

**COURSE DATA****Data Subject**

Code	36525
Name	Customer and Marketing Analytics
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1332 - Degree in Business Intelligence and Analytics	Faculty of Economics	2	Second term

Subject-matter

Degree	Subject-matter	Character
1332 - Degree in Business Intelligence and Analytics	21 - Marketing Analítico y Consumidor	Obligatory

Coordination

Name	Department
CUENCA BALLESTER, ANTONIO CARLOS	43 - Marketing and Market Research

SUMMARY

The subject of Customer and Marketing Analytics is a subject of the second year of the Degree in Business Intelligence and Analytics (BIA). This course will try to give an introduction to the discipline of customer and marketing Analytical, providing the student with the knowledge, abilities and skills necessary to understand Business Intelligence and Analytics from a perspective based on ethical responsibility, the equal responsibility and professional responsibility. For this, it will be necessary, among other aspects, for the student to know how to interpret the impact of economic, political-legal, sociocultural, technological and environmental variables on business activity and to help them in planning, organization, control and evaluation, for the implementation of business strategies in digital environments.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No prior knowledge other than access to the degree is required. However, it is important to understand the elements that make up the operational and strategic marketing of organizations, previously analyzed in the Digital Marketing subject of the first course of the degree.

There are no restrictions with respect to other subjects of the second course.

OUTCOMES

1332 - Degree in Business Intelligence and Analytics

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Acquire basic training that can be used to learn new methods and technologies and to adapt to new situations in academic and professional areas.
- Be able to solve problems and to communicate and spread knowledge, skills and abilities, taking account of the ethical, egalitarian and professional responsibility of the activity of business intelligence and analytics.
- Be able to produce models, calculations and reports, and to plan tasks in the specific field of business intelligence and analytics.
- Be able to access and manage information in different formats for subsequent analysis in order to obtain knowledge through data.
- Be able to make autonomous decisions in digital environments characterised by the abundance and dynamism of data.



- Be able to apply analytical and mathematical methods for the analysis of economic and business problems.
- Be able to plan, organise, monitor and evaluate the implementation of business strategies.
- Understand the impact of economic, political-legal, socio-cultural, technological and environmental variables on business activity.
- Demonstrate skills for analysis and synthesis.
- Be able to analyse and search for information from diverse sources.
- Be able to learn autonomously.
- Be able to use ICT, both in academia and in professional practice.
- Be able to define, solve and present complex problems systemically.
- Be able to work in a team demonstrating commitment to quality, ethics, equality and social responsibility.
- Make strategic marketing decisions in digital environments.
- Identify customer behaviour in the digital environment.
- Identify customer value in the digital environment.

LEARNING OUTCOMES

Introduce students to the field of marketing analytics, allowing them to become familiar with basic concepts of consumer behavior, basic search decisions and online purchases.

Apply the knowledge learned in each topic to the resolution of practical cases.

Promote the analytical capacity of the student by reading and discussing specific articles on the contents of the program.

Being able to apply different analysis methods and techniques by analyzing a product or service in its digital aspect.

DESCRIPTION OF CONTENTS

1. Introduction to Analytical Marketing

This topic introduces Analytical Marketing. The objective is to know the possibilities of decision making from marketing data. For this, among other aspects, the phases of collection, treatment, analysis and use of information will be examined in order to improve marketing strategies and operations.



2. Analysis of the digital environment

This topic studies the digital environment that includes all the technological factors, devices, applications, infrastructures, etc., and others of a social, cultural, economic and demographic nature that surround a thing, a person or a community, and include or are influenced by digital technology. From this approach, the possibilities of analysis on interaction in the digital environment will be seen to achieve an omnichannel approach.

3. The value of the data: KPIs

KPIs (Key Performance Indicator) are indicators that simplify data analysis and obtain valuable information for decision-making. This topic will analyze the most common indicators to measure marketing results and actions. There will also be a review of some of the tools used to obtain and view KPIs.

4. Buying behavior in the digital age

Buying behavior in the digital age is influenced by the large number of options, both for obtaining information for the selection of the product or service to buy, and for the different channels to carry it out. The different options of purchasing behavior will be presented from an integrated vision of online and offline approaches.

5. Customer value

Knowing the importance of customer value is crucial for making investment decisions in attracting new customers. Different approaches and tools will be seen to determine the value such as CLV, Customer Life Cycle, NPS or RFM segmentation.

6. The brand in the digital environment

The digital environment has become one of the main channels used to achieve brand creation and generation. This topic will examine the main aspects of generating digital identity and managing brand positioning.

7. Analysis of the effectiveness of eWOM in digital purchasing

Through the internet, a multitude of messages and opinions are generated about all kinds of products, services, destinations, etc. In this topic we will see how to analyze these opinions and take actions to improve positive evaluations and minimize the impact of negative ones, since it is essential in managing the reputation of products and brands.

**8. Analysis of the behavior of social networks**

Social networks have become the main channel used by brands and consumers for the generation, publication, interaction and dissemination of messages and content. In this topic we will work on the main aspects to take into account for the analysis of behavior on social networks, from the main indicators to the tools to do so, such as Google Analytics.

9. Leads: sales opportunities in digital commerce

This topic will describe what a lead is, the importance of capturing leads and the main aspects that must be dealt with in order to convert a lead into a customer.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Computer classroom practice	30,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The theoretical sessions are class attendance for present the essential theoretical content of the subject, including theoretical concepts with practical examples and other additional activities that will promote the understanding of content and critical thinking.

Face-to-face practical sessions, related to problem solving, case studies, with application of techniques, oral presentations, debates, individually and / or in teams.

Autonomous supervised work based on the completion of exercises, case studies and questions to be debated or online experiments, with tutorial support.

If the circumstance of the implantation of a new confinement or state of alarm should occur, the adequate means will be available to carry out distance learning activities.

EVALUATION

Activity	% Rating
Final evaluation through a test, which will include both short theoretical questions and applied case studies (THEORY)	40%



Continuous assessment (THEORY), by participating and carrying out individual activities in class	10%
Evaluation of the practical activities developed by the student during the course, based on the preparation of papers / reports and / or oral presentations, with defense of the positions developed by the student (PRACTICE)	45%
Evaluación continua de cada alumno, basada en la participación y grado de implicación del/de la alumno/a en el proceso de enseñanza-aprendizaje, teniendo en cuenta la asistencia regular a las actividades presenciales previstas y la resolución de cuestiones y problemas propuestos periódicamente (PRÁCTICA)	5%
Global	100%

The weight of the evaluation of the non-contact activities could be modified as a consequence of the decisions derived from COVID-19, until reaching 100% of the grade.

REFERENCES

Basic

- Chaffey, D. & Ellis-Chadwick, F. (2019) Digital Marketing. Strategy, Implementation and Practice 7ed. Pearson U.K.
- Chaters, B. (2011). Mastering search analytics: measuring SEO, SEM and site search. " O'Reilly Media, Inc."
- Kaushik, A. (2011). Analítica Web 2.0: El arte de analizar resultados y la ciencia de centrarse en el cliente. Grupo Planeta (GBS).
- Sánchez, J. (2010). Estrategias y planificación en marketing. Métodos y aplicaciones. Pirámide, Madrid.



- Kotler, p. Kartajaya, H. & Setiawan, I. (2019) Marketing 4.0. Transforma tu estrategia para atraer al consumidor digital 2ªed. LID ed. Madrid
- Winston, W. L. (2014). Marketing analytics: Data-driven techniques with Microsoft Excel. John Wiley & Sons.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Subject contents

No changes are made to the teaching guide.

2. Workload and time planning of teaching

No changes are made to the teaching guide.

3. Teaching methodology

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities.

In the case of **online teaching**, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, **which remain the same days and times**.

In the case of **blended teaching**, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

In the case of **face-to-face teaching**, students shall attend classes during the established timetable, in classrooms where attendance does not exceed 50% of their capacity.

4. Evaluation

No changes are made to the teaching guide.

5. References

No changes are made to the teaching guide.



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