Universitat Pompeu Fabra  
Department of Economics and Business  
*New Topics in Marketing Management (CTMM)*  
Syllabus

**Degree:** International Business Economics  
**Course:** Third  
**Term:** Spring (Second)  
**Number of ECTS:** 5 credits  
**Hours of student dedication:** 125 hours  
**Language of instruction:** English  
**Professor:** Dr. Pedro Mir  
**email:** pedro.mir@upf.edu

**1. Presentation of the subject:**

Marketing subject is focused on understanding external, economical and company factors that build the Marketing strategies of the company. Students will be able to identify in different markets and environments the updated trends and practices used now by marketers in companies, they will also be able to understand how brand management works, they will learn how new tools such as digital media are giving new solutions to the companies to market their products and services. They will be able to build the best consumer approach taking into account the consumer target with the most efficient brand strategy that dramatically changed with the consistent irruption of new media, new consumer values and global trends. The subject will cover topics such as omnichannel strategies, new consumer behavior, new marketing metrics for the brand and new tools used in the marketing practice.

Another key learning objective of the subject is to analyze the consumer’s behavior, its typologies and how to address them to build a successful impact and a long term loyalty level with them.

The entire subject is supported in each learning objective worldwide brand cases such as Danone, Apple, Easyjet, Procter & Gamble or Nike understanding with real examples why these companies succeeded or failed in their sector because of their marketing strategy.

To complete the consumer behavior understanding and the Marketing Strategy some lessons will cover the new trends on market research and the tools to identify consumer needs and market trends to maximize the forecasting and the customer’s predictability.

**Timetable and class:** Mon-Tue 11:00-12:30 - The class will be divided in groups for practice in Seminars that will take place February and March per groups of 4-6 people
Class number:

2. Previous Course: Not required
3. Type of Subject: Elective

There is a new marketing paradigm in current market context. It’s a critical moment to analyze the highly competitive market trends: there is a multi connectivity of the consumer, strong and powerful emerging markets with global offers and customization of the consumer’s demand are drawing a tremendous competitive environment both for big and small companies. Consumer decision power increased dramatically last years with new technologies making them able to create dialogues with the brands and companies.

As companies are demanding flexible profiles, empathic with consumer managers that should be able to generate high value innovative environments, at the end of CTMM students should be able to:

4. Knowledge:

- Student will learn how to lead with environmental factors and economical trends and how they impact on products, services and brands.
- Active learning with examples will be applied to immerse students into real situations of real products, services and brands. Multimedia cases will be used to understand how the marketing foundations are built and how companies build relationships with their customers.
- A focus on presentation skills, persuasion and public communications will be practiced to leverage communications skills of the students.
- An introduction on Market research will be done by the students to realize about the complexity and the main factors of the market research.

5. Skills and Competences to develop:

One of the goals is to show a significant positive improvements during the course about the following competences:

- Communications Skills and maturity on interventions and persuasive speech.
- Analytical skills related to cases and problems discussed.
- Ability to analyze and synthesize.
- Teamwork skills. Situational Analysis.
- Become familiar with the new marketing concepts.
- Apply practitioners techniques in to the marketing field.
- Learn how to sell-yourself.
- Introduction to research skills and written expression about surveys done.
- Develop a sensitivity to social, ethic and environmental issues of economic topics.
6. Subject Contents & Methodology:

There will be 20 theoretical sessions of 90 minutes each. To get the maximum out of each lecture, students should read the material (book chapters or other assigned readings) in advance. The theoretical sessions will be complemented with six seminar sessions. These sessions will be used train the students about what is explained in class. Please see Seminar Schedule that will be updated at the beginning of the course.
Seminar:

Groups will be defined by the professor before the first seminar. Groups of four people randomly grouped.

| S.4 4th Feb | Workshop Kellogg’s Case: Market Analysis and Marketing Mix  
How is the cereal market in Spain? Vol/ Val  
What is the best cereals concept? Why?  
Answer case questions |
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<td>S.5 11th Feb</td>
<td>Workshop Danone Waters Case Presentation &amp; discussion</td>
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| S.6 18th Feb | Workshop Market Research Survey Monkey Bottled Water Consumption  
Digital Research - Google Drive - Bottled Water Consumption |
| S.7 25th Feb | Workshop Consumer Behavior and Fashion  
Differences between FMCG and Fashion |
| S.8 3rd Mar | Workshop Presentation Skills Training I  
Body Language - Cues - Voice - Resources |
| S.9 10th Mar | Workshop Presentation Skills Training II  
Projection - Improvisation - Mindmaps |

7. Major Assignments:

1-Final exam about class contents, readings and articles. Multiple choice questions and mini cases based on classes explanations and short questions.
2-Work about Services Marketing: Quality of Service: Trade Talks  
3-Seminar and Groups Sessions: Practice on Communication skills, selling skills, interpersonal selling and persuasive communication tools.

To pass the course, the exam grading must be higher or equal than 4.0/10. If so, the final grade for the course will be the weighted average between the work "Trade Talk" (40%), the grading from Seminar an Group Sessions (10%) and the exam evaluation (50%). However, if the exam grading is lower than 4.0/10, the final evaluation for the course will be the one obtained in the exam.
8. Grading Plan:

Final Exam 50% of the final mark.
Work "Trade Talks": 40%
Seminar and Group Sessions: 10%

An extra 10% of your final grade will be earned by participation in class, as sharing your points of view and experiences with other students will be an essential part of your learning. Class participation is evaluated by the quality and the frequency of your comments: To count, they should make a contribution to the learning experience of the class. Effective class participation includes: i) sharing your experience or point of view with the class; ii) building on points raised by others; iii) clarifying issues; or iv) relating topics being discussed to previous class topics. Interaction with other students is encouraged—it should be positive and respectful even when in disagreement. It is also important to ask questions if anything is unclear—remember that likely other students have the same question. Class participation, when exceptional, may also earn you bonus points that can be applied.

9. Work:

Will be explained in class the second day of class. 12th Jan

1. Write three stories about you as a consumer. Two bad experiences and one good experience.
2. Use the writing format in the Honeybaked story (handed in class) explained in class, outcomes, and assessments for writing your story.
3. Three stories: two bad one good: very happy trade talk experience and a disappointing trade talks experiences.
4. Consider writing a “longitudinal story”—a story that takes place over two to five encounters (talking sessions) between a customer and seller and is likely to include more than two persons in the story.
5. Find a related paper to attach every case and story.

For inspiration, if necessary, read a few stories in Studs Terkel’s (1997) book, Working: People Talk about What They Do All Day and How They Feel about What They Do", New York.

Three objectives for our work on customer experiences are:

• surfacing non-conscious, deep assessments by customers of their commercial service experiences
• examine natural categories of customer experience assessments--both by industry
• strengthen the perceived relevancy of published studies in consumer research to customer experience assessment among students in consumer behavior undergraduate and graduate course.

Method includes creating and using a customer experience template that builds from consumer storytelling literature, consumer culture theory, subjective personal introspection (SPI), consumer non-conscious processing, and service recovery.
literature. Following an in-class reading of an autobiographical customer-experience story and customer-experience reporting template (CERT) and an article on SPI, students are assigned to write (create) a customer experience story and to use the story to complete all steps (parts) of the CERT. An example completed CERT is attached to this proposal. Before beginning work on the assignment, students receive training in how to search and find one relevant published study that relates to their story and deep assessment.

10. Bibliography:
Books:
Working: People Talk about What They Do All Day and How They Feel about What They Do, New York: New Press.

Teaching notes. Please be aware that that class explanations will be part of the subject content.
Not all the teaching notes will be at AULA GLOBAL.

11. Policies:

No cheating in my class, the penalty is an F (= suspendido) for the course. You commit plagiarism when you copy large sections of an author’s material without referencing it. If in doubt, please consult me. Attendance is required, and so is arriving on time. Absences and late arrivals (without legitimate excuses) will be penalized by deducting points from the class participation grade. Legitimate excuses include: Illness, death in family, other excuses on a case-by-case basis. Note that legitimate excuses are invalid without supporting documentation. Please do not take this personally – I require supporting documentation because there were students in the past that fabricated reasons. Getting a classmate’s notes is a poor second choice. Class schedule will be maintained and objectives, unforeseen circumstances may force me to make adjustments.