



Jindal Global Business School

*Course Outline*

Course Title	<b>Marketing Metrics</b>
Core or Elective	Elective
Program and Batch	MBA-2, IBM-4
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	Marketing
Name of the Faculty Member/Course Instructor	Prof. (Dr.) Sunil George Mathew
Contact Details of the Faculty Member	sgmathew@jgu.edu.in
Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

### **Introduction to the Course**

In today's data-driven world, effective marketing is no longer just about creativity—it's about using the right data to make informed decisions. This course will introduce you to key metrics that measure marketing performance, from brand awareness and customer acquisition to ROI and customer lifetime value. You'll learn how to analyze data, optimize strategies, and demonstrate the impact of marketing efforts. By the end, you'll be equipped with practical tools to turn insights into action, helping businesses drive growth and success. The 'Marketing Metrics' course provides marketing students with a new way of thinking about solving marketing problems with a practical set of solutions.

### **Course Learning Objectives**

**At the end of the course, students should be able to**

CLO 1. Understand the conceptual foundations of various marketing metrics.

CLO 2. Developing skills to measure effectiveness of marketing efforts, including ROMI.

CLO 3. Determining various drivers of customer acquisition and retention.

CLO 4. Ability to analyse company specific problem and design metrics for that.

### **Programme Competency Goals**

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
Students will be able to		
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity 8. Prepare an organized and logical business document 9. Use technology for effective communication
4	<b>Critical Thinking:</b> Ability to identify, analyse business problems and propose effective solutions	10. Identify the main issues of business problems 11. Examine information from different sources 12. Draw inferences from analysis 13. Evaluate alternatives 14. Summarize and conclude
5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative 16. Contribute effectively in groups

#### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO3	PCG2	A1, A2, A3, A4, A5
PLO7	PCG3	A1, A2, A4, A5
PLO8	PCG3	A1, A2, A4, A5
PLO10, PLO11, PLO12, PLO13, PLO14	PCG4	A1, A2, A3, A4, A5

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Continuous	PLO 3, 7, 8, 10, 11, 12, 13, 14
A2: Group Project	20%	Group (Pairs)	Session 13	PLO 3, 7, 8, 10, 11, 12, 13, 14
A3: UMS based quiz	20%	Individual	Session 12	PLO 3, 10, 13
A4: Assignment	20%	Individual	Session 6	PLO 3, 8, 10, 11, 12, 13, 14
A5: End Term Examination	30%	Individual	In Examination Week	PLO 3, 10, 12, 14

### Description of Assessments:

**A1- Class Participation:** Class participation is not limited to mere attendance or general response in class. A large factor in this assessment would be knowledge of the readings assigned for the session.

**A2 Group Project:** The presentation and submission would be regarding the use of appropriate metrics that are relevant for a company or an industry, along with justification.

**A3 Class quiz:** A comprehensive UMS/Moodle-based quiz to test understanding of concepts and metrics

**A4 Assignment:** Identify a company and inform the Course co-ordinator to book your unique company. Identify 10 metrics that the company uses. These metrics should be identified from media/internet sources, with the source clearly mentioned. The submission would consist of a 100-word introduction of the company and the sector. This would be followed by the list of 10 metrics. In this list, each metric should be defined, followed by the current performance of the company on that metric, followed by a complete mention of the source, such that it can be verified. Conclude with an assessment of which of the 10 metrics you consider to be the most important for that company in the context that it is in.

**A5 End Term Examination:** Students would be assessed based on questions aimed at testing their ability to understand and select a relevant metric, along with providing adequate justification. This would be a Sit-in examination of 1.5 hours duration.

### **Rubrics for Assessments**

**Group Project (2 pairs per group):** The entire class would be divided into pairs. In the event of an odd number of students, one team would consist of 3 students. Each group would consist of 2 pairs of students. All groups would have to submit a report where each pair would suggest 5 relevant metrics (with a brief explanation about their relevance) for the company selected by the group. The other pair then needs to criticise why that metric may not be the best. Similarly, the second pair would suggest 5 metrics, and the first pair would criticize the metrics. Submissions must be in the form of a printout on one side of an A4 sheet of paper, where the quadrant at the top left would have the metrics suggested by pair #1, and the top right quadrant would have the criticism of each metric by pair #2. Similarly, the bottom left quadrant would have the metrics suggested by pair #2, and the bottom right quadrant would have the criticism of each metric by pair #1. Project Proposals to be shared by the end of Session 11. Submissions of printouts due by Session 14 (10 marks). Presentations during Sessions 14 and 15 (5 marks). Balance 5 marks would be reserved for asking intelligent and insightful questions during presentations made by other groups.

### **Assignment(Individual):**

1. Proper Introduction of the company: 2 Marks
  - a. Zero if the introduction is missing
  - b. One mark if the introduction is mentioned but does not clearly describe the company or the industry
2. Marks for Metrics: 1.5 marks per metric
  - a. 0.5 marks per metric and definition
  - b. 1 mark for veracity of source, including identification of which line/paragraph of the source the metric finds mention
3. Conclusion: 1 mark for explaining which metric you consider to be the most important for that company in the context of the industry it is in
4. Sincerity: 3 marks for verbally explaining a random metric from the list in class when called to do so in a future class session

### **Teaching Method**

The course will have a judicious mix of lectures, critiques of selected papers and practical application of methods (which may involve PowerPoint presentation, video and software aids), student presentations, projects and class discussions. There would be liberal use of current newspaper and social media content related to metrics.

### **Textbook / Other Readings**

#### **Textbook:**

The textbook for the course is:

- Farris, P., Bendle, N., Pfeifer, P., & R, D. (2015). *Marketing Metrics: The Manager's Guide to Measuring Marketing Performance* (3ed.). Pearson FT Press.

Chapters from this book are assigned as required readings in the class schedule below. It will be assumed that students have gone through the assigned readings before they attend the respective session.

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	Introductions to the course and instructor	PLO 7, 10, 13, 14
Objective of the session	Developing Marketing Strategies	
Subtopics to be covered	Introduction to the faculty Marketing metrics: opportunities, performance and accountability Setting Goals and Targets Monitoring Strategy Implementation: What are we measuring and how?	
Readings	Chapter 1 and Hauser, J., & Katz, G. (1998). Metrics: you are what you measure!. European Management Journal, 16(5), 517-528.	
Case Title & Number	NA	
Pedagogy	Lecture & class discussion	
<b>Session 2</b>	Frameworks for Marketing Measures	PLO 3, 7, 10, 11, 12
Objective of the session	Understanding Frameworks for Marketing Measures	
Subtopics to be covered	Balanced Scorecard, Marketing Scorecard and Strategy Maps	
Readings	The Revenue Equation, KPIs, and Controllable Input Metrics. By Sajith Pai ( <a href="https://www.linkedin.com/pulse/revenue-equation-kpis-controllable-input-metrics-sajith-pai/">https://www.linkedin.com/pulse/revenue-equation-kpis-controllable-input-metrics-sajith-pai/</a> ) Ambler, T. (2000). Marketing metrics. Business strategy review, 11(2), 59-66. Bendle, N. T., & Bagga, C. K. (2016). The metrics that marketers muddle. MIT Sloan Management Review.	
Case Title & Number		
Pedagogy	Lecture, research articles & class discussion	
<b>Session 3</b>	Brand metrics	PLO 3, 7, 10, 11, 12
Objective of the session	To understand and appreciate the metrics related to a brand and the consumer's perspective on the brand.	
Subtopics to be covered	Market share Relative market share Market concentration Brand development index (BDI) Category development index (CDI)	

	Penetration Share of requirements Usage index Awareness, attitudes, and usage (AAU) Customer satisfaction Willingness to recommend Net promoter Willingness to search	
Readings	Chapter 2	
Case Title & Number		
Pedagogy	Lecture, research articles & class discussion	
<b>Session 4</b>	Customer Profitability/Value Metrics - I	PLO 3, 7, 10, 11, 12
Objective of the session	Understand metrics related to customer profitability and customer value	
Subtopics to be covered	Customers, recency, and retention Customer profit Customer lifetime value	
Readings	Chapter 5 Petersen, McAlister, Reibstein, Winer, Kumar & Atkinson (2009). Choosing the right metrics to maximize profitability and shareholder value. <i>Journal of Retailing</i> Venkatesan, R., & Kumar, V. (2004). A Customer Lifetime Value Framework for Customer Selection and Resource Allocation Strategy. <i>Journal of Marketing</i>	
Case Title & Number		
Pedagogy	Lecture, research articles & class discussion	
<b>Session 5</b>	Customer Profitability/Value Metrics - II	PLO 3, 7, 10, 11, 12
Objective of the session	Understand metrics related to customer profitability and customer value	
Subtopics to be covered	Prospect value versus customer value Acquisition versus retention spending	
Readings	Chapter 5	
Case Title & Number		
Pedagogy	Lecture, research articles & class discussion	
<b>Session 6</b>	Product & Portfolio Management Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	Metrics behind Product Strategy	
Subtopics to be covered	Trial, repeat, penetration, and volume projections Growth: percentage and CAGR Cannibalization rate and fair share draw rate Brand equity metrics Conjoint utilities and consumer preference Segmentation and conjoint Conjoint utilities and volume projection	

Readings	Chapter 4	
Case Title & Number		
Pedagogy	Lecture, in-class exercise & class discussion	
<b>Session 7</b>	Sales Force & Channel Management Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	To understand the metrics related to the sales force and distribution channel.	
Subtopics to be covered	Sales force coverage Sales force goals Sales force results Sales force compensation Pipeline analysis Numeric distribution, ACV distribution, and PCV distribution Facings and share of shelf Out-of-stock and service levels Inventory turns Markdowns	
Readings	Chapter 6	
Case Title & Number		
Pedagogy	Lecture, in-class exercise & class discussion	
<b>Session 8</b>	Promotion Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	To understand the metrics related to promotion measurement, to be able to judge the performance.	
Subtopics to be covered	Baseline sales, incremental sales, and promotional lift Redemption rates for coupons/rebates Percent sales on deal, percent time on deal and average deal depth Pass-through and price waterfall	
Readings	Chapter 8	
Case Title & Number		
Pedagogy	Lecture, in-class exercise & class discussion	
<b>Session 9</b>	Case discussion on Metrics	PLO 3, 7, 10, 11, 12, 13, 14
Objective of the session	Choosing the Right Metrics	
Subtopics to be covered	Calculating and analysing some metrics Decomposing some metrics to understand the relevant components	
Readings		
Case Title & Number	Choosing the Right Metrics for Listerine Brand Management in Brazil (HBS Case: UV7205-PDF-ENG)	
Pedagogy	Case discussion and experiential learning	
<b>Session 10</b>	Online/Digital/Social Media Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	Understand metrics specific to different digital channels	

Subtopics to be covered	Impressions, pageviews, and hits Rich media display time Rich media interaction rate Clickthrough rates Cost per impression, cost per click, and cost of acquisition Visits, visitors, and abandonment Bounce rate	PLO 3, 7, 10, 11, 12
Readings	Chapter 10	
Case Title & Number		
Pedagogy	Lecture & class discussion	
<b>Session 11</b>	Online/Digital/Social Media Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	Understand metrics specific to different digital channels	
Subtopics to be covered	Friends/followers/supporters, likes Downloads Email Mobile metrics	
Readings	Chapter 10	
Case Title & Number		
Pedagogy	Lecture & class discussion	
<b>Session 12</b>	Guest Lecture	PLO 3, 10, 11, 14
Objective of the session	Understanding the practical value of metrics from an industry professional	
Subtopics to be covered	Relevant metrics from the industry	
Readings		
Case Title & Number		
Pedagogy	Guest lecture	
<b>Session 13</b>	Pricing Metrics	PLO 3, 7, 10, 11, 12
Objective of the session	Understanding metrics related to pricing	
Subtopics to be covered	Price premium Reservation price Percent good value Price elasticity of demand Optimal prices, linear and constant demand	
Readings	Chapter 7	
Case Title & Number		
Pedagogy	Lecture & class discussion	
<b>Session 14</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	

Case Title & Number	NA	
Pedagogy	NA	
<b>Session 15</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

### **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

**Disclaimer:** This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.