CALIFORNIA STATE UNIVERSITY SACRAMENTO  
College of Business Administration  
MKTG 129 Marketing Management  
Section 01-SEM 31511  
COURSE OUTLINE  
MW 10:30 a.m. - 11:45 a.m.  
January 28 – May 24, 2013  
Tahoe Hall 1026

General Information:  
Office: TAH-2010  
Office Phone: 278-7036  
Office Hours: MW 12 Noon-1 p.m., 3 p.m.-4 p.m., and by appointment  
E-mail: ptong@csus.edu (No attachment will be opened); SacCT mail;  
Website: SacCT. Course materials (e.g. lecture notes, exam reviews, case outlines, and grades etc.)  
will be posted on SacCT. Please check for updates on a regular basis.

Course Prerequisites:  
MKTG 101 and senior status. Please note that this is a capstone seminar for senior marketing  
majors. Your senior status implies that you are thoroughly familiar with marketing principles and  
have a good understanding of marketing theories. We will NOT review the basics and assume that  
you are ready to apply theories to marketing decision-making and problem-solving situations.

Textbook:  
Required: There is no required textbook for this course. We will draw upon a variety of case  
readings and apply marketing theories in case studies.  
Optional: As an optional textbook especially if this is your first a few courses or if you prefer  
“learning by reading”, I recommend A Framework for Marketing Management, 4th  
edition by Philip Kotler and Kevin Lane Keller, Pearson Education, Inc. Upper Saddle  
River, New Jersey (ISBN: 978-0-13-602660-0). This is a highly reputable book that offers  
a nice and clean framework of marketing management at a very reasonable price.  
Reference: You may also want to have your MKTG 101 textbook handy in case you need to refresh  
on certain terms, theories, or marketing analyses. A copy of “Marketing: Real People  
Real Choices”, 6th edition is available at Library Reserve for your convenience.  
You are encouraged to keep up with current business events by reading business  
periodicals (e.g. The Wall Street Journal, Business Week, and Fortune etc.).

Course Description:  
This course consists of both theory sessions and case sessions. We will use a mix of lectures, case  
presentations, class discussions, peer critiques, and live debate forums to understand and practice  
theories and solve problems. While we may review relevant concepts in theory sessions, most cases  
require a thorough understanding of marketing principles and more importantly construction of real  
and defendable solutions. Marketing management is a rather mature field, but rarely is there only  
“one right” answer to any marketing case. I strongly encourage you to share your thoughts and  
perspectives and well-grounded arguments, especially when you disagree with the majority.

All assigned readings and cases must be read prior to the session. Students are expected to keep up  
with readings, attend all classes, actively participate and contribute to discussions. In a seminar-  
based class, your participation in discussions is critical to your leaning, especially in student-led case  
presentations and forums. I may invite students for class participation if necessary.
Course Objectives:
The Purpose of MKTG129 Marketing Management, as in the CSUS Catalog, is to exercise:

*application of marketing principles to the solution of a wide variety of problems and cases including target markets, product selection, channels of distribution, promotion and pricing.*

As such, this course is designed for students to exercise marketing vocabulary and principles, apply conceptual theories, and practice analytical skills, to examine market conditions, build strategies, and work out business solutions. Upon completion of this course, students should be able to:

- Understand the dynamic interplay of marketing elements and hence the complexities of marketing management decisions;
- Investigate complex business situations and analyze tradeoffs through intelligent use of marketing concepts and theories;
- Understand and develop a framework of marketing management by critically analyzing target consumers, competition, external marketing forces, and marketing 4 Ps among others; and
- Develop critical thinking skills and practice to identify assumptions and contingencies of marketing decisions.

Course Requirements and Student Evaluation (Total 500 points):
Students will be evaluated on the following items for their final grades:

I. Two (individual) Exams (200 points; 40%)

II. One (group) Project with a business client (50 points, 10%)

III. Case Studies (200 points, 40%), including:
   - One major (group) case study (150 points, 30%);
   - One brief (individual) case study (50 points, 10%)

IV. Two (individual) Quizzes/In-class activities (40 points, 8%)

V. Attendance and Participation (10 points, 2%)

I. TWO EXAMS (100 pts each, 200 pts total; 40%)

   - Two non-accumulative exams will be administered during the semester. Each exam is worth 100 points and may consist of multiple-choice questions, short essay questions, or a combination of both. **Both exams are required** and counted towards students’ final grades.
   - These exams are designed to test your ability to apply marketing theories to solve business problems. It is imperative that you develop a thorough understanding of class materials and expect questions that require integration and critical thinking skills. A study guide will be available on SacCT one week prior to each exam.

Make-up exam/Quiz policy: Unless arrangements are made prior to an exam, **NO make-up exam/quiz** will be considered, with the following two exceptions:

a) Medical emergency. Students with medical emergency are encouraged to stay home and rest. If it happens to be on an exam/quiz day, student should inform the instructor of the situation **within 72 hours (3 days)** via Email or phone in order to be considered for a make-up exam/quiz.

b) Documented absence. If a student must miss an exam/quiz for any reason other than a medical emergency, official documentation must be provided. Only if appropriate documentation supports a legitimately excused absence, will a make-up exam/quiz be considered. No make-up exam will be given beyond 14 days (two weeks) from the original exam date. **No exceptions.** Please review course schedule and plan accordingly. All make-up exams will take place in the Testing Center where an appointment is needed and spots are limited. Also note that a fee is required for using the Testing Center.
II. GROUP PROJECT: presentation (10 minutes free style) and report (50 points, 10%)  
This is a group project where you and your team will work with a real local business client in the Sacramento area. More details will be available in Week 4.

III. CASE STUDIES  
All case exercises are designed for you to practice your analytical, written, and communication skills in the context of marketing management decisions. These case analyses provide you an opportunity to practice and sharpen your problem-solving and decision-making skills in marketing as well as critically examine and constructively improve those analyses and decisions of your peers. The debate/critique session should be taken seriously as learning occurs when you process how others approach a business problem after you have carefully analyzed situation yourself.

Get your cases: We will use cases from Harvard Business Review (HBR). A course link and specific instruction to get the cases will be provided to you in Week 2. Check SacCT.

Build your team: All students are asked to join a team of no more than six members. This will be your team for two group assignments: 1) a major group case study including a group report and a group presentation, and 2) a group project with a local business client. Please go to SacCT course, Groups, to join a team of your choice by February 6th (Wednesday of Week 2). Once your team is organized, please send me the name and phone number of one designated contact person for your group for emergency purpose.

Peer Evaluation: several measures are in place to ensure performance of your group members.

1. Formal peer evaluation.
   a. A peer evaluation is due one week after the group project report due date (see Appendix 4 for evaluation form). Each member is to rate all other members’ performance on the team project on a scale of 0 – 100%, 0 being “Fail, extremely unsatisfactory”, and 100% being “A+! Exceptional contributions” (see Appendix 4 for more details). Individual project grade will be weighted by the average score of peer evaluations. If your average peer evaluation is between 90%-100% (A level work), you will receive 100% of group grade; if between 80% and 90% (B level work), you will receive 90% of your group grade; if below 80% (C level or below), your grade will be weighted by the actual average peer evaluation score.
   b. If a rating below 60% (i.e. 59% and lower) is suggested, the evaluator must provide a written memorandum (min. 1/2 page) explaining the low rating to the professor at the time of evaluation. If the low rating is not reasonably justified OR not supported by the majority of the team, the evaluator will be subject to penalty of perjury.

2. The Weakest Link.
   a. Each team reserves the right to vote off any free rider/underperforming member at any point during the semester contingent upon group consensus and my approval. The member being voted off will receive zero point on the assignment. No individual case/project will be granted. The team must submit to me a one-page memorandum stating your intention to vote off a team member and explain the decision with supporting evidence within one week of report due date.
   b. To avoid unfortunate events, please communicate with your group and contribute diligently to team project. Please also keep me posted on any concern you may have as issues emerge so that I can facilitate necessary communication in a timely manner.
**Major case study** (Group case: Total 150 pts, 30% of final grade)

1. **Case Presentation (50 points): “pitch your idea” (30 points) and “comments+Q&As” (20 points)**
   a) At least two teams will be working on each case and will be competing for a possible extra credit of 5 points.
   b) Each case session is set up as a “pitch-your-idea” opportunity where two marketing firms (i.e. the two presenting teams) compete for a consulting contract with the focal company in the case to the senior executives in the company (the audience), who will hear the proposals and vote anonymously for the “more convincing proposal” at the end of each session.
   c) Each team will i) deliver a 10 minute proposal presentation to explain their take on the assigned case and propose a solution with analysis and supporting evidence; and ii) after a brief recess, comment on a) what you like about the opposing team’s proposal and b) one weakness of the opposing team’s proposal. Make the best use of your 10 minutes as you will lose points by the minute after that.
   d) Major case session structure:
      a. Each case session will begin with two competing teams presenting their proposals (10 minutes each) and answer any CLARIFICATION questions the audience may have.
      b. Class will then go into a 10-minute recess when the two teams work on their comments and prepare for Q&As. I will meet with the rest of the class during the 10 minute recess.
      c. When class resumes, the two teams will share their comments about opposing team’s proposal before the class opens to questions from the audience. If a team chooses to relinquish this right to comment, the team automatically forfeits consideration for extra credit. In case both teams recommend identical solutions (which is very rare), both teams will be asked to come up with alternative solutions on the spot. So be prepared.
      Your goal is to use your marketing expertise and analytical tools to convince the audience that your proposal offers a better solution to the problem posed. At the end of each case session, the audience will vote anonymously and the elected “more convincing team” will be awarded 5 points extra credit. In case of a tie, the two teams will share the prize and be awarded 3 points each. Impress your colleagues.
   e) See Appendix 1 for tips on how to prepare your major case study.

2. **Major Case Report (100 pts, 10-15 pages, Due: the Wednesday after group presentation)**
   Each group will prepare and turn in a written report on their assigned major case study. An outline for the case report is provided in Appendix 2. This outline provides you a recommended structure and key considerations for case report, please read carefully. Your major case report should be 10-15 pages and is due the class immediately after the case presentation. You are expected to include class discussion and feedbacks into your final report. Late submission will not be accepted. All written reports should use 1.5 space, 1 inch margin, and font size 12.

**Brief Case Report** (Individual report; 2-3 pages, 50 pts, 10% of final grade)

1. You will prepare one brief case report in addition to your major case. **IMPORTANT: Your brief case must be from a different group than your major case group.** That is, If your major case is case 1 or case 2, your brief case must be either case 3 or 4; if your major case is case 3 or case 4, your brief case must be either case 1 or 2. See Appendix 3 for a suggested brief case outline.

2. **Due:** All brief case analyses are due at the beginning of the first case session (i.e. “Group” session), when the assigned teams present. Since this assignment is designed to encourage a preliminary analysis and prepare students for class discussion, **any report submitted after 5pm on the assigned case day will be NOT be accepted**, No exceptions. Submission after class but before 5pm on case day will take a penalty of 30% mark-down.
IV. **QUIZZES/ IN-CLASS ACTIVITIES/EXERCISES** (40 points, 8% of final grade):

There are unannounced quizzes or random class activities and exercises in class.

V. **ATTENDANCE AND PARTICIPATION** (10 points; 2% of final grade)

Attendance will be collected occasionally as your participation credits.

**Grading Scale:** Letter grades are determined on a percentage (%) basis using the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>90 – 92.99</td>
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<tr>
<td>87 – 89.99</td>
<td>B+</td>
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<tr>
<td>60 – 66.99</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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**Grade Appeals:** If a student feels that the grade given on an exam is incorrect, she/he may appeal the grade by providing a written appeal within one week of the date the exam is returned. If a student feels that the points assigned on a case analysis is not correct, she/he may discuss it with me within two weeks of the time the graded work is returned or grades posted.

**Disability Resource Center Accommodations:**

Reasonable accommodations are available for students who have a documented disability. If you have a disability and require accommodations, you need to provide disability documentation to Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. To receive the accommodations requested, students must have documentation of their disability on file at the Services to Students with Disabilities. All accommodations must be approved through SSWD. It is the student’s responsibility to complete all documentation and bring the paper to the instructor for signatures. Please follow the instructions from the Services to Students with Disabilities. Please discuss your accommodation needs with me early in the semester. Specifically, please notify me with your documentation from SSWD during the first three weeks of class of any accommodations that may be needed. Late notification may cause the requested accommodations to be unavailable.

**Classroom Etiquette:**

1) Be on time and plan to attend the entire class session especially on case and exam days. If you must leave early, please inform me prior to class and sit near the exit for the least disruption.

2) Please behave in a considerate, respectful, and professional manner. Please refrain from carrying on private conversations in class. If, at any time, these courtesy guidelines are being unreasonably challenged, violating students may be asked to leave the room.

3) Laptops may be used in class for note-taking purpose only. Any other use of computer in class will be considered inappropriate, and the privilege of using a laptop in class will be revoked. Please be courteous by using a quiet keyboard and minimizing any noise that may be distracting.

4) Please set cell phone on buzzer and step out to answer your calls if you feel compelled to do so.
Academic Honesty:
All students are expected to uphold the CSUS standard of conduct relating to academic honesty. “California State University, Sacramento expects that faculty, staff, and students will honor these [academic truth and honesty] principles, and in doing so, will protect the integrity of academic work and student grades. Students are expected to know and abide by University policy about cheating, including plagiarism (CSUS 2006-2008 Catalog p. 98).” In brief, all students should assume full responsibility for the content and integrity of their academic work, such as exams, assignments, reports, and projects. All submitted work must be students’ own work. Unauthorized collaboration on exams/assignments or unauthorized access to materials such as test banks, teachers’ manuals, etc. are considered academic dishonesty. If it is evident that behaviors of academic dishonesty occurred, the offense may be punishable by automatic failure in the course and be handed over to university authorities for further actions. If you have questions regarding CSUS academic honesty code and/or what constitutes cheating and plagiarism, please refer to policies and procedures in CSUS 2006-2008 Catalog p. 98-99. Further information regarding Policies and Procedures Regarding Academic Honesty is also available from the University website and CSUS Student Affairs (916-278-6060). Please review the definitions, sanctions, and students’ right regarding academic dishonesty and possible consequences. In addition, a student tutorial on how not to plagiarize is available at http://library.csus.edu/content2.asp?pageID=352.

Important tip to do well in this course

READ THIS SYLLABUS. READ THIS SYLLABUS. READ THIS SYLLABUS.

It is your responsibility to read course syllabus, understand class policies, and turn in deliverables, and mark your calendar for due dates and exam days. I’m here to help you learn. I truly hope all students will enjoy a positive and productive learning experience with this course. This “experience” is much like a partnership – I will do my part, and you do yours. You can count on me to offer the best I can, yet your success can be realized only if your give your best as well. Work to make a contribution to enhance your learning as well as that of others; maintain a positive attitude; be conscientious and complete all assignments, readings, and class exercises; stay active in discussions; and discipline yourselves to get things done. Good luck. I hope you do well in this course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities/Due dates</th>
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<tbody>
<tr>
<td>01-28 M</td>
<td>Class Orientation</td>
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<tr>
<td>01-30 W</td>
<td>Marketing Management and the Changing Environment (1)</td>
<td>Tutorial: case study</td>
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<tr>
<td>02-04 M</td>
<td>Marketing Management and the Changing Environment (2)</td>
<td>Due: team signup; group case assignment</td>
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<td>02-06 W</td>
<td>Deliver Customer Value, CRM, and Loyalty</td>
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<td>02-11 M</td>
<td>Strategic planning (1)</td>
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<tr>
<td>02-13 W</td>
<td>Strategic planning (2)</td>
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<tr>
<td>02-18 M</td>
<td>Segmentation and Targeting (1)</td>
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<tr>
<td>02-20 W</td>
<td>Segmentation and Targeting (2)</td>
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<tr>
<td>02-25 M</td>
<td>Positioning and Branding (1)</td>
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<tr>
<td>02-27 W</td>
<td>Positioning and Branding (2)</td>
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<tr>
<td>03-04 M</td>
<td><em>Case 1. Starbucks</em></td>
<td>Group (HBR #9-504-016)</td>
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<tr>
<td>03-06 W</td>
<td>Starbucks - revised</td>
<td>Due: Grp report-Case 1</td>
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<tr>
<td>03-11 M</td>
<td><em>Case 2. Eastman Kodak Company</em></td>
<td>Group (HBR Case# 9-594-111)</td>
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<tr>
<td>03-13 W</td>
<td>Eastman Kodak Company − revisited</td>
<td>Due: Grp report-Case 2</td>
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<tr>
<td>03-18 M</td>
<td>Catch-up &amp; Review</td>
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<td>03-20 W</td>
<td><strong>Exam 1</strong></td>
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<td>03/25-29</td>
<td>*Spring Recess <em>-no class</em></td>
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<td>04-01 M</td>
<td><em>Cesar Chavez Birthday Observed (Holiday)</em> Campus Closed</td>
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<tr>
<td>04-03 W</td>
<td>Products &amp; Portfolio Management</td>
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<td>04-08 M</td>
<td>Pricing strategies (1)</td>
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<td>04-10 W</td>
<td>Pricing strategies (2)</td>
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<tr>
<td>04-15 M</td>
<td><em>Case 3. TiVo</em></td>
<td>Group (HBR case# 9-501-038)</td>
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<tr>
<td>04-17 W</td>
<td>TiVo − revisited</td>
<td>Due: Grp report-Case 3</td>
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<td>04-22 M</td>
<td><em>Case 4. Virgin Mobile USA</em></td>
<td>Group (HBR Case#9-504-028)</td>
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<td>04-24 W</td>
<td>Virgin Mobile USA − revisited</td>
<td>Due: Grp report-Case 4</td>
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<td>04-29 M</td>
<td>Promotion Strategies</td>
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<td>05-01 W</td>
<td>Channel strategies</td>
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<td>05-06 M</td>
<td>Catch-up &amp; Review</td>
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<td>05-08 W</td>
<td><strong>Exam 2</strong></td>
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<td>05-13 M</td>
<td>Group Project Presentations (1)</td>
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<td>05-15 W</td>
<td>Group Project Presentations (2)</td>
<td>Due: Project report</td>
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<td>05/20-24</td>
<td><strong>Finals Week</strong></td>
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1 This schedule is tentative and subject to change at the discretion of the instructor.
MKTG129 Marketing Management  
Appendix 1. Case Studies: preparation and tips

- It is imperative that a businessperson is competent in problem-solving and decision-making. The cases represent you information in real-life situations and ask that you put yourself in the shoes of an executive manager when you analyze the situation and make a decision on what to do. Our class provides you a forum where you present your prepared analysis and evidence to support and defend your decision.

- It is very rare that a business situation has only one correct answer. Instead, a number of solutions may be viable depending on your assumptions. While I encourage you to think diligently for an innovative solution, I am more interested in the process by which you arrive at your conclusion(s), particularly the marketing theories you drew upon and overall quality of your analysis. These are extremely important and will be critical components for grading purposes.

- When open your case, do NOT review or summarize the case. Your audience is very familiar with the company’s situation walking into the room. Use your allotted time wisely to present your arguments and conclusions with supporting evidence.

- Typically the process of a case study includes the following steps:
  1. Define the problem:
     Identify all potential problems and carefully select the critical issue/central problem
  2. Identify and organize relevant, important, and diagnostic information into separate issues for consideration:
     Carefully examine and select relevant facts of the case in terms of the problem to be solved and the decision to be made
  3. Formulate a set of alternative solutions:
     Brainstorm to pool all potential and reasonable solutions
  4. Evaluate each solution with advantages and disadvantages:
     Identify unstated assumptions for each solution, deliberate the pros and cons of each solution, consider long term impacts, and narrow the pool down to the most logical and attractive solution with a high probability of success
  5. Make a decision/recommendation:
     Recommend a course of action. Consider trade-offs, state assumptions, and acknowledge potential weaknesses.
  6. Devise an implementation plan including strategies, activities, and control measures.

Tips

- The #1 tip for a good case analysis is to get thoroughly familiar with all the facts of the case.
- Take notes and highlight important facts as you read through.
- Recognize a symptom and seek the underlying cause; Differentiate a fact from an opinion;
- Review your lecture notes to refresh on relevant marketing theories and analytical tools.
- Identify important facts and connect them with relevant marketing theories and concepts.
- Be factual and honest with your analysis. Don’t let personal opinions cloud your judgment.
- Remember market orientation. Take the customers’ viewpoint not just that of the management.
- Excessively long reports are strongly discouraged – your client won’t read a 20 page analysis. Be straight-forward, precise, and right-to-the-point; be logical, organized, and professional in your analysis and writing.
**MKTG129 Marketing Management**

**Appendix 2. Case Studies – Major Case Report Outline**

(10-15 pages, 1.5 space, 1 inch margin, font size 12; 100 pts, due: the class after group presentation)

1. **Problem statement (i.e. what’s the problem?)**
   What is the most prevailing problem the company needs to address? This should be the underlying cause of the symptoms. Your answer should be a clear, direct, and concise statement, such as “the major problem this company facing is ....” Problem statements should not exceed three sentences. Be sure to identify the most fundamental issue that needs immediate attention. Be sure not to mistake a minor detail, a peripheral issue, or a symptom for the “bottom line” problem. Keep asking “why” and “what caused this?” till you reach the bottom line. Problem statement may be followed by a short paragraph of elaboration if deemed necessary.

2. **Problem analysis: (include target markets and case analysis as you see appropriate.)**
   *First* clearly define your primary target market(s) using relevant segmentation variables, identify major competitors if relevant, and key differentiation point(s). This section should set up the stage for your analysis and should take no more than a page. Be precise.
   *Second*, based on your target market above, elaborate on your analysis and diagnosis, and use your marketing expertise to explain the underlying cause of the problem in depth. *Stay close to case facts* and be sure to align your analysis with your problem statement, and clearly explain how your analysis has led you to your problem statement. Note that it is the process by which you arrive at your conclusion that counts. Present your professional analysis, be thorough, logical, clear, and precise. This should take about 3-5 pages.

3. **Alternative solutions (i.e. what are our options to solve this problem? “Pros” and “cons”?)**
   List 3-5 *mutually exclusive alternative* solutions to the problem you stated. All alternatives must be reasonably viable to solve the problem identified in problem statement. Describe your alternatives briefly with 2-3 sentences each, and follow each alternative with a) a brief rationale how it may solve the problem; and b) a discussion on “pros” and “cons” of each alternative. The proposed alternative and quality of analysis on the pros and cons in this section is a critical component for grading purpose. This section should be 3-5 pages depending on the number of alternatives you propose.

   Good alternatives are those that are logical and easy to follow, immediately actionable, defendable, and mutually exclusive from each other. “*do more market research*, “*hire a marketing consultant*”, “*need additional information*” or “*do all of the above*” are NOT acceptable solutions. While you may have some overlaps among your alternatives, there must be noticeable and substantial differences on at least one important dimension. Remember, you may recommend only ONE solution from you list in the next section.

4. **Solution (i.e. our recommendation is...)**
   This is a simple statement recommending ONE (only one) solution to the problem from the list of alternatives. Your recommended solution MUST be one of the alternatives from the list. Choosing a “combo” (e.g. “we recommend alternative 1, 2, and 3”) is NOT acceptable, neither is choosing a “re-organized” alternative (e.g. “we use A from Alternative 1 and B from Alternative 2 to make a new solution.”). This should be a clear and short sentence stating your choice. You may follow up with unstated assumptions and contingencies if you will.

5. **Implementation (i.e. How do we plan to do it?)**
   This section addresses specifically what to do with the 4 Ps and how/why it will work to accomplish your strategy in the “Solution” section, in other words, how your solution will be implemented. This section should include a detailed plan of the marketing 4 Ps and how each decision fits with your strategy. Provide an estimate of resources needed, priorities, accountability, and a timeline for implementation. You may summarize your strategies and actions before elaborating with details. This may help you stay consistent and focused. The quality of strategic alignment and feasibility of your plan are critical components in this section. The process by which you arrive at your conclusions and the principles you draw upon are extremely important for grading purpose. This should take about 3-5 pages.
MKTG129 Marketing Management  
Appendix 3. Case Studies – Brief Case Report Outline  
(2-3 pages, 1.5 space, 1 inch margin, font size 12; 50 pts each, due at the beginning of the case session.)

The purpose of this brief case is for you to familiarize yourself with the case facts and prepare a preliminary analysis and be ready for class discussion. Please use subheadings to organize your report. Bullet-points is acceptable but be sure to use complete sentences and avoid fragments.

1. **Diagnosis and Analysis**  
   What are the most critical and diagnostic facts in this case? How do these lead you to draw your conclusion?  
   First clearly identify the key issue(s)/challenge(s)/decision the focal firm faces in the case;  
   second, elaborate on at least three critical and diagnostic (a.k.a. case alarming) observations in the case that led you to your “problem statement” and briefly (2-3 sentences) explain what each observation means to your problem diagnosis and analysis and how it may contribute to your “problem statement”. Your problem statement in the next section should be a natural conclusion as a result of reviewing these diagnostic observations along with your analysis. This section should be about one page.

2. **Problem statement:**  
   Your problem statement should connect the dots (diagnostic symptoms you identified above) and answer the question “what is the underlying CAUSE of the challenge(s) in this case?” For example, if your analysis identified “declining sales”, “less-than motivated sales team”, and “change of incentive structure” as diagnostic symptoms, your problem statement may be “the focal firm changed its incentive structure for sales team from commission to salary-based, which offered less incentive for sales team to deliver superior performance, which in turn led to declining sales”. This statement should take no more than three sentences.

3. **Alternatives:**  
   Propose at least two possible solutions to the identified problem. These options should be actionable, feasible, and mutually exclusive. One of these alternatives must be your recommendation in “Solution”. Briefly describe each option (a few sentences), and offer your analysis on pros and cons of each alternative solution. “Hire a professional market research company” or “need more information” or “build a Marketing department in the company to do this” are NOT acceptable alternatives, but “do nothing for now” or “exit the market” are acceptable alternatives. This section should take about one page.

4. **Solution:**  
   Make a one sentence statement to recommend one of the alternatives from above “Alternatives”. Do NOT recommend a combination of multiple options, or a plan B (e.g. Let’s do A, if it doesn’t work, then B). State your position clearly.
MKTG 129 Marketing Management
Appendix 4. All Group Work - Peer Evaluation

Due: one week after the major case report due date.

Instructions:
1. Do NOT rate your own performance.
2. Print each member’s name, and rate her/his contributions to your group project on a scale of 0 – 100 points (you may use 5 points incremental such as 95/85/75/65 etc.), where:
   
   **100 pts** = “Exceptional contribution, always on top of things, great leadership! A+!”
   
   **90 pts** = “above average contribution, responded to communications promptly, always delivered with good quality. A level work”
   
   **80 pts** = “Average contribution, decent work quality, sometimes slow in response or deliverables. B level work”
   
   **70 pts** = “Okay performance but often needed additional encouragement, could use more quality in deliverables. C level work.”
   
   **60 pts** = “Less than satisfactory; missed meetings or delayed response without proper communication, and often late in deliverables or poor quality.”
   
   **59 and below** = “F. Extremely unsatisfactory”. [please see #3 below]
3. If a rating below 60% (i.e. 59% and lower) is suggested, the evaluator must provide a written memorandum (min. 1/2 page) for the low rating to the professor at the time of evaluation. If the low rating cannot be reasonably justified OR not supported by the majority of the team, the evaluator will be subject to penalty of perjury.
4. Individual project grade will be weighted by the average score of peer evaluations.
   
   a. If your average peer evaluation is between 90%-100% (A level work), you will receive additional bonus and get 100% of group grade;
   
   b. if between 80% and 90% (B level work), you will receive 90% of group grade;
   
   c. if below 80% (79% and lower), your grade will be weighted by the actual average score.

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<thead>
<tr>
<th>Team member 1:</th>
<th>Evaluation score</th>
<th>Note (use additional page if needed)</th>
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