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#  **JAIPURIA INSTITUTE OF MANAGEMENT NOIDA**

1. **Course Information**

# **Post Graduate Diploma in Management(Marketing)**

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| Course Code and Title | **20101; Marketing Management -1** |
| Credits | **3** |
| Term and Year | Term-II; AY 2021-22 |
| Course Pre-requisite(s) | NA |
| Course Requirement(s) | NA |
| Course Schedule (Day and time of class) | As Scheduled by PMC |
| Classroom # (Location) | As Allocated |
| Course Instructor | Instructor’s Name |
| Email | Instructor’s Mail Id |
| Office Number  | Faculty’s extension number |
| Student Consultation Hours | As offered by Faculty |
| Office location | Designated Cabin |

1. **Course Overview**

Marketing lies as central to all business entities. The revenues and profits stream in from market place and hence every member of a firm needs to understand its market place activities. MKT 101 has been designed to provide an introduction to the basic concepts of marketing to students as applied to any organization of which they may be part of. The course focuses on the fundamental concepts of Marketing as a domain of study. It also addresses the significance of Marketing as a field of practice and its salience for business entities, social institutions as well as community at large.

During the course of studying MKT X0101, students will learn the concepts of marketing and its function in society. They will acquire skill in identifying marketing opportunity out of happening in the economy, society, government, technology and competition. They will understand the ‘consumer’ decision making process and the major effects influencing consumer buying behaviour.

The major objective of the course is to highlight the core marketing activities that interface between the consumers and producers. Student should be able to define and calculate “value” and explain marketing’s role in creating value for a customer. The course focuses on equipping the students with the knowledge of marketing mix related decisions along with focus on benefits of segmentation and targeting and positioning.

**Course Learning Outcomes**

CLO1: Illustrate core concepts in a given marketing situation (Understanding).

CLO2: Apply knowledge of integrated marketing concepts for decision-making (Apply)

**CLO3: Analyze a given market situation (Analyze)**

1. **Mapping of CLOs with PLOs\*\*\* and GAs\***

**List of PLOs\*\*\***

1. PLO1: Communicate effectively
2. PLO2: Demonstrate ability to work in teams to achieve desired goals
3. **PLO3: Reflect on business situations applying relevant conceptual frameworks**
4. PLO4: Comprehend sustainability issues
5. PLO5:Apply relevant technological tools for marketing decisions
6. PLO 6: Exhibit innovative and creative thinking

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| --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1**  | **PLO-2**  | **PLO-3** | **PLO-4**  | **PLO-5** | **PLO- 6** |
| **CLO1** |  |  |  |  |  |  |
| **CLO2** | I |  |  |  |  |  |
| **CLO3** |  |  | I |  |  |  |

*\*\* I: Introduced; R: Reinforced; E: Emphasised*

List of GAs\*

GA 1: Self-initiative

GA 2: Deep discipline knowledge

GA 3: Critical thinking and Problem solving

GA 4: Humility, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global outlook

GA 7: Ethical competency and sustainable mindset

GA 8: Entrepreneurial and innovative

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1** | **GA 2** | **GA 3** | **GA 4** | **GA 5** | **GA 6** | **GA 7** | **GA 8** |
| **CLO1** |  |  |  |  |  |  |  |  |
| **CLO2** |  |  |  |  |  |  |  |  |
| **CLO3** |  |  |  |  |  |  |  |  |

*\* PLOs, CLOs & GAs stand for Programme Level Outcomes; Course Level Outcomes &*

 *Graduate Attributes, respectively.*

*\*\* The highlighted cells indicate the key differentiators.*

1. **Books and References**

***Kotler, P., Armstrong, G., Agnihotri, P.Y., (2018). Principles of Marketing, 17/E. Pearson Education India. (KAA) – Text Book***

Ramaswamy, V S, Namakumari, S, Marketing Management – Global Perspective, the Indian Context, 5th edition, New Delhi, Macmillan Publications. (RN)

Bains, P., Fill, C., Page, K., Sinha, PK, (2013), Marketing – Asian Edition, New Delhi, Oxford University Press. (BFPS)

Marketing Management, An Indian Perspective by Prof Vijay Prakash Anand, 2nd Edition, Biztantra Publisher, Distributed by Wiley Internation (VPA)

Lamb, C.W., Hair, J.F., Sharma, D., McDaniel, C., MKTG-A South Asian Perspective, 2012, New Delhi, Cengage Learning Pvt. Ltd. (LHSM)

**Internet Resources**

http://study.com/academy/topic/marketing-philosophies-and-ethics.html: This website offers an introduction to marketing terminology and the types of market orientation. Lessons also explore cause-related marketing and the social responsibility of corporations.

https://courses.lumenlearning.com/wmopen-introbusiness/chapter/the-role-of-customers-in-marketing/

http://www.dmnews.com/: This website touts itself as “the go-to resource for innovative marketers hungry for insight on results-driven strategies and trends to propel their multichannel marketing forward.

http://study.com/academy/topic/managing-a-product-and-retailing.html: This website discusses new product categories and their developmental stages along with product life cycles and classes of product adopters.

http://marketingland.com/: This site offers internet marketing news, strategies, and tips on analytics, email marketing, content marketing, mobile marketing, and social media marketing.

http://study.com/academy/topic/selling-and-pricing-strategy.html: This website explains such terms as pricing cost, price selection and price elasticity.

<https://www.coursera.org/lecture/uva-darden-advanced-business-strategy/creating-value-for-stakeholders-9Ulfc>

<https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-value-of-value-creation>

<https://www.tcs.com/finance-creating-stakeholder-value-lessons-from-leaders-blog>

<https://www.iveycases.com/ProductView.aspx?id=107189>

**Flip Videos**

<https://www.youtube.com/watch?v=mA9XSgV9te0-> Branded products with unique sustainability packaging

<https://www.youtube.com/watch?v=-ZNXVaj5LJY-> Coca Cola sustainability update

<https://www.youtube.com/watch?v=FaK3koLyChE-> Patagonia paradox of an eco-conscious company

1. **Assessment**

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| --- | --- | --- | --- |
| **Assessment****Component** | **Description** | **Weightage** | **CLO** |
| **Assessment 1:** *Group* | Consumer Decision making: *Students would be assigned firms for this Experiential exercise (\*Worksheet will be shared)*  | 20 | CLO2 |
| **Assessment 2:** *Individual* | Reflective notes/ Viva Voce **Viva Voce** will focus on evaluating the core concepts of marketing and their application covered in the course.**Reflective notes**: Reflecting on the marketing concepts that students have read and linking theory with practice/reality/ Mind mapping *(\*Reflective notes template will be shared)*  | 20 | CLO1 |
| **Assessment 3:** *Group* | STP Term Project: *Students would take the same assigned firms for critiquing STP of firm and suggest strategies for existing/ new product/ service.* | 20 | CLO3 |
| **Assessment 4**: *Individual* | End Term: *Application and Case based questions.* | 40 | CLO2, CLO3 |

1. **CLO mapping with Assessments**

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| --- | --- | --- | --- |
| **Assessments** | **CLO 1** | **CLO 2** | **CLO3** |
| Consumer Decision Making – Experiential exercise |  | Embedded |  |
| Reflective Notes/ Viva Voce | Embedded |  |  |
| STP Term Project |  |  | Embedded |
| End Term |  | Embedded | Embedded |

1. **Session Plan**

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| --- | --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Reading****Reference** | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Curtain Raiser Activities:** 1. ***A Two-hour Mini-Conclave (CXOs) – Online for all campuses:* Marketing as a Business Function in a Firm- The Changing View** -
2. ***Hall of Fame: Alumni Interaction- Online for all campuses*: The Marketing Jobs- Existing & Evolving** -
 |
| **Module I: MARKETING & THE FIRM** |
|  | **Discussion on course outline,** Overview of marketing – marketing as value creation, communicating, delivering & exchanging offerings.  | **Video 1:** [*https://www.marketingteacher.com/what-is-marketing-2/*](https://www.marketingteacher.com/what-is-marketing-2/)*Text book page no.* | Class Discussion | At the end of session, the student will be able to familiarize themselves with the meaning and significance of marketingfunction for a firm. | 1 |
|  | **Who are the Customers: What do they Need & Want?*** Needs, Wants and Demands
* Market offering – Product, services, and experiences
* Customer value and satisfaction
 | Reading: *Fundamentals of customer value* by *Kellogg’s School* **Video 2:** Pre Reads: *Byju’s- The Learning App, Giving Value & Capturing Value.**Text book page no.* | Class Discussion  | At the end of session, the student will be able to understand the process, various constituents of marketing and basics of need, wants and demands. | 1 |
|  | **Marketing as a philosophy & marketing orientations*** Production concept
* Product concept
* Selling concept
* Marketing concept
* Societal Marketing Concept
 | Flipped video: [*https://www.youtube.com/watch?v=Wbtc1BOGhkQ*](https://www.youtube.com/watch?v=Wbtc1BOGhkQ)*Text book page no.* | Student debate & discussion  | At the end of session, the student will be able to understand different marketing orientations and clearly differentiate between marketing and selling. | 1 |
|  | Marketing & Emerging Trends: Role of sustainability as marketing value and linkages of marketing department with other departments | Flip videos (*Ikea, Tesco, M&S,* HUL, PepsiCo) | Student Seminar |  At the end of session, the student will be able to understand the challenges faced by firms during implementation of sustainable marketing strategies. | 1 |
|  | **Market Structure & Evolution**: Internal and External Environment  | Environmental forces analysis worksheet – *will be shared**Text book page no.* | Class Activity | At the end of session, the student will be able to identify factors in the company’s micro and macro environmental forces and their effect on organizations. Student will be able to internalize and apply the knowledge of environmental factors. | 2 |
| **Module II: The Value of Customers & Gathering Market Insight** |
|  | **How do customers buy**: Buying Decision Behavior and Buying Decision Process  | Experiential Exercise: Purchase decision Stages – *will be shared* *Text book page no.* | Class Activity | At the end of session, the student will be able to understand how do customers buy through buyer decision process. | 1,2 |
|  | Major effects influencing consumer buying behaviour. | *Text book page no.*  | Class Discussion  | At the end of session, the student will be able to identify the different factors influencing consumer decision process. | 1,2 |
|  | Business Buyer Decision Process  | *Text book page no.*  | Debate & Discussion  | At the end of session, the student will be able to familiarize with stages of organizational buying behavior process and understand how they are different from consumer buying process. | 1,2 |
|  | **Module III: The Marketing Imperatives** |
|  | **Competition Analysis –** identifying, assessing and selecting competitors, Ethical competition | *Text book Page – 543:* Volswagen case | Guest talk 1 | At the end of session, the student will be able to understand competitors as well as customers through competitor analysis. | 2,3 |
|  | **Determine which Markets to address:** Segmenting consumer markets, Major segmentation variables for consumer markets  | *Text book page no.* | Class Discussion  | At the end of session, the student will be able to identify major segmentation variables.  | 2,3 |
|  | Market Targeting Approaches | *Text book page no.* | Class Discussion  | At the end of session, the student will be able to understand market targeting concept and apply them in selecting target market segments. | 2,3 |
|  | Choosing a differentiation and positioning strategy | Consumer Profiling Matrix – *will be shared* *Text book page no.* | Class Activity | At the end of session, the student will be able to explain clearly the relationship between market segments and positioning and explain how critically important it is for differentiation. | 2,3 |
|  | Design the Market Offer: Managing Marketing Mix – Product, Price, Place, Promotion  | <https://opentextbc.ca/businessopenstax/chapter/developing-a-marketing-mix/><https://hbr.org/1985/09/rejuvenating-the-marketing-mix><https://blog.globalwebindex.com/marketing/marketing-mix/> | Class Discussion  | At the end of session, the student will be able to understand the basic elements of marketing mix that a company uses to promote its brand or product in the market. | 1,2 |
|  | Providing Customer Value: Product Portfolio Concept,Product Line decisions and Product Mix decisions  | Exploring websites of companies to understand their product portfolio*Text book page no.* | Class Activity  | At the end of session, the student will be able to appraise different dimensions of product related decisions and decide upon the product mix. | 2 |
|  | Communicating Customer Value: Integrating Communication efforts, Promotion mix | Outline of presentation *will be shared* *Text book page no.* | Ad- Analysis Presentation  | At the end of session, the student will be able to examine new marketing communication landscape and shifting models. Student will be able to apply this knowledge for identifying the socially responsible marketing communication strategy. | 2 |
|  | Communication in modern era, Traditional vs Digital marketing Communication  | Transformation story of a company – caselets – *will be shared*  | Student panel discussion  | At the end of the session students will understand the importance of various promotional tools and how critically important it is for balancing different marketing communication elements for generating the desired customer response | 2 |
|  | Delivering Customer Value: Managing Distribution Channels | *Text book page no.* | Class Discussion  | At the end of session, the student will be able to establish the importance of role of marketing channels for delivering superior customer value. | 2 |
|  | Capturing Customer Value: Critical underpinning of pricing decisions – pricing methods and strategies | Harvard simulation link:<https://hbsp.harvard.edu/product/7005-HTM-ENG?Ntt=pricing+simulation&itemFindingMethod=Search>*Text book page no.* | Simulation Activity  | At the end of session, the student will be able to examine different pricing strategies in practice by rivals in an industry and evaluate reasons of price adjustments at market place for sustainable strategies. | 2,3 |
|  | Ethical issues in pricing – Competitive pricing, Predatory pricing, Dynamic pricing | Readings:<https://hbr.org/2000/03/how-to-fight-a-price-war><https://www.mondaq.com/india/antitrust-eu-competition-/598000/predatory-pricing-a-brief-synopsis-on-the-indian-telecom-sector> | Discussion based on reading/Discussion forum | At the end of session, the student will be ableto understand various ethical issues in pricing | 2,3 |
|  | Creating competitive advantage using Technologies- MARKTECH – Marketing Automation, AI, ML, Block Chain | Video/Reading *will be shared* | Guest Talk -2 | At the end of session, the student will be ableto know about the technologies that companies are using to gain competitive advantage.  | 2 |

1. **Rubrics for Assessment Component**

### **RUBRICS FOR EXPERIENTIAL WRITTEN ASSIGNMENT**

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| --- | --- | --- | --- |
| CRITERIA | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Coverage and quality of content (Clarity of Inf.)****8 Marks** | The content covers very limited aspects of topic chosen and misses on many crucial aspects. The clarity of content is also not up to mark. | The content covers a few aspects of topic chosen and misses on many other, the clarity of content is OK | The content covers many aspects affecting the topic chosen but misses on few critical factors. The clarity of content is quite good |
| **Structure and flow of written presentation (Organization/ logical flow)****6 Marks** | The content is inadequate and not presented logically as well. | The content is presented but the flow and sequence is not up to mark. A little of effort is made in comparison with competitors and data is inadequate. | The content is presented in a logical manner but fails to establish comparison with competitors. Efforts have been made on comparison part and data seems to be adequate. |
| **Quality of critical review and suggestions (Content/ Subject matter)****6 Marks** | Neither critical review nor analysis is done using relevant concepts. Also suggestions are very limited. | Little effort is made on critical analysis and review using relevant concepts and a few suggestions are provided. | Critical analysis and review is done using relevant concepts. The suggestions are quite relevant to analysis conducted. |

### **RUBRICS FOR VIVA VOCE/ REFLECTIVE NOTES**

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| --- | --- | --- | --- |
| **Criteria** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Conceptual Clarity And Analysis**10 Marks | Lacks clarity in understanding of marketing concepts asked. Is not able to analyze and answer even half of the questions asked satisfactorily.  | Demonstrates some clarity in marketing concepts asked and is able to analyze and explain at least half of the questions and could relate them with contemporary examples. | Demonstrates superior level of clarity of marketing concepts asked and student is able to analyze and explain most of them through contemporary examples. |
| **Confidence in Communication**5 Marks  | Student exhibits lacks of communication and struggles to express his thoughts effectively. | Student is able to express effectively although on occasions exhibits lacks of confidence and fails to pick the right words to express the content | Student expresses his thoughts with full confidence and makes use of right words. The communication is perfect. |
| **Quality of contemporary content**5 Marks | The student fails to relate the concepts with current scenario or companies and fails to cite relevant examples. | On some occasion students cites some relevant examples suited for the context or content. | Student is able to cite relevant examples and contemporary information with his answers on most occasions reflecting his awareness about happening in corporate world. |

### **RUBRICS FOR STP TERM PROJECT**

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| --- | --- | --- | --- |
| CRITERIA | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Gathers Quality Information****10 Marks** | The content covers very limited aspects of topic chosen and misses on many crucial aspects. The relevance and quality of information is also not up to mark. | The content covers a few aspects of topic chosen and misses on many other, the relevance and quality of information is OK | The content covers many aspects affecting the topic chosen but misses on few critical factors. The relevance and quality of information is quite good |
| **Selects & Uses relevant concepts for analyzing****10 Marks** | Neither critical review nor analysis is done using relevant concepts. Also suggestions are very limited. | Little effort is made on critical analysis and review using relevant concepts and a few suggestions are provided. | Critical analysis and review is done using relevant concepts. The suggestions are quite relevant to analysis conducted. |

### **RUBRICS FOR END TERM**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectation** |
| **Able to offer response by gathering relevant information demonstrating conceptual clarity.****20 Marks** | Fails to demonstrate completeness of information, ability to synthesize learning to apply knowledge of marketing management. | Demonstrates a fair level of completeness of information, ability to synthesize learning to apply knowledge of marketing management. | Demonstrates completeness of information, ability to synthesize ability to synthesize learning to apply knowledge of marketing management. Demonstrates a sophisticated understanding of what information is needed. |
| **Selects and Uses Relevant Concepts and Frameworks for case analysis****20 Marks** | Has limited knowledge on selecting and using relevant concepts and frameworks.  | Selects and uses relevant concepts and frameworks.  | Selects and uses relevant concepts and frameworks.  |

1. **Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required readings, flipped-videos, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impartus:**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read student handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.