INTRODUCTION

Marketing is all about identifying, creating, delivering and sustaining value. Operationally, this is developed in three distinct steps. First you carefully analyse the environment (channels, competitors, consumers and company). Then, based on the analysis, you develop a marketing strategy (you segment the potential market, you select the most appealing segment, and you develop a product concept and a position) that is unique and superior to competitive offers. Only then do you develop and implement a marketing mix that is consistent & coherent with the strategy. This course emphasizes the first two steps: analysis and strategy. In the second trimester participants will be exposed to the marketing mix in depth.

Course content will largely be taught through the discussion of case studies and the reading of technical notes, rather than through professorial discourse (the lecture method). This method is shared by many other world’s top business schools such as Stanford, Harvard, Insead, etc.

AIMS

While learning marketing theory is fairly straightforward, applying these concepts successfully to complex problems is difficult. As in tennis, learning the theory, the basic strokes, is easy. Using them properly in a game against a top opponent is hard. This module will help participants learn to structure marketing problems, analyse markets and to develop a marketing strategy by emphasizing the application of theory to practical, real life situations.

Learning with the case method requires both that participants put themselves in the situation of the characters in the case and that they commit themselves to a specific plan of action. Evaluation (grading) is designed to motivate the preparation, attendance and participation that will maximize learning.

The case method also develops the managerial skills such as teamwork, organization, delegation and communication that probably form part of your “Personal Development Program”.

METHODOLOGY

Preparing Case Studies.

The case studies have been carefully selected to deal with different sectors and situations as well as to teach theory. Finding the proper approach to handle a case can be difficult because there is no “one size fits all” methodology. However, as a general rule, it is useful to scan the case briefly to develop an overview of the problem to be treated, the alternatives and relevant information. One should then go back over the case slowly and thoroughly looking for data that supports or rejects the different alternatives. It is difficult to prepare a case well in less than two hours (I always needed more). After finishing, it is useful to write down a detailed action plan for the case. As you do this, new questions will arise about the validity of your assumptions and
conclusions. Group discussion is the last step in the preparation process. A good group discussion will catch many obviously wrong assumptions, calculations and conclusions that would otherwise come out in class discussion.

**Participation in case discussions**

Good participation requires students to defend their positions with facts. The most difficult distinction for most students is, "What constitutes good evidence?" The best evidence is statistical: numbers from the case. If an executive says that profits are rising but the figures show that the firm is losing money, we believe the figures. In the absence of figures, we trust expert opinions offered in the case. We only trust our own opinions or observations when there is no relevant data in the case.

The professor's role:

The professor's role is neither to impart information nor to give feedback but to promote and focus discussion, generally within a clear framework. If the professor questions your proposal, "But why is that relevant?" "What does that achieve"? it is because he wants you to explain your thoughts more fully, not because he thinks that you are wrong. The professor will not say, "That was a great point" because the class must decide if the point was good. If the professor defends a point, it is because no one else did and he wishes the class to discuss it. While there generally are no right answers in good cases: experts disagree as to what to do, there are wrong answers.

In some sessions we ask you to read some teaching notes. These are informative materials that cover important concepts and tools. They require reading and we will not use class time to repeat them. Questions concerning the readings will be treated off class.

For additional readings I have attached a list of books included in the library, or, please come to my office and I will try to recommend some literature that will help you.

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**EVALUATION**

Each participant will be evaluated according to the acquired knowledge on the pertinent subject and the quality and consistency of their participation.

**Breakdown:**

**Final Exam**

40% of the final grade will be based on the final exam. A case will be given to you one week before the exam and you will have 2 hours to answer 4-5 questions

**Class Participation:**

40% will be based on the quality and consistency of your participation (The criteria have been explained to you from the Program Director)

**Presentation:**

20% on a presentation you will need to do at the end of the course. You will need to prepare a group presentation of max 10min regarding the whole course. Each member will be asked (oral examination) to answer 1 question related to the concepts - learning outcomes and cases discussed during the course.

In order to pass the course, participants have to pass the written exam.
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