**Strategic Marketing**

**Comprehensive Assignment: 100 Marks**

The overall comprehensive report is divided into 2 major parts. The first part is writing a case study on strategic dilemma with a case teaching note **(20+20 marks).** The case study structure has been given in detail. The part 2 of the project is a proposal and a detailed report which is to be submitted by the student **(10 marks + 50 marks).**

**Part 1: Writing case study : 20 Marks**

**Instructions:**

The strategic marketing cases written should be about real people, in real organizations, who have to make real decisions. Cases can be developed from primary and/or secondary data. Cases can have some information disguised which will need to be outlined in your research methods section in the teaching note, and the real individuals and/or company need to provide consent for the publication of the disguised case. Please do not write a fictional case.

Submission of assignment must include a Teaching Case Study and associated teaching note. Please ensure that you have met the following quality criteria before submission.

**Your Teaching Case Study should (10 Marks):**

* Describe the actions of a well-developed central protagonist character that is facing a management decision.
* Present a complex and compelling management decision-making dilemma to analyse.
* Be logically structured, with sufficient discussion of important business contexts and issues.
* Be written in the past tense, use an engaging case narrative style, and does not contain any language errors.

**Please follow the link to understand how to write a teaching case study:** [**case study writing guide**](https://www.emeraldgrouppublishing.com/services/authors/author-how-guides/write-a-teaching-case-study)

**Your teaching note should (20 Marks):**

* Include an appropriate synopsis describing the context of the case, the dilemma being faced, and the discipline the case is relevant for.
* Detail a set of teaching objectives appropriate for the stated target audience.
* Provide a research methods section that details the types of data used to develop the case.
* Include a 90-minute multi-media teaching plan, including suggested classroom facilitation questions and activities.
* Include a set of assignment questions with answers that align with the teaching objectives, and relate to the dilemma being faced in the case.
* Use recent literature, theory, or research findings to analyse the case study and provide model answers to the assignment questions.
* Include a specific set of instructions as to how this case can be used in an online environment and the ways in which an educator might want to consider adapting the teaching plan to use it in this way.
* You are welcome to include an epilogue of the case, of what really happened, if known.

**To understand how to write a teaching note please follow the link:**[**teaching note writing guide**](https://www.emeraldgrouppublishing.com/services/authors/author-how-guides/write-a-teaching-note)

**Use the following template of Teaching Note:**

THE NAME OF THE CASE STUDY IS PLACED HERE

SYNOPSIS

This should be a 150-200 words synopsis of the case study. In it you should give a few details of the name of the organisation, the industry, the country, the time span of the case study, the protagonist and what the challenge facing the protagonist is. You should give a sense of what sub-field of academia the case is designed to teach e.g. market segmentation in the telecommunications sector, or performance management in the NGO sector.

TEACHING OBJECTIVES

This section should be between 150 and 250 words long. It should state the level of student the case is aimed at e.g. undergraduate, Masters students in a particular field, MBA students or short course executives. It should name the field of study that the case study could be taught in e.g. innovation, social entrepreneurship, corporate finance, product development in emerging markets. It could be suited for a number of types of students or courses.

The teaching objectives for the case must be given. These clarify what you expect students to learn from the reading of the case, preparing for the lecture and during the process of teaching the case. There are typically between three and five objectives. They should be presented in numbered format. These should be very similar to the expected learning outcomes on the title page of the case study. You should consider whether the objectives are around content (i.e. you want to teach an academic principle or model) or whether you want to teach a process (e.g. how students come to better decisions once a variety of options have been presented and defended). These teaching objectives would need to be closely aligned to whatever courses you are suggesting the case be taught in.

An example of a teaching objective could be

Teaching Objective 1: Students need to know the importance of doing market research and some methods for doing it before launching a new product or service.

**RESEARCH METHODS**

This section (typically between 30 and 100 words) needs to detail the types of data, and data collection methods, that were used to research the case study. These can primary and/or secondary data, including among others field interviews within the case organization, organizational documents, industry reports, and news articles.

**KEY WORDS AND SUBJECT CODE**

The subject code should be the same as the one on the case study title page. There should be about six key words which will help instructors decide if this case study will fit into their course design e.g. Social entrepreneurship, performance management, strategy.

ASSIGNMENT QUESTIONS

This section should be about 150 words long.

You should give between 3 to 5 numbered questions that the students should prepare answers to before they come to class. They should be told they will be expected to both answer the question and be able to defend their reasoning for their answer. An example of a question is:

Question 1: Do you think the company should focus on selling their products into other countries or should they focus on expanding their product range in the domestic market?

The questions should be closely aligned to the teaching objectives in the previous section and cover the expected content learning outcomes of the case. The expected answers to the questions should not be simplistic but should require the students to think about a complex issue that could have a variety of feasible answers. These questions are typically used by instructors in their course outlines for individual or group pre-class preparation.

ADDITIONAL MATERIALS

These could take two forms. You may suggest the students access some of the named materials in additional preparation before the lecture e.g. to look at a YouTube clip online or to refer to a model in the textbook. Or you may provide photographs, short videos of the protagonist, typical customers, links to websites (e.g. Gapminder), or YouTube clips – or upload another form of video that the instructor could use during the class session to increase the students’ engagement with the case during the class.

Suggested core readings

Here you should give approximately 5 recent references the instructor could read to deepen their knowledge on the particular academic topic the case is focused on. This list should include both journal articles and textbooks. These references should be given in alphabetical order in APA format e.g.

Bartscht, J. (2015). Why systems must explore the unknown to survive VUCA environments. *Kybernetes*. *44*, 253-270.

Bloom, P. N., & Chatterj, A. K. C. (2009). Scaling social entrepreneurial impact*. California Management Review*, *51*, 114-133.

tEACHING PLAN AND TIMING

The purpose of this section is to give the instructors an idea of how you would teach the case in 90 minutes. This is just a suggested method and is not prescriptive for other instructors to use. It could include some creative methods but should show knowledge of case teaching methodology. You should give an approximate timing for each section. This section should be about 500 words long, and refer where relevant to the suggested board plan that is included as a TN Exhibit.

It could look like this:

* *15 minutes:* Introduction - get the class to vote on a key question e.g. Is this company financially stable? Then elicit from the class the reasons given by those who voted yes and those who voted no.
* *5 minutes:* The instructor could show a YouTube clip referenced under additional materials illustrating the context of the study.

* *25 minutes:* Assignment question 1 – the instructor shows the relevant academic model from the teaching note exhibit and gets the class to discuss how the details of the case correspond to the model.

* *35 minutes:* Assignment question 2 – the instructor gets the class to work in pairs to come up with a suggested action plan for the protagonist/company – the instructor randomly selects two pairs of students to present their plans – and then presents a framework given in the teaching note exhibit to assist the students in making decisions in the future.

* *5 minutes:* Conclusion restating the key learning points or reading the postscript.

ANALYSIS OF ASSIGNMENT QUESTIONS

A model answer of about 700 words should be given to each assignment question. The answer should include the application of models / frameworks / concepts from textbooks & journal articles to deepen the analysis and show knowledge of current academic thinking in the field of study. Use should be made of the suggested core readings given above and other sources. It is strongly suggested that the writer provides some diagrams/ figures /models which should be placed in exhibits at the end of the teaching note, and reference must be made to the source of each exhibit. If it is the case writer’s own model it should be referenced as “authors own”. All sources must be referenced in footnotes. This section should be written as a template answer. If possible this section could also include possible student responses to the question and how these should be responded to.

KEY LEARNINGS

The instructor can conclude the case discussion with a summary of how the case demonstrates 2 to 3 key learnings from the case, e.g. the centrality of cash flow management in organisational sustainability, or the importance of responding to a wide range of stakeholders in different ways, as well as providing the students with a model or framework given as an Exhibit, which the students could apply in the future to solve other problems they may face in their careers. These must be stated clearly here in about 150 words.

**POSTSCRIPT**

If the case writer knows what happened in the organisation after the time period in which the case is set, how the organisation or protagonist responded to the dilemma in the case and what the outcome was, a postscript could be placed here. The instructor could then read this at the end of the lecture.

**EXHIBITS**

All figures, tables, models and diagrams referred to in the analysis section, or other supporting material (e.g. set of company accounts, photographs) should be placed here in the following format.

Exhibit TN-1: [first exhibit title]

Place the figure here

Source: Case author’s own

Exhibit TN-2: [second exhibit title]

Place the model here

Source: Soda, G., & Zaheer, A. (2012). A network perspective on organizational architecture: performance effects of the interplay of formal and informal organization. Strategic Management Journal, 33, 751-771.

**EXHIBIT TN-3: SUGGESTED BOARD PLAN**

A board plan should visually outline the structure, sections and content of the classroom discussion, as captured by the instructor on a board in the room.

**Part 2: Comprehensive Marketing Strategy Project**

**1. Create a marketing strategy proposal: (10 marks)**

**You will identify a client organization facing a marketing problem/opportunity (the problem/opportunity must be unique and recent). You will then prepare a 1 to 2 page proposal that summarizes the problem/opportunity, identifies the main strategic options, and describes the process you will use to evaluate these alternatives and make recommendations.**

**Eligibility of Firms for Project: It is the student’s responsibility to ensure that there is sufficient information to complete all the required analyses for the comprehensive report. Particular attention should be given to ensuring the availability of market information, competitor information and/or industry data for various metrics (a sufficient number of publicly listed and comparable firms) to perform industry analyses. Note: Selecting a firm of interest or placement is encouraged. The entire firm should be analyzed as it relates to the marketing problem being examined**

**Students are also reminded it is a violation of academic plagiarism policy to submit substantiallly the same analysis used for other courses. Plag of not more than 10% is not accepted.**

**2. Final Group Marketing Strategy Project report: (50 marks)**

**Working from your proposal, you will prepare a maximum 5,000-8,000 word consultant’s report for the client summarizing your assessment of the situation, identifying viable alternatives, and proposing a specific course of action with respect to target market /positioning and product offering, pricing, distribution, and promotion.**

**Further Information for Client Organizational Studies**

**There are significant research resources available to students at Jaipuria. Students are encouraged to become familiar with the various databases available through the library as well as financial tools such as Statista etc. Students are also expected to read recent business articles concerning the selected firm, its competitors and the industries within which it operates, as well as articles on the macro business environment (i.e. markets, technology, economic trends).**

**Company/Firm Selection Policy: When students choose a client organization to study, it is the students’ responsibility to undertake the research necessary to determine if sufficient information is available. The selection of a business firm is an assurance by the students to the professor, that there is sufficient information available to complete the assignments and strategic analysis. Should it subsequently become apparent that there is insufficient information to adequately complete the assignment, it is the students’ responsibility to change firms. The students may change the selection of the business firm at any time before the due date. Each student is responsible for selecting the business firm to be analyzed, having ensured the adequacy of information available to complete the required comprehensive strategic analysis. Make sure to follow and respect the deadlines.**