

Mandatory

SALES AND MARKETING

4 ECTS

LEARNING OBJECTIVES

In a changing and increasingly competitive environment, Marketing becomes the central core of companies. Despite the changes that occur in the market, the Marketing process does not change and consists of: identifying needs and desires of consumers, evaluating the competitive environment, selecting the most appropriate target audience and offering them a relevant value proposition, developing a tailored marketing strategy and implement it correctly. To ensure the success of the Marketing strategy, it is essential to know the models and tools that allow us to satisfy the needs of consumers better than competitors, with appropriate products and services, at an appropriate price, available through the best distribution and communication channels in a way that motivates action and gets satisfied and loyal customers. Decisions about the product, price, distribution and communication is what makes up the “Marketing Mix”. The correct combination of these elements is essential together with a rigorous and complete analysis of the company, the context, the clients, the collaborators and the competitors and all this must be based on a solid and differential positioning. The course incorporates, especially in the discussion and analysis of the Pepsi Refresh Project case, aspects of social and environmental responsibility that certain marketing decisions imply for companies, consumers and society.

- Understand the marketing process, from analysis to implementation, to have a global vision of the Marketing function in companies.
- Know the basic principles of Marketing (Segmentation, differentiation and Positioning) and the main elements of the Marketing Mix (product, price, distribution and communication) that allow to implement a coherent and successful marketing plan.
- Familiarize students with models and analysis tools that help determine and control Marketing actions.
- Develop analytical skills and critical thinking for the evaluation and solution of Marketing problems.

METHODOLOGY

Conferences

They will be dictated by the teacher with the active participation of the students through their comments and opinions. In these sessions it is intended to transmit the theoretical concepts that will be used as tools in the analysis of the cases. A reading of the documentation before the corresponding session is essential. Often not all of this documentation will be reviewed in class, but the session will be used to clarify doubts about it or complete part of the topics. Sometimes the content of the documentation becomes clearer after the discussion of some related cases.

Practical cases.

The role of the teacher in these sessions is to help bring up important discussion topics, summarize a line of thought, point out inconsistencies. In addition, it establishes the order of the session, moderates the discussions and evaluates the performance of the attendees. It is important to note that marketing is not an exact science and therefore there is no one-size-fits-all solution. Preparing a case is not the

same as reading it. Preparing a case involves carrying out a thoughtful, critical and in-depth reading. The better the preparation, the greater the match to be gained from the explanations and discussions that take place during the session. A good preparation not only contributes to their learning, but also, through dialogue, contributes to that of the other participants.

COURSE MATERIALS

Cases, readings of articles, technical notes and specific chapters of the textbook will be used. The teacher's PPT presentations will be delivered to students through the Campus IE platform. The cases cover a wide spectrum of business and geographic realities, so that the discussion of marketing matters is enriched by the diversity of experiences and sectors. The list of cases is detailed in the description of the program.

Reference book used in the subject: **MARKETING MANAGEMENT (15th ED) KOTLER & KELLER, 2016**
Publisher: PEARSON

Reading the textbook is highly recommended, although not essential. Any general marketing manual can support the course. It is good that the student has a reference manual and not only covers the theoretical training with the cases and technical notes that are distributed. The recommended text is the one normally used from the IE marketing area in the different programs.

PROGRAM

SESSION 1

INTRODUCTION TO MARKETING.

CONFERENCE: General presentation of the course and the purpose of the subject. Introduction to marketing: strategic focus, scope and tools.

NT: Marketing - Features and Tools (MK2-125)

SESSION 2

COMMERCIAL INVESTIGATION: objectives, methods and variables

DM: Market Research (MK2-103-M)

SESSION 3

SHOPPING BEHAVIOUR

CP: Prediction of consumer tastes with Big Data in GAP (HBS 518-S30)

SESSION 4

POSITIONING

CONFERENCE: Differentiation from the product policy and identification of the target segment. Keys to Positioning.

NT: Positioning: key element of the marketing strategy (MK2-105) DM: Positioning (MK2-138-M)

SESSION 5

PRODUCT POLICY

DM: Fiat Stilo: positioning (MK1-122-M)

SESSION 6

BRAND BUILDING

CONFERENCE: Brand architecture: the roots of the brand, the generation of meanings and the brand narrative. Brand density and texture through the socialization, narrative and experience generation processes.

NT: Trademarks and Trademark Management (HBS 503-S80)

SESSION 7

COMMUNICATION INTEGRATED IN MARKETING

CP: The Pepsi Refresh Project: Thirst for Change (HBS 512-S12)

SESSION 8

PRICING POLICY

CONFERENCE: Pricing policy and strategy. How to set a price taking into account the positioning needs of a brand-product and analyzing the potential customer's ability to pay.

DM: Elasticity Analysis Graphs (MK2-101-M)

SESSION 9

DISTRIBUTION POLICY

CONFERENCE: Distribution Strategy. Trade Marketing, Category Management

NT: Decisions on distribution channels (MK2-123)

SESSION 10

TRADE MARKETING AND CHANNEL MANAGEMENT

CP: Clique Pens: US Home's Writing Instruments Division (HBS 916-S08)

SESSION 11

CLIENT RELATIONS AND SOCIALIZATION PROCESSES

CP: Harley-Davidson Posse Ride - Building Brand Community (HBS 505-S11)

SESSION 12

PORTFOLIO STRATEGY

CP: Longchamp (HBS 317-S06)

SESSION 13

THE MARKETING PLAN FROM THE ANALYSIS OF A BUSINESS PROPOSAL

DM: The Marketing Plan (MK2-140-M)

CP: Accor: Strengthening the Brand with Digital Marketing (316-S10)

SESSION 14

INTEGRATED MARKETING

VIDEO-FORUM: "The Jones family". Marketing from the generation of experiences and incorporation into vital practices.

The student will have to see the film on their own and prior to the start of the session (the teacher will give some instructions in the first session of the course to facilitate viewing). The session will open with some basic questions about the content and issues raised in the film, both from the perspective of the marketing concepts that are handled and their ethical implications. The debate on the film will allow us to address issues of consumer buying behavior, consumption ethics, demand construction, generation of meanings around the brand and consumer socialization processes, among others. During the discussion, the topics will be narrowed down and some relevant ideas from the marketing strategy point of view will be synthesized.

SESSION 15

INTEGRATION OF MARKETING MIX FROM A STRATEGIC APPROACH

CP: ASICS: Following 2020 target (HBS 518-S09)

In addition to the class discussion of the case in the usual way, the student will have to prepare an individual report of it in writing that will be delivered to the teacher before the start of the session. It will be used as part of the individual student evaluation.

EVALUATION SYSTEM

As already mentioned in the methodology section, for a proper monitoring of the program the student will be required to actively participate in its development. The evaluation system will be continuous throughout the entire program. The final grade will be the result of the partial evaluation to which the student will be submitted during the course according to the following percentage distribution:

Criterion	Percentage	Comments
Individual work	40%	
Team work	30%	
Class participation	30%	

About the preparation and writing of a report on any of the cases that appear in the Syllabus that must be prepared by groups

Each group must choose a case from those that appear in the program to make a written report about it. They must deliver the report to the teacher before discussing it in the classroom. The structure of the report must follow the following criteria:

Definition of the Problem: You must briefly indicate what is the problem that the case presents. Focus on the problem, not the symptom. This should not have more than two or three sentences. All subsequent analysis must be directly related to it.

Situation Analysis: Summary of the key factors that will then lead you to the recommendation and final implementation. The situation study can include the analysis of the 5 C's (company, clients, competition, collaborators and context). Focus on the facts that are relevant to the definition of the problem.

Alternative / s: Include in a summarized way some of the alternatives that the case raises or others that you have considered but that you have not finally chosen and identify the advantages and disadvantages of each of them.

Recommendation. Describe and evaluate your recommendation. What are its pros and cons? It is very important to make a decision and argue it.

Implementation. Develop an implementation plan for the recommended alternative.

Make a report that is easy to read and fluent. The goal of this exercise is to learn how to write good executive summaries that allow the reader to deduce that you have done an in-depth analysis that supports your recommendation. Good case briefs are clear, concise, concrete, and complete. It should reflect that the key points of the case have been well understood and may include material from class discussions and your own experience. If there are factors that argue against your recommendation, you should try to minimize them in your implementation plan.

The reports will be evaluated based on three criteria: Analytical soundness (clear identification of the problems and their analysis, implications of the analysis and the ideas provided and coherence of the proposed strategy and action plans); application of principles and theories seen during the course (the models are used to support the arguments and, if necessary, research on the subject of the case); professional style (the document is well organized and conforms to the requested length, is interesting and creative, the arguments are credible and well adapted to the field of marketing).

The reports must be original. When using external sources of information it is necessary to mention them.

Each group must deliver before the corresponding session, a case brief for evaluation. Reports should not occupy more than 4 pages on one side in Word (12 single-spaced typeface, double-spaced between paragraphs, plus appendices that can be on separate sheets).

On participation and interventions in class.

Class participation is considered a fundamental part of this course and is therefore part of the evaluation system. In the same way that preparing a case is not reduced to reading it, participating in class is more than just “talking” or “writing”. A quality intervention is one that meets any of the following requirements: Provides a new idea, a new piece of information or a new perspective in relation to the problem that is being analyzed; synthesizes previously exposed ideas, highlighting relationships between them, inconsistencies or logical consequences that have not been previously exposed; questions the validity of implicit or explicit initial assumptions; raises new questions that can motivate other interventions; contributes to the maintenance of group work, establishing a cordial atmosphere, helping to smooth things over between other participants; helps moderate and manage the participation of others; demonstrates having actively listened to the interventions of the other participants.

Students should keep in mind that the classroom is a work environment. Within the classroom, students should treat each other with respect and in a professional manner. Respecting does not mean that they cannot disagree. In fact, students are encouraged to argue and disagree, as this reinforces the learning process. Students should present rational arguments to support their views and never use attacks of a personal nature.

On the individual filing of a report on the ASICS case.

At the end of the program, an adequate knowledge of the subjects exposed during the program must be accredited. Each student must submit an individual written report on the ASICS case that appears in the Syllabus prior to the start of the corresponding session in which it will be analyzed in class. The structure to be followed by the student in the preparation and writing of this report will be discussed in class at the beginning of the course.

BIBLIOGRAPHY

required

- KOTLER & KELLER. (2016). MARKETING DIRECTION. 15th ed. Pearson.

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