Course Objective

Customer Analytics addresses how to use data analytics to learn about and market to individual customers. Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information. In this course, students will learn the scientific approach to marketing with hands-on use of technologies such as databases, analytics and computing systems to collect, analyze, and act on customer information. This is the key part of learning how to take advantage of Big Data. While students will employ quantitative methods in the course, the goal is not to produce experts in statistics; rather, students will gain the competency to interact with and manage a marketing analytics team.

The course uses a combination of lectures, cases, and exercises to learn the material. This course takes a very hands-on approach with real-world databases and equips students with tools that can be used immediately on the job.

Prerequisites

We will use the statistics program R in Customer Analytics. R is harder to use than Stata but has become the industry standard (together with Python) and is extremely good for data management, visualization, and Machine Learning.

Before you start the course, you will need to learn how to use R using tutorials and online course that I will make available on **August 15, 2019**. There will be an assignment that is due during the first week of class to make sure that you are sufficiently proficient in R before the course starts. Please do not take this class if you are not willing or able to make this investment.

Please follow the “Study Guide” section of the document “R_Kellogg_Tutorial_mktg482.pdf” for how to learn R.

Bio

Florian Zettelmeyer is the Nancy L. Ertle Professor of Marketing at the Kellogg School of Management at Northwestern University. He chairs the Marketing Department at Kellogg. He also directs the Program on Data Analytics at Kellogg, the school's Big Data initiative. Prior to his appointment at Kellogg he was an Associate Professor of Marketing and chair of the marketing group at the Haas School of Business, University of California at Berkeley. Before his Ph.D., he worked in consulting at McKinsey and Company's German office.

*** UPDATED 6/27/2019 ***
Professor Zettelmeyer specializes in evaluating the effects of information technology and big data on firms. More generally, his work addresses how the information consumers have about firms and the information firms have about consumers affect firm behavior.

Professor Zettelmeyer has received numerous teaching awards and been voted "Outstanding Professor of the Year" by Kellogg MBA students. He is a Research Associate of the National Bureau of Economic Research (NBER).

Professor Zettelmeyer co-directs Kellogg's "Leading with Big Data and Analytics" executive education course for senior leaders. He has extensively trained and consulted with companies on how to build organizational muscle in analytics and prepare their c-suites, boards, and other senior leaders to scale analytics.

Professor Zettelmeyer received a Vordiplom in business engineering from the University of Karlsruhe (Germany), a M.Sc. in economics from the University of Warwick (UK) and a Ph.D. in marketing from the Massachusetts Institute of Technology.
Course Structure

Customer Centric Marketing
- Customer Analytics Overview (Class 1)
- Why Customer Analytics Needs Customer Centricity
- Quantifying Customer Value (Class 2)
- Case Analysis: “Home Alarm, Inc.: Assessing Customer Lifetime Value” (Class 4)
  Testing and What to do When You Can't Experiment

Getting Ready for Analytics
- Using R for Basic Customer Analysis at Bookbinders (Class 2)
- How to Distinguish Good from Bad Analytics (Class 3)
- Statistics Review (Class 6)

Prospecting and Targeting the Right Customers
- Predicting Response with RFM Analysis (Class 5)
  Case Analysis: “Pentathlon (Part II): E-mail Frequency”
- Case Analysis: “Tuango: RFM Analysis for Mobile App Push Messaging” (Class 7)
- Lift and Gains
- Predicting Response with Logistic Regression (Class 8)
- Case Analysis: “BookBinders: Predicting Response with Logistic Regression” (Class 11)
- Predicting Response with Neural Networks (Class 9)
- Predicting Response with Decision Trees (Class 10)

Developing Customers
- Case Analysis: “Intuit: Quickbooks Upgrade” (Class 13)
- Next-Product-to-Buy Models: Learning from Purchases (Class 12)
- Recommendation Systems: Learning from Ratings (Class 14)

Retaining Customers
- Predicting Attrition; Case Analysis: “Pentathlon (Part III): Next-Product-to-Buy Modeling” (Class 15)
- Case Analysis: “S-Mobile: Churn Management” (Class 17)
  From Prediction to Action

Selecting the Right Offers
- Design of Experiments / Multivariate Testing (Class 16)
- Case Analysis: “Capital One: Information-Based Credit Card Design” (Class 19)

Limitations of Customer Analytics
- When Customer Analytics, CRM, or Databases Fail (Class 18)

Course Wrap-up
- Course Wrap-up (Class 20)
## Course Schedule and Assignment Due Dates

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## Lab Session Dates

I will be holding **Lab Sessions** twice a week. During these sessions I am available to answer any questions you have about past lectures, upcoming or past cases, or how to work with R. Unless otherwise announced, **I do not cover new material during lab sessions**. These sessions are fully optional, however, I recommend you come with questions if you feel falling behind on any of the material.
Class 1: Customer Analytics Overview; Why Customer Analytics Needs Customer Centricity

Objectives:
- To provide an overview of the course topics and requirements.
- To introduce the possibilities that the information revolution has provided for marketing to individual consumers.
- To understand in a real-life example how a company used customer information to become customer-centric

Readings:
- "Hadoop Illuminated" (Chapters 3-7) http://hadoopilluminated.com/hadoop_illuminated/index.html
- "Use Big Data to Create Value for Customers, Not Just Target Them" (on Canvas)

Plan ahead:
- You should have complete most of your R learning by now. Please remember that the assignment “Using R for Basic Customer Analysis at Bookbinder” is due at 8:30 am of Class 2.

Class 2: Quantifying Customer Value Using R for Basic Customer Analysis

Objectives:
- To understand the basics of lifetime value calculations and how they can be used to guide marketing decisions
- To introduce the notion of the customer lifecycle
- To review your proficiency in the statistics program “R”

Readings:
- “R Kellogg Tutorial mktg482.pdf” (on Canvas) ← Critical reference for rest of term

Preparation (Individual Assignment Due; Accounts for 5% of Class Grade):
- Prepare "Using R for Basic Customer Analysis at Bookbinders" as an individual assignment.
- Please submit the assignment on Canvas. (Please upload the .Rmd and .pdf versions of your R Notebook.)
- The preparation questions and instructions are listed at the end of the case.

Class 3: How to Distinguish Good from Bad Analytics

Objectives:
- To learn how to distinguish good from bad analytics that speaks to causality
- To avoid interpreting statistical results incorrectly

Readings:
• “Pentathlon (Part I): Promotional E-mail Frequency” (on Canvas)
• “Microsoft: Social Engagement” (on Canvas)

Preparation for class discussion:
• Prepare “Pentathlon (Part I): Promotional E-mail Frequency” for class discussion.
• Prepare “Microsoft: Social Engagement” for class discussion.
• The preparation questions can be found at the end of each case.

Testing and what to do when you can’t experiment

Objectives:
• To apply lifetime value calculations
• To understand the value of testing
• To understand what options you have when experimentation is impossible

Readings:
• "Home Alarm, Inc.: Assessing Customer Lifetime Value" (on Canvas)

Preparation (Individual Assignment Due; Accounts for 10% of Class Grade):
• Prepare "Home Alarm, Inc.: Assessing Customer Lifetime Value" for class discussion and as individual assignment.
• Please submit the assignment online (please submit only one file and only in pdf format) using Canvas.

Preparation Questions:
Consider existing residential customers who are about to start their second year with Home Alarm:
1. What is the LTV (looking 8 years out) of a customer who will use auto-pay? (7 points)
2. What is the LTV (looking 8 years out) of a customer who will not use auto-pay? (7 points)
3. What is the maximum amount that Home Alarm could spend on incentives to convert such an existing customer to auto-pay? (6 points)
4. Suggest at least three marketing actions that Home Alarm should consider to convert existing customers who are just about to start their second year with Home Alarm to auto-pay. Be specific about incentive amounts (if any). (10 points)

Write-up Instructions:
• Please answer all four preparation questions.
• For questions 1 and 2, please show the spreadsheet with the LTV calculations.
• I strongly encourage you to label your calculations, footnote any assumptions, etc. It is in your best interest that I not have to struggle to unravel where your numbers came from

Hints:
1. "Today" in the LTV calculation always captures the moment in time in which you define your customer base for the purposes of the LTV calculation. This means that the probability that a consumer is active "Today" is always 100%. "Today" may or may not have revenue and costs associated with it, depending on the problem. Finally, "Today" is never discounted.
2. The relevant attrition rate for year 1 of your LTV calculation need not be customers’ attrition rate during their first year of service with your firm. The relevant attrition rate depends on how long consumers have been with your company at the point at which your LTV calculation starts.
3. All the necessary calculations can be done in Excel. R is not yet required.

Class 5 Case Analysis: “Pentathlon (Part II): Testing for the Best Frequency”;
Predicting Response with RFM Analysis

Objectives:
• To understand the premise behind RFM analysis
• To introduce how to implement an RFM campaign

Readings:
• "Pentathlon (Part II): Testing for the Best Frequency" (on Canvas)
• Quick Profits with RFM Analysis: http://www.dbmarketing.com/articles/Art149.htm
• Optional but encouraged: I have created a R Notebook that will allow you to replicate the RFM analysis in the reading with R step-by-step. This will get you some practice before having to do the Tuango RFM assignment. The document is "RFM_BBB.Rmd" which is on Canvas.

Preparation (Individual Assignment Due; Accounts for 5% of Class Grade):
• Prepare “Pentathlon (Part II): Testing for the Best Frequency” for class discussion and as individual assignment
  Dataset: “PentathlonFrequency.xls”. The dataset is in on Canvas.
• The preparation questions are listed at the end of the case.
• Please submit the assignment online (please submit only one file and only in pdf format) using Canvas.

Class 6: Statistics Review

Objectives:
• To refresh your knowledge of basic statistics (and show how it is useful for addressing marketing questions)
• To review how to determine the association between variables
• To review how to interpret regression output

Readings (on Canvas):


Objectives:
• To apply RFM analysis
• To demonstrate the application of RFM for targeting mobile push offers
• To explore variations of RFM
• Evaluating RFM (and other) models

Readings:
• “Tuango: RFM Analysis for Mobile App Push Messaging” (on Canvas)
• “Assessing a Model’s Performance: Lifts and Gains” (on Canvas)

Preparation (Individual Assignment Due; Accounts for 10% of Class Grade):
• Prepare “Tuango: RFM Analysis for Mobile App Push Messaging” for class discussion and as an individual assignment
  Dataset: "Tuango_RFМ.Rdata". The dataset is on Canvas.
• Everything you need to know to do this assignment is contained in the RFM lecture notes, and the R Notebook “RFM_BBB.Rmd” (on Canvas) which goes through the calculations for the Bookbinders RFM analysis we did in lecture 5. Note that you cannot use this "Rmd" file directly to solve this case – however, an adaptation of the commands to work with the Tuango case will work. You might also want to keep the "R Tutorial" at hand.
• Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)
Preparation Questions:
- Case questions are in the case.

Write-up Instructions:
- Address question 8 in your write-up.
- Question 12 requires you to sit back and think about RFM - and then summarize your thoughts.

Class 8: Predicting Response with Logistic Regression

Objectives:
- To introduce a key model for predicting choices: logistic regression
- To understand how to interpret logistic regression results

Readings:
- "Applied Logistic Regression" (on Canvas)

Groups Due:
- Please form a group by this date. All members of the group have to be in the same section. E-mail my assistant Faye Palmer (faye-palmer@kellogg.northwestern.edu) the
  - full names of all members
  - section number you attend.

Individual Reflection Due (Accounts for 1% of Class Grade):
- Please write a short reflection (max ½ page) on: "How would you apply what you've practiced in the Tuango RFM assignment to a different business question?"
- Please submit the reflection online (please submit only one file and only in pdf format) using Canvas.

Class 9: Predicting Response with Neural Networks

Objectives:
- To introduce neural networks and their application

Readings:
- Ainslie, A. and X. Drèze "Data Mining: Using Neural Networks as a Benchmark for Model Building" (on study.net)
- Optional: Tom Fawcett, "An Introduction to ROC analysis" (on Canvas) → Explains logic behind AUC metric to measure model performance.

Class 10: Predicting Response with Decision Trees

Objectives:
- To introduce decision trees and their application

Readings:
- Hal Varian "Big Data: New Tricks for Econometrics" (on Canvas)
  Read chapters 4 and 5.
- Optional: From the beginning of the article through chapter 3 and chapter 6, it is a great overview of Big Data techniques.

Class 11: Case Analysis: “BookBinders: Predicting Response with Logistic Regression”

Objectives:
- To practice interpreting logistic regression results
To understand how to score customers using logistic regression
To assess the incremental power of logistic regression over RFM

Readings:
- “BookBinders: Predicting Response with Logistic Regression” (on Canvas)

Preparation (Individual Assignment Due; Accounts for 10% of Class Grade):
- Prepare “BookBinders: Predicting Response with Logistic Regression” for class discussion and as an individual assignment
- Dataset: “bbb.Rata”. The dataset is on Canvas.
- Everything you need to know to do this assignment is contained in the Logistic lecture notes, and the reading “Applied Logistic Regression” (on study.net). You might also want to keep the “R Tutorial” at hand.
- Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)

Preparation Questions:
- Case questions are in the case.

Write-up Instructions:
- Write up the answer to each case question.

Plan ahead:
- At this point we have covered everything you need to know to work on the upcoming “Intuit: Quickbooks Upgrade” assignment. Since the assignment is less structured than the preceding assignments, I suggest you start working on it now so that you leave yourselves enough time think about how to proceed.

Class 12: Next-Product-to-Buy Models: Learning from Purchases

Objectives:
- To understand the benefits of using customer purchase data for customer development
- To understand how to cross-sell and up-sell
- To illustrate the benefits of product tailoring

Readings:

Additional Materials:
- For the in-class NPTB demo of the Bookbinders case see
  - bbb_nptb_email_in_class.Rmd (on Canvas)
  - bbb_nptb_email.RData (on Canvas)

Individual Reflection Due (Accounts for 1% of Class Grade):
- Please write a short reflection (max ½ page) on: “How would you apply what you've practiced in the Bookbinders Logistic Regression assignment to a different business question?”
- Please submit the reflection online (please submit only one file and only in pdf format) using Canvas.

Class 13: Case Analysis: “Intuit: Quickbooks Upgrade”

Objectives:
- To apply an up-selling strategy in a real-world case
- To understand model development
• To demonstrate the power of predictive modeling

Readings:
• "Intuit Quickbooks Upgrade: Moving to the Cloud" (on Canvas)

Preparation (Group Assignment Due; Accounts for 13% of Class Grade):
• Prepare "Intuit Quickbooks Upgrade: Moving to the Cloud" for class discussion and as group assignment
  Dataset: "intuit_online.Rdata". The dataset is in on Canvas.
• Details of the assignment can be found in "Intuit Quickbooks Upgrade: Moving to the Cloud"
• Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)

Preparation Questions:
• Please see the case for the assignment details.

Write-up Instructions:
• Please see the case for the assignment details.

Class 14: Recommendation Systems: Learning from Ratings

Objectives:
• To understand the benefits of customer ratings data for customer development
• To understand how to use recommendation systems in services

Readings:
• "Netflix analyzes a lot of data about your viewing habits," Gigaom, 2012

Additional Materials:
• For the in-class CF demo see
  o CF In-Class Example.xlsx

Individual Reflection Due (Accounts for 1% of Class Grade):
• Please write a short reflection (max ½ page) on: “If you were to repeat the experience of doing the Intuit Quickbooks Upgrade assignment, what would you do differently?”
• Please submit the reflection online (please submit only one file and only in pdf format) using Canvas.

Predicting Attrition

Objectives:
• To see that customer retention is a major problem for various industries
• To see how analytical methods can be used to help fight churn.

Readings:
• “Pentathlon (Part III): Next Product to Buy Modeling” (on Canvas)
  Optional: Neslin, Gupta, Kamakura, Lu, Mason: “Defection Detection: Measuring and Understanding the Predictive Accuracy of Customer Churn Models” (on study.net)
  Optional: Andrew Gelman, “Scaling regression inputs by dividing by two standard deviations” (on Canvas)

Preparation (Group Assignment Due; Accounts for 9% of Class Grade):
• Prepare “Pentathlon (Part III): Next Product to Buy Modeling” as group assignment
  Dataset: “PentathlonTargeting.RData”. The dataset is in on Canvas.
• Details of the assignment can be found in “Pentathlon (Part III): Next Product to Buy Modeling”
Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)

Class 16: Design of Experiments / Multivariate Testing

Objectives:
- To understand how to set up experiments
- To understand how to test variations in many different variables at once

Readings:

Individual Reflection Due (Accounts for 1% of Class Grade):
- Please write a short reflection (max ½ page) on: “How would you apply what you've practiced in the Pentathlon (Part III) NPTB assignment to a different business question?”
- Please submit the reflection online (please submit only one file and only in pdf format) using Canvas.

Class 17: Case Analysis: “S-Mobile: Churn Management”;
From Prediction to Prescription

Objectives:
- To understand how to predict attrition in the real world.
- To learn how to use insights from an attrition model to develop an incentive plan for enticing would-be churners to remain customers.

Readings:
- “S-Mobile: Predicting Customer Churn” (on Canvas)

Preparation (Group Assignment Due; Accounts for 9% of Class Grade):
- Prepare “S-Mobile: Predicting Customer Churn” for class discussion and as a group assignment
- Dataset: “s_mobile.RData”. The dataset is on Canvas.
- Details of the assignment can be found in the case.
- Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)

Preparation Questions:
- Please see the case.

Write-up Instructions:
- Please see the case.

Plan ahead:
- Next week you will have to submit the assignment “Information-Based Credit Card Design.” This is a challenging assignment for which you should start early.

Class 18: When Customer Analytics, CRM, or Databases Fail

Objectives:
- To understand the limitations of customer information
- To learn how to avoid common mistakes in implementing customer analytics
Readings:
- “How an Analytics Mindset Changes Marketing Culture” (on Canvas)
- “Five Ways to Attract and Retain Data Scientists”
  http://insight.kellogg.northwestern.edu/browse/author/4127

Class 19: Case Analysis: “Capital One: Information-Based Credit Card Design”

Objectives:
- To show an application of experimentation in the real world (Capital One)
- To demonstrate “test-cell” marketing
- To illustrate the benefits of product tailoring

Readings:
- Darden Case UVA-M-0731: “Information-Based Credit Card Design” (on study.net)
- “Capital One (“PFG Bank”) Credit Card Exercise Assignment” (on Canvas)

Preparation (Group Assignment Due; Accounts for 14% of Class Grade):
- Prepare “Information-Based Credit Card Design” for class discussion and as group assignment
- Details of the assignment can be found in “Capital One: Information-Based Credit Card Design Assignment.”
- Team Passwords and logins will be available one week before the assignment is due.
- Please submit the assignment online. (Please upload the .Rmd and .pdf versions of your R Notebook.)

Preparation Questions:
- Please see the document with the assignment details.

Write-up Instructions:
- Please see the document with the assignment details.

Class 20: Course Wrap-up

Objectives:
- To review and synthesize the insight from “Customer Analytics"

Preparation for class discussion:
- Review lecture and class notes

Individual Reflection Due (Accounts for 1% of Class Grade):
- Please write a short reflection (max ½ page) on: “What are the three most important things you learned in this course?”
- Please submit the reflection online (please submit only one file and only in pdf format) using Canvas.

Peer Rating Form Due:
- Submitting this form is considered part of your class participation grade. The form will be kept in strict confidence.
Course materials and Course Management System

Readings in this course consist of a mixture of cases and articles — no textbook is required.

- Case packet (on study.net)
- Additional course material (distributed on Canvas)
- Lecture notes (distributed on Canvas)

The syllabus, additional course material, and lecture notes are posted *right on the course homepage in Canvas*. All material is organized by the class number it belongs to. Lecture notes will be posted on Canvas on the day of the lecture.

Software and documentation

We will use the statistics program “R” during the course. It is available for free.

Before you start the course, you will need to learn how to use R using tutorials and online course that I will make available. You will need to show that you have completed the online course material. Also, there will is an assignment that is due during the first week of class to make sure that you are sufficiently proficient in R before the course starts.

Please follow the “Study Guide” section of the document “R_Kellogg_Tutorial_mktg482.pdf” for how to learn R.

Grading policy and assignments

The grade in this course will be based on the following criteria with their associated weights. The syllabus details the grading weights associated with each exercise.

- Individual case exercises (5) 40% (5%, 10%, 5%, 10%, 10%)
- Group case exercises (4) 45% (13%, 10%, 8%, 13%)
- Individual reflections 5% (5 reflections, each graded “check”=1%, or “check minus”=0%)
- Class participation 10% (2% subtracted for not submitting peer review form)

Class participation
Quality contributions which are relevant to the discussion will improve your participation grade. I will call on students at random to open case and assignment discussions. Your participation grade will be significantly hurt if you are called upon to offer your analysis on a case or assignment question and you are not prepared.

Attendance and punctuality
Learning to articulate your analysis and to evaluate and respond to the analysis of others is an important part of what you will learn in this class. If you miss class, you will miss this, and there isn’t a way to “make it up.” As a result, you should make every effort not to miss class. If you *miss class or are late more than twice, it will lower your class participation grade*. (Kellogg provides exceptions for religious holidays, funeral attendance, and student/dependent hospitalization.) If you must miss class, you should do the readings, prepare and turn in the assignments on time (late assignments will not be accepted), and arrange to get notes from a friend about what you missed in class. Recall that I will post the presentation slides (and anything else that I hand out in class) to the Canvas website after each lectures. If you miss 4 or more classes I reserve the right to fail you.
Assignments and reflections

Much of the learning during the course will happen with the help of individual and group case exercises. These exercises are described in detail in the syllabus. If an exercise is labeled an "individual exercise" you are not allowed to work with other students -- the write-up should reflect your own work only. If an exercise is labeled a "group exercise" you should work on it in groups and only hand in one write-up per group (3 students). Groups should be formed (self-selected) at the beginning of the semester and remain constant for all exercises and the group project.

During the course I will ask you to submit five short reflections (max ½ page) about what you learned from a lecture and/or an assignment. These reflections are always individual work, even if the assignment you are asked to discuss was a group assignment.

I will ask each of you to submit a “Peer Rating Form” at the end of the semester on Canvas. Submitting this form is considered part of your class participation grade. The form will be kept in strict confidence. If a majority of group members say that someone in the group was terrific and took a great leadership role, I will increase that person’s group scores by 10%. If a majority of group members say that someone was irresponsible and didn’t do the work, I will decrease that person’s group scores by up to 30%.

It will be a violation of academic integrity if you base your assignments on solutions you have found on the Internet or which you have obtained from classmates in prior years. I reserve the right to fail you for the course if I become aware of such a violation.

About cases

The case situations that will be discussed have been developed after careful research on actual situations in real companies. The case writer(s) has (have) attempted to describe enough of the background and details of the situation in order to provide an adequate basis for class discussion.

Thorough preparation on the part of all class participants is essential to having a good and fruitful class discussion. Merely reading the case is not be enough. After an initial reading to get a broad overview, go back and study the case thoroughly. Consider the course material covered up to that point in time, the assigned text and other readings on that particular day. Make any notes you find helpful and mark up the case to facilitate structuring your understanding of the situation. Identify the major problems and key relationships. Conceive alternative solutions to the problem and identify the advantages and disadvantages of each. Be prepared to defend your stand and recommendation in the class.

Each case is bound to lack some information that you would like to have in order to make a decision. As in real life, management decisions frequently must be made in the absence of information. A key executive skill is the ability to make effective decisions under uncertainty. A case discussion is preparation for just such situations.

Rarely, if ever, does a case contain an ideal solution to the problem highlighted in it. So do not expect a perfect all-encompassing solution at the end of the case discussion. In most cases, no such answer will emerge because each management problem often has multiple alternative solutions, each involving different degrees of risk, cost and complexity of execution. The major benefit of case discussion is that it provides the participants with a perspective and a repertoire of ideas which non-participants will lack. One case study participant once commented that “regular and active participation in case discussions helps you gain valuable experience even without being on the job.” There is some truth in this statement. Another benefit of the case discussion is that concepts which may appear theoretical in a text book come to life when seen from the perspective of a case. This helps in internalizing class concepts and seeing how they can be applied.

Classroom Etiquette

Students are expected to respect Kellogg’s Code of Student Etiquette at all times. In addition, please observe the following:
• **No electronics.** You may not use laptops, or mobile phones in class unless directed to do so. It is distracting to your classmates to sit beside or behind you while you surf, text, or game. I permit tables for taking notes.

• **Punctuality.** Class will start on time. It is distracting to your classmates for you to be climbing to your seat and settling in while they are trying to pay attention to the class. If you are absent or late more than twice, it will begin to reduce your class participation grade.

• **Seating chart.** Your assigned seat for the quarter will be the seat you choose for the third class session. I use assigned seats to help me keep track of class discussion, and also to have a place to direct prospective students and visitors to sit.

Additional guidance on will be provided during the quarter, as needed.

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**Kellogg Honor code**

Students are expected to respect Kellogg's Honor Code at all times.

The first point of the Kellogg Honor Code is “Not to seek an unfair advantage over other students, including but not limited to giving or receiving unauthorized aid during completion of academic requirements.” The consequences of cheating can be failing an assignment or the course, or suspension or dismissal from the university.

Written case assignments are expected to be individual efforts or group assignments, as specified in the syllabus. Individuals or groups should not consult the Internet, friends at other business schools, or people who have taken the course already.

The members of any academic community are expected not to present as their own ideas or material from other sources. Northwestern’s academic integrity guidelines state: “A conscientious writer always distinguishes clearly between what has been learned from others and what he or she is personally contributing to the reader’s understanding.” See http://www.northwestern.edu/uacc/plagiar.html for more information.

In the context of this course, it is acceptable to refer to concepts, frameworks, and analytical tools from the readings or class lectures without citation. You may also refer to the material in cases without citations. However, do not quote or paraphrase analysis from another source and present it as your own.