Marketing Models

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Code: 102351
ECTS Credits: 6

Degree	Type	Year	Semester
2501572 Administració i Direcció d'Empreses	OT	4	0

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Use of languages

Principal working language: català (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

This course is elective for both students of business administration as well as students of economics, although it is compulsory for estudents taking the specialization in marketing. This dual profile of students that can take the semianr suggests to adopt a perspective of decision models applied to solving business problems.

Students of business administration are advised of taking a course of industrial economics and business research.

Objectives and Contextualisation

Context

This is an elective course of 6 ECTS for students of Business Administration and Management, Economics and Marketing Studies taught at UAB and is offered during the second semester of the fourth year. Its purpose is to advance the study of applied marketing models: strategic marketing analysis and marketing decisin using models and computer support.

Specifically it aims to develop the skills to know how to use models in a wide range of marketing decisions: market segmentation, product choice, positioning, pricing strategies, product policy, and analysis of the interactions between the elements of the marketing-mix.

The course presents business management models, analyzes, implements, and evaluates a number of models developed in the area of marketing knowledge for making strategic business decisions, in addition to presenting a set of decision tools and the necessary knowledge to design an effective marketing program.

Objectives

At the end of the course the student should be able to:

I Evaluate the role of marketing, particularly marketing strategy on the competitiveness of the company.

II. Understand the various sources of information available for making marketing decisions and their possible usefulness.

III. Use sophisticated tools (software models) for the resolution of marketing problems.

IV. Konw the needed information for using marketing models and data process tools for business decision making.

V. Define a business problem, evaluate the different solutions business models suggest, and propose a solution or action plan.

VI. Explain the reality of Spanish companies, their most important business problems, strategic as well as tactics, the usual solutions and its logic.

Skills

- Apply theoretical knowledge to improve relations with clients and suppliers, identifying the advantages and disadvantages of those relations for both sides: company and client or supplier.
- Capacity for adapting to changing environments.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Demonstrate initiative and work individually when the situation requires it
- Demonstrate knowledge of the processes for the implementation of company strategies.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Take decisions in situations of uncertainty, demonstrating an entrepreneurial and innovative attitude.
- Transmit company, department or work objectives clearly.
- Value ethical commitment in professional practice.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Learning outcomes

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Apply the concepts of strategic marketing to achieve market-oriented organisation.
3. Assess ethical commitment in professional activity.
4. Assess the importance of long-term commercial relationships with clients (relationship marketing).
5. Assess the main marketing concepts and tools.
6. Capacity to adapt to changing environments.
7. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
8. Demonstrate initiative and work independently when required.
9. Establish strategies of innovation and development of new products.
10. Formulate and design different strategies of growth and differentiation.
11. Identify the differences in the marketing applied to different economic sectors or types of organisations.
12. Identify the different elements making up a marketing plan, and draw up a marketing plan.
13. Make decisions in situations of uncertainty and show an enterprising and innovative spirit.
14. Organise work, in terms of good time management and organisation and planning.
15. Perform an analysis of the market and of competitive structures, and determine a strategic diagnosis for the company.
16. Recognise the different directions a company can adopt.
17. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
18. Translate strategic goals into specific marketing-mix programmes.
19. Understand the importance of strategic marketing as a source of competitive advantages for the organisation.
20. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.

Content

1. The role of models in the design and evaluation of business strategies

1.1 The models in making business decisions

1.2 technologies and data

2. Analysis of consumer behavior: Models for evaluating the heterogeneity of consumers

2.1 Models based on the benefits sought by consumers

2.2 Models based on consumer choice

2.3 Segmentation based on a behavioral model

2.4 Case studies: Hatko (industrial), KFH Hopsital (consumption), PDA, FLIP (consumption)

ABB (industrial) Bookbinders (consumption)

3. Analysis of competitors: Models for assessing the positioning of the brand in consumers' minds

3.1 Models to build perceptual maps

3.2 Models to build maps of preferences

3.3 Modlin to build joint maps

3.4 Case studies: Infinity G20 PDA-positioning case Heineken España, Hopital Case KFH Can Bunny Hop? If Pacific Brands

4. Marketing strategies for heterogeneous products: new product design and prediction of market shares

4.1 Models for assessing an idea of product design and product features

4.2 Models for designing product line

4.3 Case studies: case Forte Hotel (Sat, sim), Kirin case (sec pos, dis, sim), Dürr environmental case (sec pos) Beta Famacàutica case, design case of a car

5. Marketing strategies ofr homogenous products: product and price precisions

5.1 Models for deciding how and when to reduce prices of products (sales)

5.2 Models to decide the prices of complementary products and substitutes

5.3 Models to determine the price of product packages

5.4 Case studies: PDA-maximization, inkjet printers, case management Markdown

6 - Castomer value analysis

6.1 Case studies: case SyPhone (CLV), Northern Aero (CLV) case Abcor2000 Value in use pricing

7. Models for evaluating business plans

7.1 Case studies: OfficeStar Ink

Methodology

In the classroom we will work as follows:

Lectures. Learning activities will be introduced throughout the class to allow greater participation and motivation of students. Specifically de use of mini-cases or newspaper clippings that illustrate the problems being studied in class to fix the lecture on the experience of the student.

The case as a teaching strategy. The cases have the following characteristics: (1) being authentic, from a real experience, (2) unfinished, ie recounts a problematic situation, (3) analysis and resolution shall require the selection of specific information related to the lecture, and (4) must be complete, contain all the necessary information, despite having some additional assumptions to be made to proceed with the resolution. Incopora cases one or more databases that students must analyze. Sessions will be held in the computer lab to learn how to use the necessary models to solve cases.

Analysis by mini-cases. We refer to those cases that are short, two to three pages at most, and often come directly from press clippings right to be used in lectures to illustrate, apply, analyze and evaluate the explanatory power of the theories studied.

Cooperative work activities. Cooperative activities to prepare the coneixment content and case analysis work will be designed.

Report writing strategy. In some cases, students develop and deliver a professional report after data analysis.

Personal work: Resolution of cases with the support of computer software, of which at least three will be part of the continuous assessment.

Address in the virtual campus (Internet): On the virtual campus students will find a variety of teaching and learning resources, from mini-cases and cases to carry along the course to other Internet addresses. Check at least once a week the latest news

Monography to be handed by the end of the Course: This assignment will be conductedthroughout the semester and it will be discussed during the last two weeks of the course

Personal Tutoring: During the tutoring schedule and as well as in the virtual campus we will answer student questions about the content of the seminar as well as personal or professinal issues related to the subject.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Assessment activities of students	9	0.36	2, 1, 19, 9, 10, 12, 11, 15, 16, 18, 20, 5, 4
Individual tutoring and in group	6	0.24	2, 1, 8, 19, 9, 10, 12, 11, 15, 16, 18, 3, 5, 4
Working with large groups of students	36	1.44	2, 19, 9, 10, 12, 11, 13, 15, 16, 18, 20, 5, 4
Type: Supervised			
Individual tutoring and small group seminars	19	0.76	1, 8, 14, 13, 17, 20
Type: Autonomous			
Bibliographic research	18	0.72	8, 14, 13, 17
Readings and personal study	42	1.68	1, 8
Working in groups	20	0.8	7, 14, 13, 17, 20, 3

Evaluation

(Indicate the type of evidence that student learning must be delivered, its weight in the final grade, the evaluation criteria, the definition of "absent or not shown", the review procedure of testing, treatment of any particular cases, etc.).

Continuous assessment:

1) Evaluation of at least three cases or short papers. This must be submitted within the deadline, the work will not be accepted after the deadline. We'll calculated the average of all the papers presented (50%)

2) Participation in class discussion and individual tutories (20%)

3) Preparation and presentation of course long assingment. The work must be submitted within the deadline. (30%)

Reevaluation:

1) comprehensive review of the subject (100%)

Absent:

1) will be deemed not presented to the person who has NOT submitted at least three short cases or works or that has not developed and exposed course long assingment.

Review and evaluation of the work submitted:

1) Short papers: assessed work will be returned one week after it is delivered. During the following week students will review the work dellivered during tutories hours.

2) Long assingment: After presenting the assignment, one week later the student will discuss it with the teacher.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assessment of alt least three cases or short assignments	50%	0	0	2, 19, 9, 10, 12, 11, 13, 15, 16, 18, 20, 5, 4
Development of and end-of-course long assignment (no more than 30 pages) and its oral presentation	30%	0	0	2, 6, 1, 7, 19, 9, 10, 12, 11, 15, 16, 18, 20, 3, 5, 4
Participation in discussions held in the classroom and for individual tutoring	20%	0	0	2, 19, 9, 10, 12, 11, 14, 15, 16, 18, 20, 3, 5, 4

Bibliography

Compulsory readings:

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Supplementary readings:

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Moorthy, K. S. (1984). Market Segmentation, Self-Selection, and Product Line Design. Marketing Science, 3 (4), 288-307.

Palocsay, Susan W., Ina S. Markham, and Steven E. Markham. (2010) "Utilizing and Teaching Data Tools in Excel for Exploratory Analysis." Journal of Business Research 63, no. 2 (February 2010): 191-206. doi:10.1016/j.jbusres.2009.03.008.

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Stremersch, S., & Tellis, G. J. (2002). Strategic Bundling of Products and Prices: A New Synthesis for Marketing. Journal of Marketing, 66(January), 55-72.

Tuma, M., & Decker, R. (2013). Finite Mixture Models in Market Segmentation: A Review and Suggestions for Best Practices. The Electronic Journal of Business Research Method, 11(1), 2-15.

Tyran,Craig K. (2010) "Designing the Spreadsheet-Based Decision Support Systems Course: An Application of Bloom's Taxonomy." Journal of Business Research 63, no. 2 (February 2010): 207-216. doi:10.1016/j.jbusres.2009.03.009.

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