Office Hours
Office Hours: MW (3:15-5:30 PM), T (5:30-7:00 PM) and by appointment. Try to use these 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.

Course Synopsis
Welcome to my class. This synopsis is a brief outline of the course. Read the syllabus for details. This is a case-based class. Learning of the course materials is achieved through self-study of chapters, analysis and discussion of cases, watching videos online and discussion of articles in class. By the first week of class we will lay out a course delivery plan for the semester.

You will be evaluated on the basis of 7 case analyses (group assignment, about 10 pages, 65% of the grade), final examination (individual, short essay type, 25% of the grade), and attendance and participation (10% of the grade). You can also earn an extra 1-5% as quality participation premium.

For course related administrative questions you may also contact my Student Assistant. His/her name and contacts will be provided.

Course Description
An advanced study of contemporary marketing management concepts, tools of analysis, and implementation of marketing programs. This advanced course is designed for students who had previous formal academic training in marketing. The course aims at developing and enhancing managerial decision making capability. Class learning takes place through case analysis and presentation, and, reading and discussion of articles. Cases provide real life exposure and readings impart theoretical foundation in the discipline.

Learning Objectives
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 (MBA Learning Goal-G3).
- Acquire basic skills to design appropriate marketing mix for a target market (MBA Learning Goal-G2.O1).
• Understand the implementation of a marketing program from a managerial perspective (MBA Learning Goal-G1).

Course Requirements
• Case Analysis 65%
• Exams 25%
• Attendance and participation 10%
• Total 100%

Required Materials

Text, reading materials and videos mentioned in the syllabus. Videos supplement the concepts discussed in the class. You are required to watch the videos on your own. Use the online class-times for watching videos and/or working on other class materials. Test questions can be asked from the videos. Articles for reading/discussion are in reserve in the Library. Alternatively, you can download them from our library databases.

Websites Used:
Blackboard https://bb9.tamucc.edu/

Course Policies
Final
The final examination will be written short essay type. Questions can be asked from the articles, videos and cases. Example will be given. 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 25% 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 actively and meaningfully during case or article discussion. I will grade you based on the quality and the quantity of participation. Attendance and participation is 10% of the grade. This is a large class; you must be in class on time. Tardiness must be avoided.

Quality Participation Premium
I may give an extra credit of 1-5% to deserving students who attend class regularly, participate meaningfully in class discussion, and contribute positively to class quality. This is a business class, impression counts—avail the opportunity, make yourself visible in a positive way!

Messaging and Email Policy
If you have class related questions use the office hours, visit me in office. Face to face interaction is more useful in learning. In case you have to use electronic media, my preferred method of communication would be Blackboard messages. It is relatively easy keep track of messages in Blackboard. I will try to get in touch with you as soon as I can; hopefully, within 48 hours. Please that understand that we teach large classes and as such it becomes difficult for us to respond to messages on time. Use your judgment in sending messages/emails; do not abuse the free mode of communication.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, 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. Check the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations** – APA style is the only accepted method used for citations and referencing during this class. Material used from sources other than the text should use APA style citations and references.

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, 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 forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the
appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**Summary of topical coverage** (any changes will be announced in Blackboard)

<table>
<thead>
<tr>
<th>Case and Article</th>
<th>Hours</th>
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<tr>
<td>Introduction</td>
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<tr>
<td>Case Analysis Example: Lancer Gallery, P. 80</td>
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<td>Case consultation - compulsory for the presenting group. All groups are advised to discuss the case with me.</td>
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<td>Case 2: Good Year Tire and Rubber Company, P. 604</td>
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<td>Case 3: Southwest Airlines, P. 479</td>
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<td>Article 3: New Way to Measure Consumer Judgments - Green and Wind</td>
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<td>Case 4: Burroughs Wellcome Company: Burroughs, P. 512</td>
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<td>Article 4: Are Emerging Markets Catching Up With the Developed Markets in Terms of Consumption - Waheeduzzaman</td>
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<td>Article 5: Strategy and the Internet - Porter</td>
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<td>Case 6: CUTCO Corporation, P. 390</td>
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<td>Article 6: The Nature of Marketing Productivity - Hawkins et al.</td>
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<td>Case 7: Fairchild Water Technologies, P. 636</td>
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<td>Article 7: What Makes a Leader - Goleman</td>
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<td>Introduction</td>
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<td>Article 7: What Makes a Leader-Goleman</td>
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<td>23-25</td>
<td>Thanksgiving</td>
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<tr>
<td>28</td>
<td>Review of Cases and Articles, preparation for the Final</td>
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<tr>
<td>Dec 5</td>
<td>Final Examination</td>
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</table>
Article Discussion Guidelines
Reading, critiquing and discussing articles help the development of theoretical foundation in the discipline. All articles are available on Reserve in the Library. You can also download them from the library databases. All students MUST READ the articles before coming to class. I will discuss the articles with the help of power points. Articles will be the primary basis for the Final Examination. Actual test questions will be similar to the discussion questions given below.

1. What is conjoint analysis? What are the common applications and limitations of conjoint analysis? How can we overcome its limitations?
2. Why should marketers study multivariate analysis techniques? Briefly elaborate various techniques discussed in the class and explain how they help marketers make “informed decisions.”

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.

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

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.).
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. Levitt calls him as “both the most brilliant and the most senseless marketer” in American History. Why? Explain.

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 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 personal development and goals in life?

   1. Discuss the models of consumption convergence presented in the study. Distinguish their similarities and differences.
   2. Write a critique of the study.
   3. How would you extend the study? Offer future directions for the study.

Case Analysis Guidelines
Case analysis is a critical component of the class. It helps you understand real life situations in marketing. You should read the chapters in the text and be familiar with the concepts from your principles of marketing class.

You will write and present the case analyses in groups. You will form groups on the first day of the class. You cannot change the group membership without prior approval from me. I will let you know how many members can be included in one group. Form groups at your own discretion; get along and avoid group conflicts. You are advised to use class time and office hours for the cases and class related issues.

I expect you to work in groups, as closely as possible. Team spirit and intra-group cooperation is essential for success. Try to develop a favorable culture from the very beginning. Divide the work and work together. Elect a group leader. Leader of the group will be your primary liaison with me. S/he will submit the project electronically in Blackboard on behalf of the group.

All members in the group should contribute equally and will receive the same grade. No free ride should be allowed. If you opt for differential grading then use the peer evaluation form and attach it with the project. It is an open evaluation. Peer evaluation form must be signed by all members of the group. Again, peer evaluation is OPTIONAL and should be used for differential grading only.

Groups will submit a written case analysis for each case. Only one submission from each group
will be accepted. Group leader will submit all seven cases on behalf of the group. You can be penalized for multiple submissions.

A case analysis must not be more than 10 pages excluding Appendix for tables, charts etc. It can be single or double-spaced with no less than 12-point font. Evaluation matrices for grading of case analysis and presentation are enclosed.

All cases must be submitted in Blackboard by 2 PM on the day they are due using appropriate file name. Blackboard will not entertain late submissions. File names for cases are mentioned in the Course Schedule. Cases submitted electronically with inappropriate file names will be penalized. “X” in GroupX would be replaced by your group number. Your case submission will be preserved as reference. The submission 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.

Cases will be presented by the group on the assigned day. During the presentation all members should contribute equally. Group will use power points to present the case. Do not distribute your power points during the presentation. The presenting group MUST DISCUSS the case with me beforehand. All members of the group must be present during the discussion.

Total time allocated for each group presentation is 30 minutes. Each group should complete the presentation within 20 minutes, leaving 10 minutes for question and answers. All members must present. I will summarize the case at the end.

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.

The following matrices will be used to evaluate your performance in case analysis and 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.

**MKTG 5320 Marketing Management Videos**

You are required to watch the videos on your own. Use the online class-times for watching videos and/or working on other class materials. Test questions can also be asked from the videos.

<table>
<thead>
<tr>
<th>Video</th>
<th>Description</th>
<th>Video Link</th>
<th>Instructions</th>
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</thead>
</table>
| Video 1 | Philip Kotler: Marketing Strategy (7 minutes)  
https://www.youtube.com/watch?v=bil0OPuAvTY  
Describe the marketing strategy according to Dr. Kotler. How case method can help us develop marketing strategy? Explain. |  |  |
| Video 2 | Inside the HBS Case Method 2007 (14 minutes)  
https://www.youtube.com/watch?v=eA5R41F7d9Q.  
This is the signature teaching style at Harvard Business School. Explain how we can adopt case method teaching at Texas A&M University Corpus Christi. Specifically, address the points of difference and adaptations required. |  |  |
| Video 3 | Ian Goldin: Navigating our global future (7 minutes)  
https://www.ted.com/talks/ian_goldin_navigating_our_global_future#t-132547  
Explain how globalization is shaping the future of business. Support your arguments with the concepts discussed in the text/video and your own observations. |  |  |
| Video 4 | Alibaba Story-Inside China-CNBC International (9 minutes)  
https://www.youtube.com/watch?v=VAh__GGYJHw  
Describe the global expansion of the company and their achievements. |  |  |
| Video 5 | Branded: A Phil Knight/Nike Documentary 1996 (40 minutes)  
https://www.youtube.com/watch?v=D-LC3TGngGA  
Write a critique of Nike’s branding. A critique includes pros, cons and “what else could/should have been included.” |  |  |
| Video 6 | Big Mac Inside the McDonald's Empire (45 minutes)  
https://www.youtube.com/watch?v=J4a4r-Iyf10  
Write a critique of the global expansion of McDonalds. A critique includes pros, cons and “what else could/should have been included” in the video. You may suggest a relevant video after you have written the critique. |  |  |
| Video 7 | The Product Life Cycle of a Barbie Doll (9 minutes)  
https://www.youtube.com/watch?v=JvM8v36kTs  
Read the text, watch the video and comment on the product life cycle of Barbie doll in an international context. |  |  |
Group and Peer Evaluation
As stated, each case is a group work. It is not only a critical component in learning but also a significant portion of the grade. It is an open evaluation. If you opt for differential grading, then use the following form and attach it with the case. You may also submit one peer evaluation at the end; this must be submitted on the day the last case is presented. Late submission will not be entertained. Again, peer evaluation is OPTIONAL and should be used for differential grading only. You must not allow any free riding; students should get what they deserve.

Title of the Project
Group #
Group Members and Signature

1. Student1___________________________
2. Student2___________________________
3. Student3___________________________
4. Student4___________________________
5. Student5___________________________

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<th>Student3 Overall Contribution (%)</th>
<th>Student4 Overall Contribution (%)</th>
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Overall contribution of the group member should be based on the following criteria (C1-C5). I will use your “Average Overall Contribution” for grading.
C1: Attitude, mutual respect and interaction (20%)
C2: Attendance in group meeting (20%)
C3: Timeliness in group submission (20%)
C4: Involvement in group work (20%)
C5: Overall quality (20%)
Written Case Analysis Evaluation
Case 1-7
Semester, Year
Due date: date is assigned

Group Number:

Type names of group members:
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2. _______________________
3. _______________________
4. _______________________
5. _______________________  

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<th>P (2)</th>
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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>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
Case 1-7
Semester, Year

Due date: date is assigned

Group Number:

Type names of group members:
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3. _______________________
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<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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<td>Total score (40 points)</td>
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Comments:
A Few Concepts-Refresher
Read the chapters presented before the cases. Appendix provides a helpful example of a written 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 (from my write up on Advance Research Methods)

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.
Know Your Instructor

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My Statement
I am an academic. I enjoy reading, teaching, conducting research, consulting, writing and publishing. I believe that 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.

Editorship
Currently serving as Associate Editor, Journal of Competitiveness Studies. Also served as Associate Editor, Competitiveness Review. Member of editorial boards of journals in international area.

Publications

Distinctions
Senior Fellow, American Society for Competitiveness. Received University Excellence Award in Research at Texas A&M University-Corpus Christi. Excellence Award 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
Enjoy teaching, reading, writing, publishing and traveling. Traveled to over 20 countries of the world.

Good Luck! Have a Great Semester!