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

**Course Description**

This course follows a customer-centric approach to marketing, which is based on understanding consumers and how they drive firm value. Specifically, marketing provides conceptual frameworks and tools for (i) understanding consumers, (ii) designing the value proposition, and (iii) delivering value to the marketplace. 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. Through pricing strategies (Price) and promotion and advertising (Promotion), firms implement the marketing plan. 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 analyses. Quantitative analysis is valuable for estimating the impact of marketing decisions on consumers and firm profits. At the same time, qualitative analysis is important because marketing deals with the psychology and the behavior of people (e.g., consumers, competitors, collaborators) that is sometimes difficult to capture in quantitative terms. It is essential to balance both kinds of approaches when you justify the marketing decisions you will make during class discussion and in the assignments.
<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><strong>MODULE 1: UNDERSTAND</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10/28/2020 (W) 10/29/2020 (R)</td>
<td>Introduction + Customer Lifetime Value</td>
<td>What's A Customer Worth (p. 4) Rethinking Marketing</td>
<td>Read the syllabus carefully (ind.) Answer online survey (ind.)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Customer Centricity</td>
<td>Case: Jaguar Land Rover: Towards a Customer-Centric Organization Watch: Video</td>
<td>Answer online survey (ind.)</td>
</tr>
<tr>
<td>3</td>
<td>11/04/2020 (W) 11/05/2020 (R)</td>
<td>Segmentation, Targeting, and Positioning (STP)</td>
<td>Segmentation and Targeting</td>
<td>Answer online survey (ind.) CLV Concept Check</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Capstone Case</td>
<td>Case: Chase Sapphire: Creating a Millennial Cult Brand</td>
<td>Answer online survey (ind.)</td>
</tr>
</tbody>
</table>

Customer Lifetime Value Review Session (Friday 11/06/2020, 3:30 p.m. - 5:00 p.m.)

**MODULE 2: DESIGN**

<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>5</td>
<td>11/11/2020 (W) 11/12/2020 (R)</td>
<td>Conjoint Analysis</td>
<td>Online conjoint tutorial (registration required) Case: Apple Vs. Samsung: The $2 Billion Case</td>
<td>Answer online survey (ind.) STP Concept Check</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>New Products</td>
<td></td>
<td>Individual assignment (ind.)</td>
</tr>
<tr>
<td>7</td>
<td>11/18/2020 (W) 11/19/2020 (R)</td>
<td>Branding</td>
<td>Generating Perceptual Maps from Social Media Data</td>
<td>Conjoint Concept Check</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Capstone Case</td>
<td>Case: Chateau Margaux: Launching the Third Wine</td>
<td>Answer online survey (ind.)</td>
</tr>
</tbody>
</table>

Conjoint Analysis Review Session (Friday 11/20/2020, 3:30 p.m. - 5:00 p.m.)

**MODULE 3: DELIVER**

<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>9</td>
<td>12/02/2020 (W) 12/03/2020 (R)</td>
<td>Distribution</td>
<td>Case: Amazon in 2019 Direct to Consumers Brands</td>
<td>Answer online survey (ind.)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Communication</td>
<td>Case: Can 3G Capital Make Burger King Cool Again?</td>
<td>Answer online survey (ind.)</td>
</tr>
<tr>
<td>11</td>
<td>12/09/2020 (W) 12/10/2020 (R)</td>
<td>Price and Promotions</td>
<td>Case: Rocket Fuel: Measuring the Effectiveness of Online Ad Rocket Fuel Spreadsheet</td>
<td>Answer online survey (ind.)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Capstone Case</td>
<td>Case: Casper Sleep</td>
<td>Answer online survey (ind.) Conjoint Analysis project (group) Promotion Concept Check</td>
</tr>
</tbody>
</table>

Final Exam Review Session (Monday 12/14/2020, 3:30 p.m. - 5:00 p.m.)

Final Exam (12/18/2020, 9:00 a.m.)
Course Overview

Method of Evaluation

Class attendance and participation 30%

Individual assignment (individual) 5%

Conjoint Analysis group project (group) 15%

Final examination (individual) 50%
Evaluation and Assignments Details

Class attendance and participation

- Attending class, being on time, and present (15%) – Much of the learning will occur during class discussions and regular attendance is required in order to receive credit for class participation. Presence means being in class for students on campus and leaving the camera on for students at home. **Excused absences must be cleared through the office of student affairs (OSA), who will then inform me of the excused absence.**

- Participating in class (10%) – To a large extent, learning in this class is related to your willingness to share your insights and viewpoints in the classroom. Thus, to make the learning process much more beneficial and enjoyable for everyone, each one of you is expected to contribute to class discussions. Students should always be prepared to comment during 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 comments, as reflected by their relevance, insightfulness, and coherence.

- Being prepared before class (5%) – Class preparedness will be assessed based on your responses to some short online surveys and concept checks to be filled out before sessions. Note that many of the questions in these surveys do not have a unique answer. You will receive full credit for each survey if you fill it out before class and give some reasonable justification for your answers. Concept checks will not be graded based on performance on these short quizzes, but they need to be completed on time. You can take concept checks as many times as you wish.

- Extra Credit – You can earn extra credit by contributing content relevant to the course in a few ways (this encouraged for students attending classes asynchronously to gain participation credits):
  - Posting on the discussions thread on the Canvas course page. You can contribute content by participating in these discussions.
  - Sending me a short presentation (i.e., about 5 slides) about a case of new products, branding, distribution, price, or communication that caught your attention (see some examples on Canvas /Files/Optional Presentations – Examples). Each student can send one presentation before the class of the related topic; I may share the case in class.

Individual Assignment

An individual exercise focused on customer lifetime value and segmentation will be due by session 6. This is a type C assignment, which means that you must do this assignment entirely on your own.

Conjoint Analysis Group Project

We will learn and use conjoint analysis in class. You will work in your study group to design and test your own new product concept using conjoint analysis. Further instructions for this exercise are available on Canvas. This is a group assignment, type A.

Final Exam

The final exam 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.
Core Culture in the Hyflex Classroom

The purpose of Columbia Core Culture is to promote the values of a consistent classroom environment of mutual respect, preparation and engagement in all courses. Students are expected to adhere to the same standard of behavior prescribed by Core Culture and Honor Code in traditional in-person, fully remote and Hyflex classes.

Present: Students should be on time and present for the entire session:

- Faculty are expected to start and end class on time and students are expected to be ready to begin class on time. You should arrive to class 10 minutes early. For remote students, this will ensure you can address any technical difficulties before class starts. For those students attending in-person, this will give instructors the opportunity to assign seating (if decided). An instructor can choose to factor consistent lateness into a student’s participation grade. Asynchronous students are expected to watch course recordings in a timely manner (generally within 24 hours).
- For in-person students, you must wear your mask fully covering your mouth and nose at all times, to protect yourselves and your peers from the risk of spreading COVID.
- For in-person students, you are required to bring your laptop (or web-enabled device) to class (as feasible) and to join the Zoom meeting, without connecting to audio or video (until advised differently by your instructor). You will also be asked to bring a headset. This will allow for in-person and remote students to remain connected during the live class; and for the professor to create Breakout Rooms that combine students across both modalities.
- For remote students only, your camera must be turned on upon joining the room and remain on throughout class, unless otherwise requested by your instructor.
- While electronic devices are necessary for remote instruction, they should only be used for educational purposes during class time. In other words, you are always expected to have Zoom as the active screen on your computer.
- Make sure your full name is visible to the instructor and as best as possible to your peers. All students are expected to rename yourself in Zoom as your name appears in Canvas. For those students attending in-person, also make sure you bring your name card and have it prominently displayed. To foster an inclusive class environment, we strongly encourage remote students to use ITG’s Zoom virtual background generator to make your name and preferred pronouns highly visible.
- Please remain on mute (unless asked to speak) and dress appropriately when attending to avoid distractions.
- As a general rule, if you wouldn’t engage in behavior or make a comment in a traditional classroom, please do not do so in a virtual or Hyflex one.

Prepared: Students should complete pre-work needed for class.

- Expect cold-calling. For remote students, your instructor will share expectations on how to answer when cold-called (i.e., unmute yourself, type in the chat box, etc.)
- Expect to use PollEverywhere during class, and that part of a student’s participation grade is to participate in polling questions.

Participate: All courses will have a meaningful component of the final grade attached to preparation and participation.
• Communications will be respectful. Inappropriate language will not be tolerated, and the faculty member has the right to determine what is inappropriate.
• Everyone’s comments are important. The diversity of experience among members of the class will enhance learning. All students will be treated equitably within the classroom. The classroom is a place of expression and discussion. Be courteous to others and do not interrupt when another student is speaking.

Honor Code

You are expected to conform to the norms of behavior outlined in the Columbia Business School Honor Code. 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. Students are subject to an Honor Code violation if they violate the Columbia Community Health Compact, please refer to OSA’s website with guidance for how Health Compact issues will be handled.

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 data set or data/setting related to a calculation or decision. Therefore, the concept should not be shared or discussed.

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

Students are expected to attend class live, either in person or remotely. If students register for a HyFlex class, they may still attend the class remotely. The standard policy for all MBA Core courses is that students in time zones where class meeting times occur outside of the hours from 6 a.m. to 11 p.m. be permitted either to watch class recordings asynchronously or to join another course section. Faculty will provide students viewing asynchronously with alternative opportunities to demonstrate class participation.

This course may use Poll Everywhere as a tool to increase student engagement. Poll Everywhere may also be used to confirm student attendance and participation records.

If a student is absent from class and is allowed to attend a different cluster’s class meeting, it is at the discretion of the faculty member to count responses to any polls presented during this time as attendance or participation.

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).