

MODULE	SUBJECT AREA	YEAR	SEMESTER	CREDITS	TYPE
Underpinning knowledge in Business and Economics	Business	1º	1º	6	Foundation
LECTURER(S) ⁽¹⁾			FULL CONTACT INFORMATION FOR OFFICE HOURS (Address, phone number, email, etc.)		
<ul style="list-style-type: none">Juan Miguel Rey Pino (6 credits) COORDINATOR OF THE COURSE: Luis Doña Toledo			Department of Marketing Management and Research, Faculty of Economics and Business Studies. Juan Miguel Rey Pino, Office C200 FCCEE; e-mail jrey@ugr.es		
			OFFICE HOURS As published in the official web page of the University: https://directorio.ugr.es/static/PersonalUGR/*/show/d43e02cbcd2413787ae58cd687f35391		
DEGREE IN WHICH THE COURSE IS TO BE GIVEN					
Economics					
PREREQUISITES AND/OR RECOMMENDATIONS (if necessary)					
Students are recommended to have a level of English equivalent to B2, and not less than B1 (Common European Framework of Reference for Languages).					
BRIEF DESCRIPTION OF CONTENT (ACCORDING TO BACHELOR’S DEGREE’S VERIFICATION DOCUMENT)					
<ul style="list-style-type: none">Concept and scope of marketingAnalysis of the environment and competition in marketingConsumer behaviourMarket segmentation and positioningFundamentals of business researchMarketing mix					

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/neg7121/>)

GENERAL AND SPECIFIC COMPETENCES

- **General and basic competences:**
 - Capacity of analysis and synthesis
 - Capacity of organization and planning
 - Oral and written communication in Spanish language ability
 - Computers knowledge in relation to the scope of the course
 - Capacity of managing the information
 - Problem solving capacity
 - Decision making capacity
 - Work capacity in an interdisciplinary team
 - Critical and self-critical reasoning capacity
 - Learning and autonomous work capacity
 - Capacity for adapting to new situations
 - Creativity and ability for generating new ideas
 - Leadership capacity
 - Aptitude of caring for quality
 - Capacity for converting theoretical knowledge into practice
 - Ability for searching information and to do research
 - Ability for design and management of projects
 - To understand knowledge from an applied area that they have seen in the high school , given the fact that even if it is based on advanced handbooks , include also some aspects that refer to knowledge coming from the vanguard of their field study
 - To apply their knowledge to their work or vocation in a professional way and that require to have competences on arguing and problem solving into their area of study
 - To get together and interpret relevant data (usually into their area of study) in order to make decisions based on reflection about relevant topics derived from the social, scientific or ethical areas
 - Capacity to transmit information, ideas, problems and solutions for both a specialized and a not specialized audience
 - To develop learning abilities needed to begin other studies in an autonomous way
- **Cross-competences:**
 - Through the knowledge and application of learned concepts in the degree, they must be able to identify and anticipate relevant economic problems related to assigning general resources, both in the private and in the public sector
- **Specific competences:**
 - To know and apply basic concepts from marketing

OBJECTIVES (EXPRESSED AS EXPECTED OUTCOMES OF THE LEARNING PROCESS)

The objective of this program is to give the student a general vision of marketing management in the business sector. In order to achieve this objective, we will begin with the concept and scope of marketing in the business sector. More in advance, we will analyse marketing from a strategic point of view.

More specifically, the student will:

- Know the different factors from the macro and microenvironment that affect the commercial management of the firm, and the different variables that affect the competitive position of the firm, defining competition in an ample sense.
- Will be able to define in a precise way the market and select the part of this that could be more of interest for the firm based on its resources and capabilities.



- Have the capability to forecast the future demand of the markets where the firm might have a bigger interest.
- Will be able to identify the variables that affect consumption behaviour from individuals and organisations, as well as the stages that follow both an organisation and an individual in their buying decision making process.
- Will be able to segment the market and analyse different positioning strategies.
- Will acquire knowledge about different strategies related to the four operational marketing tools: product, price, place and promotion.

DETAILED SYLLABUS OF COURSE CONTENT

THEORETICAL SYLLABUS:

LESSON 1 CONCEPT AND SCOPE OF MARKETING

Marketing concept.

Strategic and operational marketing.

Evolution of the marketing concept in the firm.

LESSON 2 THE ANALYSIS OF THE ENVIRONMENT AND THE COMPETITION

The environment analysis: macro and micro-environment.

Competition in the firm.

LESSON 3 MARKET AND DEMAND ANALYSIS

Concept and classification of markets.

Consumers goods market.

Industrial goods markets.

Services markets.

Concept and dimension of demand.

Methods for forecasting the demand.

LESSON 4 CONSUMER BEHAVIOUR

Influences within consumer behaviour.

The consumer decision making process.

Buying situations.

LESSON 5 MARKET SEGMENTATION AND POSITIONING

Concept and utility of market segmentation.

Segmentation criteria.

Basic segmentation strategies.

Positioning within market.

LESSON 6 MARKETING POLICIES

The marketing mix.

The product as a marketing variable: dimensions and decisions about the product.

Concept and tools of commercial communication.

Commercial distribution as a variable of marketing: types of intermediaries and functions.

Decisions about price: objectives, methods and strategies for fixing prices.

PRACTICAL SYLLABUS:

Autonomous work activities for each one of the lessons that are part of the course.

Discussion of practical cases and readings where we will analyse aspects related to the lessons from the theoretical syllabus.



BIBLIOGRAPHY

FUNDAMENTAL BIBLIOGRAPHY:

- KOTLER, P. (2012). Dirección de Marketing, Pearson, 14 ed. Madrid.
- KERIN, ROGER A., and HATLEY, St. W. Marketing. 13a ed. México: McGraw-Hill, 2018.
- ARMSTRONG, G.; KOTLER, P.; MERINO, M.J.; PINTADO, T. y JUAN, J.M. (2011). Introducción al Marketing, Pearson, 3ª ed. Madrid.
- ESTEBAN TALAYA, A.; GARCÍA DE MADARIAGA MIRANDA, J.; NARROS GONZÁLEZ, Mª J; OLARTE PASCUAL, C.; REINARES LARA, E. y SACO VÁZQUEZ, M. (2008). Principios de marketing, ESIC, Madrid.
- GARCÍA, M.D. (2008): Manual de Marketing. ESIC Editorial, Madrid.
- KOTLER, P., AMSTRONG, G., SANDERS, J., WONG, V., MIGUEL, S., BIGNÉ, E. Y CÁMARA, D. (2000): Introducción al Marketing. Ed. Prentice-Hall, 2a Ed. Europa, Madrid.
- KOTLER, P., LANE, K., CÁMARA, D, y MOLLÁ, A. (2006): Dirección de Marketing. 12 Ed. Prentice-Hall, Madrid.
- KOTLER, P., AMSTRONG, G. (2008): Principios de Marketing. 12ª Ed. Prentice-Hall, Madrid.
- KOTLER, P. (2008): Fundamentos de Marketing. 8ª Ed. Prentice-Hall, México.
- MUNUERA ALEMÁN, J.L. Y RODRÍGUEZ ESCUDERO, A.I. (2006): Estrategias de Marketing. De la teoría a la práctica. Esic Editorial, Madrid.
- MUNUERA ALEMÁN, J.L. Y RODRÍGUEZ ESCUDERO, A.I. (2007): Estrategias de Marketing. Un enfoque basado en el proceso de dirección. Esic Editorial, Madrid.
- MUNUERA ALEMÁN, J.L. Y RODRÍGUEZ ESCUDERO, A.I. (2009): Casos de marketing estratégico en las organizaciones. Esic Editorial, Madrid.
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- SANTESMASES MESTRE, M. *Marketing: conceptos y estrategias* . 6ª ed. Madrid: Pirámide, 2012. Print.

COMPLEMENTARY BIBLIOGRAPHY:

- BARROSO, C. Y MARTÍN ARMARIO, E. (1999): Marketing relacional. Esic Editorial, Madrid.
- BEST, R.J. (2007): Marketing estratégico. Prentice Hall, Madrid.
- GONZÁLEZ VÁZQUEZ, E. Y ALÉNGONZÁLEZ, E. (2005): Casos de Dirección de Marketing. Prentice Hall, Madrid.
- KOTLER, P. (2005): Preguntas más frecuentes sobre el marketing. Ed. Granica, Barcelona.
- LAMBIN, J-J. (2003a): Marketing estratégico. Ed. McGraw Hill, Madrid.
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- MUNUERA, J.L. Y RODRÍGUEZ, A. (1998): Marketing estratégico: teoría y casos. Ed. Pirámide, Madrid.
- ORTEGA, E. (1994): Manual de investigación comercial. 3ª Ed. Pirámide, Madrid.
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- SÁNCHEZ GUZMÁN, J.R. (1995): Marketing. Conceptos básicos y consideraciones fundamentales. Ed. McGraw-Hill, Madrid.
- SANTESMASES, M. (2007): Marketing. Conceptos y estrategias. 5ª ed. Pirámide, Madrid.
- VÁZQUEZ, R.; SANTOS, M.L. Y SANZO, M.J. (1998): Estrategias de marketing para mercados industriales. Ed. Civitas, Madrid.
- VÁZQUEZ, R.; TRESPALACIOS, J.A. y RODRIGUEZ DEL BOSQUE, I.A. (2005): Marketing: estrategias y aplicaciones sectoriales., 4ª Ed. Civitas, Madrid.

RECOMMENDED LINKS



<https://www.ama.org> <http://www.marketingnews.es/>
<http://www.aedemo.es/>
<https://www.aemark.org/index.php/es-es/>
<https://ipmark.com/>

TEACHING METHODOLOGY

The course takes place during the first semester of the year during 4 hours per week. Teaching will be both theoretical and practical. Theoretical teaching will consist on master teaching and active participation from students around lessons described above.

Practical teaching will consist on practical cases and readings presented in the class and debated by both students and the lecturer, as well as autonomous work developed by the students with the assistance of the lecturer.

More specifically:

- A case Will be presented -or a reading- per each of the lessons part of the theoretical syllabus. Students will need to document themselves about the topic that will be presented. During the practical course, the case or reading will be debated, and the student will, in the end, hand a report with all the information obtained and responses to the questions in a well-reasoned way.

- Autonomous work activities will be handled for each of the topics that are part of the syllabus. Activities will consist on formulating questions by the lecturer about the lesson developed in the class and the debate of these ones by students. We will also request students to get extra-information for some of the topics covered during the class.

Class attendance, participation and performance achieved on each practical session are the criteria of continuous evaluation for each student. The student MUST attend minimally the number of practical sessions that are required to achieve, at least, a minimal qualification of the practical part of the course and that are due to 80% of attendance.

Approximate breakdown of activities

30% - classroom teaching (45 h.).

60% - individualized study : search, consultation and information processing, problem solving and case studies (90h.).

10% - individual and / or collective tutorials and evaluation (15h).

EVALUATION (TOOLS FOR EVALUATION, EVALUATION CRITERIA AND PERCENTAGE OVER THE FINAL CALIFICATION, ETC.)

Referring to the evaluation system, 65% of the final degree will correspond to a final exam where theoretical knowledge of the student will be evaluated. The exam will consist in two parts:

- Multichoice questions test.
 - True/false questions test. In this part, the student will have to argue and justify questions he has marked as true.
- There will be a final exam in both calls, ordinary and extraordinary.

The other 35% of the final degree corresponds to the practical part having been done by the student during the official course period. More specifically, this part of the degree will be the result of the evaluation of a mix of activities and works developed and handled by the student during the semester period, autonomous work activities and mandatory attendance to the practical sessions. The final degree will be the addition of both the theoretical part and the practical one, given the achievement of a minimum of at least one third of both parts. The grading of the practical part will be maintained for both calls.

The practical part for the final only evaluation can include a group of practical questions and exercises related to the practical materials presented during the academic course. We recommend reviewing the call for the exam that will be published before the date of the exam.

Everything related to the evaluation of the course follows the article 8.2 de la Normativa de evaluación y calificación de los estudiantes vigente en la Universidad de Granada, that can be consulted in:



[http://secretariageneral.ugr.es/bougr/pages/bougr112/doc/examenes/!](http://secretariageneral.ugr.es/bougr/pages/bougr112/doc/examenes/)

DESCRIPTION OF THE SINGLE FINAL ASSESSMENT ACCORDING TO “RULES FOR ASSESSMENT OF THE UNIVERSITY OF GRANADA” (EVALUACIÓN ÚNICA)

For the students asking and accepted for this type of evaluation, mentioned by the artículo 8 de la Normativa de Evaluación y de Calificación de los Estudiantes de la Universidad de Granada (aprobada en Consejo de Gobierno el 20 de mayo de 2013), it will consist on both theoretical and practical questions related to the contents of the course and the practical sessions developed during the academic semester. The evaluation system of both parts, theoretical and practical, will have the same weighing than the one for students following the continuous evaluation.

The practical part for the final only evaluation can include a group of practical questions and exercises related to the practical materials presented during the academic course. We recommend reviewing the call for the exam that will be published before the date of the exam.

Students asking and accepted for this type of evaluation, mentioned by the artículo 8 de la Normativa de Evaluación y de Calificación de los Estudiantes de la Universidad de Granada (aprobada en Consejo de Gobierno el 9 de noviembre de 2016), will have to ask officially for it during the two first weeks of the course, or during the two following weeks of his matriculation if this one has taken place after the two first weeks of the beginning of the course. The student will ask for this, given the electronic procedure, to the Department director, by explaining the reasons why he cannot follow the system of continuous evaluation.

The Department director, once he has read the request and heard to the responsible lecturers for the course, will solve the request in the term of ten working days. Once this elapsed time takes place, if the student has not received a written response, the request will be considered as accepted.

All related to the evaluation follows the article 8.2 de la Normativa de evaluación y calificación de los estudiantes vigente en la Universidad de Granada, that can be found on: [http://secretariageneral.ugr.es/bougr/pages/bougr112/doc/examenes/!](http://secretariageneral.ugr.es/bougr/pages/bougr112/doc/examenes/).

ADDITIONAL INFORMATION

For an adequate follow up of the work develop by the students, we will use the official web platform from the Universidad de Granada: <https://prado.ugr.es>

DESIGN FOR ALL: SPECIFIC NEEDS FOR EDUCATIONAL SUPPORT AT THE UNIOVERSITY OF GRANADA (NEAE):

Following the recommendations of CRUE and the Secretary of Inclusion and Diversity of the Universidad de Granada, the systems of acquisition and evaluation of competences collected within this teaching guide will apply following the principle of design for all individuals, facilitating the learning and the presentation of the knowledge given the needs and the functional diversity of students.

