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# **JAIPURIA INSTITUTE OF MANAGEMENT**

1. **Course Information**

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| Course Code and Title | **MKT 201; Marketing Management** |
| Credits | **3** |
| Term and Year | Term-II; AY 2019-21 |
| Course Pre-requisite(s) | FOM |
| Course Requirement(s) | NA |
| Course Schedule (Day and time of class) | As scheduled by PMC |
| Classroom # (Location) | As allocated |
| Course Instructor | Dr. DEEPAK SINGH |
| Email | deepak.singh@jaipuria.ac.in |
| Telephone Number (for office appointments) | 0120-4638300 (Ext. 373) |
| Student Consultation Hours | As indicated at Faculty Cabin |
| Office location | Cabin- 3, Floor- II |

1. **Course Overview**

MKT 201 has been designed to provide a deeper understanding in the field of marketing. The course focuses on equipping the students with the knowledge of marketing mix related decisions along with focus on consumer and need for differentiation. During the course of studying MKT 201, students are expected to comprehend and critique the ingredients of marketing mix. They are also expected to unpack the domain of marketing decision making using practical examples, and understanding developed.

Specific topics to be covered include: consumer behavior, segmentation, targeting and positioning, product price, promotion and channel related decisions and so on. This course is therefore a pre-requisite for students interested in the advanced course of marketing as well as elective courses in the area of marketing. It draws upon the learning from Fundamentals of Marketing.

1. **Course Learning Outcomes**

**CLO 1:** Illustrate core marketing concepts in a given marketing situation.

**CLO 2:** Apply marketing concepts for decision making.

**CLO 3:** Analyze a given marketing situation.

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

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

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|  | **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  |
| **CLO1** | X |  |  |  |  |  |  |  |
| **CLO2** |  |  | X |  |  |  |  |  |
| **CLO3** |  |  | X |  |  |  |  |  |

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

 Graduate Attributes, respectively.

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

**References and Books**

* Bains, P., Fill, C., Page, K., Sinha, PK, (2013), Marketing – Asian Edition, New Delhi, Oxford University Press. (BFPS)
* Kotler, Philip, Keller, K., Koshy, A., Jha, M., Marketing Management, a South Asian Perspective, 14th edition, N. Delhi, Pearson Education. (KKKJ)
* Ramaswamy, V S, Namakumari, S, Marketing Management – Global Perspective, the Indian Context, 5th edition, New Delhi, Macmillan Publications.(RN)
* Marketing Management, An Indian Perspective by Prof Vijay Prakash Anand, 2nd Edition, Biztantra Publisher, Distributed by Wiley Internation

**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.
* 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.
* Marketing By Vijay' YouTube Channel: https://www.youtube.com/c/marketingbyvijay
1. **Assessment**

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| --- | --- | --- | --- |
| **Assessment Component** | **Description**  | **Weightage**  | **CLO** |
| **Assessment 1:** **Quiz** | * Two quizzes with multiple choice, scenario based type of questions.
* Individual assessment: Moodle based.
* After 16th and 22nd session
* Pre/In/beyond class: Beyond class
* Feedback: Moodle grades
 | 20% | 1 |
| **Assessment 2:** **STP Analysis** | * Students would be assigned firms for review of STP and suggest strategies for existing/ new product/ service.
* Group Assessment: Written
* After 12th session
* Pre/In/beyond class: Beyond class
* Feedback: Through rubrics and counselling as required.
 | 20% | 3 |
| **Assessment 3: Case Analysis/ Mid-Term**  | * A case shall be identified and administered as Mid-Term Evaluation
 | 20% | 2 |
| **Assessment 4:** **End-Term Exam** | * Description: Conceptual and application based questions.
* As per schedule
* Feedback: Showing of assessed answer sheets
 | 40% | 2, 3 |

**CLO mapping with Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments** | **CLO 1** | **CLO 2** | **CLO 3** |
| Quiz | **X** |  |  |
| Assignment-STP and Marketing Mix Review |  |  | **X** |
| Case Analysis/ Mid term |  | **X** |  |
| End Term |  | **X** | **X** |

**7. Session Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Module I: Understanding Consumer Behavior** |
|  | Introduction to Consumer BehaviorWhy and What of Consumer Behavior | Class discussion | At the end of session, the student will be able to understand the Consumer Behaviour Model and types of buying behaviour.  | 1 |
|  | * Understanding Consumer Behavior

How and Why ofPurchase Decisions | * Experiential Exercise:
* Mapping Purchase decision process
 | * At the end of session, the student will be able to identify the different factors influencing consumer decision process and demonstrate the steps of buyer decision process
 | * 2
 |
|  | * Organizational Buyer Behaviour
 | Class discussion  | * At the end of session, the student will be able to familiarize with stages of Organizational Buying Behaviour process.
 | * 1
 |
| **Module II: Segmentation, Targeting & Positioning** |
|  | * Market Segmentation
* Major variables for segmenting markets

VALS Framework SEC Classification | Article – VIP Industries <http://www.business-standard.com/article/specials/vip-s-slice-and-dice-strategy-117011801562_1.html> | * At the end of session, the student will be able to apply the knowledge for identifying steps in designing a suitable marketing strategy.
 | * 1
 |
|  | * Targeting: Meaning & Approaches
 | Introducing New Coke : HBSORVirgin America (KAA/ Pg 217-218) | * At the end of session, the student will be able to understand market targeting concept and apply them in selecting target market segments
 | 1 |
|  | * Differentiate for Competitive Advantage
 | * Experiential Exercise: Market Segmentation Grid/ STP table
 | * At the end of session, the student will be able to explain clearly the relationship between market segments and positioning statements and explain how critically important it is for differentiation.
 | * 1
 |
|  | * Positioning for Competitive Advantage
 | Book: Positioning- The Battle for Your Mind Al Ries & Jack TroutCase: Saffola Cooking oil repositioning journey – IIMB ORPatanjali Walks into Indian FMCG Den (RN/ Pg 194-197) | * At the end of session student shall be able to understand competitive advantage.
 | * 2
 |
|  | * Applying Differentiation and Positioning
 | Guest talk  | * At the end of session student should be able to differentiate and position.
 | * 3
 |
| **Module III: Product Decisions** |
|  | What is a product | * Experiential Exercise: Feature-Benefit-Value Ladder
 | * At the end of session, the student will be able to appraise different dimensions of product related decisions.
 | * 1
 |
|  | Product Mix Decisions | * Class Discussions
 | * Apply how the product decisions dimensions decide upon the product mix.
 | * 1
 |
|  | * Product life cycle and strategies
 | * Case Discussion: Universalization of L’Oreal - HBS

OR* Biju’s- The Learning App (RN/ Pg 7 )
 | * At the end of session, the student will be able to examine the stages of PLC and analyze strategies of products/ services at different stages of a firm.
 | * 2
 |
|  | * NPD
 | * <http://study.com/academy/topic/managing-a-product-and-retailing.html>
* Nanda Home : Preparing for life after clocky - HBS
 | * At the end of session, the student will be able to guide through the concept of building strong brands and managing brands at market place for developing sound brand equity.
 | * 2
 |
|  | * Relevance of Brands in Marketing
 | Branding Yoga – HBSORManaging Brands: The case of HUL (RN/ Pg 393-397) | * At the end of session student should be able to understand brands.
 |  |
| **Module IV: Pricing Decisions** |
|  | * + Pricing Decisions
 | * Visit the site-
* <http://study.com/academy/topic/selling-and-pricing-strategy.html>
* This website explains such terms as pricing cost, price selection and price elasticity
 | * The students will be able to analyze the role of pricing as an important managerial decision for maximizing returns to customers and firm.
 | * 1
 |
|  | * Pricing strategies
 | * Class discussion

Library exercise: examine different pricing strategies in practice by rivals in an industry and evaluate reasons of price adjustments | * 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
 |
|  | * Recent Trends in Pricing of Product and Service
* (Dynamic Pricing/ Aggregator Pricing)
 | * Guest talk
 | * At the end of session student will be able to appreciate recent trends in pricing.
 | * 1
 |
| **Module V: Distribution and Channel Management Decisions** |
|  | * Distribution and Channel Management
* Importance of Marketing Channels
 | * Case discussion- Aqualisa Quartz : HBS

OR* Market Leadership through distribution: Asian Paints (RN/ Pg 478-480)
 | * At the end of session, the student will be able to establish the importance of role of Marketing Channels for delivering superior customer value.
 | * 1
 |
|  | * Channel Design & Management decisions
* (Omni channel)
 | Class Activity | * At the end of session, the student will be able to understand and apply the knowledge of channel design & management decisions for evolving a suitable marketing mix strategy.
 | * 3
 |
|  | * Channel Conflict
 | * Case Study: Live scenarios from company websites (Grievances)
 | * At the end of session student will be able to understand different dimensions of channel conflict.
 | * 2
 |
| **Module VI: Promotion Decisions** |
|  | * Promotion Decisions
 | Case Discussion- Introducing New Coke : HBSCritique of promotion mix strategies of a company.* Case: Amul Girl Turns 50 (Page 403-404)
 | * At the end of session, the student will be able to examine new marketing communication landscape and shifting models. Be able to apply this knowledge for identifying the socially responsible marketing communication strategy.
 | * 1
 |
|  | Integrating the Promotion Mix | * Case Discussion
 | * At the end of session, the student will be able to foster an understanding of the role and impact of advertising and personal selling techniques for a higher visibility and profitability.
 | * 3
 |
|  | Advertising and Sales Promotion | <http://marketingland.com/>This site offers internet marketing news, strategies, and tips on analytics, email marketing, | At the end of session, the student will be able to explain clearly the emerging trends in the new direct marketing models and role of sales promotion  | 1 |
|  | PR, Publicity, Personal Selling , Direct Marketing | Case 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. | 1 |
|  | Digital Marketing  | Amazon Aur Dikhao Case : <https://www.amazon.in> | At the end of session student will be able to reflect on latest trends in brand promotion. | 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 penalised equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

**RUBRICS FOR ASSESSMENT COMPONENT**

### **RUBRICS FOR WRITTEN ASSIGNMENT (STP & MARKETING MIX REVIEW)**

|  |  |  |  |
| --- | --- | --- | --- |
| CRITERIA | **GOOD**  | **AVERAGE** | **POOR** |
| **POINTS 11-14.99** | **POINTS 7-10.99** | **POINTS 1-6.99** |
| **Coverage and quality of content (G)** | The content covers many aspects affecting the topic chosen but misses on few critical factors. The relevance and quality of content OK | The content covers only few aspects of topic chosen and misses on many other, the relevance and quality of content is OK | The content covers only few aspects of topic chosen and misses on many crucial aspects. The relevance and quality of content is also not up to mark. |
| **Structure and flow of written presentation (G)** | The content is presented in a logical manner but fails to establish comparison with competitors. Some effort is made on comparison part but data seems to be inadequate. | The content is presented but the flow and sequence is not up to mark. No effort is made in comparison with competitors and data is inadequate. | The content is inadequate and not presented logically as well.  |
| **Quality of critical review and suggestions. (G)** | Critical analysis and review is done but limited or no suggestions are provided. | Little effort is made on critical analysis and review and no suggestions and provided. | Neither critical review nor analysis is done nor are any suggestions provided. |

### **RUBRICS FOR QUIZ**

|  |  |  |
| --- | --- | --- |
| **UNSATISFACTORY** | **PROFICIENT** | **EXEMPLARY** |
| **POINTS 0-3.4** | **POINTS 3.5-8.0** | **POINTS 8.1 – 10** |
| A very few of the concepts seems clear and student is unable to comprehend the same. | Majority of concepts are clear and understood by student. |  Most of concepts are clear and understood by the student. |

### **RUBRICS FOR MID TERM/ END TERM**

|  |  |  |
| --- | --- | --- |
| **UNSATISFACTORY** | **PROFICIENT** | **EXEMPLARY** |
| **POINTS 0-3.4** | **POINTS 3.5-8** | **POINTS 8.1 – 10** |
| A very few of the concepts seems clear and student is unable to comprehend the same. Lacks application and analysis of the conceptual frameworks. | Many of the concepts are clear and understood by student. Is able to apply and analyze a many of the conceptual frameworks. | Most of concepts are clear and understood by the student. Is able to apply and analyze almost all of the conceptual frameworks. |

### **RUBRICS FOR CASE STUDY EVALUATION**

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| --- | --- | --- | --- |
| **CRITERIA** | **UNSATISFACTORY** | **ACCEPTABLE** | **EXEMPLARY** |
| **POINTS 0-3.4** | **POINTS 3.5-8** | **POINTS 8.1 – 10** |
| Identification of main issues / problems | Identifies and demonstrates a weak understanding of issues/ problems in case study.  | Identifies and demonstrates acceptable understanding of some of the issues/ problems in case study. | Identifies and demonstrates a sophisticated understanding of the main issues / issues in case study. |
| Analysis and evaluation of issues | Submitted an incomplete analysis of all identified issues / problems.  | Presents satisfactory analysis of all identified issues / problems. | Presents an insightful and thorough analysis of all identified issues / problems. |
| Recommendations on effective solutions | No action suggested.  | Few actions suggested with limited reasoning and evidence. | Supports diagnosis and opinions with strong arguments and well-documented evidence. |
| Writing mechanics | Improper grammar and punctuation.  | Writing is not well organized and not logically consistent. | Proper grammar, punctuation, spelling and effective sentences making logical sense. |