



Instructor: Purvi Shah
Classroom: FIS 205
Class Time: TF 1:00 – 2:50 pm

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Office Hours: By appointment

COURSE MATERIALS

- Video lectures, presentations, discussions, and notes on Canvas.
- Harvard Business Publishing Case Pack (Purchase online - \$17 approx.)
 1. Register yourself on <https://cb.hbsp.harvard.edu/cbmp/register/2/Student/0/0/20638122>
 2. This will help you open a student account. Thereafter, login.
 3. Then go to <https://hbsp.harvard.edu/import/609645> (Use this link to get your student-discounted price for the case pack.)

REFERENCE BOOKS (Available on reserve in the Gordon Library)

- Barringer, Bruce. *Preparing Effective Business Plans: An Entrepreneurial Approach, Global Edition* (2nd edition)
- Ellet, William. *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*

OBJECTIVES

The overarching purpose of my teaching is to improve upon my students' knowledge base and facilitate learning through creative, critical, and reflective thinking.

This course focuses on the concepts and processes involved in developing market-driven business strategies. The key challenges in formulating market-driven strategies include: (1) understanding the current market and changes in the future, (2) identifying opportunities for delivering superior value to customers, (3) positioning the organization and its offerings to best meet the needs of its target markets, and (4) developing a coordinated business plan to deliver superior customer value.

In this course, you will learn to think strategically while making and implementing business decisions. You will do this by applying your creative, critical, and reflective thinking skills in order to understand competition, customers, and markets. You will also learn how to create an effective business plan. This course is application-oriented and integrates functional areas (such as, sales, marketing, operations, etc...) of business as every function is involved in building a strong and successful business.

LEARNING OUTCOMES

Upon successful completion of this course, students should,

- A. Have a foundational **knowledge** of concepts, aspects, terminologies, functions, activities and frameworks of business strategy.
- B. Demonstrate an **understanding** of the strategic nature and importance of business decisions by being able to develop effective business strategies. This also includes an **application** of business environment, buyer behavior, segmenting-targeting-positioning, and other business concepts.
- C. Learn how to develop and execute an effective **business plan**.

- D. Be able to identify and address the key **decisions** involved in business.
- E. Imbibe a culture of inquisitiveness, which in turn will improve critical, creative, and reflective **thinking skills**.
- F. Be motivated to be **self-learners** and develop life-long learning skills.
- G. Be able to work in teams with good **team spirit**.

ASSESSMENT DETAILS

| Assessment Tool | Grade Basis | Weight |
|------------------------------------------|-------------|------------|
| Case Discussion (In Class) | Team | 12 |
| Case Notes (Canvas) | Team | 75 |
| Active Learning Exercises (In class) | Team | 38 |
| Final Case Video/Presentation (In class) | Team | 75 |
| TOTAL | | 200 |

Case Notes and Discussion (75 + 12 points)

Harvard Business Review (HBR) brings its readers original research and firsthand perspectives from leading business thinkers around the world. It is a general management and business magazine that focuses on areas such as leadership, organizational change, negotiation, strategy, operations, marketing, finance, and managing people. As business students, it is very essential to learn what are the classic and current business thoughts and trends. This team-based exercise will not only help you learn from leading business minds but will also give you an opportunity to enhance your critical and creative thinking skills (Refer to **Appendix A** for more information on case analysis).

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions. As a teaching/learning tool, cases challenge participants to analyze, critique, make judgments, speculate, and express reasoned opinions. A Case Analysis exercise is a valuable learning tool because:

- 1.) students apply the concepts, techniques, and methods of the discipline and improve their ability to apply them,
- 2.) it is more engaging and challenging than just listening to lengthy lectures,
- 3.) it brings energy and excitement to the classroom,
- 4.) it provides students with an opportunity to work with a range of evidence and facts,
- 5.) it improves students' ability to apply the vocabulary, theory, and methods they have learned in the course, and
- 6.) students learn the material more deeply and retain it longer.

In this HBR Case assignment, each team will be reading and analyzing three HBR cases throughout the term (Refer to **Appendix B** for the list of cases). The case note format is provided on Canvas. Every team member must participate in the analysis and contribute equally (Refer to **Appendix C** for analysis guidelines for each case). Each team will submit its **Case Notes and Excel Sheet of calculations** on Canvas. Teams should also carry the case notes with them for in-class discussion. The Case Notes will be structured as follows:

- Page 1 – Case Title, Team Number, Names of Team Members (with contribution made by each), Date
- Page 2 - Points of Discussion (Summary bullet points of - Situation, Problem, Alternatives, Recommendation)
- Introduction (Main theme of the case, introduction of the company and the characters in the case)
- Situation Analysis (Description of the current situation)
- Problem Statement (What is the main problem that the company or individual is facing?)
- Evaluation and Identification of Alternatives (How can the company solve that problem or take advantage of that opportunity? What are the best options available to the company? What pros and cons exist for each option or alternative?)
- Recommendation (What final solution do you recommend to the company/individual in the case? How will this solution be implemented? What is the Plan B, if any?)

Note: The case analysis should be a maximum of 7 pages (TW Cent 11 point font, Left Justified, 0.5 inch margins, 1.5 line spacing). These seven pages include the Title and Points of Discussion but do not include appendices, if any. Your case notes will be graded (25 points each note) based on *clear explanation of key strategic issues, valid arguments supported by facts and figures, appropriate analysis and evaluation of the situation, creative and strategic alternatives and recommendations, and professional writing (proper organization, no typos, no grammatical errors, logical flow of analysis)*. Out of the 25 points, only 2.5 points will be allocated for the quantitative analysis (excel spreadsheets are provided on Canvas for guidance). **Once submitted and graded, the team does not get an opportunity to re-work on the case note.**

The cases will be discussed in class. It will be an open discussion. **If a student is absent during the discussion, he/she gets no points for that day's participation/discussion.** Each day's discussion is worth 4 points making it a total of 12 points for the term (4 points X 3 Case Discussions). Case Discussion Grading Scale:

- 0 points: No contribution to the discussion.
- 2 point: Very little contribution to the discussion.
- 3 points: Contributed several times but most times did not make a valuable contribution.
- 4 points: Contributed several times and most times made a valuable contribution.

The grade is based on team participation. Therefore, everyone gets the same score based on how well their team contributed to the discussion and **every member should participate**. If some team members never or hardly speak, they will receive **five points lesser** than the total team score at the end of the term. We video record the classroom and so we know who spoke and who did not.

Active Learning Exercises (38 points)

There will be active learning and thinking exercises in class. These exercises are designed to facilitate effective learning and understanding of concepts. These exercises will account for 38 points of the total 200 points. These exercises will be done in teams. The entire team will get the same grade based on their team performance. If you do not come to class and/or do not participate in the exercise, you do not get any points for that exercise. So, please be present to score points while you have fun solving these exercises with your team. There are **NO MAKE-UPS** for these exercises.

Final Case – Video & Presentation (75 points)

A Common Situation Analysis PowerPoint Presentation by all Teams presenting that day: 10 Minutes (15 points)

Strategy Recommendations Video Presentation by each team: 5 Minutes + 10 Minutes of Q&A (60 points)

Note: Every team member should play a role in designing the video presentation and in the Q&A.

Tips for Case Analysis and Presentation Format: Refer to **Appendix D**

Note: The communication style should emphasize objectivity and candor. Distribute handouts (charts, income statement, diagrams, executive summary, etc...) as and when necessary. The grade of the presentation will be decided based on the instructor's fair judgment based on *current situation analysis, strategic thinking, application of concepts learned in the course, attention to detail, strategic logic based on facts and figures, and presentation skills/creative materials*.

Peer Evaluation (-20 points)

Peer evaluations will be done at the end of the term, right before the Presentation. These evaluations can reduce up to 20 points (i.e., one grade point) from your final score in the course. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. At least 3 members of the team should be of the same opinion about the defaulting peer. Peer evaluation forms will be distributed in class. Each one of you must individually complete the form.

TIPS FOR SUCCESSFUL LEARNING & GOOD GRADES

- **Think:** Think about the concepts when you participate in class activities, during case analysis, and while reading the reference material. Think creatively, think analytically, and think critically. Try to think of some examples from your daily life where you have seen the applications of that concept. This will enhance your learning.
- **Ask questions in class:** Nobody understands everything! If you have a question, someone else probably does as well. If you do not understand something, ask me to explain it. Remember, even Einstein asked questions! But you will be able to ask questions only if you have thought about it and if you have been attentive in class.
- **Take advantage of my student drop-by hours:** If you are having trouble with the subject matter, please make an appointment to come see me. You can email me for an appointment.
- **Value time:** Be in class on time. Submit assignments on time. Please do not procrastinate. **Late work will not be accepted; No exceptions.**
- **Do not cheat:** There is no shortcut to success in this class. Only sincere effort and teamwork will help you.
- **Work with your team:** If you work in close coordination with your team members and fully utilize each other's strengths, learning will not only be fun but also efficient. Good team spirit and support will help you excel in the case analyses also and prepare you for future workplace etiquette.
- **Writing Center:** Located on the second floor of Salisbury Labs (SL 233), the Writing Center is a valuable resource for helping you improve as a writer. Writing Center tutors help you identify your strengths and weaknesses, and teach you strategies for organizing, revising, and editing your course papers, projects, and presentations. Writing Center services are free and open to all WPI students.

GRADING NOTES

- Grades will be posted on Canvas every week. Final scores will be posted on Canvas by May 3, 2019, 5:00 pm. If you want to discuss the final scores posted, you must meet me by appointment in the next 2 days. After these days, no changes will be made in your final grade.
- I am willing to discuss your grades in person ONLY with YOU by appointment (NOT by telephone or e-mail). For borderline cases, see **Appendix E**.
- If you believe there is an error in your grades (posted every week), contact me by email within 3 days of each posting. If there is an error, I will correct it and notify you of the correction by email. Beyond 3 days of posting, there will be no change in the grade.
- Whining about poor grades, especially if they are earned because of failure to attend class or not completing assignments will not help in any way. It is your responsibility to perform well when various opportunities are given in class.
- Grade Scale:
 - **A** 180 – 200 points
 - **B** 160 – 179 points
 - **C** 140 – 159 points
 - **NR** less than 140 points

(Note: C cannot be converted to NR in any way)

EXPECTATIONS

- **Attendance:** Students are expected to attend all class sessions and actively participate in discussions and activities. Students are responsible for all announcements made in class.
- **Academic honesty:** Standards of academic honesty will be observed in accordance with WPI's statement on Academic Honesty – <http://www.wpi.edu/offices/policies/honesty.html> . This is a serious matter because the surest and fastest way to upset an instructor is to cheat. Plagiarism and/or cheating will result in a zero for the assignment or may also result in an “NR” for the course.
- **Students with disabilities:** Special accommodations for students with disabilities can be made by contacting Disability Services Office located in the Student Development and Counseling Center, 157 West Street, (508) 831- 4908.
- **Distractions:** The use of cell phones, laptops, and other electronic devices, outside reading material, and tobacco/alcohol products is strictly prohibited in class. Students can use a laptop only if I permit and when required for facilitation of classroom learning. Personal conversations in class will not be tolerated. If you choose to distract and disturb other students, you will be asked to leave the class.
- **Participation:** Participation in class enriches the learning experience for everyone. Attendance alone does not mean participation. This class is interactive. Students are expected to actively participate and at the same time maintain the decorum of the class. Raise your hand if you want to say something. Give others a chance to speak. Please do not interrupt or argue when someone is making a point. We should learn to respect others' viewpoints and opinions. Debate on a point you do not agree with but do so with respect, politeness, and decency. Do not yell or use abusive language. You can indeed say, “You just made a very good point but I think that.....”
- **Courtesy:** Do not place your feet on the seats of other chairs/desks. Do not use abusive language. Do not engage in any kind of rude behavior.
- **Response Time:** I reply to students' emails generally between 10:00am and 6:00pm (M-F) and mostly within 3 days of receiving those emails.

ADDITIONAL READING RESOURCES

- *Innovation and Entrepreneurship* – Peter Drucker
- *Leading the Revolution* – Gary Hamel
- *Where good ideas come from* – Steven Johnson
- *Zigzag Principle* – Rich Christensen
- *Design and Marketing of New Products* – Glen Urban and John Hauser
- *HBR's 10 Must Reads on Strategy*

MANTRA OF THE COURSE

I keep six honest serving-men; they taught me all I knew;
Their names are What and Why and When, And How and Where and Who.
– Rudyard Kipling

“Ask Questions” – to yourself, to your classmates, to your teammates, and to your instructor.

TENTATIVE COURSE SCHEDULE

| DATE | ACTIVITY/TOPIC | TO DO LIST |
|----------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mar 12 T | Introductions/ Team Formation / Syllabus | Buy the HBR Case Pack immediately and start reading the cases. |
| Mar 15 F | Strategy: The Big Picture | |
| Mar 19 T | Strategy: The Big Picture | |
| Mar 22 F | Understanding Consumers' Value Needs | |
| Mar 26 T | Understanding Consumers' Value Needs | Submit Case Note 1 on Canvas (Mar 25 by 9:00 PM) |
| Mar 29 F | Creating the Value Proposition | |
| Apr 2 T | Creating the Value Proposition | |
| Apr 5 F | Creating the Value Proposition | Submit Case Note 2 on Canvas (Apr 4 by 9:00 PM) |
| Apr 9 T | Communicating the Value Proposition | |
| Apr 12 F | Communicating/Delivering the Value Proposition | Submit Extra Credit Opportunity on Canvas (9:00 PM) |
| Apr 16 T | Communicating/Delivering the Value Proposition | Submit Case Note 3 on Canvas (Apr 15 by 9:00 PM) |
| Apr 23 T | TEAM MEETING DAY (No Class) | PPAR due on Canvas (Optional) (Apr 23 by 9:00 PM) |
| Apr 26 F | Final Case Presentation (Teams 1 – 4) | All Teams: Submit video on Canvas and Email PowerPoint presentation (Apr 25 by 9:00 PM). No changes can be made in these files after submission. |
| Apr 30 T | Final Case Presentation (Teams 5 – 8) | |

NOTE: Grey Highlight – Discussion and exercises

Black Highlight – HBR Case Discussions

NOTE: This syllabus has a pedagogical purpose. It is not contractual. The instructor may modify the syllabus and class schedule during the semester, if required.

APPENDIX A – HBR CASE ANALYSIS TIPS

CASE STUDY: A case study presents an account of what happened to a business or industry over a number of years. It reports the events that managers had to deal with, such as changes in the competitive environment, and charts the managers' response, which usually involved changing the business- or corporate-level strategy.

BENEFITS:

- Cases provide students with experience of organizational problems that they probably have not had the opportunity to experience firsthand.
- Cases provide an opportunity to apply concepts, frameworks, and theories learned in class to simulated real world situations and problems.
- Cases provide students with the opportunity to participate in class and to gain experience in presenting their ideas to others.
- Case analysis improves students' creative, reflective, and critical thinking skills.
- Case analysis in teams also enhances students' team participation and management skills.
- Case solving skills are essential in order to perform well in job interviews where the company provides a hypothetical problem situation and the candidate is expected to provide recommendations.

TYPES OF CASES:

| TYPE | MEANING | ANALYSIS APPROACH |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problems | This is a situation in which something important has happened but we don't know why it happened. | 1) Identify and define the problem(s) 2) Trace the root causes 3) Link the causes to the outcomes 4) Use relevant business tools to provide solutions and improve the situation |
| Decisions | This case revolves around an explicit decision. However, there is nothing like an objectively correct decision. The standard for a good decision is the one that creates more benefits than other alternatives and has fewer or less severe downsides. | 1) Identify decision options 2) Determine the decision criteria 3) Find the best fit between decision criteria and available evidence 4) Choose the best decision after a cost-benefit analysis. |
| Evaluations | This involves a judgment about the worth, value, or effectiveness of an outcome, act, performance, or past decision. | 1) Identify and define evaluative criteria 2) Find the best fit between evaluative criteria and available evidence 3) Show both – positive and negative - sides |

TIPS FOR EFFECTIVE CASE ANALYSIS:

- The key to the case analysis process is active reading – interrogative, thoughtful, purposeful, and iterative (if required). Please do not engage in passive reading as it leads to waste of time and inefficiency.
- Allocate a set amount of time for each case. For e.g., at the end of 2 hours, stop and settle for whatever you know about the case. This is a way to place constructive pressure on yourself to make the most efficient use of your time. Please remember that knowledge and grades are not directly proportionate to time. Do not over prepare.
- Put yourself in the shoes of the protagonist in the case to understand what he/she is going through.
- Make notes of important points while reading the case. This will help while analyzing it later on.
- STEPS:
 1. Start by asking, “What is the situation in the case?” and write down the points that you identified about the situation.
 2. Then identify the type of the case – Problem, Decision, or Evaluation – that will help you decide your analysis approach. Follow the relevant approach step-by-step.
 3. It is vital to take a short break whenever you realize that you are not working on the case productively. Turning your attention to something else allows that subconscious mind to work on the information you have collected.
 4. Next, come up with your hypothesis along with evidence that supports your hypothesis. Ask, “What additional evidence do we need?”
 5. Your final step should be to question your own hypothesis. Ask, “What is the greatest weakness of this hypothesis and what could be its strongest alternative?”
- Always remember, there is no right or wrong solution. Your hypothesis fails only when you cannot make a strong credible argument in support of it based on the case evidence. A neutral stance is not acceptable; you must come to a conclusion.
- Listening is of utmost importance. Always listen carefully to the comments of your classmates and your professor. This will help you contribute the right point at the right time and help you follow the flow of the case discussion.
- In a nutshell, ensure that you are familiar with the information in the case, you have come to a conclusion about the main issue, you have evidence showing why your conclusion is reasonable, and you have thought about other possible conclusions and why yours is preferable over others.
- Be prepared, be confident, be patient, be thoughtful, and do not be shy.

APPENDIX B – HBR CASE READINGS

| Case | List of HBR Case Readings |
|--------------------------------------------------------|------------------------------------------------------------|
| UNDERSTANDING CONSUMERS' VALUE NEEDS | |
| 1 | Crescent Pure |
| CREATING THE VALUE PROPOSITION | |
| 2 | CleanSpritz |
| COMMUNICATING/ DELIVERING THE VALUE PROPOSITION | |
| 3 | Clique Pens: The Writing Implements Division of U.S. Home |
| FINAL CAPSTONE PRESENTATION CASES | |
| 4A | SaskTel (Teams 1 – 4) |
| 4B | LG Electronics Canada Inc. – The Watch Phone (Teams 5 – 8) |

APPENDIX C – FOOD for THOUGHT

The following points offer a line of thinking for each case. It is a guideline of how students could analyze the respective cases.

CASE 1 – CRESCENT PURE

- What is the scene in the non-alcoholic beverage market in the US?
- What is PDB's competitive position?
- What are the various segments in the non-alcoholic beverage market?
- What are the strengths and weaknesses of Crescent Pure?
- What factors influence the positioning of Crescent?
- What are the positioning alternatives for Crescent?
- What are the pros and cons of each positioning alternative for Crescent?
- How would a break-even analysis influence this positioning decision? (Use the excel spreadsheet.)
- What are your recommendations for positioning Crescent? (Create a Perceptual Map of your own apart from what is given in the case.)
- What are the strategic implications of the recommendations on the four Ps of marketing?

CASE 2 – CLEANSPRITZ

- What is the situation of MJ Brenner's household cleaning business unit?
- What changes are taking place in the U.S. household cleaning Industry?
- Evaluate the pros and cons of each of the four strategic alternatives for CleanSpritz.
- Identify all the stakeholders involved in the decision and their interests and objectives.
- What are the strategic implications and cost-benefit analysis (Use SUs as units for any calculations) of the recommendation?
- Given your decision, what marketing mix (4Ps) do you recommend to CleanSpritz?

CASE 3 – CLIQUE PENS

- Customer Vs. Trade Promotion or Pull Vs. Push Strategy. Compare and Contrast.
- What is more important – Retailer needs or Consumer needs?
- Should they use MDF for marketing or for sales? How will each be funded?
- If MDF is oriented to consumers, how should they obtain retailer support and combat competition?
- What are the various ways to resolve the marketing and sales conflict?

APPENDIX D - FINAL CASE DIFFERENCEs and TIPs for ANALYSIS

| SASKTEL | LG WATCH PHONE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Both cases deal with technology products and are based in Canada – International Market</i> | |
| Healthcare Market | Consumer Electronics Market |
| Pat – Senior Director of Marketing getting ready for a real launch | Alex – Interviewee at LG getting ready for a case-based interview |
| This case involves application of strategy concepts, analytical skills, and some number crunching ability. | This case involves hypothetical planning, analytical skills, application of strategy concepts, and ability to think laterally and design creative marketing strategies. There is no number crunching here because there are not many numbers presented in the case. However, if you want to present some numbers and charts, you may. |
| The problem involves identifying the best price, marketing, and distribution elements based on the facts and figures offered in the case. | The problem involves situation analysis, segmenting, targeting, positioning a new product in a new market, and recommending creative and logical strategies for the business plan. |
| TIPs: Set a price, do a break-even analysis, do the different retailers' margin analyses, design the income statement for Sasktel based on segments (DB and HT) and markets (Saskatchewan and National). Then present a logical analysis based on facts and figures. | TIPs: Conduct a Situation Analysis, Segment-Target-Position Analysis, recommend product, price, marketing, and distribution strategies with logical reasoning and creativity. |
| Format: <ol style="list-style-type: none"> 1. Introduction and Problem Statement (T1) 2. Internal Situation Analysis (T2) <ol style="list-style-type: none"> a. Review of firm's mission b. Business goals and objectives c. Value Proposition 3. External Situation Analysis – 5 Cs (T3) 4. External Situation Analysis – SWOT (T4) 5. Recommendations: Develop business strategy for the next year in business (VIDEO) <ol style="list-style-type: none"> A. Pricing Strategy B. Marketing Strategy C. Distribution and Sales Strategy D. Growth Strategy (Ansoff) 6. Financials for the next year in business to support your recommendations (handout). <p>Note: Present financial analysis to support your recommendations.</p> | Format: <ol style="list-style-type: none"> 1. Introduction and Problem Statement (T5) 2. Internal Situation Analysis (T6) <ol style="list-style-type: none"> a. Review of firm's mission b. Business goals and objectives c. Value Proposition d. 4 Ps 3. External Situation Analysis – 5 Cs (T7) 4. External Situation Analysis – SWOT (T8) 5. Recommendations: Develop business strategy for the next year in business (VIDEO) <ol style="list-style-type: none"> a. Product strategy b. Pricing Strategy c. Marketing Strategy (Design all the creative promotional materials LG needs) d. Distribution and Sales Strategy e. Growth Strategy (Ansoff) <p>Note: Design actual marketing materials based on your overall business strategy.</p> |

The purpose of offering such different cases is to show you that case analysis is done in different ways. Numbers are important but other creative elements are also equally important. The two different case styles offer an opportunity to showcase the application of analytical and creative thinking skills required in business planning.

APPENDIX E - BORDERLINE CASE

Meaning: If you are only 1 point away from your next letter grade, you are dealing with a borderline case. For example, if you have earned 179 points, you are on a borderline between A and B. If you are happy with the B, all is well. However, if you want to earn that one point to bump up your grade to A, you have that opportunity.

Opportunity: You will write a Popular Press Article Review (i.e., PPAR) and submit it on Canvas by the deadline stated in the course schedule (Page 6). This is the final deadline. Late submissions will NOT be accepted in any situation. When I am working on the final grades, I will check if there is any student on borderline. If there is, I will check if the student has submitted the PPAR. If yes, the student will earn a better grade. For example, $179 + 1 = 180$ (jump from B to A). If not, the student stays on the borderline grade of 179 (B).

What you need to do?

1. Find one article from popular business press such as Wall Street Journal or The Economist, etc... that relate to at least three Strategy Concepts learned in this course.
2. Print the article.
3. Prepare the PPAR.
 - a. Summarize the article
 - b. Explain how it was related to at least 3 topics/concepts discussed in class and what did you learn out of it in terms of business and/or marketing strategy.
 - c. Explain how you can apply those concepts in your future career.
4. Submit both files (the article and the PPAR) on Canvas by the submission deadline.

NOTE: If you are not in a borderline situation, you do not get any extra points for this work. This is just like insurance and so is applicable only if you are in a borderline case. If you have not done the PPAR and you are in a borderline situation, please do not request the professor to help you in any way.

Format (3 pages, 12 point TW Cent – 1.5 spacing, 0.75 inch margins)

POPULAR PRESS ARTICLE REVIEW

WPI ID: _____

Name: _____

Article Summary:

Concept, Learning, and Application 1:

Concept, Learning, and Application 2:

Concept, Learning, and Application 3: