

UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL SCHOOL OF BUSINESS
FOOD INDUSTRY MANAGEMENT PROGRAM
FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT
SPRING 2015

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COURSE DESCRIPTION

This course is designed to provide an integrated approach to the study of marketing products and services within a strategic food industry management context. Issues and problems within a variety of business settings will be examined and evaluated by applying marketing concepts, models and frameworks to arrive at sound, innovative, effective strategies that address and/or resolve a variety of commonly-encountered challenges that exist in the food industry marketplace. The integrated strategic marketing framework will be introduced and utilized throughout the course. This format will also serve as your guide in the preparation for and development of the final course project - the submission of an effective Integrated Strategic Marketing Plan (ISMP) for a selected new or existing product or service within your organization.

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. 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.

REQUIRED READINGS

- Course Reader of selected cases and articles.
- Peter, J. Paul and Donnelly, Jr., James H. (2015) *A Preface to Marketing Management*, 14th Edition, McGraw Hill-Irwin.

RECOMMENDED OR ADDITIONAL READINGS

- Kotler, Philip and Armstrong, Gary (2012). *Principles of Marketing* (14th ed.). Pearson Prentice Hall.
- Marshall, Greg W. and Johnston, Mark W. (2010). *Marketing Management*. The McGraw-Hill Companies, Inc.
- Best, Roger J. (2013). *Market-Based Management – Strategies for Growing Customer Value and Profitability*, 6th Edition, Pearson Education, Inc.
- Zeithaml, Valerie A., Bitner, Mary Jo and Gremler, Dwayne D. (2013). *Services Marketing – Integrating Customer Focus Across the Firm* (6th ed.). The McGraw-Hill Companies, Inc.

GRADE BREAKDOWN AND EXPECTATIONS

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

TOPIC	PERCENTAGE OF GRADE	POINTS	DUE DATE (SEE CLASS SCHEDULE PAGE 7)
TEAM CASE WRITE-UP ASSIGNMENT	20%	200	TUES., 2/5 – WED., 4/8
TEAM MARKETING IN ACTION ASSIGNMENT	10%	100	TUES., 2/3 – WED., 4/1
INTEGRATED STRATEGIC MARKETING PLAN – PART 1	15%	150	FRIDAY, 2/6 AT NOON
INTEGRATED STRATEGIC MARKETING PLAN – PART 2	15%	150	FRIDAY, 2/27 AT NOON
INTEGRATED STRATEGIC MARKETING PLAN – PART 3 FINAL	30%	300	MONDAY, 4/20 AT NOON
GRADED CAPSTONE STRATEGIC PROJECT	10%	100	TUESDAY, 4/14
TOTAL	100%	1,000	

CLASS FORMAT

Class sessions will be devoted to introducing major marketing concepts and then probing, extending and applying these concepts to articles and cases in the Course Reader utilizing a great deal of interactive discussion. Exercises, cases and projects will be employed to maximize learning and provide a forum in which marketing concepts and theory are applied to real world experiences with emphasis on those related to the food industry. It is assumed that all students will demonstrate their preparedness for each class by actively contributing to each session to maximize their learning experience as well as that of their peers.

ATTENDANCE

Regular attendance is expected. Your ability to derive the maximum benefit from the course is largely dependent upon your attendance and active participation during class sessions.

If you are unable to attend class on any given occasion, please notify me in advance when possible. You are encouraged to make arrangements with your classmates to become familiar with the material covered during any missed session as you will be responsible for everything covered or announced in class.

CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

Additionally, a course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. It follows that my expectation and that of your classmates will be that you are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

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.

CASE STUDIES

Cases are viewed not only as vehicles for learning diagnostic skills and for applying 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 implement actions that failed. Oftentimes, we learn at least as much from failures than successes. Sixteen cases have been assigned to analyze in this course.

The most relevant and recent case studies have been selected for various sessions. It should be noted, while those that reflect the current business environment frequently provide the best illustration, cases on most topics presented in the

CASE STUDIES (CONTINUED)

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.

As for exhibits utilized during case discussions, copyright laws typically prohibit the sharing of most materials that support each case discussion. In those cases when such is not the case, I will make that material available to you.

In preparing for cases prior to class, I recommend reading each 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 give equal attention to the exhibits in the case as they contain information that will be most useful when comprehensively analyzing each case.

Learning from a case is typically achieved in two ways. The first way involves pre-class preparation that encompasses the ability to identify the problems and 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. You will be expected to make decisions regarding recommendations *before* coming to class and be able to document those conclusions based on your analyses of the assigned case. 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 part of learning from cases comes from the realization that there are a variety of methodologies that can be applied to successfully diagnose, analyze, and solve business issues, methodologies which, at times, will differ from yours. 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 talk. 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.

A brief comment about analysis . . . Analysis is more than simply noting that certain facts pertain to one of the central points around which the case was developed. The facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate the manner in which the information provided affects the points in the case and will influence your conclusions and recommendations. You are 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.

I strongly encourage you to employ the Case Analysis Outline shown on page 8 to analyze each case as consistent and diligent adherence to this format will achieve the highest level of success. This suggested case analysis outline incorporates the primary elements of the Integrated Strategic Marketing Plan (ISMP) (see pages 9 – 10 for details) thus providing you with an opportunity to thoroughly analyze and understand real world marketing issues in a variety of business settings in preparation for the development of the final ISMP project.

As an aside as well as a word of advice, information you may gather regarding the strategies actually selected by the firms in the cases should be incorporated into your recommendations with caution. Firms make many strategic mistakes and strategies they actually pursue are often inferior to alternative strategies they could have chosen.

GUIDELINES FOR EFFECTIVE CASE ANALYSES

Some general guidelines for preparing an effective case analysis follow:

- Please provide answers to the case questions at the end of the case write-up.
- Provide a coherent, well-organized analysis. Do not simply piece together sections written by different authors. Make sure that the analysis is consistent across the marketing mix elements.
- Be concise. Above all, do not spend time rehashing the case details. Concentrate on the insights that you have gained from your analysis.
- Focus your specific recommendations on the important issues in the case. Make your assumptions explicit whenever necessary.
- Recommendations should be practical, cost-effective, and appropriate to the timing (short-term or long-term) of the problem(s) established in the case. The supporting analysis should be thorough, carried out correctly, and should draw whenever relevant on material presented in class or assigned in readings.
- Link your exhibits to the text of the report. Each exhibit should be sufficiently described in the body of the text so that the reader can easily associate it with your analysis and conclusions.
- I encourage you to go outside of the case to gain a better understanding of the issues of the organization, industry and its competitors at the time of the case. As a secondary benefit, the use of information taken from sources outside of the case brings a real and current perspective to the case which always makes the discussion more relevant and interesting.

TEAM ASSIGNMENTS

There will be two team assignments associated with the marketing course throughout the term: 1) the Team Case Analysis and 2) the Marketing in Action Assignment. Teams of four or five students will be asked to complete these team assignments. Other teams will be assigned for the Capstone Project.

TEAM CASE ANALYSIS

Teams will be tasked with two items for one of the cases that we will be covering during Sessions 7 – 25: 1) prepare a write-up addressing the answers to the case questions and 2) prepare three slides to be presented in class that focus on recommendations only. The cases that will be assigned include: 1) Saxonville Sausage Company, 2) Reed Supermarkets: A New Wave of Competition, 3) Sunripe Marketplace: Examining Its Private Label Strategy, 4) Starbucks: Delivering Customer Service, 5) Colgate Max Fresh: Global Brand Roll-Out, 6) Pedigree Growth Strategy, 7) Taylor Fresh Foods and 8) Kingsford Charcoal.

Please use the case discussion questions located on the cover page before each case in the Course Reader as a guide in each case analysis. The case analysis should be conducted at the time of the case. You may choose to review outside resources to incorporate current information or may opt to provide an update in a postscript.

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

1. Statement of the relevant issues
2. Quality of addressing case questions
3. Comprehensiveness of case analysis
4. Quality and support of recommendations

A guideline for the length of the assignment is five single-spaced pages excluding exhibits. This team case write-up assignment will account for 20 percent of the grade or 200 out of 1,000 points.

The case analysis is due on the day that the case will be discussed in class. Each team will be asked to present their recommendations during the class session that the case is discussed.

Please bring a hard copy of the write-up and slides to submit to me at the end of the class that the case is discussed. No case write-ups will be accepted after the due date.

MARKETING IN ACTION ASSIGNMENT

Teams will be assigned to apply the principles of one or more of the topics to be discussed during a given class session from Sessions 6 – 24. For example, if your team is assigned to Session 6, you are to find an application of customer analysis. It is recommended to be creative and bring products, exhibits or demonstrations of marketing applications to class. The teams are tasked to prepare a presentation with up to 10 PowerPoint annotated slides that shares the findings and marketing implications during that class session. **Please limit your presentation to 15 minutes.**

The score for this assignment will be based on the following:

1. Definition and understanding of relevant marketing principles
2. Applications of the marketing concepts and
3. Marketing implications of how these marketing tools can be utilized in any organization.

This assignment represents 10 percent of the marketing course grade or 100 out of 1,000 points.

CAPSTONE PROJECT

Each team will be asked to prepare and present the results of a capstone project. Each team is to conduct some preliminary research on topics for this project, which are to be issues affecting the food industry. Your teams are welcome to meet with me at any time to discuss possible topics or progress of the project. The final presentation that will be graded will be presented on Tuesday, April 14th. This team case write-up assignment will account for 10 percent of the marketing grade or 100 out of 1,000 points.

If you believe participation was disproportionate among team members on any of the team assignments, 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. The grade for this assignment may be influenced by each team member's contributions.

INDIVIDUAL INTEGRATED STRATEGIC MARKETING PLAN (ISMP) ASSIGNMENT

To further apply marketing concepts and enhance problem-solving skills, each student is to select in consultation with his or her employer a product or service within the employed organization that will be the topic of the Integrated Strategic Marketing Plan (ISMP). The annual plan should cover all marketing activities for the year 2016. Three assignments pertain to this paper. The first assignment or ISMP – Part I covers the description of the topic and the first four sections of the Situation Analysis – the Industry/Market Analysis, Competitive Analysis, Value Chain and Customer Analysis. (See pages 8 – 9 for ISMP outline) The second assignment or ISMP – Part II covers the Company Analysis and Expanded SWOT Analysis. Please note that for Part I the first section of the paper is to be an explanation of the ISMP topic whereas in Part III the first section of the paper will be the Executive Summary. The ISMP – Part I assignment is due in the FIM Office by noon on Friday, February 6th and ISMP – Part II is due on Friday, February 27th.

The third assignment or ISMP – Part III is in lieu of a final exam. It is the final and complete ISMP paper, edited to reflect the comments made on the first two submissions and the learning subsequent to the first two assignments. Please include a Table of Contents. 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. This final paper is due in the FIM Office by noon on Monday, April 20th.

Topics for the ISMP are due by the end of the fourth class on Thursday, January 22nd. 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 talk to you before and while you are writing the paper to provide some guidance and advice and to address any issues that you might have regarding your topic and material required to complete the project.

I strongly encourage you to take advantage of the wealth of electronic resources we have available through the Crocker Business Library. An Introduction to Online Business Research at USC provided by the Crocker Business Library will be available. If you have any questions or difficulty in gaining access to any of the resources, please contact John Juricek, our head librarian, Helga Haraldsson or Kim Esser in the Crocker Library on the second floor of Hoffman Hall.

A guideline for the length of the first third of the ISMP is 8 – 12 annotated PowerPoint slides, excluding Appendices, and for the second third is 6 – 8 annotated PowerPoint slides, excluding Appendices. (See pages 9 – 10 for suggested outline of the ISMP.) Regarding the length of the final ISMP paper, a guideline is 20 – 30 annotated PowerPoint slides, excluding Appendices. Be sure to reference information sources that were utilized in footnotes at the bottom of each page using the American Psychological Association (APA) format. Proper citing of references will be a graded part of every assignment. It is imperative to uphold the USC Honor Code. Please contact John Juricek, Helga Haraldsson or Kim Esser in the Crocker Library or myself for any questions you might have.

Grading for Part I of the ISMP assignment will be based on the following elements of the ISMP:

1. Description of the topic
2. Industry/Market analysis
3. Competitive analysis
4. Value chain analysis
5. Customer analysis

Grading for Part II of the ISMP assignment will cover the following elements of the ISMP Outline:

1. Company analysis
2. Expanded SWOT analysis

The following criteria will be utilized to grade the final Part III ISMP paper:

1. Executive summary
2. Situation analysis
3. Target markets
4. Objectives
5. Strategies
6. Profit-and-loss statement
7. Implementation plans
8. Contingency plans

The individual ISMP assignment is the major deliverable of the course. As such, it will account for 60 percent of the course grade or 600 out of the 1,000 points. Part I will account for 15 percent of the grade or 150 points, Part II is worth 15 percent of the grade or 150 points and the final ISMP – Part III write-up will account for 30 percent of the grade or 300 points. When turning in the final ISMP, please also hand in Parts I and II graded assignments with grade cover sheets. It is in your best interest to make all suggested comments from Parts I and II in your final submission of Part III.

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 or course assistants 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 OF 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.

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/academicssupport/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. Please be sure the letter is 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 for DSP is (213) 740-0776.

RETURNING GRADED PAPERWORK

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

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 with whom I facilitate discussions in which we construct knowledge together. I will provide as much feedback as you would like to help you become better marketers and business executives and to achieve your professional and personal objectives for this course and the Food Industry Management Program.

**FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT
COURSE SCHEDULE
SPRING 2015**

SESSION	DATE	TOPIC	TEXT (T), ARTICLE (A) OR CASE (C)	ASSIGNMENTS
1.	MON., 1/12	INTRODUCTION AND INDUSTRY/MARKET ANALYSIS	T. Chapters 1 – 2 A. <i>IBISWorld Industry Report on Supermarkets and Grocery Stores in the US</i>	
2.	THURS., 1/15	COMPETITIVE ANALYSIS	C. Loblaw Companies Limited: Preparing for Wal-Mart Supercenters	
3.	THURS., 1/22	INDUSTRY/MARKET AND COMPETITIVE ANALYSIS (CONT.)	C. Tesco PLC: Fresh & Easy in the United States	
4.	MON., 1/26	VALUE CHAIN		INTEGRATED STRATEGIC MARKETING PLAN (ISMP) TOPICS DUE
5.	TUES., 1/27	VALUE CHAIN (CONT.)	C. Keurig: From David to Goliath	
6.	THURS., 1/29	CUSTOMER ANALYSIS	T. Chapters 3 – 4 A. <i>The Customer Pyramid: Creating and Servicing Profitable Customers</i>	MARKETING IN ACTION (MIA) – TEAM 1
7.	TUES., 2/3	SEGMENTATION, TARGETING AND POSITIONING	T. Chapter 5 C. Saxonville Sausage Company	CASE – TEAM 4
8.	THURS., 2/5	SEGMENTATION, TARGETING AND POSITIONING (CONT.)	C. Ceja Vineyards: Marketing to the Hispanic Wine Consumer	MIA – TEAM 2
	FRI., 2/6	ISMP – PART 1	ISMP PROJECTS are due in the FIM Office at Noon on Friday, February 6th	ISMP – PART 1 DUE THROUGH CUSTOMER ANALYSIS
9.	TUES., 2/10	COMPANY ANALYSIS AND EXPANDED SWOT ANALYSIS	A. <i>SWOT Analysis I: Looking Outside for Threats and Opportunities and SWOT Analysis II: Looking Inside For Strengths and Weaknesses</i>	
10.	THURS., 2/12		C. Reed Supermarkets: A New Wave of Competition	CASE – TEAM 5
11.	TUES., 2/17	PRODUCT AND BRAND MANAGEMENT	T. Chapter 6 A. <i>Kill a Brand, Keep a Customer</i>	MIA – TEAM 3
12.	THURS., 2/19	PRODUCT AND BRAND MANAGEMENT (CONT.)	C. Sunripe Marketplance: Examining Its Private Label Strategy	CASE – TEAM 6
13.	TUES., 2/24	SERVICE MANAGEMENT	T. Chapter 12	MIA – TEAM 4
14.	THURS., 2/26	SERVICE MANAGEMENT (CONT.)	C. Starbucks: Delivering Customer Service	CASE – TEAM 7
	FRI., 2/27	ISMP – PART 2	ISMP PROJECTS are due in the FIM Office at Noon on Friday, February 27th	ISMP – PART 2 DUE THROUGH EXPANDED SWOT
15.	THURS., 3/5	NEW PRODUCT DEVELOPMENT	A. <i>Innovation: A Customer-Driven Approach</i>	MIA – TEAM 5
16.	TUES., 3/10	NEW PRODUCT DEVELOPMENT (CONT.)	C. Colgate Max Fresh: Global Brand Roll-Out	CASE – TEAM 8
17.	THURS., 3/12	PROMOTION – INTEGRATED MARKETING COMMUNICATIONS (IMC)	T. Chapters 8 – 9 A. <i>Social Media</i>	MIA – TEAM 6
18.	MON., 3/16	IMC – ADVERTISING AND SOCIAL MEDIA	C. Pepsi-Lipton Brisk	
19.	TUES., 3/17	IMC – SOCIAL, VIDEO AND MOBILE	C. Sephora Direct: Investing in Social Media, Video and Mobile A. <i>If You Love Something, Let It Go Mobile: Mobile Marketing and Mobile Social Media 4x4</i>	CASE – TEAM 1
20.	WED., 3/18	IMC – CAUSE MARKETING	C. Pedigree Growth Strategy (A) and (B) A. <i>Valuing the Cause Marketing Relationship</i>	
21.	MON., 3/23	PLACE – DISTRIBUTION	T. Chapter 10	MIA – TEAM 7
22.	WED., 3/25	PLACE – DISTRIBUTION (CONT.)	C. Taylor Fresh Foods	CASE – TEAM 2
23.	MON., 3/30	ONLINE MARKETING	C. Tesco's Virtual Store: From South Korea to the United Kingdom	
24.	WED., 4/1	PRICING, PROFITABILITY AND IMPLEMENTATION	T. Chapter 11	MIA – TEAM 8
25.	WED., 4/8	PRICING, PROFITABILITY AND IMPLEMENTATION (CONT.)	C. Kingsford Charcoal	CASE – TEAM 3
26.	WED., 4/15	COURSE REVIEW	C. Annie's: Growing Organically	
	MON., 4/20	FINAL ISMP	FINAL ISMP PROJECTS are due in the FIM Office at Noon on Monday, April 20th	FINAL ISMP PROJECTS DUE

CASE ANALYSIS OUTLINE

1. **ISSUES** – A comprehensive list of the underlying issues and problems presented in the case.
2. **SITUATION ANALYSIS** – Relevant background data on the industry, competition, value chain, customers and the company.
 - A. **INDUSTRY/MARKET**
 - Industry/Market size
 - Trends
 - Technological changes
 - Legal/Regulatory issues
 - B. **COMPETITION**
 - Major participants in the marketplace
 - Strategies of major competitors
 - Market shares (if available)
 - C. **VALUE CHAIN**
 - Participants or partners that comprise the value chain (i.e., suppliers, distributors, retailers, customers)
 - Constituents or groups that in some way influence the customer experience (media, government, activist organizations, etc.)
 - D. **CUSTOMER**
 - 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**
 - Vision or mission, description, core competencies of the firm and current revenues and profits
 - Positioning, including a perceptual map
 - Marketing mix for applicable products and/or services
 1. Product/Service
 2. Promotion – integrated marketing communications (IMC)
 3. Place – distribution
 4. Pricing
3. **MARKET FEASIBILITY** – An assessment of the viability of the alternative recommendations to resolve the key issues presented in the case accompanied by a recommendation with the rationale to support the decision.
4. **EXPANDED SWOT ANALYSIS** - A SWOT analysis that incorporates recommendations designed to maximize the company's strengths and opportunities and mitigate weaknesses and threats.
 - A. **STRENGTHS**
 - B. **WEAKNESSES**
 - C. **OPPORTUNITIES**
 - D. **THREATS**
 - E. **STRATEGIES TO MAXIMIZE STRENGTHS AND OPPORTUNITIES**
 - F. **STRATEGIES TO MITIGATE WEAKNESSES AND THREATS**
5. **RECOMMENDATIONS** – A brief summary of the recommendations, a value chain diagram that identifies the key participants, a description of primary and secondary target markets, quantifiable objectives for the next year's period, strategies to accomplish objectives, forecasted P&L, implementation plan and contingency plans if objectives are far exceeded or not met.
 - 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** – A description of primary and secondary target markets 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**
 - Profitability and profit margin as a percentage of sales to include a comparison to the previous year
 - Dollar and unit sales volume to include a comparison to the previous year
 - Market share (if available)
 - Marketing mix – 4 P's
 - E. **MARKETING STRATEGIES** – Marketing strategies to accomplish marketing mix objectives for each of the 4 P's
 - F. **PROJECTED PROFIT-AND-LOSS STATEMENT** – A forecast for the twelve month period immediately following implementation accompanied by comparative financial information for at least the two previous years
 - G. **IMPLEMENTATION PLAN** – Timeline and recommended tactics for plan period.
 - H. **CONTINGENCY PLANS**
 - Measurements and processes to insure that the plan is monitored and evaluated, including a balanced scorecard.
 - Contingency plans if objectives are not met or far exceeded.

INTEGRATED STRATEGIC MARKETING PLAN (ISMP) OUTLINE

PART I – COMPLETE SECTIONS 1A AND 2A – 2D

PART II – COMPLETE SECTIONS 2E AND 3

PART III – COMPLETE SECTIONS 1B, REVISED SECTIONS 2 AND 3 FROM PARTS I AND II AND SECTIONS 4 AND 5

- 1A. **DESCRIPTION OF ISMP TOPIC** – A brief description of the topic of the ISMP, whether the organization is privately or publicly held and any other background information that provides context for the paper.
- 1B. **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
 - Technological changes
 - Legal/Regulatory issues
 - 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)
 - Constituents or groups that in some way influence the customer experience (media, government, activist organizations, etc.)
 - D. **CUSTOMER**
 - Current customer needs/perceptions and supporting trends
 - Current primary and secondary target markets of each group in the value chain beginning with the group that immediately follows the manufacturer (service provider) through the end customer
 - E. **COMPANY**
 - Vision or mission, description, core competencies of the firm and current revenues and profits
 - Positioning, including a perceptual
 - 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** - 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) OUTLINE (CONTINUED)

4. **RECOMMENDATIONS** – Proposed initiatives to enhance the financial performance of the selected company in 2016.
 - 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 2016.
 - Profitability and profit margin as a percentage of sales to include a comparison to the previous year
 - Dollar and unit sales volume 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.
 - Product/Service to include positioning
 - Promotion
 - Place – distribution
 - Pricing
 - F. **PROJECTED PROFIT-AND-LOSS STATEMENT** – A detailed forecast for 2016 and/or break even is achieved accompanied by assumptions and comparative financial information for at least the two previous years. Prepare three scenarios – best case, worst case and most likely
 - G. **IMPLEMENTATION PLAN** – Timeline and recommended tactics for plan period.
 - H. **CONTINGENCY PLANS**
 - Measurements and processes to insure that the plan is monitored and evaluated, including a balanced scorecard.
 - Contingency plans if objectives are not met or far exceeded.
5. **APPENDICES** – Include all supporting materials, including charts, exhibits and financial statements

FIM MARKETING MANAGEMENT PEER EVALUATION

Please identify your team, assignment and team members for the 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:						
Assignment:						
Your Name:						
Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Team Member 4	Team Member 5	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 assignment.

Comments:

APPENDIX – CONTRIBUTION OF FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT TO STUDENT ACHIEVEMENT OF USC MARSHALL’S AACSB SIX GRADUATE PROGRAM LEARNING GOALS

FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT LEARNING OBJECTIVES 1-8

1. Apply marketing principles and concepts in a global marketplace to create an Integrated Strategic Marketing Plan;;
2. Evaluate market dynamics in a variety of industries, organizations and business settings through situation analysis of the industry/market, competition, and customers and firms competing in a particular marketplace;
3. Analyze primary and secondary research data to make sound marketing and business decisions;
4. 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;
5. Recognize the importance of a market-driven business orientation, customer satisfaction, and marketing performance metrics, and the impact of effective marketing on profitability;
6. 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.
7. 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
8. 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.

HOW FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT 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)	FIM 481 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 FIM 481 Learning Objectives 1-8
1.1 Students will demonstrate foundational knowledge of core business disciplines, including their interrelationships.		1-8
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.		1-8
1.3 Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).		1-8
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.		1-8
1.5 Students will demonstrate the ability to utilize interdisciplinary business skills in case analyses, exams, presentations and projects, including capstone projects.		1-8

HOW FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT 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)	FIM 481 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>	3	Supported by FIM 481 Learning Objectives 1-8
2.1 Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.		1-8
2.2 Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.		1-8
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.		1-8
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 FIM 481 Learning Objectives 1-8
3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas.		1-8
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.		1-8
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.		1-8
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.		1-8
3.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.		1-8
3.6 Students will demonstrate their ability to apply critical thinking tools and the USC-CT Framework in designated exercises, cases, projects and exams.		1-8

HOW FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT 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)	FIM 481 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 FIM 481 Learning Objectives
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).		1-8
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.		1-8
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.)		1-8
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.		1-8
4.4 Students will understand factors that contribute to effective teamwork.		1-8
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 FIM 481 Learning Objectives 1-8
5.1 Students will understand professional codes of conduct.		1-2, 4-8
5.2 Students will recognize ethical challenges in business situations and assess appropriate courses of action.		1-2, 4-8
5.3 Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions.		1-2, 4-8
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.		1-2, 4-8
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.		1-8
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.		1-2, 4-8

HOW FIM 481 – FOOD INDUSTRY MARKETING MANAGEMENT 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)	FIM 481 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 FIM481 Learning Objectives 1-8
6.1 Students will identify and assess diverse personal and organizational communication goals and audience information needs.		1-8
6.2 Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts.		1-8
6.3 Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.		1-8
6.4 Students will be able to clearly communicate in oral and written formats the solutions to business issues and problems accurately and effectively.		1-8