**Business 4573**

**Measurable Marketing**

**Course Outline**

**September 2013**

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**Course Objectives**

To teach students how to recognize, use and communicate measures of marketing effectiveness in environments where numerical literacy is often a key differentiating factor.

The course will review what measures are most useful for marketers and other decision makers. It will cover metrics for understanding the value of brands, customer loyalty, the profitability of customers and assessing the value of marketing. It will also introduce students to the field of big data. The course will help students understand what makes a metric useful and show ways of communicating the meaning of metrics.

**TARGET AUDIENCE:** Primary: Marketers. Secondary: Consulting and general management students. The course does not require advanced stats, core HBA1 courses are sufficient preparation. The target is students wanting to be confident about their use of numbers in assessing marketing strategy.

**Course Requirements and Grading**

**Measurable Marketing To Do List**

 **A) Class Participation: 35% of grade.**

*What am I looking for?*

Activity that adds to learning. Mostly participation in case discussions

Very occasional small deliverables, (e.g. hand in a dashboard)

*When?*

Every class

*How graded?*

My assessment of how you added to the class at the end of each session

**B) Management By The Numbers Exercises – 20% of grade**

*What am I looking for?*

 Demonstrate an understanding of marketing metrics

Note: you must work on your own for this task online

*When?*

You can do the tests, on your own, as many times as you like

Mark best gained before midnight on the due date

Margins & Breakeven Modules September 23rd 2013

CLV I & II Modules October 2nd 2013

*How graded?*

By the online system

**C) The Story Task – 20% of grade**

*What am I looking for?*

2-3 page typed essay explain data I give you in a story

Have a call to action for someone (anyone you want)

Note: you must work on your own for this task

*When?*

In class October 28thth

*How graded?*

Upon clarity and accuracy of story and persuasiveness of call to action

**D) Business Case -– 25% of grade (10% presentation, 15% report)**

*What am I looking for?*

A group based task (max 6 people)

Recommends a strategy for a company in a case I’ll give

In class presentation and report

*When?*

Presentation due November 25th, report November 27th.

*How graded?*

Should be persuasive (professional report)

Should be use data (correctly)

Use what you have learned on the course (add dashboard?)

Should be interesting with a clear implementable recommendation

Peer evaluation is used for 10% of the grade covering both the presentation and report

**Report**

Your group must prepare a report. There is no fixed length but consider 10-15 pages double spaced a guide. Long pieces should be justified by the topic. I.e. a long piece must say a lot of interesting things. A well formatted report will generally be more persuasive and so get higher marks. In this course the numbers you use, and the way your present them, will be very important.

**Presentation**

Students will present their Real World Assignment to the class. The presentation is to be up to 15 minutes in length. The grading of the presentation will be as follows.

Student presentations are to be made in the classes of the 25th and 27 th of November. Printed reports are due at the beginning of the last class on 27th of November.

**EXPECTATIONS**

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method.

Unless explicit instructions are received to the contrary your preparation must be limited to the information provided in the case plus your own experience and that of your class peers. Class contributions should be based your preparation and discussions with members of your learning team or cohort classmates, and not augmented with information obtained anywhere else. Information related to cases (for information obtained related to exercises, exams, reports or quizzes see the Plagiarism section below and references to Scholastic Offenses) that has been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution purposes. Such prohibited information includes, but is not limited to, the following:

* Hand-outs, including follow-on (“B”) cases
* Exam or report feedback (related to a particular case) for other students or provided in other cohorts or years
* Notes, spreadsheets, etc. specific to cases (obtained before the case has been taught) prepared by students in other cohorts or years
* Company information that is not provided in the case (and that is not derived from your own experience)
* Teaching notes

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of Ivey’s Student Code of Professional Conduct (see separate policy including penalties for breaches).

Detailed note-taking during class can often be distracting for others and your own learning. I will make the slides available and I’d advise you to take few notes during class. At the end of each class or at the end of the day it is a good idea to consolidate what you have learned.

**You will not need to have a computer for this class, and laptops are not permitted. Please print out your notes to avoid distracting yourself and others with your computer screen. Prepare all your calculations in advance. There should be no need to do calculations on a laptop in class.**

Attendance at all sessions in this program is mandatory. Circumstances may arise which make it impossible for you to attend. For example, if you are unable to attend a class due to health-related reasons, you are expected to advise me in advance. Under University regulations, your professor determines at what point absenteeism is excessive and thus prevents you from passing the course ([www.uwo.ca/univsec/handbook/exam/attend.pdf](http://www.uwo.ca/univsec/handbook/exam/attend.pdf)). In this course if you miss five classes you will not normally fail the course.

**MENTAL HEALTH**

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

**SCHEDULE**

There is a class-by-class schedule presented on ezone.

**PLAGIARISM**

Students must write their essays and assignments (at Ivey this includes case exams and reports) in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offense Policy in the Western Academic Calendar, hyperlink <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>).

All required papers (at Ivey this includes case exams and reports) may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (hyperlink [www.turnitin.com](http://www.turnitin.com)).

# Administrative Matters

My office is Room 2357. If circumstances ever force you to be absent from class, please make sure that I know in advance, just as you would for any professional appointment.

I’m always happy to see students. If you would like an appointment to see me outside class, the easiest way is to email me to find a mutually convenient time.

**Draft Schedule**

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| **#** | **Case** | **Reading** |
| 1 | A Couple Of Squares A (Ivey) | MM Chapter 3 -- Margins And Profits |
| 2 | Tuscan Lifestyles (Journal Of Interactive Marketing) | MM Chapter 5 -- Customer Profitability |
| 3 | Angels And Devils (A&B) |  |
| 4 | Produce Dashboard From Charity Data (Public Data) | MM Chapter 11 - The Marketing X-Ray |
| 5 | Cardagin: Local Mobile Rewards (Darden) | Online Metrics (Ivey TN) |
| 6 | Capital One Financial Cooperation: Product Design & Credit Card Simulation (Darden) |  |
| 7 | Finale Just Deserts (NACRA On HBS Site) | The One Number You Need To Grow (HBR) |
| 8 | Find Online And “Sell” A Social Media Consultant's Report On The Value Of A Facebook Fan (Public Data) |  |
| 9 | Nectar Making Loyalty Pay (HBS) | Marketing Science Editorial: Brand Loyalty Schemes: Are They Shams? |
| 10 | The Dark Side Of Customer Analytics (HBR) | How Companies Learn Your Secrets (NY Times) |
| 11 | Guest Speaker: Beworks |  |
| 12 | Electoral Gold And Silver: Obama Versus Romney 2012 (Ivey) |  |
| 13 | Transforming Marketing At The Ohio Art Company (A) (B) (Darden) | MM Chapter 9 -- Advertising And Web Metrics |
| 14 | B/School Ranking Day: Pitch The Benefits Of Your Assigned School (Public Data) |  |
| 15 | Brand Equity (Ivey) | MM Chapter 4.4 -- Brand Equity Measures |
| 16 | Habitat For Humanity International: Guest Speaker HFHI (HBS) | Mining For Gold In Not For Profit Brands (HBR) |
| 17 | Brand Valuation: Explain Interbrand, Brand Finance, Millward Brown Methods (Public Data) |  |
| 18 | Harrahs Entertainment Inc. (HBS) |  |
| 19 & 20 | Student Presentations: Strategic Recommendations For Infinity Bank (Insead) |  |

MM= Marketing Metrics: The Definitive Guide to Measuring Marketing Performance, (2010) Farris, Bendle, Pfeifer and Reibstein