

**BUSI 4208 A**  
**Marketing Management**  
**Fall 2015**

<b>Instructor:</b>	Dr. Robin Ritchie
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<b>Office:</b>	928 DT
<b>Office Hours:</b>	Wednesday, 10:00 - 11:00 a.m.
<b>Class:</b>	Wednesday, 2:35 - 5:25 p.m., (Southam Hall 501)
<b>Course Website:</b>	See the site in CULearn
<b>E-mail:</b>	<a href="mailto:robin.ritchie@carleton.ca">robin.ritchie@carleton.ca</a>
<b>Textbook:</b>	<u>HBR's 10 Must-Reads on Strategic Marketing</u> , Harvard Business Review Press, 2013, ISBN 978-1422189887.

**CALENDAR COURSE DESCRIPTION**

In depth analysis and application of the managerial aspects of marketing. Marketing strategy development and implementation theory and practice. Lectures three hours a week.

Prerequisites: BUSI 2208 (Introduction to Marketing), and one of BUSI 3205 (Marketing Communications) or 3207 (Marketing Research), with a grade of C or higher in each.

**COURSE PERSPECTIVE**

Marketing is a set of processes for creating, communicating and delivering value to customers, and for managing customer relationships in ways that benefit the organization and its stakeholders. Although these processes are often coordinated by a 'marketing department', they are a product of the entire organization. Good marketing entails sensible segmentation / targeting / positioning and effective implementation, grounded in a deep understanding of customers, the organization's competitive situation, and internal strengths and weaknesses. Its goal is to create sources of sustainable competitive differentiation that allow the organization to provide superior value to customers and superior returns to stakeholders.

BUSI 4208 is a senior course that assumes a basic foundational knowledge of marketing. It is designed to equip you with (a) insight into the strategic role of marketing as a tool for building sustainable competitive advantage for the organization, (b) tools for assessing the pros and cons of alternative marketing strategies, and (c) experience developing sensible and actionable marketing strategies. To achieve these objectives, we will use a combination of readings, lectures, and case discussions. The former two will provide the conceptual foundations for the course, exposing you to advanced marketing concepts that are helpful in developing effective marketing strategies. The case discussions will build on these concepts, giving you an opportunity to apply them to real-life marketing problems.

Most weeks, we will begin the day's session with an interactive lecture covering key concepts and issues relevant to that day's topic. This will be followed by a discussion of the case, during which you and your classmates will be expected to identify the key issues facing the organization and recommend a specific course of action to address them.

## **LEARNING OBJECTIVES**

1. **To give you a strategic perspective on the role of marketing.** You should leave this course with a solid understanding of how and why strategic marketing planning helps organizations deliver superior value to customers and superior returns to stakeholders.
2. **To hone your marketing decision-making skills.** You should leave this course with an ability to analyze an organization's environment, develop a viable set of marketing strategies, select the most appropriate one for the situation at hand, and convert it into an implementable and profitable action plan.
3. **To deepen your understanding of marketing concepts, and how and when to apply them.** You should leave this course with a clear understanding of concepts that are critical to the practice of marketing (e.g., segmentation, positioning, targeting). You should also be able to leverage this understanding to solve real-life business problems.
4. **To enable you to integrate global and social/ethical dimensions into your marketing decisions.** You should leave this course with an ability to evaluate the implications of your marketing decisions with regard to the global economy and the larger society in which the firm and its customers are embedded.

## **GRADING SCHEME**

Your grade for this course will be computed from the following components:

Case Size-ups × 2 (group)	20%
Written Case Analysis (individual)	30%
Consulting Project Written Report (group)	25%
Consulting Project Oral Presentation (group)	15%
Class Participation (individual)	10%
<b>TOTAL</b>	<b>100%</b>

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

**Requirements for Satisfactory In-Term Performance.** There is no final exam in this course; all work will be completed during the academic term. The requirement for satisfactory in-term performance is an average of 50%, based on the above components weighted according to the scheme indicated.

For purposes of completing the group projects (i.e., the case size-ups and the consulting project / presentation), you will need to form a team consisting of 5-6 individuals (we can only have 9 teams in total). While this need not be the same team across both assignments, experience has shown that consistency often leads to a better working relationship. In addition, you are encouraged to meet with your team prior to class to discuss that week's case. Though this is not required, you will likely find that this enhances your learning experience by allowing you to digest issues more fully before they are raised in the broader class discussion.

- **Case Size-ups:** Beginning in Week 2, and in each class thereafter, I will be asking a group of students to volunteer to lead off that week's case discussions by presenting a size-up of the situation and problem/opportunity. In addition to serving as an evaluation tool, this will serve as a segue into the broader discussion of how the focal organization should respond to the issues raised by the case.
- **Written Case Analyses:** One of the cases we will discuss during the term will also serve as a written assignment for the course. You will be expected to provide a 2,000-2,500 word consultant's report that sizes up the key problems/opportunities raised by the case, identifies the main strategic alternatives, and proposes a specific course of action for the decision-maker (see Appendix A for a sample format).
- **Consulting Project:** This is a longer and more elaborate version of the written case analysis, that will give you the opportunity to apply your marketing management knowledge and skills to a live, real-world situation. Working in a group, you will identify a client organization facing a marketing problem/opportunity that is of interest to you and summarize your proposed project in 750 words or less. **(NOTE: You may choose to work with a company or rely solely on publicly-available sources for your information; in either case, both the client and the problem / opportunity must be explicitly approved by me.)** Once approved, you will prepare a 3,000-4,000 word consultant's report summarizing your assessment of the situation, identifying viable alternatives, and proposing a specific course of action. Further details will be provided later in the term. Our last 2 classes will be devoted to presentation of these real-world cases.
- **Class Participation:** I will evaluate your overall contribution to the class discussion (both lecture and case discussions). While you need to participate to contribute, the emphasis will be on the quality of your participation rather than quantity or frequency. To provide you with an additional incentive to prepare for case discussions, from time to time I may also use brief in-class quizzes to assess your familiarity with the case.

NOTE: Written assignments should be submitted as a hard copy in class and electronically via cuLearn. The hard copy will be used for grading; the electronic version will serve as a backup in case of problems. Be sure to retain a hard copy of all work submitted, along with an electronic backup.

### **A NOTE ABOUT CASE DISCUSSIONS**

A satisfying case discussion experience requires rigorous preparation prior to class, and commitment to high-quality in-class discussion. There is a difference between contributing and merely participating. The latter can be achieved by saying just about anything (such as quoting a number from the case). *Meaningful* contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. Here are a few examples:

- starting off the discussion in a thought-provoking way
- offering constructive criticism of another's ideas
- redirecting the discussion in a useful direction when it stagnates
- summarizing effectively
- emphasizing generalizable learning points
- sharing calculations
- pursuing the logic advanced by others, not letting it die prematurely
- presenting rigorous, but not stubborn, defense of a well-articulated position.

## **E-MAIL POLICY**

In keeping with Carleton University policy, your @cmail accounts must be used for any enquiries which involve confidential student information (e.g., regarding grades or health issues). I do not promise to respond to student emails over the weekend. During the week I will do my best to answer your e-mails within 48 hours. Please note that I will not provide e-mail answers to questions that have already been asked and answered in class; in such cases, please use the WebCT course discussion group to determine whether your classmates can assist you.

## **OTHER EXPECTATIONS**

The use of mobile phones in class is disruptive to learning and is prohibited. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on, please discuss this with me prior to that day's class.

Use of laptop computers in class is permitted for activities related to our course. Please do not use your laptop for any other purposes (e.g., surfing, e-mailing, etc.) which can be distracting to you and those around you. Inappropriate use of your laptop in class will be noted and will negatively affect your participation grade.

## SESSION SCHEDULE

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**Week 1**    **Strategic Role of Marketing / Marketing Management Process**  
**Sep 2**    **Analyzing Marketing Problems and Cases**

Recommended Readings

TEXTBOOK: Marketing Myopia  
TEXTBOOK: Rethinking Marketing  
When Marketing Is Strategy (HBR, Dec 2012)

Additional Readings

The Ultimate Marketing Machine (HBR, Jul 2014)  
Unleashing the Power of Marketing (HBR, Oct 2010)

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**Week 2**    **Marketing Research / Understanding Customers**  
**Sep 9**    **Financial Analysis for Marketing**

Recommended Readings

Know What Your Customers Want before They Do (HBR, Dec 2011)  
Better Customer Insight—in Real Time (HBR, Sep 2012)  
Using the Crowd as an Innovation Partner (HBR, Apr 2013)

Additional Readings

Unlock the Mysteries of Your Customer Relationships (HBR, Jul/Aug 2014)  
Note on Marketing Arithmetic and Related Marketing Terms (HBS)  
Marketing Analysis Toolkit – Breakeven Analysis (HBS)  
Customer Profitability and Lifetime Value

**Case: Hockley Valley Brewing Company**  
**Case: NJoy Inc.**

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**Week 3**    **NO CLASS**  
**Sep 16**

Recommended Readings

Understanding Customer Experience (HBR, Feb 2007)  
Mapping Your Innovation Strategy (HBR, May 2006)

Additional Readings

Managing the Total Customer Experience (MIT Sloan Management Review, Apr 2002)  
Overcoming Consumer Resistance to Innovation (MIT Sloan Management Review, Summer 2007)

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**Week 4**    **Creating Value, Satisfaction & Loyalty**  
**Sep 23**

Recommended Readings

Bringing Customers into the Boardroom (HBR, Nov 2004)  
Eager Sellers & Stony Buyers: Understanding the Psychology of New-Product Adoption (HBR, Jun 2006)

Additional Readings

TEXTBOOK: The One Number You Need to Grow  
The Four Things a Service Business Must Get Right (HBR, Apr 2008)  
Stop Trying to Delight Your Customers (HBR, Jul-Aug 2010)

**Case: Swiss Army—Diversifying into the Fragrance Business**  
**Case: Clearwater Seafoods—B2C in China**

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**Week 5**    **Market Segmentation, Target Selection, and Positioning**  
**Sep 30**

Recommended Readings

<https://hbr.org/2014/07/what-you-need-to-know-about-segmentation/>  
Rediscovering Market Segmentation (HBR, Feb 2006)  
Knowing What to Sell, When, and to Whom (HBR, March 2006)

Additional Readings

TEXTBOOK: The Female Economy  
Optimal Marketing (HBR, Oct 2003)

**Case: Apollo Tyres—Sustaining Organic Growth**  
**Case: Crescent Pure**

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**Week 6**    **Creating Brand Equity**  
**Oct 7**

Recommended Readings

TEXTBOOK: The Brand Report Card  
TEXTBOOK: Getting Brand Communities Right

**Case: Titan Raga—Evolving a Watch Brand for the Changing Consumer**  
**Case: Zivame—Branding Options for an Online Lingerie Retailer**

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**Week 7**    **Positioning and Dealing with Competition**  
**Oct 14**

Recommended Readings

Mapping Your Competitive Position (HBR, Nov 2007)  
You Can Benefit from a Rival's New Product (HBR, Apr 2013)  
The Right Game: Use Game Theory to Shape Strategy (HBR, Jul 1995)

Additional Readings

TEXTBOOK: Customer Value Propositions in Business Markets  
Being Early Beats Being Better (HBR, Jun 2014)  
Capitalizing on the Underdog Effect (HBR, Nov 2010)  
Should You Launch a Fighter Brand (HBR, Oct 2009)

**Case: Peignnet—The Face of the Renaissance of French Haute Horlogerie**  
**Case: Boosting Boost—Charting Growth Opportunities**

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**Week 8**    **Product Strategy**  
**Oct 21**

Recommended Readings

TEXTBOOK: Marketing Malpractice  
Why Most Product Launches Fail (HBR, April 2011)  
Innovation vs. Complexity (HBR, Nov 2005)

Additional Readings

A Practical Guide to Combining Products and Services (HBR, Nov 2009)  
Defeating Feature Fatigue (HBR, Feb 2006)

**Case: Amsterdam Brewery**  
**Case: SodaStream Takes on Coke and Pepsi \***

 **INDIVIDUAL CASE REPORT DUE (\*SodaStream)**

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**Week 9**    **FALL BREAK – NO CLASSES OCT 26-30**  
**Oct 28**

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**Week 10 Pricing Strategy**

**Nov 4**

Recommended Readings

How Do You Know When the Price Is Right? (HBR, Sep 1995)  
How to Stop Customers from Fixating on Price (HBR, May 2010)

Additional Readings

Pricing to Create Shared Value (HBR, June 2012)  
Pricing and the Psychology of Consumption (HBR, Sep 2002)

**Case: A Couple of Squares: Pricing for the Future (A)**

**Case: Ekohealth—Developing Price Structures**

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**Week 11 Distribution and Retailing Strategy**

**Nov 11**

Recommended Readings

Strategic Channel Design (Sloan Management Review, Summer 1997)  
The Future of Shopping (HBR, Dec 2011)

Additional Readings

Competing in the Age of Omnichannel Retailing (MIT Sloan Management Review, Summer 2013)  
How to Win in an Omnichannel World (MIT Sloan Management Review, Fall 2014)

**Case: Jill's Table—Digitizing a Retail Legacy**

**Case: Showrooming at Best Buy**

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**Week 12 Marketing Communication Strategy**

**Nov 18**

Recommended Readings

TEXTBOOK: Ending the War Between Sales and Marketing  
TEXTBOOK: Branding in the Digital Age

**Case: Colgate-Palmolive Canada—Fighting for a Share of the Toothpaste Market**

**Case: Stack Brewing—A Little Brewery in the Big Nickel**

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**Week 13  Consulting Project Presentations**

**Nov 25**

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**Week 14  Consulting Project Presentations**

**Dec 2**

 **CONSULTING REPORTS DUE**

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## **IMPORTANT ADDITIONAL INFORMATION**

### **Course Sharing Websites**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Calculator Requirements for BUSI Course Examinations**

If you are purchasing a calculator, the Sprott School of Business recommends any of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

### **Group Work**

Group assignments are intended provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. They are also good for learning integrative skills for putting together a complex task. There are several group tasks/assignments/projects in this course. **Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.**

### **Assignment of Letter Grades**

In accordance with the Carleton University Undergraduate Calendar (p.34), letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferral) = Student could not pass the course even with 100% on final exam

### **Academic Regulations**

University rules regarding registration, withdrawal, appealing marks, and other related issues can be found on the university's website:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### ***For Persons with Disabilities***

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities, psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder

(ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is **November 6, 2015**.

### ***For Religious Observance***

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### ***For Pregnancy***

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

## **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having difficulty with this course or others, or need guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed: <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow [@SprottStudents](#) on Twitter, and visit their Facebook page at [facebook.com/sprottstudents](https://www.facebook.com/sprottstudents).

## **Keep In Mind...**

- Retain a hard copy of all work submitted, along with an electronic backup. In case of problem with online or in-class submission, your professor may require you to provide additional copies of your work.
- All final grades are subject to the Dean's approval.

## **KEY UNIVERSITY DATES & DEADLINES – FALL TERM 2015**

### **September 2**

Fall term begins. Fall and fall/winter classes begin.

### **September 4**

Classes follow a Monday schedule.

### **September 7**

Statutory holiday. University closed.

### **September 18**

Last day of registration for fall term and fall/winter courses.

Last day to change courses or sections (including auditing) for fall/winter and fall term courses.

### **September 25-27**

Summer deferred final examinations held.

### **September 30**

Last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#). Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

### **October 9**

December examination schedule (fall term final and fall/winter mid-terms) available online.

### **October 12**

Statutory holiday. University closed.

### **October 15**

Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

### **October 26-30**

Fall break. No classes.

### **November 6**

Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities for December examinations.

### **November 15**

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

### **November 24**

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University Calendar).

### **November 25**

Final Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to your student account any time after this date.

### **December 1**

Last day for receipt of applications from potential winter (February) graduates.

**December 7**

Fall term ends.

Last day of fall-term classes.

Last day for academic withdrawal from fall term courses.

Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

**December 8**

No classes or examinations take place.

**December 9 to 21**

Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

**December 15**

Fall Co-op Work Term Reports due.

**December 22**

All take home examinations due.

**December 25 to January 3, 2016**

University closed.

**APPENDIX A**  
**WRITING A CASE ANALYSIS**

Here is one approach for preparing a ten-page (2,500 words, double spaced) marketing strategy document. Although you need not structure your reports in precisely this manner (it is usually wise to adjust to the issues raised by the individual case) the example below provides an indication of the kind of content that is generally expected.

A. Executive Summary

Explain the main recommendations and promised profit, along with a *very* brief summary of the reasons.

*1/2 page should be sufficient.*

B. Situation Assessment

1. Environmental analysis, including strengths, weaknesses, opportunities and threats.
  - a. Self-explanatory. Provide main conclusions only.

*Use 1-1½ pages.*

2. Markets

- a. Market size, growth, margin potential, entry barriers, other trends.
- b. Market segmentation, reasons for using a certain type of segmentation.
- c. Identification of buyers, users, influencers – i.e., the decision-making unit.
- d. Buyer's process and criteria for choice, by segment.
- e. Channel's process and criteria for supporting vendors.

*This section should be a maximum of 3 pages.*

C. Strategic Options

3. Identify two or three feasible approaches, specifying a primary target segment and the package of benefits you would offer (operationalized as a set of products/ services, and associated pricing, distribution, and promotion). In your exhibits, project simple income statement for each of the options over a three-year period. A spreadsheet is helpful for quick changes or sensitivity analysis.

4. Evaluate and compare the merits and risks/downsides of these strategic options.

*Use 2 to 3 pages; your financial projections should appear as exhibits.*

D. Choice of Option and Implementation

5. Usually, the report or presentation is sequenced to make the third option the chosen one, so that it is fresh in the mind of the reader/listener. This part of the report:
  - a. explains the reasons that the chosen option is superior to the other options, for example: greater profit, better fit with corporate strengths, better employee morale, higher share, greater sales, or nullifies a competitor's actions. Tie these reasons to the strategic objectives and situation assessment.
  - b. explains implementation – that is, puts a time line to the strategy and assigns responsibilities for tasks (who will do certain tasks at certain times).
  - c. may cover one or two major contingencies with basic alternate move(s) – be careful here; this can weaken the selling power of the plan.

*This D section should require no more than 3 pages.*

#### E. Conclusion

Make this summary very brief (one paragraph) and always close with definite, specific, positive words. Close with the promise of profit (or some other objective for not-for-profits). For instance: "If this plan is approved, it promises to yield a three-year cumulative profit of \$x million".

*This summary should take one paragraph, not an entire page.*

**Here are some of the questions I will be asking myself as I read your response.**

Does this marketing report's recommendations...

	<u>Yes</u>	<u>No</u>
1. satisfy customers?.....	<input type="checkbox"/>	<input type="checkbox"/>
2. satisfy wholesalers, retailers? .....	<input type="checkbox"/>	<input type="checkbox"/>
3. satisfy the owner's objectives .....	<input type="checkbox"/>	<input type="checkbox"/>
4. create a sustainable difference in performance over competitors? .....	<input type="checkbox"/>	<input type="checkbox"/>
5. leverage core capabilities?.....	<input type="checkbox"/>	<input type="checkbox"/>
6. avoid risking the firm?.....	<input type="checkbox"/>	<input type="checkbox"/>
7. promise a satisfactory return to the shareholder? .....	<input type="checkbox"/>	<input type="checkbox"/>
8. stem from a good analysis?.....	<input type="checkbox"/>	<input type="checkbox"/>
9. enjoy clarity and flow in writing.....	<input type="checkbox"/>	<input type="checkbox"/>
10. enjoy support from your exhibits? .....	<input type="checkbox"/>	<input type="checkbox"/>