



IB 326 PRINCIPLES OF MARKETING MANAGEMENT

IES Abroad Milan

DESCRIPTION:

The marketing function is an essential part of almost every large business enterprise. To be effective, senior business managers and leaders must understand how marketing activities are connected to overall organizational performance, and any professional who works within the marketing function must master that discipline's key concepts, analytical tools, and processes. This course provides students with an introduction to the central elements of marketing management. In particular, we will consider:

- 1) The basic concepts of marketing
- 2) The role of the marketing function within the overall business enterprise
- 3) The various activities necessary for effective marketing planning
 - a. Including an analysis of cross-cultural and environmental factors that impact international operations
- 4) Key issues of strategy, implementation, and marketing management relevant to a firm's long-term success

The primary objective of the course is to provide students who are interested in business with the introductory knowledge and skills that they will need to move into professional roles, whether in the marketing function or another discipline. At the same time, the course aims to improve the overall critical thinking and communication skills that students will need in order to succeed in any organization or field.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

METHOD OF PRESENTATION:

Lecture, class discussion, case study analysis, individual and group exercises, videos, course-related trips Typical structure of a theoretical lecture:

- First Hour: Students will be asked by the instructor about the topics of the chapter(s) and/or papers they were assigned for that lecture, which will be discussed as a class. Please note: students need to have read the chapter(s) and/or papers indicated on the syllabus for that lecture in order to be able to take part in the discussion and receive credit for course participation.
- Second Hour: The instructor will give additional information to the students about the topic and provide several examples that can be discussed together. Students will sometimes be asked to participate in discussions of case studies (either to be prepared beforehand or introduced during class by the instructor) and will need to try to solve concrete problems and issues that companies typically face.

Sometimes, guest speakers and/or experts on a specific topic will be invited to class so that students can learn from their direct experience. Other lectures may take place out of class and directly in the field.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Engagement – 10%
- Midterm Exam – 30%
- Final Exam – 20%
- Group Project – 30%
- Individual Written & Oral Presentation – 10%



Course Participation

A significant amount of class time will involve discussion of case studies and current periodicals, as well as individual and group exercises that introduce and reinforce key topics. Therefore, students' participation in class is essential and will be assessed. Students are expected to have an active role in class, participating in class discussions and fulfilling the required work for each session. In order to successfully meet this requirement, students should be prepared to devote significant time outside of class to reading and critical thinking. This course is fully integrated with Moodle, the IES online learning platform. Students will be required to actively access and interact with resources on this platform. For a better understanding of course participation, please see the following grading rubric for student participation:

A – Excellent Participation

The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. The student respectfully states their reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.

B – Very Good Participation

The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.

C – Regular Participation

The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.

F – Insufficient Participation

Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.

Midterm Exam

The midterm exam will be taken in-class (before the Spring Break) and may consist of questions in short answer or short essay format. Those topics and materials that have been covered before the midterm will make up this exam.

Final Exam

The final exam will be taken in-class (at the end of the course) and may consist of questions in short answer or short essay format (same format as the midterm exam). Those topics and materials that have been covered after the midterm exam will make up the final exam.

Group Project

Students will have to work in teams to perform a group project assigned by the instructor at the beginning of the course. The number of group members will depend on the number of class participants and will be defined after the first week. Groups will have to work and meet outside class to complete the task they have been assigned. The group project requires students to solve a specific real-world marketing problem. They are asked to act as real marketing managers, employing the concepts and the

tools learned in class. For instance, each group will be asked to perform market research and collect secondary and primary data to give an answer to the problem. Students will have to prepare a written PowerPoint presentation of 35-40 slides in which they:

- Introduce the problem and explain how they are going to solve/answer it
- Analyze the starting situations (market situation, market trends, competitive scenario, etc.), with the aid of secondary data that they have collected
- Present their research method (data which has been collected, why and how the data has been analyzed) • Present the findings of their analysis
- Translate the implication of their findings into insights and useful managerial solutions

A) Steps to be completed in class:

1. Assignment of group project (during the 1st lecture)
2. Division into groups (after the first week)
3. 1st Check-in: students must be able to answer instructor questions about how their work is going and how they are planning to proceed (i.e. questions about data collection, work structure, etc.)
4. 2nd Check-in: students must be able to answer questions about how their work is going and how they are planning to proceed (i.e. questions about data collection, work structure, etc.)
5. Presentation of the group project (will be before the final exam): students will have to hand in the written PowerPoint presentation by sending it by email to the instructor by midnight the day before the project is due. Each group will also have 15 minutes to present their work to the class (they should prepare a shorter presentation of approximately 15 slides for this purpose, which does not need to be handed in to the instructor). Students should also be prepared to answer questions from the instructor and other groups.

B) Teams will be graded on the basis of 4 items:

1. Planning and Design
 - a. Structure: Is the project structured clearly? Is information presented in a clear and consistent way? Does the information flow easily and is it easily understandable for an “outside”-reader?
 - b. Agenda: Is there an agenda at the beginning that helps others understand what has been done and why? Does the structure remain clear throughout the work?
 - c. Layout of the slides: Clear layout and design, no images on the text, most relevant information of each slide highlighted, etc.
 - d. Mode of Presentation: Clear and self-explanatory titles, well-structured sentences, etc.
2. Analysis Depth and Methodology
 - a. After the goals of the project and preliminary information has been presented, is/are the precise research question(s) clearly introduced?
 - b. Is the research method that the group has chosen suitable for the research question of interest?
 - c. Is the methodology clearly explained?
 - d. What data has been collected, and how?
 - e. Data presentation (clear presentation of what has been done and why)
 - f. How has the collected data been analyzed? (in which ways and how in-depth is the analysis?)
3. Accuracy and Coherence (with theoretical topics covered in class):
 - a. Accuracy in the findings and insights derived from the analysis
 - b. The findings should be varied and the insights should be in-depth, going beyond simple description of what has been found to discuss implications and significance
 - c. How can the findings help the management? What should managers do? Very Important: students should identify both strategic and operational/tactical suggestions (see lectures in class) and distinguish between them
 - d. Coherence between the proposed solutions and the findings
 - e. Coherence between the proposed solutions and the theoretical topics learned in class



4. Creativity and Innovation

- a. Has the group done creative work? Did they try to think “out of the box” and find original approaches and solutions (in every aspect of the project: problem analysis, project presentation, idea development, etc.)?
- b. Are the proposed solutions and results innovative from a managerial standpoint?

Individual Written & Oral Presentation

During the semester, each student will also have to write and then give an individual oral presentation. This presentation will require outside research. Each student must find an example of a marketing challenge faced by a company, and then explain how the challenge is directly linked to a topic of the syllabus. A written analysis of the research of approximately 5 pages must be handed in on the day of the oral presentation. The oral presentation itself, which should last about 10 minutes (+ a couple of minutes for a Q&A session by the instructor and the class), does not need to be printed or handed in. Students may elect to use videos, PPT presentations, the blackboard, or other tools they deem useful to best present their topics. Both the written document and the oral presentation will be evaluated, weighing respectively $\frac{3}{4}$ and $\frac{1}{4}$ of the total 10%. The date of the written and oral presentation depend on the topic each student chooses from the syllabus, since the presentation date will correspond to the date that topic is covered in class. *Students must tell the instructor the topic that they have chosen by the end of the first week of class.* The instructor will then inform them which date they will present.

Please note:

Students will be given additional information regarding the requirements of each assignment and about deadlines after the course has started.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Recognize and understand the environmental variables that influence marketing activities
- Define and explain the strategies and tactics that can lead to successful marketing given those environmental constraints
- Utilize analytic tools and frameworks that managers use to conceive and execute marketing research and strategy
- Understand how managers perform the functional tasks that constitute marketing, such as collecting marketing intelligence and manipulating “mix” elements
- Analyze a real-world case study involving complicated marketing issues and provide recommendations in both written and oral form

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For the reason, the IES Abroad Milan attendance policy allows for the following number of absences, which are intended to be used for physical and mental health reasons:

- THREE (3) absences in each Italian language course,
- TWO (2) absences in each Area Studies course,
- ONE (1) absence in each seminar course or course meeting 1 day a week,
- ZERO (0) absences in each course of individual music instruction.

Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in seminar or 1-day-a-week courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

ACADEMIC INTEGRITY:

Students are expected to abide by the IES Abroad Code of Academic Integrity. All work submitted by a student for academic credit should constitute the student's own original work. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Session	Content	Assignments
Week 1 <i>Session 1</i>	Course Overview - Group project presentation and explanation - Individual assignment presentation	Professor's slides
<i>Session 2</i>	Marketing Basics - How to create value - The 4Ps	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 1: Marketing: Creating and Capturing Customer Value
Week 2 <i>Session 3</i>	Consumer Behavior - B2C - B2B	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 5: Consumer Markets and Consumer Buyer Behavior
<i>Session 4</i>	Market Research Focus on qualitative methods (part 1)	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition
Week 3 <i>Session 5</i>	Market Research Check-in: group project	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 4: Managing Marketing information to gain customer insights - Professor's slides V. Mittal (2015): "Qualitative research for customer-focused insights" (article available on Moodle)
<i>Session 6</i>	Product Management and New Product Development - Different type of products - The Product strategy	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 8: Products, Services, and Brands: Building customer value for the Product part - Chapter 9: New product development and product life cycle strategies - Gruley, Bryan (2014). "How the Swash Got Laughed Out of the Room – and Into

		Your Home,” Bloomberg, Oct. 28, 2014 (http://www.bloomberg.com/news/) • Professor’s slides
Week 4 <i>Session 7</i>	• Course-related trip: <i>Eataly</i>: Distribution and Retailing, incorporating elements of Market Research • Point of sale visit (out-of-class lecture)	Aim of Course-Related Trip: Discussion of theoretical concepts in a real environment (http://www.eataly.net/it_en/)
<i>Session 8</i>	Project Check-in: Group Project	Students bring group project up- dates to be discussed with the professor and will have time to work in groups
Week 5 <i>Session 9</i>	Distribution and Retailing	• P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition • Chapter 12: Marketing channels: Delivering customer value • Chapter 13: Retailing and wholesaling • Professor’s slides
<i>Session 10</i>	Distribution and retailing	
Week 6 <i>Session 11</i>	MIDTERM	

Session 12	Communication, Promotion, and Advertising - Tools for effective communication - The communication mix In-class development of an advertising campaign	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 14: Communicating customer value: Integrated Marketing Communication Strategies - Chapter 15: Advertising and PR - Chapter 16: Personal Selling and Sales Promotion - Chapter 17: Direct and Online Customer Relationships - Professor's Slides
Week 7 Session 13	Services Marketing and Service Experience - Characteristics of services - Different type of services	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 8: Products, Services, and Brands: Building Customer Value (for the Services part) "The Impact of Physical Surroundings on Customers and Employees," Journal of Marketing, Vol. 56 Issue 2 - Pg. 57-71 (available on Moodle) - Professor's Slides
Session 14	Experiential Marketing - What is experiential marketing - Different approaches to engage the customer	- Borghini S., Diamond N., Kozinets R.V., McGrath M.A., Muñiz A.M. and Sherry J. F. (2009): "Why Are Themed Brandstores So Powerful? Retail Brand Ideology at American Girl Place.", Journal of Retailing., Vol. 85 Issue 3 - Pg. 363-375 (available on Moodle) - Javornik, A. (2016): "The main-streaming of augmented reality: a brief history", Harvard Business Review, October 4, 2016 - Professor's Slides
Week 8 Session 15	Brand Management - Brand elements - Branding strategies	P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition - Chapter 8: Products, Services, and Brands: Building Customer Value (for the Branding part) - Professor's slides

Session 16	Guest Lecture on Brand Management Off campus activity	• Guest's materials • Aim of the guest lecture: Listen to a practitioner's experience on topics covered in the course
Week 9 Session 17-18	• 3rd Check-in: Group Project	• Students bring group project updates to be discussed with the professor and will have time to work in groups
Week 10 Session 19	Pricing • Creating effective pricing strategies	• P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition • Chapter 10: Pricing: understanding and capturing customer value • Chapter 11: Pricing strategies • Professor's slides
Session 20	Sustainable and Green Marketing • Avoiding green-washing • Communicating the sustainability	• P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, Global Edition, 18th edition • Chapter 20: Sustainable Marketing • Professor's Slides
Week 11 Session 21	Group Work Presentations and discussion	• Students work on their group projects
Session 22	Group Work Presentations and Discussion • Wrap-up of the course • Review for the Final Exam	• Students present their group projects • Professor's slides
FINALS WEEK	FINAL EXAM Material and topics covered from the midterm onwards are part of the final exam	

The instructor's presentations and class materials will be available online on the Moodle webpage after each lecture.

COURSE-RELATED TRIPS:

- Eataly
- Point of Sale visit



REQUIRED READINGS:

Books:

- P. KOTLER, G. ARMSTRONG, Principles of Marketing, Pearson Higher Education, 2020, (18th ed.): ALL CHAPTERS except 2, 3, 6, 7 and 18

The book is available in PDF version via the following link and on the class Moodle page:

https://www.dropbox.com/s/gaoca8bvqdiyw/Kotler_Armstrong_Principles_of_Marketing.pdf?dl=0 (if the link does not work by clicking on it, please copy and paste it in your browser). Each student must have a copy of the book, either in a print or in a digital version.

Articles and Case Studies:

- Mittal, V. (2015) "Qualitative Research for Customer-Focused Insights," Teaching Note, Rice University, Houston, TX 77005 (uploaded on Moodle)
- Gruley, B. (2014). "How the Swash Got Laughed Out of the Room - and Into Your Home", Bloomberg, October 28, 2014. (uploaded on Moodle)
- Bitner, M.J. (1992): "Servicescapes: The Impact of Physical Surroundings on Customers and Employees", Journal of Marketing, Vol. 56 Issue 2, pp. 57-71 (uploaded on Moodle)
- Borghini S., Diamond N., Kozinets R.V., McGrath M.A., Muñiz A.M. and Sherry J. F. (2009): "Why Are Themed Brandstores So Powerful? Retail Brand Ideology at American Girl Place.", Journal of Retailing., Vol. 85 Issue 3, pp.363-375. DOI: 10.1016/j.jretai.2009.05.003. (uploaded on Moodle)
- Javornik, A. (2016): "The mainstreaming of augmented reality: a brief history", Harvard Business Review, October 4, 2016 (uploaded on Moodle)