

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

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**PROFESSOR:** Dr. Diane M. Badame  
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**OFFICE HOURS:** After classes and by appointment

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### **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 Web Services, Coty, H-E-B Food and Drug, Riot Games, Salesforce, and Uber 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 16. 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

- Two required Course Readers, one for cases and one for articles.

## SUPPLEMENTARY MATERIALS

- Chernev, Alexander (2019). *Strategic Marketing Management – The Framework* (10<sup>th</sup> Edition). Cerebellum Press.
- Walker, Orville C. and Mullins, John (2014). *Marketing Strategy: A Decision-Focused Approach* (8<sup>th</sup> 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 9)
CLASS PARTICIPATION	10%	100	1/20 – 4/28
ORDER OF THE DAY – SELECT 10 OF 13 CLASSES	10%	100	1/20 – 4/28
CASE WRITE-UP	20%	200	1/27 – 4/28
MID-TERM EXAM	25%	250	3/10
MARKETING STRATEGIC PLAN			
- PART 1	15%	150	3/3
- PART 2	<u>20%</u>	<u>200</u>	5/5
	35%	350	
TOTAL	100%	1,000	

A detailed course schedule is shown on page 9. 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:

- 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).
- The overall average percentage score within the class.
- 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, 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.

## EXPECTATIONS

Active participation and a positive attitude are required for successful completion of this course. “Must be present to win” is true for most things in life, and particularly with skill building. Many sessions involve group activities, which are planned and organized assuming all students will be actively engaged with their peers. Missed classes, late arrivals, early departures, lack of communication or inappropriate behaviors or communication will reduce your performance on individual assignments and, therefore, your final grade.

Everyone is expected to take an active role in the learning process. That includes arriving to class prepared to give input, answer questions when called upon, volunteering answers to questions and actively engaging in the process. Attendance,

## EXPECTATIONS (CONTINUED)

attitude, enthusiasm and preparation are important. Positive contributions to the class can provide a rich reciprocal learning experience. The right attitude means a desire and willingness to study and learn.

Additionally, a course that incorporates the frequent use of case analyses to illustrate the application of concepts and practices requires the student to diligently and 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 attend and are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

## TECHNOLOGY REQUIREMENTS

Pre-lectures through Zoom will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture PowerPoint files discussed in classes, assignments, exams, case analyses, “Best Practice” assignments, links to supplemental materials, 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

When you are attending our live, online class sessions, please remember to always present yourself and act appropriately as if you were in a physical classroom. Some netiquette rules follow:

- Arrive before the class is scheduled to begin or in other words, don't be late!
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- Make sure that your virtual background is respectfully professional.
- Display both your first and last name during video conferencing and synchronous class meetings.
- Please leave your video on during the entire time except during a class break.
- Choose a location that is quiet, without distractions and is well lit so your full face is visible.
- Sit-up and be attentive and engaged. Please do not lay down during class.
- Try to avoid actively engaging in childcare.
- Always use appropriate tone and language with instructors and/or classmates during class discussions, and on wall postings, instant messaging, and email.
- If you have any questions during any class, please raise your hand, preferably, or use the chat function.
- Do not engage in simultaneous activity (e.g., using a phone, watching TV/videos, messaging/texting, playing a game, etc.) while in class.
- Avoid interacting with persons who are not part of the class.
- Do not have other persons or pets in view of the camera.
- 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.

### CLASS CONDUCT/NETIQUETTE (CONTINUED)

- 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 (Ex. MKT 560) 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 or post or text being widely distributed on the Internet.

At any time that you are inside a USC online classroom, you are being recorded and recordings of classes will be available on Blackboard if you miss a class. **NO STUDENT MAY TAPE, PHOTOGRAPH, OR RECORD ANY CLASS SESSION, DISCUSSION, OR MATERIALS WITHOUT THE PROFESSOR'S ADVANCED, EXPRESS WRITTEN PERMISSION TO DO SO.**

### 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 not only diligently and thoroughly read and evaluate each case but to also be prepared to 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.

To foster a class environment that promotes active participation, 10 percent of the course grade or 100 out of 1,000 points will be allocated to class participation. 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. As an aside, the level of participation - more so the lack thereof - has, at times, made a difference in the course grade so I encourage each of you to be mindful of the importance of sharing your knowledge during class discussions.

Grading of class participation will be determined by your level of active involvement in class discussions and the quality of the comments expressed, not on the duration or frequency. When evaluating participation, the following questions will be addressed:

- Do you attend class regularly, arrive on time, and stay for the entire class? Are you prepared?
- Do your comments add to an understanding of the discussion topic? Do you go beyond simple repetition of case facts to include analysis and conclusions?
- Are you a good listener? Are your points made relevant to the discussion? Are they linked to the comments of others? Is there a willingness to interact with other class members?
- Are you an effective communicator? Do you present concepts in a concise, logical and convincing manner?
- Do you challenge the class by asking questions or providing comments that contribute toward a higher level of learning?

A class participation rating of 2, 1 or 0 will be given to each student based on his or her contributions during each class. A 2 rating will be awarded to those students who provide excellent contributions to class discussions. A 1 rating will be awarded to those students who provide some positive contributions to class discussions. A 0 rating will be noted for those students who are absent, leave class after a break, do not participate in class discussions or whose contributions are of little or no value.

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 each week for 10 of the 14 weeks of the semester related to the learning outcomes of the topic or cases covered during each class session. They also can be developed for guest speakers. You are to submit them to a discussion board in Blackboard each week by noon before the Wednesday night Zoom session. These engagement assignments are called Order of the Day and will be used to start class discussions and promote online conversations. They also are a great way to apply marketing strategy concepts, principles, models and terminology to your previous or current work experiences and/or case companies or those organizations you are interested in joining.

Order of the Day Assignments are worth 10 percent of the grade or 100 of the 1,000 points for the course; thus each assignment is worth 1 percent of the grade. Similar to participation grades, a rating of 2, 1 or 0 will be given to each student based on his or her submission. A 2 rating will be awarded to those students who provide excellent and well thought out questions and answers. A 1 rating will be awarded to those students who provide an adequate question and answer. A 0 rating 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 STUDIES

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 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.



## CASE ASSIGNMENTS (CONTINUED)

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 answers*. In most case discussions, there will not be a single conclusion to be reached but, rather by design, several viable “answers” that may be developed and supported. 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 obtain the ability to develop solid analytical skills, gain an understanding of the marketing principles that apply to the situation presented, evaluate the effectiveness of various alternatives in given applications and make well thought-out recommendations backed with 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 January 27<sup>th</sup> and April 28<sup>th</sup>. The case write-up grading criteria are found on page 10. 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 10 – 11 for details.

## MID-TERM EXAM

A mid-term exam will be given during the last part of the eighth class session on Wednesday, March 10<sup>th</sup>. 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 25 percent of the final grade or 250 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 complete a Marketing Strategic Plan (MSP). Details of this real world marketing strategy project will be discussed during the first class session on Wednesday, January 20<sup>th</sup>. Please submit in a Blackboard survey your team members and topics by Wednesday, January 27<sup>th</sup>. (See pages 12 – 14 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, March 3<sup>rd</sup>. It is worth 15 percent of the grade or 150 out of 1,000 points. The final project is due on Wednesday, May 5<sup>th</sup> 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 March 3<sup>rd</sup> for Part 1 and May 5<sup>th</sup> for the complete MSP project.** A penalty of 10 percent per day will be assessed for late submissions. Each team will be asked to 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 determined.

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 13 – 14. 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

## MARKETING STRATEGIC PLAN (MSP) TEAM PROJECT (CONTINUED)

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 15 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](http://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](http://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](http://studenthealth.usc.edu/sexual-assault)

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

*Office of Equity and Diversity (OED)*- (213) 740-5086 | Title IX – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)

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

[dsp.usc.edu](http://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](http://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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://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.

## EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system ([blackboard.usc.edu](http://blackboard.usc.edu)), teleconferencing, and other technologies.

## 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.**  
**SPRING 2021**  
**CLASS SCHEDULE**

SESSION	DATE	TOPIC	ASSIGNED READINGS AND COURSE REQUIREMENTS	ASSIGNMENTS DUE
1.	1/20	DEFINING MARKETING STRATEGIES	<i>Marketing Strategy – An Overview article</i> McDonald’s Corporation Case Starbucks China: Facing Luckin, The Local Disruptor Case	
2.	1/27	DESIGNING STRATEGIES WITH CORE OBJECTIVES	<i>Core Objectives: Clarity in Designing Strategy</i> Alphabet’s Google Case Developing an Innovative Retail Concept to Showcase the Smart Home of the Future Case	<b>Team Members and Topics for Marketing Strategic Plan and First Case Assignments Due</b>
3.	2/3	BUILDING BRAND COMPETENCIES FOR COMPETITIVE ADVANTAGE	<i>Building Brand Competencies for Competitive Advantage</i> LEGO® Friends: Leveraging Competitive Advantage Case Hasbro’s Easy-Bake Oven: Pink vs. Blue Case	
4.	2/10	CAPTURING AND MANAGING BRAND EQUITY	<b>Guest Speaker – Dan Sutton, Director of Brand Management, Riot Games</b> <i>When Marketing is Strategy</i> Riot Games: Can Culture Survive Growth? Case	
5.	2/17	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.	2/24	DEVELOPING OMNICHANNEL MARKETING STRATEGIES	<i>How to Win in an Omnichannel World and Rethinking the Funnel for the Omnichannel Age</i> Glossier: Co-Creating a Cult Brand with a Digital Community Case The Multichannel Challenge at Natura in Beauty and Personal Care Case	
7.	3/3	DESIGNING INFLUENCER MARKETING STRATEGIES	<b>Guest Speaker – Nicole Hart, Senior Brand Manager, Neoxin, and Magin Pierson, Senior Brand Manager, OPI, Coty</b> <i>Influencer Marketing</i> Kobe Influencer Marketing: Building Brand Awareness via Social Media Case	<b>Part 1 of Marketing Strategic Plans Due</b>
8.	3/10	DEVELOPING A MOBILE MARKETING STRATEGY <b>MIDTERM EXAM</b>	<i>Mobile Marketing Strategy: An Introduction to Mobile Websites and Mobile Apps</i> Samsung Mobile: Market Share and Profitability in Smartphones Case <b>Midterm Exam – Marketing Twitter: Competing as a Social Media Platform Case</b>	
9.	3/17	BUILDING A DESIGN THINKING CAPABILITY	<b>Guest Speaker – Yi Leng Lee, Innovation Director, and Racheal Stefanussen, Innovation Executive, Strategy, Salesforce</b> <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.	3/24	CREATING BLUE OCEAN STRATEGIES	<b>Guest Speaker – Scott McClelland, President, H-E-B Food and Drug</b> <i>Blue Ocean Strategy: From Theory to Practice</i> Wawa: Retailing Reinvented through Blue Ocean Strategy Case	
11	3/31	APPLYING MACHINE LEARNING TO IMPROVE THE CUSTOMER EXPERIENCE	<i>How to Win with Machine Learning and Competing in the Age of AI</i> Preferred Networks: A Deep Learning Startup Powers the Internet of Things Case Uber: Applying Machine Learning to Improve the Customer Pickup Experience Case	
	4/7	SPRING WELLNESS DAY	<b>NO CLASS</b>	
12.	4/14	COMPETING THROUGH SUSTAINABILITY	<i>Making Sustainability Count</i> Unilever’s New Global Strategy: Competing through Sustainability Case Elon Musk’s Big Bets Case	
13.	4/21	BUILDING A WINNING BUSINESS MODEL PORTFOLIO	<b>Guest Speaker – Mark Dipko, Product Marketing Manager – Alexa Auto at Amazon</b> <i>Building a Winning Business Model Portfolio and Marketing in the Age of Alexa</i> Successes and Failures of Amazon’s Growth Strategies: Causes and Consequences Case	
14.	4/28	DEVELOPING PRODUCT PORTFOLIO MANAGEMENT STRATEGIES AND COURSE SUMMARY	<b>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</b> <i>How Disney Found Its Way Back to Creative Success</i> The Walt Disney Studios Case	<b>Last Case Assignments Due</b>
15.	5/5		<b>Team Marketing Strategic Plan (MSP) Presentations – 6:30 – 8:30 p.m.</b>	<b>Final Marketing Strategic Plans Due</b>

## INDIVIDUAL CASE ASSIGNMENTS

**Due on the Date the Case is Discussed in Class – Wednesday, January 27<sup>th</sup> – Wednesday, April 28<sup>th</sup>**

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 actually 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:

- Alphabet’s Google – Due 1/27
- Developing an Innovative Retail Concept to Showcase the Smart Home of the Future – Due 1/27
- LEGO® Friends: Leveraging Competitive Advantage – Due 2/3
- Hasbro’s Easy-Bake Oven: Pink vs. Blue – Due 2/3
- Riot Games: Can Culture Survive Growth? – Due 2/10
- Airbnb: Business Model Development and Future Challenges – Due 2/17
- AccorHotels Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb – Due 2/17
- Glossier: Co-Creating a Cult Brand with a Digital Community – Due 2/24
- The Multichannel Challenge at Natura in Beauty and Personal Care – Due 2/24
- Kobe Influencer Marketing: Building Brand Awareness via Social Media – Due 3/3
- Samsung Mobile Market Share and Profitability in Smartphones – 3/10
- Innovation, Co-Creation, and Design Thinking: How Salesforce’s Ignite Team Accelerates Enterprise Digital Transformation – Due 3/17
- Wawa: Retailing Reinvented through Blue Ocean Strategy – Due 3/24
- Preferred Networks: A Deep Learning Startup Powers the Internet of Things – Due 3/31
- Uber: Applying Machine Learning to Improve the Customer Pickup Experience – Due 3/31
- Unilever’s New Global Strategy: Competing through Sustainability – Due 4/14
- Elon Musk’s Bit Bets – Due 4/14
- Success and Failures of Amazon’s Growth Strategies: Causes and Consequences– Due 4/21
- The Walt Disney Studios – Due 4/28

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*.

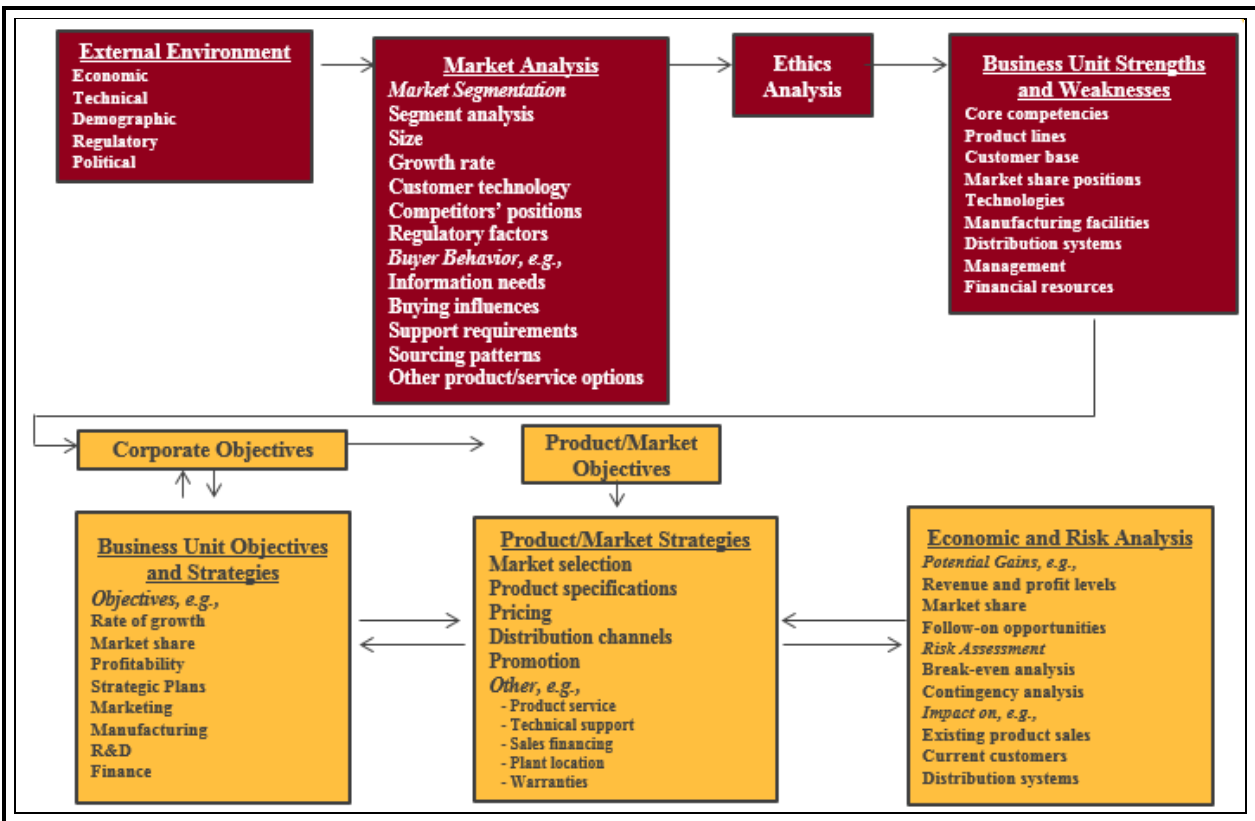
You are also highly encouraged to expand your analysis beyond these questions to issues that you think should be addressed to more effectively analyze the case. Using information outside of the case is encouraged because it brings a real perspective to the case.

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 of the grading criteria on the previous page in the case write-up.

## 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 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.

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

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.

<b>MARSHALL GRADUATE PROGRAMS LEARNING GOALS</b>	<b>MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL</b>
<b><i>Learning Goal #1: Develop Personal Strengths.</i></b> <b>Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</b>	<b>Supported by MKT 560 Learning Objectives 1-7</b>
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
<b><i>Learning Goal #2: Gain Knowledge and Skills.</i></b> <b>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.</b>	<b>Supported by MKT 560 Learning Objectives 1-7</b>
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
<b><i>Learning Goal #3: Motivate and Build High Performing Teams.</i></b> <b>Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</b>	<b>Supported by MKT 560 Learning Objectives 1-7</b>
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