
MARKETING

MASTER IN INTERNATIONAL BUSINESS MANAGEMENT

AREA: MARKETING
ECTS CREDITS: 3

COURSE OVERVIEW

Marketing creates and delivers value for the firm's target customers and captures a share of that value for the firm, through pricing. Effective marketing processes are also concerned with customer retention and the possibility to sustain effectiveness over time and across multiple markets. The overall purpose is to contribute to business growth by fostering effective and profitable exchanges between the organization and its customers. Skilled marketers are anxious to monitor customers, competitors, and the channels of communication and distribution. Based on their understanding of the market, they design new ways to deploy the firm's capabilities to serve customers at a profit. Thus, marketing management is a key component of a firm's strategy. It is a general management responsibility, which should not remain in the hands of marketing tacticians only. In this course, we will cover the fundamentals of marketing management and focus on the strategic angle of marketing analysis and decision-making. Moreover, we shall place a particular emphasis on the implementation of marketing decisions.

LEARNING OBJECTIVES

This course is centered around the following learning objectives:

- To understand the marketing process, from analysis to implementation, in order to have a global vision of the Marketing function within the firm.
- To introduce the basic principles of Marketing (Segmenting, Targeting and Positioning), and the key elements of the Marketing Mix (product, price, promotion and place) that enable the brand to implement a consistent and successful marketing plan.
- To discuss models and tools that allow marketers to decide and control marketing activities.
- To develop analytical and critical thinking skills for the analysis and solution of marketing problems.
- To enable students to make decisions and develop strategies and plans based on careful analysis and to present and defend them in front of the different stakeholders

The course includes, through different cases and sessions, the aspects of social and environmental responsibility that specific marketing decisions have for companies, consumers, and society

TEACHING METHOD

This marketing course is designed to provide you with a unique case-based learning experience which is supplemented by conceptual strategic marketing input. The chosen cases serve to enhance the collective in-class exposure to (and exploration of) concepts, frameworks, tools and techniques, and therefore provide the main learning platform for this course. Cases also serve to facilitate the discussion of marketing strategies and plans in real situations, thereby creating relevance and transfer to your diverse past or future corporate contexts.

It is important that you read and prepare the assigned cases carefully in order to be able to contribute to the general class discussion. The best learning results are achieved if you prepare individually and discuss the main issues with your study group before entering the plenary discussion. Real learning takes place when you see how others address a problem about which you have thought carefully before class. At times, you may have to cope with ambiguity or feel challenged when you initially confront the unstructured business situations described in the cases. This is intentional and is designed to “stretch” you a bit!

A second major component of the course is the development of a marketing plan as a key deliverable. This will require a significant effort from you outside of the classroom. I will guide you through the process of developing such a plan and review your progress to make sure you are on track.

COURSE MATERIALS

Your course materials consist first and foremost of the collection of assigned cases for the respective sessions. You will also find some useful technical notes in your reading package. You should use Marketing Management by Kotler et al. as a reference text book. Additional learning materials may be distributed during the course. Any slides that I show will be uploaded to the IE Campus Online learning platform, as will photos of my boards, so you will have a complete repository of materials at your disposal.

REFERENCE TEXTBOOK

<http://ie.worldcat.org/courseReserves/course/fetch/2255985>

Kotler, Philip et al. (2012). Marketing Management: Second European Edition. Pearson Education.

<https://ie.on.worldcat.org/courseReserves/course/id/10228830>

COURSE ASSESSMENT

Your final course grade will be based on the assessment of both individual and group contributions. The weighted final evaluation is composed as follows:

Criteria	Score %	Comments
Class Participation	20 %	
Case write up	20 %	
Group Assignment	35 %	
Mid-Term Exam	25 %	

All students will be graded on a curve in accordance with the guidelines of IE Business School.

Class Participation:

Active student participation in class is essential to the learning process and to the success of the class. Please note that you will be evaluated on the quality of your interaction, not necessarily the quantity. However, some level of quantity is also necessary. Quality participation moves the discussion along and contributes to collective learning – it adds value to the discussion.

Because almost all learning is done in the classroom, attendance is required at all class sessions. A missed session will result in a zero grade for that day. Because of the limited number of meetings and the interactive nature of the course it is not possible to make up missed sessions. Please notify me in advance if you are unable to attend class due to illness or any other emergency.

Individual Work:

Students are expected to prepare a written report for one of the cases that will be discussed during the course. Please note that not all cases are eligible for write-up. Written briefs shall be 2 one-side pages maximum of text. You can include exhibits to show quantitative work but please remember that these are not to be included in the 2-page limit.

Assignments are due at the beginning of the class the day the case in question is discussed and they have to be submitted in paper. You should also send them to me, in a Word file, by e-mail. Under no circumstances will a brief be accepted after the above mentioned deadline. There will be no exceptions to this rule.

Also note that there is a set of “discussion” questions for each case – you should use these for guidelines on issues of interest in the case and hints on writing up your report. You should not directly answer the discussion questions in the brief.

A very specific format is required for case briefs. You will have it posted on the IE Campus at the beginning of the course. Please note that the problem definition should be very concise and to the point. Do not repeat case facts. It is safe to assume that the reader has read the case and is familiar with the information it contains. Do not waste your valuable (and limited) space by providing a case summary. Papers should be fairly evenly divided between analysis and recommendations.

Grading criteria include the following points:

1. Quality of analysis - concise and comprehensive problem statements, appropriate use of course concepts, synthesizing and drawing inferences from case facts, inherent logic, informative exhibits.
2. Quality of recommendations - specific, comprehensive, and practical plans, recognition of implementation considerations.
3. Writing style and organization - logical structure, clarity, and conciseness.

Be sure to follow all previous guidelines before handling your case brief. Failing to comply would be reflected in your grade.

Group presentation:

All students have been assigned to a team by the IE Business School. During this term, each group

will analyze the marketing strategy of an existing brand and propose a marketing plan. A more detailed format with the specific topics to be covered in the presentation will be posted at the beginning of the course. Groups will be required to prepare a 15 minute presentation that will take place during the last session. Both the content of the work and the quality of the presentation will be graded. All team members are expected to participate. A peer review and an intragroup evaluation will be conducted to determine the individual grade of each team member. Each group will handle a hard copy of the presentation and a more detailed written brief, no longer than ten pages, excluding attachments.

EXPECTATIONS OF INTEGRITY, RESPECT AND PROFESSIONALISM

Students must bear in mind that the class is a professional business environment and their collective behavior should facilitate the learning process. In a course such as this, class time is highly valuable and should focus on learning and debate. It is expected from students to show their respect and professionalism by being in time for the sessions, in order not to disrupt the class. It is also expected that you do not leave the room, after the session has started, and that you stay quiet while other students participate, to not distract your classmates. Except in case of an emergency, students are required to turn off their cell phones, even if they are in a silent mode. Except for case discussions, laptop use in the classroom is strictly prohibited.

Inside the class, students should treat each other with respect and in a professional manner. This does not mean that there cannot be disagreements. In fact, students are encouraged to contradict each other as this reinforces the learning process, but doing so in a professional way. Students should use rational arguments to defend their opinions and never engage in personal attacks.

In class discussions and in any written assignment conducted for this class, you can use whatever notes you have personally prepared. It is strictly forbidden to use notes or assignments from earlier years' classes or any materials prepared by other students. You are encouraged to work together on preparing cases. However, individual reports should be completed without help from others. Listing your name on the group assignment indicates that you have made a substantial contribution to the end product.

In all case analyses, you should not go beyond the case in your quest for information. The case provides all of the company facts that should be used in your analysis. Under no circumstances should additional research be conducted.

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.