

POLICIES AND MARKETING STRATEGIES

COURSE: THIRD

SEMESTER: FIRST

TYPE: MANDATORY

CREDITS: 6

LANGUAGE: ENGLISH

PROFESSOR: [DR. JAVIER ASENJO](#)

OBJECTIVES:

- Becoming familiar with concepts, jargon, techniques and marketing tools. They are the base of personal resources for being available to combine in the professional practice. Understanding the fundamentals, practising with them and reflecting on the experience.
- Being able to apply them to proposed cases and real situations. Combine the personal and environmental resources in different learning contexts to demonstrate professional competence. Training in groups combined with individual practising.
- Developing validated and meaningful learning. Reflecting individually and in plenary about the experiences lived, to crystallize learnings.

COMPETENCES:

GENERAL

G1 – Observing with a global vision, planning, organizing and managing activities in a business environment

G2 – Acting proactively, generating ideas and proposals, implementing initiatives and organisational changes at the organisation and showing a predisposition to geographical mobility.

G3 – Developing empathy skills, adapting, working and leading groups (international, multinational, interdisciplinary, competitive, changing, complex), understanding and applying networking

G5 – Developing a notorious communicative skill (oral and written) in English

G6 – Search and use new information resources with quantitative and qualitative criteria for decision making.

BASIC

CB2 – Transferring knowledge to working or vocational situations, in a professional way and developing adequate arguments for problem-solving in the study field.

CB4 – Communicating information, ideas, problems and solutions to an audience, specialised or not.

TRANSVERSAL

T3 – Interacting in global contexts for identifying needs and new realities for transferring knowledge towards professional environments, actuals and emergent, being able to adapt and self-direct at professional processes and research.

T4 – Showing skills for professional practice at multi-disciplinary and complex in coordination with network teams, at personal or virtual environments, using ICT.

T6 – Using different communication ways (oral, written and audiovisual), in the mother tongue or foreign languages, with a high grade of perfection (at use, form and content).

T7 – Becoming the main actor/actress of the learning process, for personal and professional development and integral training to learn and adapt to a context of diversity (linguistic, social, cultural, and economic realities)

SPECIFIC

E4 – Knowing the main sources of available economic and business statistics, at national and international level. Analyzing and using them for decision making at international businesses.

E5 – Knowing the context (cultural, social, geopolitical, legal) of different world economies as a base for developing international businesses.

E6 – Valuing changes in the context of the international agreements affecting economic relationships between countries and global business activities.

E7 – Knowing the role of the different agents and economic and financial institutions. Valuing their influence and impact on economic growth, international trade, financial relationships and business activities.

E8 – Identifying environments (economic, cultural, political, legal, demographic and technologic), that can represent opportunities and threats for developments at international business.

E9 – Planning commercial strategies, based on the knowledge of basic tools of the international trade.

E10 – Managing activities for decision-making at different functional areas of an organisation with international activity.

E11 – Locating, understanding and valuing the available information at the international environment for defining and influencing target markets, depending on the kind of firm and product.

E12 – Adapting different communicating and negotiating techniques depending on the audience and defining a clear objective to communicate or negotiate.

LEARNING OUTCOMES:

R1- Knowledge the basic characteristics of the different marketing research tools and aligning them to the application strategy.

R2- Application of the phases of the marketing research process.

R3- Application of simple methodology on the survey process.

R4- Knowledge of the international trade process

R6- Design of an international marketing and commercial plan.

R8- Communicate to any audience (specialized or not) in a clear and precise way: methodology, ideas, problems and solutions in the marketing area (CB4).

R9- Understand full oral and written messages of different kinds, expressed in the mother tongue and English.

R10- Shows an attitude of motivation and compromise towards personal and professional improvement.

CONTENT:

1) Contextualizing marketing management

- Marketing for the 21st century
- Redefining global strategy
- Entrepreneurship and innovation
- Planning international marketing and sales

2) Value proposition

- Problems, needs, trends and passions as business opportunities

- Products, services and solutions
- Pricing

3) Researching the market

- Identifying markets and segments
- Understanding the customer

4) Customer-oriented organization

- Corporate image
- Teams and partners
- Activities, resources and costs

5) Getting new clients

- Go-to-market strategies
- Managing channels for selling, communicating and delivering value

6) Keeping and growing customer relationships

- Keeping clients satisfied
- Growing customer relationships

7) Planning and communicating

- Tools for analyzing the situation
- Developing the marketing and commercialization plan
- Communicating and sharing the plan

METHODOLOGY:

The subject is taught in-person and it is a practical approach. Through the sessions, the facilitator will share the program contents using different learning methodologies (cases, presentations, software, mobile app...). Meanwhile, the teacher will follow the students and help them to consolidate the learning results. On the other hand, students will produce a final group work and deliver it at the end of the term. They will have some

specific class time with the teacher for supervision and development. It is advisable to revise and complement the materials with the recommended references.

EVALUATION SYSTEM:

Evaluation includes two conceptual tests with a value of 25% each. They are obligatory and must be passed in order to calculate the average. Both tests can be recovered. The other 50% is obtained by different practical activities that evaluate class learning and after class learning:

- Practical cases and reflections: 30%
- Team challenge: 20%

ACTIVITIES

- Nike case: pair activity - 19/9/17 – 5% weight
- Introduction to design thinking: groupal activity – 22/9/17 – 2% weight

- 5Cs analysis: groupal activity – 26/9/17 – 2% weight
- How innovation is transforming business and life- 29/9/17 – 3% weight
- Empathy map: groupal activity – 6/10/17 – 3% weight
- Value proposition design: groupal activity – 10/10/17 – 5% weight
- Classical marketing plan vs. Canvas approach: groupal activity – 31/10/17 – 5% weight
- Individual challenge: magical box – individual activity – 14/11/17 – 5% weight
- TEAM CHALLENGE – Groupal activity with periodical follow-up in class– 19/12/17 – 20% weight

Activities are not mandatory to do and to pass in order to calculate the final average, and they cannot be recovered. The minimum grade to pass the subject is a 5 out of 10.

For the final grade, it can be considered the student learning progression.

EVALUATION TOOLS	MAXIMUM %
Continuous evaluation activities	30%
Group challenge	20%
2 conceptual tests	50%

BIBIOGRAPHY:

BASIC REFERENCES

- Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, Alexander Osterwalder, Wiley, 2001
- Osterwalder, A., Pigneur, Y. Et al. (2010) Business model generation. John Wiley & sons. Hoboken: New Jersey.
- Iacobucci, D. (2015) Marketing management. Cengage Learning

RECOMMENDED REFERENCES

- Kotler, Ph., Keller, K.L. (2012) Marketing management. Prentice hall. U.S.R: N.J.
- Osterwalder, A., Pigneur, Y. Et al. (2014) Value proposition design. John iley & sons. Hoboken: New Jersey.