

MARKETING IN ACTION

IE University

Professor: **MARIA PAZ MENENDEZ ESCANDON**

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Degree course:

SECOND Semester: 2º

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

Students have passed their Marketing Fundamentals and Marketing Management courses

PREREQUISITES

SUBJECT DESCRIPTION

This course is intended to provide a realistic learning experience for undergraduate students in the area of marketing. Students will be exposed to experiment with marketing strategies and implementation in an engaging challenge-like exercise. Followed to “Marketing Fundamentals” and “Marketing Management” courses, students are required to take action by developing marketing strategic planning and making tactical execution decisions. Exploration of above topics will be developed along two dimensions: applying marketing concepts and developing project management skills.

Students will develop a real consultancy project in the marketing area of an existing company.

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OBJECTIVES AND SKILLS

The main learning objectives of this real-life course are to improve your skills to:

- Assess market opportunities by analyzing your consumers, competitors, context, and your company's strengths and weaknesses
- Plan and manage a real-life marketing challenge
- Develop effective marketing strategies to achieve your identified business opportunities
- Design your marketing tactics to maximize your potential success
- Communicate and defend your data driven decisions recommendations
- Raise students' employability by undertaking real-life marketing decisions.

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METHODOLOGY

Built from the ground up, IEU is founded on the core values of global employability, internationalization, a humanistic approach to education, and an entrepreneurial spirit. Marketing in Action is built on IEU core values and thereafter is a student-centered course where instructors play a guidance role, leaving students to make their own real-life decisions. Learning should focus on meaningful questions and contexts and the voice of the learner is considered to be as important as the voice of the teacher. The teacher is viewed as a supporter of student learning, rather than a transmitter of knowledge, making use of questions and tasks that help the student work in their "zone of proximal development". This term, originally used by Vygotsky (1962 and 1978), represents the range of achievement that lies between what the student can manage on his or her own and what he or she can manage with the support of the teacher. The emphasis is on engaging and challenging the learner's existing mental models in order to develop a greater depth of understanding and to improve performance.

Instruction is designed as team-guidance, in which the teachers challenge student thinking and demonstrates a range of appropriate responses to the proposed marketing challenge. This course is co-guided by the challenge teacher and the marketing one to enhance students' learning. The challenge teacher, member of the marketing faculty has developed the challenge and offers enhance learning experience throughout the course. The marketing teacher plays a consultancy role for students with their expertise in the field.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	0.0 %	0 hours
Group work	66.67 %	50 hours
Other individual studying	6.67 %	5 hours
TOTAL	100.0 %	75 hours

EVALUATION CRITERIA

Students will be graded in 4 criteria as indicated below. Three best graded projects of all classes will be presented to the company.

Criteria	Percentage	Comments
Workgroups	15 %	Elevator pitch
Individual Work	15 %	Participation
Group Presentation	50 %	Final Presentation
Final Exam	20 %	Peer review

All components of the assessment should have a minimum of a 5 (passing grade) as requirement in order to pass the subject. Failing one of the five components will be considered as a FAIL grade for the subject.

Elevator pitch:

All groups will send their marketing professor a 5min video as an elevator pitch describing their ideas and actions to address the challenge.

Final project:

Each group have 2 deliverables. A presentation and a report (max. 10 pages). Final presentation will be delivered on-line.

Peer-evaluation grade:

The presence of free-riders in teams is a problem we take VERY seriously at IE University. The willingness and ability to work in teams is highly regarded in the workplace and this class will help you to start working with this mindset. Teams as a whole will be responsible for their general management and teammates will be asked to provide a written evaluation of their peers to ensure all team members collaborate and work diligently to achieve the best possible results.

Participation grade:

Even though this is a project based course, attendance to class is mandatory. Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year).

Grading:

Grades will be distributed on the following scale based on the Spanish Ministry of Education official grading scale:

Grade Range

Sobresaliente: 10.0 - 9.0

Notable: 8.9 - 7.0

Aprobado: 6.9 - 5.0

Suspense: 4.9 - 0

PROFESSOR BIO

Professor: **MARIA PAZ MENENDEZ ESCANDON**

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MARIA PAZ MENENDEZ ESCANDON

Maria Paz currently works as Regional Manager at the International Baccalaureate (IB) at its Africa, Europe and Middle East Global Centre located in The Hague, The Netherlands. Previously she was Senior Advisor for Development, Marketing and Communications in the IB Foundation Headquarter in Geneva, Switzerland. Maripé has also been Director of Marketing and Communications at Legg Mason-Vetusta in Geneva, Managing Director of the IE Fund in New York, U.S.A., Director of Communications at IE Business School in Madrid and Deputy Director of Communications at Yves Saint Laurent Madrid, Spain.

Prof. Menéndez is a Ph D. Candidate at Universidad Autónoma of Madrid. She holds an International M.B.A. from IE Business School (Madrid, Spain), a Masters of Research in Educational and Social Research from The Institute of Education at the University of London - UCL (U.K.), a Bachelor's Degree in Economics and Business Administration from the University of Oviedo (Oviedo, Spain) and has attended several executive programs in Board of Directors Management at Harvard Business School (Boston, U.S.A.).

María Paz Menéndez is engaged with several research activities as a member of the GIPES Research group at Autónoma University of Madrid, Spain. She has written several articles in peer-review journals and has presented research papers at several conferences. She is a member of the Spanish Society of Pedagogy.

