders per month, shipping more than 4,000,000 cases of our customers' products to their customers from eight Dallas-Fort Worth facilities and one Atlanta facility. The economies of scale and flexibility that we deliver allow our customers to be more competitive in the marketplace.**

**Our job, after all, is to help you sell more!**

**To meet the needs of today's competitive marketplace, Shippers Warehouse has added to its tool chest:**

* **A full range of warehousing options:  public, contract, 4PL**
* **Complete spectrum of fulfillment services and packaging solutions**
* **ISO 9001:2008 Quality Program**
* **Food Grade Facilities: AIB/ASI/BRC - maintain highest level of scoring achievable**
* **Green Citizen - Sustainable CPG Member**
* **Air Conditioned ad Ambient Temperature Facilities**
* **Customized KPI Performance and Reporting**
* **Electronic Data Interchange (EDI), WMS and 24/7 tracking visibility with remote web access**
* **RF Design, Sourcing, Implementation and Operation**
* **Custom-Designed Systems Solutions**
* **Customized Bar-Code and Labeling Solutions**
* **Pick and Pack, Parcel Shipping**
* **Ocean Container and Piggyback Services; Drayage; Stripping, Cross-Dock**
* **Vendor Managed Inventory**
* **Backhaul Consolidations**
* **CHEP and Customized Pallet Maintenance**
* **Reverse Logistics Management (RMA)**
* **Product Recoup, Packaging and Disposal**
* **Module Design, Construction and Fulfillment**
* **Promotional Packs**
* **Customized Reporting**

**Project Deliverables**

**Class Presentation**. Each team will make a 25 minute presentation, including questions from the audience. So, plan for about 15-18 minutes of an uninterrupted presentation. The presentation should be one that would be suitable for a Board of Directions presentation. Boards of Directors want to know what you are recommending, how much it will cost, and what are the anticipated result.

**Report**. Each team is also responsible for turning in a written report which provides detailed substantiation for your recommendations, detailed budget (as well as you can) and detailed logic concerning how you arrived at the anticipated results.

We will spend considerable class time on organizing your efforts..

**EXAMS**

There will be two exams in this class. They will be essay exams, so bring lots of Crayolas.

**PEER REVIEW**

Each member of a team will be asked to submit a peer review form at the end of the semester. Expectations are that these will be reflective of everyone’s valued contribution however, Case and/or project grades can be adjusted based on the information reported on the peer reviews.

**GRADING**

Project presentation/ report (incl. peer review) - 40%

Two Exams – 60% (30% each)

**COURSE POLICIES**

* **Class Participation**: Classes are a combination of lecture and discussion with emphasis on discussion. You are encouraged to participate. The best way to earn a high grade in this course is to read the course material and prepare questions and comments before coming to class. Class discussions will be livelier and more beneficial if you come prepared.

**A TIME FOR INTROSPECTION**

If you are playing baseball, you’d never expect to get a hit while focusing

on the scoreboard. But this is exactly the key mistake that many of us make.

Rather than paying attention to what we are doing while we are doing it,

our attention strays to the outcome.

* **Late Assignments:** Written assignments will be collected in class on their due dates and are due by the start of class time on the designated date. **For assignments not turned in during class, drop them off at the front desk of the Marketing Department (Room 234 CoB).** Make sure that you submit the assignment on time to get full credit for your assignment. If the assignment is not submitted on time you will receive **1/2 CREDIT** for the assignment.

**Make-up Exams**: Let’s avoid this.

**UT Arlington E-mail Policy**. The University of Texas at Arlington has made a decision to allow students to retain their UT Arlington e-mail addresses upon graduation (these are the addresses employed in MyMav). For privacy reasons and reasons of simplicity the university is encouraging all instructors to send and respond to e-mails only if they employ the UT Arlington e-mail address. The Department of Marketing will support the university’s initiative and endorse their request for communication only via UT Arlington e-mail addresses. Please follow this policy and encourage all your fellow students to do the same.

* **Questions on Grades**: any inquiries must be tendered in writing. The inquiry must include: 1) why you feel a change of grade is needed, 2) what evidence is on you work to support your request? 3) what evidence is available from course materials to support your request?
* Please switch off all cellular phones and/or other substitute-for-human-intellect devices of electronic wizardry when in class as they tend to disturb the flow of the class. Consider how you feel when you are talking and someone interrupts you. Empathize!!!
* Be on time.

**A TIME FOR INTROSPECTION**

How much easier would your work be if you put forth as much

effort trying to improve the quality of it as many do trying

to make excuses for not properly attending to it?

**A PERSONAL NOTE ON** **INTEGRITY**

Remember, when you act with integrity, you grow professionally, personally, and spiritually…. even if you do not receive the best of grades. When you act without integrity, you may get by and think you are clever. Go ahead!! Yuk it up!! Laugh about it!! Act like you are cool!! Consider the impact of simply copying past projects instead of doing the work. What do you get? A grade….which is useless except for allowing you to move to the next course. Satchell Paige, a pitcher who played in the major leagues at the age of 60 said, “Don’t look back, something might be gaining on you.” Who will be gaining on you if your college career is encapsulated by just getting by to get grades? Just try to break through your euphoria and think about who you are really fooling….and who you are not.

**COMING ATTRACTIONS**

**Class festivities, assignments and examinations with due dates**

|  |  |  |
| --- | --- | --- |
| **Date** | **Assignment** | **Comment** |
| A 25 Th | Course Overview; Team Assignment; Project Overview | **Ch. 1, 8, 14, 15, App 1A, 15 A** |
| A 30 T | **GUEST SPEAKER** | **Ken Johnson, Shipper’s Warehouse** |
| S 1 Th | Strategic Market Planning |  |
| S 6 T | Strategic Market Planning |  |
| S 8 Th | Strategic Market Planning |  |
| S 13 T | Markets | **Ch. 2, 3 App 2A** |
| S 15 Th | Product/Brand Strategies | **Ch. 8, 9** |
| S 20 T | Product/Brand Strategies |  |
| S 22 Th | **Test 1** |  |
| S 27 T | **WORKDAY** |  |
| S 29 Th | Information | **Ch. 5** |
| Oct 4 T | Pricing/Channels | **Ch. 10, 11** |
| Oct 6 Th | **PROJECT MANAGEMENT** |  |
| Oct 11 T | **WORKDAY** |  |
| Oct 13 Th | Promotion/Positioning | **Ch. 6, 12** |
| Oct 18 T | **DSEF** |  |
| Oct 20 Th | Promotion/Positioning |  |
| Oct 25 T | Managing Change | **Ch. 13** |
| Oct 27 Th | Business Ethics |  |
| Nov 1 T | **WORKDAY** |  |
| Nov 3 Th | Agility |  |
| Nov 8 T | **Preliminary Presentation** |  |
| Nov 10 Th | **Preliminary Presentation** |  |
| Nov 15 T | **WORKDAY** |  |
| Nov 17 Th | Test 2 |  |
| Nov 22 T | **WORKDAY** |  |
| Nov 24 Th | **THANKSGIVING** |  |
| Nov 29 T | **CLIENT PRESENTATIONS** | **Written Reports Due** |
| Dec 1 Th | **CLIENT PRESENTATIONS** |  |
| Dec 6 T |  |  |

It seems every faculty member has somewhat different expectations as to class behavior and course norms. Here are a few of mine.

1. This is a course in which, as indicated earlier, an important part of the learning takes place in class and where each class builds upon previously discussed materials. Because of this, attendance in class is very important.
2. If, for some unavoidable reason, you have to miss a class, please let me know in advance of that class. If you do miss a class, please find out from a classmate if any additional assignments were made and what handouts you may have missed.
3. I will be prepared for each class and expect you to do the same. Since I will call on individuals from time to time, you should let me know before the start of class if some emergency has made it impossible for you to be adequately prepared for that class.
4. Given the importance of learning via class participation, I will try to learn your names as quickly as possible**. In order to do that, I ask that you use a name card; I will pass around a seating chart during the first class session and ask you to use the same seat from then on.**
5. It is in your interest to use my office hours if you have any questions. I will be happy to discuss the course, your progress, your contributions in the class, or any other matters of interest to you, on an individual basis. Please come by during office hours or email me Larry.Chonko@UTA.edu to make an appointment, ask a question, or simply find out when I will be in the office.
6. For purposes of general preparation, team learning is encouraged.
7. I will do all that we can to use class time effectively, and would ask that you do the same. This includes starting and ending on time.

**LAWRENCE B. CHONKO**

**The Thomas McMahon Professor in Business Ethics**

**The University of Texas at Arlington**

**BACKGROUND.** Prof. Larry Chonko is The Thomas McMahon Professor in Business Ethics at The University of Texas at Arlington. Born in Jersey City, New Jersey, he received his Bachelor of Science in Business and Economics from Lehigh University (1973). He received an M.B.A. (1975) and Ph.D. (1978) from the University of Houston, where he was the recipient of the university's Teaching Excellence Award. Prof. Chonko has also taught at Baylor University (1985-2007) and Texas Tech University (1978-1985) where he was the recipient of the President's Award for Teaching Excellence and the Outstanding Teacher Award presented by *Mortar Board* and *Omicron Delta Kappa*. Prof. Chonko is a recipient of the *Southwestern Business Dean’s Association* Innovative Achievement Award. He has also received recognition for outstanding teaching by various student organizations at Baylor. He is also the recipient of the *American Marketing Association* Sales Interest Group Lifetime Achievement Award, the *Direct Selling Education Foundation's Circle of Honor Award* and the *Baylor Bear Foundation's* "Moon" Mullins Award for service to the athletic program.

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**TEACHING**. During his career, Prof. Chonko has taught approximately 20 different classes in Marketing, Management and Statistics at the Bachelor’s, Masters’, and Ph.D. level. He has also taught in Baylor’s and UT Arlington’s Executive MBA program. His teaching interests include professional selling and sales management, strategic planning, marketing research, business ethics, and managing change.

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**PERSONAL.** Prof. Chonko is married (spouse's name is Barbara) and has two children, Paul who is a strength, speed, and conditioning coach and Christy who is a temporary stay-at-home Mom. We have three grandchildren, Marcus and Kian, and Mya.

**THE OBLIGATORY ADMINIISTRIVIA**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations: UT** Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php

**LAWRENCE B. CHONKO**

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**PERSONAL.** Prof. Chonko is married (spouse's name is Barbara) and has two children, Paul who is a strength, speed, and conditioning coach and Christy who is a temporary stay-at-home Mom. We have two grandchildren, Marcus and Kian, and a third, Maya, on the way in February.