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# **JAIPURIA INSTITUTE OF MANAGEMENT**

1. **Course Information**

|  |  |
| --- | --- |
| Course Code and Title | **MKT 201; Marketing Management** |
| Credits | **3** |
| Term and Year | Term-II; AY 2018 -19 |
| Course Pre-requisite(s) | Managerial Economics |
| Course Requirement(s) |  |
| Course Schedule (Day and time of class) | As scheduled by PMC |
| Classroom # (Location) | As allocated |
| Course Instructor | Faculty name |
| Email | Faculty e mail |
| Telephone Number (for office appointments) | Faculty extn. no. |
| Student Consultation Hours | Choice of faculty |
| Office location | Designated cabin |

1. **Course Overview**

MKT 201 has been designed to provide an introduction to the field of marketing. The course focuses on the fundamental principles of Marketing as a domain of study and decision making. 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 201, students are expected to comprehend and critique the principles, models, and theories of Marketing Management. They are also expected to unpack the domain of marketing decision making using practical examples, and understanding they develop of marketing fundamentals.

Specific topics to be covered include: Marketing Orientations, Segmentation, Targeting and Positioning, Product Decisions, Pricing Strategy, Promotion Mix, Channel 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 Managerial Economics.

1. **Course Learning Outcomes**

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

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

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

**CLO 4:** Work in teams to complete a marketing task

**CLO 5:** Value ethical marketing practices

**CLO 6:** Value sustainable marketing practices

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1** Communicate effectively and display inter-personnel skills | **PLO-2** Demonstrate Leadership and Teamwork towards achievement of organizational goals | **PLO-3** Apply relevant conceptual frameworks for effective decision-making | **PLO-4** Develop an entrepreneurial mindset for optimal business solutions | **PLO-5** Evaluate the relationship between business environment and organizations | **PLO 6** Demonstrate sustainable and ethical business practices | **PLO-7** Leverage technologies for business decisions | **PLO-8** Demonstrate capability as an Independent learner |
| **CLO1** |  |  |  |  |  |  |  | X |
| **CLO2** |  |  | X | X |  |  |  |  |
| **CLO3** |  |  |  |  | X |  |  |  |
| **CLO4** | X | X |  |  |  |  |  |  |
| **CLO5** |  |  |  |  | X | X |  |  |
| **CLO6** |  |  |  |  | X | 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** |  |  |  |  |  |  |  |  |
| **CLO2** |  |  | **X** |  |  |  |  |  |
| **CLO3** |  |  | **X** |  |  |  |  | **X** |
| **CLO4** |  |  |  | **X** | **X** |  |  |  |
| **CLO5** |  |  |  |  |  | **X** | **X** |  |
| **CLO6** |  |  |  |  |  | **X** | **X** |  |

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

 Graduate Attributes, respectively.

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

1. **Text Book:**

Kotler, P., Armstrong, G., and Agnihotri, P.Y., (2018). Principles of Marketing, 17th/E. Pearson India Education Services Pvt. Limited.

**References:**

* 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)

**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.
1. **Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Component** | **Description**  | **Weightage**  | **CLO** |
| **Assessment 1:** **Group Presentation** | * Group Presentation of 15 minutes on: Influencing factors and buyer decision process of a select product/ service based upon consumer feedback
* Group Assessment: Presentation
* Tutorial block 1 of 2 sessions (Post session 9)
* Pre/In/beyond class: Beyond class
* Feedback: Group feedback after presentation and individual presentation assessment through rubrics.
 | 15% | 2, 4 |
| **Assessment 2:** **STP and Marketing Mix Review** | * Students would be assigned firms for review of marketing mix 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, 4 |
| **Assessment 3:** **Quiz** | * Three quizzes with multiple choice, scenario based type of questions.
* Individual assessment: Moodle based.
* After 5th sessions, 16th and 22nd sessions
* Pre/In/beyond class: Beyond class
* Feedback: Moodle grades
 | 15% | 1 |
| **Assessment 4:** **Flipped video viewing and test / reflections/ Discussion Forum** | * Students would view prescribed flipped videos and attempt the reflection/test embedded in the video before coming to the class.
* Individual Assessment: Online
* Prior to the sessions announced by course instructor
* Pre/In/beyond class: Pre class
* Feedback: Individual online assessment
 | 10% | 2, 6 |
| **Assessment 5:** **End-Term Exam** | * Description: Conceptual and application based questions.
* As per schedule
* Feedback: Showing of assessed answer sheets
 | 40% | 2, 3, 5 |

**CLO mapping with Assessments**

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| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** |
| Group Presentations |  |  |  | **X** |  |  |
| STP and Marketing Mix Review |  |  | **X** |  |  |  |
| Quiz  | **X** |  |  |  |  |  |
| Flipped video viewing and test/ reflections |  |  | **X** |  |  |  |
| End Term |  | **X** | **X** |  | **X** | **X** |

**7. Session Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Reading****Reference** | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Module I:** **Understanding the Marketing function** |
|  | Fundamentals ofmarketing* Definition
* Marketing Process
 | Text, Ch 1,Page 3-4 | Classdiscussion | At the end of session,the student will beable to familiarizethemselves with thesignificance ofMarketingManagement processand relevance ofmarketing function ina firm. | 1 |
|  | Basic concepts ofmarketingCore customer andmarketplaceconcepts * Needs, Wants and Demands
* Market Offerings
* Customer Value and Satisfaction
* Exchange and Relationships
* Markets
 | Text, Ch 1,Page 5-9 | Flipped Class roomPre-class roomwork: Visit<http://study.com/academy/topic/marketing-philosophies-and-ethics.html>This websiteoffers anintroduction to marketing terminologyand the typesof marketorientation.  | At the end of session, the student will be able to conceptualize the key concepts of marketing management | 1 |
|  | The changingmarketing landscapeand the significanceof ‘thinking customer’* Marketing orientations
* Production Concept
* Product Concept
* Selling Concept
* Marketing Concept
* Societal Marketing Concept
 | Text, Ch 1,Page 10-12Case: Nike’s Customer Value Driven Marketing | ClassDiscussion | At the end of session,the student will beable to appreciateevolving marketinglandscape outlinescompany’s customervalue proposition fora winning marketingstrategy.  | 1 |
|  | Major trends- Changingmarketing landscape* Overview of Marketing Mix
 | Text, Ch 1,Page 21-28Case: Starbucks’, KAA, Ch 2, Page 37-38 | CasediscussionDesk research: Marketing practices on two MNCs | At the end of session, the student will be able to identify the evolving trends at the market place to analyze the contemporary practices and evaluate the given marketing situations.  | 3 |
| **Module II: Environment Scanning and Marketing Strategy** |
|  | * Overview of Marketing Environment
* • Elements of Micro & Macro Environment
 | Text, Ch 3,Page 67-83 | * Experiential Exercise: Industry Forces Analysis Matrix & Environmental forces analysis matrix.
* **Assessment 3: Quiz 1**
 | * At the end of session, the student will be able to classify factors in the company’s broad macro environment and micro environment that may have strategic significance.
 | * 2,3
 |
|  | Managing Marketing Information to gain consumer insights | Text, Ch 4,Page 98-117 | Class discussionReflective Note: managing marketing information for customer insights and analyze a current practice of a firm for growth and profitability**.** | At the end of session, the student will be able to identify the tools and techniques of managing marketing information for customer insights and analyze a current practice of a firm for growth and profitability. | 2, 3 |
| **Module III: Understanding Consumer Behavior** |
|  | Defining Consumer market & major factors influencing consumer buyerCB ModelTypes of buying behaviorComplexVariety SeekingHabitualDissonance Reducing | Text, Ch-5,Page 132-149 | Class discussion | At the end of session, the student will be able to understand the Consumer Behaviour Model and types of buying behaviour.  | 1, 2, 6 |
|  | * Major influencing factors
* Cultural/Social/Personal/ Psychological
* Buyer decision process
* Steps of buyer decision process
* Stages of Adoption process
 | Text, Ch 5,Page 150-154 | * 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
 | * 1, 2,4
 |
|  | * Organizational Buyer Behaviour
* Types of Business Markets
* Model of business buyer behaviour and buying situations
* Steps of business buying process
 | * Text, Ch 6

(PreReads),Page 164-172 | * Guest talk
 | * At the end of session, the student will be able to familiarize with stages of Organizational Buying Behaviour process.
 | * 1,2,3
 |
| ***TUTORIAL BLOCK 1-* Two sessions: Assignment 1- Group Presentation** (CLO 3, 4)* *Description: Group Presentation of 15 minutes on: Influencing factors and buyer decision process of a select product/ service based upon consumer feedback*
* *Weightage: 15%*
 |
| **Module IV: Segmentation, Targeting & Positioning** |
|  | * Designing customer driven marketing strategy
* Steps in designing marketing strategy
* Market Segmentation
* Major variables for segmenting markets
* Geographic
* Demographic
* Psychographic
* Behavioral
 | Text, Ch 7,Page 189-195 | * Class discussion
* Pre-class room work: Read 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.
 | * 2,3
 |
|  | * Market Segmentation & Market Targeting
* Evaluating market segments
* Selecting target market segments
* Undifferentiated
* Differentiated
* Concentrated
* Micro
 | Text, Ch 7,Page 196-205* Case: Voltas ACs (Page 198-199)
 | * Case 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, |
|  | * Differentiation and positioning
* Positioning maps
* Choosing a differentiation and positioning strategy
* Segmentation, Targeting and Positioning
* Identifying the market segments to serve & positioning for competitive advantage
 | Text, Ch 5,Page 206-213*
 | * Experiential Exercise: Market Segmentation Grid/ STP table
* **Assessment 2- Submission Group Assignment**
 | * 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.
 | * 1,2,3,4
 |
| **Module V: Product Decisions** |
|  | * Understanding product and product related decision
* What is a product?
* Product & Service decisions
* Level of product and services
 | Text, Ch 8,Page 221-223*
 | * Experiential Exercise: Feature-Benefit-Value Ladder
 | * At the end of session, the student will be able to appraise different dimensions of product related decisions and
 | * 1, 2,4
 |
|  | Product and serviceclassificationsProduct MixNPD | Text, Ch 8,Page 226-236*
 | * Class Discussions
* NPD (through handouts)
 | * Apply how the product decisions dimensions decide upon the product mix.
 | * 2,3
 |
|  | * Product life cycle and strategies
* Stages of PLC
* Characteristics of various stages of PLC
* Strategies for various stages of PLC
 | Text, Ch 9,Page 257-272*
 | * Flipped Classroom:
* Visit the site:
* <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.
 | * 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.
 | * 1, 2,3
 |
|  | * Brands and their relevance in marketing; Packaging & labelling
 | Text, Ch-8,Page 241-249Case: Brand GOPRO (Page 219-220) | * Case Discussion
* **Assessment 3: Quiz 2**
 | * 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.
 | * 2,3,
 |
| **Module VI: Pricing Decisions** |
|  | * Pricing Strategy
	+ Definition & Considerations in setting price
 | Text, Ch 10,Page 284- 302* +
 | * Flipped Classroom:
* 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.
 | * 2,3
 |
|  | * Pricing strategies
* New product pricing strategies
* Product mix pricing strategies
* Price adjustment strategies
 | Text, Ch10,Page 311-321 | * 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.
 | * 1,2,3
 |
| **Module VII: Distribution and Channel Management Decisions** |
|  | * Distribution and Channel Management; Importance of Marketing Channels
 | Text, Ch 12,Page 338-343 | * 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.
 | * 1,3
 |
|  | * Channel Design & Management decisions
* Types of Channel Designs
 | Text, Ch 12,Page 344-355  | * Guest talk
* Assignment 5
 | * 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.
 | * 1, 2,3
 |
| **Module VIII: Promotion Decisions** |
|  | * Integrated Marketing Communication strategy
* Developing overall Promotion Mix
 | Text, Ch 14,Page 405- 421*
* Case: Amul Girl Turns 50 (Page 403-404)
 | * Case Discussion

Critique of promotion mix strategies of a company. | * 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.
 | * 1,2,3
 |
|  | * Promotion Mix:
* Advertising
* PR
 | Text, Ch 15,Page 433-452Case: GEICO (Page 431-432) | * Case Discussion

**Assessment 3: Quiz 3** | * 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.
 | * 1,2,3
 |
|  | Sales Promotions andDirect & Online MarketingShort term incentives to encourage purchasesBuilding Direct Customer Relationships | Text, Ch 16,Page 461-472, Page 477-483Text, Ch 17,Page 493-509  | Flipped Classroom:Visit the site:<http://marketingland.com/>This site offers internet marketing news, strategies, and tips on analytics, email marketing, content marketing, mobile marketing, and social media 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 for inducing short term sales and help students analyze how critically important it is for balancing different marketing communication elements for generating the desired customer response.  | 1, 2, 3,4,5,6 |
| ***TUTORIAL BLOCK 2***- Two sessions Summing Up (Session dedicated towards learning integration & course feedback) |
|  | Sustainable Marketing and Ethics | Text, Chapter 20,Page 579-593 Case: Chipotle(Page 590-591) | Case discussion | At the end of the sessions students will appreciate why firms need to follow ethical practices for remaining sustainable. | 2,5 |

**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**

1. **RUBRICS FOR GROUP PRESENTATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **DEVELOPING****Points 0-5** | **PROFICIENT****Points 6-10** | **ADVANCED****Points 10-15** |
| **Structure** | Presentation lacked clarity of structure.  | Basic suggested structure was followed.  | Good use of IT interface and marketing concepts in making a well-structured presentation. |
| **Communication**  | Most of the group members could not clearly convey the content of presentation. | Group members conveyed clearly the contents, though the arguments needed to be refined. | Group members conveyed clearly and their support arguments were well expressed. |
| **Group Dynamics**  | Group lacked coherence of presentations & coordination among peers. | Group peers appear to have contributed, but coordination among team missing during delivery.  | Good peer contribution and synchronized efforts demonstrated. |
| **Overall defense of the presentation (Q/A)** | The group seemed confused and seemingly unable to defend the presentation during Q/A.  | The peer team explained a few concepts of presentation but largely peers appeared unable to offer clear reasoning. | The peer members were able to clearly defend all their arguments and questions raised and offered justifications to the satisfaction of class. |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA | **INADEQUATE** | **ADEQUATE** | **ABOVE AVERAGE** | **ADVANCED** |
| **POINTS 0-5** | **POINTS 6-10** | **POINTS 11-15** | **POINTS 16-20** |
| **Content** | Student demonstrates some basic understanding but depth of conceptual comprehension largely underdeveloped. | Student does demonstrate reasoning with original thought on a few concepts | Student does demonstrate reasoning with original thought on a larger portion of concepts with sufficient evidences. | Student does demonstrate reasoning with original thought, synthesis of ideas, as well as indepth analysis. |
| **Grammar** | Plethora of spelling, punctuation, and grammatical errors.  | Multiple spelling, punctuation, and grammatical errors. | A few spelling, punctuation, and grammatical errors. | Largely error free of spelling, punctuation, and grammatical errors. |
| **Organization** | No logical flow of the topics offered. | Establishes logical flow of topics offered. However some of the required points are missing. | Intelligible and specified flow of the topics offered. Overall unison of ideas present. | Follows complete defined matrices and logical conclusion. |
| **Format & style** | Format & style is not as per prescribed format/ mostly elementary. | Prescribed format is followed to a limited scope and style is mostly elementary. | Majorly follows format prescribed and style is effective. | Detailed follow up of prescribed format and style is highly effective. |

### **RUBRICS FOR QUIZ**

|  |  |  |  |
| --- | --- | --- | --- |
| **POOR** | **FAIR** | **GOOD** | **EXCELLENT** |
| **POINTS 0-3.4** | **POINTS 3.5-6.0** | **POINTS 6.1-8.0** | **POINTS 8.1 – 10** |
| **UNSATISFACTORY** | **MINIMAL** | **PROFICIENT** | **EXEMPLARY** |
| A very few of the concepts seems clear and student is unable to comprehend the same. | A few of the concepts are clear and understood by student. | Majority of concepts are clear and understood by student. |  Most of concepts are clear and understood by the student. |

### **RUBRICS FOR END TERM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POOR** | **FAIR** | **AVERAGE** | **GOOD** | **EXCELLENT** |
| **POINTS 0-3.4** | **POINTS 3.5-5.0** | **POINTS 5.1-6.0** | **POINTS 6.1-8.0** | **POINTS 8 – 10** |
| **UNSATISFACTORY** | **MINIMAL** | **PROFICIENT** | **ADVANCE** | **EXEMPLARY** |
| A very few of the concepts seems clear and student is unable to comprehend the same. Lacks application and analysis of the conceptual frameworks. | A few of the concepts are clear and understood by student. Is able to apply and analyze a few 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. |  Majority of concepts are clear and understood by student. Is able to apply and analyze a majority of the conceptual frameworks. | Most of concepts are clear and understood by the student. Is able to apply and analyze a almost all of the conceptual frameworks. |