



MINISTRY OF SCIENCE AND

HIGHER EDUCATION OF RUSSIAN

FEDERATION

Federal state autonomous educational institution of higher education

**Far Eastern Federal University
(FEFU)**

SCHOOL OF ECONOMICS AND MANAGEMENT

APPROVED by

APPROVED by

Head of Marketing, Commerce and Logistics
Department

Academic Program Director

_____ Sokolova D.A.

(signature) (surname and initials)

«06» June 2018г.

_____ Romanova I.M.

(signature) (surname and initials)

«06» June 2018г.

COURSE SYLLABUS

“International Marketing Management” (Маркетинговое управление)

Field of training: 38.04.02 Management

Master’s Degree Program "International business and project management"

Mode of study: full-time

Year 2 semester 3

Lectures 12 h.

Practice studies 24 h.

including using MAO lek . 0 / pr . 12 / lab . 0 hour.

total in-class workload 36 (h.)

total including using MAO. 12

independent study 72 (h.)

including the preparation for the exam 36 hour.

term papers (number) - not provided

pass/fail _____ semester

exam 3 semester

Syllabus prepared in accordance with the regulations of the educational standard, independently established by FEFU, approved by order of the rector of 07.07.2015, No. 12-13-1282.

The course syllabus has been discussed at the Management Department meeting, Protocol № 9, «06» June 2018г.

Head of the Marketing, Commerce and Logistics Department - I.M Romanova

Author: A. A. Napalkova, Cand.of Economic Science, Associate Professor

Back side of cover page of the syllabus

I. Syllabus revised at the meeting of the chair:

« _____ » _____ 20____, record № _____

Head of Department of Marketing, commerce and logistics _____ IM Romanova

II. Syllabus revised at the meeting of the department:

« _____ » _____ 20____, record № _____

Head of Department of Marketing, commerce and logistics _____ IM Romanova

ABSTRACT

Master's degree in 38.04.02 Management

Master's Program “*International Business and Project Management*”

Course title: Marketing Management (*Маркетинговое управление*)

Variable part of Block, _3_credits

Instructor: Associate Professor, Cand. of Economic science *Napalkova A.A.*

At the beginning of the course a student should be able to:

- ability to use the basics of economic knowledge in various fields of activity;
- ability to design organizational structures to participate in the development of strategies for the management of human resources organizations to plan and implement activities, allocate and delegate powers subject to personal liability for the activities to be performed;
- the ability to assess the economic and social conditions for doing business, identify new market opportunities and form new business models.

Learning outcomes:

Professional competence

- ability to analyze and shape the entrepreneurial orientation of the organization (PC-4);
- ability to use quantitative and qualitative methods for applied research and business process management, to prepare analytical materials on the results of their application (PC-8);
- master of economic methods and strategic analysis of the economic agents behavior and markets in the global environment (PC-9);

Course description: The content covers the following issues: introduction to marketing management, marketing plan, strategic marketing, environmental influences and environmental analysis, SWOT-analysis, customer relationship marketing, creating and capturing customer value, segmentation strategies, target markets, marketing metrics, identifies the 4-7 Ps of marketing-mix, digital marketing, etc.

Particular attention is paid to the adoption of marketing decisions at the corporate level, incl. study portfolio strategies, intensive growth strategies, integrative strategies, diversification strategies, competitive strategies.

A key element of the course is an understanding of the principles of marketing management. Students will perform both individual and group tasks based on practical situations, which are developed on the specifics of the activities of regional companies and companies in the Asia-Pacific Region.

"Marketing Management" course is read in English.

Main course literature:

1. Spotts Harlan E. Creating and Delivering Value in Marketing [Electronic resource] / Harlan E. Spotts. - Springer International Publishing, 2015 – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:859390&theme=FEFU>

2. Rackley Jerry Marketing Analytics Roadmap [Electronic resource] / Jerry Rackley. - Apress, 2015. 2015 – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:861385&theme=FEFU>

3. Kleinaltenkamp, M., Plinke W., Geiger I. Business Relationship Management and Marketing: Mastering Business Markets. - Publisher Springer - Verlag Berlin Heidelberg, 2015. – 338p. – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:850405&theme=FEFU>,

4. Minazzi Roberta. Social Media Marketing in Tourism and Hospitality [Electronic resource] / Springer International Publishing, 2015. - Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:854864&theme=FEFU>

5. Hintze Stephanie .Value Chain Marketing [Electronic resource] / Springer International Publishing, 2015 - Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:858479&theme=FEFU>

Form of final knowledge control: exam

Annotation for the training work program of the course

«Marketing Management»

The "Marketing management" course's training work program is designed for Master degree students by the Management program's code 38.04.02, master's program "International business and project management"

The "Marketing management" course is a part of the core disciplines of professional cycle. The variation part of the Discipline (modules).

The total intensity of the course is 3 credit units & 108 hours. The curriculum provides lectures (12 hours) and practical classes (24 hours, including methods of active learning – 12 hours), an independent student work (72 hours, including 36 hours to prepare for the exam). The course is implemented for the second year students in the third semester.

The "Marketing management " course is based on the knowledge, skills and abilities gained from the study of disciplines such as "Managarial Economics", "Project Management", "Research methods", "Econometrics" and it allows to prepare students for the Research Project, Pre-graduation internship.

The content covers the following issues: introduction to marketing management, marketing plan, strategic marketing, SWOT-analysis, customer relationship marketing, creating and capturing customer value, the role of market research in the marketing management, consumer markets and consumer buyer behaviour, marketing research process, research design and research projects, methods of qualitative and quantitative research, market segmentation, segmentation strategies, target markets, audit of marketing metrics, identifies the 5 Ps of marketing-mix, digital marketing, etc.

The course objectives. The purpose of the course is to provide the students with the basic concepts of marketing management, strategic marketing concepts and strategic marketing tools and to form students' marketing mindset which aims to manage the value proposition of the company on the basis of understanding the

necessity of partnership relations development with stakeholders, which leads to the increase of the company's business capitalization.

Objectives of the discipline:

- to prepare students for the independent decision-making, development of a product according to the inquiries of consumers;
- to examine and evaluate the marketing theories and concepts within the context of management and operations of business;
- to analyze the relationships between consumers, practitioners, and policy makers of services/products;
- to evaluate the impacts of social, economic, political, cultural, and other areas on companies;
- to identify marketing problems of business, and apply marketing knowledge and skills to solve the problems
- to organize and analyze related numerical and graphical data, and translate them into business information
- to apply the framework to effectively analyze, strategize and act on key concepts to build strong relationships with customers.
- the acquisition of skills to develop marketing plan.

At the beginning of the course a student should be able to:

- ability to use the basics of economic knowledge in various fields of activity;
- ability to design organizational structures to participate in the development of strategies for the management of human resources organizations to plan and implement activities, allocate and delegate powers subject to personal liability for the activities to be performed;
- use of various methods of conflict resolution in the design of interpersonal, group and organizational communications based on modern technologies of personnel management, including, in a cross-cultural environment;

As a result of studying this discipline, students form the following professional competencies:

Competency code and statement	Competency development stages	
PC-4 ability to analyze and shape the entrepreneurial orientation of the organization (competence is formed in part)	know	<ul style="list-style-type: none"> - The essence of the marketing management concepts - Business unit strategic planning - Marketing strategies - Nature and contents of a marketing plan
	able to do	<ul style="list-style-type: none"> - Develop marketing plan - Explain the steps involved in the business strategy planning process
	possess	<ul style="list-style-type: none"> - Methods to identify the key elements of a customer-drive marketing strategy and discuss the marketing management orientations that guide marketing strategy. - Approach to developing marketing plan and formulation marketing strategies
PC-8 - ability to use quantitative and qualitative methods for applied research and business process management, to prepare analytical materials on the results of their application (competence is formed in part)	know	<ul style="list-style-type: none"> - The technology trendwatching - Marketing metrics and Key Performance Indicators (KPIs)
	able to do	<ul style="list-style-type: none"> - Highlight market trends based on trend-matching technology and apply data for planning an enterprise strategy; - Analyze the impact of global forces and macro factors in the company's activities; - Determine how to respond to the marketing environment and find ways to improve the competitiveness of the enterprise
	possess	<ul style="list-style-type: none"> - An approach to the study of the influence of environmental factors on the activity of the enterprises and trends; - Tools for analyzing market development trends, determining market development prospects for making management decisions
PC-9 - master of economic methods and strategic analysis of the economic agents behavior and markets in the global environment (competence is formed in part)	know	<ul style="list-style-type: none"> - Strategic analysis methods; - Approach to creating and capturing customer value; - The process of evaluating market segments; - Modern technologies of developing and promotion products; - The concept of positioning for competitive advantage - Marketing strategies at the instrumental level
	able to do	<ul style="list-style-type: none"> - Outline the major characteristics affecting consumer behavior - To explain market segmentation and identify segments and target markets; - To create long-term loyalty relationships
	possess	<ul style="list-style-type: none"> - Methods for market segmentation - Discuss choosing and implementing a positioning strategy - Develop major marketing decisions

The following methods of active/ interactive learning are used for the formation of the above competencies within the discipline "Marketing

management": business game, brainstorming, analysis of specific educational situations (case method), seminar-discussion.

I. STRUCTURE AND CONTENTS OF COURSE THEORETICAL PART

Topic 1. Introduction to Marketing management (4 hours)

Introduction to marketing management. Concepts of marketing management. Environmental influences and environmental analysis. Benchmarking and competitive analysis. Porter's Five Forces Model. SWOT-analysis. Marketing management on the corporate level: general strategies, growth strategies, competitive strategies. Strategic formulation: marketing plan. Relationship marketing and marketing strategy: build customer relationships. Customer relationship marketing. Creating and capturing customer value. Creating long-term loyalty relationships. Consumer markets and consumer buyer behavior. Markets and business buyer behaviour. Building customer value. Sustainable marketing: Social responsibility and ethics.

Topic 2. Strategic marketing: Segmentation, Targeting and Positioning (4 hours)

Marketing management on the functional level. Managing marketing information to gain customer insight. Research design. Qualitative and quantitative research: methods and analysis. Developing marketing strategies for businesses on the functional level. Market segmentation. Segmentation Strategies. Target markets. Customer driven marketing strategy: creating value for target customers. Positioning strategy. Marketing metrics and key performance indicators (KPIs)

Topic 3. Operational marketing: Marketing Mix (4 hours)

Marketing management on the instrumental level. Identifies the 5 - 7 Ps of marketing-mix. Developing the marketing mix. Products, services, and brands: building customer value. New product development and product life-cycle

strategies. Pricing: understanding and capturing customer value. Marketing channels: delivering customer value. Communicating customer value: integrated marketing communications strategy. Digital marketing and application of digital marketing tools in communication strategy.

II. STRUCTURE AND CONTENTS OF THE COURSE PRACTICAL PART

Practical training (24 hours, including 12 hours using active learning methods)

Seminar 1. Developing marketing strategies (4 hours)

1. Company and marketing strategy: partnering to build customer relationships.
2. Sustainable marketing: Social responsibility and ethics.
3. Marketing plan
4. Strategic marketing
5. Defining a company's mission and setting goals and objectives
6. Business portfolios and growth strategies
7. Marketing Program

Seminar 2. Environmental, strategic analysis and competitive strategies (4 hours)

Active / interactive learning method - seminar-discussion method – 4 hours

1. The marketing environment
2. Environmental analysis as a strategic tool
3. PESTLE and STEP analysis
4. Market trends based on trend-matching technology
5. Analyze the impact of global forces and macro factors on the company's activities
6. Competitive forces and competitive analysis
7. Benchmarking analysis.
8. Porter's Five Forces Model.

9. SWOT-analysis
10. Competitive strategies

Seminar 3. Consumer markets and creating customer value (4 hours)

Active / interactive learning method – mind mapping – 2 hours

1. Customer insights
2. Consumer buying decision process and consumer journey map
3. Determinants of customer-perceived value
4. Creating and capturing customer value
5. Social Media for consumer brand engagement
6. Creating long-term loyalty relationships
7. Business markets and business buyer behavior
8. Characteristics of transactions with business customers.

Seminar 4. Target market, segmentation and segments evaluation (4 hours),

Active / interactive learning method – case-study method – 4 hours

1. Analyzing consumer markets.
2. Identifying market segments and targets segments
3. Variables for segmenting consumer markets
4. Targeting strategy through market segmentation
5. Positioning strategies
6. Customer driven marketing strategy: creating value for target customers.

Seminar 5. Marketing – mix program (4 hours)

Active / interactive learning method – business-game – 2 hours

1. Definition of the 5 – 7 Ps of marketing mix.
2. Developing the marketing mix program.
3. Marketing Metrics
4. Key Performance Indicators (KPIs)
5. Methods of creating the marketing budget

6. Marketing departments: organization, tools & responsibilities

Seminar 6. Developing marketing strategies on the instrumental level

(4 hours)

1. Products, services, and brands: building customer value.
2. New product development and product life-cycle strategies.
3. Pricing: understanding and capturing customer value.
4. Marketing channel system and value network
5. Multichannel and Omnichannel marketing
6. Marketing channels: delivering customer value.
7. Communicating customer value: integrated marketing communications strategy.
8. Determining promotion, including sales, advertising and public relations, and other communication strategies
9. Personal communications: direct and interactive marketing,
10. Digital marketing.

III. TRAINING AND METHODOLOGICAL SUPPORT INDEPENDENT WORK OF TRAINEES

Educational-methodical maintenance of independent work of "Marketing Management" in the discipline of students is presented in Appendix 1 and includes:

- Schedule for implementation of independent work on the subject, including the approximate time standards for performance on each task;
- Description of tasks for independent work of students and methodical recommendations for their implementation;
- Requirements for the presentation and registration of results of independent work;
- Criteria for assessing the performance of individual work.

IV. COURSE GOALS ACHIEVEMENT CONTROL

Controlled areas / disciplines threads	Codes and stages of competence			Evaluation tools	
				current control	intern control
Topic 1	PC-4	knows	<ul style="list-style-type: none"> - The essence of the marketing management concepts - Business unit strategic planning - Marketing strategies - Nature and contents of a marketing plan 	Colloquium (UO-2), Report (UO-3)	Questions offset № 1-15
		able to do	<ul style="list-style-type: none"> - Develop marketing plan - Explain the steps involved in the business strategy planning process 	Project (PR-9)	
		possesses	<ul style="list-style-type: none"> - Methods to identify the key elements of a customer-drive marketing strategy and discuss the marketing management orientations that guide marketing strategy. - Approach to developing marketing plan and formulation marketing strategies 	Case problems (PR -11)	
Topic 2	PC-8	know	<ul style="list-style-type: none"> - The technology trendwatching - Marketing metrics and Key Performance Indicators (KPIs) 	Colloquium (UO -2)	
		able to do	<ul style="list-style-type: none"> - Highlight market trends based on trend-matching technology and apply data for planning an enterprise strategy; - Analyze the impact of global forces and macro factors in the company's activities; - Determine how to respond to the marketing environment and find ways to improve the competitiveness of the enterprise 	Project (PR -9)	
		possesses	<ul style="list-style-type: none"> - An approach to the study of the influence of environmental factors on the activity of the enterprises and trends; - Tools for analyzing market development trends, determining market development prospects for making management decisions 	Case problems (PR -11)	
Topic 1,3	PC-9	knows	<ul style="list-style-type: none"> - Strategic analysis methods; - Approach to creating and capturing customer value; - The process of evaluating market segments; - Modern technologies of developing and promotion products; - The concept of positioning for competitive advantage - Marketing strategies at the instrumental level 	Colloquium (UO -2)	Questions offset № 16-30

		able to do	<ul style="list-style-type: none"> - Outline the major characteristics affecting consumer behavior - To explain market segmentation and identify segments and target markets; - To create long-term loyalty relationships 	Project (PR -9)	
		possesses	<ul style="list-style-type: none"> - Methods for market segmentation - Discuss choosing and implementing a positioning strategy - Develop major marketing decisions 	Case problems (PR -11)	

Typical control tasks, teaching materials, defining the knowledge assessment procedures, skills and (or) experience activities, as well as criteria and indicators necessary for assessing the knowledge, skills and characterize the stages of of forming competences in the process of mastering the educational program are presented in Appendix 2.

IV. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODOLOGICAL SUPPORT OF DISCIPLINE

Main Literature

(electronic and printed publications)

1. Spotts Harlan E. Creating and Delivering Value in Marketing [Electronic resource] / Harlan E. Spotts. - Springer International Publishing, 2015 – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:859390&theme=FEFU>
2. Rackley Jerry Marketing Analytics Roadmap [Electronic resource] / Jerry Rackley. - Apress, 2015. 2015 – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:861385&theme=FEFU>
3. Kleinaltenkamp, M., Plinke W., Geiger I. Business Relationship Management and Marketing: Mastering Business Markets. - Publisher Springer - Verlag Berlin Heidelberg, 2015. – 338p. – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:850405&theme=FEFU>,
4. Minazzi Roberta. Social Media Marketing in Tourism and Hospitality [Electronic resource] / Springer International Publishing, 2015. - Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:854864&theme=FEFU>

5. Hintze Stephanie .Value Chain Marketing [Electronic resource] / Springer International Publishing, 2015 - Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:858479&theme=FEFU>

Additional Literature

(electronic and printed publications)

1. Analiticheskij marketing: chto dolzhen znat' marketingovyj analitik/ T.N. Ryzhikova [Analytical Marketing: What should know Marketing Analyst]. – Moscow: SIC INFRA-M, 2014. - 288 p. (rus) — Access: <http://znanium.com/catalog.php?bookinfo=424027>

2. Fred R. D. Strategic management: Concepts and cases / Fred R. David. - New Jersey: Pearson Education, 2005. - 432 p. 10th ed. <http://lib.dvfu.ru:8080/lib/item?id=chamo:234491&theme=FEFU>

3. International marketing and business: a textbook [Mezhdunarodnyy marketing i biznes: uchebnik] / N.K. Moiseeva. - M.: Infra-M, 2015. - 271s. Access mode - URL: <http://lib.dvfu.ru:8080/lib/item?id=chamo:794684&theme=FEFU>

4. Kotler Ph. Principles of marketing / Philip Kotler, Gary Armstrong. – 13th ed - New Jersey: Prentice Hall, 2010. – 613p. – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:292758&theme=FEFU>

5. Kotler Ph. Principles of marketing / Philip Kotler, Gary Armstrong. / Philip Kotler, Gary Armstrong. – New Jersey: Prentice Hall, 2008. – 599p. – Access: <http://lib.dvfu.ru:8080/lib/item?id=chamo:292793&theme=FEFU>

6. Michael R. Solomon Consumer Behavior: Buying, Having, and Being / 11th ed. New York: Pearson, 2009. – 608 p. Access - URL: https://www.researchgate.net/publication/280824090_Consumer_Behavior_Buying_Having_and_Being_8th_ed20091Michael_R_Solomon_Consumer_Behavior_Buying_Having_and_Being_8th_ed_Upper_Saddle_River_NJ_Pearson_Education_2009_ISBN_-13_978-0-13-515336-9_-10_0-13

7. Mezhdunarodnyy marketing: uchebnik dlya bakalavrov [International marketing: a textbook for bachelors] / N. A. Nagapetiyants, E. V. Isaenko, O. N. Romanenkova and others; by ed. N. A. Nagapetians. M.: Financial University

under the Government of the Russian Federation., 2015 - 291c. (rus) — Access Mode - URL: <http://lib.dvfu.ru:8080/lib/item?id=chamo:807445&theme=FEFU>

8. Marketing research: Textbook / BE Tokarev. - 2-e ed.. and ext. - M.: Master: INFRA-M, 2013. - 512 p. Access - URL: <http://znanium.com/catalog.php?bookinfo=255787>

9. Menedzhment, oriyentirovanny na rynek: uchebnik [Market-oriented management: textbook] / Jean-Jacques Lambin, Ruben Chumpitas, Isabelle Shuling; [trans. from English I.I. Malkova]. St. Petersburg, St. Petersburg, 2011. - 718s. Access Mode - URL: <http://lib.dvfu.ru:8080/lib/item?id=chamo:359058&theme=FEFU>

10. Management Marketing. Leadership. Best for 2015: Reference book - M.: Alpina Publisher, 2017. - 212 p.: 60x90 1/16. - (Harvard Business Review top 10 articles) - Access mode: <http://znanium.com/catalog/product/1002609>

The list of resource information and telecommunication network

"Internet"

1. The World Trade Organization (World Trade Organization). URL: <http://www.wto.org/>
2. The World Bank (World Bank). URL: <http://www.worldbank.org/>
3. Reports of market research: MARKET RESEARCH REPORTS. URL: <http://www.euromonitor.com/>
4. The UNESCO Institute for Statistics: The UNESCO Institute for Statistics. URL: <http://uis.unesco.org/>
6. News reports and research company Nielsen: News and reports of The Nielsen Company. URL: <http://www.nielsen.com/eu/en.html>
7. Business Resources: EBSCO Information Services: Business Source Ultimate. URL: <https://www.ebscohost.com/academic/business-source-ultimate>
8. Marketing Research and Information Systems: Marketing Research and Information Systems. URL: <http://www.fao.org/docrep/w3241e/w3241e00.htm#Contents>

List of information technology and software

Software: Microsoft Word, Microsoft Excel, Microsoft PowerPoint

VI. GUIDELINES FOR THE DEVELOPMENT OF DISCIPLINE

The implementation of the "Marketing Management" course provides the following types of academic work: lectures, practical exercises, independent work of students, current control and intermediate control.

Studying the course "Marketing Management" implies a rating system for assessing students' knowledge and provides for the teacher's part to monitor student's attendance of lectures, preparation and implementation of all practical exercises with the mandatory submission of a report on work, performance of all types of independent work.

Intermediate control of the "Marketing Management" course is an exam, which is conducted in the form of an oral form.

During the academic semester, students need to:

- master the theoretical material (20 points);
- successfully complete classroom and control tasks (50 points);
- timely and successfully perform all types of independent work (30 points).

The student must complete all tasks and all types of current control and independent work provided by the curriculum.

Evaluation criteria for the discipline "Marketing Management" at the exam are as follows: 86-100 points - "excellent", 76-85 points - "good", 61-75 points - "satisfactory", 60 or less points - "unsatisfactory".

Recalculation of points for current control and independent work is made according to the formula:

$$P(n) = \sum_{i=1}^m \left[\frac{O_i}{O_i^{max}} \times \frac{k_i}{W} \right],$$

where: $W = \sum_{i=1}^n k_i^n$ for the current rating;

$W = \sum_{i=1}^m k_i^n$ for the final rating;

$P(n)$ - student rating;

m is the total number of control measures;

n is the number of control measures taken;

O_i - score obtained by a student at the i -th control event;

O_i^{max} - the maximum student score for the i -th control event;

k_i is the weight coefficient of the i -th control measure;

k_i^n is the weight coefficient of the i -th control measure, if it is the main one, or 0, if it is optional.

Recommendations for planning and organizing time allotted for the study of the course

The best option for planning and organizing the student time needed to study the discipline is the steady distribution of the academic load, i.e. systematic acquaintance with theoretical material at lectures and consolidation of the knowledge gained in the preparation and implementation of practical tasks and tasks provided for independent work of students.

Preparation for the implementation of practical tasks should be carried out in advance to be able to consult with the teacher on emerging issues. In the case of skipping classes, you must provide a written development of the skipped class.

Independent work should be performed according to the schedule and requirements proposed by the teacher.

Algorithm for learning course

On the first lesson, "Marketing Management " students need to provide the following information:

1) issue a rating plan for the development of the course and explain the peculiarities of doing the rating system of knowledge development discipline

2) to list the basic and additional educational literature, a list of the network "Internet" resources;

3) issue a schedule perform independent work on discipline;

4) the consultation on the subject.

Learning discipline involves lectures, fastening material on a practical training in the forms of the colloquium, presentations, reports, tests, essays, project execution and compiling mind maps (Mind Maps). Construction of Mind Maps is recommended to improve the effectiveness of training and systematization of knowledge in marketing research for developing skills in working with publications.

Students are advised to prepare for the next circuit of seminars:

1. Study the issues for discussion;

2. Read the basic and additional literature recommended by the studied section;

3. Respond to the questions the plan of seminars;

4. Run your homework;

5. Study the test items and tasks;

6. Difficulties to formulate questions to the teacher.

The seminars can be held in the form of talks with all groups of students or individual students. This type of workshop is called a colloquium (interview). Colloquia are held on specific matters of discipline. From the seminar Colloquium it differs primarily by the fact that, during this session, can be interviewed all the students, or a significant part of a group of students.

During the colloquium, students found out the degree of assimilation of concepts and terms on the most important topics the students the ability to apply this knowledge to solve specific practical problems. Usually, Colloquiums are held on topics which are not scheduled seminars.

Proper organization of independent training sessions, their systematic, purposeful planning of working time allows students to develop skills in learning

and systematization of the acquired knowledge, to provide a high level of performance during training, receive professional development skills.

Tasks of the teacher for the planning and organization of independent work of the student:

1. Preparation of student independent work plan for the discipline.
2. The development and issuance of tasks for independent work.
3. Training of students' independent work methods.
4. The consultation on the implementation of tasks (oral instruction, written instruction).
5. Control of the progress and the result of independent work of the student.

Independent work performed by the students for organizing and conducting marketing research, allows to deepen and consolidate the knowledge acquired in the process of learning not only special subjects, disciplines and general professional training cycle.

Perform independent work includes:

- Systematization, consolidation, expansion of specialized knowledge and their active use in solving specific marketing objectives;
- The development of skills of independent creativity of students, mastery of technique research and experimentation in the solution developed in independent work problems and issues.

The proposed theme of independent work covers the whole range of issues, revealing the contents of the process of organizing and conducting market research.

Independent work of students is as follows:

1. Preparation for practical classes - repetition of lecture material, reading textbooks and special literature on the recommended plan of practical classes.
2. Preparation of essays and glossary for one of the proposed topics.
3. Work with Russian and foreign databases to gather the necessary information.

4. Collection of secondary data to work on projects and prepare for the games business.

5. Conducting field research in carrying out project tasks.

6. Preparation for the offset.

Any form of independent work of students (preparation for seminars, writing essays, report, etc.) begins with a study of the relevant literature in the library, and using the electronic database library. For each topic of the discipline chosen primary and secondary literature.

Independent work can be done individually or in groups of students depending on the purpose, scope, specific theme of independent work, the level of complexity, skill level of students.

Monitoring of progress made in accordance with the rating system of students' knowledge evaluation. Intermediate control (offset) is carried out in the form of an interview.

VII. MATERIAL AND TECHNICAL PROVISION OF DISCIPLINE

To ensure discipline has all the necessary material and technical resources for the implementation of the educational process on discipline: the audience, projector, multimedia equipment, Internet, furniture, professional library.



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
Far Eastern Federal University (FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

**TRAINING AND METHODOLOGICAL SUPPORT
INDEPENDENT WORK OF TRAINEES**

in the course “Marketing Management” (Маркетинговое управление)

Field of training: 38.04.02 Management

Master’s Degree Program “International Business and Project Management”

Mode of Study: full-time

Vladivostok

2018

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Schedule execution of independent work on discipline

№	Date / deadlines 2nd year (18 weeks)	Type of independent work	Estimated time to complete rules	Form of control
1	1, 2, 3, 4 weeks	Preparation for the practical training. Students are given a list of topics of questions and / or independent work.	8	Project preparation in the form of a presentation on the protection lab OL-9 Colloquium VQ-2
2	5, 6, 7, 8 weeks	Preparation for practical classes, independent decision tasks Students carried out the search and collection of material corresponding to a given category of information sources.	8	Protection of individual job lab OL-9
3	9, 10, 11, 12 weeks	Protection for the development of Mind-Map project	8	Project preparation in the form of a presentation on the protection lab OL-9 - Colloquium VQ-2
4	13, 14, 15,16 weeks	Preparation for practical classes, independent decision tasks Competitive Market Analysis Preparation of an essay	6	Preparation of individual creative task (project) OL-9 Essay
5	17, 18 weeks	Preparation for practical classes, independent decision tasks	6	Project preparation in the form of a presentation on the protection lab OL-9 Colloquium VQ-2
6	Examination session	Preparing to set off	36	Exam
7	Total		72	

Characteristics of tasks for independent work of students and guidelines for their implementation

Tasks for self-fulfillment:

- 1) Implementation of the project within the framework of situational tasks in the form of case problem (MAO).
- 2) Implementation of individual creative tasks.
- 3) Develop Mind-maps on a topic suggested by the teacher or the student independently selected and agreed with the teacher.
- 4) Prepare an essay.

Current students' independent work is aimed at deepening and reinforcement of knowledge of the student, practical skills development. She is working with theoretical material, search and review of the literature and electronic sources of information on a given exchange rate issue, ahead of independent work in the study made by an independent elaboration, preparation for practical training, preparation for tests, offset.

Active learning methods (MAO) are 12 hours and include the implementation of situational tasks (project) in the form of case studies, the development of a smart card. "Case study" method promotes students' independent thinking, the ability to listen to and take into account alternative point of view to express their arguments. With this method, students have the opportunity to prove and improve the analytical and evaluative skills, learn how to work as a team to find the most efficient solution to the problem.

Analyzing the case, the students actually get your hands on a complete solution that can be applied in similar circumstances. The increase in the "baggage" of the student analyzed cases, increases the probability of use of the finished circuit solutions to the current situation, forms-solving skills of more serious problems.

The decision of the case should take place in five stages:

- The first stage - familiarity with the situation and its peculiarities.
- The second stage - the allocation of the main problems (major problems), the allocation factors and personalities that can really affect.
- The third stage - the proposal for the concepts or "brainstorming."
- The fourth stage - analysis of the effects of the adoption of a decision.
- The fifth stage - the decision of the case - offer one or more options (sequence), an indication of the possible occurrence of problems, the mechanisms of their prevention and solution.

Analysis of the cases can be both specialized and comprehensive. Specialized analysis should be focused on a particular issue or problem. A comprehensive (detailed) analysis implies a deep dive into the key issues of the case.

Analysis after game. Held as possible for each player, as well as the overall analysis for all groups and at the end of the game. The purpose of this analysis is the conclusion of each player on reflection possible inclusion in the game, the availability and quality of their actions in the game, such as self-determination in the game.

Mind-mapping

A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall.

A mind map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. A mind map can turn a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things.

A mind map can be used as a simplified content management system (CMS). It allows you to store all your data in a centralized location to stay organized. With the various mind mapping software programs out today, you can attach files to different branches for even more flexibility. You can also change to various different views in order to find one that suits you best.

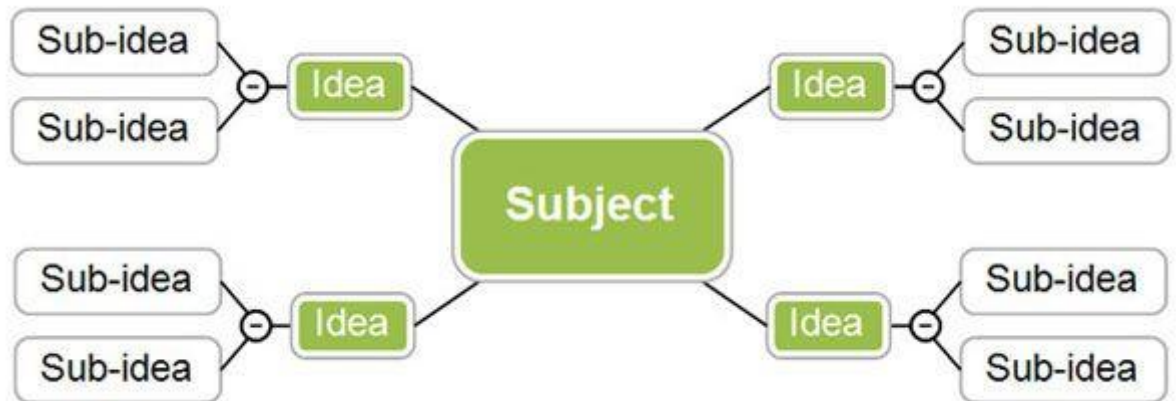
Mind-mapping will be issued a teacher creative team of students from several people or individually. The theme appears one of the areas of marketing research. Perform tasks related to students' independent work and estimated 10 points. As objects of Mind maps are the levels and topics (subject areas) declared for the research topic selected for the research in domestic and foreign databases Science Citation: Scopus ([http:// www. sciencedirect.com](http://www.sciencedirect.com)), Web of Knowledge.

Search results are issued in the form of a table in which the following data for publication must be present:

- Bibliographic data on publications (author, title of article, journal, year, number of pages)

- Abstract in English
- Keyword List
- Reference to the publication of the text

Final results of the search contained in the table, are analyzed in the context of countries and years with an additional service Scopus and presented in the form of two additional tables



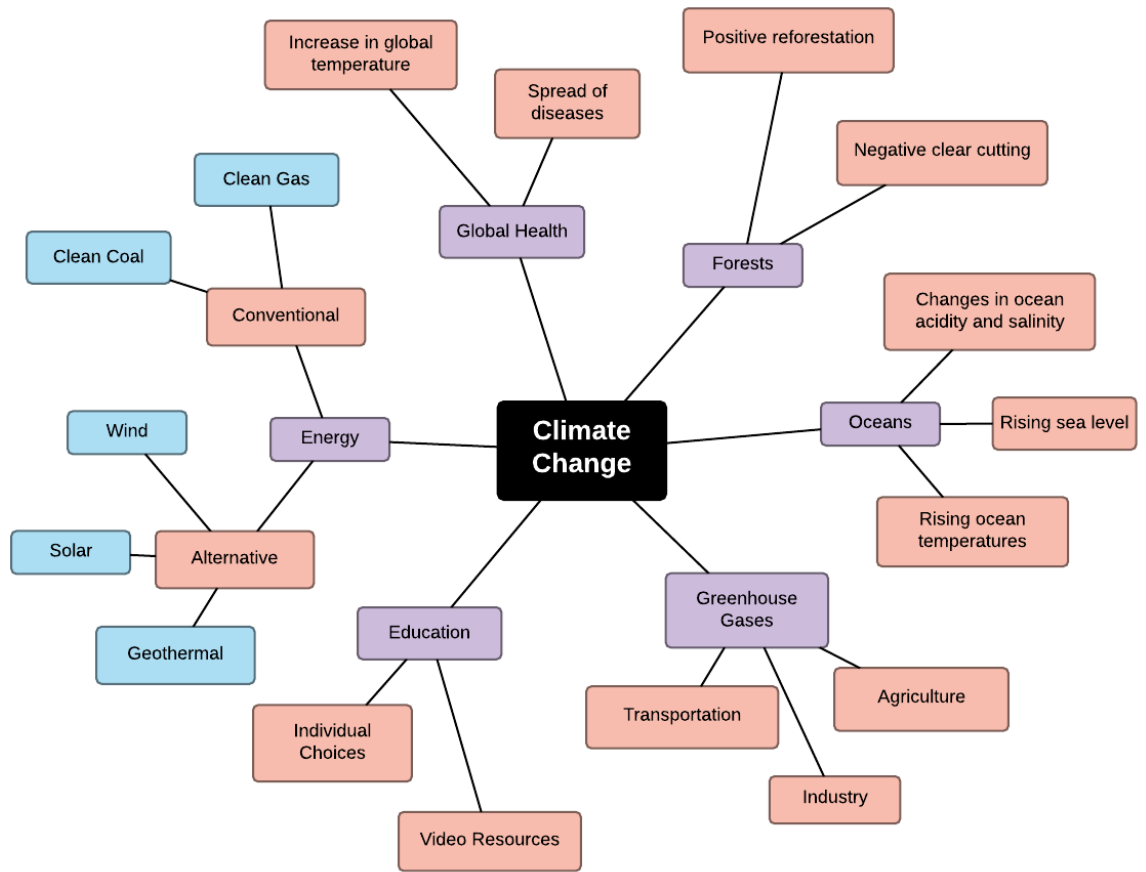
Algorithm of mind-mapping

The technique of building mind cards:

- Technique of structuring information in a visual form.
- Reflection of connections (semantic, associative, cause-effect, etc.) between concepts, parts of an object or structural elements of the text.
- There are no strict rules for building mind maps, therefore, there are no wrong maps.

Building a mind map

- Select the main semantic unit in the form of a keyword or phrase (subject).
- Select the semantic units (categories of information) associated with the keyword.
- Specify categories by opinions and facts that are contained in the information being mastered.



Climate Change Mind Map Template

The final search results contained in the table are analyzed by countries and years with the help of the additional service Scopus and are presented in the form of two additional tables

Author	Title	Year	Source title	Volume	Issue	Page start	Page end	link	Abstract
1. Keywords									
2. Keywords									

The main-card themes for the course "Marketing Management":

1. The strategic planning process
2. Competitive strategies
3. Model competition M. Porter
4. Growth strategies
5. Basic strategies
6. Marketing program
7. Assortment policy of the company
8. Price strategies of the company
9. Product Promotion

10. The role of marketing services in the management of the company

Preparation of an essay on the proposed topics

All essays are carried out based on the study of various literary sources, articles and monographs, official publications. During the presentation of the material the student should make reference to literary sources. Links should be subscript. When writing an essay the student must make extensive use of periodicals. References to the essay should contain at least 6-8 sources. Volume up to 7 pages, font - Times New Roman - 12 pt, single spaced. Design work must comply with the requirements set out in the methodological guidelines for the design of control, course, degree works and essays.

The essay should be reflected as follows:

- The starting idea, a problem in the inner world of the author, related to a particular topic. Writing the essay provides a critical review of existing literature on the topic.

- present an arguable one - two main theses.

- Conclusion.

The volume of essays should not exceed 7 pages of text (but not less than 5).

Evaluation Criteria (Written Form)

4-5 points – the answer reflects deep and systematic knowledge of a program question structure, a basic content and lecture course novations in comparison with a teaching literature. The student easily shows an excellent ability of conceptual, scientific and terminology language using in a given scientific unit. There is the knowledge of a basic and additional recommended literature. The answer is correct and logical.

3-4 points – there is the knowledge of the main program problems and a basic literature content; there is the ability of a conceptual terminology using in the process of basic problem analysis under the theme's framework; there is the knowledge of the most important works in the given references. In general the answer is logically correct, but not accurate and argumentative enough.

2-3 points – there is fragmentary knowledge of the most important program units and lecture course content; there are the difficulties with scientific terminology language using; there is the lack of recommended literature knowledge; there are some difficulties with program tasks implementation; there are the attempts of a coherently and logical answer giving.

0-1 points – there is the lack of knowledge or fragmentary knowledge of the problem under a program framework; there is the disability of conceptual and terminology language using; no logics in the answer.

Quantitative criteria for evaluation for all kinds of study (written / oral reports, answer, essays, presentations):

Excellent – student has excellent mark if he or she has expressed his/her opinion about the problem, cited arguments for it and identified problem context and components. There also should be used information of Russian and foreign literature, statistical data, legal documents. The student knows and has the skills of independent research on the particular topic, theoretical and applied research methods and techniques. There are no mistakes related with understanding the problem. The work is framed correctly.

Good – work is characterized by a semantic integrity, cohesion and sequence of information. There are no more than two errors in the explanation of the meaning or content of the problem. Arguments based on Russian and foreign literature. Research skills are showcased. There are no mistakes related with understanding the problem. No more than four errors in the work design.

Satisfactory – the student made quite independent analysis of the main stages and components of the problem. He or she understands the basic foundation and theoretical basis of the chosen topic. The main sources are used. There are no more than five errors in the sense or content problem and the work design.

Failing grade (the work should be remake for better mark) – the work is retold or completely copied the original text without any comments, analysis. The topic was not disclosed. There are five and more errors in the sense or content problem and the work design.

A form of self-control control is a colloquium. According to the results of the colloquium, students can get the following points

5 points are awarded to the student, if the answer shows a solid knowledge of the basic processes of the studied subject area, is distinguished by the depth and completeness of the topic disclosure; possession of terminological apparatus; the ability to explain the essence, phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of response; ability to give examples of current problems of the studied area.

3-4 points are awarded to the student, if the answer, which reveals a solid knowledge of the basic processes of the studied subject area, is distinguished by the depth and completeness of the disclosure of the topic; possession of terminological apparatus; the ability to explain the essence, phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give

examples; fluency in monologue speech, consistency and consistency of response. However, one or two inaccuracies in the response are allowed.

2 points are awarded to the student, if the answer is evaluated, which testifies mainly to the knowledge of the processes of the studied subject area, which is characterized by insufficient depth and completeness of the topic disclosure; knowledge of the main issues of the theory; poorly formed skills of analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; not enough fluency in monologue speech, logic and consistency of response. Several errors in the content of the response are allowed; inability to give an example of the development of a situation, to connect with other aspects of the studied area

0-1 point is given to the student, if the answer reveals the ignorance of the processes of the studied subject area, characterized by a shallow disclosure of the topic; ignorance of the main issues of the theory, unformed skills of analyzing phenomena, processes; the inability to give reasoned answers, poor knowledge of monologic speech, lack of consistency and consistency. Serious errors are made in the content of the response; ignorance of modern problems of the studied area.



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
Far Eastern Federal University (FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

ASSESSMENT TOOLS FUND

in the course “Marketing Management” (Маркетинговое управление)

Field of training: 38.04.02 Management

Master’s Degree Program “International Business and Project Management”

Mode of Study: full-time

**Vladivostok
2018**

Passport fund assessment tools for the discipline “Marketing management”

Competency code and statement	Competency development stages	
PC-4 ability to analyze and shape the entrepreneurial orientation of the organization (competence is formed in part)	know	<ul style="list-style-type: none"> - The essence of the marketing management concepts - Business unit strategic planning - Marketing strategies - Nature and contents of a marketing plan
	able to do	<ul style="list-style-type: none"> - Develop marketing plan - Explain the steps involved in the business strategy planning process
	possess	<ul style="list-style-type: none"> - Methods to identify the key elements of a customer-drive marketing strategy and discuss the marketing management orientations that guide marketing strategy. - Approach to developing marketing plan and formulation marketing strategies
PC-8 - ability to use quantitative and qualitative methods for applied research and business process management, to prepare analytical materials on the results of their application (competence is formed in part)	know	<ul style="list-style-type: none"> - The technology trendwatching - Marketing metrics and Key Performance Indicators (KPIs)
	able to do	<ul style="list-style-type: none"> - Highlight market trends based on trend-matching technology and apply data for planning an enterprise strategy; - Analyze the impact of global forces and macro factors in the company's activities; - Determine how to respond to the marketing environment and find ways to improve the competitiveness of the enterprise
	possess	<ul style="list-style-type: none"> - An approach to the study of the influence of environmental factors on the activity of the enterprises and trends; - Tools for analyzing market development trends, determining market development prospects for making management decisions
PC-9 - master of economic methods and strategic analysis of the economic agents behavior and markets in the global environment (competence is formed in part)	know	<ul style="list-style-type: none"> - Strategic analysis methods; - Approach to creating and capturing customer value; - The process of evaluating market segments; - Modern technologies of developing and promotion products; - The concept of positioning for competitive advantage - Marketing strategies at the instrumental level
	able to do	<ul style="list-style-type: none"> - Outline the major characteristics affecting consumer behavior - To explain market segmentation and identify segments and target markets; - To create long-term loyalty relationships
	possess	<ul style="list-style-type: none"> - Methods for market segmentation - Discuss choosing and implementing a positioning strategy - Develop major marketing decisions

Controlled areas / disciplines threads	Codes and stages of competence			Evaluation tools	
				current control	interm control
Topic 1,3	PC-4	knows	<ul style="list-style-type: none"> - The essence of the marketing management concepts - Business unit strategic planning - Marketing strategies - Nature and contents of a marketing plan 	Colloquium (UO-2), Report (UO-3)	Questions offset № 1-15
		able to do	<ul style="list-style-type: none"> - Develop marketing plan - Explain the steps involved in the business strategy planning process 	Project (PR-9)	
		possess	<ul style="list-style-type: none"> - Methods to identify the key elements of a customer-drive marketing strategy and discuss the marketing management orientations that guide marketing strategy. - Approach to developing marketing plan and formulation marketing strategies 	Case problems (PR -11)	
Topic 1	PC-8	know	<ul style="list-style-type: none"> - The technology trendwatching - Marketing metrics and Key Performance Indicators (KPIs) 	Colloquium (UO -2)	Questions offset № 16-30
		able to do	<ul style="list-style-type: none"> - Highlight market trends based on trend-matching technology and apply data for planning an enterprise strategy; - Analyze the impact of global forces and macro factors in the company's activities; - Determine how to respond to the marketing environment and find ways to improve the competitiveness of the enterprise 	Project (PR -9)	
		possess	<ul style="list-style-type: none"> - An approach to the study of the influence of environmental factors on the activity of the enterprises and trends; - Tools for analyzing market development trends, determining market development prospects for making management decisions 	Case problems (PR -11)	

Topic 1	PC-9	knows	<ul style="list-style-type: none"> - Strategic analysis methods; - Approach to creating and capturing customer value; - The process of evaluating market segments; - Modern technologies of developing and promotion products; - The concept of positioning for competitive advantage - Marketing strategies at the instrumental level 	Colloquium (UO -2)	Questions offset № 4-9
		able to do	<ul style="list-style-type: none"> - Outline the major characteristics affecting consumer behavior - To explain market segmentation and identify segments and target markets; - To create long-term loyalty relationships 	Project (PR - 9)	
		possesses	<ul style="list-style-type: none"> - Methods for market segmentation - Discuss choosing and implementing a positioning strategy - Develop major marketing decisions 	Case problems (PR -11)	

“Marketing Management” (Маркетинговое управление)

Evaluation tools for checking the development of competencies (20 minutes)

Competency code and statement	Exercise
PC-8 - ability to use quantitative and qualitative methods for applied research and business process management, to prepare analytical materials on the results of their application (competence is formed in part)	<p><i>The commercial enterprise of the retail network “Domotekhnika” (the line of activity is the sale of household and digital equipment) is concerned about the decline in the store's sales volume over the past three months.</i></p> <p><i>Formulate research objectives.</i></p> <p><i>What methods of qualitative and quantitative research would you recommend to use in this case?</i></p>

<p>PC-4 ability to analyze and shape the entrepreneurial orientation of the organization (competence is formed in part)</p>	<p>Read the application of the company Leroy Merlin on the official website:</p> <p>“Today, the Leroy Merlin network in Russia has a large number of stores with a favorable economic and geographical position, which contributes to the influx of a significant number of visitors. We are consistent in the development of our business and fundamentally do not work on the franchise, always independently opening our stores under the brand Leroy Merlin. In most cases, we prefer to be the owners of retail space, however, in exceptional situations, we can rent premises. The operational parameters of each of our stores strictly depend on the factors shaping the demand. This is the location of the store, an estimate of the average number of customers, a detailed study of demand, etc. Leroy Merlin works in a range of retail space from 8,000 to 20,000 square meters. We carefully consider the choice of potential partners, paying close attention to their business reputation, experience, methods and style of work.”</p> <p>Highlight the main features that reflect the company's mission in Russia.</p>
<p>PC-9 - master of economic methods and strategic analysis of the economic agents behavior and markets in the global environment (competence is formed in part)</p>	<p>Determine what basic strategy and growth strategy the company Leroy Merlin uses to work in market in Russian.</p>

Exam materials
(evaluation tools for intermediate control and evaluation criteria)

Exam preparation questions

1. Modern marketing management concepts.
2. The process of marketing management, its content and technology.
3. The process of making purchasing decisions for individual and corporate consumers (comparative description)
4. Basic concepts of market segmentation

5. Two main stages of market segmentation, the essence of macro- and microsegmentation of the market.
6. Methods of segmentation of consumer and business markets
7. Strategies for market segmentation.
8. Strategies for positioning products.
9. Maps of perception or positioning
10. The essence and elements of industry analysis
11. The essence and elements of competitive analysis
12. The essence and elements of the situational analysis
13. SWOT analysis techniques.
14. The concept of competitive advantage, the driving forces of competition in the industry and the model of the five forces of M. Porter
15. The matrix of competitive advantage and the essence of competitiveness
16. Methods for assessing the competitiveness of enterprises
17. Strategic planning process
18. The algorithm for developing a marketing strategy.
19. Enterprise strategies at the corporate level: growth strategies, competitive strategies and portfolio
20. Strategic analysis of BKG, GE, MacKinsey, Shell, etc.
21. Three and five basic competitive strategies
22. Competitive company strategies
23. Enterprise strategies at the functional level: market segmentation strategies and positioning strategies
24. Enterprise strategies at the instrumental level
25. Marketing program, its types, content and role in the implementation of marketing strategies.
26. Assortment policy of the company
27. Pricing strategies of the company
28. Product promotion: methods and tools.
29. Place and role of marketing services in the management of the company.

30. Characteristics of organizational and managerial marketing structures, the criteria for selecting the best for the company.

Final control is carried out after the end of the study the disciplinary unit within the terms defined by the planned schedule (the schedule of the educational process) on the subject "Marketing Management". The aim is to establish the boundary control the depth and fullness of knowledge, skills and abilities (competencies) students at the end of the study a disciplinary unit. Forms of boundary control and the number of envisaged curriculum course.

Credit/Exam “Course Title” Criteria

Points (Rating Score)	Credit/Exam Mark (Standard)	Formed Competencies Requirements To Evaluate According to the Competencies. Bound to the Course
8-10	<i>“passed”/ “excellent”</i>	“Excellent” is given to the student who has got deep and fundamental knowledge of the course, can fully, coherently and logically represent it and use it in the theory and practice. The student can easily complete the tasks, answer the questions and manage with the other kinds of work. The student doesn’t confuse with tasks changed and uses monographic literature in the answers. The student proves the decision in a right way and can use different practical skills and techniques.
6-7	<i>“passed”/ “good”</i>	“Good” is given to the student, who has good knowledge of the course, can represent it correctly without gross blunders in the answer. The student uses theoretical facts and data during practical task implementation and the answers and can use necessary skills and techniques for it.
5	<i>“passed”/ “satisfactory”</i>	“Satisfactory” is given to the student, who has the knowledge of a basic course only without details. The student is not accurate; the formulations are not logic with some mistakes. The student has difficulties during practical tasks implementation.
0-4	<i>“not passed”/ “poor”</i>	“Poor” is given to the student, who doesn’t have the greater part of the course material and makes gross blunders, implementing practical tasks with great difficulties. As a rule, “poor” is given to the students, who cannot continue the education without additional classes of the course.

Compiler _____ A.A. Napalkova

Evaluation tools for current attestation (typical operating systems for current attestation and assessment criteria for each type of attestation) for the discipline "Marketing Management"

Workshops

Business (role-playing) game “Create a Marketing Plan for a Thematic (Adventure) Park”

Part 1. Research for Creating a Thematic Park in Primorsky Krai.

- 1) Determine the Advantages and disadvantages of Creating a Thematic Park in Primorsky Krai
- 2) Define the trends in Hospitality and Tourism Industry
- 3) Determine and identify the market, where the park operates. Define market in terms based on the needs of the customers.
- 4) Conduct benchmarking research. Many companies attempt to use benchmarking research to uncover hidden opportunities, implement best practices, and create a competitive advantage.
- 5) Determine what information you need for a competitive analysis. By what criteria ((metrics)) will you compare competitors? Develop criteria (metrics).
- 6) Identify potential and real competitors of the park (direct and indirect). Make a table based on competitive analysis.
- 7) Define the concept of the park being created. Adventure parks do not need to be on the scale of a Disneyland or major waterpark; a combination of fast-paced adventure games, low-key skills tests at mini-golf, or even an exploratory adventure playground all provide fun and challenges for all ages.
- 8) Determine what factors influence the activity and development of the park's activity on the market (in the future). What factors have a strong influence?

9) Situational (PESTEL) analysis What factors have a strong influence on the park?

Factors	Description of the event / factor	Danger / opportunity - / +	Estimation of the probability of an event from 1 to 100	Assessing the importance of a factor or event Scale 1-10	The overall impact on the product / service / location 4 * 5 + sign 3
1	2	3	4	5	6
Political / Legal	1. 2. 3.				
Economical	1. 2. 3.				
Socio – Cultural	1. 2. 3.				
Demographic	1. 2. 3.				
Technological	1. 2. 3.				
Environmental	1. 2. 3.				

10) Make Swot-analysis.

Include an analysis of your park’s strengths, weaknesses, opportunities and threats to determine what influences your marketing strategy. Strengths might include the area’s natural beauty or features, proximity to other outdoor attractions and the number of people passing through or living in the area. Weaknesses might include a lack of workers in the offseason, minimal indoor activities or extreme weather conditions that affect attendance at outdoor activities. Look for opportunities such as encouraging school groups or joining with outdoor organizations to increase sales. If a current trend affects your park, update your SWOT analysis and determine if other areas of the plan are also affected. Both direct and indirect competitors who go after the same dollar you do play a role when it comes to possible threats to your park.

SWOT analysis:

1) Identify the strengths and weaknesses of the company when opening the park

- 2) Identify threats and opportunities from the external environment. Use trend information.
- 3) What trends are associated with opportunities and threats

Refine the concept of the park being created taking into account the threats and opportunities of the external environment.

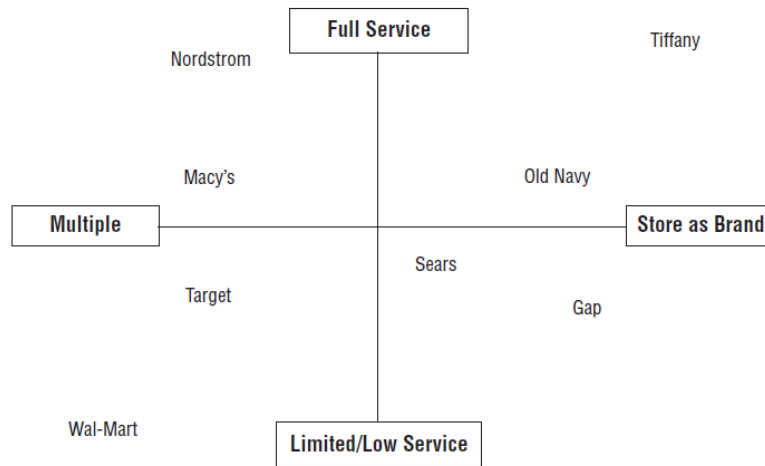
4. Segmentation

Identify the consumers you are targeting – your ideal and most likely customers. While most adventure parks wish the general public was their target market, you need to figure out the specific audience your park attracts so you know where to spend your marketing budget. Look at common characteristics such as age, income and location.

For an adventure park, a logical target market of people would be families with young children. However, you might also include elementary and middle schools for field trips, or even young adults for popular games such as laser tag. Adventure parks with more exploratory attractions, such as playgrounds, would target an even younger audience, such as families with preschool-age children or operators of daycare centers. Market and demographic research is helpful here to gauge the purchasing and lifestyle habits of your target customers.

5. Create a Positioning Map

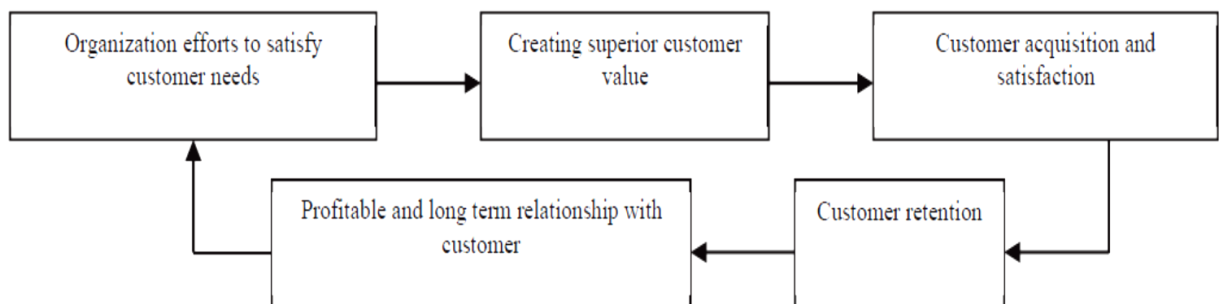
To create a visual understanding of the entire competitive landscape, it is helpful to create a positioning map to provide a visual representation of the firm's position compared to the competition as depicted in Figure.



Value for customers

Formulate the **company's value proposition** taking into account the portrait and the **"pain" of the consumer**.

Customer value has four core dimensions: Attributes (refer to how the offering might be used), benefits (tangible and intangible factors perceived by customers), Attitudes (customer perception or image about organization, product or brand) and network effects (customers derive value from being part of one or more organizational networks associated with a supplier and its offering)



The concept of value.

The consumer will form an estimate of the value of each product in satisfying his needs. He might rank the products from the most need satisfying to the least need satisfying. Value is the consumer's estimate of the product's overall capacity to satisfy his or her needs. The student can imagine the characteristics of an ideal product/ service. The value of each actual product would depend on how close it came to this ideal product.

Benchmarking Methodology

- 1. Create Strategic Objectives** - Often established at the corporate, divisional, or departmental level. Strategic Objectives should be established under the guidance of its own established methodology. Multiple stakeholders and data sources should be included in the process, including: customers, vendors, partners, competitors, regulatory bodies, already established strategic objectives, previous benchmarking activities, and more.
- 2. Identify the Set of Metrics that Align to Strategic Objectives** - It is important that the organization has a clear understanding of the metrics that can impact success in specific Strategic Objectives. These metrics should include a set of primary metrics that directly measure the success of an established Strategic Objective. These metrics should include both financial as well as operational metrics and can also include a set of secondary metrics that correlate to improvement in primary metrics.
- 3. Establish World Class Performance in Metrics** - Often metrics that align to Strategic Objectives can be measured internally but aren't reported externally. This makes it difficult to know with certainty how well an organization is performing against Strategic Objectives. In such situations, it is important to set goals for the Metrics you are measuring. To do this it is important to establish what World-Class performance in these metrics is. At LNS Research World-Class performance is defined as the top 1% of performers in a specific metric.
- 4. Establish Gaps in Current Performance** - Identify where your biggest opportunities for improvement are in the metrics that can impact your Strategic Objectives.
- 5. Establish People, Process, and Technology Capabilities Correlated with Improving Metrics** - With a good understanding of the metrics that matter to your organization, it is time to build a plan for improving performance.

The first step is to understand which business capabilities correlate to improvement of the identified metrics.

- 6. Build a Model of Operational Excellence** - Incorporate the capabilities giving the most bang for the buck into a Model for achieving Operational Excellence. This model should create an integrated management system for achieving the stated Strategic Objectives through implementing the right business capabilities and improving the right metrics.
- 7. Measure, Verify, and Improve** - Benchmarking initiatives should not have a set start and end date. Rather they should be part of an ongoing Continuous Improvement process. It is important to ensure over time that the progress being made is in line with the stated Strategic Objectives and to take the learnings from going through the benchmarking process into refining future Strategic Objectives

Part 2. Create a Marketing Plan for a Thematic (Adventure) Park

CONTENTS OF A MARKETING PLAN

Objectives

Writing results-oriented objectives gives you a way to review successes and identify areas where improvement is needed. Your objectives should include measuring the number of people who visit the park and the sales volume during the high and offseason. The objectives should also provide a guide on the results you expect from each activity in your adventure park along with any products you sell such as sports gear, food, beverages or rentals. Implement quarterly or monthly objectives to make sure you stay on track.

Objectives must meet four criteria:

- 1. They must be arranged hierarchically, from most to least important.** The business unit's key objective for the period may be to increase the rate of return on investment. Managers can increase profit by increasing revenue and reducing expenses.
- 2. Objectives should be quantitative whenever possible.** The objective "to increase the return on investment (ROI)" is better stated as the goal "to increase ROI to 15 percent within two years."
- 3. Goals should be realistic.** Goals should arise from an analysis of the business unit's opportunities and strengths, not from wishful thinking.

Objective: “Motivate 10K preschool families from 4 core West coast markets to make first visit (attendance, RNs) during shoulder seasons (Sept, May)”

–Strategy: Change perception of a theme park vacation and convince them NOW is the right time

Objective: “Increase penetration of local teenagers by 20% during shoulder seasons”

–Strategy: Drive awareness and urgency for late night, hard ticket Halloween event offered during weekends in October

Objective: “Drive incremental visitation from local residents, maximizing opportunity in off-peak periods”

–Strategy: Build awareness of new product launch with residents in all core markets (why), and leverage seasonal ticket (how) to drive urgency

The marketing strategies you develop as part of your plan should include a review of your park’s products, prices, promotions and the place where it’s located. List the various products you offer and the pricing for each one, if sold separately, or list a price for daily or seasonal passes. Pricing should be based on total business expenses and what the market can bear. Promotional tactics depend on the audience you want to attract. A website as well as printed promotional material you can leave at other businesses, visitor centers and local gyms and clubs are necessities. Advertising in local directories and print publications can also help increase sales. The location of your park should focus on accessibility and the surrounding environment.

Develop a marketing plan that includes from five Ps – Product, Place, Price, People and Promotion to eight Ps – to draw in the business necessary to keep your park flourishing.

Roles: the study group is divided into teams of 2-3 (depending on the number of students), each of which simulates marketers of new company. Each team develops its marketing program. Each team selected the main marketing specialist performing the duties of the Chief Marketing Officer and distribute roles among the participants in the game in accordance with the official duties of service of marketing professionals:

- Specialists in market research and management of assortment;
- Experts in marketing management;
- On marketing planners.

The distribution of specialists is carried out according to the following structure:

- Specialists in market research and selection of management - 30%;
- Experts in marketing management - 30%;
- On marketing planners - 40%.

Developed by a team marketing programs are discussed within teams and will present them to the whole group. Presentation of the program discussed the group, estimated, calculated rating of the developed programs and determined the best. Teacher concludes, noting the advantages and disadvantages of the developed marketing programs. The teacher acts as a consultant and is in contact with the heads of marketing services (mainly specialists).

4. Expected (e) result (s)

On the basis of the data obtained to prepare an analytical report which reflect the strengths and weaknesses of all enterprises. Determine the prospects of each of them. Based on the analysis and identification of competitive advantages for each company determine the marketing strategy of entertainment company. Thus it is necessary to offer and rationalize the following strategies:

- The basic development strategy;
- Growth strategy;
- Competitive strategy;
- Positioning strategy.

Business - game: International business negotiations and concluding a sales contract

Negotiation is the most frequently used means of resolving conflicts between organizations. Particularly in international industrial marketing, when “big-ticket” and/or high technology products are involved, sales are most often negotiated. Negotiation Simulation has been developed specifically to provide a context for experiential learning and practical discussion of international business negotiations. Through the simulation and associated debriefing, participants are familiarized with the complex bargaining issues, strategies, and pressures typical of relationships between industrial firms in the global market place.

The simulation is ideally conducted with groups of six students. Six representatives of three firms are participating in the discussions: (1) a Sales Representative, a Regional Sales Manager, and a Product Sales Specialist from General Medical, Inc.; (2) the Radiology Department Manager, Chief Radiologist, and CFO of Pekin Hospitals. Groups of six students (smaller groups also work) are given the appropriate materials, and the three General Medical representatives are sent to a different location to plan bargaining strategies.

Each participant has somewhat different (and in some cases conflicting) personal and professional motives regarding the deal. Previous to the negotiation, General Medical has submitted a price quotation for the MRI System, including several product options and General Medical standard terms and conditions. The Pekin Hospitals CFO has established certain purchasing objectives that would require substantial concessions from General Medical. Both sides are supplied with similar amounts of information about various environmental constraints (e.g., time schedules, market conditions, etc.). Additionally, each side has been instructed to come to an agreement during this meeting. The final agreement will consist of a completed purchase agreement, signed by representatives of both companies.

The simulation and debriefing can be accomplished during a four-hour period. Two two-hour sessions are ideal. The bargaining session is limited to one hour. If

facilities allow, private intra-team conferences are permitted. In any case, the 60-minute time limit for bargaining is strictly adhered to. The simulation is complete when the final contract terms are specified and approved by the appropriate representatives of both firms (the form is included in the General Medical sales representative's materials). Usually bargaining is concluded very near the end of the time limit, and very often no agreement is reached. The simulation is designed to be a difficult negotiation.

Debriefing Instructions

The simulation debriefing can be accomplished in approximately two hours and consists of three parts: (1) written student evaluation of the negotiations; (2) instructor-led class discussion; and (3) student discussion of the negotiation within the six-person groups.

Two forms should be prepared for evaluation of the negotiation by students. One is a negotiator evaluation form. Each participant is instructed to evaluate the performance of one member of the opposing team. The form consists of twelve dimensions of negotiator skills to be rated and includes room for brief comments. The twelve five-point items are: (1) well prepared/unprepared; (2) high aspirations/low aspirations; (3) good listener/poor listener; (4) asks good questions/doesn't ask good questions; (5) makes powerful arguments/makes weak arguments; (6) quick to respond/slow to respond; (7) honest/deceptive; (8) exploitative/accommodating; (9) patient/impatient; (10) avoids concessions/readily makes concessions; (11) creative/not creative; and (12) would be interested in working with person again/would not. On the second form the students are asked to comment on both negotiation teams' performance. The group evaluation form is much less structured and asks for general comments about "strong points" and "weak points." The forms require about 10 to 15 minutes to complete and should be filled out immediately after completion of the negotiation.

International business negotiations and concluding a sales contract

Basic goals:

1. Understand and apply the basic principles of international business negotiations;
2. Analyze the situation, compare alternative solutions, evaluate the conditions and consequences of decisions during negotiations.
3. Be able to justify the choice
4. Consider and exploit cultural differences.

Content

1. Pre-contractual stage
2. Negotiation and conclusion of a sales contract
3. After contractual stage

1. Pre-contractual stage:

- General introduction to the conditions of the game
- Each student becomes familiar with his role in negotiating and concluding a sales contract.
- Work in negotiation and contract negotiation teams
- Form your negotiation strategy and conclude a contract in the form of a description (5-6 points)

Negotiation strategy

Describe in 5-6 points your strategy before and after negotiations. For example, “Let the other party make the offer first” or “the sales representative is negotiating” or “not reducing / increasing the price in any situation” or “it is possible to lower the price to”

Pre-negotiation strategy	Strategy after negotiations
1.	1.
2. .	2.
3. .	3.
4. .	4.

1. Negotiation and conclusion of a contract for sales.
2. After the negotiation stage.

- Students evaluate each other's work.
- Students evaluate the opposite company (on a 5-point scale)
- Each team describes their negotiation strategy (after negotiations)

Negotiator evaluation form

(5 point rating: 1- absolutely disagree, 2- disagree, 3- neutral, 4- agree, 5- absolutely agree)

No of partner	1	2	3	4	5	6
1) well prepared/unprepared;						
(2) high aspirations/ low aspirations;						
(3) good listener/poor listener;						
(4) asks good questions/doesn't ask good questions;						
(5) makes powerful arguments/makes weak arguments;						
(6) quick to respond/slow to respond;						
(7) honest/deceptive;						
(8) exploitative/accommodating;						
(9) patient/impatient;						
(10) avoids concessions/readily makes concessions;						
(11) creative/not creative;						
(12) would be interested in working with person again/would not						

The students prepare a report on the negotiations

1. What goals did you set before the negotiations and what goals were achieved?
2. Describe all the conflicts that were during the preparation and negotiations
3. Describe the risks your organization bears.
4. What would you do differently?
5. What cultural differences and peculiarities did you notice during the negotiations?

The group evaluation form asks for general comments about “strong points” and “weak points”

“strong points”	“weak points.”
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Case-study “JCPenney Case”
on the subject "Marketing Management"
(the course)

Lesson description – students read the JCPenney Case and explore how past JCP choices effected the company.

The department store JC Penney has been a retail giant and staple of shopping malls for generations.

What happened?

But what transpired is now a famous disaster: Penney lost \$1 billion in 2012 (compared to a loss of only \$150 million in 2011), the stock fell to \$18 a share (less than half of the previous year's value), and Standard and Poor's reclassified Penney's debt to CCC+, junk bond status. Even though Penney knew sales would drop in the first year, "stores open for at least a year had sold 19% less than in the previous year's first quarter." Johnson's dream collapsed and the board accepted his resignation in April 2012, only seventeen months after he joined the company.

So what happened? Johnson made multiple mistakes at Penney, some of which may seem painfully obvious in hindsight, but all of which were undertaken by smart people with a track record of success. What can we learn from the experience? A few things.

First, Johnson's team did not test the new store layouts or pricing strategies. The justification being that "we didn't test at Apple." But JC Penney is not Apple. While Apple delivers breakthrough innovations built on technological discoveries, Penney is a retailer in a mature market. Yes, there are many innovations happening in retail, but Penney wasn't making radically different changes, so their customers could have provided useful feedback.

Second, the "no-coupons, no-sales experiment was failing to attract customers." While Penney wanted to practice pricing transparency, they made an

assumption that transparency was something that their customers valued. In fact, the opposite was true. Penney's target customers actually enjoyed "the thrill of the hunt" when it came to capturing a good deal, and without promises of discounts, shoppers were no longer compelled to make special trips. Therefore, there was no impulse buying to drive up the average total ticket price.

Third, Penney's lack of attention to customer wants and needs extended to the employees. While traditional customers were alienated because they did not feel like Penney's target anymore, there was a clear rift in the company between old and new employees. Just like the old customers, many of the old employees had been with Penney during its heyday and knew the brand and the customer but did not feel valued in the new JCP. New employees were dismissive, if not disdainful, of the middle-class mom and her couponing ways and the employees who understood her.

Finally, between the in-store boutiques, Wi-Fi installation for roving store clerks, a disastrous return policy and much more, costs were racking up.

In the end, some believe that Johnson's innovations were not given enough time to work. They claim that the middle-age Mom of tomorrow would be attracted to the glossy stores, the boutiques and the price transparency. But as they say, time waits for no one, least of all for a public company CEO driving revenues in the wrong direction.

Johnson gave himself a notorious reputation, and even today JC Penney is struggling to be the brand and famed retailer that it once was.

Why do you think it failed?

Pick your primary reason that Johnson's plan didn't work from the list below:

- Dropped their "previous mainstay labels" for higher-end brands, which was not part of the traditional customer's preferences.
- Older and loyal customers didn't feel like they were JC Penney's target market anymore.
- While it alienated its traditional customers, it also didn't attract any new ones.

- New pricing strategy was confusing, and there wasn't familiar terms like "Clearance" and "Sale"

Pick your secondary reason that Johnson's plan didn't work from the list below:

- No-coupons, no-sales experiment was failing to attract customers.
- Didn't test the stores/new pricing strategy, saying "We didn't test at Apple."
- Separated JCP.com buying groups from store buying groups. Did not provide support for the website.
- Conservative groups were not happy when they announced Ellen DeGeneres as new spokesperson.

Pick your tertiary reason that Johnson's plan didn't work from the list below:

- Board was not super focused—they spent a lot of time and money worrying about the food at board meetings.
- Had to cut \$900 million, looming layoffs decreased employee morale.
- Old and New did not mix, one senior old guard exec said "You felt like you were back in high school with the cool kids and the non-cool kids."
- Costs kept increasing, for example Wi-Fi for roving clerks with iPads.

Justify your choices, explain why these were Johnson's biggest mistakes using examples from the text and from the lectures (Segmentation, Targeting, and Positioning).

(<https://s3.us-east-2.amazonaws.com/mktmgt/JC+Penney%E2%80%99s+Identity+Crisis+-+Storyline+output/JCP-text.html>)

Case-study “Dollar Shave Club and Billie”

The global shaving market was \$34 billion in 2016. You would think that the products in a market more than 100 years old would not be subject to much change and innovation these days. After all, a razor is just a sharp blade. How much product design changes can you really do with a sharp blade? However, the market has been going through significant disruptions over the last few years. Nearly 50% of adults don't express strong brand loyalty and are inclined to try a variety of products. Online retailers are also impacting consumers; many believe that they can get better

deals online. Both younger men and women (age 18-30) are likely to have frustrations with their shaving products. These groups are demanding better-quality shaves in less time.

A number of new disruptors have come into this market, including Dollar Shave Club, Harry's Razors, and Billie. They have aggressively attacked "Big Razor" (the name they have given to the traditional players) and won substantial market share.

These new disruptors have had a significant impact on Big Razor. Today, Schick has roughly 15% of the US razor market for men, which is 4% less than in it held in 2011, and Gillette has about 54% of the market. Together, the traditional brands have about 70% of the market, but only a few years ago Gillette alone controlled 70% of the market.

How did this market shift occur?

How did new disruptors like Dollar Shave Club and Billie create value for their customers?

As you read, watch, and discuss, keep in mind the augmented product concept:

- 1) How does it make the customer look
- 2) How does it feel, taste, smell, sound, look while doing what it does?
- 3) What does the product (or service) do for the customer?

Study video: <https://www.youtube.com/watch?v=ZUG9qYTJMsI> (Here's the video--one of the most successful viral ads eve- that made DSC famous.) One of the biggest disruptors in the field has been Dollar Shave Club, also known as DSC. DSC became known for adopting a subscription model for its products.

Now that you have been introduced to Michael Dubin and the Dollar Shave Club, read the interview with Michael Dubin (Michael Dubin: Shaving America) and answer the three questions below.

Read the article: [Michael Dubin: Shaving America](#)

Lucy Handley, "Michael Dubin: Shaving America," *CNBC*, August 23, 2017.

Determine what type of value Dollar Shave Club creates for customers. Is it primarily functional, experiential, or symbolic? Share your answer in a post and support it with articles and other media that you find.

Notes:

The case-method promotes the development of students' independent thinking, the ability to listen to and take into account alternative point of view to express their arguments. With this method, students have the opportunity to prove and improve the analytical and evaluative skills, learn how to work as a team to find the most efficient solution to the problem.

Analyzing the case, the students actually get your hands on a complete solution that can be applied in similar circumstances. The increase in the "baggage" of the student analyzed cases, increases the probability of use of the finished circuit solutions to the current situation, forms-solving skills of more serious problems.

The decision of the case should take place in five stages:

- The first stage - familiarity with the situation and its peculiarities.
- The second stage - the allocation of the main problems (major problems), the allocation factors and personalities that can really affect.
- The third stage - the proposal for the concepts or "brainstorming."
- The fourth stage - analysis of the effects of the adoption of a decision.
- The fifth stage - the decision of the case - offer one or more options (sequence), an indication of the possible occurrence of problems, the mechanisms of their prevention and solution.

Analysis of the cases can be both specialized and comprehensive. Specialized analysis should be focused on a particular issue or problem. A comprehensive (detailed) analysis implies a deep dive into the key issues of the case.

Analysis at the end of the game.

Held as possible for each player, as well as the overall analysis for all groups and at the end of the game. The purpose of this analysis is the conclusion of each

player on reflection possible inclusion in the game, the availability and quality of their actions in the game, such as self-determination in the game.

Criteria for grading:

9-10 to the students, if the response shows a strong knowledge of the basic processes of the studied domain, different depth and completeness of the disclosure of the theme; possession of terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, to give reasoned answers, give examples; fluent monologue speech, logic and consistency of the response; the ability to give examples of the problems of modern study area.

7-8 points to the students, if the answer is detecting sound knowledge of the basic processes of the studied domain, different depth and completeness of the disclosure of the theme; possession of terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, to give reasoned answers, give examples; fluent monologue speech, logic and consistency of the response. However, one is permitted - two inaccuracies in the response.

4-6 points to the students, if the estimated response, indicating mainly about knowledge processes studied domain, wherein a lack of depth and completeness of the disclosure of the theme; knowledge of basic aspects of the theory; poorly formed skills analysis of phenomena, processes, lack of ability to give reasoned answers and give examples; insufficiently fluent monologue speech, logic and response sequence. Allowed a few errors in the content of the response; inability to give an example of the situation, make the connection with other aspects of the study area.

1-3 points to the students, if the answer that detects processes studied ignorance of the subject area, featuring a shallow opening theme; ignorance of the basic questions of the theory, unformed skills phenomena analysis processes; inability to give reasoned answers, weak ownership monologue speech, lack of

logic and consistency. Committed serious errors in the content of the response; ignorance of the contemporary problems of the studied area.

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**Topics of group and / or individual creative workshops / projects
on the course "Marketing Management"**

Group creative workshop 1 (projects):

Students have to develop a new energy drink and answer for the questions:

- Who will be the customers for your new drink?
- To whom should you market it?
- Who do you think will buy it?

Task: identify 3 potential target segments. Focus on demographics and lifestyle segments - think about the age, gender, income of potential customers and where and when they might consume an energy drink. For example, they might decide to target older (50-65), lower-income working women and position your energy drink as something they can drink in the afternoon to stay awake at work.

Then students develop marketing plan to launch energy drink. Assume that: Customers are most concerned about an energy drink's effectiveness and taste "Your drink more effective and tastes better than the top-selling brand on the market". The current top-selling energy drink positions itself as "most effective." Students pick one of the target segments that they identified and decide how they might position product for that segment.

Workshop 2. The hospitality industry offers products and service to appeal to different target markets. Customers of these markets have different expectations in their needs and wants. If managers have a good understanding of their customers'

needs and wants, then managers can use the right marketing mix to reach them and offer products and services that would meet their expectation.

For each target market of customers in the table, describe the parts of the hospitality products/services to satisfy their needs. At preparing the task will choose hotel, one service, will choose target group: individual tourists or business travels.

Preferences of a segment	Property 1 of service	Property 2 of service

Workshop 3.

Leroy Merlin has 325 stores worldwide. Leroy Merlin offers its customers a large selection of quality products, affordable prices and a high level of service to most buyers. All stores have a wide range of products in five main areas: home, interior, building materials, renovation and garden. The revenue of the French retailer of building materials Leroy Merlin in Russia in 2016 increased by 24% - up to 220 billion rubles, gained like-for-like 3.1% (a total increase of 24%, many new stores). The volume of trade is 220 billion rubles. For 2018, the company plans to increase its turnover in Russia to 280 billion rubles.

Analyze the market opportunity for Leroy Merlin and evolve a marketing plan for achieving this goal.

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Criteria for evaluating of creative task executed on practical class

Excellent – the student/group if he or she has expressed his/her opinion about the problem, cited arguments for it and identified problem context and components. There also should be used information of Russian and foreign literature, statistical

data, legal documents. The student/group knows and has the skills of independent research on the particular topic, theoretical and applied research methods and techniques. There are no mistakes related with understanding the problem.

Good – the work is characterized by a semantic integrity, cohesion and sequence of information. There are no more than two errors in the explanation of the meaning or content of the problem. Arguments based on Russian and foreign literature. Research skills are showcased. There are no mistakes related with understanding the problem.

Satisfactory – the student made quite independent analysis of the main stages and components of the problem. He or she understands the basic foundation and theoretical basis of the chosen topic. The main sources are used. There are no more than four errors in the sense or content problem.

Failing grade – the work is retold or completely copied the original text without any comments, analysis. The topic was not disclosed.

The list of discussion topics for the round table on the course "Marketing Management"

Issues for discussion

1. What are some core marketing concepts?
2. How has marketing management changed in recent years?
3. How does marketing affect customer value?
4. What makes up a marketing intelligence system?
5. What are customer value, satisfaction, and loyalty, and how can companies deliver them?
6. What is the lifetime value of customers, and how can marketers maximize it?
7. How can companies attract and retain the right customers and cultivate strong customer relationships?
8. What are the pros and cons of database marketing?
9. How is brand equity built, measured, and managed?

10. Why is product design important and what factors affect a good design?
11. How can a company build and manage its product mix and product lines?
12. How can companies combine products to create strong co-brands or ingredient brands?
13. How can companies use packaging, labeling, warranties, and guarantees as marketing tools?
14. What are the major steps in developing effective communications?
15. What is the communications mix, and how should it be set?
16. What is an integrated marketing communications program?

Instructions for presenters and discussants

Presenters and discussants are the main actors. They are those who determine the content, style and activeness of a lesson. The difficulty is that the presenters and discussants should know a lot and have various skills:

- to communicate new information;
- to use technical means;
- to know deeply the theme of the whole presentation (seminar);
- to be able to discuss and respond quickly to questions;
- to strictly follow the established rules of procedure: 10 min for the presenter; 5 min for the discussant; 10 min for the discussion;
- to have an understanding of the compositional structure of the report.

It should be bared in mind that the presentation consists of three parts: introduction, main part and conclusion.

The introduction helps to ensure the success of the speech on any subject. It should contain:

- The topic of the presentation (report);
- The basic idea;
- The evaluation of the topic;
- A brief description of questions considered;
- Interesting presentation form;

- Emphases on the originality of an approach.

The main part includes the essence of the topic. It is usually based on the principle of the report. The primary task of the main part is to present data to students for them to get interested in the topic and want to get acquainted with the information. In this case, the logical structure of the theoretical unit should be accompanied with visual and audio-visual material.

The conclusion is a clear and concise compilation of the findings, which are always desired by the audience.

Requirements to the report preparation and presentation for students

1. Report is a message on a given topic, written with the aim to gain knowledge from the additional literature, to systemize the material, to illustrate it with examples, to develop the skills of independent work with the scientific literature, to encourage the interest to scientific knowledge.

2. The subject of the report should be agreed with a teacher and reflect the theme of the lesson.

3. Informational resources used in its preparation must comply with the university scientific and methodological requirements and be mentioned in the report.

4. It is necessary to comply with the regulations stipulated in the task.

5. Illustrations should be sufficient but not excessive.

6. Student's work on the presentation of the report includes practicing public speaking skills and the ability to organize and conduct discussion.

7. While presenting the report, a student practices the ability to navigate in the information and answer additional questions from the audience.

8. While presenting the report, a student practices the ability to summarize the information independently and make conclusions.

9. The presentation of the abstract corresponding to the theme of a lesson can also be considered as the report.

10. A student is required to prepare and present the report within a strictly allotted time and deadline.

Creative Task Evaluation Criteria during Practical Classes

10-8 points – the student/student group made their own opinion of a formulated problem, gave the argumentation with correct problem content units. There are domestic and foreign data references, statistical and regulatory facts. There is the ability of an independent research work providing under the theme framework; there is the ability of the methods and the techniques analysis doing of international and political practice. There are no problem understanding mistakes.

6-7 points – the student's/student group's work is characterized by logic and coherently given statements; there is no more than 1 mistake during the problem interpretation. Domestic and foreign references and facts are given. Research skills and abilities are demonstrated. There are no problem understanding mistakes.

3-5 points – basic stages and units of an independent analysis is provided; there is a basic theoretical understanding of a chosen theme. Basic references are given. There are no more than 2 mistakes during problem formulation or interpretation.

1-2 points – there is a copied or not paraphrased work without the comments and the analysis. The problem is not interpreted. There are 3 or more mistakes during the problem formulation.

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Questions for Colloquiums on discipline "Marketing Management"

Section 1.

1. Modern marketing management concepts.

2. The process of marketing management, its content and technology.
3. The process of making purchasing decisions for individual and corporate consumers (comparative description)
4. The essence and elements of industry analysis
5. The essence and elements of competitive analysis
6. The essence and elements of the situational analysis
7. SWOT analysis techniques.
8. The concept of competitive advantage, the driving forces of competition in the industry and the model of the five forces of M. Porter
9. The matrix of competitive advantage and the essence of competitiveness
10. Methods for assessing the competitiveness of enterprises
11. Strategic planning process
12. Algorithm for developing a marketing strategy.
13. Enterprise strategies at the corporate level: growth strategies, competitive strategies and portfolio
14. Strategic analysis by matrices BKG, GE, MacKinsey, etc.
15. Basic competitive strategies
16. Competitive company strategies

Section 2

1. Enterprise strategies at the functional level: market segmentation strategies and positioning strategies
2. Basic concepts of market segmentation
3. Two main stages of market segmentation, the essence of macro- and microsegmentation of the market.
4. Methods of segmentation of consumer and business markets
5. Strategies for market segmentation.
6. Product positioning strategies.
7. Cards of perception or positioning

Section 3.

1. Enterprise strategies at the instrumental level
2. Marketing program, its types, content and role in the implementation of marketing strategies.
3. Assortment policy of the company
4. Price strategies of the company
5. Product promotion: methods and tools.
6. Place and role of marketing service in the management of the company.
7. Characteristics of organizational and managerial marketing structures, the criteria for selecting the best for the company.

Criteria for evaluation

__5_ points are awarded to a student, if the answer shows a solid knowledge of the basic processes of the studied subject area, is distinguished by the depth and completeness of the disclosure of the topic; possession of terminological apparatus; the ability to explain the essence, phenomena, processes, events, to draw conclusions and generalizations, to give reasoned answers, to give examples.

3-4 points are awarded to the student, if the answer, which reveals a solid knowledge of the basic processes of the subject area being studied, is distinguished by the depth and completeness of the disclosure of the topic; possession of terminological apparatus; the ability to explain the essence, phenomena, processes, events, to draw conclusions and generalizations, to give reasoned answers, to give examples. . However, one or two inaccuracies in the response are allowed.

2 points are awarded to a student if an answer is evaluated that testifies mainly to the knowledge of the processes of the subject area being studied, which is characterized by insufficient depth and completeness of the topic disclosure; knowledge of the main issues of the theory; poorly formed skills of analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; not enough fluency in monologue speech, logic and consistency of response. Several errors in the content of the response are allowed; inability to give

an example of the development of a situation, to connect with other aspects of the studied area

1-2 - points are awarded to a student if the answer is a discovery of ignorance of the processes of the studied subject area, characterized by a shallow disclosure of the topic; ignorance of the main issues of the theory, unformed skills of analyzing phenomena, processes; the inability to give reasoned answers, poor knowledge of monologic speech, lack of consistency and consistency. Serious errors are made in the content of the response; ignorance of modern problems of the studied area.

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Essay topics

- 1) Do marketing activities (e.g., the marketing mix, marketing training, leadership, partnership/channel management, controls and incentives, or customer-focused cultures) contribute to a better world?
- 2) How can marketing approaches that already generate positive outcomes be made more efficient and/or effective?
- 3) How can firms, governments, non-profits, NGOs, and other societal stakeholders work to create win-win situations that benefit commercial as well as non-commercial stakeholders?
- 4) What marketing technologies and practices can be used to nudge consumers, managers, markets, communities, and societies to contribute to a better world?
- 5) How do organizations implement and use value propositions? How do organizations measure the success of their value proposition initiatives?
- 6) How can an organization manage a CVP that may potentially create value in some customer segments and destroy value in others?

- 7) What are the latest and most innovative business-to-business marketing practices in sports?
- 8) What are the latest and most innovative business-to-business marketing practices in higher education?
- 9) What are the latest and most innovative business-to-business marketing practices in healthy industry?
- 10) What are the latest and most innovative business-to-business marketing practices in hospitality industry?
- 11) What are the latest and most innovative business-to-business marketing practices in retail?
- 12) Green marketing management
- 13) What are the latest and most innovative business-to-business marketing practices in fashion industry?
- 14) Programmatic marketing

Evaluation criteria: content, informal approach to the topic, independence of thought, vision, the credibility of the argument, literacy, design work.

Quality essay evaluation criteria are:

- the knowledge and problem understanding;
- material systematization and analyzing ability, the conclusion formulation ability;
- the diligence level (analyzed literature quantity, conscientious attitude to the problem analysis);
- the self-dependence, the ability to have an own point of view to the problem and to a practical adaptation, no plagiarism;
- all the formalities execution (the accuracy in the citations, references and formalization).

Evaluation Criteria (Written Form)

18-20 points – the answer reflects deep and systematic knowledge of a program question structure, a basic content and lecture course novations in comparison with a teaching literature. The student easily shows an excellent ability of conceptual, scientific and terminology language using in a given scientific unit. There is the knowledge of a basic and additional recommended literature. The answer is correct and logical.

16-17 points – there is the knowledge of the main program problems and a basic literature content; there is the ability of a conceptual terminology using in the process of basic problem analysis under the theme's framework; there is the knowledge of the most important works in the given references. In general the answer is logically correct, but not accurate and argumentative enough.

12-15 points – there is fragmentary knowledge of the most important program units and lecture course content; there are the difficulties with scientific terminology language using; there is the lack of recommended literature knowledge; there are some difficulties with program tasks implementation; there are the attempts of a coherently and logical answer giving.

6-11 points – there is the lack of knowledge or fragmentary knowledge of the problem under a program framework; there is the disability of conceptual and terminology language using; no logics in the answer.

Content guidelines for determining "Marketing Management" results of the estimation procedure of development of course

Current control of students. Current control of students on the "Marketing Management" course is conducted in accordance with the local regulations of the Far Eastern Federal University and is mandatory.

Current control on the "Marketing Management" course is conducted in the form of control activities (colloquiums, lectures, reports, discussions, essays, projects) on the assessment of the actual results of student learning and by a master teacher.

The objects of evaluation are:

- Subject matter (the activity in the classroom, the timeliness of the implementation of different types of jobs, the attendance of all classes in the discipline attested);
- The degree of assimilation of theoretical knowledge;
- The level of mastery of practical skills and abilities for all types of academic work;
- The results of independent work.

Procedures of evaluation the degree of assimilation of theoretical knowledge is the current control in the following assessment tools: colloquiums, reports.

Procedures of evaluation level of mastering practical skills and skills for all types of educational work is the current control in the following assessment tools: essays, projects, protection (including drawing mind maps), discussions, presentations, reports.

Procedures of evaluation of results of independent work is ongoing control in the following assessment tools: colloquiums, tests, presentations, reports, essays, projects, protection (including drawing mind maps), round tables and discussions.

The interim control of students. The interim control of students on the subject "Marketing Management" is conducted in accordance with the local regulations of the Far Eastern Federal University and is mandatory.

Type of intermediate control - exam (3 semester), consisting of an oral survey in the form of an interview and an individual creative task. At the exam, the student can get the following points, which are set according to certain criteria.

Brief description of the procedure for applying the estimated means used. As a result of attending lectures, laboratory classes, seminars and round tables, the student consistently masters the materials of the discipline and examines the answers to the exam questions presented in the structural element of FES IV.1. During the interim control, the student prepares an individual creative task (the individual creative task is located in the structural element of FES IV.2). The student's assessment criteria for the exam are presented in the structural element of

FES IV.3. Criteria for assessing the current control - a control test of knowledge (essays, reports, tests, protection of projects (including the preparation of intelligence cards), group creative task) are presented in the structural element of FES V.

**The criteria for scoring student in the exam on the course
"Marketing Management"**

Points (Rating Score)	Credit/Exam Mark (Standard)	Formed Competencies Requirements To Evaluate According to the Competencies. Bound to the Course
8-10	<i>"passed"/ "excellent"</i>	"Excellent" is given to the student who has got deep and fundamental knowledge of the course, can fully, coherently and logically represent it and use it in the theory and practice. The student can easily complete the tasks, answer the questions and manage with the other kinds of work. The student doesn't confuse with tasks changed and uses monographic literature in the answers. The student proves the decision in a right way and can use different practical skills and techniques.
6-7	<i>"passed"/ "good"</i>	"Good" is given to the student, who has good knowledge of the course, can represent it correctly without gross blunders in the answer. The student uses theoretical facts and data during practical task implementation and the answers and can use necessary skills and techniques for it.
5	<i>"passed"/ "satisfactory"</i>	"Satisfactory" is given to the student, who has the knowledge of a basic course only without details. The student is not accurate; the formulations are not logic with some mistakes. The student has difficulties during practical tasks implementation.
0-4	<i>"not passed"/ "poor"</i>	"Poor" is given to the student, who doesn't have the greater part of the course material and makes gross blunders, implementing practical tasks with great difficulties. As a rule, "poor" is given to the students, who cannot continue the education without additional classes of the course.

**According to the results of doing the rating development course
"Marketing Management" students can obtain the following estimates,
depending on the number of points:**

Points (rating)	A summary of the discipline (standard)
86-100	"excellent"
76-85	"good"
61-75	"satisfactorily"

0-60	"unsatisfactory"
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