Texas A&M University-Corpus Christi  
College of Business  

Course and Instructor  

Spring 2014  
MKTG 5320.001 Marketing Management  
T 7:00-9:30 PM, OCNR 118  
Prerequisite: MKTG 5311 or equivalent.  
Duration: January 22-May 6, 2014  

Dr. A. N. M. Waheeduzzaman  
Office: OCNR 319  
Telephone: 361-825-6014  
Email: waheed@tamucc.edu  
Webpage: http://faculty.tamucc.edu/waheed  
Office hours: MW (1:20-1:50 PM, 3:20-5:20 PM), T (5:50-6:50 PM), and by appointment  

Text and Readings  


Articles for reading and discussion are in reserve in the Library. Alternatively, you can download them from our library databases.  

Objective and Learning Goals  

This is an advanced course in marketing designed for students who had previous formal academic training in marketing. The course aims at developing a managerial perspective in decision making. This is attained through case analysis/presentation and reading/discussion of articles in marketing and other functional areas of business. Cases provide real life exposure and readings impart theoretical foundation in the discipline. A description of the topics covered is given in the *Course Schedule*. Specific learning objectives/goals to be accomplished are as follows:  

- Understand the role of strategy in marketing management.  
- Develop analytical skills to understand a marketing problem.  
- Acquire basic skills to design appropriate marketing mix for a target market.  
- Understand the implementation of a marketing program from a managerial perspective.
Course Policy and Method

Web page: Please use my Web page at http://faculty.tamu.edu/waheed for all instructional purposes. Any change or update will be posted on the web page. Class discussion will follow the Course Schedule provided by the instructor. Check Announcements regularly.

Office Hours: The designated office hours are mentioned in the course syllabus. Try to use those hours for the betterment of both of us. My office door is always open whenever I am in office. You are welcome to walk-in. I will try to accommodate you as best as I can.

Method of Instruction: Discussion of cases and articles is the principal method of instruction. Guideline on case analysis and article discussion is enclosed. Videos/films will augment the class discussion. You are expected to engage in creative and meaningful debate during class discussion. You should prepare class materials in advance and actively participate in class during case and article discussion.

Grading: You will be evaluated on the basis of four criteria: case analysis and presentation (60%), article presentation (10%), final examination (20%), and attendance and participation (10%). Actual grading will depend on the distribution of score of the class. A possible evaluation and distribution for grading would be as follows: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69% and F = below 60%. I will try my best to give you a grade/feedback in class within a week. Please do not send emails for grade, check with me in class or visit me in office.

Final: The final examination will be written short essay type. Questions will be asked from the articles discussed in the class. Examples of test questions are enclosed. No make up for the final will be given without valid reason. I will determine the validity in accordance with the university policy. Final Examination is 20% of the grade.

Attendance and Participation: You are expected to be present in class during the entire class period and sign attendance every day. You will miss the attendance credit if you leave the class after the break without notifying the instructor. You will be responsible for all class works whether you attend or not. In case of missed classes supporting documents (medical excuse etc.) must be provided to get credit. Do not sign attendance for others. This is forgery and will lead to penalty. Engage yourself in the class, participate in class discussion. I will grade you based on the quality and the quantity of participation. Attendance and participation is 10% of the grade.

Email Policy: Please identify yourself when you send an email. Mention your full name, student ID and course enrolled. I will prefer that you use the TAMUCC Islander account in sending emails. I have noticed that the university email filtering system sends (even from islander accounts!) some emails to junk email folder. In case you notice that you have not received a reply from me within a day or two, please resend the email from a different account or leave me a message in my voicemail. I will try to get in touch with you as soon as I can.

Please that understand that we teach large classes and as such it becomes difficult for us to respond to emails as often as we would like to. Use your judgment in sending emails; do not
*abuse* the free mode of communication. If you have questions ask me in class or use the office hours.

**Return of submissions:** In order to preserve academic integrity all tests/submissions will have to be returned in class after you have seen them. You will not be allowed to take them home. You will be penalized for items not returned. I will preserve the tests/submissions for one semester following the current semester. After that they will be destroyed.

**Integrity and Conduct:** You are expected to maintain highest standards of integrity and professionalism in your academic work and in in-class conduct. Zero tolerance for academic dishonesty, plagiarism, cheating or misconduct (e.g., cross-talking, cell phones, online distractions in laptops etc.) will be upheld. Turn off cell phones or other electronic devices during class. Consult the University and College policy (e.g., College of Business Student Code of Ethics) on these issues. Deviation or misconduct will lead to penalty.

As an academic community, TAMUCC requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional situations.

**Drop Policy:** As an instructor I would like you to be in the class. Let me know if you are facing difficulty. I will try my best to accommodate you. However, for any reason if you need to drop the class please check the university calendar for the drop dates and refunds associated with it. The dates vary from semester to semester. Also, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class.

**Students with Disabilities:** As a university, TAMUCC complies with The Americans with Disabilities Act (ADA), a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please visit the university Disability Services office for proper advice. Also, inform me in advance so that I can accommodate you in the class.

**Grade Appeals:** For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs. Usually, the process starts with discussing the matter with the instructor. I will try my best to see that fairness prevails.
Case Analysis Guidelines

Case analysis is a critical component of the class. It helps you understand real life situations in marketing. A guideline for case analysis is enclosed with the syllabus. Case analysis and presentation is 60% of the grade. You will write and present cases in groups. You will form groups on the first day of the class. You cannot change your group membership without prior approval from me. All members receive the same grade. Groups may opt for variable grading also. I will explain this in class. A typed hard copy of all case analyses must be submitted before the class begins. Late submission will not be accepted. I will grade the hardcopy. Evaluation matrices for grading of case analysis and presentation are enclosed. Do not distribute your Power Points when you present the case.

Also, please send an electronic copy of the case analysis (and, power points for the presenting Group) in advance (by 2 PM on the day the case is due) using appropriate file name. I will explain this in class. Cases submitted electronically with inappropriate file names will be penalized. Failure to submit an electronic copy on time will lower the grade. I keep the electronic copy for reference. The electronic copy must be a MS Word document so that I can check its originality/authenticity. I may check it through www.turnitin.com or similar websites.

A typical case analysis solution should have the following parts/components. All cases assigned may not exactly follow this format. Use your judgment. Use the information given in the case; do not bring outside information.

1. Define the Problem: Delineate the problem as succinctly as possible. Differentiate between a problem and a symptom.
2. Find the Alternatives: Identify the alternatives available to solve the problem. Select the ones that have the most potential. Combination of alternatives is also possible.
3. Evaluate the Alternatives: Evaluation of alternatives is a critical component in case analysis. Various marketing tools and techniques will be useful here.
4. Make a Choice: Decide the alternative that best solve the problem and why.
5. Implement the choice: Explain how you will implement the choice and overcome the obstacles. Very often students do good analysis and suggest poor implementation. This lowers the value of the analysis.

I will use the following matrices to evaluate your performance in case analysis and article presentation. The rating descriptors are given below:

(1) Very poor: has a very poor idea or no idea about the criteria in decision making and/or is not able to express that orally or in writing.
(2) Poor: has a poor grasp of the criteria and is able to express that orally and/or in writing.
(3) Satisfactory: has a satisfactory idea about the criteria and is able to express that orally and/or in writing.
(4) Good: has a good grasp of the criteria and is able to express that orally and/or in writing.
(5) Excellent: has an excellent (full) grasp of the criteria and is able to express that orally and/or in writing.
### Case Analysis Evaluation (written part)

**Date:** __________  
**Case:** _____________________________  
**Group:** _____

<table>
<thead>
<tr>
<th>Criteria</th>
<th>E (5)</th>
<th>G (4)</th>
<th>S (3)</th>
<th>P (2)</th>
<th>VP (1)</th>
<th>Total</th>
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<tbody>
<tr>
<td>1  Understand and define the problem</td>
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<td>2  Identify possible alternatives to solve the problem</td>
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<td>3  Analysis and evaluation: Quantitative</td>
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<td>4  Analysis and evaluation: Qualitative</td>
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<td>5  Make a decision with justification</td>
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<td>6  Suggest specific methods to implement the decision</td>
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<td>7  Overall quality (10 points)</td>
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**Comments:**

### Case Presentation Evaluation

**Date:** __________  
**Case:** _____________________________  
**Group:** _____

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<th>Criteria</th>
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<th>S (3)</th>
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<tbody>
<tr>
<td>1  Define and present the problem</td>
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<tr>
<td>2  Explain the evaluation of alternatives</td>
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<td>3  Justify and defend the decision/choice</td>
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<td>4  Suggest methods to implement the decision</td>
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<td>5  Facilitate and moderate class discussion</td>
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<td>6  Team coordination in presentation</td>
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<td>7  Overall quality (10 points)</td>
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**Comments:**
Article Discussion Guidelines

Reading, critiquing and discussing articles help the development of theoretical foundation in the discipline. A good idea will be to do an update on the concepts discussed in the article. That should enrich the discussion. All articles are available on Reserve in the library. Articles will be prepared and presented in group according to the Course Schedule. Presentations must be in PowerPoint. Hard copy of the Power Points should be distributed before presentation. Please send an electronic copy of the Power Points in advance (by 2 PM on the day the article is due) so that I can put them on the web. Late submission will be penalized. Article presentation evaluation matrix for grading is enclosed. Article presentation and discussion is 10% of the grade. All members receive the same grade.

Article Presentation Evaluation

<table>
<thead>
<tr>
<th>Date: __________</th>
<th>Article: _____________________________</th>
<th>Group: _____</th>
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<tbody>
<tr>
<td>Criteria</td>
<td>E (5)</td>
<td>G (4)</td>
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<td>1 Identify the main ideas of the article</td>
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<td>2 Critique the ideas in the article</td>
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<td>3 Communicate the ideas to the class</td>
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<td>4 Hold class attention during presentation</td>
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<td>5 Facilitate and moderate class discussion</td>
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Comments:
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<tr>
<th>Date</th>
<th>Case/Article</th>
<th>Group</th>
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</thead>
</table>
| Jan 28  | Introduction  
Case Analysis Example: Lancer Gallery, P. 80                           |       |
| Feb 4   | Case 1: Proctor & Gamble, Inc.: Scope, P. 240  
File name: Spring 2014 Group 1-8 Procter and Gamble | 1     |
|         | 11 Article 1: Marketing Myopia-Levitt  
File name: Spring 2014 Group 7 Marketing Myopia  
Article 2: The Core Competence or Corporation-Prahalad and Hammel  
File name: Spring 2014 Group 6 Core Competence |       |
| 18      | Case 2: Good Year Tire and Rubber Company, P. 604  
File name: Spring 2014 Group 1-8 Goodyear | 2     |
| 25      | Case 3: Southwest Airlines, P. 479  
File name: Spring 2014 Group 1-8 Southwest | 3     |
| Mar 4   | Article 3: New Way to Measure Consumer Judgments-Green and Wind  
File name: Spring 2014 Group 5 Consumer Judgments  
Article 4: Are Emerging Markets Catching Up With the Developed Markets in Terms of Consumption Waheeduzzaman  
File name: Spring 2014 Group 4 Consumption Convergence |       |
| 10-14   | Spring Break                                                                 |       |
| 18      | Case 4: Burroughs Wellcome Company: Burroughs, P. 512  
File name: Spring 2014 Group 1-8 Burroughs | 4     |
| 25      | Case 5: Astor Lodge and Suits, Inc. P. 324  
File name: Spring 2014 Group 1-8 Astor Lodge | 5     |
| Apr 1   | Article 5: Strategy and the Internet-Porter  
File name: Spring 2014 Group 3 Strategy and Internet  
Article 6: The Nature of Marketing Productivity-Hawkins et al.  
File name: Spring 2014 Group 2 Marketing Productivity |       |
| 8 | Case 6: CUTCO Corporation, P. 390  
File name: Spring 2014 Group 1-8 CUTCO | 6 |
| 15 | Case 7: Fairchild Water Technologies, P. 636  
File name: Spring 2014 Group 1-8 Fairchild | 7 |
| 22 | Article 7: Teaching Smart People How to Learn-Arbyris  
File name: Spring 2014 Group 1 Teaching Smart  
Article 8: What Makes a Leader-Goleman  
Discussion: Waheeduzzaman  
Review of Articles | 1 |
| 29 | Future of Marketing as a discipline  
Review of Cases and Articles | |
| May 6 | Final | |
List of Articles

All articles are on Reserve in the Library under my name. Also, you can download them from the Library databases.


Levitt, Theodore (1975), “Marketing Myopia,” Harvard Business Review, September-October, 26-44,173-183. (Originally this article was written in 1960, HBR reprinted it in 1975 with updated comments of Levitt, use the updated article.).


A Few Concepts-Refresher

Read the chapters before the cases. They provide concepts and guidelines to case analysis. The following tools and techniques may be useful to you.

1. SWOT Analysis
2. Generic strategies (Porter): Cost, Focus, Differentiation
4. Breakeven analysis
5. Sensitivity analysis
6. Expected value analysis
7. Sales and profitability analysis (use of various ratios)
8. Alternative strategy payoffs (brand switch or cannibalization)
9. Decision matrix using various criteria
10. Customer lifetime value analysis
11. (Sustainable) Competitive Strategy
12. Branding, product positioning, perceptual mapping

Multivariate Analysis for Decision Making

1. Conjoint Analysis: Mostly used for attribute measurement/rating and understanding/designing the right product/marketing mix those consumers will buy.
2. Multidimensional Analysis/Perceptual Mapping: Used for understanding a product’s/company’s position on a multidimensional scale. Competitive positioning is determined.
3. Cluster Analysis: Used for segmenting a market, profiling the market segments and designing appropriate strategy to reach the segments.
5. Factor Analysis: It is a data reduction technique; it identifies the underlying Factors in a data set. Also, used for determining cause and effect relationship.
6. Discriminant Analysis: Classification technique used to identify groups, used for categorization.
7. Structural Equations Modeling: Multivariate technique used to determine relationship among variables with simultaneous path analysis estimation.
Discussion Questions for Final

Groups will be responsible for discussing the questions.

Article 1: Marketing Myopia—Levitt
1. “There is no such thing as growth industry, what we have is growth opportunities”---explain.
2. What is “creative destruction?” How does it relate to the Strategy of a company?
3. Ford created a car with no custom options that was only available in black, but sold for $500. Why would he be considered “both the most brilliant and the most senseless marketer” in American History?

Article 2: The Core Competence of Corporation—Prahalad and Hammel
1. What is a “core competence” of a corporation? Why core competencies do not diminish in an organization?
2. What do the authors mean by “the tyranny of the SBU?” In what ways the two concepts of the corporation, SBU and core competence differ? Explain.
3. What would be your (individual) core competence? How would you relate that to your future development and personal goals in life?

Article 3: New Way To Measure Consumer Judgments—Green and Wind
1. What is conjoint analysis? What are the common applications and limitations of conjoint analysis? How can we overcome them?
2. Why marketers should study multivariate analysis techniques? Define/elaborate various techniques we discussed in the class and explain how they help marketers make “informed decisions.”

Article 4: Are Emerging Markets Catching Up With the Developed Markets in Terms of Consumption?—Waheeduzzaman
1. Discuss the models of consumption convergence presented in the study. Distinguish their similarities and differences.
2. Write a critique of the model. [How would you extend the study? What would you do? Offer future direction in the area.

Article 5: Strategy and the Internet—Porter
1. How does Internet influence the industry structure? Explain using Porter’s model on competition.
3. “The winners will be those that view the Internet as a complement to, not a cannibal of traditional ways of competing.” Explain.

1. What is marketing productivity? What problems do we face in measuring productivity? How can we avoid them?
2. What are the drawbacks/limitations of the Hawkins et al.’s (1987) marketing productivity index? Can we apply the index to measure productivity in other industries?
3. Write a critique of the article.

Article 7: Teaching Smart People How to Learn—Argyris
1. What is Defensive Reasoning? How can it be overcome to provide more productive reasoning?
2. What is ‘double loop learning’ and why do professionals suppress it?
3. “Teaching Smart People How to Learn is a difficult undertaking.” Explain Why.

Article 8: What makes leader?—Goleman
1. “IQ and technical skills are important, but emotional intelligence is the sine qua non of leadership.” Explain.
2. What is emotional intelligence? Can emotional intelligence be learned? How?
3. Rate your emotional intelligence on a four-point scale (4=excellent, 3=good, 2=fair, 1=poor) for each of the five components? How can you improve your rating or emotional intelligence? Explain.
Know Your Instructor

My Statement
I am an academic. I enjoy reading, teaching, conducting research, consulting, writing and publishing. I believe every time I teach a student, publish a paper, make professional presentation, or consult a company, I am making a marginal contribution to the society.

Employment
Professor of Marketing and International Business in the College of Business, Texas A&M University-Corpus Christi since 2000. Previously taught at Salisbury State University (Maryland), University of New Haven (Connecticut), North South University (Bangladesh), and Institute of Business Administration (IBA), Dhaka University (Bangladesh).

Education
Ph.D. in Business Administration from Kent State University, Ohio. Have two MBAs, one in International Business from George Washington University, Washington, D.C. and the other in Marketing from Institute of Business Administration, Dhaka University, Bangladesh.

Research Interest
Marketing and International Business. Special topics of interest include international competitiveness, emerging markets, convergence and globalization.

Publications

Distinctions
Received University Excellence Award in Research at Texas A&M University-Corpus Christi. Received awards for Excellence in Teaching at Texas A&M University-Corpus Christi and University of New Haven, Connecticut.

Honor Societies
Beta Gamma Sigma (George Washington University), Phi Beta Delta (Kent State University), Alpha Mu Alpha (American Marketing Association) and Sigma Beta Delta (University of New Haven).

Membership

Personal
Married, two children. Enjoy teaching, reading, writing, publishing and traveling. Have traveled to over 20 countries of the world.