

1. BASIC DATA

Module	Marketing and Communication
Degree program	Máster Universitario en Dirección de Empresas MBA
School	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
ECTS	6
Credit type	Mandatory
Language	English & Spanish
Delivery mode	Campus bases & online (only in Spanish)
Semester	First semester
Academic course	2024/2025
Module Coordinator	Ramón Alonso Aranegui
Teachers	Fátima Moreno, Cristina Hernández, Pablo Gonzalo, Ramón Alonso Aranegui, Joan Roca Alonso, Lisardo de Pedro Navarro, Joan Roca, Alejandro de Pablo

2. PRESENTATION

The executive marketing function is responsible for defining the product or service that is the *raison d'être* of the company, its price, the communication of our offer to customers and the distribution channels (sales and logistics). Strategic marketing is fundamental to business management and is the basis of business strategy.

The aim of this module is for the student to acquire advanced knowledge and a detailed and well founded understanding of the theoretical and practical aspects of marketing and communication as strategic assets of any organization.

- Know how to apply and integrate this knowledge to be able to make strategic decisions on marketing and communication actions.
- To be able to apply problem-solving skills in new and imprecisely defined environments, on interactive communication actions, both online and offline, as well as on mobile devices and to know and assimilate all the relevant aspects that refer to an integral advertising communication strategy, with conventional and non-conventional methods.
- In the same way, it is intended that the student can become aware of the importance of the communication culture in a company or organization as a vehicle of the corporate culture and be able to unambiguously transmit these concepts in the organization.

- To be able to analyse, justify and prescribe the best tools for market research, identify the sources of information and determine, in a critical manner, which techniques to use according to the objectives sought by this market research. Acquire the knowledge and develop sufficient autonomy to propose the objectives of a Strategic Communication Planning.

3. LEARNING RESULTS

Knowledges

- KNO03. Outline different marketing strategies and channels companies can use to create and sell their products.
- KNO05. Recognize factors that affect a company's ethical and sustainable practices, including risks related to environmental and social impact, and efforts to minimize them.

Skills:

- SK03. Use digital tools and social media software for business.
- SK04. Critically assess environmental, social, and governance risks affecting the company's future.

Competencies:

- CP07. Understand and use strategic concepts and tools for business structuring and select the best strategic alternative for each market and company.
- CP09. Design plans for different areas (marketing, communication and sales, finance, production, human resources), using coordination criteria among them and aligned with the company's overall strategy.
- CP10. Master the key concepts for sizing new organizational structures and implement plans involving changes and adaptations with resource optimization and knowledge management criteria.

4. CONTENTS

The contents are grouped into the following learning units:

- **STRATEGIC MARKETING.** The process of delivering value. Strategies of segmentation, differentiation and positioning. The Marketing Plan in the strategic planning process of the company.
- **PRODUCT.** Analysis of the different strategies that can be carried out in each phase of the purchasing decision process. The brand and its importance within the marketing strategy. The life cycle of the product. Launching of new products (innovation and development of new products).
- **PRICE.** Price-fixing Strategies. Psychology and price perception. Influence of competition on pricing strategies. Competitive Scenarios.

- **DISTRIBUTION CHANNELS.** Decisions on the design and structure of the distribution channels (online and offline). Management Skills in distribution channel management.
- **COMMUNICATION.** Communication Strategies. Digital communication: Strategies and specific tools of digital communication. Corporate communication.

MARKET RESEARCH. Market research as a tool for decision making in strategic marketing.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- ☐ Master class.
- ☐ Case method.
- ☐ Cooperative learning.
- ☐ Problem-based learning.
- ☐ Project-based learning.
- ☐ Learning in simulation environment

6. TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Presential modality:

Training activity	Number of hours
Master classes	36
Debates and colloquiums	8
Case Analysis	4
Troubleshooting	20
Oral presentations of work	4
Preparation of reports and writings	15
Tutoring	8
Autonomous work	25
Research and projects	28
Face-to-face assessment tests	2
TOTAL	150

Online modality (only in Spanish):

Training activities	Number of hours
Synchronous master classes	20

Reading content topics	28
Debates and colloquia through virtual seminars	3
Case analysis	4
Problem solving	20
Oral presentations of synchronous works	2
Preparation of reports and written assignments	15
Virtual tutoring	8
Autonomous work	20
Scientific/case studies and projects	9
Virtual forum	9
Group participatory activities (seminars, participation in online forums, etc.) through web conference	10
Virtual evaluation tests	2
TOTAL	150

7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Presential Modality:

Evaluation system	Weight
Oral presentations	20%
Case/problems	15%
Reports and writings	15%
Performance assessment	10%
Assessment test	40%

Online modality (only in Spanish):

Evaluation system	Weight
Oral presentations	15%
Case/problems	15%

Reports and writings	15%
Performance assessment	5%
Assessment test	50%

In the virtual campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

For face-to-face students (presential modality), it is compulsory to attend classes as a necessary part of the continuous evaluation process and to comply with the student's right to receive advice, assistance and academic monitoring by the teacher. Failure to attend more than one third of the face-to-face classes may result in the loss of the right to take the presential knowledge test.

7.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the classroom knowledge test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

8. CHRONOGRAM

The chronogram with dates of delivery of evaluable activities of the course is available in each edition and group in the virtual campus.

ACTIVITIES	WEEK
Activity 1	1-4
Activity 2	5-8
Activity 3	9-12

Assessment test	13-18
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This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY

The following is a bibliography related to the topics to be covered in the units:

- Ferrell, O. C., and Hartline, M. D. (2006). Marketing strategy. Mexico: Editorial Thomson.
- Jobber, D., and Fahy, J. (2007). Fundamentals of Marketing. Madrid: Editorial McGraw Hill.
- Kotler, P., Armstrong, G., Saunder, J., and Wong, V. (2000). Introduction to marketing. Madrid: Editorial Prentice Hall.
- Kotler, P., Keller, K. L. (2012). Marketing management. Mexico: Editorial Pearson Educación.
- Lamb, C. W., Hair, J. Jr., and McDaniel, C. (2002). Marketing. Mexico: Editorial Thomson.
- Stanton W., Etzel M., and Walker B. (2007). Fundamentals of marketing. Madrid: McGraw-Hill Publishers.

The specific bibliography recommended for each unit is listed below:

Unit 1

- Peter, J. P., and Olson, J. C. (2006). Consumer behavior and marketing strategy. Mexico: McGraw-Hill.
- Shiffman, L. G., and Lazar K. L. (2010). Consumer behavior. Mexico: Ed. Pearson Educación.
- Solomon, M. R. (2013). Comportamiento del consumidor. Mexico: Pearson Ed. Prentice Hall.

Unit 2

- Aaker, D. A. (1996). Building Strong Brands. New York: The free press.
- Carlzon, J. (1989). Moments of truth. New York: HarperPerennial.
- Munuera, J. L., and Rodríguez, A. I. (2007). New product development strategy. Madrid: ESIC

Unit 3

- Ferrell, O. C., and Hartline, M. D. (2006). Marketing strategy. Mexico: Editorial Thomson.
- Jobber, D., and Fahy, J. (2007). Fundamentals of Marketing. Madrid: Editorial McGraw Hill.
- Kotler, P., Armstrong, G., Saunder, J., and Wong, V. (2000). Introduction to marketing. Madrid: Editorial Prentice Hall.
- Kotler, P., Keller, K. L. (2012). Marketing management. Mexico: Editorial Pearson Educación.
- Lamb, C. W., Hair, J. Jr., and McDaniel, C. (2002). Marketing. Mexico: Editorial Thomson.

Unit 4

- Esteban, A., García de Madariaga, J., et al. (2008). Principios de marketing. Madrid: ESIC.
- Marn, M., Roegner, E., and Zawada, C. (2004). The Price Advantage. New Jersey: McKinsey.
- Nagle, T., and Holden, R. (2007). The strategy and tactics of pricing. Madrid: Editorial Pearson Educación.

Unit 5

- Aparicio, G., & Zorrilla, P. (2015). Commercial distribution in the omnichannel era. Madrid: Pirámide.
- Coughlan, A. T., Anderson, E., Stern, L., and El-Ansary, A. (2005). Marketing channels. New Jersey: Prentice Hall.
- García del Poyo, R., Gil, J., Merino, J. A. and Somalo, I. (2010). El libro del comercio electrónico. Madrid: ESIC.
- Martínez-López, F. J., and Maraver, G. R. (2009). Distribución comercial. Madrid: Delta.
- Palomares, R. (2017). Marketing at the point of sale. Madrid: ESIC.
- Palomares, R. (2015). Merchandising. Marketing audit at the point of sale. Madrid: ESIC.
- Palomares, R. (2009). Merchandising. Theory, practice and strategy. Madrid: ESIC.
- Rodríguez-Ardura, I. (2014). Digital marketing and e-commerce. Madrid: Pyramid.

Unit 6

- Ayestarán, R., Rangel, C., & Sebastián, A. (2012). Strategic planning and advertising management. Madrid: ESIC.
- Cámara, D., and Sanz, M. (2001). Dirección de ventas. Madrid: Prentice Hall.
- Elósegui, T., and Muñoz, G. (2015). Marketing Analytics: how to define and measure an online strategy. Madrid: Editorial Anaya.
- García Bobadilla, L. (2011). + Ventas. Pozuelo de Alarcón: ESIC.
- Marta-Lazo, C., & Gabelas, J. A. (2016). Digital communication. A model based on the relational factor. Barcelona: UOC.
- Sanz M. A., and González, M. A. (2005). Identidad corporativa. Madrid: ESIC.
- Stanton, W., Buskirk, R. H., & Spiro, R. (2001). Sales: concept, planning and strategies. Santa Fe de Bogotá: McGraw-Hill.
- Van Riel, C. (1997). Comunicación corporativa. Madrid: Prentice Hall.

- Villafañe, J. (2004). La buena reputación. Madrid: Pirámide.
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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

1. Accompaniment and monitoring by means of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: Students with specific educational support needs:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your e-mail. Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.