UNC-G Bryan School of Business and Economics
Syllabus for MBA 695-A-41
Marketing Metrics, Measurement and Performance
205 Bryan

TIME:
Tuesdays, 6:00–8:50 pm; First Summer Module, May 19-June 23

INSTRUCTOR:
George Stearns (bio below)

OFFICE HOURS:
If you’d like to meet with me, please feel free to e-mail or call to arrange a time. My office is Bryan 344D and my e-mail is georgerstearns@gmail.com. I can also be reached via cell at 336-416-8422. It’s fine to call any day of the week up to 10 pm.

COURSE DESCRIPTION:
Marketing budgets are legitimately being challenged as the value of these expenditures to the organization is less than clear. The purpose of this course is to:

• make sure we have a common definition of the metrics being used in marketing today
• identify metrics that should be used by marketers – the appropriate set of metrics will vary by industry and, many times, by company
• show how we can use marketing metrics to help shape how much should be spent on marketing and on which marketing activities
• work towards an overall framework for connecting marketing expenditures to the financial well-being of the organization

The course will also focus on performance “dashboards”, which allow executives to monitor, analyze and manage the business. Dashboards can be both tactical and strategic in their orientation, but always involve collecting and summarizing data, preparing key performance indicators (KPI’s), and bringing this information together in a form relevant to marketing decisions on an ongoing basis.

COURSE MATERIALS:
Texts / Articles / Resources
• Harvard Business Review article: “Knowing What to Sell, When and to Whom”
• Technical Note: *A Practical Guide to Conjoint Analysis*
• Cases: reference individual class sessions below

**COURSE PREREQUISITES:**
MBA 606, Marketing Management

**COURSE FORMAT:**
The course will be conducted using the following teaching / learning approaches: lectures on text and article content, case analysis, problem sets, scheduled examinations and in-class discussion.

**LEARNING OBJECTIVES:**
- Understand the new, highly volatile environment in which marketers must operate – one marked by rapid (digital) technological change, rising consumer control, economic decline, and heightened focus on Marketing ROI.
- Develop a toolkit of marketing metrics that will enable you to apply the right metrics at the right time. Also, to be able to apply and understand the relevance of these metrics in the context of current / recent real world cases.
- Learn how to develop and interpret company / marketing performance dashboards, which require that you keep the big picture in focus, while simultaneously being able to go deep into any particular (quantitatively-based) performance metric.
- Communicate in both written and oral form about marketing metrics via class participation, case analysis, problem sets and examinations.

**GRADING POLICY:**

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 and above</td>
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<td>A-</td>
<td>87 – 89</td>
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<tr>
<td>B+</td>
<td>83 – 86</td>
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<td>B</td>
<td>80 – 82</td>
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<tr>
<td>B-</td>
<td>77 – 79</td>
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<tr>
<td>C+</td>
<td>73 – 76</td>
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<td>C</td>
<td>70 – 72</td>
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<tr>
<td>F</td>
<td>69 and lower</td>
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**Grade Composition:**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>In-Class Problem Sets</td>
<td>30%</td>
</tr>
<tr>
<td>Class Analysis / Writeup / Submission</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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**TOTAL** 100%
RE: PROBLEM SETS:
The primary text for this course, Marketing Metrics; 50+ Metrics Every Executive Should Master, provides various example problems and solutions in each chapter. In classes 2, 3 and 4, you will be given a set of problems that I will have created, pertaining to the assigned material. Expect a total of 7-10 problems, with approximately 30 minutes to complete the problems. If you have read the material and understand the example problems provided in the text readings, you will be able to do well on these assignments. Each of the problem sets you will complete in classes 2, 3 and 4 will account for 10% of your grade (aggregate for the three classes: 30%).

RE: CASE ANALYSIS / WRITEUP / SUBMISSION:
Specific cases will be assigned for classes 2, 3 and 4. All students will be expected to read all cases and be prepared to discuss the questions which accompany each case (see details below). In addition, you will be required to submit your analysis/write-up for one of the cases. This analysis/write-up will account for 25% of your overall grade. We will determine the assignment of one of the cases to each student in our first class on May 19.

RE: CLASS PARTICIPATION:
For most students, class participation will not affect your grade, positively or negatively. The assumption here is that the majority of students will come to class prepared and make some visible effort to contribute (orally) to the class discussion. The 5% weighting given to participation will only have an affect on your grade (positively) if you consistently contribute high quality commentary in class, in discussions of cases and other material. Conversely, if you consistently appear to be unprepared and say essentially nothing in class, your overall grade could be adversely affected by your lack of participation.

MEETING SCHEDULE and ASSIGNMENTS:

Class 1 – May 19
- Review of Marketing Management basics (4 P’s, etc.) and the new Marketing frontier (lecture)
- Measuring Marketing: McKinsey Global Survey Results, pages 1-8
- Farris, Bendle, Pheifer, Reibstein, Marketing Metrics, Chapters 1, 2 and 3 (selected problem sets will be reviewed in class; since this is the first class, these particular problems will just be discussed, not graded)
- Whitepaper – Studying and Learning from Cases

Class 2 – May 26
- Farris, Bendle, Pheifer, Reibstein, Marketing Metrics, Chapters 4, 6 and 7
- Problem set from chapters (distributed and completed in class – to be graded)
- Technical Note: A Practical Guide to Conjoint Analysis
- Case discussion: Johnson Wax: Enhance (A)
  - What is the nature of competition in the instant conditioner market?
What are the roles of the following in determining sales volume in the market? How well does ASSESSOR measure the impact of each of these marketing program elements?

- Product
- Advertising copy
- Advertising budget
- Price

What do the test results tell us about why this particular marketing program isn’t going to make it for Sherman?

What should Sherman do?

Class 3 – June 2

- Farris, Bendle, Pheifer, Reibstein, *Marketing Metrics*, Chapters 5, 6
- Problem set from chapters (distributed and completed in class – to be graded)
- Harvard Business Review article: “Knowing What to Sell, When and to Whom”
- Case discussion: *Netflix, Inc.: DVD Wars* (UVA-M-0763)
  - Using the case data, compute the lifetime value of a Netflix customer for each quarter.
  - How do you expect the launch of Total Access to affect Netflix? Are these expectations validated by the trend in Netflix’s customer acquisition, customer retention, customer revenue and lifetime value?
  - Is the drop in the Netflix stock price after the launch of Total Access justified by Netflix’s financials? Are Netflix’s customer metrics a good indicator of its market valuation?
  - How should Netflix react to Blockbuster’s new initiatives? Who is a bigger threat to Netflix – Blockbuster, Wal-Mart, or new start-ups such as VUDU?
  - If Netflix decides to react to Blockbuster by increasing its emphasis on selling DVDs rather than renting, would customer lifetime value still be relevant for Netflix?

Class 4 – June 9

- Farris, Bendle, Pheifer, Reibstein, *Marketing Metrics*, Chapters 8 and 9
- Web / Google Analytics (potential guest presenter; documents to be provided)
- Problem set from chapters (distributed and completed in class – to be graded)
- Case discussion: *Advertising Experiments at the Ohio Art Company* (UVA-M-0752)
  - Using the data provided with this case, evaluate whether the Etch A Sketch and Betty Spaghetti advertising campaigns were effective in increasing sales.
  - How does the Etch A Sketch experiment compare with the Betty Spaghetti experiment? In your opinion, which experiment is more suitable for evaluating whether an advertising campaign is effective?
  - What are some concerns regarding the data available for evaluating the results of the experiments?
  - Is it a good idea for the Ohio Art Company to invest in a national advertising campaign for Etch A Sketch and Betty Spaghetti?
Class 5 – June 16
  o IBM Document: *Picturing Performance: IBM Cognos Dashboards and Scorecards* (to be provided)
  o A Cautionary Note re: Marketing Metrics (lecture)
  o Pre-final review / discussion

Class 6 – June 23
  • In class final exam (questions plus case)

ACADEMIC INTEGRITY:
You are expected to read and follow the University’s policy on academic integrity. That policy may be found here:

http://www.uncg.edu/bae/faculty_student_guidelines_sp07.pdf
http://academicintegrity.uncg.edu/complete/

INSTRUCTOR BIO – GEORGE STEARNS

I have enjoyed a very diverse career that has challenged me to handle managerial responsibility in several different industries and functional areas. In the airline industry, I worked for US Airways, Midway Airlines and Delta and, at different points in time, managed Marketing Planning, Pricing, Sales, Advertising & Promotion, Frequent Flyer program development and Corporate Finance. From 1993-1999, I worked for the Walt Disney World Company and held the positions of General Manager of the Walt Disney Travel Company and Director of Product Development for the Walt Disney World Resort in Orlando. My background includes 2+ years experience in Management Consulting – I worked for Mercer Management Consulting’s Transportation Practice and had the opportunity to work for US Airways, Northwest Airlines and UPS. Most recently, I served as Chief Operating Officer of Pace Communications, a fast-growing marketing communications agency based in Greensboro. I hold a BA degree from North Carolina State University and an MBA from the University of Virginia’s Darden School.