

MKT 566: Decision Making Using Marketing Analytics Spring 2023

Sections 16522R/16544D: 6:30 - 9:30pm PST (Thu only)

Professor: Kalinda Ukanwa, Ph.D. in Marketing (Quantitative)

TA (6:30pm sec.): Kaustubh Rai - raik@usc.edu

Office Hours: Tue and Thu 1:30 – 3:00pm PST by appointment

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COURSE DESCRIPTION

The new age of marketing requires an understanding of data. This course will give you the right tools to stay relevant. The goal of this course is to provide you the skills needed to make intelligent use of marketing data and analytics to make business recommendations and decisions. This course also provides students with the background needed to begin working in a marketing analytics position within a corporation, a consulting firm, or a marketing research firm. The course employs a combination of lectures, articles, and “hands-on” exercises. By the end of the course, you will be able to walk into any organization and help make data-driven marketing decisions.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of marketing data collection, analysis, and interpretation.
- Use data visualization to gain marketing insight.
- Communicate a story to an audience using data and analytics.
- Conduct cluster analysis for marketing segmentation, targeting, and positioning
- Earn certificates of completion in Google Analytics.
- Design experiments, including A/B and multivariate testing.
- Develop marketing mix models.
- Gain exposure to artificial intelligence and machine learning.
- Apply marketing analytics skills to a real marketing issue of interest.

COURSE MATERIALS

Required Course Materials:

1. **Topical Articles** by various media outlets. All articles assigned in class are accessible at the USC Library online portal: <https://libraries.usc.edu/>. You can also find these articles through Google or Google Scholar searches.
2. **MKT 566 Lectures** at <http://blackboard.usc.edu> under CONTENT

Required Equipment, Software, and Online Resources:

It is ***required*** that you download and install all the required software ***before*** class as per the instructions of the instructor. ***Please make sure that you bring a fully charged laptop to every class*** for class exercises.

Throughout the course, we will make use of **Excel** because it is widely used both in industry and for other courses at Marshall. ***Proficiency with Excel is required to successfully complete this course.***

If your computer does not have Excel, Office 365 package is available to you free of charge. It allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

*Please install these on your laptop **before** the first day of class:*

Excel

Tableau Desktop (go to <https://www.tableau.com/academic/students> for a free copy)

Note that where indicated, you will be able to use software or programming language tools other than Excel to complete assignments. Examples include Python, R, JMP Pro, SPSS, etc.

Lectures are conducted in the classroom. **There is no Zoom option for this class.** Zoom will be used only in unusual circumstances (e.g., emergency, guest speaker requirement, etc.). In such cases, you must have access to the Internet and Zoom to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. All completed assignments are submitted on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- A working video camera with microphone for use on Zoom;
- Microsoft Word and Google Docs as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Optional Course Materials and Software:

1. **Marketing Analytics** by Brennan Davis (Edify Pub., May 2019), ISBN: 978-0-9987138-8-5
To get the book, click below on the link for your section. Follow the instructions to purchase the digital textbook only:

Section 16522R/16544D (6:30pm – 9:30pm): <https://home.stukent.com/join/D32-F5E>

2. **Principles of Marketing Engineering and Analytics**, 3rd Edition, by Gary Lilien, Arvind Rangaswamy and Arnaud De Bruyn (DecisionPro, Inc. 2017), ISBN: 978-0985764821

GRADING

The target GPA for all students enrolled in the course is 3.5, as it is for all other Marshall graduate elective courses. Your final course grade represents how you perform in the class relative to other students. Three factors are considered:

1. Your average weighted score as a percentage of the available points for all assignments.
2. The overall percentage score within the class.
3. Your ranking among all students in the class.

The formal course assessment is as follows:

<u>Assignments</u>	<u>Points</u>	<u>% of Overall Grade</u>
<i>Assignments</i>	315	45%
<i>Group Project</i>	245	35%
<i>Class Exercises</i>	105	15%
<i>Class Participation</i>	<u>35</u>	<u>5%</u>
TOTAL	700	100%

More details of the grading policy are provided below:

1. **Assignments (45% total):** Students need to develop their own competence in dealing with the subject matter of this course. To accomplish this, students will be asked to complete five (5) assignments covering material discussed in the course. To complete each assignment, students need to carry out data analyses and provide managerial insights. The instructor will post the assignments on the Blackboard website along with detailed instructions. The course schedule section of this syllabus provides the due dates of these assignments.

Later on in the semester the instructor will give out the assignments along with detailed instructions. Each assignment will have instructions on its due date and how it is to be submitted. A late submission will result in a loss of 10% of the assignment grade immediately, plus 5% per day late up to a limit of the next class day, irrespective of the excuse. After that, the assignment receives no credit. For example, if an assignment was due on Tuesday and the next class day is Thursday of the same week, then you must submit the assignment by the beginning of Thursday's class to receive any partial credit. The assignment will receive a grade deducted by $10\% + 5\% = 15\%$ in this example. Assignments that are sufficiently late where they benefited from class discussion get no credit.

Additionally, for individually completed assignments, while inter-personal discussions are okay, it is essential that students complete these assignments independently. If the instructor detects any plagiarizing behavior (even for only part of the assignment), the student will receive a severe penalty on his/her course grade.

2. **Group Project (35%):** The objective of the group project is to provide you with an opportunity to apply what you learn to a real marketing issue of interest. To make sure that you are on track, you and your team will submit and present a power point presentation for each of the three phases of your project during the course: project proposal, results, and recommendations. Early in the semester, you will receive a handout with more details on requirements and deadlines.
3. **Class Exercises (15%):** This course is designed to be an active learning experience. This includes hands-on class exercises. To receive credit for class exercises, all work must be turned into the

instructor by the specified deadline. The exercises and their deadlines are revealed during lecture in class. Often, class exercises are due **within 24 hours of the class session**. If you miss class, there will be an opportunity to do the class exercises within the time window after the slides are posted on Blackboard.

4. **Class Participation (5%):** Your learning is greatly enhanced by actively participating in each lecture. Your interactive participation also improves the learning experience for your classmates. Grading will be determined by the quality and quantity of your participation in each lecture. One specific requirement is to give a presentation on Marketing Analytics in the Real World (See Appendix A for details). For students who provide an accommodation letter from USC OSAS requiring remote attendance, please contact me as soon as possible at the beginning of the semester. An alternative way to participate will be provided to you. See Appendix A for more details about how class participation is assessed.

Group Project

You have one group project in this class. Students should form groups and have the names of the group members submitted **by the due date specified in the schedule**. Each group should include about six (6) students. The instructor might provide some guidance on the ideal formation of the student groups.

At some point in your career, you will be asked to evaluate the work of others. As part of the team assignment experience, you will be required to submit a peer evaluation form (see Appendix B for an example) for your team assignment. Failure to make equitable contributions to group work will be penalized with lower individual grade.

Classroom Policies, Conduct, and Netiquette

1. Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.
2. This is a residential course and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, **there is no option to attend class via Zoom**. Attendance and active participation is expected in the classroom and is important in achieving the learning objectives for this course.
3. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
4. **Students who are experiencing illness should not attend class in person.** Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.
5. In-person class participation expectations are as follows:

- a. Arrive to class on-time and remain throughout the class. Arriving late or periodic exits is disruptive to the class and unfair to your fellow classmates – not a place conducive to learning.
 - b. When you come to class, be prepared to participate actively. This is not the place to sleep, chat with your friends, read the newspaper, text messaging, etc. There are more comfortable places for those activities than this classroom.
 - c. No use of cell phones, iPods, tablets or other electronic devices (except laptops) in the classroom for non-class purposes
 - d. Laptop or tablets can be used for class purposes such as class exercises or note-taking.
 - e. Violation of course conduct will considerably affect your class participation grade.
6. Lectures are conducted in the classroom. **There is no Zoom option for this class.** Zoom will be used for emergencies or guest speakers. On such occasions, online class participation expectations are as follows:
- a. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (c) below, attendance and active participation is expected at the synchronous Zoom class sessions.
 - b. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*
 - c. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
 - i. Please do:
 1. Log into class early or promptly
 2. Arrange to attend class where there is a reliable internet connection and without distractions
 3. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 4. If you use a virtual background, please keep it respectfully professional.
 5. Display both your first and last name during video conferencing and synchronous class meetings.
 6. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 7. Engage in appropriate tone and language with instructors and classmates.
 8. Please try not to:
 9. Engage in a simultaneous activity not related to the class.
 10. Interact with persons who are not part of the class during the class session.
 11. Leave frequently or not be on camera for extended periods of time.
 12. Have other persons or pets in view of the camera.
 - f. Violation of course conduct will considerably affect your class participation grade
 - g. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Communication Policy

- To promote independence and critical thinking, students are encouraged to work through the following process for obtaining answers to course-related questions before contacting the instructor. First, consult the course syllabus. If you do not find the answer you need, next consult the class site on Blackboard. If you are still not satisfied with the answer after you have exhausted these methods, students are encouraged to email the TA for your course section. **The TA for your course section is listed at the top of this syllabus, along with the TA’s email address.**
- Students can contact the instructor directly at Kalinda.Ukanwa@marshall.usc.edu, if needed. Please keep in mind the following items if you do so:
 - Students are encouraged to email from your USC email account. Because of the deluge of spam, phishing, and marketing emails the instructor receives, non-USC accounts generally do not get a timely response.
 - The email’s Subject Line should include your class, section, and brief description of the topic of your email: **MKT 566 Section XXX**. Replace the **XXX** with what time your section starts. This is helpful to know to respond in a way appropriate for your section. For example, if you are in the T/Th 11am section and you are emailing me a question about Assignment 1, then your email subject line could say “MKT 566 Section T/Th 11am: Question about Assignment 1”.
 - Instructor strives to reply to emails within 72 hours. Emails sent after 5pm, on weekends, or on holidays/school breaks get responses on the longer end of the spectrum.
 - Questions received on too short a notice before an assignment or project due date may not get a response until after the deadline. **Students are strongly encouraged to plan ahead and ask questions days before the due date of an assignment or project.**
- TAs follow the same communications policy and timeframes as the instructor.

Course Evaluations and Feedback to the Instructor

At the Marshall School of Business, we are committed to continuous improvement in the quality of teaching and learning. The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations. Please feel free to speak to me at any time regarding any aspect of this course, including things that you think are going well, or things that need to be improved. These will help me gauge how the course is progressing and make it a worthwhile experience for you.

Class Web Site: <http://blackboard.usc.edu>

The Blackboard login uses your USC ID and password. The website will include the syllabus, lecture notes, grades, and announcements related to this class, etc. By default, email from the instructor will arrive at your USC email account. Students are required to maintain this e-mail address as Blackboard uses this address to send course related e-mail. ***Please make sure that you check this email account on a regular basis so that you will not miss the messages posted from me on the Blackboard course website.***

COURSE OUTLINE AND ASSIGNMENTS

The schedule presented below is tentative. This schedule and syllabus is subject to change at the instructor’s discretion. Additional readings may be provided by the instructor. **BD = “Marketing Analytics” textbook by Brennan Davis**

<u>Week</u>	<u>Date</u>	<u>Subject</u>	<u>Assignments Due</u>
1		Course Introduction	Intro Survey (Qualtrics)

	1/12 Thu	Overview of Marketing Analytics Readings: 1. BD – Chapter 1 (optional) 2. “Models Will Run the World,” Wall Street Journal (2018) 3. “Sure, Big Data is Great. But So Is Intuition,” New York Times (2012)	
2	1/19 Thu	Data Visualization and Data Storytelling: Part I Readings: 1. BD – Chapter 11 (optional) "How to Properly Tell a Story with Data — and Common Pitfalls to Avoid." Towards Data Science (2017)	
		Data Visualization and Data Storytelling: Part II (Workshop) Readings: 1. "Data Visualization: How To Tell A Story With Data," Forbes (2018) 2. “How Do You Tell A Story With Data Visualization?”, Forbes (2019)	
3	1/26 Thu	Extracting Meaning from Data on the Web Readings: 1. BD – Chapter 6 (optional) 2. “How Companies Learn Your Secrets,” New York Times Mag. (2012)	
		Marketing Analytics Metrics: Part I (Overview) Readings: BD – Chapter 12 (optional)	
4	2/2 Thu	Marketing Analytics Metrics: Part II (Google Analytics) Readings: BD – Chapter 12 (optional)	
		GUEST SPEAKER	Assignment 1: Data Visualization
5	2/9 Thu	Marketing Analytics Metrics: Part III (Mobile Marketing Analytics)	
		Analytics of Segmentation, Targeting and Positioning: Part I Readings: BD – Chapter 7 (optional)	
6	2/16 Thu	Analytics of Segmentation, Targeting and Positioning: Part II	
		Analytics of Segmentation, Targeting and Positioning: Part III (Workshop)	Submit Project Team List
7	2/23 Thu	Marketing Mix Models: Part I Readings: BD – Chapter 14 (optional)	
		GUEST SPEAKER	Assignment 2: Cluster Analysis
8	3/2 Thu	Marketing Mix Models: Part II (Models with Moderation) Readings: BD – Chapter 15 (optional)	

		WORK ON COMPLETING PROJECT PROPOSALS	
9	3/9 Thu	Group project preliminary presentation	Team Project Proposal
		Group project preliminary presentation	Team Project Proposal
			Assignment 3: Marketing Mixed Models
	3/12 –19	SPRING RECESS	
10	3/23 Thu	A/B Tests and Experimental Design: Part I Readings: BD – Chapters 8 & 9.Intro through 9.2 (optional)	
		A/B Tests and Experimental Design: Part II Readings: BD – Chapters 9.3 to Conclusion & 13 (optional)	
11	3/30 Thu	A/B Tests and Experimental Design: Part III	
		GUEST SPEAKER	
12	4/6 Thu	Artificial Intelligence Readings: BD – Chapter 10 (optional)	
		Ethics of Artificial Intelligence and Data Analytics	
13	4/13 Thu	Pricing Analytics	
		WORK ON COMPLETING PROJECTS	Assignment 4: A/B Experimental Design and Testing
14	4/20 Thu	Group presentations	Team Project Analysis Presentation
		Group presentations	Team Project Analysis Presentation
15	4/27 Thu	Group presentations	Team Project Analysis Presentation
		Course Recap: Beyond Marketing Analytics	Assignment 5: Google Analytics for Beginners & Advanced Google Analytics
Finals	5/4 Thu	Final Presentations 7pm – 9pm (for 6:30pm class)	Team Project Recommendations Team Evaluations Due

Please note: The date/time of the Final Exam is determined by the University and will not be changed for anyone. Consult the USC Schedule of Classes at <https://classes.usc.edu/term-20231/finals/> for dates on study days and final exams.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<https://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall Help Desk at 213-740-3000 (select option 2) or HelpDesk@marshall.usc.edu. Alternatively, (213) 740-5555 will get you the USC ITS Help Desk.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement)" (<https://www.marshall.usc.edu/about/open-expression-statement>).

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate

accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Appendix A

CLASS PARTICIPATION ASSESSMENT

A course that incorporates the frequent use of analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*. Five (5) percent of the course grade are allocated to class participation.

Marketing Analytics in the Real World

One deliverable that will count towards your class participation is giving a brief presentation on Marketing Analytics in the Real World. Each person will pick a date during the semester (list of available dates will be posted on Google docs) to briefly (~ 3 min) present to the class a real-world example that hit the news within the last month and that relates to marketing analytics either pre-purchase, during the purchase or consumption, or post purchase or consumption. In your discussion, you should make it clear which “phase” or “phases” of the marketing process you think your example best fits in, how it relates to marketing analytics and why marketing analytics is important to take into account in that context. Examples presented/learned in other classes are not eligible! Additional instructions and details on the requirements will be provided to you in class before presentations commence.

Appendix B

SAMPLE PEER EVALUATION FORM (actual evaluation given in class may be different)
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Please identify your team and team members for the ____ Project(s) that you worked on. Then rate all your team members, *including yourself*, based on the **contributions** of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Contribution details: