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# **JAIPURIA INSTITUTE OF MANAGEMENT**

# **Post Graduate Diploma in Management, Batch 2020-22**

1. **Course Information**

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| Course Code and Title | **MKT 201; Marketing Management** |
| Credits | **3** |
| Term and Year | Term-II; AY 2020-21 |
| 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 |  |
| Email |  |
| Telephone Number (for office appointments) |  |
| Student Consultation Hours | As offered by faculty |
| Office location | Designated Cabin |

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 (Apply-Factual)

**CLO 2:** Apply marketing concepts for decision making (Apply-Conceptual)

**CLO 3:** Appraise the contemporary trends in marketing (Analyze-Conceptual)

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: Evaluate different ethical perspectives
5. PLO5: Comprehend sustainability issues
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** |  |  |  |  |  | I |
| **CLO2** |  |  | R |  |  |  |
| **CLO3** |  |  |  |  | I |  |

*\*\* M: Mastered; R: Reinforced; I: Introduced*

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** | X |  |  |  |  |  |  |  |
| **CLO2** |  |  | X |  |  |  |  |  |
| **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**

* 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
* 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.
* 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. **Flipped Videos:**

The instructor would share 6-10 flipped videos/reading material related to following topics\*:

* *Strategic Marketing Transformation*
* *AI-Based Automation*
* *Customer Experience*
* *Focus on Customer Retention, Loyalty and Advocacy*
* *Programmatic Advertising*
* *Chatbots*
* *Conversational Marketing.*
* *Influencer Marketing.*
* *Social Messaging Apps.*
* *Interactive Content*
* *Visualization*
* *Personalization*

*\*The above list is suggestive and not exhaustive*

1. **Assessment**

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| --- | --- | --- | --- |
| **Assessment Component** | **Description** | **Weightage** | **CLO** |
| **Assessment 1:**  **Quiz** | * Description: Two quizzes with multiple choice, scenario based type of questions. * Individual assessment: Moodle based. * After 11th and 19th session * Pre/In/beyond class: Beyond class * Feedback: Moodle grades | 20% | 1 |
| **Assessment 2:**  **STP Analysis** | * Description: Students would be assigned firms for review of STP and suggest strategies for existing/ new product/ service. * Group Assessment: Written * After 7th session * Pre/In/beyond class: Beyond class * Feedback: Through rubrics and counselling as required. | 20% | 1 |
| **Assessment 3:**  **Viva Voce** | * Description: Analysis based questions on contemporary trends in marketing. (The Viva Voce shall be identified and administered as Mid-Term Evaluation) * Individual Assessment: Verbal * After 11th session. * Feedback: Immediately post Viva voce. | 20% | 3 |
| **Assessment 4:**  **End-Term Exam** | * Description: Conceptual and application based questions. * As per schedule of End Term Examinations * Feedback: Showing of assessed answer sheets | 40% | 2 |

1. **CLO mapping with Assessments**

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| **Assessments** | **CLO 1** | **CLO 2** | **CLO 3** |
| Quiz | **Embedded** |  |  |
| Assignment-STP and Marketing Mix Review | **Embedded** |  |  |
| Viva Voce/ Case |  |  | **Embedded** |
| End Term |  | **Embedded** |  |

1. **Session Plan**

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| --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Module I: Understanding Consumer Behavior** | | | | |
|  | Introduction to Consumer Behavior  Why and What of Consumer Behavior | Class discussion  Pre-Reads: Disney, Pg. 157, KKKJ-14e | 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 of  Purchase 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>  **FLIPPED VIDEO 1** | * 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 | Case: Introducing New Coke (HBS)/ Zee Telefilms, Pg. 212, LHSM | * 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   Case: Saffola Cooking oil repositioning journey – IIMB/  HSBC, Pg. 209, KKKJ-14e  **FLIPPED VIDEO 2** | * 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 * Applying Differentiation and Positioning | Book : Positioning: The Battle for Your Mind Al Ries and Jack Trout  **Guest talk** | * At the end of session student shall be able to understand competitive advantage and be able to differentiate and position. | * 2 |
| **Module III: Product Decisions** | | | | |
|  | What is a product  Product Mix Decisions | * 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 decide upon the product mix. | * 1 |
|  | * Product life cycle and strategies | Case Discussion: Universalization of L’Oreal – HBS/ Kellogg’s Special K, Pg. 300, LHSM   * **FLIPPED VIDEO 3** | * 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> | * 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 | Case Discussion: Branding Yoga – HBS/ Caterpillar, Pg. 316, KKKJ-14e | * 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  Pre-Reads: SW Airlines, Pg. 372, KKKJ-14e | * 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. |  |
| **Module V: Distribution and Channel Management Decisions** | | | | |
|  | * Distribution and Channel Management * Importance of Marketing Channels | * Case discussion: Aqualisa Quartz- HBS/ Go IndiGo, Pg. 356, LHSM | * 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)   Channel Conflict | 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 and understand different dimensions of channel conflict. | * 3 |
| **Module VI: Promotion Decisions** | | | | |
|  | Promotion Decisions  (Integrating the Promotion Mix) | Case Discussion: Introducing New Coke –HBS/ Red Bull, Pg. 446, KKKJ-14e  Critique of promotion mix strategies of a company.   * **FLIPPED VIDEO 4** | * 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 |
|  | Advertising and Sales Promotion | * 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 |
|  | PR, Publicity, Personal Selling | Pre-Reads: <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 |
|  | Direct Marketing  Digital Marketing  & Summing Up | Case discussion: Amazon Aur Dikhao Case (<https://www.amazon.in>)  Facebook, Pg. 503, KKKJ-14e  **FLIPPED VIDEO 5** | 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 |

1. **Rubrics for Assessment Component**

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

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| --- | --- | --- | --- |
| CRITERIA | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Coverage and quality of content**  **8 Marks** | 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**  **4 Marks** | 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.**  **8 Marks** | 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. |

### **Viva Voce**

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| **Criteria** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Conceptual Clarity**  **And Analysis**  Max. 10 | 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**  Max 05 | 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**  Max 05 | 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 END TERM**

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| --- | --- | --- | --- |
| **CRITERIA** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectation** |
| **Quality or Response to Questions**  **20 Marks** | Fails to demonstrate completeness, ability to synthesize literature, demonstrates knowledge of subject area of study and expertise in the area | Demonstrates a fair level of completeness, ability to synthesize literature, demonstrates knowledge of subject area of study and expertise in the area. | Demonstrates completeness, ability to synthesize literature, demonstrates knowledge of subject area of study and expertise in the area Demonstrates a sophisticated understanding of what information is needed. |
| **Select and Use Relevant Concepts and Frameworks**  **20 Marks** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

**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.