

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL GRADUATE SCHOOL OF BUSINESS
MKT 560 – MARKETING STRATEGY
SPRING 2021
3 UNITS
WED. 6:30 – 9:30 P.M.
JKP 112

PROFESSOR: Dr. Diane M. Badame
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OFFICE: Hoffman Hall, Room 623
OFFICE HOURS: After classes and by appointment

COURSE DESCRIPTION

This course is designed for students who have mastered the fundamentals of marketing management and are now seeking to expand their knowledge and capabilities in the more advanced discipline of marketing strategy. Through the use of lectures combined with select cases, exercises and real-world experiences, the course focuses on developing the skill sets that drive the practical application of dynamic, at times, complex techniques and frameworks to formulate effective marketing strategies. The development and execution of successful marketing strategies are essential to capitalize on opportunities and resolve issues that challenge a variety of domestic and global businesses spanning multiple industries. Marketing executives from high profile companies, including Amazon, Coty, H-E-B Food and Drug, Microsoft, Riot Games, and Salesforce, will share the marketing strategies and techniques they employ to increase revenues and profitability and achieve sustainable, competitive advantages.

Key topics that will be explored in depth follow:

- Development of the integration of marketing strategy into and its impact on any organization's strategic plan and business model
- Effective utilization of strategic analysis
- Role of marketing strategy in the creation of a competitive advantage
- Employment of marketing strategies to leverage a business, evaluate alternative value propositions, build and manage brand equity and strengthen brand relationships
- Application of marketing strategies to energize existing businesses, create new businesses, establish priorities for businesses and brands and harness organization effectiveness and
- Influence of marketing strategies on the formulation of global strategies.

The culmination of the course is the development of a Marketing Strategic Plan (MSP) team project. Teams will be asked to identify key challenges a selected firm of their choice is facing and develop sound objectives and recommendations on how the issues and business problems can most effectively and efficiently be addressed.

LEARNING OUTCOMES

Course learning objectives support the three AACSB USC Marshall Graduate Programs Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus on page 15. Upon the successful completion of this course, students will have acquired the skills and knowledge to effectively:

1. Analyze marketing opportunities, competition, and competitive advantage based on existing frameworks, theories, and empirical generalizations.
2. Explain the nuances of how to make decisions about segmentation, targeting, and positioning and how to align the marketing mix with the overall marketing strategy for domestic and global businesses.
3. Examine alternative value propositions for a sustainable competitive advantage and growth over the course of a market's evolution and product life cycle.
4. Create imaginative and effective marketing strategies and new business opportunities as well as energizing and leveraging existing businesses
5. Determine how to harness organizational effectiveness and best set priorities for businesses and brands.
6. Utilize various types of metrics and indicators in analyzing the effectiveness and performance of a company's marketing strategies.
7. Apply the marketing strategy tools and frameworks in the development of a team Marketing Strategic Plan.

COURSE MATERIALS

- A required Course Reader that includes all assigned cases and articles.

SUPPLEMENTARY MATERIALS

- Chernev, Alexander (2019). *Strategic Marketing Management – The Framework* (10th Edition). Cerebellum Press.
- Walker, Orville C. and Mullins, John (2014). *Marketing Strategy: A Decision-Focused Approach* (8th Edition). McGraw-Hill Higher Education.

GRADE BREAKDOWN AND EXPECTATIONS

The following 1,000-point grading system will be utilized for the course:

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATE (SEE COURSE SCHEDULE ON PAGE 8)
ORDER OF THE DAY – SELECT 7 OF 14 CLASSES	10%	100	8/25 – 12/1
CASE WRITE-UP	20%	200	9/1 – 12/1
MID-TERM EXAM	35%	250	10/13
MARKETING STRATEGIC PLAN			
- PART 1	15%	150	10/6
- PART 2	20%	200	12/8
	35%	350	
TOTAL	100%	1,000	

A detailed course schedule is shown on page 8. This three-credit course meets once a week on Wednesday evenings with each class scheduled for 180 minutes. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for a marketing elective class is about a B+/A-. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

COURSE FORMAT

Students are expected to be prepared for all sessions and have completed the assignments and readings before each class. Cases, articles, online exercises and guest speakers will be utilized to apply various aspects of marketing strategy to real world settings.

ATTENDANCE

Students are expected to attend *all* class sessions. Class discussions are an integral part of the learning experience throughout this course. It follows that the frequency and quality of your participation in and contribution to these discussions will have a direct and meaningful relationship to the value as well as the short-term and the long-term benefits you will derive from the course. Late arrival and early departure from any class does not align with the Trojan culture and negatively impacts the in-class learning. Please notify me in advance if you are unable to attend any class.

CLASSROOM POLICIES

Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.

Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

TECHNOLOGY REQUIREMENTS

The lecture presentations, links to dossiers, assignments, surveys, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

CLASS CONDUCT/NETIQUETTE

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in all of my classes.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Virtual background respectfully professional.
- Display both your first and last name during video conferencing and synchronous class meetings.
- Respectfully minimize distractions with muting and video off when moving around.
- Disagree respectfully.
- Respectfully pay attention to classmates.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin emails with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (i.e., MKT560) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post". As a check, consider whether you would be comfortable with your email, post or text being widely distributed on the Internet.

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

Additionally, a course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. It follows that my expectation and that of your classmates will be that you are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

CLASS PARTICIPATION (CONTINUED)

In-class participation is also a critical part of this course's learning experience. Cold calling will take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully in *every* class.

Regarding case analyses, students should diligently prepare and share the outcome of their analyses with the class. Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

As an added benefit to all, participation provides an opportunity to those who lack speaking and presentation skills to develop them in a non-threatening setting and to others it provides a forum to hone their communication and public speaking skills.

ORDER OF THE DAY ASSIGNMENTS

As preparation for class sessions and engagement in better understanding learning outcomes for each class, you are asked to compose one **Question and Answer for any 7 of the 14 sessions** of the course related to the learning outcomes of the topics covered during each class session. You are to submit them to your assigned discussion board in Blackboard by 11:59 p.m. on the night before the next class session or on Tuesday nights. (See Best Practice examples in the Assignments folder in Blackboard.) These engagement assignments are called Order of the Day and will be used to start class discussions and promote conversations regarding applications of marketing strategy concepts, principles, models and terminology to your previous or current work experiences, or from those organizations in the news or that you are interested in joining. They can also be inquiries regarding what you want to learn from guest speakers with the question being asked during the class in which the guest speaker joins the class.

Order of the Day Assignments are worth 10 percent of the grade or 100 of the 1,000 points for the course. A rating of 2, 1 or 0 will be given to each student based on his or her submission. A rating of 2 will be awarded to those students who provide excellent and well thought-out questions and answers. A rating of 1 will be awarded to those students who provide an adequate question and answer. A rating of 0 will be awarded to those students who do not submit an Order of the Day or submit an inadequate assignment for any given week. **Late submissions will not be accepted.**

CASE ASSIGNMENTS

Cases are viewed not only as vehicles for developing analytical skills and for applying marketing strategy concepts and frameworks introduced in readings and lectures but also as examples of the issues and challenges that are common to real world settings. Some cases demonstrate successful implementation of objectives and strategies while others illustrate those that failed. Oftentimes, we learn at least as much from failures as we do from successes.

The most relevant and recent case studies have been selected for each session. It should be noted, however, that while those that reflect the current business environment frequently provide the best illustration, cases on most topics presented in this course have not been published within the past year or so. As a result, a selection of the best and most recent cases available will be utilized to maximize the learning outcomes of each class session.

In preparing for cases prior to class, I recommend reading a case more than once. The first reading should give you a sense of what the case is about and the types of data contained in the case. In subsequent readings, it is recommended that you underline or otherwise mark up each case to easily identify important points relating to the business and the situation. I encourage you to devote equal attention to the exhibits in the case as they contain information that will be most useful in the development of a comprehensive analysis of each case.

Learning from a case is typically achieved in two steps. The first involves pre-class preparation that encompasses the efforts to identify the problems and issues presented in the case, to select and apply the appropriate forms of analysis (i.e., quantitative, logic, experience, conceptual) and, finally, to develop effective, comprehensive solutions and recommendations, all of which you will be expected to complete *before* coming to class. Additionally, you will be expected to substantiate your conclusions based on your analyses of the assigned case during class discussions.

Marketing strategies should be specific and support the overall objectives and recommendations and incorporate relevant material presented in class assignments and/or case exhibits. The second step is taken in the classroom during the discussion of the case as a variety of methodologies applicable to a successful diagnosis, analysis, and solution to business issues, which at times will differ from yours, are introduced and found to be equally appropriate solutions. Understanding others' positions, learning from them and countering and/or enhancing them with your own are a critical part of the learning experience. To do so, you must listen to each other as well as speak. Only when you have defended your

CASE ASSIGNMENTS (CONTINUED)

position can you fully understand its strengths and weaknesses. There is rarely a *single* right answer for a case, just as there is rarely a *single* right marketing decision in actual practice.

The facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate the manner in which the information provided affects the points in the case and will influence your conclusions and recommendations. You are encouraged to expand your analysis beyond the data in the case to formulate recommendations that, with the benefit of your additional analysis, will more effectively address and/or resolve the business issues. A typical request I will make during case discussions is to ask for recommendations. It is important to know that the case method of learning *does not typically provide the only answers*. In most case discussions, there will not be a single conclusion to be reached but, rather by design, several viable solutions that may be developed and supported equally well.

While it is important to identify the purpose of the case in general terms, the most critical learning outcomes to be derived from each case are to acquire the ability to develop solid analytical and critical thinking skills, gain an understanding of the marketing principles that apply to the situation presented, evaluate the effectiveness of various alternatives in given applications and to present well developed and solidly-grounded recommendations that are underpinned by strong supporting evidence.

You are encouraged to share the observations and conclusions that result from your case analyses that are related to your past experiences and that occur to you during classroom discussions. I welcome your contributions and look forward with anticipation to many lively, productive and enriching conversations.

During class sessions, I assume the responsibility of a facilitator with the purpose of encouraging discussion to obtain all views and, secondly, to help pull together the prevailing views. Note that the direction and quality of the discussion is the *collective responsibility of the group*, not my sole responsibility.

Students are expected to be prepared to actively participate in all case discussions. To encourage deeper insights into case analyses, one case write-up will be assigned to each student between September 1st and December 1st. The case write-up grading criteria are found on page 9. Case learning outcomes and questions to be answered in the assignment are found in the Course Reader on the cover sheets before each case and on PowerPoint slides. The completed case assignment is to be **uploaded in the Assignments folder in Blackboard before the class in which the case is discussed. Late papers will not be accepted.** The case assignment is worth 20 percent of the grade for a total of 200 out of 1,000 points. Please see pages 9 – 10 for details.

MID-TERM EXAM

A mid-term exam will be given during the last part of the eighth session on Wednesday, October 13th. It will cover key frameworks and principles of marketing strategy covered through Session 7. More details on the content and format will be discussed in class. This exam represents 35 percent of the final grade or 350 out of 1,000 points.

MARKETING STRATEGIC PLAN (MSP) TEAM PROJECT

In lieu of a final exam, you will be asked to form teams of 4 – 5 students to develop a Marketing Strategic Plan (MSP). Details of this real-world marketing strategy project will be discussed during the first class on Wednesday, August 25th. Please submit in a Blackboard survey your team members and topics by Wednesday, September 1st. (See pages 11 – 13 for the Marketing Strategic Plan Framework and grading criteria.) The project can be written as an annotated PowerPoint presentation or a Word document with PowerPoint slides for the in-class presentation. The MSP should address all marketing strategy activities that occurred to date throughout 2021 and earlier, if relevant, and recommend marketing strategies for 2022.

The MSP Team Project will have two deliverables. Part 1 will include five criteria as described on page 12 and is due on Wednesday, October 6th. It is worth 15 percent of the grade or 150 out of 1,000 points. The final project is due on Wednesday, December 8th and will include revised sections of Part 1 and all other sections, excluding the last section, which is the In-class Presentation. It is worth 20 percent of the grade or 200 out of 1,000 points. This team project is worth 35 percent of the total course grade or 350 out of 1,000 points.

MSP projects are to be uploaded in the Assignments folder in Blackboard by the start of the class period in which the project is due on October 6th for Part 1 and December 8th for the complete MSP project. A penalty of 10 percent per day will be assessed for late submissions. In lieu of a final exam, each team will be asked to present in class or develop a pre-recorded presentation that summarizes the essence of the MSP team project to be shown and discussed during the last class. Details will follow in class once teams are formed and topics selected.

MARKETING STRATEGIC PLAN (MSP) TEAM PROJECT (CONTINUED)

I will be happy to discuss any questions you might have before and during the development of the MSP to provide guidance or address any issues you might have regarding your topic and the material required to complete the project.

All are encouraged to take advantage of the wealth of electronic resources we have available through the Gaughan & Tiberti Business Library. If you have any questions or difficulty in gaining access to these resources, please contact Helga Haraldsson, our head librarian, at haraldss@marshall.usc.edu or (213) 740-0050.

This assignment is expected to include recommended sections as shown in the MSP Outline on pages 12 – 13. The suggested length of this final MSP assignment is 20 pages in Word or annotated PowerPoint slides. There is no limit on the number of appendices. Be sure to include a table of contents and cite referenced information sources in footnotes at the bottom of each page and exhibits in the lower left-hand corner of the figure. American Psychological Association (APA) format is preferred.

The grade for this assignment may be influenced by each team member's contributions. Please complete the peer evaluation form on page 14 only if there were unequal contributions of team members during the project. Submit the form at the time the assignment is due. Grades for individuals may be impacted based on this assessment.

ACADEMIC INTEGRITY

Students must adhere to the USC Marshall Code of Professionalism and Academic Integrity at all times. Plagiarism is a violation of the Code and will result in a failing grade. All assignments on Blackboard will utilize Turnitin to determine the degree of similarity of student work to outside resources to ensure adherence to Marshall and USC ethical standards. The use of unauthorized material, communication with fellow students during an examination, attempts to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. If you have any questions, please contact me for clarification. Where a clear violation has occurred, I may disqualify your work as unacceptable and assign a failing mark on the paper and/or course.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Campus Support & Intervention (CSI) - (213) 740-0411
<https://campussupport.usc.edu/>

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

THE IMPORTANCE OF ONLINE COURSE EVALUATIONS

Course evaluations are a valuable source of feedback and taken very seriously. They are administered online during the last week of each course. This course is continuously improved, based on feedback from students and instructor observations.

PROFESSOR/STUDENT INTERACTION

If at any time during the course you have questions regarding the preparation of assignments or other course-related issues, please do not hesitate to contact me by email, telephone or in person to arrange a meeting if desired.

My philosophy is to create a community of learners in which I facilitate discussions guided by the goal of encouraging the construction of knowledge together. I will always give you as much feedback as you desire to help you become better marketing strategists and achieve your personal objectives for this course.

MKT 560 – MARKETING STRATEGY
WEDNESDAYS – 6:30 – 9:30 P.M.
FALL 2021
CLASS SCHEDULE

SESSION	DATE	TOPIC	ASSIGNED READINGS AND COURSE REQUIREMENTS	ASSIGNMENTS DUE
1.	8/25	DEFINING MARKETING STRATEGIES	<i>Marketing Strategy – An Overview article</i> Starbucks China: Managing Growth through Innovation Case Starbucks China: Facing Luckin, The Local Disruptor Case	
2.	9/1	DESIGNING STRATEGIES WITH CORE OBJECTIVES	<i>Core Objectives: Clarity in Designing Strategy</i> CarMax: Driving What’s Possible Case The New War of the Currents: The Race to Win the Electric Vehicle Market Case	Team Members and Topics for Marketing Strategic Plan and First Case Assignments Due
3.	9/8	BUILDING BRAND COMPETENCIES FOR COMPETITIVE ADVANTAGE	<i>Building Brand Competencies for Competitive Advantage</i> Toys “R” Us: What Went Wrong Case Hot Wheels: Launching the Mixed Play Experience Case	
4.	9/15	COMPETING THROUGH SUSTAINABILITY	<i>Making Sustainability Count</i> Unilever’s New Global Strategy: Competing through Sustainability Case Patagonia’s Path to Carbon Neutrality by 2025 Case	
5.	9/22	DISRUPTING AND DEVELOPING EFFECTIVE MARKETING STRATEGIES	<i>The Best Response to Digital Disruption and From Disruption to Collision: The New Competitive Dynamics</i> Airbnb: Business Model Development and Future Challenges Case AccorHotels Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb Case	
6.	9/29	DEVELOPING OMNICHANNEL MARKETING STRATEGIES	<i>Rethinking the Funnel for the Omnichannel Age and Blurring the Lines between Physical and Digital Spaces: Business Model Innovation in Retailing</i> Purple Innovation, Inc.: The Online to Offline Marketing Challenge Case Hema: New Retail Comes to Grocery Case	
7.	10/6	DESIGNING INFLUENCER MARKETING STRATEGIES	Guest Speaker – Nicole Hart, Senior Brand Manager, Nioxin NA, Wella Company, and Magin Pierson, Senior Brand Manager, OPI, Coty <i>Influencer Marketing</i> Glossier: Co-Creating a Cult Brand with a Digital Community Case Instagram Influencer Marketing: Creating a Winning Strategy Case	Part 1 of Marketing Strategic Plans Due
8.	10/13	DEVELOPING A MOBILE MARKETING STRATEGY MIDTERM EXAM	<i>Mobile Marketing Strategy: An Introduction to Mobile Websites and Mobile Apps</i> Samsung Mobile: Market Share and Profitability in Smartphones Case Midterm Exam – Marketing Twitter: Competing as a Social Media Platform Case	
9.	10/20	BUILDING A DESIGN THINKING CAPABILITY	Guest Speaker – Yi Leng Lee, Innovation Director, and Rachael Stefanussen, Innovation Executive, Strategy, Salesforce <i>Why Design Thinking Works and The Right Way to Lead Design Thinking</i> Innovation, Co-Creation, and Design Thinking: How Salesforce’s Ignite Team Accelerates Enterprise Digital Transformation Case	
10.	10/27	CREATING BLUE OCEAN STRATEGIES	Guest Speaker – Scott McClelland, President, H-E-B Food and Drug <i>Blue Ocean Strategy: From Theory to Practice</i> Wawa: Retailing Reinvented through Blue Ocean Strategy Case	
11.	11/3	APPLYING MACHINE LEARNING TO IMPROVE THE CUSTOMER EXPERIENCE	Guest Speaker – Bhavana Bartholf, Chief Transformation Officer, General Manager and Board Member, Microsoft <i>How to Win with Machine Learning and Competing in the Age of AI</i> Microsoft: Focusing on the Healthcare Vertical Case	
12.	11/10	BUILDING A WINNING BUSINESS MODEL PORTFOLIO	Guest Speaker – Mark Dipko, Product Marketing Manager – Alexa Auto at Amazon <i>Building a Winning Business Model Portfolio and Marketing in the Age of Alexa</i> Amazon.com, 2021 Case	
13.	11/17	CAPTURING AND MANAGING BRAND EQUITY	Guest Speaker – Dan Sutton, Director of Brand Management, Riot Games <i>When Marketing is Strategy</i> Riot Games: Can Culture Survive Growth? Case	
14.	12/1	DEVELOPING PRODUCT PORTFOLIO MANAGEMENT STRATEGIES AND COURSE SUMMARY	Guest Speaker - Paul Baribault, President and CEO, San Diego Zoo Global and Former Vice President, Leader of Brands, Marketing, Strategy, Production and Operations, The Walt Disney Studios <i>How Disney Found Its Way Back to Creative Success</i> The Walt Disney Studios Case	Last Case Assignments Due
15.	12/8	TEAM MARKETING STRATEGIC PLANS	Team Marketing Strategic Plan (MSP) Presentations – 6:30 – 8:30 p.m.	Final Marketing Strategic Plans Due

INDIVIDUAL CASE ASSIGNMENTS

Due on the Date the Case is Discussed in Class – Wednesday, September 1st – Wednesday, December 1st

Cases have been assigned to apply marketing strategies and policies to real world business situations and enhance your analysis, critical thinking and problem-solving skills. Analysis is more than noting that certain facts pertain to one of the central points around which the case is being analyzed. The facts must be noted to support a recommendation, but then reasoning must be applied to determine how and in what way these facts affect the points in the case.

Information regarding the strategies selected by the firms in the cases should be incorporated with caution. Firms make strategic mistakes when ineffective strategies are executed that are inferior to alternative strategies that they could have chosen.

Individual Case Write-up Assignment

You will be assigned to prepare a case analysis write-up on one of the following cases:

- CarMax: Driving What’s Possible – Due 9/1
- The New War of the Currents: The Race to Win the Electric Vehicle Market – Due 9/1
- Toys “R” Us: What Went Wrong – Due 9/8
- Hot Wheels: Launching the Mixed Play Experience – Due 9/8
- Unilever’s New Global Strategy: Competing through Sustainability – Due 9/15
- Patagonia’s Path to Carbon Neutrality by 2025 – Due 9/15
- Airbnb: Business Model Development and Future Challenges – Due 9/22
- AccorHotels Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb – Due 9/22
- Purple Innovation, Inc.: The Online to Offline Marketing Challenge – Due 9/29
- Hema: New Retail Comes to Grocery – Due 9/29
- Glossier: Co-Creating a Cult Brand with a Digital Community – Due 10/6
- Instagram Influencer Marketing: Creating a Winning Strategy – Due 10/6
- Samsung Mobile Market Share and Profitability in Smartphones – Due 10/13
- Innovation, Co-Creation, and Design Thinking: How Salesforce’s Ignite Team Accelerates Enterprise Digital Transformation – Due 10/20
- Wawa: Retailing Reinvented through Blue Ocean Strategy – Due 10/27
- Microsoft: Focusing on the Healthcare Vertical – Due 11/3
- Amazon.com, 2021 – Due 11/10
- Riot Games: Can Culture Survive Growth? – Due 11/17
- The Walt Disney Studios – Due 12/1

A guideline for the length of the paper is 5 – 7 single-spaced pages, excluding exhibits. Please answer each of the six questions in the case. The case write-up is 20 percent of the grade for a total of 200 out of 1,000 points. The case assignment is to be uploaded in the Assignments folder in Blackboard before the beginning of the class in which the case is discussed. Late papers will not be accepted.

Grading Criteria

The following criteria will be utilized to grade the case analyses:

1. Statement of the relevant issues presented in the case
2. Quality of addressing case questions
3. Quality and support of recommendations
4. Risks associated with recommendations and how to mitigate the risks
5. Case summary that highlights how the three learning outcomes for each case were applied to the case

INDIVIDUAL CASE ASSIGNMENT (CONTINUED)

Guidelines for Effective Case Analyses

Case write-ups *should incorporate the readings* on the topic area in which the case is assigned and focus on *marketing strategy issues*.

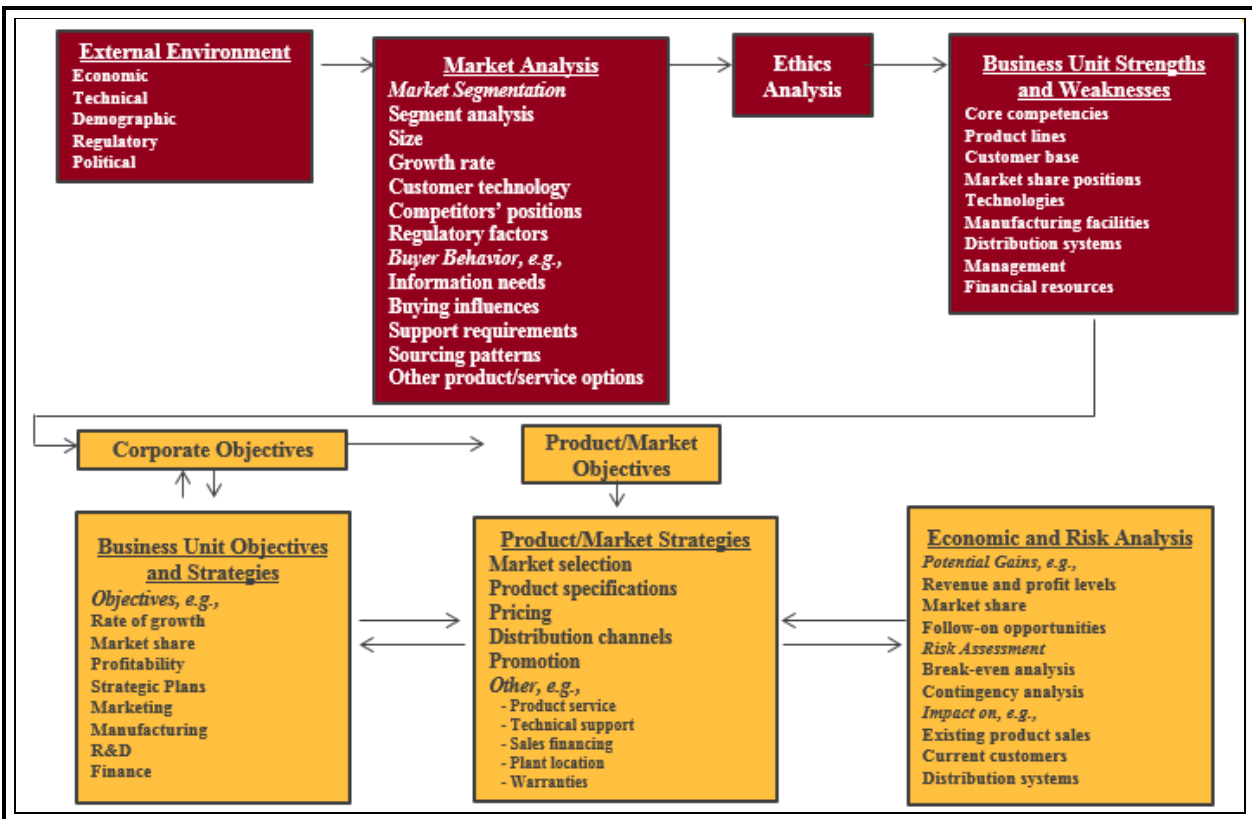
You are also highly encouraged to expand your analysis beyond these questions to issues that you think should be addressed to more effectively analyze the case. Using information outside of the case is encouraged because it brings a real perspective to the case.

The following are general guidelines for preparing an effective case analysis:

- Bullet points and tables and charts are preferred where it makes sense.
- Please answer each of the six case discussion questions in your case write-up.
- Clearly identify upfront all of the major issues identified in the case.
- Provide a coherent, well-organized analysis, not just a regurgitation of facts presented in the case.
- Be concise. Provide a strong, logical flow throughout your paper. Do not spend time rehashing or paraphrasing the details of the case.
- The supporting analysis should be thorough, carried out correctly and consistently, and should draw, whenever relevant, on material presented in class or assigned in readings.
- Recommendations should be specific, cost-effective, and appropriate to the timing (short-term or long-term) of the problem at hand and supported with case data and exhibits where relevant.
- Please make sure you have at least three recommendations and associated risks and mitigations to the risks for each recommendation.
- It should be noted that risks have financial impacts such as increased costs and potential decreases in profitability.
- Summarize how the three case learning outcomes, as shown on the page before the case in the Course Reader and in each PowerPoint presentation file, were applied to the case as the last section of your case assignment.
- Before uploading the completed assignment in the Assignments folder in Blackboard, please make sure to address all grading criteria in the case write-up as shown on the previous page. (See page 10)

A FRAMEWORK FOR MARKETING STRATEGY FORMULATION

The Framework for Marketing Strategy Formulation below will be utilized for case and in-class discussions throughout the course and for the Marketing Strategic Plan (MSP) Team Project.



Grading criteria for the Marketing Strategic Plan (MSP) team project will include the following:

Part 1 – Begin with a brief description of the topic of the MSP.

1. Description of the Topic
2. External Environment
3. Market Analysis
4. Ethics Analysis
5. Business Unit Strengths and Weaknesses

Final Project – Includes revised Part 1 based on feedback and the remaining sections of the Marketing Strategic Plan.

1. Executive Summary
2. External Environment
3. Market Analysis
4. Ethics Analysis
5. Business Unit Strengths and Weaknesses
6. Corporate and Business Unit Objectives and Strategies
7. Product/Market Objectives and Strategies
8. Economic and Risk Analysis
9. In-class Presentation

MARKETING STRATEGIC PLAN (MSP) OUTLINE

Please use the following Marketing Strategic Plan (MSP) Outline for your team projects.

1. **DESCRIPTION OF THE TOPIC OR EXECUTIVE SUMMARY** – A brief synopsis (preferably one page) of the Marketing Strategic Plan (MSP) that provides a description of the topic in Part 1 and highlights of the target markets, objectives, strategies, and financial expectations in the final project.
2. **EXTERNAL ENVIRONMENT** – Relevant background data on the external environment.
 - A. Economic
 - B. Technical
 - C. Demographic
 - D. Regulatory
 - E. Political
3. **MARKET ANALYSIS** – An analysis of the market conditions.
 - A. Market segment analysis
 - B. Size
 - C. Growth rate
 - D. Customer technology
 - E. Competitors' positions
 - F. Regulatory factors
 - G. Buyer behavior to include information needs, buying influences, support requirements, sourcing patterns and other available product/service options
4. **ETHICS ANALYSIS** – An analysis of the ethics within the company and industry and how it could impact achievement of recommended objectives and strategies.
5. **BUSINESS UNIT STRENGTHS AND WEAKNESSES** – An analysis that identifies the business unit's strengths and weaknesses.
 - A. Core competencies
 - B. Product line
 - C. Customer base
 - D. Market share positions
 - E. Technologies
 - F. Manufacturing facilities
 - G. Distribution systems
 - H. Management
 - I. Financial resources
6. **CORPORATE OBJECTIVES** – A summary of the corporate objectives forecasted for the selected organization for 2022 in terms of financial, strategic and other overall metrics.
7. **BUSINESS UNIT OBJECTIVES AND STRATEGIES** – Recommendations of the business unit objectives and strategies for 2022.
 - A. Overall financial goals, to include revenues and profitability
 - B. Rate of growth
 - C. Market share
 - D. Strategic plans
 - E. Marketing
 - F. Manufacturing
 - G. R&D
 - H. Finance
 - I. Other

MARKETING STRATEGIC PLAN (MSP) OUTLINE (CONTINUED)

- 8. PRODUCT/MARKET OBJECTIVES STRATEGIES** – An assessment of the product/market opportunities and recommended strategies.
 - A. Market selection
 - B. Product/service specifications
 - C. Pricing
 - D. Distribution channels
 - E. Promotion
 - F. Other, such as product service, technical support, sales financing, plant locations and warranties

- 9. ECONOMIC AND RISK ANALYSIS** – An analysis of the economic factors and risks associated with the recommendations.
 - A. Potential gains, to include revenue and profit levels in a projected profit-and-loss statement with summary and assumptions based on recommended marketing strategies and market share
 - B. Follow-on opportunities, such as product extensions or variants
 - C. Risk assessment to include break-even analysis and contingency analysis
 - D. Impact on existing product sales, current customers and distribution systems

- 10. FOOTNOTING** – Please use proper footnoting, preferably APA format, with footnotes at the bottom of each page and table, charts and graphs sourced at the lower left-hand corner of each exhibit.

- 11. IN- CLASS PRESENTATION** – A live or pre-recorded team presentation should accurately and convincingly summarize the key recommendations identified in the Marketing Strategic Plan within the given time limit.

MARKETING STRATEGIC PLAN PROJECT PEER EVALUATION FORM

Please complete the following Marketing Strategic Plan Project peer evaluation form **only if you feel as though there was unequal participation during the team project.**

Identify your team and team members for the Marketing Strategic Plan Project that you worked on. Then rate all of your team members, *including yourself*, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Yourself
1. Role Performance					
2. Assists Team Members					
3. Listening and Discussing					
4. Research and Information Sharing					
5. Time Management					
Total					

If you desire, please comment on the contributions of individual team members to the team Marketing Strategy Project.

Comments:

**APPENDIX I – CONTRIBUTION OF MKT 560 – MARKETING STRATEGY TO STUDENT ACHIEVEMENT OF
USC MARSHALL’S AACSB GRADUATE PROGRAM LEARNING GOALS**

MKT 560 – MARKETING STRATEGY LEARNING OBJECTIVES 1-7

1. Analyze marketing opportunities, competition, and competitive advantage based on existing frameworks, theories, and empirical generalizations.
2. Explain the nuances of how to make decisions about segmentation, targeting, and positioning and how to align the marketing mix with the overall marketing strategy for domestic and global businesses.
3. Examine alternative value propositions for a sustainable competitive advantage and growth over the course of a market’s evolution and product life cycle.
4. Create imaginative and effective marketing strategies and new business opportunities as well as energizing and leveraging existing businesses
5. Determine how to harness organizational effectiveness and best set priorities for businesses and brands.
6. Utilize various types of metrics and indicators in analyzing the effectiveness and performance of a company’s marketing strategies.
7. Apply the marketing strategy tools and frameworks in the development of a team Marketing Strategic Plan.

MARSHALL GRADUATE PROGRAMS LEARNING GOALS	MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL
<i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.	Supported by MKT 560 Learning Objectives 1-7
1.1 Possess personal integrity and a commitment to an organization’s purpose and core values.	n/a
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	n/a
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1-7
<i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.	Supported by MKT 560 Learning Objectives 1-7
2.1 Gain knowledge of the key functions of business enterprises.	1-7
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1-7
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1-7
<i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.	Supported by MKT 560 Learning Objectives 1-7
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1-7
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	1-7
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1-7