



**Course:** BUS 448, Marketing Strategy  
**Semester:** Spring 2021,  
**Meets:** Monday and Wednesday, 9:00 – 10:20 AM (A704)  
**Instructor:** K. Kyu Kim, PhD  
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**Office:** B 305  
**Office Hours:** Drop in: Monday and Wednesday 10:30 – 11:30 AM  
Other times: e-mail to arrange an appointment

### **COURSE DESCRIPTION:**

A capstone course for students in the Marketing Specialization in which students apply a wide range of business/marketing principles to address problems different companies face in areas such as channel distribution, pricing, new product development, communication, promotions, strategic marketing alliances, positioning, and target marketing.

### **COURSE OBJECTIVES:**

The application of new media & digital technologies to business has not only changed what we know about marketing, management, and strategy, but also has assured us of a continuing and unfolding impact on what managers do and how business operates in the foreseeable future. All hype aside, there is a truly a revolution here, and we have little choice but to embrace it.

Mastering the concepts, practices, and technologies of digital business/marketing is a critical skill for managers in any area of business. Furthermore, the global dimension is becoming more critical as digital technologies and broadband networks change the speed and global reach by which enterprises can provide their services, partner with others, source their products, and enter remote markets. This course is designed to prepare business majors to operate successfully in such a global digital world, and to create stakeholder value and competitive advantage.

The most succinct way of characterizing this revolution is to understand that we are operating today in the new Platform Economy. Platform economy businesses have several key traits in common. Successful platform economy firms must be able to accomplish each of the following tasks:

- Create value largely through the gathering, synthesizing, and distribution of information
- Formulate strategy in ways that make management of the enterprise and management of technology convergent
- Operate in a world characterized by low barriers to entry, near zero variable costs of operation, and, as a result, intense, constantly shifting competition
- Organize resources around the demand side rather than around the supply side
- Manage relationships with customers and markets often through “screen-to-face” channels and interfaces
- Use technology mediated channels

This is a “future-proof” course that helps you understand enough pieces of the mosaic that forms digital future -- so that you can manage intelligently as new pieces of the mosaic appear and the changes they bring in the years to come. It is geared to the general manager, and the managerial mindset of this course is one that focuses on the relationship between technology and the business, rather than a focus on the technology itself.

### **REQUIRED TEXTS & OTHER COURSE MATERIALS:**

1. **Books:** The class participants are not enthusiastic book readers, so will spare you the pain. They are however video and PowerPoint fans, so we will take advantage of those preferences throughout the course.
2. **Harvard Business School Cases & Articles:** The Harvard Business cases can be purchased online directly and downloaded in electronic form from Harvard Business School Publishing website (<https://hbsp.harvard.edu/import/748917>). Some assigned articles (not the cases) are accessible through the university library.
3. **Other Readings:** Articles from professional journals and trade press, and industry reports (to be made available on-line through Blackboard course folder).
4. **Blackboard Course Folder:** *There will be a session preparation guide with case questions along with assigned articles posted for every topic on Blackboard.* Other materials will be posted on Blackboard course folder – as will session PowerPoints, assignment instructions, administrative information, guest speaker bios etc. Please check it frequently! Sections are populated with Syllabus, Assignments, and Content. The Content section is updated for every session, so please check it out frequently!

### **Student Learning Outcomes:**

This course emphasizes and supports the following undergraduate learning objectives:

- Knowledge
- Critical Thinking and Analysis
- Communication Skills

\*Schedule subject to change. Official schedule appears in Blackboard (under Assignments).

 Tentative TOP VIEW of COURSE 

<b>LEVERAGING DIGITAL PLATFORMS FOR STRATEGIC VALUE: UNDERSTANDING THE EVOLUTION</b>			
Wk 1 <a href="#">Online</a>	2/22 2/24,	Introduction to the course Digital Biz Environment	What is digital biz strategy? Business Ecosystem
Wk 2 <a href="#">Online</a>	3/1, 3/3	<b>No Classes (Independence Movement D.)</b> Ecosystem	Business Ecosystem (cont'd)
Wk 3 <a href="#">Online</a>	3/8, 3/10	Multi-Sided Platform (MSP) Biz Platform Economy, MSP vs. Reseller <b>Case 1:</b> Voice War: Hey Google vs. Alexa vs. Siri (HBS 2018: 718519)	Platform Business
Wk 4 <a href="#">Online</a>	3/15, 3/17	<b>Quiz 1</b> , Customer Value Co-Creation <b>Case 2:</b> Hatsune Miku (Ivey, 2015: W14631)	New Mktg Paradigm,
Wk 5 <a href="#">Online</a>	3/22, 3/24	Traditional vs. Digital Strategy Theories	Strategy Theories
Wk 6 <a href="#">Online</a>	3/29, 3/31	Digital Biz Models (BM), <b>Case 3:</b> CodeCheck (IMD 2019: IM1023, 1024)	Digital Business Models
Wk 7	4/5, 4/7,	Review Q&A <b>Mid-Term Exam</b>	<b>In-Class Exam</b>
Wk 8	4/12, 4/14	Identifying Digital Biz Opportunities,	Methodology for Identifying Digital Biz Opportunities
Wk 9	4/19, 4/21	Business Analytics (BA)	Big Data Analytics in Marketing
<b>MANAGING DISRUPTIVE DIGITAL TECHNOLOGIES</b>			
Wk 10	4/26, 4/28	<b>Case 4:</b> Duetto (HBS 2016, 9-816-028) Machine Learning (ML)	Transformation of Mktg ML Management
Wk 11	5/3, 5/5	<b>Quiz 2</b> , Machine Learning <b>No Classes (Children's Day)</b>	
Wk 12	5/10 5/12	AI and Human Intelligence <b>Case 5:</b> Predicting Consumer Tastes with Big Data at Gap (HBS 2018: 9- 517-115)	AI and Marketing
Wk 13	5/17, 5/19	Internet of Things (IoT) <b>No Classes (Buddha's Day)</b>	IoT and Marketing
Wk 14	5/24, 5/26	Crowdsourcing-based BM <b>Case 6:</b> Wattpad (HBS 2019: 919413)	Crowdsourcing
Wk 15	5/31, 6/1,	<b>Project Team Meeting</b> <b>Student Project Presentations</b>	Project Day
Wk 16	6/7, 6/9	Review, Q&A Study Day	
Wk 17	6/14,	<b>Final Exam</b> (9-11:20 am)	

## COURSE REQUIREMENTS & GRADING INFORMATION

Case Presentations (Team)	10%
Case Analysis (Individual)	8%
Reading Article Summary	7%
Quizzes (1 & 2)	10%
Mid-term Exam	20%
Final Exam	20%
Digital Business Analysis	15%
Participation*	10%
<u>Total</u>	<u>100%</u>

### [1] Case Presentations (Team) and Case Write-ups (Individual)

#### (1) [Team presentation & Key recommendations for TWO CASES](#)

Each case will be presented by a **2-3 person team** with its key recommendations in executive summary form. Maximum presentation time is *20 minutes* and will *include key recommendations and reasons why* (rather than entire case analysis). Team assignment rules and case sign-up will be provided. The team performance will be judged as to how succinctly they select key recommendations and reasons behind it.

Team presentations consist of **three parts**; (1) a brief summary of the case including the *updates after the case was written*, (2) team answers to the discussion questions assigned to the case, and (3) Q&A. **All members** should participate in the presentation.

#### (2) [Individual written case assignments for TWO CASES](#)

Written analysis is required for 2 of these 6 cases as follows:

Write-up #1: Case 1, 2, or 3

Write-up #2: Case 4, 5, or 6

**Note:** The 2 written cases cannot be the same as the one you picked for presentation with a team.

You need not tell us your choices but you are responsible for keeping track of them. Written analyses are *due at the beginning of the session* in which the case will be discussed. Case questions will be provided on Blackboard for each case to guide your write-up approximately one week in advance. The case write-ups should *not be longer than 3 single-spaced pages* (excluding any appendices attached). Please provide your case via email in MS Word format unless you have a special circumstance.

The written analysis is an **individual** assignment.

These are not “standard” case analyses. Just **answer the questions**. There is no need for a lengthy introduction in your write-up but rather please directly address the key issues suggested by the case questions. Try to avoid lengthy repetition of case facts (you can reference page numbers, exhibits, tables) -- but by all means justify your logic through case specifics. Please be

careful to distinguish between case facts and stereotyped sweeping generalizations. Recommendations should be substantiated by clear logic and case specifics. Diagrams and schematics are very helpful in both sharpening your thinking and your exposition. Incorporation of learning from assigned readings and class material into analysis is a plus and is expected.

## **[2] Reading Article Summary (Individual)**

Students are supposed to summarize reading articles assigned for specific topics (e.g., Business ecosystem, Multi-Sided Platform business) in **no more than three pages** (typed, double spaced) using MS Word. Article summaries are *due at the beginning of the session* in which the article will be discussed.

The *first section* of the article summary will describe the key points (arguments) in the article. The *second section* should have discussions about whether you agree or disagree with the authors about the key points. (I would expect a **solid rationale** supporting your opinions either way, agree or disagree). At *the end of an article summary*, students are expected to express their overall evaluation of the paper.

Altogether, there will be seven or eight reading articles assigned throughout the course. The detail information about the articles (e.g., title, authors, journal, publication dates, etc.) will be posted on Blackboard in advance. Then, students are supposed to get the articles from the Stonybrook library. (You should be able to get them through an online channel, e.g., [library.stonbrook.edu](http://library.stonbrook.edu)). Each student should **submit 2 article summaries by his/her choice** out of the 7 assigned articles during the semester in order to get a full credit.

## **[3] Digital Business Plan (Team Project)**

This is a team assignment (2-3 students per team).

Instructions will be provided in class and posted on Blackboard.

Digital business plans will be presented toward the end of the semester on a scheduled date.

## **[3] Participation\***

**Attendance (5%):** You are expected to attend all sessions. If you cannot attend for a specific reason then please inform professor through e-mail that you are unable to attend, or your absence will negatively affect your participation grade. Treat it like a professional meeting at work: if you cannot attend for any reason, you are expected to inform the person running the meeting as a professional courtesy.

Attendance is mandatory for all students during presentations (and the exam) as well as days I cover assignments and the team project.

**Engagement (5%):** *You are expected to prepare for each class and to actively engage in the discussion of readings and cases. If you don't keep up with the reading, you will not enjoy the class.* Thus it is very important that you be prepared for each class. You are expected to actively discuss both readings and cases and add to the learning of the class, whether in the live classroom or on-line. You are also expected to raise questions provoking the thinking of others to the case-presenting teams. You will sometimes be randomly called upon in class to comment and answer questions, so please be prepared.

### **OFFICE HOURS POLICY**

Time is a limited and perishable resource. Drop in hours do not require an appointment, though advance notice (even 10 minutes) is appreciated.

I can also meet outside of drop in hours. To schedule an appointment, please e-mail me with options for times you are available to meet.

### **ACADEMIC INTEGRITY STATEMENT:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

### **STUDENT ACCESSIBILITY SUPPORT CENTER STATEMENT**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or via e-mail at: [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

### **CRITICAL INCIDENT MANAGEMENT:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.