MKT 400G Digital Marketing & Customer Analytics  
Spring 2020 | Prof. Michael Wall  
Bauer Hall Room 230 | Tuesday/Thursday 10:00-11:30AM

Course Purpose:

Rapid increases in technology have provided consumers with various digital mediums for discovering and consuming content. Consumers are now more easily and conveniently able to discover, evaluate, and select solutions to fulfill specific needs. As a result, these empowered customers have become desensitized to marketing, more price sensitive, and less brand loyal. The purpose of this course is to provide students with the knowledge, tools, resources, and experiences needed to meet these new demands and expectations in a digital world.

Course Objectives:

Students who successfully complete this course will realize, develop and apply the key tenets of digital marketing. Beyond acquiring information and learning tactics, they will learn how to develop an integrated digital marketing strategy. In addition, they will learn how to properly evaluate success and make decisions rooted in insights. Finally, they will realize the critical role that leadership and values play in making such decisions especially when working with customer data.

Alignment with Olin’s Pillars of Excellence:

This course covers each of the key pillars. That said, those in bold are the most applicable.

1. Embody a values-based and data-driven ethos in their approach to all business situations
2. Understand the global opportunities and challenges facing businesses
3. Engage with business issues through the application of experiential knowledge, in addition to the rigorous technical skills acquired in the classroom
4. Pursue world-changing initiatives with an entrepreneurial and innovative mindset and skillset

Course Topics:

This course is rooted in interactive learning and knowledge application. Students will learn the what, why, and how of the various areas of digital marketing. This will be achieved through case studies, in-class exercises, and projects. For the purposes of this course, I have organized the digital marketing landscape into a digestible framework for students.

Mediums include but are not limited to Digital Advertising, Paid Search, Organic Search, Social Media, and Email. Analytics include but are not limited to Website Analytics, User Experience Analytics, and Customer Analytics. Properties include but are not limited to Website Development, App Development, and Content Creation Technology and platforms include but are not limited to Google, Adobe, Salesforce, and Amazon Advertising.
# Course Schedule:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>January 14th</td>
<td>Course Intro - Digital Strategy</td>
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<tr>
<td>2</td>
<td>January 15th</td>
<td>Customer Personas &amp; Digital Profiles</td>
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<td>3</td>
<td>January 21st</td>
<td>Digital Advertising</td>
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<td>4</td>
<td>January 23rd</td>
<td>Digital Advertising</td>
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<td>5</td>
<td>January 28th</td>
<td>Digital Advertising (Rocket Fuel Case)</td>
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<td>6</td>
<td>January 30th</td>
<td>Guest Speaker</td>
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<td>7</td>
<td>February 4th</td>
<td>Values-Based, Data-Driven</td>
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<td>8</td>
<td>February 6th</td>
<td>Paid Search</td>
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<td>9</td>
<td>February 11th</td>
<td>Paid Search</td>
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<td>10</td>
<td>February 13th</td>
<td>Paid Search</td>
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<td>11</td>
<td>February 18th</td>
<td>Paid Media Integration (BBVA Compass Case)</td>
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<td>12</td>
<td>February 20th</td>
<td>Paid Digital Advertising Recap &amp; Article Discussion</td>
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<td>Bonus - Voluntary</td>
<td>February 21st</td>
<td>Google Analytics Training with Google!</td>
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<td>13</td>
<td>February 25th</td>
<td>Owned &amp; Earned Discovery (Content Strategy)</td>
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<td>14</td>
<td>February 27th</td>
<td>Owned &amp; Earned Discovery (Onsite)</td>
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<td>15</td>
<td>March 3rd</td>
<td>Owned &amp; Earned Discovery (Offsite)</td>
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<td>16</td>
<td>March 5th</td>
<td>Guest Speaker</td>
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<td><strong>No Class March 10th &amp; 12th - Spring Break</strong></td>
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<td>17</td>
<td>March 17th</td>
<td>Social Media Marketing</td>
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<td>18</td>
<td>March 19th</td>
<td>Social Media Marketing</td>
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<td>19</td>
<td>March 24th</td>
<td>Guest Speaker</td>
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<td>20</td>
<td>March 26th</td>
<td>Email Marketing</td>
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<td>21</td>
<td>March 31st</td>
<td>Media Mix Optimization (Sephora Case)</td>
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<td>22</td>
<td>April 2nd</td>
<td>Analytics &amp; Attribution</td>
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<td>23</td>
<td>April 7th</td>
<td>Guest Speaker</td>
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<td>24</td>
<td>April 9th</td>
<td>Guest Speaker</td>
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<td>25</td>
<td>April 14th</td>
<td>Final Presentation</td>
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<td>26</td>
<td>April 16th</td>
<td>Final Presentations</td>
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<td>April 21st</td>
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<td>28</td>
<td>April 23rd</td>
<td>Final Presentations</td>
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Course Requirements:

The main elements of this course are:

1. Interactive Class Discussions & In-Class Exercises
2. Guest Speaker Discussions
3. Group Case Analysis & Strategy Recommendations
4. Final Group Presentation

1. Interactive Class Discussions & In-Class Exercises:

A vast majority of the learning and value of this course takes place in the classroom. For that reason, attendance is required. These sessions will be interactive, so be prepared to ask and answer questions. There will occasionally be class exercises throughout this course. Although some work may be required outside of class, all involve collaboration in the classroom. These exercises are designed to be collaborative, fun, and challenging ways to apply new concepts.

2. Guest Speaker Discussions:

This course is designed to go beyond the fundamentals of digital marketing. Students who successfully complete this course will be at the cutting edge of digital marketing strategies as we prepare to enter the next decade. Part of this will be enabled by various industry speakers from leading companies in the space. Attendance is always required but will be of greater focus for these sessions. These sessions will help to bring new ideas and additional context to the various topics covered in the course.

3. Group Case Analysis & Strategy Recommendations:

Cases are utilized in a unique way for this course. The cases are designed to provide context consistent with real-world challenge. In addition to data provided in the case, additional mock-data will be provided to create a real-world scenario. As a group, it will be your job to determine the best course of action by applying the in-class discussions combined with case data.

4. Final Group Presentation:

Students will form into groups on the first day of class. Together they will select a brand which they will audit throughout the course. This will include competitive analysis against a single primary competitor. Throughout the course specific topics and tools will be introduced to guide these efforts. Teams will then use these insights to put together a recommended digital strategy. Their recommended strategy and insights will be presented at the end of the course.

Course Content:

Most content in this course is provided in the classroom via customized slides and summaries. Students will apply those learning via a variety of cases and articles which are in the course pack.

- Rocket Fuel: Measuring the Effectiveness of Online Advertising – HBS 2017
- BBVA Compass: Marketing Resource Allocation – HBS 2012
- Sephora Direct: Investing in Social Media, Video, and Mobile – HBS 2012
- How Sephora Reorganized to Become a More Digital Brand – HBR 2014
- Ads That Don’t Overstep – HBR 2017
• How to Convince Customers to Share Data After GDPR – HBS 2018
• How GDPR Will Transform Digital Marketing = HBS 2018

Course Deliverables & Evaluation:

The course has a variety of deliverables all centered on applied learning. These deliverables are as follows:

• Group Case Analysis & Recommended Action – Rocket Fuel, BBVA Compass, & Sephora*
• Individual Perspective Written Deliverable – Data Driven, Values Based
• Final Group Project Audit & Strategy Presentation

Student performance throughout this course will include of combination of qualitative and quantitative criteria that falls into the following categories:

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<thead>
<tr>
<th></th>
<th>Engagement</th>
<th>Group Cases</th>
<th>Sephora Group Case*</th>
<th>Final Presentation</th>
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<tr>
<td>Percentage</td>
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<td>25%</td>
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• Engagement includes being present, tuned-in, and active in class
• Class exercises (inclusive of speaker summaries) are primarily effort based, details to follow
• Generally speaking, all other deliverables will be based on the criteria provided below
Academic Integrity

The WashU Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin should conduct themselves with the utmost integrity in all aspects of their life, both on and off campus. Below, I discuss three aspects of academic integrity. First, I present my commitment to matters of integrity. Second, I provide an overview of Olin’s Code of Conduct as it relates to Academic matters, and third, I discuss matters of Olin’s code of Conduct as it relates to Professional behavior.

My commitment to Integrity as the instructor of this course

The purpose of Olin’s Code of Conduct is to clarify expectations about academic and Professional behavior. The Code is meant to encourage and clarify appropriate academic, classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code.

As an instructor, I will consistently and fully support Olin’s Academic Code of Conduct and Olin’s Code of Professional Conduct. I take the matters of academic integrity and professional conduct seriously and expect that you do, too. I encourage you to ask if you have any questions about academic integrity in this course.

Please refer to the publication Integrity Matters: Olin Business School Code of Conduct for specific responsibilities, guidelines and procedures regarding academic integrity. You may also consult with MBA Program Dean or BSBA Program Dean if you have questions or concerns.

Olin’s Code of Conduct as it relates to Academic matters

The following is a summary of the Code as it applies to Academic matters:
Student Academic Violations. It is dishonest and a violation of student academic integrity if you:

1. **Plagiarize** – You commit plagiarism by taking someone else’s ideas, words or other types of product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

2. **Cheat on an examination** – You must not receive or provide any unauthorized assistance on an examination. During an examination you may use only material authorized by the faculty.
3. **Copy or collaborate on assignments without permission** – It is dishonest to collaborate with others when completing graded assignments or tests, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets (unless expressly discussed in class). If you have any questions regarding the definition of allowable behavior, it is your responsibility to ask for clarification prior to engaging in the collaboration.

4. **Fabricate or falsify data or records** – It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or other circumstances; fabricate source material in a bibliography or “works cited” list; or provide false information on a resume or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as your own.

5. **Engage in other forms of deceit or dishonesty that violate the spirit of the Code**

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

*Class code of Conduct as it relates to Professional behavior*

**Expectations – Professional Standards of Conduct**

Olin students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following:

**In the classroom**

- **Attendance**: Students are expected to attend each class session. Students should never register for courses scheduled in conflict with one another. Please display your name card in class at all times.

- **Punctuality**: Students are expected to arrive and be seated prior to the start of each class session. If you arrive late, please talk to me after class to explain.

- **Behavior**: Classroom interaction will be conducted in a spirited manner but always while displaying professional courtesy and personal respect.

- **Preparation**: Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussion.

- **Distractions**:  
  - *Exiting and Entering*: Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.
- **Laptop, PDA, and Other Electronic Device Usage:** No laptops, PDAs, or other electronic devices in classrooms are permitted.

- **Cellular Phone and Pager Usage:** Students are expected to keep their mobile phones and pagers turned off during class. Answering or using phones or pagers while class is in session is not permitted.

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*.

**POLICY ON MISSING CLASSES AND EXAMS FOR INTERVIEWS**

We strongly advise that students schedule job and internship interviews around their class times and exam schedules. Employers understand that academics are your top priority. For off-campus interviews at the employer’s site, most will accommodate a student who needs to schedule an interview around a class or exam. For on-campus interviews, you should sign up quickly—as soon as possible—since these timeslots are fixed and are available on a first-come first-served basis only. In the event that an interview conflicts with a scheduled class, you must notify the professor in advance; the sooner you do that you demonstrate professional courtesy and a sense of commitment to the professor. How the professor treats the absence is at the professor’s discretion in accordance with the course syllabus or other means of communication. An interview conflict is not a valid reason for missing an exam. If you experience or anticipate problems, you should seek advice from Weston Career Center advisors.

**DISABILITIES**

Reasonable accommodations will be made for students with verifiable disabilities. Students who qualify for accommodations must register through Washington University’s Center for Advanced Learning Disability Resources (DR) in Cornerstone. Their staff members will assist me in arranging appropriate accommodations.

**CHANGES IN SYLLABUS**

The professor may need to change the syllabus during the course of the semester for any number of reasons. In the event of a change, an announcement of the change and a revised syllabus will be posted on a Canvas.