

GSBA 520: Business Fundamentals for Non-Business Professionals

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COURSE DESCRIPTION

This course is designed to introduce the concepts, tools, and principles of business management to current graduate students who want to be better prepared to assume management positions in their respective fields. Created for students who do not have a background or grounding in business, the course covers the following subject areas:

- Business Strategy
- Marketing
- Managerial Accounting
- Operations
- Business Finance
- High Performance Organizations

Business Fundamentals for Non-Business Professionals is an integrative and interdisciplinary course taught by a team of Marshall faculty members. The course takes a *general management* perspective. This course is more than a mere integration of the functional specialties within a firm. It has been designed to develop among participants the “general management point of view.” As future managers in their respective businesses, students will be responsible for making decisions that effect long run business performance; decisions that will require the general manager’s knowledge of business eco-

nomics, financial and accounting principles, business strategy and people management. The key strategic business decisions of concern in this course involve determining and shaping organizational purpose to evolving opportunities, creating competitive advantages, choosing competitive strategies, securing and defending sustainable market positions, and allocating critical resources over relatively long periods of time in pursuit of specific goals and objectives.

This course helps students develop an understanding of business fundamentals that require both analytical skills and an integrative point of view. You will develop these skills through:

- In-depth analysis of industries and competitors
- Prediction of competitive behavior
- Techniques for analyzing how firms can develop and sustain competitive advantages over time – including quantitative and qualitative analysis

EDUCATIONAL OBJECTIVES

Overall, this course is designed to provide the following general learning objectives:

- Gain a basic knowledge of business strategy, managerial accounting, finance, marketing and management of organizations
- Understand the complex nature of business decision-making and the interaction between the disciplines
- Gain an appreciation of the complexity of the global business environment

Additionally, each subject matter portion of the course will have related learning objectives. These will include:

Business Strategy

The objectives for the strategy module are to strengthen your ability to assess and formulate strategy in organizations. This course will help you develop the following:

- Global Objectives
 - Understand theories and methods for analyzing and developing strategy.
 - Develop the ability to critically evaluate cases: to analyze case facts using appropriate tools/frameworks, to identify key underlying issues, and to formulate congruent recommendations.
- Detailed Objectives
 - Developing critical thinking skills related to strategy.
 - Master a set of tools/frameworks/concepts, such as: “generic” business strategies, environmental analysis (PESTLE), five forces, value chain, resources and capabilities, competitive advantage, threats to sustainability.
 - Recognize the various interconnections that exist within organizations.
 - Learn to anticipate sources that undermine long term competitive advantage.

Business Marketing

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

- Apply marketing principles and concepts in a global marketplace to create an Integrated Strategic Marketing Plan;
- 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;
- Analyze primary and secondary research data to make sound marketing and business decisions;
- Identify and define viable market segments and develop and introduce products/services that meet the needs of these segments, to increase customer and company value among a variety of industries, firms and types of customers in the global marketplace;
- Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
- Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key marketing issues in a global marketplace;
- Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development of a marketing strategy that provides a positive resolution; and
- Develop an effective Integrated Strategic Marketing Plan (ISMP) based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

Financial & Managerial Accounting

- Provide an understanding of fundamental financial and management accounting concepts (financial accounting)
 - Financial statements and their interrelationships
 - Financial statements reflect the accrual basis of accounting
 - Inventory methods, investment portfolios, cost & equity methods
 - Depreciation methods
- Introduce key decision-making skills related to cost-volume-profit relationships and capital budgeting (managerial accounting)
 - Management use of cost-volume-profit relationships when making decisions
 - Activity-based costing and improvement opportunities
 - Key issues in budgeting as part of the planning process

Operations

- Present the key issues, concepts, and problems of operations and introduce ideas in process analysis and improvement that will be useful in analyzing and solving problems
 - Business process management & improvement
 - Customer service: internal & external
 - Supply chain management

Business Finance

- Present an overview of the modern theory and practice of financial management and develop a framework to analyze the fundamental financial decisions
 - Discounted cash flow analysis
 - Valuation of stocks, bonds and individual budgeting projects
 - Risk and return, portfolio diversification, Capital Asset Pricing Model
 - Issues in financing decisions – capital markets, financing sources, debt & dividend policy, options
 - Capital budgeting basics in a decision-making environment

High Performance Organizations

- Learn to use analytical frameworks to better identify and diagnose organization problems.
- Learn key current organization concepts related to improving organizational performance.
- Develop an understanding of how to lead, direct, and improve individual, team and organizational performance.
- Learn about the need for collaborative behavior and how to design and develop effective teams.
- Learn to understand the issues involved in ethical dilemmas at work, to understand cultural and value differences, and to learn how and when to create opportunities for organizational and personal growth.

COURSE FORMAT AND THE CASE DISCUSSION METHOD

In order to achieve the objectives of the course, we will devote the majority of our class time to the analysis and discussion of selected management, competitive strategy, and business policy cases. Occasional lectures will be given to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. These lectures, however, will be subordinate to the case analysis. Cases provide a natural "test-bed" for theory and provide vivid examples that aid memory of concepts. While nothing can surpass first hand personal industry and managerial experience as a basis for analysis and decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A mix of old and new business cases has been selected on a range of companies from a variety of industry settings. Each case is intended to teach us something specific, yet each can teach many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a

mass of information, some of it irrelevant or contradictory, in order to identify the important or strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others. A popular phrase in case analysis classes is **"There are no right answers, but there are wrong answers."** Case discussion techniques provide a chance to learn the *meaning* of analytical rigor in situations other than open-and-shut problems.

These rationales are offered because the case method is unfamiliar to most of you and frequently causes initial confusion. There will be many times when we, as your instructors, will not reveal our own opinions about a particular issue, and there will be cases which will not end up neatly packaged with an "answer." You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

While we will direct class discussions, the quality of your learning experience will be directly determined by: (1) your degree of preparation, active listening, and participation, and (2) your classmates' preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument or change your mind. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

Case Preparation

Because this course relies heavily on case material, extensive **before class** preparation and **in class** participation are required to ensure the class' success. (1) **Preparation for a case discussion** should begin with a rapid reading of the assigned case and other materials. (2) Then, it is worthwhile to review the discussion questions provided for clues as to what issues require special attention. (3) The next step is normally to re-read the case carefully, taking notes which sort information, facts, and observations under a number of relevant headings. Try to formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments"). Push yourself to reach definitive conclusions before you come to class. (4) You should perform quantitative analyses, "crunching" whatever numbers are available. It is also very important to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. (If the requisite data are not available in the case, a precise description of what data are missing often triggers ideas for making creative use of the information that is available.) It is usually worthwhile to identify trends in the firm or industry, preferably with a quantitative measurement. Some of these trends, often very important ones, will not be flagged in the text of the case. (5) Finally, preparation will include notes that can be used to guide your interventions in class discussions.

You will probably want to, and are strongly encouraged to, form **study groups** that will meet regularly to share insights and ideas about the assigned cases. While this is, of course, voluntary, past experience has shown that satisfactory performance in this course, and a good grade, depend on it.

COURSE MATERIAL

Specific readings for each class session are noted in the syllabus for each component posted in Blackboard or sent to you via email by each faculty member.

EVALUATION / Grading

This is a graded course. Each module is weighted as indicated in the table below, and each faculty member will determine the grading method for his or her module by considering class participation, individual and/or group assignments, etc. The final grade will be determined on the basis of the student's cumulative score in all the modules including related content from the final exam.

Course grades will be determined by students' relative performance on the following course components/modules:

Business Strategy	16.65%
Financial and Managerial Accounting	20.0%
Business Marketing	20.0%
Business Finance	13.35%
Operations	13.35%
High Performance Organizations	16.65%

Attendance Policy

Class attendance is absolutely essential. Very few class meetings are devoted to each subject area covered in the course. Also, a significant portion of learning in this class involves case studies and in-class discussion. Absences will reduce the student's participation grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk of failing the course. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized.

Class Contribution / Participation

Your overall commitment and attitude toward this course and your daily active *verbal* participation in case discussions will be closely monitored. In grading class participation, we will look at both the quantity and quality of your class contributions/interventions. Class participation is obviously a function of preparation, skills, attitude, and a willingness to actively commit yourself in front of your instructor and colleagues. A classroom is a cost-free environment for experimenting and learning to "play the game." Make use of it. Shyness is no excuse.

With regard to quality, the dimensions that we look for include:

- Relevance* -- does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
- Causal Linkage* -- are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.
- Responsiveness* -- does the comment react in an important way to what someone else has said?
- Analysis* -- is the reasoning employed consistent and logical?
- Evidence* -- have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- Importance* -- does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
- Clarity* -- is the comment succinct and understandable? Does it stick to the subject or does it wander?

It is expected that you will make brief notes or outlines -- identify critical problems, "crank-all-the-numbers," do the financials, generate alternative recommended courses of action, and generate ideas about how to implement them. You should rely on these notes when contributing to the class discussion.

All students will be formally called on, *at random*, to take the lead in various aspects of class discussions at least once or twice during the semester. If the student called upon is not present, is late, or is not sufficiently prepared to make a substantial contribution to the class discussion, he/she will lose points for class contribution. If the student makes helpful comments, he/she will accumulate points for class contribution. Since it is unlikely that there will be enough opportunities to call on each student more than once or twice, be warned that failure to be thoroughly prepared, on all occasions, can be devastating to your overall grade.

Each student will receive a score for participation at the end of each case discussion session. The simple recitation of facts from the case will receive some credit toward the student's class contribution score. Comments that do more than simply recite case facts, however, will receive substantially more credit. For instance, comments that provide synthesis or raise counterintuitive points, will add much more to a student's class contribution score. Students who make no contributions will receive no credit. Comments that contain factual misstatements, demonstrate lack of adequate preparation, or are distracting because they come too late in the discussion, will be penalized. Attempts to dominate class discussion rarely result in consistent and significant contributions.

Unannounced Quizzes

Short unannounced quizzes may be given at any time during the course to test the level of student preparation for case discussions. Multiple choice and short answer questions may be given at the beginning of classes where a case is assigned for class discussion. No make-up opportunities will be given to students who are absent or late. Student performance on these pop-quizzes will be used to determine a student's participation grade.

Participation Behavioral Anchor Rating Scale

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students contributions

Good Performance

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

Fair / Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, “good” information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Poor Performance

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

Unacceptable Performance

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion

RETURN OF ASSIGNMENTS

Assignments not claimed by a student will be discarded after four weeks and hence, will not be available should a grade appeal be pursued by a student following receipt of his/her grade.

TECHNOLOGY POLICY

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

COURSE COMMUNICATION: BLACKBOARD COURSE MANAGEMENT SYSTEM

We have created the course on the Blackboard course management system (blackboard.usc.edu) as a repository for course materials, announcements and other course related information. You should begin the habit of checking the course site on a very regular basis. Additional course lecture notes/materials, further details on quantitative assignments and position outlines (where appropriate), and general course announcements, will be posted to the course website throughout the semester. Information on accessing this course site will be provided in the course binder.

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

ACADEMIC INTEGRITY and CONDUCT

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own (plagiarism). 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. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or <http://scampus.usc.edu>). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *Relationship and Sexual Violence Prevention and Services* (RSVP) <https://engemannshc.usc.edu/rsvp/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/reporting-options/> describes reporting options and other resources.

SUPPORT SYSTEMS

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Writing Center (<http://dornsife.usc.edu/writingcenter>) provides a variety of means to help students develop their writing skills. *The Office of Disability Services and Programs* (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

STUDENTS WITH DISABILITIES

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

OTHER USC INFORMATION

USC Information Line (213) 740-2311 or listen to 91.5 KUSC Radio
To report USC Emergencies: (213) 740-4321
USC Emergency Information Hotline (213) 740-9233

GSBA 520: Business Fundamentals for Non-Business Professionals

Schedule of Class Meetings Spring 2017

*All assignments should be submitted per syllabus specifications provided by the faculty members.
The schedule below is subject to change. Students should verify with individual faculty members as needed.*

Due Date	Location	Assignment	Faculty	Description
Week 1 1/10	Classroom 6:30 p.m.-9:30 p.m.	Business Strategy Readings and paper	Terance Wolfe	Complete readings prior to class (see Strategy syllabus for questions.)
Week 2 1/17	Classroom 6:30 p.m.-9:30 p.m.	Business Strategy Readings and paper	Terance Wolfe	Complete paper prior to class (see Strategy syllabus for questions).
Week 3 1/24	Classroom 6:30 p.m.-9:30 p.m.	Marketing Readings and Case Analysis	Diane Badame	Complete readings prior to class. See Marketing syllabus for questions.
Week 4 1/31	Classroom 6:30 p.m.-9:30 p.m.	Marketing Readings and Case Analysis	Diane Badame	Complete readings prior to class. See Marketing syllabus for questions.
Week 5 2/07	Classroom 6:30 p.m.-9:30 p.m.	Marketing Readings and Case Analysis	Diane Badame	Complete readings prior to class. See Marketing syllabus for questions. ISMP Part 1 due on March 21 st and Part 2 due on April 27 th
Week 6 2/14	Classroom 6:30 p.m.-9:30 p.m.	Accounting Read Assigned Materials	Merle Hopkins	Problem Set to be distributed at the end of Week 7 class (2/21)
Week 7 2/21	Classroom 6:30 p.m.-9:30 p.m.	Accounting Problem Set Handed Out	Merle Hopkins	Problem Set to be collected at start of Week 8 class (2/28)
Week 8 2/28	Classroom 6:30 p.m.-9:30 p.m.	Accounting Problem Due & Exam Given	Merle Hopkins	Problem Set due at the beginning of this class. Accounting Exam will be written in the last half of this class.
Week 9 3/07	Classroom 6:30 p.m.-9:30 p.m.	Operations Case notes/analysis	Sriram Dasu	Posted on Blackboard.
Week 10 3/21	Classroom 6:30 p.m.-9:30 p.m.	Operations Quiz	Sriram Dasu	Exam taken during class.
Week 11 3/28	Classroom 6:30 p.m.-9:30 p.m.	Read Assigned Financial Management Materials	Merle Hopkins	Problem Set handed out at the end of class. (Due on 4/4)
Week 12 4/04	Classroom 6:30 p.m.-9:30 p.m.	Finance Problem Set Due & Finance Exam	Merle Hopkins	Problem set due at the start of class. Finance exam written in last half of this class.
Week 13 4/11	Classroom 6:30 p.m.-9:30 p.m.	High Performance Organizations Case notes/analyses	Terance Wolfe	Complete prior to class, (see Organizations syllabus for questions).
Week 14 4/18	Classroom 6:30 p.m.-9:30 p.m.	High Performance Organizations Case notes/analyses	Terance Wolfe	Complete prior to class, (see Organizations syllabus for questions).
Week 15 4/25	ELC 6:30 p.m.-9:30 p.m.	High Performance Organizations Final case	Terance Wolfe	Case will be conducted in the 3 rd floor Experiential Learning Center in JKP
Finals Week 5/09	Classroom 7:00 p.m.-9:00 p.m.	Final Exam		

BUSINESS STRATEGY

Instructor: Terry Wolfe, PhD
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Office Hours: Before and after class **and** by appointment
Phone: (213) 740-0765
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Introduction and Course Objectives: The focus of the **strategy portion of the GSBA 520 course** is to communicate concepts and develop skills for formulating strategy. Although strategy is often thought of in terms of business, it has relevance for helping all types of organizations succeed: business, government, not-for-profit, non-governmental, etc.

Organizations often fail for one of two reasons. First, they have no strategy whatsoever. Second, organizational leaders often become seduced by trendy and elaborate strategy techniques without understanding what these are and whether or how they relate to their own organization. The common denominator is a lack of understanding, and mastery, of the fundamentals.

Class time will be devoted to:

- a. Lectures. Lectures supplement the readings and elaborate on key concepts and frameworks.
- b. Cases. Part of our class time will be devoted to the analysis and discussion of selected cases.

The case discussion method of instruction:

- a. Allows you to develop skills at problem definition in addition to problem solving. Cases force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the important or strategic issues.
- b. The case method gives you a chance to deal with ambiguity. Most cases do not have obvious “right” answers. Managers must be able to function in situations where the right answer is not known. A popular phrase in case analysis classes is *“There are no right answers, but there are wrong answers.”*

While class discussions will be directed, the quality of your learning experience will be significantly determined by (1) your degree of preparation, active listening, and participation; and (2) your classmates’ preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument or change your mind. So long as criticism is (a) directed at arguments and not at individuals and (b) relevant to the issues at hand and coherently argued, it is very much welcomed.

Learning Objectives: The objectives for the strategy module are to strengthen your ability to assess and formulate strategy in organizations. This course will help you develop the following:

- Global Objectives
 - Understand theories and methods for analyzing and developing strategy.
 - Develop the ability to critically evaluate cases: to analyze case facts using appropriate tools/frameworks, to identify key underlying issues, and to formulate congruent recommendations.
- Detailed Objectives
 - Developing critical thinking skills related to strategy.
 - Master a set of tools/frameworks/concepts, such as: “generic” business strategies, environmental analysis (PESTLE), five forces, value chain, resources and capabilities, competitive advantage, threats to sustainability.
 - Recognize the various interconnections that exist within organizations.
 - Learn to anticipate sources that undermine long term competitive advantage.

Required Materials: The course reader includes cases and readings for each class session. The Course Reader is available through Harvard Business School at the following link:

<http://cb.hbsp.harvard.edu/cbmp/access/57478457>

Course Notes: Copies of lecture slides and other class information will be available on BB.

Expectations: To achieve the objectives of the course, class may include any one or more of the following: case discussions, lectures, experiential applied case exercises, and/or group presentations. Be sure to take adequate notes. You will need to draw upon your lessons learned from lectures and case discussion for later session case analyses.

You are expected to read all of the material assigned from the course reader *prior* to coming to class. Further, you are to be prepared to present your analyses of all exercises, cases, and readings assigned for each class session. You may be called on to either orally present your analysis or opinions to the class or to lead a discussion in class. As you will not know when you will be asked to participate, be prepared at all times. Be prepared to discuss the materials assigned and answer specific questions proposed by each other as well as by the instructor.

As much of what we do involves your participation, your attendance in class during lectures and exercises, and case and readings analyses is very important.

Written Assignments:

You are required to complete two written assignments (for the combined Strategy and High Performing Organizations portions of this course), and complete a final exam during Finals week. Each written assignment will focus on a case. Assignments require the application of particular analytical tools or models to a case. Assignments will typically consist of answering specific questions, and more importantly, providing your analysis and supporting logic for those answers.

Specific instructions for each written assignment are presented in the detailed information for the class sessions.

Policies for Written Assignments:

1. *Deadlines are important. Papers not turned in on time are penalized.*

Note: I use the “no problem” policy for Written Assignments handed in late.

This policy is: I have no problem accepting assignments late – so long as you have no problem with the fact that I will automatically deduct 25% of the total value (e.g., a paper that would have been 10 will be 7.5)

2. *The written portion of assignments (excluding any use of an appendix) must be no longer than the specified maximum. Submit papers in 12-point font with one-inch margins around the page.*

Overall Evaluation: Overall evaluation for the Strategy (sessions 1 & 2) /High Performance Organization (sessions 13-15) portion of GSBA 520 will be based on the following components. The proportion of the course grade is indicated for each component.

<u>Criterion</u>	<u>Weight</u>
1. Participation/contribution to class learning (5 sessions total)	15%
2. Written papers (2 total, 42.5% each)	85%
a. One written case analysis from the strategy portion (Session 2: Wal*Mart)	
b. One written case analysis from the HiPO portion (Session 13: Compare/contrast Erik Peterson at Biometra and zappos.com)	
Total	100%

Final grading is in accordance with the policies of the Marshall School of Business.

Your individual grade will depend on your own performance in comparison to the performance of your peers.

To receive a passing grade, you must successfully complete each graded portion of the course.

Evaluation of Your Work: You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Strategy - Session 1: What is Strategy? An Overview of Key Concepts

Session 1-A: (first ½ of class)

Readings (to be completed prior to class):

- “What is Strategy?” Michael Porter, *Harvard Business Review*, Reprint #96608, 11/1/96, 21 pages.
- “The Five Competitive Forces That Shape Strategy,” Michael Porter, *Harvard Business Review*, Reprint #R0801E, 1/1/08. 19 pages.
- Porter’s Generic Strategies from www.mindtools.com . Use the following link:
https://www.mindtools.com/pages/article/newSTR_82.htm

Activity:

Lecture designed to supplement information in the readings. Additional frameworks, concepts will be presented in the lecture. This lecture should provide you with the “fundamentals” of strategy that will enable you to analyze the cases that follow.

Session 1-B: (second ½ of class)

Case: **LEGO**, Jan Rivkin, Stefan Thomke, Daniel Beyersdorfer, HBS Case #9-613-004, 2012-07-07, 23 pages.

Objectives: Understand how an iconic company grew, declined, and grew again under changing market and industry conditions: Study competitive strategy, product differentiation and the importance of branding using 5-forces, PESTLE, and SWOT analyses. How can firms position themselves for superior performance under adverse conditions?

Class discussion questions:

1. What is the LEGO Group mission?
2. What are the forces in the macro-environment that are driving the need for change?
3. How would you profile the industry structure of the “construction toy” industry using Porter’s Five Forces Model?
4. What is LEGO’s generic competitive strategy?
5. What do you see as LEGO’s strengths, weaknesses, opportunities and threats (SWOT)?
6. What should Vig Knudstorp do?

Strategy - Session 2: Generic competitive strategy, core competencies, competitive advantage, and the internal value chain

Session 2-A

Readings (to be completed prior to class):

- “Why do Strategies Fail: Advanced Competitive Strategy, Module note for students,” Jan Rivkin, Harvard Business School, 9-706-433, 12/20/05 revised 2/27/06, 11 pages.
- *Competitive Advantage: The Value Chain and Your P&L*, Joan Magretta, Harvard Business Review Press, #8890BC, 12/16/11, 32 pages.

Activity: Brief class discussion of the articles, followed by case analysis and discussion.

Prepare a one-page write up answering the questions below (single-spaced, one-inch margins, 12 point font). Put your name and date at the top (I’ll know the course and case!) If you go a sentence or two past one page, that’s okay, but please no more.

- 1) Which of Porter’s “generic” competitive strategies is Wal*Mart pursuing? Why?***
- 2) How do you explain Wal*Mart’s extraordinary performance in discount retailing? Break down Wal*Mart’s competitive advantage in discount retailing? (Be specific.)***

Session 2-B

Case: **WAL*MART STORES, INC.** HBS case 9-794-024-PDF-ENG, 1/20/94 revised 11/6/02, 22 pages.

Objectives: The Wal*Mart case focuses on the evolution of Wal*Mart’s remarkably successful discount operations and briefly describes Wal*Mart’s attempt to diversify out of its increasingly saturated base business. From its inception to the time period of the case (1993), Wal*Mart created an astonishing \$60 billion of market value. How do we understand Sam Walton’s and Wal*Mart’s phenomenal success? Sam Walton entered the discount retailing industry at a time when many historical competitors were being forced out of the market. So it is hard to argue that success is the result of luck. How did Walton’s vision, Wal*Mart’s competitive strategy, and its internal policies create such success?

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL GRADUATE SCHOOL OF BUSINESS
GSBA 520: BUSINESS FUNDAMENTALS FOR NON-BUSINESS PROFESSIONALS
MARKETING MANAGEMENT
SPRING 2017

PROFESSOR: Dr. Diane M. Badame
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OFFICE: Hoffman Hall, Room 623
OFFICE HOURS: 4:45 – 5:45 p.m. on class days and by appointment

COURSE DESCRIPTION

This course is designed to develop principles of marketing in a global marketplace and to impart the skills and knowledge required to effectively conduct comprehensive and insightful marketing analyses. An integrated approach to the study of marketing products and services within a global context is used to identify issues and problems within a variety of business settings. Each situation is evaluated using marketing concepts, models and frameworks to arrive at innovative, effective strategies that address or resolve commonly-encountered challenges. An Integrated Strategic Marketing Plan (ISMP) Framework introduced in this course will serve as a guide in case analysis preparation and an individual project – an ISMP on a selected product, service or organization.

COURSE LEARNING OBJECTIVES

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

- Apply marketing principles and concepts in a global marketplace to create an Integrated Strategic Marketing Plan;
- 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;
- Analyze primary and secondary research data to make sound marketing and business decisions;
- Identify and define viable market segments and develop and introduce products/services that meet the needs of these segments, to increase customer and company value among a variety of industries, firms and types of customers in the global marketplace;
- Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
- Practice global leadership, team-building, problem-solving, critical thinking and analytical skills to facilitate the assessment and resolution of key marketing issues in a global marketplace;
- Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development of a marketing strategy that provides a positive resolution; and
- Develop an effective Integrated Strategic Marketing Plan (ISMP) based on customer expectations of identified market segments utilizing all relevant components of an integrated strategic marketing program.

COURSE MATERIALS

- Course Reader which includes assigned articles and cases.

ADDITIONAL OR SUPPLEMENTAL READINGS

- Peter, J. Paul and Donnelly, Jr., James H. (2015). *A Preface to Marketing Management*, 14th Edition, McGraw Hill Education.
- Grewal, Dhruv and Levy, Michael (2014), *Marketing*, 4th Edition, McGraw Hill Education.
- Kotler, Philip and Keller, Kevin Lane (2012), *Marketing Management*, 14th Edition, Pearson Education.

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 Integrated Strategic Marketing Plan (ISMP) challenges each student to effectively apply course concepts to the analysis of a product, service or organization and the development of a comprehensive set of recommendations. Additionally, the course will introduce and employ a variety of analytical tools to facilitate the evaluation of alternatives to given applications and to create solidly-grounded recommendations underpinned by analysis-driven findings.

GRADING

The grade for the marketing course will be based on the completion of two parts of an Integrated Strategic Marketing Plan (ISMP). Details are shown on pages 4 – 5 and 8 – 9.

The following 1,000 point grading system will be utilized for the GSBA 520 – Marketing Management course:

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATES (SEE CLASS SCHEDULE ON PAGE 7)
INTEGRATED STRATEGIC MARKETING PLAN (ISMP)			
- PART 1	40%	400	TUESDAY, MARCH 21ST
- PART 2 – FINAL SUBMISSION	60%	600	THURSDAY, APRIL 27TH
TOTAL	100%	1,000	

A detailed course schedule is shown on page 7. 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 score as a percentage of the total available points (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.

ATTENDANCE

Students are expected to attend **all** class sessions. Discussions are an integral part of the course's learning experience. The frequency and quality of your participation in and contribution to these discussions will have a direct and meaningful relationship to the short- and the long-term benefits of the course. Please notify me in advance if you are unable to attend any class whenever possible

LAPTOP OR OTHER COMMUNICATION DEVICES POLICY

To maximize the richness of the learning experience, eliminate distractions and to demonstrate the utmost respect for all, you are expected to refrain from using laptops, smart phones, iPhones, iPads or any other electronic devices during class.

CLASS PREPARATION

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 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. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully in *every* class.

CASE STUDIES

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.

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. The best and most recent cases available have been selected to maximize the learning outcomes of each case-focused 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 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 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 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 discussion 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 perspective play a critical role in 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.

GUIDELINES FOR EFFECTIVE CASE ANALYSES

Some general guidelines for preparing an effective case analysis follow:

- Identify all of the major issues in the case that need to be raised to conduct a thorough analysis.
- Address the questions as shown in the Course Reader on the cover page preceding each case within the case analysis.
- Provide a logical, coherent, well-organized analysis. Do not simply piece together sections written by different authors. Make certain the analysis is consistent across the marketing mix (4 P's) elements.
- Focus your specific recommendations on the important issues in the case.
- Recommendations should be practical, cost-effective, and time-sensitive (short-term or long-term). The supporting analysis should be thorough, carried out correctly, and drawn, whenever relevant, from material presented in class, assigned readings and outside resources if desired.

INTEGRATED STRATEGIC MARKETING PLAN (ISMP) ASSIGNMENT

To further apply marketing concepts and enhance problem-solving skills, each of you will be asked to develop an Integrated Strategic Marketing Plan (ISMP) on the organization and/or the product or service of your choice. (See pages 8 – 9 for ISMP Framework.) Another option is to select a supermarket or grocery chain as your topic and use the required IBISWorld Report on Supermarkets & Grocery Stores in the US as background information and a “Best Practice” ISMP on Gelson’s Click and Collect Service, which will be posted on Blackboard, as a template to follow to complete the assignment. **Please submit the topic of your ISMP by the beginning of our second class on Tuesday, January 31st by completing the following:**

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

Products or services that have readily available financials are preferable and will make the data collection and analysis process a bit easier, less time-consuming and the outcomes more relevant and meaningful. I will be happy to discuss any questions you might have before and during the development of the ISMP to provide guidance or address any issues your team might have regarding your topic and the material required to complete the project.

The ISMP should cover at least a 12 month period and address all marketing activities for the year 2018 if the product or service is currently on the market. If the Plan is developed for a new product or service, the period should be extended through the year until break-even is achieved.

There are two parts of this assignment. The ISMP – Part I covers the description of your topic of the ISMP, the Situation Analysis and Expanded SWOT Analysis (Sections 2 and 3, respectively, as shown on page 8).

The second assignment or ISMP – Part II is the final and complete ISMP paper, edited to reflect the comments made on the first submission. Part II covers the Executive Summary (Section 1), rewrites of the Situation Analysis and Expanded SWOT Analysis (Sections 2 – 3) based on feedback from Part 1 and Section 4 - Recommendations. Please include a Table of Contents in the document. For those of you who would like to discuss the feedback from the initial papers prior to completion of the final ISMP, I am happy to set up some time to do so.

All are encouraged to take advantage of the wealth of electronic resources we have available through the Gaughan & Tiberti 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.

A guideline for the length of the Part 1 of the ISMP is 10 – 12 annotated PowerPoint slides, excluding Appendices. Regarding the length of the final ISMP – Part 2 assignment, a guideline is 16 – 18 annotated PowerPoint slides, excluding Appendices. Be sure to reference information sources and all exhibits that were utilized in footnotes at the bottom of each page or lower left hand corner of each exhibit using the American Psychological Association (APA) format. Proper citing of references will be a graded part of each ISMP assignment. It is imperative to uphold the USC Honor Code and avoid plagiarism. Please contact the librarians or myself for any questions you might have.

INTEGRATED STRATEGIC MARKETING PLAN (ISMP) ASSIGNMENT (CONTINUED)

The ISMP assignment is the major deliverable of the marketing class sessions. As such, it will account for 100 percent of the marketing course grade or 1,000 points. Part 1 will account for 40 percent of the grade or 400 points and Part 2 is worth 60 percent of the grade or 600 points.

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

The following criteria will be utilized to grade the ISMP – Part 1 assignment:

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

The ISMP – Part 1 assignment is to be submitted in hard copy and in Blackboard before the start of Session 10 at 6:30 p.m. on Tuesday, March 21st, which is five weeks after the last Marketing class session on Tuesday, February 7th. Feedback will be provided on Part 1 so that it can be incorporated into the final project or Part 2 of the ISMP.

The following criteria will be utilized to grade the Final ISMP – Part 2 assignment:

1. Executive Summary
2. Situation Analysis
3. Target Markets
4. Objectives
5. Strategies
6. Contingency Plans
7. Footnoting

The ISMP – Part 2 assignment is to be submitted in Blackboard by 6:30 p.m. on Thursday, April 27th. You are also asked to turn in both parts of the project to the Marketing Department on the third floor of Hoffman Hall by 5:00 p.m. on Thursday, April 27th.

A penalty of 10 percent per day will be assessed for late submissions of either part of the project.

STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is expected to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP and should be delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:30 p.m., Monday through Friday. The telephone number is (213) 740-0776.

RETURNING GRADED PAPERWORK

Unclaimed, returned paperwork will be discarded after four (4) weeks and, hence, will be unavailable should students pursue an appeal following the receipt of their grades.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

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 Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. 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/>.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)

Academic Conduct (Continued)

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.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departement/departement-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard.

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 marketers and achieve your personal objectives for this course.

GSBA 520: BUSINESS FUNDAMENTALS FOR NON-BUSINESS PROFESSIONALS

MARKETING MANAGEMENT

TUESDAYS – 6:30 – 9:30 P.M.

ACC 236

SPRING 2017

CLASS SCHEDULE

SESSION	DATE	TOPIC	ASSIGNED READINGS AND COURSE REQUIREMENTS	ASSIGNMENTS DUE
1.	TUES., 1/24	INTRODUCTION TO PRINCIPLES OF MARKETING INDUSTRY/MARKET ANALYSIS COMPETITIVE ANALYSIS VALUE CHAIN CUSTOMER ANALYSIS AND SEGMENTATION, TARGETING AND POSITIONING	<i>Note on Marketing Strategy</i> <i>IBISWorld Industry Report 44511 – Supermarkets & Grocery Stores in the US</i> <i>The Customer Pyramid: Creating and Serving Profitable Customers and</i> <i>Positioning: The Essence of Marketing Strategy</i> Tesco PLC: Fresh & Easy in the United States Case	
2.	TUES., 1/31	COMPANY ANALYSIS EXPANDED SWOT ANALYSIS AND PRODUCT AND SERVICE STRATEGIES	<i>Product Policy</i> <i>Brands and Branding</i> <i>Marketing Metrics: Note for Marketing Managers</i> Uber: Changing the Way the World Moves Case	ISMP TOPICS DUE
3.	TUES., 2/7	PROMOTION – INTEGRATED MARKETING COMMUNICATIONS (IMC) AND SOCIAL MEDIA PLACE – DISTRIBUTION PRICING AND CONTINGENCY PLANS	<i>Integrated Marketing Communications</i> <i>Social Media</i> <i>Designing Channels of Distribution and</i> <i>Principles of Pricing</i> Sephora Direct: Investing in Social Media, Video and Mobile Case	
	TUES., 3/21 THURS., 4/27		ISMP PROJECT DUE PART 1 – TUESDAY, MARCH 21ST PART 2 – THURSDAY, APRIL 27TH	ISMP's DUE AT 6:30 P.M.

INTEGRATED STRATEGIC MARKETING PLAN (ISMP) FRAMEWORK

1. **EXECUTIVE SUMMARY** – A brief synopsis (preferably one page) of the Integrated Strategic Marketing Plan (ISMP) 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
 - B. **COMPETITION**
 - Major players in the marketplace
 - Competitive strategies
 - Market shares (if available)
 - C. **VALUE CHAIN**
 - Participants or partners that comprise the value chain (i.e., suppliers, distributors, retailers, customers)
 - D. **CUSTOMER**
 - Current customer needs/perceptions and supporting trends
 - Current primary and secondary target markets of each group in the value chain beginning with the group that immediately follows the manufacturer (or service provider) through the end customer
 - E. **COMPANY**
 - Description and core competencies of the firm
 - Revenue and profit
 - Positioning
 - 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**

INTEGRATED STRATEGIC MARKETING PLAN (ISMP) FRAMEWORK (CONTINUED)

4. **RECOMMENDATIONS** – Proposed initiatives to enhance the financial performance of the selected company in 2018.
- 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 each party in the value chain beginning with the group that immediately follows the manufacturer (or service provider) through the end customer.
 - D. **OBJECTIVES** – Quantitative projected outcomes for 2018.
 - 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. **CONTINGENCY PLANS**
 - Measurements and processes to ensure that the plan is monitored and evaluated.
 - Contingency plans if objectives are not met or far exceeded.

FINANCIAL MANAGEMENT

Instructor: Dr. Merle W. Hopkins
Professor of Clinical Accounting Leventhal School of Accounting
Office: Accounting B4a [ACC B4]
Telephone: (213) 740-4857
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Fax: 213-747-2815
Office Hours: By appointment to better accommodate your schedules

Learning Objectives:

Many financial decisions are based on cash flow analysis. The valuation of future cash flows, accurate cash flow forecasts, and good capital budgeting practices permit a business to pre-identify its needs and resources to obtain the most favorable terms for any desired borrowing or equity financing activities. Using the basic financial statements and other information to forecast cash flow needs is an important part of the analysis. Additionally, various management performance indicators will be identified and evaluated (ratios).

Topics:

- The linkage between financial and accounting performance
- Time value of money and financial mathematics [This is not in the assigned reading. I will cover it to prepare you for this topic.]
- Forecasting capital and cash flow requirements
- Identifying and understanding value drivers

Materials:

1. "Financial Management: A Primer" by Merle W. Hopkins, 2016.
2. "Introduction to Capital Budgeting" by Merle W. Hopkins, 2016.
3. "An Introduction Shareholder Value-Added Activities" by Merle W. Hopkins, 2016.

Problem sets and assignments

Each student is strongly urged to study the problems noted in the syllabus; for those with less experience in finance and accounting, it would be helpful to select additional problems from the problem sections in the reading material. One problem set (noted later in the syllabus) is assigned and will be collected in the second Finance class. Additional material and other communications may be offered via Blackboard.

Class Participation

Class participation is strongly encouraged. Demonstrating knowledge of course material through in-class participation may be a factor in assigning final grades to students in borderline cases. And finally, students are expected to stay abreast of current issues in finance. This is best accomplished by obtaining access to a daily business periodical.

Working in Groups

You may wish to create informal groups to discuss class topics and/or homework assignments. This can be very helpful for the learning that will need to occur.

The Exam

The Exam for this module will be an in-class exam administered in the last half of the second Finance class. If any additional information is necessary, it will be attached to the exam. Students are strongly urged to use calculators in the exams; however, credit will not be given without work being shown.

The exam will be made up of problems/exercises of a computational nature. Announcements will be made in the first Finance class session related to the nature of the questions/problems on the exam. Your preparation on a daily basis throughout this class should enable you to complete the exam efficiently. You will be expected to have learned the material thoroughly enough to efficiently adapt to different assumptions or formats.

Grading and Incompletes

Your grade for this module will be based on points allocated as follows:

Problem Set	40 points
Final Exam	60 points
Total Points	100 points

In general, incompletes are not granted and make-up exams are not given. (Any unavoidable problems require contacting the professor before the exam). Untaken exams are recorded as a zero. Any incidence of cheating will be dealt with according to University policy.

Financial Management - Session 1: Building Valuation Skills and Measuring Financial Performance

Readings:

1. "Financial Management: A Primer" by Merle W. Hopkins, 2016.
2. "Introduction to Capital Budgeting" by Merle W. Hopkins, 2016.

Self-Study Questions to Consider as You Skim the Assigned Materials:

- The balance sheet model of the firm focuses us on which three important financial management activities?
- Creditors and shareholders are claimants of the current and future assets of the firm. As the enterprise becomes more successful in generating positive cash flows, which of these groups benefits first?
- Which group, creditors or shareholders, has the biggest upside potential as a result of having made an investment in the firm?
- What important information is included in the balance sheet?
- What important information is excluded from the balance sheet?
- What adjustments to balance sheet information might you consider when evaluating enterprise liquidity?
 - Net present value is also a widely-used capital budgeting tool. What significant estimates need to be made when employing the NPV technique?
- Can you think of any important limitations when using the income statement to measure economic income?
- Financial statement analysis is subject to all of the limitations of the financial statements from which the data are drawn. Do you agree or disagree?

- How would you differentiate current assets and liabilities from non-current assets and liabilities?
- What information might be used to evaluate a manager? Identify some financial information that would be used to evaluate a manager.
- (continued on next page)
- What is meant by financial leverage?
- In class we will examine financial statement information and construct some of the common ratios in order to better understand some of the common pitfalls.

This is for your after-class consideration:

- Why is the multi-period case considerably more challenging to follow than the one-period case?
- How is an annuity different from a perpetuity?
- Comment: do not over-stress about the math.

PROBLEM SET - will be handed out at the end of Session 1 and will be due at the start of Session 2.

Financial Management - Session 2: Capital Budgeting and Shareholder Value-Added Activities

Reading:

“An Introduction Shareholder Value-Added Activities” by Merle W. Hopkins, 2009.

Self-Study Questions to Consider as You Skim the Assigned Materials:

- From a present value point of view, why is a non-interest paying bond very different than a bond that pays interest periodically?
- Why is simple interest so different than compound interest? Is the extra work to understand compound interest worth the trouble?
- Note: the net present value discussion in some texts creates the false illusion that the discount factor is really just an interest rate.
- If the cost of capital is what the owners need to earn to be appropriately rewarded, how can a firm ‘add value’ to its owners?
- What is meant by ‘risk’ in the capital budgeting environment?
- Why are options such an important topic in the environment of capital budgeting?
- Payback is a widely used capital budgeting technique. Can you name a few severe disadvantages associated with its use?
 - The IRR causes the NPV to be zero. Where does this rate come from? **Does** it reflect the ‘risk’ of the project?
 - Net present value analysis rests on estimated after-tax cash flows. Why is accounting’s net income of little value in these calculations?
 - When doing NPV analysis, why is it important to consider any required investment in working capital items [accounts receivable, inventory, supplies, etc.]?
 - Replacements of components in a project midstream poses a challenge to financial executives? Why?

FINAL EXAM:

The in-class Finance Final Exam will be administered in the second and final Finance class.

HIGH PERFORMANCE ORGANIZATIONS

Instructor: Terry Wolfe, Ph.D.
Office: Hoffman Hall (HOH) #423
Office Hours: Before and after class **and** by appointment
Phone: (213) 740-0765
Email: terancew@marshall.usc.edu

Course Description:

The *high performance organization portion* of GSBA 520 focuses on the behavior and performance of people in formal organizations. We will study issues and topics that require a knowledge of strategy, organization and behavior concepts and theory to understand, predict and influence personal, team and organizational effectiveness. To accomplish this we will look at the varied dimensions of individual, team and organizational effectiveness. We will focus on building understanding at three levels of analysis including:

- The individual including leadership and motivation,
- The group including the design and development of high performance teams, and
- The organization including the understanding of ethical principles that lead to high performance in organizations.

Instructional Objectives:

Specific objectives of the course include:

1. Learn to use analytical frameworks to better identify and diagnose organization problems.
2. Learn key current organization concepts related to improving organizational performance.
3. Develop an understanding of how to lead, direct, and improve individual, team and organizational performance.
4. Learn about the need for collaborative behavior and how to design and develop effective teams.
5. Learn to understand the issues involved in ethical dilemmas at work, to understand cultural and value differences, and to learn how and when to create opportunities for organizational and personal growth.

The primary objective of this part of the course is to help you learn to diagnose leadership and management situations regarding individual, team and organization performance. This includes ways to increase your understanding of personal and team member strengths and weaknesses and to build skills for effectively leading and managing yourself, your relationships and your team. The overall goal of this portion of the course is to enable you to become a more effective organizational member in both leader and team member roles.

Course Materials:

Click on the link that follows to access the Harvard Business School Press course reader that includes cases and readings for each class session in this module. (There is no required course text.)

<http://cb.hbsp.harvard.edu/cbmp/access/57478514>

Expectations:

Class will include case discussions, lectures, experiential applied case exercises, role plays and other related activities.

You are expected to read all of the material assigned from the course reader prior to coming to class. Be prepared to present your analyses of all exercises, cases, and readings assigned for each class session. You may be called on to either orally present your analysis or opinions to the class or to lead a discussion in class. As you may not know when you will be asked to participate, be prepared at all times. You are expected to be prepared to discuss the materials assigned and answer specific questions proposed by each other as well as by the instructor.

As much of what we do involves your participation, your attendance in class during lectures and exercises, and case and readings analyses is very important.

Evaluations:

You will be expected to do the following:

A. Read all materials from the course reader and be prepared for class and case discussion.

From the readings, identify major concepts pertinent to individual, team, and organizational performance and develop a broad comprehension of the application of these concepts. Participate in discussions and experiences designed to link practice with theory. You will thereby develop a broader and more realistic sense of what appropriate (and inappropriate) behaviors are and how they can/should be managed/addressed.

B. Participate in class discussion.

Dialogue in this class is essential. You can make significant contributions to our learning and, thereby, assist us all in reaching the course objectives. Much of the class time will be devoted to case analysis discussions and team decision simulations.

When discussing and/or presenting a case analysis, the taking of a normative position by members of the class is encouraged. However, a warning is in order. Taking normative positions forces one to take risks and to invite challenges from the class. Let us welcome this and learn from it. Let us be bold and experiment while at the same time try to research, as far as possible, the extent to which alternatives offered may be realistically employed. Objective discussion centered on normative positions should contribute to some memorable meetings. To do so depends upon you reading the course materials with care and thinking about them. Integration of exercises, cases and readings with theory, concepts and models is mandatory.

C. Individually analyze assigned cases.

Cases will be the basis for in-class discussions. For all cases you are encouraged to prepare a written set of bulleted notes outlining the case and responding to the case questions. *In addition, consider 4 basic questions that apply to all cases:*

- 1) What are the important / significant background factors?
- 2) What are the key issues to be addressed?
- 3) Which analytical framework(s) provide insight into the issues?
- 4) What recommendations would you make for addressing the key issues? Why?

Your case analysis should be well organized, and carefully edited and referenced (footnoted). Do not use report folders; please staple your papers in the upper left corner. Evaluations of individual case assessments will be based on the breadth and depth of your analysis, and the relative strength of your assessment vis-à-vis that of your classmates.

Overall evaluation

Overall evaluation for the course (two strategy sessions, weeks 1 & 2; three high-performance organization sessions, weeks 11, 13 and 15) will be based on the following components. The proportion of the course grade is indicated for each component.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Participation / contribution to class learning (5 sessions total) | 15% |
| 2. Written case analyses (2 total, 42.5% each) | 85% |
| a. One written case analysis from the strategy portion
(Session 2: Walmart) | |
| b. One written case analysis from the HiPO portion
(Session 13: Compare/contrast Erik Peterson at Biometra
and Zappos.com) | |

TOTAL	100%
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Final grading is in accordance with the policies of the Marshall School. Specifically, your individual grade will depend on your performance in comparison to the performance of your peers.

Note: The course schedule is subject to change depending on pace of class. **It is the collective responsibility of all class members to take note of any course changes to the syllabus as well as to assist the course to move at an acceptable pace.** Please periodically check Blackboard for messages and / or presentation materials.

Returning Student Work

Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and hence, will not be available should a student pursue a grade appeal following receipt of his/her course grade.

Session 13: Leading and Motivating ‘Best Performance’

- “Level Five Leadership: The Triumph of Humility and Fierce Resolve”, Jim Collins, *Harvard Business Review*, July 1, 2005, HBS# R0507M pp.
- “What Makes a Leader,” Daniel Goleman, *Harvard Business Review*, 2004, HBS# R0401H.
- “Why Incentive Plans Cannot Work”, *Harvard Business Review*, 1993, HBS# 2799.
- “One More Time: How Do You Motivate Employees,” Frederick Herzberg, *Harvard Business Review*, 1968. (Reprint R0301F published 1/1/03)
- **Case:** Erik Peterson at Biometra (A), John J. Gabarro, et. al., HBS # 9-411-031, July 28, 2010 rev August 26 2011, 13 pages.
- **Case:** Zappos.com (B): Strategy Powered by Culture and People, Oh Young Koo, INSEAD, HBS #INS26005/2014, 8 pages

Case Preparation Questions – (Note: all articles must be read to complete case questions)

1. *What are the underlying causes of Erik Peterson’s/Biometra’s problems? How effective has Peterson been in taking charge of the startup in terms of managing the new operation and of providing leadership?*
2. *Based upon the readings, what would you do to turn the Biometra situation around?*

Write-Up: Utilizing frameworks from the assigned readings (Collins, Goleman, Kohn, Herzberg), compare and contrast the leadership styles and motivational approaches for the situations at Biometra and Zappos.com. In making comparisons, **use specific case data to illustrate your points**. The objective is to demonstrate how theory can inform, and improve, practice. Your paper should not exceed 3 pages.

Session 14: Creating and Leading High Performance Teams

Meet in the Experiential Learning Center, Suite 301, third floor, Popovich Hall (JKP)

- **Case:** BCPC Internet Strategy Team: An Exercise, Amy Edmondson, HBS case # 9-604-035, 10/03/03, 4 pages.
- Individual team role descriptions to be distributed in class.
- “Managing Your Team,” Linda A. Hill, HBS #9-494-081, rev. March 28, 1995, pp. 1-22.
- “Managing a Task Force,” James Ware, Harvard Business School note # 9-478-002, rev. April 6, 1995, 10 pages. (Suggestion: use the model from this reading to help with your case analysis)
- “The Discipline of Teams,” Jon R. Katzenbach and Douglas K. Smith, *Harvard Business Review*, March-April 1993, pp. 111-120 (Product #93207).

Session 15: Ethics and Organizational Choice: Final Case

Meet in the Experiential Learning Center, Suite 301, third floor, Popovich Hall (JKP)

- “Ethics: A Basic Framework,” Lynne Sharp Paine, HBS #307059

FINAL EXAM *Tuesday, May 9, 7 p.m. – 9 p.m. Regular Classroom*