

**MKT 567: Marketing Metrics for Business Decisions**  
**Spring 2025**  
**Classes: Mondays and Wednesdays**

**Instructor:** *Dinesh Puranam*  
**Office:** *615 Hoffman Hall*  
**Office Hours:** *Mondays 11:00 am to 12:00 pm*  
**Phone:** *(213) 821 9897*  
**Email:** [puranam@marshall.usc.edu](mailto:puranam@marshall.usc.edu)

**COURSE DESCRIPTION**

At the heart of great business organizations, are great business decisions. Most modern business organizations use data to reliably make good decisions. In order to make a specific business decision, businesses typically rely on metrics generated from data. This course focuses on evaluating the performance of Marketing using metrics. We will implement analysis and dashboards using Excel and Tableau. Some of the questions we will address are:

1. What metrics should we focus on?
2. How should we interpret them?
3. How should we measure the success (or failure) of a particular Marketing tactic or strategy?
4. Are there other more insightful metrics we should be tracking?
5. How does the performance of the Marketing function link to other business functions (such as Sales and Finance)?

This **STEM approved** course is a curated mix of case studies, data analysis (using data sets of 100k+ observations) and lectures (by faculty and industry experts). It will cover metrics for business to consumer (B2C) businesses and business to business (B2B) businesses. Past guest speakers have been from firms like Salesforce.org, Fair.com, and Rob-erthalf.com. The course will consist of three (interlinked) parts:

1. Measuring Marketing:  
Apply -
  - a. Metrics to measure the market /customers/ brand
  - b. Metrics used for various Marketing instruments including advertising, promotions, distribution channels and pricing
  - c. Metrics used for online and social media
  - d. Resource allocation and spend optimization methodologies
2. Identify and develop metrics/key performance indicators/ dashboards for Marketing. This includes:
  - a. Developing process maps and identifying critical process and outcome measures

- b. Translating metrics to management dashboards
3. Marketing Metrics and the Firm:
    - a. Marketing performance and the Sales function
    - b. Marketing performance and the value of the firm

*Who is this course for?*

- If you aspire to be a Marketing professional, this course will help you use metrics more effectively to arrive at Marketing decisions, identify other (more appropriate) metrics, and serve as an effective advocate for the Marketing budget.
- If you are likely to take on a financial role you will gain insight on the Marketing budget and the financial value of Marketing expenditures.
- Aspiring general managers and consultants will learn to assess the health of the organization – with a specific focus on the customers and the Marketing function.

### **COURSE OBJECTIVES**

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

1. Apply commonly used Marketing metrics.
2. Identify marketing metrics that are the most appropriate for particular industries (e.g. consumer-packaged goods, services, on-line, etc.)
3. Distinguish between the measurement of Marketing outcomes and Marketing processes.
4. Define and develop metrics for Marketing outcomes and processes.
5. Design and Develop dashboards for mid and senior management.
6. Link Marketing metrics to the rest of the business – specifically Sales and Finance functions.

### **COURSE MATERIALS**

- Please check the course postings on Brightspace (<https://brightspace.usc.edu>).
- Reading packet – required
- Neil T. Bendle, Paul W. Farris, Phillip E. Pfeifer and David J. Reibstein, Marketing Metrics (MM) – The Manager’s Guide to Measuring Marketing Performance, Pearson, 3. Edition, 2015 - required
- Students will be asked to use Excel and Tableau (student licenses are free)

If you have any questions or need assistance with the Brightspace Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (option 2) or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu).

You are responsible for ensuring that you have the necessary computer equipment and reliable internet access. Marshall has site licenses for a variety of software that students can access free of charge. A list of available software is located [here](#). You are invited to explore what lab or loaner options exist. Contact the Marshall HelpDesk (213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu)) if you need assistance.

## *Readings*

1. Fred Reichheld and Rob Markey, 2011, The Rules of Measurement, Harvard Business Review, 8582BC
2. Michael A. Stanko and Mathew Fleming, 2017, Marketing Metrics: Note for Marketing Managers, Ivey Publishing, W14327
3. Dennis Campbell, 2012, Choose the Right Measures, Drive the Right Strategy, Harvard Business School Publishing, B0605D
4. Kevin Lindsay, 2014, Why Your Marketing Metrics Don't Add Up, Harvard Business Review, H00Z6Q
5. Neil Bendle and Paul W.Farris, 2005, Pricing Metrics and Concepts, Darden Business Publishing, UV 2963
6. Jeff Tanner Jr., 2014, Of Metrics and Models (Chapter 8), Harvard Business Publishing, BEP242
7. Oded Netzer, Using Social Media Data to Track the Effectiveness of a Communications Campaign
8. Kristen Craft, 2015, Video Metrics Every Marketer Should Be Watching, Harvard Business Review, H020UF
9. Raymond Pirouz and Neil Bendle, 2015, Online Metrics: What Are You Measuring and Why?, Ivey Publishing, W11221
10. Phillip E. Pfeifer and Paul W.Farris, 2014, Customer Lifetime Value, Darden Business Publishing, UV 5761
11. Phillip E. Pfeifer and Paul W.Farris, 2014, Customer Profitability, Darden Business Publishing, UV 0407
12. Thomas Steeburgh and Jill Avery, 2017, Marketing Analysis Toolkit: Customer Lifetime Value Analysis, HBS 9-511-029
13. Neil Bendle and Charan K Bagga, 2016, The Metrics That Marketers Muddle, Sloan Management Review
14. Susan Fournier and Jill Avery, 2013, Putting the 'Relationship' Back Into CRM, Sloan Management Review, SMR385
15. Barry Berman, 2016, Referral Marketing: Harnessing the Power of your customers, Business Horizons 59, 19-28
16. Tim Halloran, 2015, A Simple Way to Measure How Much Customers Love Your Brand, Harvard Business Review, H01UYJ
17. Wes Nichols, 2014, How Big Data Brings Marketing and Finance Together, Harvard Business Review, H00WLI
18. Leslie M Fine, 2009, The bottom line : Marketing and firm performance , Business Horizons 52, 209-214

## Cases

1. Chekitan S. Dev and Laure Mougeot Stroock, 2007, Rosewood Hotels and Resorts, HBS 2087
2. John Dinsmore, 2016, Samsung Mobile: Market Share and Profitability in Smartphones, Ivey Publishing, W16620
3. Thales S. Teixeira and Alison Caverly, 2012, Pepsi-Lipton Brisk, HBS 9-512-011
4. Sunil Gupta and Joseph Davies-Gavin, 2012, BBVA Compass: Marketing Resource Allocation, HBS 9-511-096
5. Eli Ofek and Alison Bekley Wagonfeld, 2012, Sephora Direct: Investing in Social Media, Video, and Mobile, HBS 9-511-137
6. Allegra Young, 2007, MedNet.com Confronts “Click Through” Competition, HBS 2066
7. Leandro Guissoni, Paul W. Farris and Olegario Araujo, 2016, Choosing the Right Metrics for Listerine Brand Management in Brazil, Darden Business Publishing, UV7205

## **GRADING**

- Assignments (6% x 4)

You will be asked to complete four assignments independently. You are NOT allowed to work with other students, and the completed assignments should reflect your own work only. Collaboration with other students on individual assignments will be treated as cheating. Individual assignments will be posted online ahead of time.

Assignments must be turned in on the due date via TurnItIn on Blackboard. Any assignment turned in late will receive a grade deduction at the rate of 2 points per day late.

- In Class Quizzes (9% x 4)  
We will have four quizzes in class spread over the semester to test your understanding of the material.
- Group Project (10% presentation, 20% write up)  
Develop a Marketing dashboard for a client of your choice in groups of 3-4. An in depth understanding of the client will be necessary to understand the current strategy and potentially opportunities and challenges. The Dashboard should show the key performance measures and their drivers. Note you will be evaluated on both the metrics selected and on the actual dashboard presented.
- Class Contribution (10%)

Students are required to be well prepared with assigned reading for that day. Constructive participation in the lectures and insightful critique is most welcome. Case studies and reading are critical for your understanding. Consequently, you will be called on to demonstrate your understanding in class.

There will be 10 formal check-ins spread at random throughout the semester. A check-in will consist of a couple of short questions to test your understanding, and will help me pace the material. Unlike a quiz, you will only be evaluated on whether you completed the check-in or not. Each check-in is a half point. There will be no rescheduling of these check-ins, in the event you miss one.

### **Sample GRADING DETAIL**

	<b><u>Points</u></b>	<b><u>% of Grade</u></b>
<b>QUIZZES</b>	36	36.0%
<b>ASSIGNMENTS</b>	24	24.0%
<b>CLASS Contribution (Including Check-Ins 5%)</b>	10	10.0%
<b>GROUP PROJECT</b>	<u>30</u>	<u>30.0%</u>
<b>TOTAL</b>	100	100.0%

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

Final grades represent how you perform in the class relative to other students. The maximum proportion of students who can receive an A or A- grade in this course is 60%.

Assignment Submission Policy: Assignments must be turned in on the due date/time electronically via Brightspace. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). Late or not, however, you must complete all required assignments to pass this course.

Group Project Grading: Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

### **Evaluation of Your Work:**

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in

the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

**The Importance of Course Evaluations**

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

## COURSE OUTLINE AND ASSIGNMENTS

Class	Day	Topic	Readings	Deliverables
Mon	1/13/2025	Lecture: Overview of Course/Marketing Metrics NPS, Market Management	Reichheld and Markey Stanko and Fleming	
Wed	1/15/2025	Lecture: Market Share Performance Metrics and Share Growth	Text: Chapter 2 Campbell Lindsay Bendle and Bagga	
Mon	1/20/2025	<i>Martin Luther King's Birthday Holiday - No Class</i>		
Wed	1/22/2025	Lecture: Market Share Performance Metrics and Share Growth	Text: Chapter 2 Campbell Lindsay Bendle and Bagga	
Mon	1/27/2025	<i>No Class</i>		
Wed	1/29/2025	Lecture: Market Share Performance Metrics and Share Growth/ Margins	Text: Chapter 3	
Mon	2/3/2025	Lecture: Margins	Text: Chapter 3	
Wed	2/5/2025	Lecture: Margins/ Customer Profitability	Text: Chapter 4 Pfeiffer and Farris (2 papers) and Steeburgh and Avery	
Mon	2/10/2025	Case Rosewood Hotels		Quiz 1 (Marketshare and Margins) Prep for case – no submission
Wed	2/12/2025	Lecture: Designing Dashboards / Working with Tableau	Tableau Notes	Assignment 1 Due
Mon	2/17/2025	<i>President's Day Holiday - No Class</i>		
Wed	2/19/2025	Lecture: Pricing Metrics	Text: Chapter 7	
Mon	2/24/2025	Lecture: Pricing Metrics / Recap	Text: Chapter 7	
Wed	2/26/2025	Lecture: Promotions Tableau Exercises	Text: Chapter 8	
Mon	3/3/2025	Lecture: Pricing & Promotions Review Tableau Exercises	Text: Chapter 8	Assignment 2 Due
Wed	3/5/2025	Lecture: Advertising 1	Text: Chapter 9	Quiz 2 (CLV, Pricing and Promotions)
Mon	3/10/2025	Lecture Advertising 2 Tableau Exercises		

Class	Day	Topic	Readings	Deliverables
Wed	3/12/2025	Project Phase 1 Presentations		5 Minute Group Presentations
Mon	3/17/2025	<i>Spring Break</i>		
Wed	3/19/2025	<i>Spring Break</i>		
Mon	3/24/2025	Lecture Advertising 3 and Review Tableau Exercises	Text: Chapter 9	
Wed	3/26/2025	Project Feedback Case: Pepsi Lipton Brisk Tableau Exercises		Assignment 3 Due
Mon	3/31/2025	Recap and Way Forward		Quiz 3 (Advertising)
Wed	4/2/2025	Marketing And Sales	Text: Chapter 6	
Mon	4/7/2025	Social Media 1 Tableau Exercises	Text: Chapter 10	
Wed	4/9/2025	Social Media And Online Metrics 2	Text: Chapter 10	
Mon	4/14/2025	Case: MedNet.com Tableau Exercises	Read MedNet Case	Assignment 4 Due
Wed	4/16/2025	Student Project Phase 2 Status Review		Project Status Write Up 5 Minute Group Presentations
Mon	4/21/2025	Brand Equity and Return on Marketing Investment	A Simple Way to Measure How Much Customers Love Your Brand	
Wed	4/23/2025	Marketing and the Value of the Firm	How Big Data Brings Marketing and Finance Together The bottom line: Marketing and firm performance	
Mon	4/28/2025	Project Consulting Session Tableau Exercises		Quiz 4 (Marketing and Sales and Online Metrics+ Overall)
Wed	4/30/2025	Student Project Phase 3 Group Presentations		
Fri	5/2/2025	<i>Classes End</i> - Final Project Presentations		Project Write up Submission

### **ADDITIONAL INFORMATION**

#### **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/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).



## **USC 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, compromises 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.

### **Use Of AI Generators**

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

### **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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.