




## COURSE GUIDE SUBJECT 2018-19

<b>1. DETAILS OF THE COURSE</b>			
<b>1.1. Name:</b> Strategic Marketing			
<b>1.2 Code:</b> 62104223	<b>1.3. Plan:</b> Administration and Business Management (Curriculum 2010)	<b>1.4. Level:</b> Bachelor degree	
<b>1.5 Course:</b> 4 <sup>th</sup>	<b>1.6. Type:</b> Compulsory	<b>1.7. Semester:</b> First	
<b>1.9. ECTS:</b> 6	<b>1.9.1. Theoretical:</b> 31 h.	<b>1.9.2. Practical:</b> 14 h.	
<b>1.10. Descriptors:</b>			
<b>2. LECTURER</b>			
<b>2.1. Name:</b> Prof. Manuel Sánchez Pérez			
<b>2.2. Department:</b> Economy and Business			
<b>2.3. Field of Knowledge:</b> Marketing and Market Research			
<b>2.4. Office:</b> 2.21			
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<b>2.10. Personal Webpage:</b> <a href="https://w3.ual.es/~msanchez/">https://w3.ual.es/~msanchez/</a>			
<b>3. DATA OF THE DEPARTMENT</b>			
<b>3.1. Name:</b> Economy and Business			
<b>3.2. Fields of Knowledge of the Department:</b> Economics, Business, Management, Marketing			
<b>3.3. Director:</b> Manuel Sánchez Pérez			
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<b>3.4. Head of Administration:</b> Sergio Albacete Sáez			
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#### 4. CONTEXT

##### 4.1. Main objective of the course:

The subject concerned with the fundamental changes that are taking place in how marketing operates in organizations and the increasing focus on marketing as a process than a functional specialisation. Then, the first goal of the subject is to understand the strategic marketing planning in order to improve the choice of market targets and the building of strong competitive positions. Central to this issue is the resource/based view of marketing and the need to nurture dynamic marketing capabilities.

A second goal focuses on the ‘strategic triangle’ of customer-competitors-company in which firm operates in. We aim to emphasize the importance of matching corporate resources, assets and capabilities to market opportunities.

Other goals are related to strategy formulation. Two main marketing strategies are considered in depth: the role of customer service in relationship-building and innovation to create competitive advantage.

Finally, strategy implementation is a main goal of this subject. Then, implementation issues related to customer management, alliances and networks and internal marketing are analyzed in detail to gain a better understanding about the problem of put a marketing strategy in action.

##### 4.2 Previous knowledge:

This course is an extension of the basics and fundamentals acquired in ‘Introduction to marketing’, ‘Marketing planning, products, brands and prices’, and aims to provide greater capacity and strategic analysis integration of marketing with strategic direction. It is part of what has become known as ‘Management’. Is a subject of great interest for training in making strategic decisions of a commercial nature, developing specific skills on corporate business management.

##### 4.3. Prior conditions:

Though there are not previous conditions, it is advisable to have completed ‘Introduction to marketing’ and ‘Marketing management’ subjects.

#### 5. COMPETENCIES AND OBJECTIVES


5.1 COMPETENCIES OF THE COURSE		5.2 OBJECTIVES OF THE COURSE	
<b>5.1.1. GENERAL OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Basic knowledge of the profession</li> <li>• Capacity for critical and self-critical</li> </ul>		<b>5.2.1. GENERAL OBJECTIVES OF THE COURSE</b>	
5.1.2. Specific objectives	<i>Specific conceptual competencies (theoretical knowledge):</i> <ul style="list-style-type: none"> <li>• DIC02: Being able to carry out strategic marketing planning.</li> <li>• DIC03: Being able to select and use the appropriate troubleshooting for marketing applications.</li> </ul>	<ul style="list-style-type: none"> <li>• UAL1: Knowledge, skills and attitudes that enable the understanding of new theories, interpretations, methods and techniques within different disciplinary fields.</li> <li>• UAL5: Students demonstrate an ability to question ideas, actions and judgments own and others.</li> </ul>	
	<i>Specific procedural competencies (practical knowledge):</i>	<ul style="list-style-type: none"> <li>• DIC02: Students are able to carry out strategic marketing planning.</li> <li>• DIC03: The selection and use of appropriate tools and applications for solving marketing problems.</li> </ul>	





	<i>Specific attitudinal competencies:</i>	
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6.CONTENTS
<p><b>6.1. THEORETICAL CONTENTS:</b></p> <p><b>Unit I: Strategic marketing planning</b></p> <p>I.1. The marketing strategy process</p> <p>I.2. Establishing the core strategy</p> <p>I.3. Creation of the competitive positioning</p> <p>I.4. Implementation</p> <p>I.5. Understanding the marketing resource base</p> <p><b>Unit II: Competitive positioning strategies</b></p> <p>II.1. Advantage-creating resources</p> <p>II.2. Routes to competitive advantage creation</p> <p>II.3. Achieving cost leadership</p> <p>II.4. Achieving differentiation</p> <p>II.5. Sustaining competitive advantage</p> <p>II.6. Offensive competitive strategies</p> <p>II.7. Defensive competitive strategies</p> <p><b>Unit III: Competing through the new marketing mix</b></p> <p>III.1. The market offer</p> <p>III.2. Pricing strategies</p> <p>III.3. Communication strategies</p> <p>III.4. Distribution strategies</p> <p>III.5. New marketing models</p> <p><b>Unit IV: Competing through innovation</b></p> <p>IV.1. Innovation strategy</p> <p>IV.2. New products</p> <p>IV.3. Planning for new products</p> <p>IV.4. The new product development process</p> <p>IV.5. Speeding new product development</p> <p>IV.6. Organising for new product development</p> <p><b>Unit V: Strategic customer management and the strategic sales organization</b></p> <p>V.1. Priorities for identifying strategic sales capabilities</p> <p>V.2. The new and emerging competitive role for sales</p> <p>V.3. The strategic sales organisation</p> <p>V.4. Strategic customer management tasks</p>

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<p>V.5. Managing the customer portfolio</p> <p>V.6. Dealing with dominant customers</p> <p><b>Unit VI: Competing through superior service and customer relationships</b></p> <p>VI.1. The goods and services spectrum</p> <p>VI.2. Service and competitive positioning</p> <p>VI.3. Relationship marketing</p> <p>VI.4. Customer service</p> <p>VI.5. Providing superior service</p> <p>VI.6. Customer relationship management</p> <p>VI.7. E-service quality</p> <p>VI.8. Measuring and monitoring customer satisfaction</p> <p><b>Unit VII: Strategic implementation and internal marketing</b></p> <p>VII.1. The strategy implementation challenge in marketing</p> <p>VII.2. The development of internal marketing</p> <p>VII.3. The scope of internal marketing</p> <p>VII.4. Planning for internal marketing</p> <p>VII.5. Cross-functional partnership as internal marketing</p> <p>VII.6. Implementation and internal marketing</p>
<p><b>6.2. PRACTICAL CONTENTS:</b></p> <p><b>Cases analysis:</b></p> <p>Amazon eyes online sales</p> <p>Miele: Family tradition in domestic partnership</p> <p>Volvo's heart will 'remain in Sweden'</p> <p>Sensory ploys and the scent of marketing</p> <p>Apple moves into fashion business with Watch launch</p> <p>Property portals hand control to homeowners</p> <p>EasyJet blazes trail on customer service</p> <p><b>Simulation software:</b></p> <p>Quantum</p>

<p><b>7. METHODOLOGY</b></p> <p><b>7.1 Methodology for the treatment of the theoretical contents:</b></p> <p>The methodology of the theoretical contents of the subject is based on dynamic and interactive lecture and workshop sessions. The lectures involve critical debate; and the workshops are built around in-class presentations. These classes will be supplemented with electronic learning materials and resources. A specific virtual classroom within Blackboard Learn (web-based communication tool) will be used to share information and encourage interaction between staff and students. All materials will be available on the virtual classroom.</p> <p><b>7.2 Methodology for the treatment of practical content:</b></p> <p>Practical contents are based on cases analyses and the use of a marketing simulation game. Cases analyses are discussed in class. Students will complete assigned tasks and submit through the virtual classroom. For the simulation game, students have the software they can install it on their own computers. Also, support material for the simulator is available for all students.</p> <p><b>Teaching innovation</b></p> <p>Call: Innovación y buenas prácticas docentes</p>
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Teaching Groups: “Los simuladores de empresa como herramienta de aprendizaje activo. Actitudes y consecuencias de su implementación en el aula” and “Material docente sobre uso del cine como metodología docente en la enseñanza del marketing”

The subject Strategic Marketing joins to the call for Groups of Teaching Innovation. In this sense, this course aims to promote the continuous improvement of teaching activities by the use of simulation software as an innovation in teaching, included in the evaluation system and analysing their usefulness on the part of the student. The simulator considered for this academic year is Quantum. Also, applications of movies to the teaching of marketing are included.

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7.3 Workload of the student (calculated by number of hours)			
WORKING HOURS OF THE STUDENT			
<b>7.3.1. IN-CLASS HOURS (with professor)</b>			
TEACHING ACTIVITY	NO. HOURS	NO. OF GROUPS	TEACHING HOURS (in ECTS)
CLASS of theory (THEORY GROUP ACCORDING TO OD)	31		
CLASS OF PRACTICAL TRAINING (PRACTICE GROUPS ACCORDING TO OD)	Laboratory		
	Problems	14	
	Informatics		
	Field		
OTHER TEACHING ACTIVITIES	Other		
	Seminars		
	Group Tutoring		
	Other		
<b>SUBTOTAL IN-CLASS HOURS</b>		45	
HOURS FOR TESTS AND EXAMS	3		
<b>7.3.2. AUTONOMOUS WORKING HOURS (not in-class, estimated)</b>			
HOURS OF PREPARATION FOR ACTIVITIES AND WORK (theory)	20		
HOURS OF PREPARATION FOR ACTIVITIES AND WORK (practice)	15		
HOURS OF STUDY FOR TESTS AND EXAMS	70		
OTHER			
<b>SUBTOTAL AUTONOMOUS WORKING HOURS</b>		105	
<b>TOTAL WORKING HOURS</b>			
		<b>STUDENT</b>	<b>TEACHER</b>
		150	45

7.4 Temporary Sequencing of the Course							
WEEK	THEORETICAL CONTENTS	PRACTICAL CONTENTS	HOURS (anticipation)				
			THEORY GROUP OD	PRACTICE GROUP OD	SEMINARS/ SMALL GROUPS		
					≤5	6-25	Other
1	Introduction	Marketing simulation Teamwork	1				
2	Unit 1	Marketing simulation Teamwork	2	1			
2	Unit 1	Assignments Cases analysis	2	1			

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3	Unit 2	Marketing simulation Teamwork	2	1			
3	Unit 2	Assignments Cases analysis	2	1			
4	Unit 3	Marketing simulation Teamwork	2	1			
4	Unit 3	Assignments Cases analysis	2	1			
5	Unit 4	Marketing simulation Teamwork	2	1			
5	Unit 4	Assignments Cases analysis	2	1			
6	Unit 5	Marketing simulation Teamwork	2	1			
6	Unit 5	Assignments Cases analysis	2	1			
7	Unit 6	Marketing simulation Teamwork	2	1			
7	Unit 6	Assignments Cases analysis	2	1			
8	Unit 7	Marketing simulation Teamwork	2	1			
8	Unit 7	Assignments Cases analysis	2	1			
9	All units	Marketing simulation Teamwork	2				
9	Exam		3				

## 8. BIBLIOGRAPHY OF THE COURSE

### 8.1 Mandatory Reading:

Hooley, G.; Piercy, N.F.; Nicoulaud, B. & Rudd, J.M. (2017). *Marketing Strategy and Competitive Positioning*, 6 ed. Pearson.

### 8.2 Recommended Reading:

Kingsnorth, S. (2016). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page Publishers.

Kotler, P. & Andreasen, A.R. (2008). *Strategic marketing for non profit organizations*, 7th ed., Englewood Cliffs, New Jersey: Prentice Hall.

### 1.3 Web addresses:

American Marketing Association: <https://www.ama.org/>

Marketing Today: <http://marketingtoday.com/>

BtoB: <http://www.btobonline.com/>

ClickZ: <https://www.clickz.com/>

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<b>9 EVALUATION SYSTEM</b>
<p><b>9.1 Aspects and/or criteria:</b> The subject will be evaluated preferably following a system of continuous assessment. However, there will be an evaluation system alternative, in order to allow study the subject to those who cannot attend class or follow the evaluation methodology keep going. In the latter case, he/she has to notify the teacher.</p>
<p><b>9.2 Modalities and instruments:</b> Continuous assessment system and Alternative evaluation system.</p>
<p><b>9.3 Marking system:</b> a) Continuous assessment system. The rating is formed from the following percentages: - Written exam (weight = 40%) (Evaluation of skills UAL1, UAL5, DIC02, DIC03). - Assignments and cases analyses (weight = 30%) (Evaluation of skills UAL5, DIC02, DIC03). - Implementation and results obtained with the simulation (weight = 30%) (Evaluation of skills DIC02, DIC03). It is required to pass each part of the evaluation system (5/10) to pass the course.  b) There is available an alternative evaluation system, with a written exam. It is required to notify the teacher at the start of the course about the preference for this system.</p>

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