

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL GRADUATE SCHOOL OF BUSINESS
MKT 560 – MARKETING STRATEGY
SPRING 2016
MONDAY 6:30 – 9:30 P.M.
JKP 104

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OFFICE: Bridge Hall, Room 307B
OFFICE HOURS: After classes and by appointment

COURSE DESCRIPTION

This course is designed for students who have mastered the fundamentals of marketing management and are now seeking to expand their knowledge and capabilities in the more advanced discipline of marketing strategy. Through the use of lectures combined with select cases, exercises and real world experiences, the course focuses on developing the skill sets that drive the practical application of dynamic, at times, complex techniques and frameworks to formulate effective marketing strategies. The development and execution of successful marketing strategies are essential to capitalize on opportunities and resolve issues that challenge a variety of domestic and global business spanning multiple industries. Marketing executives from high profile companies including Mattel, Toyota, MGM Resorts International, Yahoo!, Electronic Arts, Paramount Pictures and Bolthouse Foods will share the marketing strategies and techniques they employed to increase sales and achieve sustainable, competitive advantages.

Key topics that will be explored in depth follow:

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

The capstone of the course is a marketing strategy team project. Each team will select a company they want to explore and develop a comprehensive marketing strategy for the firm. The culmination of the project is an in-class presentation in which each team will present their recommendations to take the organization to the next level.

LEARNING OUTCOMES

Course learning objectives support all six of the AACSB USC Marshall Graduate Programs Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus on pages 12 – 15. Upon the successful completion of this course, students will have acquired the skills and knowledge to effectively:

1. Analyze marketing opportunities, competition, and competitive advantages based on existing frameworks, theories, and empirical generalizations;
2. Understand the nuances of making decisions about segmentation, targeting, and positioning and the alignment of the marketing mix with the overall marketing strategy for domestic and global businesses;
3. Examine alternative value propositions for a sustainable competitive advantage and growth over the course of a market's evolution and product life cycle;
4. Create imaginative and effective marketing strategies and new business opportunities as well as energize and leverage existing businesses;
5. Evaluate strategies to build and manage brand equity as well as strengthen brand relationships;
6. Assess how to optimally set priorities for businesses and brands;
7. Identify marketing strategies that harness organizational effectiveness;
8. Employ various metrics and indicators to analyze the effectiveness and performance of a company's marketing strategies; and
9. Apply marketing strategy tools and frameworks in the development of a real world marketing strategy project.

REQUIRED READINGS

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

RECOMMENDED OR ADDITIONAL READINGS

- Walker, Orville C. and Mullins, John (2014). *Marketing Strategy: A Decision-Focused Approach* (8th Edition). McGraw-Hill Higher Education.
- Cravens, David W. and Piercy, Nigel (2013). *Strategic Marketing* (10th Edition). McGraw-Hill Higher Education.

GRADE BREAKDOWN AND EXPECTATIONS

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

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATE (SEE COURSE SCHEDULE)
REFLECTION PAPERS – SELECT 3	12%	120	2/1 – 4/11
CASE WRITE-UP	20%	200	2/1 – 4/25
MID-TERM EXAM	33%	330	3/7
MARKETING STRATEGY PROJECT	35%	350	5/9
TOTAL	100%	1,000	

A detailed course schedule is shown on page 6. This three credit course meets once a week on Wednesday evenings with each class scheduled for 180 minutes. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for a marketing elective class is about a B+/A-. Three items are considered when assigning final grades:

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

COURSE FORMAT

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

ATTENDANCE

Students are expected to attend *all* class sessions. Class discussions are an integral part of the learning experience throughout this course. It follows that the frequency and quality of your participation in and contribution to these discussions will have a direct and meaningful relationship to the value as well as the short-term and the long-term benefits you will derive from the course. 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 PARTICIPATION

Student participation in class discussions is a valuable and effective component of the learning process. Thus, while the extent and nature of a student's contribution to a case discussion and participation in other classroom activities will not be graded, participation will not only enrich your learning experience but also that of your classmates. As an added benefit to all, participation provides an opportunity to those who lack speaking and presentation skills to develop them in a non-threatening setting and to others, it provides a forum to hone their skills and broaden their experience.

CLASS PARTICIPATION (CONTINUED)

You are encouraged to give careful thought to sharing the observations and conclusions that result from your case analysis, that occur to you during classroom activities and from your past experiences and insight with your classmates. I welcome your contributions and look forward with anticipation to many lively, productive and enriching conversations.

REFLECTION PAPERS

A critical component in meeting the learning objectives of the course is the application of marketing strategy principles and frameworks to real world examples that you have or might encounter as a marketing manager. To that end, a variety of marketing executives have been asked to be guest speakers and share their experiences regarding the formulation and execution of marketing strategies within their organizations. As an assignment, you are asked to write reflection papers for 3 of the speakers on what you learned from them. A one-page single-spaced paper for each reflection paper should include the following:

- Summary of key learnings that can be applied as a marketing strategist;
- Key learnings that reflect applications of the class session topic and course readings; and
- Demonstration of how this topic relates to other topics covered in the course.

Each paper to be turned within one week after the speaker attended the class and will be assigned a 1 – 3 score based on the degree to which the above criteria were met or not met with a score of 1 being low and 3 being high. Each reflection paper is worth 4 percent of the grade for a total of 12 percent or 120 points out of 1,000.

CASE STUDIES

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

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

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

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

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

The facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate the manner in which the information provided affects the points in the case and will influence your conclusions and recommendations. The case analysis outline on page 7 is designed to be a guide when you are analyzing cases. You are also encouraged to expand your analysis beyond the data in the case to formulate recommendations that, with the benefit of your additional analysis, will more effectively address and/or resolve the business issues. A typical request I will make during case discussions is to ask for recommendations. It is important to know that the case method of learning *does not typically provide the only answers*. In most case discussions, there will not be a single conclusion to be reached but, rather by design, several viable solutions that may be developed and

CASE STUDIES (CONTINUED)

supported equally well.

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

CASE ASSIGNMENTS

Students are expected to be prepared to actively participate in all case discussions. To encourage deeper insights into case analyses, one case write-up will be assigned to each student between February 1st and April 25th. The case write-up addressing the case questions found in the Course Reader is worth 20 percent of the grade for a total of 200 out of 1,000 points. Please see pages 8 – 9 for details and page 9 for the grading criteria that will be utilized when grading the case. A Framework for Marketing Strategy Formulation shown on page 10 can also be used as a guide for case analysis and will be utilized during in-class discussions.

MID-TERM EXAM

A mid-term exam will be given during the last part of the seventh class session on Monday, March 7th. It will cover key frameworks and principles of marketing strategy covered through Session 6. More details on the content and format will be discussed in class. This exam represents 33 percent of the final grade or 330 out of 1,000 points.

TEAM MARKETING STRATEGY PROJECT (MSP)

In lieu of a final exam, you will be asked to form teams of 4 students to complete a marketing strategy project. Details of this real world marketing strategy project will be discussed during the first class session on Monday, January 11th. Please submit in class or by email your team members by Monday, January 25th.

Team projects will be presented to during the last class session on Monday, May 9th when the final project is due. This assignment is worth 35 percent of the total course grade or 350 out of 1,000 points. Late reports will be penalized ten (10) percent for missing the deadline and ten (10) percent for each day thereafter.

If you believe participation was disproportionate among team members, please complete the peer evaluation form on page 11 and submit it at the time the assignment is due. All other team members will also be asked to complete the form.

ACADEMIC INTEGRITY

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

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

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/>.

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/department/department-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.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)

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.

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.

PROFESSOR/STUDENT INTERACTION

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

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

**MKT 560 – MARKETING STRATEGY
SPRING 2016
CLASS SCHEDULE**

SESSION	DATE	TOPIC	ASSIGNED READINGS AND COURSE REQUIREMENTS	ASSIGNMENTS DUE
1.	1/11	DEFINING MARKETING STRATEGY	<i>What is Strategy? and Marketing Strategy – An Overview articles</i> Diamond Foods Case Annie’s: Growing Organically Case	
	1/18		No Class – Martin Luther King’s Birthday	
2.	1/25	CONDUCTING A STRATEGIC ANALYSIS	<i>Transforming Corner-Office Strategy into Frontline Action and Strategic Analysis and Action</i> The Case of Synthroid (A): Marketing a Drug Coming Off Patent Case Vision 2020: Takeda and the Vaccine Business Case	Team Members Due for Marketing Strategy Project
3.	2/1	CAPITALIZING ON THE CUSTOMER EXPERIENCE	Speaker – Tom Fournier, National Manager, Accessory Sales and Marketing, Toyota <i>Why Customer Participation Matters and Chapter 6 – Product Emotion Strategy from Built to Love: Creating Products that Captivate Customers and</i> Volkswagen in India Case	First Case Assignments Due
4.	2/8	STRENGTHENING CUSTOMER RELATIONSHIPS	Speaker – Adam Bravo, Executive Director of Loyalty Marketing Operations at MGM Resorts International <i>Customer Loyalty Schemes in the Retail Sector and Customer Loyalty through Social Networks: Lessons from Zara on Facebook</i> Cardagin: Local Mobile Rewards Case	
	2/15		No Class – Presidents’ Day	
5.	2/22	EVALUATING ALTERNATIVE VALUE PROPOSITIONS	<i>Positioning: The Essence of Marketing Strategy and Generating Perceptual Maps from Social Media Data</i> Bel Brand: The Laughing Cow Challenge Case Malaysia Airlines: The Marketing Challenge after MH370 and MH17 Case	
6.	2/29	CREATING AND SUSTAINING A COMPETITIVE ADVANTAGE	Speaker – Rita (Prosyak) Drucker – Marketing Partnerships, Yahoo! <i>Building Brand Competencies for Competitive Advantage and The Ultimate Marketing Machine</i> Yahoo! Inc.: Marissa Mayer’s Challenge Amazon in 2015 Case	
7.	3/7	ENERGIZING THE BUSINESS	<i>Reinventing Your Business Model and Break Free from the Product Life Cycle</i> Abercrombie and Fitch Case Midterm Exam – Sony Targets Laptop Consumers in China: Segment Global or Local? Case	
	3/14-18		No Class – Spring Break	
8.	3/21	BUILDING AND MANAGING BRAND EQUITY	Speaker – Ryan Scott, Brand Marketing Lead, Star Wars, Electronic Arts <i>Competing on Customer Journeys and Brand in the Hand: A Cross-Market Investigation of Consumer Acceptance of Mobile Marketing</i> Nintendo Wii U: Lessons Learned for New Strategic Directions Case	
9.	3/28	STRENGTHENING BRAND RELATIONSHIPS	Speaker – Steve Ziemniak, Director of Global Brand Marketing, Mattel <i>Win the Brand Relevance Battle and then Build Competitive Barriers and Designing Branded Mobile Apps: Fundamentals and Recommendations</i> LEGO Group: Building Strategy Case	
10.	4/4	CREATING NEW PRODUCTS AND BUSINESSES	Speaker – Brice Tidwell, Vice President, Worldwide Marketing and Strategic Initiatives, Paramount Pictures <i>Empathy on the Edge – Scaling and Sustaining a Human-Centered Approach to Innovation and Finding the Right Job for Your Product</i> Paramount Pictures: The Transformers Dilemma Case	
11.	4/11	MANAGING NEW AND EXISTING BUSINESSES AND BRANDS	Speaker – Adam Hochschuler, Brand Manager, Bolthouse Foods <i>Limits to Growing Customer Value: Being Squeezed Between the Past and the Future and Customer Value Propositions in Business Markets</i> EMC ² : Delivering Customer Centricity Case	
12.	4/18	FORMULATING GLOBAL STRATEGIES	<i>International Marketing Research: A Global Project Management Perspective and National Cultures and Work-Related Values: The Hofstede Study</i> Clearwater Seafoods – B2C in China Case Nike’s Global Women’s Fitness Business: Driving Strategic Innovation Case	
13.	4/25	FORMULATING GLOBAL STRATEGIES (CONT.) AND COURSE SUMMARY	<i>Global Brand Management: Best Practices and Learnings from Efforts to Build the Business “Over There” and Tailoring Your Strategy to Fit the Culture</i> BBC Worldwide: Global Strategy Case L’Oréal: Global Brand, Local Knowledge Case	Last Case Assignments Due
14.	5/9		Team Marketing Strategy Project Presentations	Projects Due

CASE ANALYSIS OUTLINE

1. **Statement of the Issues** – A concise summary of the underlying issues in the case.
2. **Situation Analysis** – A thorough analysis of the industry, competition, customer and company and development of an expanded SWOT analysis.
 - **Industry/Market**
 - Industry/Market size
 - Trends
 - Technological changes
 - Legal/Regulatory issues
 - **Competitive**
 - Major players in the marketplace
 - Competitive strategies
 - Market shares (if available)
 - **Value Chain**
 - Partners who are included in the value chain (i.e., suppliers, distributors, retailers, etc.)
 - Groups that have some influence on the customer experience (media, government, activist organizations, etc.)
 - **Customer**
 - Customer needs/perceptions
 - Market segments
 - Trends
 - **Company**
 - Core competencies
 - Revenue and profit of firm
 - Positioning
 - Marketing mix
 - **Expanded SWOT**
 - Strengths, weaknesses, opportunities and threats
 - Strategies to mitigate weaknesses and threats
 - Strategies to capitalize on strengths and opportunities
3. **Alternatives and Analysis** – Alternative ways of addressing identified issues and analysis of each alternative (pros and cons) including supporting evidence to provide a compelling rationale for resolving the identified issues. Integrate germane concepts from the course readings where appropriate.
4. **Recommendations** – Recommended courses of action that should be taken in addressing the identified issues. Provide a cogent rationale that supports the recommendations accompanied by supporting data and exhibits. Additionally, a means or method for feedback should accompany these.
 - **Target Markets** – Clearly and specifically define the primary and secondary target markets.
 - **Objectives** – Define revenue, profit, market share, and the 4 P marketing objectives for at least a one year period following the last year that data is provided in the case.
 - **Strategies** – Develop comprehensive marketing strategies for each of the 4 P's that will accomplish the established objectives.
 - **Profit-and-Loss Statement** – Develop a P&L for the year following the last year of data in the case if financials are provided.
 - **Implementation Plan** – Develop in a PERT chart planned activities with persons responsible to accomplish recommended objectives and strategies.
 - **Contingency Plans** – Define metrics to monitor the objectives and back-up plans that have been developed in the event that objectives based on recommendations are not being met or exceeded.
5. **Appendices** – Supporting information relevant to issues, alternatives or recommendations.

INDIVIDUAL CASE ASSIGNMENTS

Due on the Date the Case is Discussed in Class – Monday, February 1st – April 25th

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

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

Individual Case Write-up Assignment

You will be assigned to prepare a case analysis write-up on one of the following 14 cases that will be covered between Wednesday, September 9th and Wednesday, December 2nd:

- Volkswagen in India – Due 2/1
- Caradagin: Local Mobile Rewards Card – Due 2/8
- Malaysia Airlines: The Marketing Challenge after MH370 and MH17 – Due 2/22
- Yahoo! Inc.: Marissa Mayer's Challenge – Due 2/29
- Abercrombie and Fitch - Due 3/7
- Nintendo Wii U: Lessons Learned for New Strategic Directions – Due 3/21
- Lego Group: Building Strategy – Due 3/28
- Paramount Pictures: The Transformers Dilemma – Due 4/4
- EMC²: Delivering Customer Centricity – Due 4/11
- Clearwater Seafoods: B2C in China – 4/18
- Nike's Global Women's Fitness Business: Driving Strategic Innovation – Due 4/18
- BBC Worldwide: Global Strategy – 4/25
- L-Oréal: Global Brand, Local Strategy – Due 4/25

The length of the paper is to be no longer than five single-spaced pages, excluding exhibits. The case write-up will be 20 percent of the grade for a total of 200 out of 1,000 points. The case is to be handed in at the end of the class in which the case is discussed. Late papers will not be accepted.

Guidelines for Effective Case Analyses

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

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

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

- Please address the case discussion questions in your case write-up.
- Clearly identify upfront all of the major issues identified in the case.
- Provide a coherent, well-organized analysis, not just a regurgitation of facts presented in the case.
- Be concise. Provide a strong, logical flow throughout your paper. Do not spend time rehashing or paraphrasing the details of the case.
- The supporting analysis should be thorough, carried out correctly and consistently, and should draw, whenever relevant, on material presented in class or assigned in readings.
- Be sure to consider alternatives to recommendations with support of the pros and cons of each.
- Recommendations should be specific, cost-effective, and appropriate to the timing (short-term or long-term) of the problem at hand and supported with case data and exhibits where relevant.
- Include all of the components of the criteria that the case will be graded on.

INDIVIDUAL CASE ASSIGNMENT (CONTINUED)

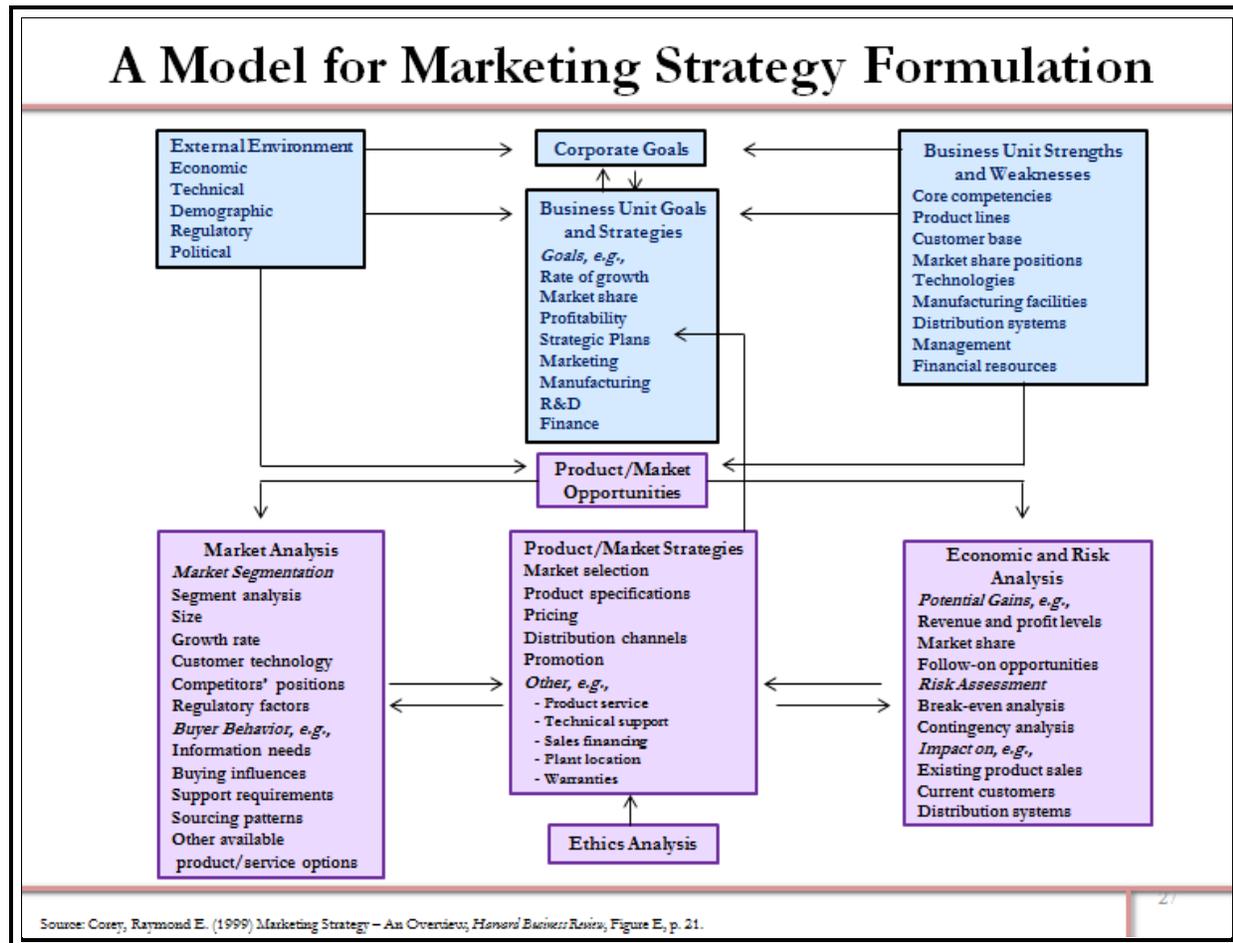
Grading

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

1. Statement of the relevant issues presented in the case
2. Analytical soundness
3. Quality of addressing case questions
4. Quality and support of recommendations
5. Risks associated with recommendations
6. Additional questions that could be utilized to enhance the comprehension of the case analysis recognizing the context in which the case is written
7. Case summary that highlights key marketing principles as reflected in the learning outcomes for each case and how they were applied to the case

A MODEL FOR MARKETING STRATEGY FORMULATION

The Model for Marketing Strategy Formulation below will be utilized for case and in-class discussions throughout the course.



PEER EVALUATION FORM

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

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

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

Comments:

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

MKT 560 – MARKETING STRATEGY LEARNING OBJECTIVES 1-9

1. Develop the necessary skills for the analysis of marketing opportunities, competition, and competitive advantage based on existing frameworks, theories, and empirical generalizations.
2. Understand the nuances of how to make decisions about segmentation, targeting, and positioning and how to align the marketing mix with the overall marketing strategy for domestic and global businesses.
3. Examine alternative value propositions for a sustainable competitive advantage and growth over the course of a market’s evolution and product life cycle.
4. Gain experience creating imaginative and effective marketing strategies and new business opportunities as well as energizing and leveraging existing businesses
5. Evaluate ways to build and manage brand equity as well as strengthen brand relationships.
6. Assess how to best set priorities for businesses and brands.
7. Determine how to harness organizational effectiveness moving the firm from silos to synergy.
8. Learn to use various types of metrics and indicators in analyzing the effectiveness and performance of a company’s marketing strategies.
9. Apply the marketing strategy tools and frameworks in the development of a marketing strategy project.

HOW MKT 560 – MARKETING STRATEGY CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS		
MARSHALL GRADUATE PROGRAMS LEARNING GOALS	DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)	MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL
Learning goal #1: Our graduates will develop a strategic level of understanding of the key functions of business and be able to comprehend the relationships between the core business disciplines in order to <i>make holistic judgments and decisions in analyzing business situations.</i>	3	Supported by MKT 560 Learning Objectives 1-9
1.1 Students will demonstrate foundational knowledge of core business disciplines, including their interrelationships.		1-9
1.2 Students will analyze business scenarios, such as cases, with a firm grounding of how each of the core fields play into decisions made.		1-9
1.3 Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).		1-9
1.4 Students will show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices in a variety of disciplines and industries.		1-9
1.5 Students will demonstrate the ability to utilize interdisciplinary business skills in case analyses, exams, presentations and projects, including capstone projects.		1, 3-9

HOW MKT 560 – MARKETING STRATEGY CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)		
MARSHALL GRADUATE PROGRAMS LEARNING GOALS	DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)	MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL
Learning goal # 2: Our graduates will develop a global mindset and a competitive edge in this interdependent, fast-changing, diverse and volatile world through structured educational opportunities. They will acquire knowledge, both theoretical and practical as well as experiential, about America and the rest of the world, and the economic/financial interdependencies that signify current geopolitical, economic and financial relationships that impact business decisions <i>so as to make a difference in the world.</i>	2	Supported by MKT 560 Learning Objectives 1-9
2.1 Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.		1-9
2.2 Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.		1-9
2.3 Students will demonstrate the ability to evaluate global business challenges and opportunities through experiential learning, immersion international trips, case studies, international business consulting projects and exams.		1-9
Learning goal 3: Our graduates will demonstrate critical thinking skills by making the intellectual connection between quantitative and qualitative tools, theories and context to provide the basis for proper and effective problem solving and decision making as well as the development of new and innovative business opportunities to strategically navigate the complex demands of the current and dynamic national and international business environments.	3	Supported by MKT 560 Learning Objectives 1-9
3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas.		1-9
3.2 Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.		1-9
3.3 Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.		1-9
3.4 Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.		1-9
3.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.		1-9
3.6 Students will demonstrate their ability to apply critical thinking tools and the USC-CT Framework in designated exercises, cases, projects and exams.		1-9

HOW MKT 560 – MARKETING STRATEGY CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)		
MARSHALL GRADUATE PROGRAMS LEARNING GOALS	DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)	MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL
Learning Goal 4: Our graduates will develop people and leadership skills by demonstrating self-awareness, emotional intelligence, curiosity, visionary and strategic thinking, teamwork, reflection and knowledge transfer skills to promote their effectiveness as <i>business managers and leaders</i>.	1	Supported by MKT 560 Learning Objectives 1-9
4.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).		1-9
4.2 Students will be able to demonstrate various emotional intelligences and leadership skills such as self-awareness, self-management, teamwork and collaboration to better understand the potential complexities in organizations in papers, exercises, cases, exams and projects.		1-9
4.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts (e.g., marketing, finance, accounting, etc.)		1-9
4.3 Students will be able to demonstrate the understanding of visions and values of world-class companies and the impact it has had on financial results.		1-9
4.4 Students will understand factors that contribute to effective teamwork.		1-9
Learning goal 5: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and <i>aspire to add value to society</i>	2	Supported by MKT 560 Learning Objectives 1-9
5.1 Students will understand professional codes of conduct.		1-9
5.2 Students will recognize ethical challenges in business situations and assess appropriate courses of action.		1-9
5.3 Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions.		1-9
5.4 Students will demonstrate an understanding of and consistently apply the ethical principles and professional standards related to the business world and show the ability to express and follow results of independence and the highest sense of professional ethics.		1-9
5.5 Students will demonstrate the ability to research, critically analyze, synthesize, and evaluate information, including professional standards for decision making, in the local, regional and global business environment.		1-9
5.6 Students will enhance their appreciation of values of social responsibility, legal and ethical principles and corporate governance through the analysis and discussion of pertinent articles and real business cases, seminars and summits.		1-9

HOW MKT 560 – MARKETING STRATEGY CONTRIBUTES TO STUDENT ACHIEVEMENT OF USC MARSHALL’S SIX GRADUATE PROGRAMS LEARNING GOALS (CONTINUED)		
MARSHALL GRADUATE PROGRAMS LEARNING GOALS	DEGREE OF EMPHASIS (1=LOW, 2=MODERATE, 3=HIGH)	MKT 560 OBJECTIVES THAT SUPPORT THIS GOAL
Learning Goal #6: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts	3	Supported by MKT 560 Learning Objectives 1-9
6.1 Students will identify and assess diverse personal and organizational communication goals and audience information needs.		1-9
6.2 Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts.		1-9
6.3 Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.		1-9
6.4 Students will be able to clearly communicate in oral and written formats the solutions to business issues and problems accurately and effectively.		1-9