



MKT 599: Marketing to Connected Consumers
Spring 2018
Thursday 6:30PM – 9:30PM

Instructor: *Gil Appel*
Office: *HOH 328*
Office Hours: *Thursday 1:30PM – 2:30PM and by appointment*
Phone: *(213) 821-9890*
Email: gappel@marshall.usc.edu

COURSE DESCRIPTION

This course introduces the students to the changing world in the digital era. Customers today are much more connected than ever and word of mouth and new mediums (e.g., mobile, IoT) have become prevalent. In this course we will discuss the challenges that marketing managers encounter in this new world. Specifically, the courses goals are:

- 1) Provide a deeper understanding of the customer journey
We will follow the customer journey in the connected world, from acquisition to churn, getting a deeper understanding on the value we give a customer and the ROI of our actions as marketers.
- 2) Introduce the innovative marketing constructs in the digital world
We will talk about digital strategy, online and mobile business models, pricing and content marketing and their evolution in recent years. We will also cover Digital Platforms (e.g., Uber, Airbnb), that have become common in the digital world.
- 3) Marketing in a connected world
Word of mouth is one of the strongest forces in marketing today. We will study how a company can build upon the connections between customers to leverage its marketing strategy. We will cover topics such as why people talk, and the structure of social networks. We will also explore how the firm can listen, engage and promote to customers using social media.

PREREQUISITES:

Marketing Management (GSBA 509 or GSBA 528)

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Demonstrate the factual details, concepts, and procedures related to the customer journey in a connected world.
2. Apply theories, models, and frameworks introduced in class to analyze how firms can optimize their marketing strategy in a connected world.
3. Gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information through case discussions, assignments and final projects.
4. Critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.

5. Demonstrate the ability to be creative and innovative in seeking solutions to online marketing business dilemmas.
6. Demonstrate the ability to communicate their ideas clearly and precisely through frequent in-class case discussions and group project presentation.
7. Describe current technology (various social platforms, mobile advertising and audience insight tools) as it applies to digital marketing.

COURSE MATERIALS

The course packet includes all relevant cases and most supplementary readings. Assignments and slides will be posted on Blackboard. Due to the constant updates in the field, there is no required book for the course.

GRADING

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 this class is about 3.5 (B+).

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

Three items are considered when assigning final grades:

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

<u>Assignments</u>	<u>% of Grade</u>
In-class discussion & participation	15%
Midterm (Individual)	20%
CASES AND ASSIGNMENTS	
App creation (RA groups)	10%
Netlytic (RA groups)	10%
Pop up quizzes (Individual)	25%
GROUP PROJECT (SP groups)	<u>20%</u>
TOTAL	100.0%

GROUP TEAM PARTITIONING

The students will partition into two type of groups for the assignments in class. The case assignments and the group project will be submitted by self-partitioned groups (**SP groups**). The group teams partition deadline is by the end of the fourth session. The app creation and Netlytic assignments will be submitted by Random assigned groups (**RA groups**). These groups will be assigned by the 6th session.

CLASS PARTICIPATION

In-class participation is a large part of the course grade. This course includes a large number of business cases. In order to achieve a high participation score, the students are expected to do the following:

- 1) Come to class prepared to discuss the day's case
- 2) Contribute meaningfully to the class discussion (I expect all students to make at least one comment or observation per class)
- 3) Be ready to answer the professor's question if called on in class

HOMEWORK

1) App Creation Assignment

The students will be assigned to build an app for a small business, we will be using an app building platform such as *Appypie.com* or similar. Further information on the assignment will be given closer to the submission date.

2) Netlytic Assignment

In this assignment, the students will analyze the competitive landscape of the firm using text mined from different social media platform via the Netlytic web page. Further information on the assignment will be given closer to the submission date.

3) Pop quizzes

Along the course, multiple pop quizzes will be given. The pop quizzes will have a few multiple choice questions discussing the readings (including the cases) for that session. The pop quizzes are closed book and no material may be used. The grading is done on the following scale: 2 (exceeds expectation), 1 (meets expectation), 0 (does not meet expectations). Each submission has an equal weight in this assignment's grade.

TEAM PROJECT (See Blackboard for more detail)

The course involves a hands-on group project in teams of four. Each group will be asked to either develop a new Internet business idea or to analyze the digital marketing strategy of an existing product.

The projects are meant to serve as ways for students to try out new ideas that they learn in class.

The deliverables are the following:

- Early in the semester, students will make a brief presentation to pitch their ideas to the class.
- The in-class project presentations are on the last two days of class.
- The final project report is due (electronically) on the day of the scheduled final exam.
- Feedback on projects will be given throughout the course of the semester.

EXAMS

The first part of our 9th meeting will be dedicated to the midterm, a short case study followed by multiple choice, or short answer questions. The quiz is a closed book one. More details will be given in class.

THE IMPORTANCE OF COURSE EVALUATIONS

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 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.

COURSE NOTES:

Please check the course postings on the Blackboard regularly for class lectures, announcements and instructions (<http://blackboard.usc.edu>). You should always check the postings here before coming to class.

ASSIGNMENT SUBMISSION POLICY:

Assignments must be turned in on the due date/time electronically via Blackboard. Unless stated otherwise, assignments are due at the beginning of class on the due date. **No late assignments will be accepted.**

If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class.

NO RECORDING AND COPYRIGHT NOTICE:

It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission. **No student may record any lecture, class discussion or meeting with me without my prior express written permission.** The word ‘record’ or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

ADD/DROP PROCESS

If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to submit a Wait List application to secure a seat if one becomes available. The wait list request form can be downloaded at www.marshall.usc.edu/registrationpolicies.

Students who do not attend the first class meeting may be dropped from the course.

If you are absent six or more times prior to the last day to withdraw from a course with a grade of “W”, I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students. Students who do not attend the first two class sessions may be dropped from the course.

RETENTION OF GRADED COURSEWORK

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

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 or smartwatches, 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.

STATEMENT OF ACADEMIC CONDUCT AND SUPPORT SYSTEMS

USC seeks to maintain an optimal learning environment. Students are expected to submit original work. They have an obligation both to protect their own work from misuse and to avoid using another's work as their own. All students are expected to understand and abide by the principles of academic honesty outlined in the University Student Conduct Code (see University Governance, Section 11.00) of SCampus (www.usc.edu/scampus or <http://scampus.usc.edu>). The recommended sanctions for academic integrity violations can be found in Appendix A of the Student Conduct Code.

Students with Disabilities:

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP 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.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Emergency Preparations

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 Blackboard, teleconferencing, and other technologies.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at blackboard.usc.edu

(TENTATIVE) COURSE OUTLINE AND ASSIGNMENTS

			Topics/ Daily Activities	Readings and Cases for Class	Deliverables with Due Dates
The customer journey					
1	Thu	1/11	Intro: Marketing in a Digital world	Amazon in 2016 (case)	
2	Thu	1/18	Valuing customers	Future of Experience (reading)	SP group project teams due
3	Thu	1/25	Retention and Churn Guest lecture (planned)		
4	Thu	2/01	Growth and development	Tudor House (case)	group project ideas due
5	Thu	2/08	Growth and development cont.	Hubspot (case)	
6	Thu	2/15	Guest lecture (planned)		Group Project In-Class Pitches (5 mins) RA group allocation
Digital Marketing					
7	Thu	2/22	Digital Marketing Strategy Platforms	Beyoncé (case) Airbnb, Etsy and Uber (case) The Personalized and the personal (reading) Pipelines, Platforms, and the New Rules of Strategy (reading)	
8	Thu	3/01	Pricing	NY Times Paywall (case) Freemium Pricing at Dropbox (case) Making “Freemium” Work (reading) How Online Shopping Makes Suckers of Us All (reading)	
Marketing in a connected world					
9	Thu	3/08	Midterm Communities	Midterm How Beacons Are Changing the Shopping Experience (reading)	Midterm
	Thu	3/15	Spring Recess		
10	Thu	3/22	Social Media Strategy	Dove (case) Maersk (case)	
11	Thu	3/29	Social Networks Guest lecture (planned)	What’s a value of a like (reading)	App assignment due
12	Thu	4/05	Digital insights	Bring laptop to class	
13	Thu	4/12	Why do People Talk (WOM)? Influencers	A Face-to-Face Request Is 34 Times More Successful than an Email (reading)	Netlytic assignment due

14	Thu	4/19	In-Class Group Project Presentations (20 mins)	Record insights/ideas/follow-ups	In-Class Group Project Presentations (20 mins)
15	Thu	4/26	In-Class Group Project Presentations (20 mins)	Record insights/ideas/follow-ups	In-Class Group Project Presentations (20 mins)
	Exam Date	TBD	Group project summary and feedback session		Group project report due

Please note: The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the "Final Examinations Schedule" link on the left side of the screen.

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How **GSBA 5##** Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	GSBA 5## Objectives that support this goal	Assessment Method*
<i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.		
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.		
<i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.		
2.1 Gain knowledge of the key functions of business enterprises.	2,3,4,5,7	In Class discussions, Midterm and Group based projects and cases
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	2,3,4,5,7	In Class discussions, Midterm and Group based projects and cases
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	2,3,4,5,7	In Class discussions, Midterm and Group based projects and cases
<i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.		

3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	2,3,4,5,6,7	In Class discussions, Midterm and Group based projects and cases
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	1,2,3,4,5,6,7	In Class discussions, Midterm and Group based projects and cases
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1,2,3,4,5,7	In Class discussions, Midterm and Group based projects and cases

Contents of Course Reader

Marketing to Connected Consumers: MKT 599 Spring 2018

Instructor: Gil Appel

Phone: 213-821-9890

email: gappel@marshall.usc.edu

Order	Title	Originals	Copyright
1.	MKT 599 Spring 2018 Readings		
2.	Amazon in 2016		HBS case – 9-514-025
3.	Airbnb, Etsy, Uber: Acquiring the First Thousand Customers		HBS case – 9-516-094
4.	Airbnb, Etsy, Uber: Growing from One Thousand to One Million Customers		HBS case – 9-516-108
5.	Hubspot: Lower Churn through Greater CHL		HBS case – 9-110-052
6.	Beyoncé		HBS case – 9-515-036
7.	The New York Times Paywall		HBS case – 9-512-077
8.	Freemium Pricing at Dropbox		HBS case – 9-514-053
9.	Dove Real Beauty Sketches Campaign		Ivey Publishing case – W14163
10.	Maersk Line: B2B Social Media – “It’s Communication, Not Marketing”		Berkeley-Haas Case – B5779
11.	Flexible Figures		The Economist (1/30/2016)
12.	Pipelines, Platforms, and the New Rules of Strategy		Harvard Business Review (April 2016)
13.	The Personalized and the Personal		Deloitte Review (Issue 14 2014)
14.	Making “Freemium” Work		Harvard Business Review (May 2016)
15.	Customer Relationship Management: The Tudor House Makes Amends		Thunderbird School case – TB0465
16.	A Face-to-Face Request Is 34 Times More Successful than an Email		Harvard Business Review (April 2017)
17.	Cognitive Collaboration: Why humans and computers think better together		Deloitte Review (Issue 20 2017)
18.	Future of Experience		Gartner Report (May 2017) – G00328631
19.	How Beacons Are Changing the Shopping Experience		Harvard Business Review (September 2014)
20.	How Online Shopping Makes Suckers of Us All		The Atlantic (May 2017)