

COURSE OUTLINE: BM3501 Marketing Strategy

Academic Year	AY2022-23	Semester	2
Course Coordinator	Assoc Prof Lewis Lim		
Course Code	BM3501		
Course Title	Marketing Strategy		
Pre-requisites	AB1501 Marketing		
No. of AUs	4		
Contact Hours	39 hrs		

A) Course Aims

The purpose of this course is to prepare you for real world marketing challenges involving complex decisions that carry financial consequences for the firm. This is an advanced course for undergraduate students specializing in Marketing. Taken in the final semester of your final year, this course serves to integrate all the concepts and frameworks that you have learned from prior marketing courses. You will address critical decision issues involved in marketing planning at a strategic level, including segmentation and positioning, product development, new market entry, and management of the marketing budget.

In order to gear you up for the role of a Marketing Manager (a position which many of you are aiming – and likely – to hold within five years of graduation), this course provides an *experiential* learning environment in which you will gain not only an appreciation but also a personal feel for the tasks of strategic marketing planning and decision making. Within this environment, you will learn to become an effective marketing decision maker, one who is capable of minimizing (though not completely removing) much of the uncertainties surrounding marketing decisions through disciplined analysis and prudent judgment. *In this course, you do not just read about marketing strategy formulation; you practice it! And you do not just talk strategy recommendation; you execute it (and be accountable for the result of it)!*

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Analyze complex marketing situations based on both qualitative and quantitative market research and financial information and then determine solutions and strategies with forecasts of performance outcomes.
2. Justify marketing actions taken using sound commercial reasoning and with fiscal discipline.
3. Demonstrate professional behaviour and teamwork skills that are critical for a marketing manager.

C) Course Content

- The Organizational Context of Marketing Strategy
- Financial & Non-Financial Performance Metrics in Marketing
- Tools for Assessing Marketing Situations
- Consumer Insights for Marketing Strategy Decisions
- Marketing Management Accountability, Financial Projections, & Scenario Planning
- Segmentation & Positioning; Role of the Marketing Mix
- Continuous Innovation & New Product Development
- Competitive Strategies
- The Role of Pricing in Marketing Strategy
- Turnaround Strategies
- Brand Portfolio Management: Strategic Planning & Resource Allocation

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex B)	Weightage	Team/ Individual	Assessment Rubrics
1. Markstrat Competitive Outcome	ILO1, ILO3	Problem Solving & Decision Making; Planning & Execution	20%	Team	Markstrat Competitive Outcome Grading Template (Annex A1)
2. Final Presentation*	ILO2, ILO3	Acquisition of Knowledge; Oral Communication	10%	Individual	Final Presentation Grading Rubric (Annex A2)
3. Applied Industry Project	ILO1	Acquisition of Knowledge; Critical Thinking & Creative Thinking	30%	Individual	Industry Project Grading Rubric (Annex A3)
4. Peer Evaluation	ILO3	Teamwork & Interpersonal Skills	20%	Individual	Peer Evaluation Grading Rubric (Annex A4)
5. Professional Conduct	ILO3	Teamwork & Interpersonal Skills	20%	Individual	Professional Conduct Grading Rubric (Annex A5)
Total			100%		

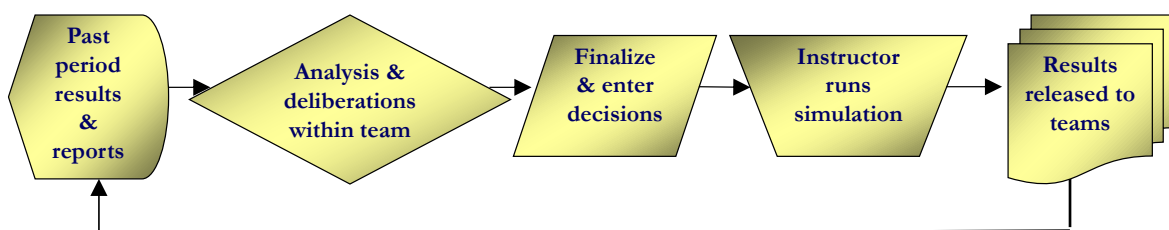
* Although the presentation is made in teams, assessment will be done on an individual basis to reflect NBS' emphasis on communication skills training.

E) Formative feedback

Feedback is central to this course. You will receive both written and verbal feedback from me on your performance throughout the course. For the Markstrat simulation, you will be continuously guided by me through arranged consultation sessions on your ability to diagnose complex marketing situations and make marketing decisions that carry financial consequences. You will also receive written feedback on your Team Presentation and Industry Project. For Peer Evaluation and Professional Conduct, you will be counselled by me if your performance deviates from the usual high standards.

F) Learning and Teaching approach

This course is designed around a computerized marketing simulation called Markstrat. Markstrat is a powerful, action-based tool for training future marketing managers. The software simulates a real world marketplace environment that evolves according to the actions of participating firms. Within Markstrat, each firm owns a brand portfolio and makes various decisions to market the brands to a competitive marketplace. As players in Markstrat, you will work in teams (as managers for simulated firms) and make a series of strategic and operational marketing decisions over the trimester to grow and strengthen your product portfolio. To add to the challenge, you will compete with other teams in the class for industry leadership. As in real life, the marketing decisions you make will carry financial consequences. After each decision cycle, you will receive performance feedback in terms of your firm's profit figures, return on investment figures, and share price. A standard decision cycle looks like the following:



The goal of this training module is to enable you to put theory into action and to practice making sound business decisions under intense, competitive conditions. The chief advantage of the simulation format is that it tests and challenges your responses (both intellectual and emotional) to constantly evolving marketing situations. You will have to deal with uncertainty, ambiguity, time pressure, and interpersonal conflicts within your team throughout the eight periods. But you will emerge from the training as effective strategists and decision makers capable of undertaking challenging marketing management roles for future employers.

Because of the special nature of this simulation-based course, course activities are highly varied. The course will adopt a “flipped classroom” format in which lectures and technical instructions are delivered online (usually in videos) before class. Classroom time will be used for productive discussions such as mutual sharing of insights into strategic marketing issues and approaches for dealing with decision dilemmas and tradeoffs. The bulk of the course activities will consist of executive briefings/debriefs, exercises, team meetings, consultations with the instructor, and applied assignments revolving around Markstrat, both in and outside the classroom (see below).



G) Reading and References

In this course, you will be provided with a Markstrat student handbook and all necessary PowerPoint handouts and supplementary readings via NTULearn. Handouts and readings will be posted on NTULearn during the weekend before each class. You are responsible for printing these materials on your own. There is no assigned textbook for this course.

H) Course Policies and Student Responsibilities

General Expectations

As an advanced course in the marketing specialization, this course plays a very important role in integrating your knowledge gained from previous marketing courses and in bridging your prior coursework and your future industry careers. The instructor owes a special responsibility to your future employers to ensure that the course provides the necessary rigour and relevance to support your professional development. *Accordingly, you can expect the training to be tough and you should plan on investing amounts of time and energy that are commensurate with the weight of this course.*

Attendance and Professional Conduct

Full attendance at all scheduled classes (including during the add/drop period) is expected. In addition, since much of your work (especially with regard to the simulation) will occur outside the classroom (in team meetings, consultations with the instructor, etc.), you are also expected to show up for and contribute to all scheduled off-classroom activities. Only under exceptional circumstances (and with valid reasons communicated to both the instructor and your teammates) will non-attendance be excused. If you expect to have to miss a class or team meeting due to another official engagement, you must inform the instructor as well as your teammates in advance. Recurring absences, tardy attendance, and/or uninterested participation will not be tolerated. To encourage students to exercise professional etiquette and personal discipline in class, the course assessment will include a professional conduct component to the course grade.

Team Formation and Teamwork

For the Markstrat simulation, you will work in teams of around 3-4 members. As with real-life business settings, you do not get to choose your colleagues. In keeping with the goal to train you for real-life professional challenges, the instructor will assign you to a team and shall reserve the right to reassign you to any other team at any time. Regardless of whom you team up with and whether you like or don't like any particular team member, you must try to work together as a team and act professionally in all team activities. You will have to learn to work with teammates of different personalities and thinking/working styles, and to deal effectively with interpersonal conflicts as they arise. To recognize active teamwork and responsible team behaviour, the course grade will include a peer evaluation component.

Submissions

The successful implementation of the Markstrat simulation relies heavily on the timely submission of decision files by all teams. As such, all submission deadlines must be strictly adhered to. Penalties will be imposed for late submissions of simulation deliverables.

Communication

Because of the time-sensitive nature of the Markstrat simulation, the instructor needs to maintain close communication with each team, especially when there are problems uploading the decision files submitted by the teams. Although announcements are generally made via email or the NTU Learn course site, the instructor would like each team to provide a list of emergency contact numbers of its members along with a preferred calling sequence in case problems arise. Likewise, students are welcome to call the instructor in case they encounter problems.

Grading

In accordance with NTU policy, the instructor will only disclose letter grades (e.g., A, A-, B+, B, B-, C+, etc.) when giving you performance feedback on your assignments. All grades are subject to moderation by the university and school administration, and any grade information revealed to you by the instructor is tentative until you receive your official transcript from the university.

AACSB Assurance of Learning Compliance

Nanyang Business School is an Association to Advance Collegiate School of Business (AACSB) accredited institution. As part of the accreditation requirements, we are obliged to keep records of students' accomplishment of learning goals and objectives in all of our courses. Detailed documentation of student performance and learning progress, using proper assessment rubrics, will be made, and the overall achievement statistics will be reported to AACSB. While the standards of assessment in this course will be high, it is expected that student performance and learning levels will be equally impressive given the stringent admissions criteria of Nanyang Business School.

Learning Attitude

Ultimately, whether you benefit from taking this course depends on how eager you are to learn and discover new insights. This is not a course where the instructor spoonfeeds you with specific content knowledge. In fact, at this point in your undergraduate program, you would have acquired an adequate knowledge base of marketing principles and concepts. What's new in this course is the process of *applying* this knowledge to solving a large-scale, strategic-level marketing problem. This process can be frustrating; you may find that despite having been armed with all the conceptual knowledge from previous courses, you still aren't really sure how to make strategic marketing decisions (or even where to begin analyzing a complex marketing situation). But as long as you maintain a positive learning attitude and work hard at figuring out the forces driving the competitive outcomes, and with mutual help from your fellow team members, you will definitely complete the training as a proficient and confident marketer. To that end, the instructor wishes you the best in learning the art and science of strategic marketing planning and decision making!

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

With regard to Markstrat simulation activities, academic integrity shall be interpreted to mean:

- No seeking of unauthorized help (such as from former students or outside consultants)
- No tampering with the software (including trying to technically "crack" the simulation algorithm)
- No trading of information between competing teams (except for casual intellectual discussion)
- No conspiring between teams to unfairly compete against another team or to manipulate the outcomes of the simulation.
- Essentially, no dishonesty of any kind.

The instructor requires everybody's cooperation to enforce the Honour Code. If you suspect any dishonest behavior by a fellow classmate, you must report your suspicion to the instructor.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc Prof Lewis Lim	S3-B2C-95	6790-4095	akslim@ntu.edu.sg	By appointment

K) Planned Weekly Schedule				
Week	Pre-Class Activities (Online)	In-Class Activities	ILO Covered	Remarks
Week 1	Video Lecture #1: The Job of the Person Responsible for Marketing Strategy	Course Introduction Review of video lecture learning points Exercise #1: Job Ad for Marketing Managers	ILO2	Tentative team formation
Week 2	Video Lecture #2: Performance Metrics in Marketing Video Briefing #1: Overview of the Markstrat Environment, Financial Metrics, and Team Tasks Video Lecture #3: Assessing Marketing Situations	Admin: Team finalization/Allocation to Markstrat Industries Review of video lecture learning points Exercise #2: Overview of the Markstrat software & navigating the application screens	ILO1, ILO3	Homework #1: Markstrat Practice Firm Situation Analysis
Week 3	Video Briefings #2 and #3: Market Research Tools in Markstrat Video Briefing #4: Entering Decisions in Markstrat	Discussion: Your Analysis of the Practice Firm Situation Lecture #4: Consumer Insight for Marketing Strategy Decisions Exercise #3: Semantic Scales & Perceptual Mapping Exercise #4: Practice Decision Entry in Markstrat	ILO1, ILO3	Homework #2: Markstrat Practice Decision Entry & File Backup Practice decisions due by 8pm on Thursday
Week 4	Video Lecture #5: Marketing Management Accountability & Scenario Planning Video Briefing #5: Scenario Planning & Financial Projections in Markstrat	Review of video lecture learning points Discussion: Practice Firm Decisions; Aspects of Team Dynamics Exercise #5: Scenario Planning & Financial Projections in Markstrat Briefing #6: Details and Submission Requirements for Markstrat Simulation	ILO1, ILO2, ILO3	Period 1 decisions due by 8pm on Thursday
Week 5	Visit by Industry Project Sponsor for Project Briefing			Details to be announced
Week 6	Video Lecture #6: Segmentation & Positioning; Role of the Marketing Mix	Debrief: Period 1 results Review of video lecture learning points Exercise #6: Interacting with the Ad Agency: Setting Perceptual Objectives Exercise #7: Commercial Team & Channels Planning Briefing #7: Loan financing terms	ILO1, ILO3	Period 2 decisions due by 8pm on Thursday

Week 7	Video Lecture #7: Continuous Innovation & New Product Development Video Briefing #8: R&D Decisions and Product Development in Markstrat	Debrief: Period 2 results Review of video lecture learning points Exercise #8: Product Design Tools	ILO1, ILO2, ILO3	Period 3 decisions due by 8pm on Thursday
Feb 27 – Mar 3	Recess (no Markstrat activity this week)			
Week 8	Video Lecture #8: Competitive Strategies Video Lecture #9: The Role of Pricing in Marketing Strategy	Debrief: Period 3 results Review of video lecture learning points Exercise #9: Predicting and Influencing your Competitor’s Moves Exercise #10: Pricing and Profit Planning	ILO1, ILO2, ILO3	Period 4 decisions due by 8pm on Thursday
Week 9	Video Briefing #9: Advanced Market Research Tools in Markstrat Video Briefing #10: Cost-Reduction R&D Projects in Markstrat	Debrief: Period 4 results Review of video lecture learning points Exercise #11: Applying Regression Tools & Conjoint Analysis	ILO1, ILO3	Period 5 decisions due by 8pm on Thursday
Week 10	Video Lecture #10: Turnaround Strategies Video Lecture #11: Strategic Planning & Resource Allocation	Debrief: Period 5 results Review of video lecture learning points Exercise #12: Crisis management for a weak brand	ILO1, ILO2, ILO3	Period 6 decisions due by 8pm on Thursday
Week 11	Self-Review of Previous Lectures	Debrief: Period 6 results General Briefing: Criteria for team presentations and peer evaluation Lecture #12: What Markstrat Hasn’t Taught You about Marketing Strategy	ILO1, ILO3	Period 7 decisions due by 8pm on Thursday
Week 12	Off-Classroom Activity: “Boardroom Meetings with CEO” via Video Conferencing Planning for Markstrat Final Period Decisions		ILO1, ILO2, ILO3	Period 8 decisions due by 8pm on Thursday
Week 13	In-Class Activity: Final Team Presentations		ILO2, ILO3	End of training!

OVERVIEW OF ASSESSMENT COMPONENTS

Component	%	Description	Rationale/Remarks
Markstrat Competitive Outcome	20%	This grade will be awarded according to your team's relative financial performance at the end of the 8-week Markstrat simulation. An index of your firm's stock price growth, cumulative net contribution, and cumulative ROI will be computed, and grades will be assigned based on how far your index exceeds the industry average. In essence this index will reflect how successful you are in creating value for your product portfolio.	As in the real business world, competitive performance is rewarded for, and performance is usually measured in financial terms. The Markstrat performance indices have been shown to be reliable proxies of how effectively teams make decisions in a competitive setting.
Final Presentation	10%	At the end of the 8-week simulation, each team will give a 10-minute professional presentation to a hypothetical senior management panel to give an overall account of your team performance and to summarize the key learning points from the Markstrat exercise.	Presentations give you the opportunity to orally articulate your accumulated knowledge and to sell your team's capabilities in such a way that your company senior management can be confident enough to let you handle heavy responsibilities as marketing managers. Presentations will be graded for persuasiveness and impact, as well as for smooth and effective delivery. You will be assessed individually as a presenter even though the presentation is made as a team.
Industry Project	30%	You will complete an industry project that will require you to apply the strategic marketing knowledge gained from Markstrat to solving a real-life company marketing problem. As you carry out this project, you will also get to reflect upon your learning and professional development through Markstrat. The project will be done in phases and there will be milestones for you to accomplish along the way. Specific deliverables for the project will be explained in class.	While Markstrat offers a highly realistic setting for training strategic marketing planning skills, it is at the end of the day a computerised model based on a particular industry environment. It is important for you to develop the mental agility to flexibly apply what you learn from Markstrat to real-world industry settings. Furthermore, it is important to intermittently take stock of how you have grown professionally over the semester by reflecting on and articulating your knowledge gained.
Peer Evaluation	20%	This will be a confidential peer evaluation provided by your fellow teammates. Your teammates will rate you on a number of dimensions reflecting your contributions to the team. A numerical score will be computed to represent your grade on this component. In addition, the instructor reserves the right to moderate your grades on other team-based components should you be found to have under-contributed to your team's performance.	Teamwork is an essential aspect of professional work life and it is important that you hone your team building skills during your undergraduate training. Peer evaluation points should be easy points to earn if you have been a responsible team member, but also easy ones to lose if you constantly upset your teammates or free-ride on their efforts.
Professional Conduct	20%	The instructor will assess you on your outward display of professionalism as a business school student and as a future	As a student in a professional school, you are undergoing training not only for technical and functional skill sets, but also for professional

	<p>corporate employee. The assessment criteria will include your class attendance, punctuality, participation level, in-class etiquette, and organizational citizenship as a member of the class. A list of desired behavioural norms will be circulated at the beginning of the semester, and the instructor's expectations in relation to those norms will be communicated.</p>	<p>decorum that meets the norms and expectations of corporate environments in which you will work in the future. As such, you need to treat each class session as a business meeting and be conditioned to conduct yourself in a professional manner. Like peer evaluation points, professional conduct grades should be easy to earn if you always display exemplary etiquette in class, but also easy to lose if you are persistently absent, late, disengaged, or disruptive to class progress.</p>
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ANNEX A1: ASSESSMENT CRITERIA FOR MARKSTRAT COMPETITIVE GRADING TEMPLATE (EXCEL SPREADSHEET)

MARKSTRAT COMPETITIVE OUTCOME GRADING TEMPLATE						
Enter financial results of all firms as at the end of Period 8 in the white boxes (overwrite the dummy numbers with actual figures):						
	Share Price Index	Relative Valuation Performance	Cumulative Net Contribution*	Relative Profitability Performance	Cumulative ROI*	Relative Productivity Performance
Firm L	1500	1.50	150000	1.50	3.00	1.50
Firm M	1250	1.25	125000	1.25	2.50	1.25
Firm R	1000	1.00	100000	1.00	2.00	1.00
Firm S	750	0.75	75000	0.75	1.50	0.75
Firm T	500	0.50	50000	0.50	1.00	0.50
Industry Average	1,000		100,000		2.00	

**If number is negative (i.e., the firm makes losses), then it will be substituted with a zero*

Score Multiplier (= Relative Valuation Performance x 0.50 + Relative Profitability Performance x 0.25 + Relative Productivity Performance x 0.25)

	Multiplier	% Earned	Conversion Table			
			Multiplier	% Earned	Multiplier	% Earned
Firm L	1.50	17.0	≥2.00	20.0	1.00	14.0
Firm M	1.25	15.5	1.90	19.4	0.90	13.4
Firm R	1.00	14.0	1.80	18.8	0.80	12.8
Firm S	0.75	12.5	1.70	18.2	0.70	12.2
Firm T	0.50	11.0	1.60	17.6	0.60	11.6
			1.50	17.0	0.50	11.0
			1.40	16.4	0.40	10.4
			1.30	15.8	0.30	9.8
			1.20	15.2	0.20	9.2
			1.10	14.6	0.10	8.6

This would be the team's grade out of 20 percentage points (subject to a max. of 20%)

ANNEX A2: ASSESSMENT CRITERIA FOR FINAL PRESENTATION GRADING RUBRIC**INSTRUCTIONS FOR FINAL PRESENTATION**

Your team is scheduled to make a presentation during the regular class time in Week 14. Each team is required to make a 10-minute presentation based on the scenario given below. ***Every member of the team must take part in the presentation.*** The presentation is worth 10% of your course grade.

The Scenario

After 8 long “years” of managing the Sonite portfolio and recently developing the Vodite business for your firm, your marketing team is now being considered for a highly attractive transfer to another business unit within the corporation. (Imagine, for instance, instead of managing some traditional electronic products business, you will be looking after a revolutionary futuristic product division). ***The transfer will mean a significant pay raise and an enhanced job title (e.g., Marketing Director) plus other perks!***

Your task:

You are invited to make a presentation to the company’s executive selection committee. At this presentation, ***you will sell your track record in marketing management. Only when the committee is fully convinced of your abilities will you get the transfer.***

In order to secure the transfer, your presentation should demonstrate:

- Your accumulated wisdom and insights into marketing strategy and marketplace behavior
- Your effective use of strategic marketing concepts, tools, and techniques to achieve a sustainable competitive advantage and superior financial performance for your brands.
- (And/or) Your ability to learn from failures and poor performance and to translate your learning into proactive remedial actions.
- Your team organizational skills (e.g., how you effectively organized your team efforts and dealt with conflicts, etc.)

You will be assessed on:

- Organization & flow (20%)
 - ✦ *Is your presentation well organized and easy to follow?*
- Persuasiveness and impact (60%)
 - ✦ *Do you demonstrate your knowledge and capabilities in such a way that makes it undeniably clear you’ll be able to handle the new responsibility without difficulty?*
 - ✦ *Do you leave the committee with a distinctive impression of what you have accomplished as marketing managers and what you potentially can accomplish for the company?*
- Smoothness of delivery and professional impression (20%)
 - ✦ *Are you well prepared and polished in your sales pitch?*
 - ✦ *Do you portray yourselves as a confident, energetic, and united team that the company can count on?*

Grading Rubric for Team Presentation

Criteria	Performance Levels		
	Very Good	Satisfactory	Unsatisfactory
Organization & Flow <ul style="list-style-type: none"> • <i>Is your presentation well organized and easy to follow?</i> 	Presentation follows a logical structure with intuitive/audience-friendly slides which have a good mix of text and graphics. The pace and sequence are also well managed such that the audience attention is maintained throughout.	Presentation has a clear overall structure and is generally easy to follow. Some slides may be slightly cluttered or hard to interpret. Some parts may be a bit lengthy, causing momentarily loss of audience attention.	Presentation does not appear to be organized around a logical structure and is hard to follow because either the slides are not comprehensible or the pace and sequence are not well managed.
Persuasiveness & impact <ul style="list-style-type: none"> • <i>Do you demonstrate your knowledge and capabilities in such a way that makes it undeniably clear you'll be able to handle the new responsibility without difficulty?</i> • <i>Do you leave the committee with a distinctive impression of what you have accomplished as marketing managers and what you potentially can accomplish for the company?</i> 	Presentation clearly demonstrates the team's accumulated wisdom and knowledge on marketing strategy in such a way that the executive panel can rest assured the team will be able to handle the new responsibility without difficulty. Presentation also leaves a distinctive impression of the team's past accomplishments attributable to prudent use of marketing strategy concepts and tools, and the team's strong potential given how the members have learned from past failures.	Presentation shows the team has gained useful knowledge on marketing strategy that the members should be able take on greater responsibilities given appropriate guidance. Presentation also leaves clear evidence that the team has grown professionally through the past successes and failures and shows good future potential	Presentation gives little evidence that the team has learned much about marketing strategy from the Markstrat experience. The executive panel is unlikely to believe that the team is capable of handling greater challenges given the poor track record and/or weak learning ability.
Smoothness of delivery & professional impression <ul style="list-style-type: none"> • <i>Are you well prepared and polished in your sales pitch?</i> • <i>Do you portray yourselves as a confident, energetic, and united team that the company can count on?</i> 	The entire presentation is well sequenced and coordinated, reflecting great preparation effort as a team. Team members are also upbeat and enthusiastic, and appear united (e.g., are able to support one another during the Q&A session)	Presentation goes smoothly overall and the different parts appear to be well integrated. Team members are reasonably energetic and do not contradict one another when answering questions.	Presentation is not smooth and presenters fumble in giving their sales pitch. Team members lack enthusiasm and sometimes contradict one another when answering questions. The whole effort does not seem to be well put together.

Important Instructions

1. The dress code is business.
2. **Attendance at the class session is mandatory** and, as a courtesy to other teams, **you are required to stay throughout the class session.**
3. Time allocated to each team is 10 minutes (followed by up to 5 minutes of Q&A). I will give you a cue at the 7th and 9th minute and will stop your presentation on time.
4. To facilitate quick changeover between teams, please have your slides ready to share screen as soon as it is your turn to present. **You are responsible for making sure there are no technical problems with your slide deck, so please test it fully ahead of class.**
5. Please email me your PowerPoint files after class for my reference in determining your grade.
6. Please keep your slides simple, uncluttered, and self-explanatory. Balance the use of text and visuals. For a 10-minute presentation, I would suggest you prepare no more than 15 slides.
7. **Please observe all prevailing safe management protocols throughout the session. Specific instructions will be given closer to the presentation date.**

Good luck!

ANNEX A3: ASSESSMENT CRITERIA FOR APPLIED INDUSTRY PROJECT GRADING RUBRIC**INSTRUCTIONS FOR APPLIED INDUSTRY PROJECT**

As mentioned at the beginning of the semester and in the course outline, one of the assessment components of the BM3501 course is an individual industry project that will require you to apply the strategic marketing knowledge gained from course to solving a real-life company marketing problem. This project is **worth 30% of your course grade** and must be completed **individually** and submitted to the instructor **by 23:59 hrs on [Deadline]**. Late submissions will not be graded.

Deliverable

The deliverable for this assignment is a PowerPoint file. Please submit the PowerPoint via an assignment link to be created in NTULearn. The following requirements must be met:

- The PowerPoint file must contain no more than 15 slides, excluding the cover slide and any appendices containing useful reference data.
- Each slide must be viewable as a normal slide page (and, if printed, all content on the slide must be visible on the printed page). The instructor will not run a slide show to view your PowerPoint, so do not use animations with content overlaying one another on any given slide.
- The smallest font allowed on each slide is Arial size 10 (or its equivalent). Generally, the text on the slide should be in a much larger font.
- Do not add notes below the slides. Each slide must be self-explanatory (treat this as test of your communication skills). Any text appearing in the notes pane will not be read.
- The file size must not exceed 5MB. If you have many graphics which render the file size too large, please convert the PowerPoint into a PDF file of an appropriate print quality in order to reduce the file size.
- Strictly no supplementary files or materials (e.g., Word document, multimedia, etc.) will be accepted. The PowerPoint file should represent a complete submission on its own.

Learning Goals

The main goal of this assignment is to get you to apply what you have learned in this course (as well as other prior marketing courses) in regard to understanding consumers and planning marketing strategies. Like in the Markstrat simulation, you will have the opportunity to analyze market situations, make careful interpretations of the market opportunities and challenges, and decide on a course of action to improve the company's brand/market performance. But unlike in the Markstrat simulation, market data will not come presented nicely for you in packaged reports. It will be your job to determine what data are needed (and in what formats) in order to perform an intelligent analysis. In addition, you will have to gather the necessary data on your own. Therefore, a secondary goal of this assignment is hone your skills in designing data requirements for market analysis and in gathering, filtering, and processing relevant data under time and resource constraints. Such skills will prove critical when you become real marketing executives/managers in the future. Your future company may not have a sophisticated marketing information system for your convenient daily use, and your future boss isn't likely to spoonfeed you with ready-made market reports for you to analyze before expecting you deliver a full-blown marketing plan complete with brilliant strategies to grow your business. So you may have to function as your own market research agency and supply your own data. Tough job, but that's what you'll be paid to do!

Instructions

For the purpose of this assignment, treat [Project Sponsor Company] as your client. You have already been briefed in class on the challenges that the [Brand X] brand currently faces in the Singapore market (refer to the project briefing slides for details).

As a consultant to [Project Sponsor Company], you are tasked to carry out a mini research study gathering consumer/market insights with regard to [Brand X]. On the basis of the insights gathered, you will then recommend a

strategy for improving the marketing of [Brand X] in Singapore. In short, there are two parts to the project: the first part is the **research** and the second part is **strategy** formulation.

1. **Research:** You are encouraged to use qualitative research methods (e.g. focus groups, in-depth interviews, field observations/mystery shopping, netnography, or analysis of advertising and other marketing communication materials) to understand brand perceptions, attitudes toward [the product category], motivations in buying/using a [product], brand choice decision process, etc. among **young consumers (aged 18 to 25) in Singapore**. You may also conduct a survey but be aware that you may not have the time and resources to carry out a rigorous survey and your findings may not be very reliable if the survey is your sole methodology. Whichever methodology you choose, your research should culminate in a clear assessment of the current brand position of [Brand X], in terms of the place it occupies in the minds of young consumers and how it matches the needs and aspirations of young consumers in Singapore.
2. **Strategy:** Based on the insights gathered, propose a practical marketing strategy to improve [Brand X]'s market performance in Singapore. Your proposed marketing strategy ought to be a carefully-thought plan, grounded in the consumer analysis you have performed, to address the marketing problem that the brand faces (in particular, the brand image problem), and not simply a collection of promotional ideas. For example, if you identify that consumers do already have an awareness of the [Brand X] brand but do not have a strong-enough intention to purchase the brand compared to competitor brands, then your proposed strategy should aim to create that brand desire. Importantly, you are to propose a line-up of integrated marketing communication activities (both above-the-line and below-the-line) to strengthen the [Brand X] brand. Assume a hypothetical A&P budget of S\$100,000 over a period of 12 months (for financial year April 2021 to March 2022). Your proposal should include detailed estimated expenditures (reality-checked) and a timeline for campaign implementation.

Grading Criteria

Your assignment will be graded on a basis of 100 points and then converted to the 20% weightage (refer to the grading rubric on Page 4 for details):

- **Clarity and Coverage of Pertinent Facts and Data** **20 points**
 - Do you clearly present and describe the facts and data pertinent to the [product] market in such a way that shows you have been diligent and thorough in your research?
 - Is your presentation of the facts and data sufficiently comprehensive (yet concise) such that a [sponsor company] manager seeing your presentation will find it helpful for marketing planning?
- **Degree of Insight** **30 points**
 - Does your analysis provide deep enough insight into the nature of [product] consumer behavior such that it captures the market realities and nuances as well as the challenges of marketing a [product] brand in the competitive marketplace?
 - Is your analysis enlightening as to the marketing implications, such that it culminates in an "Aha" (e.g., "So we need to change the way we market the brand") rather than a "So what" (e.g., "This analysis doesn't tell me anything new") when a [sponsor company] manager finishes reading it?
- **Strength of Proposed Marketing Campaign** **40 points**
 - Is it evident from your design of the campaign that you have done a comprehensive job of considering all the relevant aspects of [product] consumer behavior and that the campaign idea flows logically from your prior consumer analysis?

- Is your campaign idea novel and likely to help strengthen the desired positioning of the brand?
- Are your recommendations implementable in practice based on the campaign parameters set out above and do you set clear objectives and metrics for measuring the campaign impact?

- **Professional appearance and presentation**

10 points

- Is your PowerPoint presentation clear, well organized, reader-friendly, and grammatically perfect?
- Do you use appropriate vocabulary and a professional business (as opposed to a journalistic or casual) writing style?

Total: 100 points

Academic Integrity

As with all graded assignments in this university and in keeping with the BM3501 Student Code of Conduct as well as the NTU Academic Integrity Policy, your write-up must be your own original work. Do not communicate with students from other teams about the contents of your PowerPoint. The instructor will perform systematic checks for plagiarism and any violation of academic integrity will be severely dealt with.

Grading Rubric for Applied Industry Project

Criteria	Performance Levels		
	Very Good	Satisfactory	Unsatisfactory
Clarity and Coverage of Pertinent Facts and Data	Your presentation of the facts and data pertinent to your assigned topic is very clear and comprehensive (yet concise), and you obviously have done extensive research on the [product] market. A [sponsor company] manager who reads your presentation will find it very helpful for marketing planning on account of the quality and quantity of data presented.	Your presentation of the facts and data is reasonably clear and covers a number of different aspects of the [product] market. A [sponsor company] manager who reads your presentation can make fair use of it for marketing planning. However, there are a few missing details which could have made the analysis more complete and illuminating.	You give only a skimpy presentation of the facts and data pertaining to the [product] market, suggesting that you have not been diligent and thorough in your research for this project. A [sponsor company] manager reading your presentation will not find it useful for actual marketing planning.
Degree of Insight	Your consumer is insightful and interesting, because you have cleverly captured the relevant market realities and nuances, as well as the challenges of marketing a [product] brand in the competitive marketplace. Your presentation is also enlightening about the marketing implications. When a [sponsor company] manager finishes reading your presentation, he/she reaches an "Aha" state, and would feel compelled to change the way the company markets the brand.	Your analysis is quite interesting and provides a fair amount of insight into the market realities and nuances, as well as the challenges of marketing a [product] brand in the competitive marketplace. You also provide a few relevant implications for the [Brand X] brand strategy based on the facts and data you present, although the reader is left to infer the bigger (more strategic) implications because your analysis is not superbly enlightening.	Your analysis lacks insight because you either have not gone into sufficient depth in discussing the facts and data you gathered, or you analyzed them in a confused, piecemeal manner. A managerial reader cannot draw any useful conclusions about what you have presented and, despite seeing a large amount of data you present, would ask "So what?".
Strength of Proposed Marketing Campaign	You have considered all relevant aspects of [product] consumer behavior and your campaign idea flows logically from your prior consumer analysis. Your campaign idea is very novel and will very likely help strengthen the desired positioning of the brand. The campaign is also clearly implementable in practice based on the planning parameters set out.	You have considered most relevant aspects of [product] consumer behavior and your campaign idea flows quite logically from your prior consumer analysis. Your campaign idea is fairly novel and will possibly help strengthen the desired positioning of the brand. The campaign also appears to be implementable in practice based on the planning parameters set out.	You have not considered many important aspects of [product] consumer behavior and your campaign idea does not logically flow from your prior consumer analysis. Your campaign idea appears to be quite ordinary and does not serve to improve the positioning of the brand. The campaign also does not appear to be practical and implementable based on the parameters set out.
Professional Appearance and Presentation	Your presentation is very well organized and reader-friendly (e.g., with helpful headers, keywords and appropriate graphics), and contains no grammatical errors. The PowerPoint is impactful, reflecting professional business communication skills.	Your presentation is generally well-organized and reader-friendly, although the clarity and impact can be improved.	Your presentation is poorly organized and hard to understand. The PowerPoint format is not appropriate for business communication purposes.

ANNEX A4: ASSESSMENT CRITERIA FOR PEER EVALUATION GRADING RUBRIC

PEER EVALUATION FORM

Industry: _____ Team: (circle one) L / M / R / S / T

Your name: _____

Instructions:

1. An electronic version of this form will be created in NTULearn eJeka closer to the peer evaluation time. This paper version is for your reference only.
2. Rate each of your teammates using the scale shown below. Do not rate yourself.
3. The ratings should reflect your respective teammates' performance/contributions over the entire semester (including pre- and post-simulation activities e.g. homework, practice round and final presentation preparation).
4. Be professional, candid, and fair in your evaluations. Under normal circumstances, there ought to be some variance in team members' performance and contributions.

Begin evaluations (one box for each member other than yourself):

The following is my evaluation of _____					
	(Name of team member)				
Ratings scale: 0 = completely unacceptable 1 = poor 2 = satisfactory 3 = good 4 = excellent					
Attendance at team meetings	0	1	2	3	4
Preparation prior to meetings	0	1	2	3	4
Contribution to team decisions and productivity	0	1	2	3	4
Ability to get along with team members	0	1	2	3	4
Follow-through on assigned responsibilities	0	1	2	3	4
Did this team member contribute so much more than his/her fair share that he/she deserves a <i>higher</i> grade than the rest of the team?					Yes / No
Did this team member contribute so much less than his/her fair share that he/she deserves a <i>lower</i> grade than the rest of the team?					Yes / No
Please write down any additional comments which you believe are important concerning your evaluation of this team member:					

(Turn over)

The following is my evaluation of _____
 (Name of team member)

Ratings scale: 0 = completely unacceptable 1 = poor 2 = satisfactory 3 = good 4 = excellent

Attendance at team meetings	0	1	2	3	4
Preparation prior to meetings	0	1	2	3	4
Contribution to team decisions and productivity	0	1	2	3	4
Ability to get along with team members	0	1	2	3	4
Follow-through on assigned responsibilities	0	1	2	3	4

Did this team member contribute so much more than his/her fair share that he/she deserves a higher grade than the rest of the team? Yes / No

Did this team member contribute so much less than his/her fair share that he/she deserves a lower grade than the rest of the team? Yes / No

Please write down any additional comments which you believe are important concerning your evaluation of this team member:

The following is my evaluation of _____
 (Name of team member)

Ratings scale: 0 = completely unacceptable 1 = poor 2 = satisfactory 3 = good 4 = excellent

Attendance at team meetings	0	1	2	3	4
Preparation prior to meetings	0	1	2	3	4
Contribution to team decisions and productivity	0	1	2	3	4
Ability to get along with team members	0	1	2	3	4
Follow-through on assigned responsibilities	0	1	2	3	4

Did this team member contribute so much more than his/her fair share that he/she deserves a higher grade than the rest of the team? Yes / No

Did this team member contribute so much less than his/her fair share that he/she deserves a lower grade than the rest of the team? Yes / No

Please write down any additional comments which you believe are important concerning your evaluation of this team member:

Peer Evaluation Rubric: Guide to Evaluating Team Members

Criteria	Performance Levels				
	Completely Unacceptable (0)	Poor (1)	Satisfactory (2)	Good (3)	Excellent (4)
Attendance at team meetings	This team member makes no effort to attend team meetings and is absent from most meetings without a good reason.	This team member makes little effort to attend team meetings and is absent from many meetings without a good reason.	This team member makes reasonable effort to attend team meetings. He/she may be absent from a few meetings but usually has a valid reason.	This team member makes significant effort to attend team meetings. He/she is present for most or all meetings and any absence is justified with a strong reason.	This team member clearly makes attending team meetings a priority. He/she is present for <u>ALL</u> team meetings.
Preparation prior to meetings	This team member is always unprepared for meetings. He/she makes no effort to read up on the relevant material beforehand and is never able to follow the discussions.	This team member is often unprepared for meetings. He/she often does not read up on the relevant material beforehand and is often unable to follow the discussions.	This team member is usually prepared for meetings. He/she has a fairly good grasp of the relevant material and can usually follow the discussions.	This team member is always prepared for meetings. He/she has a good grasp of the relevant material and can always follow or lead the discussions.	This team member is always more than adequately prepared for meetings. He/she has an excellent grasp of the relevant material and is always the one who leads the discussions.
Contribution to team decisions and productivity	This team member makes no effort to think about the relevant issues and never says anything useful during discussions. He/she has made no contributions at all to team decisions.	This team member makes little effort to think about the relevant issues and rarely says anything useful during discussions. He/she has contributed minimally to team decisions.	This team member makes reasonable effort to think about the relevant issues and usually offers useful suggestions or ideas during discussions. He/she has contributed adequately to team decisions.	This team member makes significant effort to think about the relevant issues and often offers constructive opinions as well as feasible solutions to the team's marketing problems. He/she has contributed significantly to team decisions.	This team member always thinks thoroughly about the relevant issues and always offers constructive opinions as well as effective solutions to the team's marketing problems. He/she has contributed immensely to team decisions.

<p>Ability to get along with team members</p>	<p>This team member does not get along with any of the other members and makes no effort at all to resolve conflicts or improve team dynamics.</p>	<p>This team member does not get along with some members and makes little effort to resolve conflicts or improve team dynamics.</p>	<p>This team member gets along reasonably well with most other members. If conflicts arise, he/she makes reasonable effort to resolve them and improve team dynamics.</p>	<p>This team member gets along well with all other members. If conflicts arise, he/she makes significant effort to resolve them and improve team dynamics.</p>	<p>This team member not only gets along very well with but also commands respect from all other members. If conflicts arise, he/she does everything possible to resolve them and improve team dynamics.</p>
<p>Follow-through on assigned responsibilities</p>	<p>This team member is completely unreliable and never follows through on his/her assigned responsibilities.</p>	<p>This team member is unreliable and often does not follow through on his/her assigned responsibilities.</p>	<p>This team member is generally reliable and follows through on his/her assigned responsibilities most of the time.</p>	<p>This team member is very reliable and always follows through on his/her assigned responsibilities.</p>	<p>This team member is extremely reliable and not only always follows through on his/her assigned responsibilities, but also may do additional work beyond what he/she is responsible for.</p>

ANNEX A5: ASSESSMENT CRITERIA FOR PROFESSIONAL CONDUCT GRADING RUBRIC**BM3501/BM3508 PROFESSIONAL CODE OF CONDUCT**

As mentioned in the course outline, BM3501/BM3508 is an advanced marketing course and the instructor owes a special duty to your future employers to prepare you well for real-world job challenges and corporate work-life. Besides putting you through rigorous training in strategic marketing planning and decision making, it is the instructor's responsibility to instill in you a sense of professional honour and to inculcate a set of desirable behavioural norms that are widely embraced by the marketing profession and leading employer organisations.

On your part, as students of Nanyang Business School, which is a *professional* school, you also need to display good decorum and learn to carry yourself in a way that makes you well-received by professional colleagues and organisational superiors in the future. The establishment of this Code of Conduct is therefore in support of your professional development.

Academic Integrity

The BM3501/BM3508 Student Code of Conduct is fundamentally consistent with the University Academic Integrity Policy and Honour Code for students. All BM3501/BM3508 students must, in the first instance, abide by the NTU Honour Code, which is prominently posted at <http://academicintegrity.ntu.edu.sg>. At the heart of the Code are the principles of truth, trust, and justice, and the Code strictly prohibits any form of academic dishonesty including cheating, plagiarism, collusion, falsification, tempering, false declaration, and unauthorised access. You must familiarise yourself with the NTU Honour Code and Academic Integrity Policy. Not knowing the terms and coverage of academic integrity does not excuse dishonest behaviour. At the end of this document, you will be asked to declare that you have read and understood the NTU Honour Code and Academic Integrity Policy, and that you agree to comply with them throughout the BM3501/BM3508 course.

Important: Please note that, when it comes to academic dishonesty, which is a serious matter, the instructor is required by policy to refer all suspected cases to the school administration for investigation and possible disciplinary action, which may involve the imposition of a fail grade, academic suspension, or expulsion from the University depending on the severity of the offence. Instructors cannot summarily preside over or decide to overlook cases of dishonest behavior at the course level.

With regard to Markstrat simulation activities as part of the BM3501/BM3508 coursework, academic integrity shall be interpreted to mean:

- No seeking of unauthorized help (such as from former students or outside consultants)
- No tampering with the software (including trying to technically “crack” the simulation algorithm)
- No trading of information between competing teams (except for casual intellectual discussion)
- No conspiring between teams to unfairly compete against another team or to manipulate the outcomes of the simulation.

Professional Accountability

In the context of this course, to exhibit professional accountability means to demonstrate proper care in discharging one's responsibility as a professional manager/executive, especially in making decisions that involve the use of financial resources and that carry financial consequences, and reporting the justifications, costs, and benefits of the decisions to senior management in a transparent and responsible manner.

The BM3501/BM3508 Code of Conduct concerning professional accountability is mainly enforced through the governance of decision-making behaviour during the Markstrat simulation. You should treat all decisions made within the Markstrat simulation with utmost fiduciary care. In other words, in conducting Markstrat team discussions and decision analyses, you must constantly bear in mind that you have been appointed marketing managers to act in your simulated firm's best interests and that you are utilizing the firm's financial resources for every marketing decision made. Accordingly, you have a duty to make prudent decisions and to deliver acceptable performance results for your firm. The Markstrat competitive outcome grade component in a way governs such an accountable approach to action planning (because you will receive good grades for superior performance in Markstrat). But the Code also implies that you should not engage in reckless decision making (e.g., knowingly starting or prolonging a major price war that hurts all firms in the industry) *even if* you believe that your firm will fare relatively better than your competitors and hence score better grades.

Teamwork

The BM3501/BM3508 Code of Conduct concerning teamwork is mainly enforced through the peer evaluation grade component. Teamwork is an omnipresent aspect of professional work-life especially for marketing managers who constantly have to work with colleagues from not only the marketing function but also across functions. In training to become effective marketing managers (or, for that matter, to take on any managerial/executive roles), BM3501/BM3508 students must learn to operate well in teams. The Markstrat simulation will impose on you to work very closely with your teammates, so you must take teamwork seriously.

Foremost, you must conduct yourself as a responsible team member and be obliged to contribute to team tasks and deliverables. Unless you have a very strong reason to do otherwise, you are expected to show up for all scheduled team meetings and come prepared for all team discussions. Furthermore, you must do your utmost to follow through on any assigned responsibilities in between meetings and stand ready to help your teammates to accomplish their tasks. When called upon or when situation necessitates it, you should be prepared to assume a leadership role, be it temporarily or for the entire duration of the simulation. Finally, you must try to keep your relationship with your teammates as cordial as possible and make sincere attempts to mediate any interpersonal conflicts or differences in opinions in an amicable manner.

In-Class Etiquette

Exercising good in-class etiquette involves being considerate and respectful to other members of the class and striving one's best to make each class session a pleasant experience for everyone else. Whether the class session is conducted physically or online, the same principles apply. Good etiquette begins with the awareness that an individual student's behaviour can affect other students. Impolite behaviours such as arriving late and being inattentive or unresponsive can disrupt the smooth running of the class session and reduce the overall quality of the class experience. Above all, such impolite behaviours are unwelcome in corporate settings in which you will work in the future. You therefore should not allow these behaviours to form into habits. Instead, you should always practice good etiquette such that it becomes a second nature for you to behave as a gracious participant in any professional setting.

To reward good classroom etiquette, your instructor shall adopt the following simple assessment policy for the Professional Conduct grade component (which constitutes 20% of your course grade):

1. The instructor will continuously observe how you conduct yourself during class throughout the semester.

2. You will earn and accumulate “good behaviour” points over the 13 weeks of the semester if you display excellent classroom etiquette in terms of punctuality, attentiveness during lectures/briefings, level of engagement in class activities, and mannerism. The grading rubrics on the following two pages describe expected norms for what is regarded as excellent etiquette in both in-person and online settings.
3. If your in-class behaviour falls short of the standards for excellent etiquette, you will lose some points depending on whether your behaviour “Needs Improvement” or is “Unacceptable” (refer to the grading rubric for descriptions of each category).
4. If you are absent* for any of the class sessions and fail to provide the instructor with a valid reason along with a courteous explanation in advance (in non-emergency situations) or as soon as you practically can after the class (in emergency situations), you are liable to lose a significant number of points. Whether the reason for absence is valid will be judged on a case-to-case basis, but ordinarily acceptable reasons include illness, attending a job interview, and participating in a recognized competition representing the school/university/country.

**Note: Absence is defined as not attending the class session either in person or via the online platform (in case you are unable to physically come to the classroom due to any COVID safe management restrictions). In other words, you are still considered present if you attend the class session via the online platform for valid reasons, but you must still observe professional etiquette norms while online.*

5. Extra points will be awarded on the basis of exemplary organisational citizenship behaviour in class, such as assisting the instructor with classroom logistics and volunteering to help classmates with class-related tasks.

For online classes, the following are commonly accepted rules of etiquette:

- Be punctual for all scheduled lessons
- Be properly attired (minimum: smart casual) and suitably groomed
- Turn on your webcam with your face fully visible at all times (momentary absences from camera to deal with household emergencies is fine)
- Mute your mic when not speaking but unmute quickly when called upon to speak
- Be attentive and engaged; avoid excessive exchanging of private chat messages
- Be responsive and volunteer to fill moments of silence to keep discussions lively
- Be an active class citizen; volunteer to alert the professor to any technical issues or to help overcome any technical problems

Grading Rubric for Professional Conduct (for In-Person Attendance)

Criteria	Performance Levels		
	Excellent	Needs Improvement	Unacceptable
Punctuality	You arrive and are properly seated before class time or within five minutes from the scheduled start time of the class session.	You arrive within five minutes after the scheduled start time of the class session, causing some inconvenience to the class and the instructor who have to wait for you to commence the lesson.	You arrive more than five minutes after the scheduled start time of the class session causing major inconvenience to the class and the instructor who have to pause the lesson when you enter the room.
Attentiveness during lectures/ briefings	You give full attention to the instructor throughout all lectures/briefings conducted during the class session and do not allow yourself to be distracted by private chattering, phone calls/text messages, social media/web activities, or any other side activities that potentially divide your attention to the ongoing lectures/briefings.	You are generally attentive throughout the lectures/ briefings conducted during the class session, but are occasionally seen engaging in private chattering, using your mobile phone or computer for purposes unrelated to the class, or performing any other actions that divide your attention to the ongoing lectures/briefings.	You are not genuinely attentive during the lectures/briefings. You persistently engage in private chattering and are frequently using your mobile phone or computer for purposes unrelated to the class, or are otherwise performing actions that not only divide your own attention to the ongoing lectures/briefings but also distract other students who are trying to pay attention to the lectures/briefings.
Level of engagement in class activities	You are fully engaged in all activities (including team exercises, informal presentations, interactive discussions) conducted by the instructor during the class session, and you contribute positively to the productivity of these activities as well as to the overall classroom experience by being obviously an active and enthusiastic participant.	You are generally engaged in all activities conducted by the instructor during the class session, but you are not obviously among the most active and enthusiastic participants because you remain relatively quiet or reserved, or you require some prompting before you participate more fully in the activities.	You are not genuinely engaged in the class activities. You are seen frequently stepping out of the classroom or sitting away from your teammates to attend to matters unrelated to the class, and you do not really contribute to the productivity of the activities. Or, worse, you slow the progress of the activities because others have to wait for you and get you back in focus.
Mannerism	Throughout the class session, you display exemplary mannerism that befits a professional student by sitting upright, making appropriate physical gestures, and speaking in a respectful and sensible manner.	Your mannerism throughout the class session is generally professional, but you occasionally allow yourself to become overly casual, such as by slouching in your chair, engaging in playful acts with your classmates, or talking childishly.	Your mannerism in class does not suggest you belong to a professional school. For example, you sit completely slouched in your chair and make rude facial expressions or physical gestures that offend others. Or, worse, you make insensitive remarks that embarrass others around you.

Grading Rubric for Professional Conduct (for Online Attendance)

Criteria	Performance Levels		
	Excellent	Needs Improvement	Unacceptable
Punctuality	You always sign in to scheduled class sessions on time and the class never needs to wait for you to commence lesson.	You arrive within five minutes after the scheduled start time of the class session, causing some inconvenience to the class and to the instructor who has to pause the lesson to admit you to the room.	You arrive more than five minutes after the scheduled start time of the class session causing major inconvenience to the class and to the instructor who has to pause the lesson to admit you to the room.
Attentiveness during lessons	You give full attention to the professor throughout every lesson and do not allow yourself to be distracted by private messaging or other web activities that potentially divide your attention to the ongoing lesson.	You are generally attentive throughout every lesson, but are occasionally seen engaging in side activities or disappearing from your video screen, or performing any other actions that can divide your attention to the ongoing lesson.	You are not genuinely attentive during lessons. You frequently do not turn on your webcam and are obviously engaging in side activities that not only divide your own attention to the ongoing lesson but also distract other students who are trying to pay attention to the lesson.
Level of engagement in class activities	You are fully engaged in all class activities (including in-class exercises, informal presentations, breakout discussions) and you are always responsive to the instructor's questions or invitation to comment during the lesson. You contribute positively to the productivity of class activities as well as to the overall classroom experience by being obviously an active and enthusiastic participant.	You are generally engaged in all activities conducted by the instructor during the class session, but you are not obviously among the most active and enthusiastic participants because you remain relatively quiet or reserved, or you require some prompting before you participate more fully in the activities.	You are not genuinely engaged in the class activities. You are frequently not found on screen, and you do not really contribute to the productivity of the activities. Or, worse, you slow the progress of the activities because others have to wait for you and get you back in focus.
Mannerism	Throughout the class session, you display exemplary mannerism that befits a professional student by appearing well prepared (including being suitably attired and groomed), making appropriate physical gestures, and speaking in a respectful and sensible manner.	Your mannerism throughout the class session is generally professional, but you occasionally allow yourself to become overly casual, such as appearing unkempt, gesturing inappropriately, or talking childishly.	Your mannerism in class does not suggest you belong to a professional school. For example, you always show up poorly attired and ungroomed, and make rude facial expressions or physical gestures that offend others. Or, worse, you make insensitive remarks that embarrass others around you.