Universitat Autònoma de Barcelona

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Marketing Models

Code: 102351
ECTS Credits: 6

Degree	Type	Year	Semester
2501572 Business Administration and Management	OT	4	0

Contact

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Use of Languages

Principal working language: english (eng)
Some groups entirely in English: No
Some groups entirely in Catalan: No
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. dout to this dual profile of students I adopt a perspective of decision making based on marketing models applied to solving marketing problems.

Students of business administration are advised of taking a course of industrial economics and market 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 decision using models, data, and computer support.

Specifically, it aims to develop the skills needed to apply marketing 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 seral models developed in the area of marketing knowledge for making strategic business decisions. Furthermore, the course presents 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. Know 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.

Competences

- 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. Evaluate the major concepts and tools of communication (offline and online).
11. Formulate and design different strategies of growth and differentiation.
12. Identify the differences in the marketing applied to different economic sectors or types of organisations.
13. Identify the different elements making up a marketing plan, and draw up a marketing plan.
14. Identify the different elements that make up a communication plan and develop a communication plan.
15. Make decisions in situations of uncertainty and show an enterprising and innovative spirit.
16. Organise work, in terms of good time management and organisation and planning.
17. Perform an analysis of the market and of competitive structures, and determine a strategic diagnosis for the company.
18. Recognise the different directions a company can adopt.
19. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
20. Translate strategic goals into specific marketing-mix programmes.
21. Translating strategic objectives into concrete programs of communication.

22. Understand the importance of strategic marketing as a source of competitive advantages for the organisation.
23. 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: Segmentation

2.1 Models based on the benefits sought by consumers

2.2 Preprocessing data before clustering

2.3 Segmentatin models: clustering models

2.3 Case studies: Hatko (industrial), KFH Hospital (consumption), PDA, FLIP (consumption)

3 Analysis of consumer behavior: Targeting

3.1 Simple choice models: RFM, statistical models

3.2 Multiple choice models

3.3 Case studies: ABB (industrial) Bookbinders (consumption

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

4.1 Models to build perceptual maps

4.2 Models to build maps of preferences

4.3 Modlin to build joint maps

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

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

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

5.2 Models for designing product line

5.3 Case studies: case Forte Hotel (Sat, sim), Kirin case (sec pos, dis, sim), Dürr environmental case (seg, prod line) Beta Fama lab case (prod line), design case of a car

6. Marketing strategies for homogenous products: product and price precisions

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

6.2 Models to decide the prices of complementary products and substitutes

6.3 Models to determine the price of product packages

6.4 Casestudies: PDA-maximization, inkjet printers, case management Markdown

7 Customer value analysis

7.1 Models of cusotmer value

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

8. Models for evaluating business plans

8.1 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, i.e. 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. Cases are accompanied by 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 activities. The purpose of these activities is to help students to prepare the conceptual knowledge and develop the analysis of cases.

*Report writing strategy. I*n 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.

The virtual environment of learning (Internet): On the "campus virtual", students will find a variety of teaching and learning resources: readings, cases, internet resources, etc. Check at least once a week for the latest news.

Long essay on a case to be handed by the end of the Course (optional): 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 t*he virtual environment of learning* we will answer student questions about the content of the course as well as personal or professinal issues related to the subject.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual and groups tutorial activities	6.5	0.26	2, 1, 22, 9, 11, 13, 12, 17, 18, 20,

			23, 3, 5, 4
Working with large groups of students: learning based on the exposition of the problem and the theoretical approaches, the cooperative work and the resolution of cases with databases	33	1.32	2, 22, 9, 11, 13, 12, 15, 17, 18, 20, 23, 5, 4
Type: Supervised			
Individual tutoring and small group seminars	9	0.36	1, 8, 16, 15, 19, 23
Type: Autonomous			
Bibliographic research	15	0.6	8, 16, 15, 19
Group work: Development of professional skills to work in a team of professionals	26	1.04	7, 16, 15, 19, 23, 3
Readings and personal study	50.5	2.02	1, 8

Assessment

(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.).

Formative assessment:

1) Assessment of at least three cases or short papers. This must be submitted within the deadline. After the deadline no work will be accepted for marking. We'll calculated the average of all the papers presented (40%)

2) Participation in class discussion and individual meetings with the instructor (20%)

3) Assessment of at least three formative tests conducted in class (40%).

4) Deliver at least 80% of the homework that students are due to deliver for assessment.

5) Optional delivery: preparation of an essay that will be delivered in due time. (20%)

Student not graded:

1) will be deemed not presented to the person who has NOT submitted at least 80% of all formative assessment tasks.

Review and evaluation of the work submitted:

1) Short papers: assessed work will be returned one week after it is delivered or done. During the following week, students will review the work graded.

2) Assessment of short formative assessment tasks conducted in class. After delivering it, the student will have a week to discuss it with the lecturer.

3) Long assignment: After presenting the assignment, the student will have a week to discuss it with the lecturer.

Assessment Calendar:

The dates of the different evaluation tests (short examens, classroom exercises, assignments,...) will be announced with sufficient advance during the semester.

The date of the final exam of the course is programmed in the faculty's exams calendar.

Reassessment:

All students are required to perform the evaluation activities. If the student's grade is 5 or higher, the student passes the course and it cannot be subject to further evaluation. If the student grade is less than 3.5, the student will have to repeat the course the following year. Students who have obtained a grade that is equal to or greater than 3.5 and less than 5 can take a second chance exam. The lecturers will decide the type of the second chance exam. When the second exam grade is greater than 5, the final grade will be a PASS with a maximum numerical grade of 5. When the second exam grade is less than 5, the final grade will be a FAIL with a numerical grade equal to the grade achieved in the course grade (not the second chance exam grade).

A student who does not perform any evaluative task is considered "not evaluable", therefore, a student who performs a continuous assessment component can no longer be qualified with a "not evaluable".

Students of the Faculty of Economics and Business who, in accordance with the preceding paragraph, need to change a date of evaluation must submit the petition by filling in the document request reprogramming:

https://eformularis.uab.cat/group/deganat_feie/reprogramacio-proves

Review procedure of the qualifications

Coinciding with the final exam, I'll announce the day and the medium by which the final grades will be published. Besides, I will inform about the procedure, place, date and time of the revision of the assessment in accordance with the regulations of the university.

Irregularities in assessment acts

Notwithstanding other disciplinary measures that are deemed opportune, and in accordance with the current academic regulations, *"If the student performs any irregularity that may lead to a significant variation of the qualification of an act of assessment, the student will be graded with 0 this act of evaluation, regardless of the disciplinary process that can be instructed. If several irregularities occur in the assessment of the same subject, the final grade for the course will be 0 ".*

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of at least three formative assessment tasks conducted in class	40%	4	0.16	2, 22, 9, 11, 14, 13, 12, 15, 17, 18, 19, 20, 21, 23, 10, 5, 4
Assessment of at least three formative assessment tasks related to cas discussion	40%	4	0.16	2, 6, 1, 7, 8, 22, 9, 11, 14, 13, 12, 17, 18, 20, 21, 23, 3, 10, 5, 4
Participation in discussions held in the classroom and for individual tutoring	20%	2	0.08	2, 22, 9, 11, 13, 12, 16, 17, 18, 20, 23, 3, 5, 4

Bibliography

Compulsory readings:

LILIEN, G., i RANGASWAMY A. (2004), Marketing Engineering. Trafford Publishing. Revised

Second Edition.

Lilien, Gary L, Arvind Rangaswamy, and Arnaud De Bruyn. *Principles of Marketing Engineering and Analytics*. State College, PA: DecisionPro, Inc., 2017.

Supplementary readings:

Andreas Herrmann, Frank Huber y Christine Braunstein (2000) Market-Driven Product and Service Design: Bridging the Gap Between Customer Needs, Quality Mnagement, and Customer Satisfaction. *International Journal of Production Economics*, 66:77-96.

ANTON, J. (1996), Customer Relationship Management, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Bak A. and Bartlomowicz T. (2012), Conjoint analysis method and its implementation in conjoint R package, In: Pociecha J., Decker R. (Eds.), Data analysis methods and its applications, C.H. Beck, p. 239-248.

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Ehret, M., Kashyap, V., & Wirtz, J. (2013). Business models: Impact on business markets and opportunities for marketing research. Industrial Marketing Management, 42(5), 649-655. doi:10.1016/j.indmarman.2013.06.003

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Green, Paul E., Abba M. Krieger y J. Dauglas Carrol (1987) Conjoint Analysis and Multidimensional Scaling: A Complementary Approach.Journal of Advertising Research, October/November, 21-27.

Green, Paul E., and Abba M. Krieger. 1988. "Choice Rules and Sensitivity Analysis in Conjoint Simulators." *Journalof the Academy of Marketing Science* 16 (1): 114-27. doi:10.1177/009207038801600110.

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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.

Putler, D. S. (2012). *Customer and Business Analytics: Applied Data Mining for Business Decision Making Using R* (Chapman & Hall/CRC The R Series).

SIMON, H. (1989), Price Management, Amsterdam (The Netherlands): Elsevier Science Publishers.

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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