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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Strategic Marketing | EMBA 560 | Fall | 3 + 0 | 3 | 9 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English | | |
| **Course Level** | Postgraduate | | |
| **Course Type** | Compulsory | | |
| **Course Coordinator** |  | | |
| **Instructors** |  | | |
| **Assistants** |  | | |
| **Goals** | This course presents the fundamentals of the marketing concept and considers the relationship between the marketing concept and its role within the organizational strategy. During the course a focus will be on discovering and developing a set of unique competencies for a firm/brand that, through strategic differentiation, leads to sustainable competitive advantage in the global marketplace. | | |
| **Content** | This course considers to develop skills in everything from strategy and product development to sales and promotion, besides innovative pricing subjects teaching how to utilize “big data” analysis to make smart decisions for profitable pricing strategies. The course combines analytical tools and creative methods used to examine marketing environments, understand consumer and organizational buying behavior, segment markets and position products, communicate marketing messages, manage brands and develop brand equity. | | |
| **Learning Outcomes** | | **Teaching Methods** | **Assessment Methods** |
| 1) Develop understanding about what is involved in making marketing decisions, including  product, price, promotion, and place decisions to create a marketing mix. | | 1,2,3 | A,B,C |
| 2) demonstrate deeper methodological knowledge necessary for gaining marketing and competitive intelligence | | 1,2,3 | A,B,C |
| 3) Develop strategic thinking in the context  of complex problems and challenges faced by the marketing executives and brand managers. | | 1,2,3 | A,B,C |
| 4) Develop ability to integrate the important societal dimensions of diversity, environmental concerns, ethics, and technological change into marketing thinking | | 1,2,3 | A,B,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Exam , B: Assignment, C: Student Presentations |

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| **COURSE CONTENT** | | |
| **Hours** | **Topics** | **Study Materials** |
| 0.5 | Introduction and course description |  |
| 2 | Evolution of marketing theories |  |
| 2.5 | Understanding the marketplace |  |
| 2 | Opportunity analysis  SWOT and value analysis |  |
| 2 | Consumer behavior |  |
| 2 | Segmentation, targeting and positioning |  |
| 2 | Marketing Strategy Formulation  Product decisions, PLC |  |
| 2 | Marketing Strategy Formulation  Pricing decisions |  |
| 2 | Marketing Strategy Formulation  Place, value chain and chain leadership |  |
| 2 | Marketing Strategy Formulation  Integrated marketing communication |  |
| 1 | Mid Term |  |
| 2 | Evolution of branding concept |  |
| 3 | Strategic Brand Management |  |
| 3 | Managing brands during crisis |  |
| 3 | Marketing ethics and responsible brand management |  |
| 3 | International Brand Management |  |
| 3 | Brand Management and Performance Measurement |  |
| 3 | STUDENT PRESENTATIONS |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | * Strategic Marketing Problems, 13/E Roger Kerin Robert Peterson - Pearson * Marketing Strategies: A Contemporary Approach, 2/E Ashok Ranchhod, Calin Gurau, - Pearson |
| **Additional Resources** | * Strategic Marketing David W. Cravens and Nigel F. Piercy   McGraw-Hill Higher Education   * Best Practice Cases in Branding, Strategic Brand Management, Kevin Lane Keller, |

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| **MATERIAL SHARING** | |
| **Documents** | Power point presentation related to all concepts discussed in the class. |
| **Assignments** | In groups of three conduct an marketing analysis for a brand (that needs approval from your instructor) and write a marketing plan including your analysis and own recommendations. |
| **Exams** | One midterm, one final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 30 |
| Assignment | 2 | 10 |
| Presentation | 1 | 20 |
| **Total** |  | **60** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Students should possess the sufficient knowledge, discipline and responsibility to be able to conduct independent study/ project/research and a comprehensive research and/or project report. |  | x |  |  |  |  |
| 2 | Students should be able to fulfill their responsibility in teams and projects in businesses as well as being able and capable to act as a leader. |  |  |  | X |  |  |
| 3 | Students should be able to design and plan projects to achieve organizational goals and objectives and/or improve organizational performance. |  |  |  |  | X |  |
| 4 | Students should be able to critically evaluate the body of knowledge in the fast changing global business administration arena and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing), assess self-competency, and direct self-learning efforts accordingly. |  |  | X |  |  |  |
| 5 | Students should understand the importance of life-long learning and self assessment to maintain their personal and professional development. |  |  | X |  |  |  |
| 6 | Students should understand that the rapidly-evolving dynamics of national and global environments requires flexible thinking, adaptability, and the ability to formulate innovative solutions to pursue a successful career. |  | X |  |  |  |  |
| 7 | Students should be able to effectively communicate in written or oral English with people from diverse backgrounds, and should have the English proficiency to follow and interpret the global dynamics that shape the business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  | X |  |  |  |  |
| 8 | Students should be able to clearly and effectively convey their knowledge, ideas, research, and conclusions supported with relevant data, in national/international interdisciplinary academic and professional settings in Turkish or in English. |  |  |  |  | X |  |
| 9 | Students should understand the importance of respect for individual and cultural diversity, and should be able to emphatically interact with individuals from diverse cultural backgrounds in social and professional settings. |  |  |  |  |  |  |
| 10 | Students should be able to effectively utilize computer, communication and information technologies commonly used in business administration and specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  |  |  | X |  |  |
| 11 | Students should understand the standards of personal, professional and social ethics, evaluate the ethical implications of various practices related to the area of business administration, and have awareness of the importance of ethical behavior in adding value to society. |  |  |  | X |  |  |
| 12 | Students should understand the personal, social and ecological dimensions of social responsibility and have the awareness that being socially responsible is an active citizenship duty of each and every individual. | X |  |  |  |  |  |
| 13 | Students should know that universality of social rights and social justice are the principle components of contemporary society and that scientific thinking in essential prerequisite for maintaining social advancement and global competitiveness. | X |  |  |  |  |  |
| 14 | Students should understand the importance of quality, safety and health management, corporate social responsibility, personal, professional and cross-cultural respect and professional ethics in maintaining organizational sustainability. | X |  |  |  |  |  |
| 15 | Students should possess the essential body of knowledge in the area of business administration and the specialized areas (management and organization, accounting and finance, information technology, operations management and marketing); including the state-of-the-art concepts, theories and models, historical evolution of the discipline, the scientific methodology in general, and the research tools and techniques utilized in their discipline, in particular. Students should know how to access, select and effectively utilize sources of knowledge in the business administration area for further development. |  |  |  |  | X |  |
| 16 | Students should grasp core theories and concepts in the academic disciplines closely related with business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing); such as law and economics, and understand the global dynamics that shape their discipline. |  |  | X |  |  |  |
| 17 | Students should be able to think critically, utilize conceptual and applied knowledge in the area of business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing) to analyze an organizational environment, understand organizational processes, identify relationships among system components, diagnose underlying problems and make recommendations. |  |  |  | X |  |  |
| 18 | Students should be able to use the concepts, theories and methodologies of the area of business administration in order to employ the appropriate tools and techniques to collect and analyze quantitative and qualitative data, interpret results, draw inferences and propose solutions. |  |  |  |  | X |  |
| 19 | Students should understand the interdependency and interrelationship among disciplines, be able to relate and synthesize knowledge from diverse disciplines and draw novel conclusions. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Hours for off-the-classroom study (Including the exam week: 16x Total course hours) | 16 | 10 | 160 |
| Projects | 10 | 8 | 80 |
| **Total Work Load** |  |  | 240 |
| **Total Work Load / 25 (h)** |  |  | 9,6 |
| **ECTS Credit of the Course** |  |  | 9 |