

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	SALES AND MARKETING MANAGEMENT II		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	7135
Teaching period:	Sixth semester		
Subject:	Commercial and Marketing		
Module:	Functional Management of Business Areas		
Teaching type:	Classroom-based		
Language:	Inglés		
Total number of student study hours:	150		

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## SUBJECT DESCRIPTION

Marketing & Commercial Management II is an extended course of previous Marketing & Commercial Management II held on previous semester. First part had an intensive focus on marketing research, and strategic decision making. But the second part of this course is oriented to develop a practical marketing mix work out of those previous research and decisions.

The subject Commercial Management and Marketing II is a natural continuation of the Commercial Management and Marketing I that the same students will have studied in the previous semester.

If the first subject had a strong component of analysis and research that led to strategic decision-making, Commercial Management and Marketing II has a more practical character, materializing these strategic decisions in operational actions of the Marketing mix (Product, Price, Promotion and Distribution) with a global vision of the company and aligned with the company's business strategy and objectives.

## GOAL

This course goal is to achieve a great deal of practice by starting from the fundamental decision of strategic marketing, the statement of target public and positioning, where the student masters the logical discourse - theoretical and practical - that leads to the materialization of these strategic foundations in practical decisions of the 'marketing mix'.

The specific aims of the subject are:

Understand the role of marketing management within the company.

Understand the company's global vision, aligning marketing strategy with global strategic and commercial objectives

Designing the Marketing strategy aligned with the company Goals

Working and implementing the marketing concepts and tools in real business world

Team work capacity

## PRIOR KNOWLEDGE

Commercial Management and Marketing II requires prior knowledge of the main concepts and research and analysis tools proposed in Commercial Management and Marketing I.

In particular, those concepts that, as mentioned above, constitute the strategic basis for marketing mix decisions. In the event that the student has not passed the subject of the previous semester, they must make an effort to at least improve their understanding of the essential concepts mentioned above: Market research, target audience, value proposition and positioning, product policy and communication in sales channels.

## COURSE SYLLABUS

Topic 0: Review of Strategic Marketing Concepts.

- Brief summary of the core concepts studied in Business Management and Marketing I
- Introduction to the operational variables of the Marketing Mix

Topic 1.- Decisions related to the Product and Brand.

1.1. Decisions about the individual product: The attributes of the product, the brand as a special intangible attribute, the launch of new products, Service marketing.

1.2. Decisions about the product portfolio: The product portfolio. Portfolio expansion opportunities and limitations, the interrelationship of products seen through the BCG matrix.

Topic 2.- Pricing Decisions.

2.1. Price as a strategic variable.

2.2. Internal and external factors to consider in pricing.

2.3. Classic price construction models.

2.4. The new dynamic pricing trends.

2.5. Pricing tactics in consumer markets.

Theme 3. Comprehensive company communication.

3.1. Communication and advertising communication. Definitions and types

3.2. Message, Sender, Receiver and Media

3.3. Communication process (8 steps from Kotler and Armstrong)

3.4. Advertising media, measures of effectiveness and efficiency

3.5. Digital marketing and other forms of communication. Administration and non-business organizations

Topic 4.- Decisions relating to the Distribution Channel.

4.1. The distribution channel as a channel of interactive relationships with the customer.

4.2. The selection of channels based on critical product-consumer relationship variables.

4.3. The different distribution models, traditional and modern.

4.4. Problems of relations with modern distribution in the consumer market.

Topic 5.- Marketing Results.

5.1. Marketing KPI

5.2. Application to the Marketing Plan of the notions about operating accounts and results.

Topic 6 - Commercial Management.

6.1. Sales team profile.

6.2. Organization of the sales force.

6.3 Sales Tracking Systems.

## EDUCATION ACTIVITIES

The content syllabus consists of six teaching units.

These units constitute the axis of both face-to-face and derivative activities as a result of developing ABP (problem-based learning) methodologies, work, activities that are carried out in parallel, and which are detailed below; and the development of part of the syllabus through FCR (Flipped classroom) and Business Simulation.

Methods that support the Learning By Doing philosophy.

The following methodologies will be developed in the course:

FLIPPED CLASSROOM: also called "inverted class", which improves learning in the teacher-student relationship and uses class time for better professional interaction of the theoretical contents that students have previously worked on (which can be readings, videos, etc.), adapting to the different learning rhythms of each student.

COOPERATIVE LEARNING: where students will work together to achieve common objectives and maximize their learning.

PROBLEM-BASED LEARNING: Case methodology that actively involves students by learning knowledge and skills by posing a contextualized problem or complex situation that reflects reality as best as possible.

LEARNING ON SIMULATORS: gamification allows students to be presented with a real-world scenario in which data analysis and decision-making are carried out on the simulated movements of market behavior.

The remaining weeks, up to cover the semester, are dedicated to evaluation tests and project presentations.

The usual work scheme for each topic may have all or some of the following activities:

- Presentation of the topic by the teacher.
- Exercises or cases of application of individual or group resolution.

- Exercise with business simulation tools.
- Presentation or debate (in person or on-line)
- Personal theoretical study

- Development of the phase of the group project corresponding to the current topic.

TUTORIAL INFORMATION: Tutoring schedules will be specified on the first day of class and/or the student will send an email to the teacher.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas
<p>DISTRIBUTION OF WORKING TIME &amp; FACE-TO-FACE ACTIVITY</p> <p>Lectures 20 Hrs</p> <p>Presentations of cases or topics (individual or group) 25hrs</p> <p>Final project work (in group) 12 hrs</p> <p>Objective knowledge tests 4 Hrs.</p> <p>FACE TO FACE ACTIVITY Hours:60 hrs Presential Activity 60h</p>	<p>NON FACE-TO-FACE ACTIVITY</p> <p>Individual study 25 hrs</p> <p>Individual work 20 hrs</p> <p>Group work 20 hrs</p> <p>Final project (group) 25hrs</p> <p>AUTONOMOUS WORK/NON-ATTENDED ACTIVITY</p> <p>TOTAL Hours:90 Create Autonomous work/Non-attended activity 90h</p>

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Ability to carry out synthetic and analytical thought.

To have developed the necessary skills to ensure problems are solved and goals are reached.

To be able to apply relevant IT knowledge to the field of study.

To be able to learn autonomously and independently.

To enjoy a creative and entrepreneurial spirit.

### **General Skills**

Ability to carry out synthetic and analytical thought.

To have developed the necessary skills to ensure problems are solved and goals are reached.

To be able to apply relevant IT knowledge to the field of study.

To be able to learn autonomously and independently.

To enjoy a creative and entrepreneurial spirit.

### **Specific skills**

Be able to design and manage projects.

Develop criteria for problem solving and decision-making both in the professional and personal spheres.

Know how to effectively use computer tools to make presentations.

Describe and exercise the content and procedure of the tools of university work: text commentary, analysis, synthesis and preparation of a research paper.

Be able to apply knowledge to practice.

### **LEARNING RESULTS**

You acquire the theoretical knowledge and manage in a coordinated way the tools to manage the variables of the marketing mix within the organization.

Transform the strategic marketing objectives into concrete actions of the marketing mix variables.

Makes recommendations based on the analysis of information, applying knowledge, and using the appropriate Marketing tools, always considering their impact on the rest of the organization.

The student is able to develop a Marketing Plan by integrating in a sequential and logical way the knowledge learned throughout the course.

Presents the marketing plan effectively to a qualified audience.

Value the ethical implications of marketing activity.

## LEARNING APPRAISAL SYSTEM

The evaluation system aims to promote students' professionalism. Therefore, in the continuous evaluation system, their dedication, attitude, attendance, participation in class, resolution of exercises, individual or group presentations, discussion of cases, etc. However, the evaluation system will take into account students with two different situations:

### a) FIRST ENROLMENT STUDENTS WHO DO NOT HAVE AN ACADEMIC EXEMPTION

Final exam: 50%. To pass the final exam, it is essential to obtain a minimum score of 5 in each of the different parts of the exam. On the other hand, in order to pass the subject, a **MINIMUM SCORE of 5 IS REQUIRED IN THE FINAL EXAM.**

Continuous evaluation:

- 2.1 Attendance, class participation, exercise resolution, individual or group presentations, book reading, case discussion, etc.: 25%

- 2.2 Doing teamwork: 25%.

It will be an essential condition to get a 5 in each part of the continuous evaluation (that is, a minimum of 5 in point 2.1 and a minimum of 5 in point 2.2) to pass the subject.

In the extraordinary call, the weights and grades obtained during the course of heading 2 of continuous evaluation are maintained for the final grade. If the parts corresponding to the Continuous Evaluation have been suspended in an ordinary call, these parts will be recovered in the Extraordinary Call exam as follows:

- The recovery of Part 2.1 of the subject is implicitly contemplated in the exam of the extraordinary call. If any content is missing to be evaluated, it will be included as an additional section in that exam.

- As for Part 2.2, related to group work, one or more specific questions will be asked on the corresponding topic, which will also be evaluated in the examination of the extraordinary call.

In order to pass the subject and for the grades of the different sections to be averaged, it is necessary to obtain a minimum score of 5 out of 10 in the continuous evaluation of each of the blocks, as well as a minimum score of 5 out of 10 in each and every part of the final exam.

### b) ALTERNATIVE EVALUATION SYSTEM:

Students who for different reasons - having an academic exemption due to force majeure or having taken the subject in previous courses or being on Erasmus abroad - are not required to attend classes regularly.

For these students there is an alternative evaluation system:

Exam: 70% of the grade.

Work carried out at the request of the teacher: 30% of the grade.

Erasmus students will be responsible for finding out about the work requested by the teacher through the virtual classroom.

In order to pass the subject and for the grades of the different sections to be averaged, it is necessary to obtain a minimum score of 5 out of 10 in each of them, as well as in each of the parts of the final exam.

Students are required to observe the elementary and basic rules of authenticity and originality in any training activity or evaluation test. Spelling errors may penalize work and exams.

Curricular content will not be deleted, that is, parts of the subject or the entire subject will be released before the exam corresponding to the official call.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Philip Kotler, Gary Armstrong Marketing Management 17th