Digital Marketing: Strategy & Tactics

B7640-001, Fall 2022, EMBA

Professor Jeremy Kagan

COURSE DESCRIPTION:

Digital Marketing combines a high-level strategic view of digital marketing and its challenges and opportunities, with a tactical approach using exercises and projects to learn and use the 'growth hacking' tools and techniques of digital marketers. From the web to mobile, email to apps, social media and user generated content, the course will develop a strategic framework for planning and analyzing digital marketing strategies. Students will leave the course with the skills and strategies to manage digital marketing teams and agencies, and gain hands-on experience with key digital tools as part of the class.

The course will cover the range of digital advertising and marketing channels, as well as touch upon new and emerging channels and developments. Discussion will focus on strategies and metrics for success, measurement and optimization techniques, and planning and goal setting. Using a variety of tools and techniques in practical exercises and projects, students will gain an understanding of using digital channels to achieve their marketing goals.

Student teams will gain practical experience in usage of channels such as:
- **Search** – SEO and PPC - Optimization and Marketing
- **Display** – Banners, Video, Programmatic, and Beyond – Advanced topics
- **Email** – Design and Deployment
- **Social** – Media, Content, and Community - Inbound and Influencer Marketing
- **Mobile** – Mobile Web, Apps and Ecosystems, Location Based Services
- **E-commerce** – Shopping Ads and E-commerce; Bricks and Clicks strategies
- **Online Business Models –** Direct Sales, Disintermediation and Digital Distribution
- **Emerging –** Gaming and E-sports; AR, VR and Mixed reality, and beyond

Any traditional business now sees the Internet as a vital part of a multi-channel approach to both marketing to new customers and servicing the old. This course will explore the Internet as a source of product information, public relations, marketing and advertising medium, a customer relationship management tool, and a customer service channel. Internet marketing and issues will be discussed and considered, such as:
- Social Media, Behavioral Targeting, and Privacy
- Tracking and accountability, (incl. click fraud, etc.)
- Channels of online marketing, from search, to email, to banner ads, to blogs, etc.

Speakers and real-life group project companies will provide hands-on experience and real-life feedback from practitioners. Past speakers have included founders, investors, and senior executives of Hubspot, Shopify, Google, AppNexus, Foursquare, Bonobos, and Squarespace, and

project companies have included NBC Universal, LVMH, and other large and small digital companies and agencies.

Students will have exercises and homework related to using the tools of digital marketing, from planning tools, to user generated content, to metrics and measurement. Grading is based on the following:

- Take Home Final Exam (40%)
- Group Project (40%)
- Homework (Exercises, Blogging and tools) (10%), and
- Class participation (10%).

Google Analytics Individual Certification—Individual
Google Analytics is free and an industry standard, which makes it the most widely used analytical suite, particularly by small and medium sized businesses. Companies use it to track user behavior, answering questions on how visitors find your website, who they are, what they do when they are there, what pages are most popular, and where they convert to a desired action like a sale. Students will take the qualifying exam to receive the *Google Analytics Individual Certification*, indicating they have mastered basic and advanced concepts including planning, implementation, attribution, and reporting. The exam is free; two study modules take approximately an hour to review, and the timed exam also takes an hour.

Detailed information and resources can be found here:
https://skillshop.exceedlms.com/student/path/2938-google-analytics-individual-qualification

Group Project
The Group Project is a critical part of the course and represents the opportunity to truly work with the tools and strategies presented in class. It's worth 35% of your grade. Each team will be assigned a client company selected to provide a full range of digital channels for review. Companies have committed to meet (or conference call) with each team at least twice (kickoff and final report) and to provide ongoing feedback for the projects.

The end result of the group project is a strategic marketing report. This will include an overview of the company, its goals, and its competitors; a channel-by-channel evaluation and tactical assessment; and a summary strategy with insights and suggested areas for improvement, testing, or exploration. Industry tools, "growth hacking" tactics and strategies, and industry benchmarks and references will be shared in class for use in completing the project. Groups will present their results back to the class, to share and compare their findings across project companies and industries, each with different strategic goals and marketing objectives.

COURSE READINGS

Recommended Sites for Current Issues:
— Wired.com, Adage.com, other traditional media
— SearchEngineJournal.com, SocialMediaToday.com, MarketingLand.com, Mashable.com
— TechCrunch.com, BusinessInsider.com, other tech industry blogs
— eMarketer, HubSpot, eConsultancy, other ad industry resources
— Google, Twitter, and other platforms for trends and breaking news

Required Texts:

— Jeremy Kagan "*Digital Marketing: Strategy & Tactics*" 2nd Edition

Recommended Texts:

— John Batelle *"The Search: How Google and its Rivals Re-wrote the Rules of Business and Transformed Our Culture"*
— David Kirkpatrick, *"The Facebook Effect"*
— Brad Stone, "*The Everything Store: Jeff Bezos and the Age of Amazon"*

COURSE OVERVIEW
(this weekly breakdown is subject to changes)

Week	Session Topics	Examples	Exercises & Assignments
Session 1	**Introduction to Digital Marketing:** Strategies and Channels of the web, mobile, and beyond	Rethinking the 4 P's; Examples from Nike, Lego, etc.	Course requirements; form groups
Session 2	**Search:** History and Functionality Search Engine Optimization (**SEO**)	Google, Bing, Baidu, DuckDuckGo	Homework #1 Using keyword tools; Writing for the web
Session 3	**Search:** Search Engine Marketing (**SEM**); Search Innovation and challenges	Google Ads **Speaker: Amanda Natividad, Sparktoro**	Read *The Search* Homework #2 Using Google Ads
Session 4	**Email:** Email Marketing Triggers and Cadences	Constant Contact; Mailchimp **Speaker: Caroline Thompson, Bluecore**	Homework #3 Using Email Service Providers
Session 5	**Display:** The Advertising Ecosystem; Banners and Media Buying	Interactive Advertising Bureau (IAB)	Homework #4 Using Audience and Media Buying tools
Session 6	**Display:** Video and Rich Media; Programmatic ads; Targeting and Optimization	Youtube, etc. AppNexus and programmatic ads	Homework #5 Moat tool
Session 7	**Social Media Intro:** Introduction to Social Media Social Media platforms; the Social Graph and UGC	Facebook, LinkedIn, Twitter, Instagram, Snap, TikTok; Social Ads	Homework #6 Read *The Facebook Effect* Using UGC & Social discovery tools
Session 8	**Social Content Marketing:** Content strategies; Online PR, Community & Link Building Strategies; Influencer Marketing	BP, Dell, Old Spice Dell Ideastorm; Fyre Festival **Speaker: Jon Chang, Klarna**	Homework #7 Using Social Media tools; SocialMention, Sparktoro, FollowerWonk, etc.
Session 9	**Mobile & Location Based Services:** Mobile Marketing, Apps & Ecosystems, the Check-in & Local	iOS vs. Android Apps vs. Mobile Web **Speaker: Corey Weiner, Jun Group**	Homework #8 Google Mobile tester App Annie charts
Session 10	**E-Commerce and Shopping** Shopping Ads; E-commerce and online retail; New Models	Google Shopping, Amazon PLAs; Facebook/IG **Speaker: Andrew Altersohn**	Homework #9 Read *The Everything Store* Google Analytics & Goals
**Group Projects are due in class at the beginning of Lecture 11.**		
Session 11	**Online Business Models & Strategies:** Media, Services, and E-Commerce; SaaS and Freemium	Industry examples	Homework #10 Project Pitchbacks Economics of business models; SaaS tools
**Individual Final Exams are due in class at the beginning of Lecture 12.**		
Session 12	**Emerging Technologies:** Gaming and E-sports New Platforms and UI/Interfaces Mixed Reality (AR/VR); IoT	Gaming platforms; Augmented & Mixed Reality apps; Wearables	A/R Browsers; Google Cardboard demo

ATTENDANCE, CLASSROOM NORMS AND EXPECTATIONS

You are required to attend each class. If you want an excused absence, please contact OSA and ask them to send Prof. Kagan an email (or forward their approval email to Prof. Kagan).

Students are expected to adhere to CBS Core Culture in this class by being Present, Prepared, and Participating.

Laptops and cell phones are not allowed in class.

INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Columbia Business School will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Columbia University's Office of Disability Services for information about registration. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University's Office of Disability Services online at www.health.columbia.edu/docs/services/ods/index.html or by contacting (212) 854-2388.

Columbia Business School is committed to maintaining a safe environment for students, staff and faculty. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to a Title IX Coordinator. They will treat this information as private, but will need to follow up with you and possibly look into the matter. Counseling and Psychological Services, the Office of the University Chaplain, and the Ombuds Office for Gender-Based Misconduct are confidential resources available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students.

ASSIGNMENTS

All of your assignment submissions are subject to the CBS Honor Code. Violations of the CBS Honor Code may lead to failing the assignment, failing the course, suspension, and/or dismissal. In order to avoid ambiguity that may lead to unintentional violations of the Honor Code, assignment description types have been standardized and specified below.

Type	Designation	Grade	Preparation of submission	Discussion of Submission*	Discussion of Concepts**
A	Group Work	Same grade for all group members	By the group	Permitted to discuss (within group)	Permitted
B^1	Individual w/ Discussions of Concepts and Submission	Individual grade	Individual preparation	Permitted to discuss; sharing solutions or submission files is not allowed	Permitted
B^2	Individual w/ Discussions of Concepts Only	Individual grade	Individual preparation	Not permitted to share/discuss solutions or submission	Permitted
C	Individual	Individual grade	Individual preparation	Not permitted to share/discuss solutions or submission	Not permitted***

The designated group can be either an assigned study group or a self-selected one.

* Submission means any work and/or output pertaining to the specific assignment. If an assignment submission contains a calculation or decision related to a specific set of data and setting, discussing the details how to make this calculation or decision with regard the data/setting is to discuss the submission. Providing another student with a draft of the calculation or decision is sharing the submission.

** Concepts mean any ideas, examples, readings, or other related materials from the class/course. Conceptual discussion should not be based on a specific set of data or setting related to a calculation or decision required in the assignment, but could be based on other related examples, preferably those from class/course materials.

*** As no conceptual discussion is permitted, Type C is akin to a take-home exam.