

Researching & writing discussion-based case studies

Dr. Michael M. Goldman, mmgoldman@usfca.edu
Associate Professor, University of San Francisco
Editor-in-Chief, Emerging Markets Case Studies
Adjunct Faculty, Gordon Institute of Business Science
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♥ 4 8:46 AM - Dec 5, 2019

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I believe that in order for our scientific understanding of the world to progress, we must continually crawl inside companies, communities, and the lives of individuals to create new data in new categories that reveal new insights.

As an example, in my early research on the disk drive industry, I catalogued by hand every disk drive that had been bought or sold over the years after scouring hundreds of “Disk/Trend” reports. And while I was starting to see a pattern of the low-end companies quickly rising to prominence and challenging established leaders, it wasn’t until I went out to Silicon Valley and spoke with executives in the space that I fully grasped how incapable incumbent leaders are of responding to disruptive entrants. The data alone would have never generated those insights.



Marketing Thinking and Doing

John A. Deighton, Carl F. Mela, and Christine Moorman

Journal of Marketing

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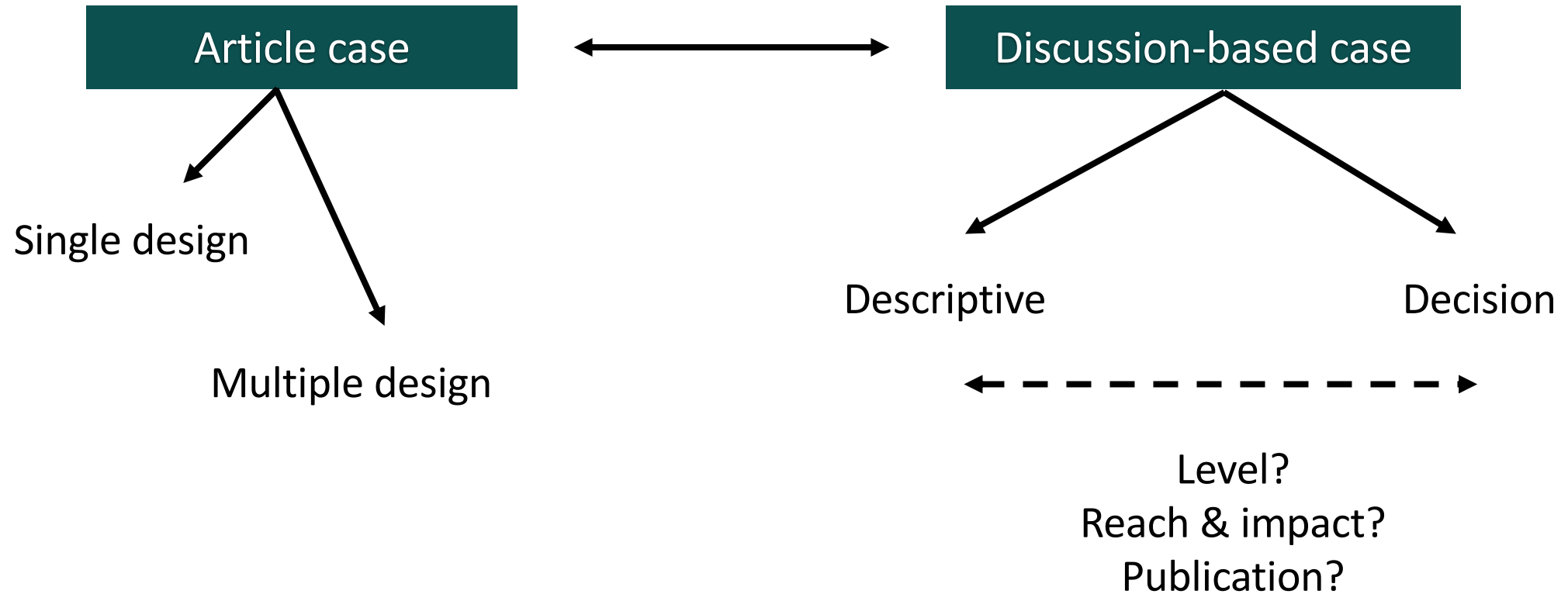
Going a mile deep

New tools

A cold eye

Decode and disseminate. Published academic papers that are not translated for practice are like the proverbial tree falling in the woods. Many outlets can help translation, including practitioner conferences, professional journals, letters to the editor, book writing, and case writing; many academics are fortunate to have the support of professional staff members who facilitate this translation process. For those less fortunate, we encourage business schools to make this investment. The strategy pays off for academics because exposure improves collaboration opportunities, which, in turn, may lead to better data and research ideas. Journals have a role to play here, and the *Journal of Marketing* has invested in translating our papers for practitioners and for the classroom (Moorman et al. 2018).

Emerging Markets Case Studies
ISSN: 2045-0621



I am distinctive when I belong: meeting the need for optimal distinctiveness through team identification

200 *M.M. Goldman et al.*

1 Introduction

Not all those who are interested in sport are the same. De Groot and Robinson (2008) remind readers of Pooley's original 1978 suggestion of a continuum between a spectator who may "observe a spectacle and forget it quickly" (p.119) and a fan, whose intense feelings for the team may become "so great that parts of every day are devoted to either his team or in some instances, to the broad realm of sport itself" (p.119). Fans have been observed to identify so strongly with their chosen team that they "feel as if they are a team member" [Kahle and Riley, (2004), p.37]. This team identification has been associated with behaviours such as attendance decisions (Matsuoka et al., 2003), purchase intent (Trail et al., 2003), and fan group involvement (Heere and James, 2007). Traditionally loyal fans of the New York Jets, for example, have contributed to a top five average attendance of over 77,000 and a capacity percentage of over 93% at MetLife Stadium since 2010, despite having the seventh lowest win-loss ratio in the NFL. In the English Premiership, Sunderland A.F.C. for example, achieved a top ten average attendance of over 40,000 in the past two seasons, despite having one of the lowest win-loss ratios in the league and not having won the title since 1936.

Building the BrightRock brand through change

Michael M. Goldman, Mignon Reyneke and Tendai Mhizha

VS

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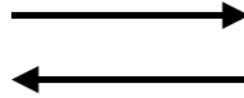
A typical Johannesburg afternoon thunderstorm rolled in over the economic capital of South Africa on a hot summer's day in early January 2015. Suzanne Stevens, the Executive Director of Marketing for BrightRock, was enjoying a well-deserved vacation after helping steer the life insurance business through its first three years of operation. Although BrightRock had quickly established itself as an innovative and growing competitor in the local market, Stevens knew that the next three years would further test their business model and senior team. By designing the world's first needs-matched life insurance product, as opposed to the existing model, which aggregated various insurance needs into uniform blocks of lump-sum cover, BrightRock had begun to disrupt the industry's accepted practice.

As Stevens saw the first lightning strike on the horizon, she wondered whether BrightRock brand's awareness and differentiation among their channel and target market were strong enough. Having built a brand positioned as the antithesis to what consumers perceived to be the "greedy, disingenuous, and opaque financial services" that characterized the 2008 global financial crisis, Stevens wondered how she could build more positive associations, and a more competitive industry positioning, by using their existing change exchange online platform. A career-change moment campaign launched during the FIFA World Cup in Brazil in mid-2014 had worked well for the brand, which suggested that Stevens' content-driven marketing strategy could be expanded to other change moments and additional media platforms. BrightRock's product was enjoying growing uptake within their existing broker channel, whereas revenues from customers across the country were growing within budget expectations. Stevens was worried, however, about how sustainable BrightRock's competitive advantage would prove to be. As social media and online content platforms increased in popularity, especially on mobile devices, she wondered how her marketing and media choices needed to adapt. She was conscious that in time, other life

Case study



Teaching Note



*Signed off by
organization*

*Students read &
analyze*

*Management dilemma
Protagonist character
8 pages + exhibits*

*For instructors only
Learning outcomes*

*Teaching plan
Question & model
answers
8 + pages*

Opening section

Protagonist | Dilemma | Date & location

Narrative

Past tense | Endnotes & sourcing | Storytelling flow | Dilemma thread

Language style

Objective third person | International audience | English editing

Teaching Note

Synopsis

Learning objectives & target audience

Research method

Teaching plan

Assignment/discussion questions

Model analysis & answers

Epilogue/ postscript

Exhibits/ boardplan



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