

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL SCHOOL OF BUSINESS
MKT 586 – FASHION, LUXURY AND LIFESTYLE MARKETING
MONDAYS, 6:30 – 9:30 P.M.
JKP 112
FALL 2021

PROFESSOR: Dr. Diane M. Badame
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OFFICE: Hoffman Hall, Room 623
OFFICE HOURS: 3:30 – 4:30 p.m. Mondays and Wednesdays and by appointment

COURSE DESCRIPTION

This course is designed to develop the intellectual ability of the students to successfully identify issues and problems within a variety of business settings in the fashion, luxury goods and lifestyle sectors in the global marketplace. Each situation is evaluated by using marketing concepts, models and frameworks to arrive at innovative, effective recommended objectives and strategies that address or resolve commonly encountered challenges among a variety of domestic and global fashion, luxury and lifestyle organizations. Marketing executives from high profile companies including BMW Group Designworks, Fashionphile, Louis Vuitton, and Patagonia will share the marketing strategies and techniques they employ to increase revenues and profitability and achieve sustainable, competitive advantages within their respective organizations.

A Marketing Plan (MP) Framework introduced in this course will serve as a guide in case analysis preparation and the group project – a Fashion, Luxury or Lifestyle Marketing Plan on a selected brand or organization.

COURSE LEARNING OBJECTIVES

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. At the end of this course, students will have acquired the skills and knowledge to effectively:

1. Apply marketing principles and concepts in a global marketplace that are most relevant to fashion, luxury goods and lifestyle business problems;
2. Evaluate market dynamics in a variety of industries, organizations and business settings through situation analysis of the industry/market, competition, and customers and firms competing in a particular marketplace;
3. Identify and define viable market segments and develop and introduce products and services that meet the needs of these segments to increase customer and company value among a variety of industries, firms and types of fashion, luxury goods and lifestyle customers in the global marketplace;
4. Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
5. Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key fashion, luxury goods and lifestyle marketing issues in a global marketplace;
6. Correctly define fashion, luxury goods and lifestyle marketing and business problems to identify information that is relevant to the comprehensive analyses of given business situations and to the development of marketing strategies that provide positive resolutions; and
7. Develop an effective Team Fashion, Luxury or Lifestyle Marketing Plan (MP) based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

COURSE MATERIALS

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

ADDITIONAL OR SUPPLEMENTAL READINGS

- Singh, Satyendra (2021). *Luxury and Fashion Marketing*, Routledge.
- Batat, Wided (2019), *The New Luxury Experience*, Springer.

COURSE METHODOLOGY

Learning will be accomplished by employing a combination of assigned readings, current events, exercises and case analyses. In-class discussions are designed to illustrate real world applications of key marketing principles through the use of critical-thinking, analytical, problem-solving and team-building skills. The Fashion, Luxury or Lifestyle Marketing Plan (MP) challenges each group to effectively apply course concepts to the analysis of a brand or organization and the development of a comprehensive set of recommendations.

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)
ORDER OF THE DAY – SELECT 7 OF 14 CLASSES	10%	100	8/23 – 11/29
CASE WRITE-UP	20%	200	8/30 – 11/29
MID-TERM EXAM	35%	350	10/4
MARKETING STRATEGIC PLAN			
- PART 1	15%	150	10/11
- PART 2	<u>20%</u>	<u>200</u>	12/13
	35%	350	
TOTAL	100%	1,000	

A detailed course schedule is shown on page 9. This 3-credit course meets once a week on Monday 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, breakout exercises and guest speakers will be utilized to apply various aspects of fashion, luxury and lifestyle marketing strategies 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 are the norm for those who participate in my class.

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 (Ex. BUAD306) 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 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

CLASS PARTICIPATION (CONTINUED)

classmates will be that you are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

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 Sunday 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 not only vehicles for developing analytical skills and applying concepts and frameworks introduced in readings and lectures, but they also serve as examples of challenges common to real-world settings. Some cases demonstrate successful achievement of strategic objectives while others illustrate failure. We learn as much from failure as we do success.

While case studies that reflect the current business environment frequently provide the best illustration, cases on most topics presented in this or any other course have not been published within the past year or so. As a result, the best and most recent cases available have been selected to maximize the learning outcomes of each case-focused session. Copyright laws often prohibit the sharing of exhibits utilized during case discussions. When this is not the case, I will make the material available by request.

In preparing for cases prior to class, I recommend reading a case more than once. The first reading should give you a sense of the case topic and the type of data contained therein. In subsequent readings, I recommend that you underline or otherwise mark up each case to identify key points relating to the business and situation. You should devote equal attention to case exhibits, which contain information useful for the development of a well-supported analysis.

Facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate how the information provided affects the case and influences your conclusions. You are encouraged to reach beyond the data in the case to bring the case to life in a current day context to formulate recommendations that, with the benefit of your additional analysis, will more effectively address or resolve the case issues and provide a more enriched learning experience. As a word of advice, incorporate information you gather regarding actual firm strategies in the cases with caution. Firms make many strategic mistakes and strategies they actually pursue are often inferior to alternative strategies they could have chosen.

Learning from a case is typically achieved in two steps. The first involves pre-class preparation encompassing the efforts to identify the issues presented in the case, to select and apply the appropriate forms of analysis (e.g., quantitative, logic, experience, conceptual) and, finally, to develop effective, comprehensive solutions and recommendations, all of which you

CASE ASSIGNMENTS (CONTINUED)

will be expected to complete *before* coming to class. During class discussions, you will be expected to substantiate your conclusions based on your analyses of the assigned case. Marketing strategies should be specific and support overall objectives and recommendations, while incorporating relevant material from class assignments and/or case exhibits.

The second step occurs during in-class discussions when a variety of methodologies applicable to a successful diagnosis, analysis, and solution to business issues--which at times may differ from yours--are examined. I will typically ask students to explain the issues and offer their analysis and recommendations. This method of learning *does not typically provide “the only” answer*. By design, several viable solutions may be developed and supported equally well. Understanding others’ positions, learning from them, and countering and/or enhancing them with your own perspectives contribute positively to the learning experience. 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.

While it is important to identify a case’s purpose in general terms, the most critical outcome is to acquire the ability to develop solid analytical skills, gain an understanding of the applicable marketing principles, evaluate the effectiveness of various alternatives and present solidly grounded recommendations underpinned by strong supporting evidence.

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 Monday, August 30th and Monday, November 29th. The list of cases and grading criteria are found on pages 10 – 11. The case write-up addressing the case questions found in the Course Reader and on PowerPoint slides is worth 20 percent of the grade for a total of 200 out of 1,000 points.

MIDTERM EXAM

The midterm exam will be on Monday, October 4th. It will cover key topics covered from sessions 1 – 5 and represents 35 percent of the final grade or 350 out of 1,000 points. The case that will be utilized for the exam is It’s in the Bag. Or Is It? Michael Kors’ Quest to Stay at the Top. Details on the content and format of the midterm exam will be discussed in class.

TEAM FASHION, LUXURY OR LIFESTYLE MARKETING PLAN (MP) ASSIGNMENT

To further apply marketing concepts and enhance problem-solving skills, each of you will be asked to form a team of four or five students and develop and present a Fashion, Luxury or Lifestyle Marketing Plan (MP) on the organization and/or brand of your choice. **Please submit the following by the beginning of our second class on Monday, August 30th.**

1. Your names
2. Selected organization or brand
3. New or existing brand or organization in its entirety
 - a. If existing brand, what is the objective (i.e., enhancement to existing product, new markets, etc.)?
 - b. If a new brand, what is the concept?

The Team MP should cover at least a 12-month period and address all marketing activities for the year 2022 if the company or brand is currently on the market. If the Plan is developed for a new company or brand is not profitable in 2022, the period should be extended through the year until break-even is achieved.

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.

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

This assignment is expected to include recommended sections as shown in the Fashion, Luxury or Lifestyle MP Outline on pages 12 – 13. The suggested length of this final Team MP assignment is 20 – 25 annotated PowerPoint slides, excluding appendices. Be sure to cite referenced information sources in footnotes at the bottom of each notes page. American Psychological Association (APA) format is preferred.

The project can be written as an annotated PowerPoint presentation or a Word document with PowerPoint slides, recognizing that the final deliverable for the project is an in-class presentation of a summary of the results of the Team Marketing Plan on Monday, December 13th.

The **MP Team Project** will have two deliverables. **Part 1 will include the Description of the Topic, Situation Analysis and Expanded SWOT Analysis as described below and on page 12 and is due on Monday, October 11th.** It is worth 15 percent of the grade or 150 out of 1,000 points.

TEAM FASHION, LUXURY OR LIFESTYLE MARKETING PLAN (MP) ASSIGNMENT (CONTINUED)

MP 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 11th for Part 1 and December 13th for the complete MP project. Each team will be asked to give a presentation during the last class that summarizes the essence of the MP team project. Details will be discussed in class.

The Final MP Project is due on Monday, December 13th and will include revised sections of Part 1 and all other sections, excluding the In-class Presentation. (See pages 12 – 13 for MP Outline.) 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. A penalty of 10 percent per day will be assessed for late submissions.

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

MP – Part 1 – Begin with a brief Description of the Topic of the MP and include the Situation Analysis and Expanded SWOT Analysis.

1. Description of the Topic
2. Industry/Market Analysis
3. Competitive Analysis
4. Value Chain
5. Customer Analysis
6. Company Analysis
7. Expanded SWOT Analysis

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

The following criteria will be utilized to grade the final Marketing Plan:

1. Executive Summary
2. Situation Analysis
 - A. Industry/Market
 - B. Competition
 - C. Value Chain
 - D. Customer
 - E. Company
3. Expanded SWOT Analysis
 - A. Strengths
 - B. Weaknesses
 - C. Opportunities
 - D. Threats
 - E. Strategies to Maximize Strengths and Opportunities
 - F. Strategies to Mitigate Weaknesses and Threats
4. Recommendations
 - A. Summary
 - B. Value Chain
 - C. Target Markets
 - D. Objectives
 - E. Marketing Strategies
 - F. Projected Profit-and-loss Statements
 - G. Implementation Plans
 - H. Contingency Plans
5. In-class Presentation

The grade for this assignment may be influenced by each team member's contributions. If you believe participation was disproportionate among team members, please complete the peer evaluation form on page 14 and submit it at the time the assignment is due. All other team members will also be asked to complete the form.

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.

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.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)

USC Support and Advocacy - (213) 821-4710

uscsa.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.

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), 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 586 – FASHION, LUXURY AND LIFESTYLE MARKETING
MONDAYS – 6:30 – 9:30 P.M., JKP 112
COURSE SCHEDULE
FALL 2021

SESSION	DATE	TOPIC	ARTICLES and CASE ASSIGNMENTS	ASSIGNMENT DUE DATES
1.	8/23	INTRODUCTION TO THE COURSE AND FASHION AND LIFESTYLE INDUSTRIES	<i>The Structure and Functioning of the Fashion Industry</i> Vogue: Defining the Culture of Fashion Case Re-Defining WGSN's Value Proposition and Positioning: Insight Generation for Fashion and Lifestyle Industries Case	
2.	8/30	CHANGING THE GAME IN THE FASHION RETAIL INDUSTRY	<i>Changing the Game to Compete: Innovations in the Fashion Retail Industry from the Disruptive Business Model and The Store is Dead – Long Live the Store</i> Gap, Inc., 2019 Case Lululemon Athletica Case	TEAM MP TOPIC AND FIRST INDIVIDUAL CASE ASSIGNMENTS DUE
	9/6	LABOR DAY – NO CLASS		
3.	9/13	CHANGING THE GAME IN THE FASHION RETAIL INDUSTRY (CONTINUED)	<i>The Mobile Shopping Revolution: Redefining the Consumer Decision Process</i> Zalora: Dressing Up the Mobile App to Engage Customers Case Tommy Hilfiger and Calvin Klein Post-COVID-19	
4.	9/20	SUSTAINABLE BUSINESS MODELS IN THE FASHION INDUSTRY	<i>Innovative and Sustainable Business Models in the Fashion Industry: Entrepreneurial Drivers, Opportunities, and Challenges</i> Pairing the Fashion Industry with the Sharing Economy – A Case Study of How Style Theory Entered Singapore's Rental Industry Primark Stores Limited: Low-Cost Strategy and Sustainability Initiatives Case	
5.	9/27	FAST FASHION	<i>How Fast Fashion Works: Can It Work for You, Too?</i> H&M's Global Supply Chain Management Sustainability: Factories and Fast Fashion Case Zara: An Integrated Store and Online Model (A) Case	
6.	10/4	FAST FASHION (CONTINUED) AND MIDTERM EXAM	<i>Lessons Learned from International Expansion Failures and Successes</i> Uniqlo: Re-Examining American Expansion Case It's in the Bag. Or Is It? Michael Kors' Quest to Stay at the Top Midterm Exam Case	
7.	10/11	BEAUTY AND PERSONAL CARE	<i>L'Oréal Masters Multiculturalism</i> L'Oréal USA: Digitally Optimizing Consumer Insights Case Shiseido Acquires Drunk Elephant Case	PART 1 MARKETING PLANS DUE
8.	10/18	BEAUTY AND PERSONAL CARE (CONTINUED)	Guest Speaker – Michelle Taylor, President, M. Taylor Associates LLC Consultancy/Board Member Facelift at Olay (A) Case	
9.	10/25	LUXURY GOODS MARKETING	Guest Speaker – T. Lyle Barnes, Regional Vice President, West Coast, Louis Vuitton <i>The Artification of Luxury: From Artisans to Artists</i> Burberry's New Challenges Case Gucci's Turnaround: Repositioning and Rebuilding the Company Case	
10.	11/1	LUXURY AUTOMOBILE MARKETING	Guest Speaker – Neil Brooker, Chief Operating Officer, BMW Group Designworks <i>Overcoming Barriers to Entry in an Established Industry: Tesla Motors</i> Jaguar Land Rover: Towards a Customer-Centric Organization Case	
11.	11/8	THE ONLINE SECOND-HAND LUXURY GOODS MARKET	Guest Speaker – Sarah Cheffy, Senior Director of Brand Strategy, Fashionphile <i>Technology and Counterfeiting in the Fashion Industry: Friends or Foes?</i> The RealReal Inc.: Fashion Fad or Long-Term Investment? Case	
12.	11/15	APPAREL AND FOOTWEAR LIFESTYLE MARKETING	Guest Speaker – Jackie Titus, Sr. Director, Global Brand Marketing, Social Platform Strategy & Partnerships, Nike <i>A General Theory of Coolness</i> Nike: Changing the Sneakers Game Case A Supreme Case of Coolness? Case	
13.	11/22	LIFESTYLE MARKETING AND THE FUTURE OF ARTIFICIAL INTELLIGENCE (AI)	<i>Understanding the Role of Artificial Intelligence in Personalized Engagement Marketing</i> Artificial Intelligence: Stitch Fix – A Blue Ocean Retailer in the AI World Case THE YES: Reimagining the Future of e-Commerce with Artificial Intelligence (AI) Case	
14.	11/29	SUSTAINABILITY AND COURSE REVIEW	Guest Speaker – Vincent Stanley, Director of Philosophy at Patagonia, Inc. <i>Sustainability as a Marketing Tool: To Be or To Appear To Be</i> Patagonia: Driving Sustainable Innovation by Embracing Tensions Case	LAST INDIVIDUAL CASE ASSIGNMENTS DUE
15.	12/13	FINAL TEAM MP PRESENTATIONS	TEAM FASHION, LUXURY OR LIFESTYLE MARKETING PLAN PRESENTATIONS – 6:30 – 8:30 P.M.	FINAL MARKETING PLANS DUE

CASE ASSIGNMENTS

Due on the Date the Case is Discussed in Class – Monday, August 30th – Monday, November 29th

Cases have been assigned to apply integrated marketing concepts, techniques and frameworks to real world fashion, luxury and lifestyle business situations and enhance your analysis, critical thinking and problem-solving skills.

Individual Case Write-up Assignments

You will be assigned to prepare an individual case analysis write-up for one of the following cases:

- Gap, Inc., 2019 – Due 8/30
- Lululemon Athletica – Due 8/30
- Zalora: Dressing Up the Mobile App to Engage Customers – Due 9/13
- Tommy Hilfiger and Calvin Klein Post-COVID-19 – Due 9/13
- Pairing the Fashion Industry with the Sharing Economy - A Case Study of How Style Theory Entered Singapore's Rental Industry – Due 9/20
- Primark Stores Limited: Low-Cost Strategy and Sustainability Initiatives – Due 9/20
- H&M's Global Supply Chain Management Sustainability: Factories and Fast Fashion – Due 9/27
- Zara: An Integrated Store and Online Model (A) – Due 9/27
- Uniqlo: Re-Examining American Expansion – Due 10/4
- L'Oréal USA: Digitally Optimizing Consumer Insights – Due 10/11
- Shiseido Acquires Drunk Elephant – Due 10/11
- Facelift at Olay (A) – Due 10/18
- Burberry's New Challenges – Due 10/25
- Gucci's Turnaround: Repositioning and Rebuilding the Company – Due 10/25
- Jaguar Land Rover: Towards a Customer-Centric Organization – Due 11/1
- The RealReal Inc.: Fashion Fad or Long-Term Investment? – Due 11/8
- Nike: Changing the Sneakers Game – Due 11/15
- A Supreme Case of Coolness? – Due 11/15
- Artificial Intelligence: Stitch Fix – A Blue ocean Retailer in the AI World – Due 11/22
- THE YES: Reimagining the Future of e-Commerce with Artificial Intelligence (AI) – Due 11/22
- Patagonia: Driving Sustainable Innovation by Embracing Tensions – Due 11/29

A guideline for the length of the paper is 5 – 7 single-spaced pages, excluding exhibits, in a Word or annotated PowerPoint presentation. Case write-ups are worth a total of 20 percent of the grade or 200 out of 1,000 points. The case assignment is to be uploaded in Blackboard in the Assignments folder under Individual Case Assignment before the beginning of the class in which the case is discussed. Late papers will not be accepted.

Guidelines for Effective Case Analyses

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

- Please address the case discussion questions in your case write-up.
- Clearly identify upfront all of the major issues identified in the case.
- It is acceptable to have bullet points addressing case questions as long as there are explanations of the bullet points pertaining to the question.
- 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.
- Be sure to also include risks and how to mitigate the risks for each recommendation.
- All risks should have some financial impact, such as increased costs and potential decreases in profitability.
- Complete the assignment by adhering to all of the criteria shown on page 11.

CASE ASSIGNMENTS (CONTINUED)

Grading

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 key marketing principles as reflected in the learning outcomes for each case and how they were applied to the case.

You are 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 brings a real perspective to the case.

FASHION, LUXURY OR LIFESTYLE MARKETING PLAN (MP) OUTLINE

1. **DESCRIPTION OF THE TOPIC (PART 1) OR EXECUTIVE SUMMARY (PART 2)** – A brief description of the Marketing Plan (MP) topic and company, or an Executive Summary or brief synopsis (preferably one page) of the Marketing Plan (MP) that provides highlights of the target markets, objectives, strategies, and financial expectations.

2. **SITUATION ANALYSIS** – Relevant background data on the current industry, competition, value chain in the markets the company serves, customers and the company.
 - A. **INDUSTRY/MARKET**
 - Industry/Market size
 - Trends
 - Technological changes
 - Legal/Regulatory issues

 - B. **COMPETITION**
 - Major players in the marketplace
 - Competitive strategies
 - Market shares (if available)
 - Multi-dimensional perceptual map

 - C. **VALUE CHAIN**
 - Participants or partners that comprise the value chain (i.e., suppliers, distributors, retailers, customers)
 - Constituents or groups that in some way influence the customer experience (media, government, activist organizations, etc.)

 - D. **CUSTOMER**
 - Current customer needs/perceptions and supporting trends
 - Current primary and secondary target markets of end customers and retailers, if applicable

 - E. **COMPANY**
 - Description and core competencies of the firm
 - Revenue and profit
 - Positioning statements for primary and secondary target markets using suggested format
“Among [*target market*], [*x*] is the brand of [*frame of reference*], that [*point of difference*] because of [*reason to believe*].”
 - Marketing mix for applicable products and/or services
 1. Product/Service
 2. Promotion – integrated marketing communications (IMC)
 3. Place – distribution
 4. Pricing

3. **EXPANDED SWOT ANALYSIS** – A SWOT analysis that also recommends ways to maximize the company’s strengths and opportunities and mitigate weaknesses and threats regarding the company and marketing the new or existing product or service.
 - A. **STRENGTHS**
 - B. **WEAKNESSES**
 - C. **OPPORTUNITIES**
 - D. **THREATS**
 - E. **STRATEGIES TO MAXIMIZE STRENGTHS AND OPPORTUNITIES**
 - F. **STRATEGIES TO MITIGATE WEAKNESSES AND THREATS**

FASHION, LUXURY OR LIFESTYLE MARKETING PLAN (MP) OUTLINE (CONTINUED)

- 4. RECOMMENDATIONS** – Proposed initiatives to enhance the financial performance of the selected company in 2022.
- A. **SUMMARY** – A brief synopsis of key overall recommendations.
 - B. **VALUE CHAIN** – An assessment of participants and activities required to complete the value chain from suppliers to end customers.
 - C. **TARGET MARKETS** – The recommended primary and secondary target markets defined in terms of demographics, geography, psychographics and/or buyer characteristics for end customers and retailers, if applicable.
 - D. **OBJECTIVES** – Quantitative projected outcomes for 2022.
 - Revenue and unit volume, if available, to include a comparison to the previous year
 - Profitability and profit margin as a percentage of sales to include a comparison to the previous year
 - Market share (if available)
 - Marketing mix
 1. Product/Service
 2. Promotion
 3. Place – distribution
 4. Pricing
 - E. **MARKETING STRATEGIES** – Defined strategies to accomplish objectives.
 1. Product/Service to include positioning
 2. Promotion
 3. Place – distribution
 4. Pricing
 - F. **PROJECTED PROFIT-AND-LOSS STATEMENT** – A detailed forecast for 2022 including best case, worst case and most likely scenarios accompanied by assumptions and comparative financial information for at least the two previous years, if available.
 - G. **IMPLEMENTATION PLAN** – Timeline and recommended tactics for plan period.
 - H. **CONTINGENCY PLANS**
 - Measurements and processes to ensure that the plan is monitored and evaluated.
 - Contingency plans if objectives are not met or far exceeded.

FASHION, LUXURY OR LIFESTYLE MARKETING PLAN (MP) PEER EVALUATION

Please complete the following peer evaluation form **only if you feel as though there was unequal participation in the Fashion, Luxury or Lifestyle Marketing Plan team project.**

Identify your team and team members for the Fashion, Luxury or Lifestyle Marketing Plan (MP) 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 Marketing Plan Project.

Comments:

APPENDIX – CONTRIBUTION OF MKT 586 – FASHION, LUXURY AND LIFESTYLE MARKETING TO STUDENT ACHIEVEMENT OF USC MARSHALL’S AACSB GRADUATE PROGRAM LEARNING GOALS

MKT 586 – FASHION, LUXURY AND LIFESTYLE MARKETING LEARNING OBJECTIVES 1-7

1. Apply marketing principles and concepts in a global marketplace that are most relevant to fashion, luxury goods and lifestyle business problems;
2. Evaluate market dynamics in a variety of industries, organizations and business settings through situation analysis of the industry/market, competition, and customers and firms competing in a particular marketplace;
3. Identify and define viable market segments and develop and introduce products and services that meet the needs of these segments to increase customer and company value among a variety of industries, firms and types of fashion, luxury goods and lifestyle customers in the global marketplace;
4. Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
5. Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key fashion, luxury goods and lifestyle marketing issues in a global marketplace;
6. Correctly define fashion, luxury goods and lifestyle marketing and business problems to identify information that is relevant to the comprehensive analyses of given business situations and to the development of marketing strategies that provide positive resolutions; and
7. Develop an effective Team Luxury, Fashion or Lifestyle Marketing Plan (MP) based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

MARSHALL GRADUATE PROGRAMS LEARNING GOALS	MKT 586 OBJECTIVES THAT SUPPORT THIS GOAL
Learning Goal # 1 Our graduates will be impactful leaders who foster purpose and passion in the following ways:	Supported by MKT 586 Learning Objectives 1-7
1.1 Exhibit exceptional self-awareness through understanding of personal and career goals; awareness of individual strengths and weaknesses; and engaging in a personalized, goal-driven, lifelong learning program.	n/a
1.2 Hold a clear framework for ethical and values-based, decision-making supported by unyielding personal integrity and the confidence to act accordingly.	n/a
1.3 Build communities by adopting a stakeholder view of business, transcending traditional boundaries with a global and cosmopolitan mindset, and creating impact based on the core values of their organizations.	1-7
Learning Goal # 2 Our graduates will be impactful leaders who discover opportunities. The impactful leader uncovers and develops opportunities by understanding the toughest, most significant business problems. As impactful leaders, they will convert these vexing challenges into opportunities in the following ways:	Supported by MKT 586 Learning Objectives 1-7
2.1 Apply an integrated, multidisciplinary approach to understand and analyze the most significant business problems, which are generally complex, messy, unstructured, uncertain, and beyond formulaic analysis.	1-7
2.2 Use strategic thinking to identify viable options that can create short-term and long-term value for their organizations	1-7
2.3 Set bold, visionary, and achievable goals and plans that allow their organizations to take advantage of opportunities sooner and more profitably than competitors	1-7
Learning Goal # 3 Our graduates will be impactful leaders who partner with the right people. The impactful leader understands the art and skill of collaborating with others to achieve exceptional results. As impactful leaders, they will develop and execute business initiatives in the following ways:	Supported by MKT 586 Learning Objectives 1-7
3.1 Influence and motivate on an interpersonal level. The impactful leader sees the value and potential of colleagues and partners on an individual level and influences and motivates on this interpersonal level.	1-7
3.2 Build and sustains high-performing teams. The impactful leader is able to integrate diverse teams with a variety of perspectives, talents, skills, and strengths toward a common goal. He/she is adept at aligning individual success with team success and team goals with organizational goals.	1-7
3.3 Lead innovative and nimble organizations. The capacity for an organization to adapt to a changing business landscape, to innovate, and to prepare for future challenges is often referred to as “Organizational IQ.” The impactful leader to lead organizations that rapidly develop and sustain high organizational IQ.”	1-7