



COURSE DATA

Data Subject

Code	35802
Name	Marketing strategy
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1313 - Grado de Administración y Dirección de Empresas	Faculty of Economics	3	First term
1330 - Grado en Administración y Dirección de Empresas (Ontinyent)	Faculty of Economics	3	First term
1921 - Programa Doble Titulación ADE-Derecho	Double Degree Program BMA & LAW	4	Second term
1926 - Doble Grado en Turismo y ADE	Faculty of Economics	3	First term

Subject-matter

Degree	Subject-matter	Character
1313 - Grado de Administración y Dirección de Empresas	6 - Foundations of marketing and market research	Obligatory
1330 - Grado en Administración y Dirección de Empresas (Ontinyent)	6 - Fundamentals of marketing research	Obligatory
1921 - Programa Doble Titulación ADE-Derecho	5 - Year 4 compulsory subjects	Obligatory
1926 - Doble Grado en Turismo y ADE	4 - Asignaturas de tercer curso	Obligatory

Coordination

Name	Department
VILA LOPEZ, NATALIA MELANIA	43 - Marketing and Market Research

SUMMARY

The content of the course is to offer students a broad view on key business strategies applied by companies to function successfully in the markets where they operate. The proposed program for the Marketing Strategy course is divided into five thematic sections that are broken down into 10 topics. The subject areas addressed among others, the strategic analysis of marketing environment, the formulation of marketing strategies and implementation processes and control of marketing strategy.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

This subject of Marketing Strategy complements the other two core subjects assigned to the area of knowledge of Marketing and Market Research: Marketing (6-credit second-year) and Fundamentals of marketing research (4.5 credits and filed in the third). It is advisable to study them previously.

OUTCOMES

1313 - Grado de Administración y Dirección de Empresas

- Demonstrate capacity for analysis and synthesis.
- Have organisation and planning skills.
- Be able to solve problems.
- Be able to transmit and communicate complex ideas and approaches to both specialised and lay audiences.
- Be able to work in a team.
- Show commitment to ethics and social responsibility.
- Be able to learn autonomously.

LEARNING OUTCOMES

The main expected outcomes of learning in the subject Marketing Strategy are summarized below:

- To know how to approach a strategic marketing plan covering all phases of planning, execution and control, raise it both in writing and orally, suitably in the form and content.
- To enable the student to analyze the macro environment and micro environment of business from a broad strategic business vision.
- To understand the strategic marketing options for the organization and to know how to make decisions to choose and implement the most appropriate option to a particular business situation and to the business' goals, according to the environment and the market in which the company operates.
- To know how to approach major decisions to be made on the different variables of the marketing mix (product, price, distribution and promotion) and their interrelationships.



DESCRIPTION OF CONTENTS

1. Market-led Strategic Management

- 1.1. The marketing concept and market orientation
- 1.2. The resource-based view of marketing
- 1.3. Creating sustainable competitive advantage
- 1.4. Organisational stakeholders
- 1.5. Marketing fundamentals
- 1.6. The role of marketing in leading strategic management

2. Strategic marketing planning

- 2.1. Defining the business purpose or mission
- 2.2. The marketing strategy process
- 2.3. Establishing the core strategy
- 2.4. Creation of the competitive positioning
- 2.5. Implementation

3. The changing market environment and competition

- 3.1. A framework for macro-environmental analysis
- 3.2. The economic, social, cultural and technological environment
- 3.3. Competitive benchmarking
- 3.4. The dimensions of competitor analysis
- 3.5. Obtaining and disseminating competitive information
- 3.6. Competitive strategies

4. Customer analysis

- 4.1. What we need to know about customers
- 4.2. Marketing research
- 4.3. The marketing research process
- 4.4. Organising customer information

5. Segmentation and Targeting

- 5.1. Principles of market segmentation
- 5.2. The underlying premises of market segmentation
- 5.3. Segmenting consumer markets
- 5.4. Segmenting business markets
- 5.5. Alternative targeting strategies
- 5.6. Positioning strategies

6. Competing through the new marketing mix

- 6.1. The market offer
- 6.2. Pricing strategies
- 6.3. Communication strategies
- 6.4. Distribution strategies
- 6.5. The extended marketing mix



7. Competing through innovation, networks and alliances

- 7.1. Innovation strategy
- 7.2. New products
- 7.3. Planning for new products
- 7.4. The drivers of collaboration strategies
- 7.5. Strategic alliances as a competitive force

8. Strategy implementation and internal marketing

- 8.1. The strategy implementation challenge in marketing
- 8.2. The scope of internal marketing
- 8.3. Planning and implementation for internal market scenarios
- 8.4. Marketing strategy and corporate social responsibility

9. Strategic Digital Marketing

- 9.1. Stages to develop a digital Marketing strategy: planning
- 9.2. Tools to carry out the strategy of digital Marketing: execution
- 9.3. Mechanisms of control of the digital Marketing strategy: control

10. International Marketing Strate

- 10.1. Product and Pricing strategies in international environments
- 10.2. Communication strategies in international environments
- 10.3. Distribution strategies in international environments

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Attendance at events and external activities	3,50	0
Development of group work	24,00	0
Preparing lectures	30,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

1. Theoretical classes. They will be based on the explanations of the professor and the study of the main textbook recommend in the Reference section. These could be complemented with diverse contents gathered in the complementary bibliography.
2. Practical classes. With an active participation of the student and under the direction of the professor, several exercises and cases about the content of each subject will be solved.

The practical classes aim to develop certain skills and abilities related to the knowledge presented in the theoretical part. It is important that students understand the concepts and strategies explained in the theory classes to recognize their application in the practical cases. A variety of techniques will be applied in practical classes to encourage student's motivation and participation in the learning process. The following techniques are included:

- Case study. It is the main technique used in these practice classes. It is based on problem solving by students from the description of real business cases. Its main objectives are to train students in terms of their ability to identify problems, analyze and summarize the situation and the search for possible alternative actions. It fosters communication skills, improvisation and initiative, the ability to work together and make decisions. The resolution of the case is conducted in two phases: the first is to provide students with basic background knowledge to facilitate the resolution of the proposed course. The second is publicly compare different criteria, arguments and solutions achieved by the students in order to enhance not only their reasoning and oral presentation, but also allow them settle their knowledge.
- Debates. In general, in all practical sessions the resolution of the assigned activity is by sharing the solutions proposed by the various groups in the class, creating a debate with all the proposals. The debate seeks synergies by sharing different ideas and enhances the student's assertiveness and respect for the opinions of others.

ADENDDA

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities.

In the case of online teaching, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, which remain the same days and times.

In the case of blended teaching, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.



EVALUATION

The evaluation for the subject Marketing Strategy will consist of various indicators in accordance with the planned methodology, structured in two distinct parts: objective test and continuous evaluation as progress is made in carrying out the various activities proposed. To pass the course, it is necessary to pass both the written tests (obtaining a minimum of 3,25 points out of 6,5) and the continuous evaluation (obtaining a minimum of 1,75 points out of ,35).

- **Written test (65% of the final mark).** The main purpose of this test is to check the degree of achievement of the training objectives.
- **Continuous evaluation practical (35% of the final mark).** Through continuous assessment, the student's progress in his or her learning process in the practical sessions is evaluated, especially with regard to the generic competences indicated in this programme. The teacher will periodically offer information to the students about their progress, indicating them which aspects should be improved.

REFERENCES

Basic

- Marín Sánchez, C. y Pérez Cabañero, C. (2007): Fundamentos de Marketing Estratégico. Delta publicaciones. Madrid.
- Munuera Alemán, J. L., & Rodríguez Escudero, A. I. (2020). Estrategias de marketing. Un enfoque basado en el proceso de dirección. ESIC.
- Hooley, G., N.F., Nicoulaud, B., Rudd, J.M. and Lee, N. (2020): Marketing strategy & competitive positioning. 7th edition. Ed. Prentice Hall.
- Kerin, R.A. and Peterosn, R.A. (2010): Strategic marketing problems. Cases and comments. 12th edition. Editorial Prentice Hall.
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- Czinkota, M. R., & Ronkainen, I. A. (2013). International marketing. Cengage Learning.
- Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing. Pearson UK.
- Salmerón, B., & Thomson, J. (2017). Modelo estratégico de medición en redes sociales como medio para alcanzar los objetivos de un plan de marketing digital: caso de estudio: Holic Club Caracas (Doctoral dissertation).

Additional

- Aaker, D. A. (2008). Strategic market management. John Wiley & Sons.
- Cravens, D.W. y Piercy, N. F. (2007): Marketing estratégico. 8ª edición. Editorial McGraw Hill.
- Cubillo Pinilla, J.M. y Blanco, A. (2014): Estrategias de marketing sectorial. Esic. Madrid.
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- de Vicuña Ancín, J. M. S. (2016). El plan de marketing en la PYME. ESIC Editorial.
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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

This addendum will only be activated if the health situation so requires, and with the prior agreement of the Governing Council.

IF THE SESSIONS COULD NOT BE FACE-TO-FACE DUE TO COVID

1. Contents

The contents initially included in the teaching guide are maintained

2. Workload and time planning of teaching

Maintenance of the weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide.

3. Teaching methodology associated with non-attendance

- Uploading materials to the Virtual Classroom
- Proposal of activities per virtual classroom
- BBC Synchronous Videoconference
- Project development
- Tutorials by videoconference
- Virtual Classroom Chat
- Tutorials: mail, chat Virtual Classroom, Teams and Telephone. This applies to all groups.

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities.

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In the case of blended teaching, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

4. Evaluation

Continuous assessment tests will be incorporated in theory to avoid bringing the total assessment into a single final exam.

Bibliography

The recommended bibliography is maintained as it is accessible (the slides are complete and include detailed footnotes of their content).

NOTE: "The teaching of the course 2021-2022 referred to in this Teaching Guide is scheduled in classroom mode for the second quarter. If at any time during the course, for justified and unforeseen reasons, it cannot be carried out as planned, the faculty responsible will communicate through the virtual classroom of the course more specific and detailed information on the changes that would be appropriate to make."

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