Communications from professor and teaching assistant about the course will take place through Canvas. Students should make sure they regularly check for announcements and messaging notifications.

Course Description

Marketing activity is the core of an operating business and customers are the central focus of marketing. The course follows a customer-centric approach to marketing, which is based on understanding customers and how they drive firm value. Specifically, marketing provides tools and frameworks for (i) understanding customers, (ii) delivering value to customers, and (iii) capturing value from customers. The course is organized around these three pillars. Products and services (Product) distributed through channels (Place) are the main vehicles for delivering value to customers. Pricing strategies (Price) and promotion and advertising (Promotion) help firms capture value from customers. Therefore, we will also cover the 4 P’s of marketing throughout the course, leading to an integrated marketing strategy.

This course emphasizes both quantitative and qualitative analysis. Quantitative analysis is invaluable for estimating the impact of marketing decisions on customers and firm profits. At the same time, qualitative analysis is important because marketing is concerned with the psychology and the behavior of people – consumers, competitors, collaborators/partners that is sometimes difficult to capture in quantitative terms. It is important to balance both kinds of analyses when you justify the marketing decisions you will make in class discussion and assignments.

The main objectives of the course are to improve your ability to:

1. Assess market opportunities by carefully analyzing customers while taking into account competitors and the strengths and weaknesses of a company.
2. Design effective marketing strategies to maximize a company’s chance of winning in these markets.
3. Develop and evaluate programs designed to implement marketing strategy.
Course Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Readings</th>
<th>Due that day (group/ind.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 1: UNDERSTANDING CUSTOMER VALUE</td>
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</tr>
<tr>
<td>1</td>
<td>10/26/2017 (TH)</td>
<td>Introduction + Customer Lifetime Value</td>
<td>What's A Customer Worth Rethinking Marketing&lt;br&gt;Answer online survey (ind.)</td>
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<tr>
<td>2</td>
<td>10/31/2017 (T)</td>
<td>Marketing Strategy Applying CLV</td>
<td>Case: Starbucks + Starbucks in the New Millennia&lt;br&gt;CLV Concept Check</td>
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<tr>
<td>3</td>
<td>11/2/2017 (TH)</td>
<td>Conjoint Analysis</td>
<td>Online conjoint tutorial (registration required)&lt;br&gt;Case: Apple Vs. Samsung: The $2 Billion Case&lt;br&gt;Bring Laptops</td>
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<tr>
<td>4</td>
<td>11/9/2017 (TH)</td>
<td>Segmentation and Targeting (ST)</td>
<td>Segmentation and Targeting&lt;br&gt;Conjoint Concept Check 4P's Presentation Sign Up</td>
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<tr>
<td></td>
<td></td>
<td>Customer Lifetime Value Review Session (Friday 11/10/2017, Uris 142, 9:00 AM - 10:30 AM)</td>
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<tr>
<td>MODULE 2: DELIVERING VALUE TO CUSTOMERS</td>
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<tr>
<td>5</td>
<td>11/14/2017 (T)</td>
<td>Positioning (P)</td>
<td>Generating Perceptual Maps from Social Media Data&lt;br&gt;Individual CLV assignment (ind.)</td>
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<tr>
<td>6*</td>
<td>11/16/2017 (TH)</td>
<td>New Products</td>
<td>Case: L’Oréal Paris&lt;br&gt;Answer online survey (ind.)</td>
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<tr>
<td>7</td>
<td>11/21/2017 (T)</td>
<td>Branding</td>
<td>Brands and Brand Equity&lt;br&gt;STP Concept Check</td>
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<tr>
<td>8*</td>
<td>11/28/2017 (T)</td>
<td>Brand Strategy</td>
<td>Case: Kate Spade&lt;br&gt;Answer online survey (ind.)</td>
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<td>MODULE 3: CAPTURING VALUE FROM CUSTOMERS</td>
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<td>9*</td>
<td>11/30/2017 (TH)</td>
<td>Distribution</td>
<td>How to Win in an Omnichannel World?</td>
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<td></td>
<td></td>
<td>Conjoint Analysis Review Session (Friday 12/1/2017, Uris 142, 9:00 AM - 10:30 AM)</td>
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<tr>
<td>10*</td>
<td>12/05/2017 (T)</td>
<td>Price</td>
<td>Evaluating Price Promotions</td>
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<tr>
<td>11*</td>
<td>12/07/2017 (TH)</td>
<td>Communication 1</td>
<td>Using Social Media Data to Track the Effectiveness of a Communication Campaign&lt;br&gt;Promotion Concept Check Conjoint Analysis project (group)</td>
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<tr>
<td>12</td>
<td>12/12/2017 (T)</td>
<td>Communication 2</td>
<td>Case: Casper Sleep&lt;br&gt;Answer online survey (ind.)</td>
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<tr>
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<td>Final Exam Review Session (Wednesday 12/13/16, Uris 326, 10:15 AM – 11:15 AM)</td>
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<td></td>
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<td>Final Exam (12/19/16)</td>
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</tbody>
</table>

* 4P student presentations
Method of Evaluation

Class participation and preparedness 20%
Customer lifetime value assignment (individual) 10%
4P presentation (group) 5%
Measuring preferences and product design exercise (group) 15%
Final examination (individual) 50%

Evaluation and Assignments Details

Class Participation / Class preparedness

Your class participation / class preparedness grade will be based on:

- Attending class and being on time - Much of the learning will occur during class discussions and regular attendance is required in order to receive credit for class participation. **Excused absences must be cleared through the office of student affairs (OSA), who will then inform me of the excused absence.** In general, reasons for excused absences include health problems, personal emergencies, and religious observance (not interviews).
- Being prepared for class - Class preparedness will be assessed based on your responses to some short online surveys to be filled out before several of the sessions. You should fill out each survey before 9 am the day of class (so that I can incorporate your responses into the class discussion). The link to each survey is on the course website. Note: many of the questions in these surveys do not have a unique answer. You will receive full credit for each survey as long as you fill it out and give some reasonable justification for your answers.
- Your conduct and behavior in class, including the quality of your comments - To a large extent, learning in this class is related to your willingness to expose your insights and viewpoints to the critical judgment of your classmates. Thus, to make the learning process much more beneficial and enjoyable for both you and me, each one of you is expected to contribute to class discussions. Students should be prepared at all times to comment in any class session. Class members may be randomly selected for participation (i.e., cold called) during case discussions. Reading the required readings and cases for each session is the best way to prepare for class discussion. Evaluation of class participation is based upon the quality (not the quantity) of your comments, as reflected by their relevance, insightfulness, and coherence. Attendance is a necessary but not sufficient condition for participation. If you do not actively participate, you will receive a low participation grade even if you attend every class.
- Your responses to short “concept check” surveys that will test your understanding of concepts and will be posted on the course website at the end of each week.

As sessions will commonly utilize interactive polling slides and in-class modeling exercises, **students should bring TurningPoint clickers to every session and laptops to selected sessions according to the syllabus.**
Individual Assignment
An individual exercise focused on customer lifetime value will be assigned in the second session (Oct. 31st) and will be due at the beginning of the fifth session (Nov. 14th). This is a type C assignment, which means that you have to do this assignment completely on your own.

4P presentation
Each learning team will make a short (5 min) presentation related to one of the four 4 P's, i.e., about an interesting product or brand innovation (Sessions 6 or 8), an interesting distribution strategy / channel innovation (Session 9), an interesting pricing strategy (Session 10), or an interesting advertising campaign (Session 11). Each presentation will present facts, critically analyze the case, and extract some learning. This is a group assignment, type A. Note: please try to be original (no Apple example please).

Please pick the topic of your presentation (i.e., Product, Place, Price, or Promotion) by selecting the appropriate time slot on the doodle poll posted on canvas by Nov. 9th. Please make sure to include your learning team number and the names of your learning team members, and to sign up for the appropriate time based on your course section.

Preference Measurement and Product Design Exercise
Conjoint analysis is a commonly used technique to measure consumer preferences, design new products and assess willingness to pay. We will learn and use conjoint analysis in several sessions throughout the class. You will work in a study group of four to five students to design and test your own new product concept using conjoint analysis. After designing the data collection instrument (questionnaire), you will collect and analyze data on preferences to make decisions about the product you plan to introduce. Further instruction for completing and submitting this exercise are available on Canvas.

The conjoint exercise will be assigned in the third session (Nov. 2nd) and will be due at the beginning of the eleventh class session (Dec. 7th).

This is a group assignment, type A.

Final Examination
The final examination will be a three-hour, open-book, open-notes exam. The exam will be designed to test your understanding of the topics covered in the lectures, readings, cases and assignments. Final exams will be available from my office for all of next semester.
Conduct

Out of respect for the other students in your class, it is important for you to focus your full attention on the class for the entire class period. Most students observe proper decorum, but it takes only one person’s behavior to distract the entire class. Columbia Business School students have complained to the school about students who use class time for other purposes or act in a distracting manner. Class will be conducted using the same rules of decorum that would apply in a business meeting. These rules include the following:

- Arrive to class on time.
- Once you have arrived, you should leave the classroom only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not considered appropriate behavior.
- If for some reason you must be late for class or leave early, please let me know.
- Unless otherwise directed, use of laptops, cell phones, PDAs, or any other wireless devices is prohibited.

Columbia Core Culture

The purpose of the Columbia Core Culture is to promote a consistent classroom environment of mutual respect, preparation and engagement. Our expectation of you in class is to be:

Present: Your success depends on being on time and present for the entire class every session. Attendance will be part of your grade for class participation and students are expected to sit in their assigned seats.

Prepared: Bring your nameplate, clicker, and complete any pre-work needed for class discussion. Expect the professor to cold call in class.

Participating: Active participation calls for no electronic devices such as laptops, tablet computers, or smartphones during class, except when the professor tells you as part of in-class work.

Honor Code

You are expected to conform to the norms of behavior outlined in the Columbia Business School Integrity Code (printed at the beginning of the reading packet). Use of case or lecture notes from previous sections of the course is not allowed. Any allegation of academic dishonesty will be forwarded to the Dean’s office for investigation. Any case of proven academic dishonesty will result in failure in the course. Simple things such as arriving on time to class, turning cell phones off during class time and not being tempted by the many distractions that the Internet offers can make the experience more enjoyable and rewarding to all.
Assignment Types

All of your assignment submissions are subject to the CBS Honor Code. Violations of the CBS Honor Code may lead to failing the assignment, failing the course, suspension, and/or dismissal. In order to avoid ambiguity that may lead to unintentional violations of the Honor Code, assignment description types have been standardized and specified below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Designation</th>
<th>Grade</th>
<th>Preparation of Submission</th>
<th>Discussion of Submission*</th>
<th>Discussion of Concepts**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Group Work</td>
<td>Same grade for all group members</td>
<td>By the group</td>
<td>Permitted to discuss (within group)</td>
<td>Permitted</td>
</tr>
<tr>
<td>B-</td>
<td>Individual w/ Discussions of Concepts and Submission</td>
<td>Individual grade</td>
<td>Individual preparation</td>
<td>Permitted to discuss; sharing solutions or submission files is not allowed</td>
<td>Permitted</td>
</tr>
<tr>
<td>B+</td>
<td>Individual w/ Discussions of Concepts Only</td>
<td>Individual grade</td>
<td>Individual preparation</td>
<td>Not permitted to share/discuss solutions or submission</td>
<td>Permitted</td>
</tr>
<tr>
<td>C</td>
<td>Individual</td>
<td>Individual grade</td>
<td>Individual preparation</td>
<td>Not permitted to share/discuss solutions or submission</td>
<td>Not permitted***</td>
</tr>
</tbody>
</table>

* The designated group can be either an assigned study group or a self-selected one.

** Concepts mean any ideas, examples, readings, or other related materials from the class/course. Conceptual discussion should not be based on a specific set of data or setting related to a calculation or decision required in the assignment, but could be based on other related examples, preferably those from class/course materials.

*** As no conceptual discussion is permitted, Type C is akin to a take-home exam.

Attendance Policy

Students are required to attend each class. Students should reach out to the Office of Student Affairs (OSA) by using Core Absence Form on this course’s Canvas page regarding excused absences (for religious observances; personal, medical, and family emergencies; military service; court appearances such as jury duty). Unexcused absences will affect your course grade as follows:

- Students that miss more than 33% of their classes (unexcused absences) will at most receive a P for the course grade
- Students that miss more than 50% of their classes (unexcused absences) will receive a F for the course grade

In addition to the effect on your final course grade, absences may also affect your final exam grades as follows:

- Students that miss the exam for an excused reason but are unable to take the exam within the stated make-up period will receive a zero for the final exam grade
- Students that miss the exam without notifying OSA (unexcused), will receive an F for the course grade.
Inclusion, Accommodations, and Support for Students

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Columbia Business School will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Columbia University’s Office of Disability Services for information about registration. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University’s Office of Disability Services online at [www.health.columbia.edu/docs/services/ods/index.html](http://www.health.columbia.edu/docs/services/ods/index.html) or by contacting (212) 854-2388.

Columbia Business School is committed to maintaining a safe environment for students, staff and faculty. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to a Title IX Coordinator. They will treat this information as private, but will need to follow up with you and possibly look into the matter. Counseling and Psychological Services, the Office of the University Chaplain, and the Ombuds Office for Gender-Based Misconduct are confidential resources available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see [http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students](http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students).