

Engineering Tripos Part IIA, 3E2: Marketing, 2017-18

Module Leader

[Dr V Mak](#) [1]

Lecturer

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Lab Leader

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Timing and Structure

Michaelmas Term. 16 lectures. 16 Contact Hours + 3 Supervisions mixing lectures, case analysis and class discussion.

Aims

The aims of the course are to:

- Develop an understanding of fundamental marketing terms, concepts, principles, and theories.
- Develop an understanding of the close relationship between marketing and other functions within an organisation.
- Develop critical thinking and communication skills relating to marketing.

Objectives

As specific objectives, by the end of the course students should be able to:

- Display a fundamental understanding of the marketing management process in different environments, contexts and situations enabling students to use marketing approaches to facilitate goal achievement.
- Have a solid 'first principles' foundation, if wishing to pursue a career in marketing,
- If pursuing other career paths, have a sufficient understanding of marketing to be able to interact effectively with marketing personnel in cross-functional activities.

Content

Business has only two basic functions -- marketing and innovation. Everything else is a cost.

- Peter Drucker

Among business disciplines, marketing is the primary contact point between a business and its customers. Business majors and non-business majors will benefit by taking this course because nearly everybody wears a marketing hat during their career. Understanding marketing will help you whether you want to be an accountant, a movie producer, an engineer, a programmer, a doctor, or a museum curator. Understanding customer needs and how to marshal the resources of an organization to meet those needs will enhance your chances of career success.

This course develops a general management viewpoint in planning and evaluating marketing decisions – decision areas that include target markets, product, pricing, channels, and promotion. This course will also help you understand how marketing decisions are affected by organizational and environmental influences and will also enable you to develop your ability to contribute to general management. Accordingly, the course sessions are structured around the following topics:

- Introduction to Marketing.
- Understanding Customer and Context.
- Marketing Research.
- Understanding Company and Competition.
- Market Segmentation, Targeting and Positioning.
- Price and Promotion.
- Product and Place.
- Customer Loyalty and Relationships.

Coursework

Details to be announced in lectures.

There is no Full Technical Report (FTR) associated with this module.

Marketing Case Study Essay

Learning objectives:

- Identify one or more interrelated real-life marketing problems faced by the management of a product or service (or a collection of such under the same management) chosen by the student.
- State the problem(s), describe relevant background information, and suggest recommendations for the management in response to the problem(s).
- Apply course materials in the process to obtain an understanding of marketing in practice.
- Generate creative, relevant business ideas for marketing management.
- Write in an organised, concise manner with clearly presented and well-informed arguments in a business context.

Practical information:

- The essay is due for submission to the CUED Teaching Office at the end of the Michaelmas Term (the exact deadline to be announced in lectures).
- The student is expected to prepare and write up the essay at their own pace; the time and effort involved should be within the range for a standard coursework report.

Full Technical Report:

Students won't have the option to submit a Full Technical Report.

Booklists

Indicative texts and a list of readings for each topic are given in the 3E2 Booklist, available via the [Booklist for Part IIA Courses](#) [2]. These include major readings that will be handed out in class, as well as some extra readings. Students are NOT required to do the extra reading or purchase any of the books, but are encouraged to draw on them if they wish to explore some of the topics further.

Examination Guidelines

Please refer to [Form & conduct of the examinations](#) [3].

UK-SPEC

This syllabus contributes to the following areas of the [UK-SPEC](#) [4] standard:

[Toggle display of UK-SPEC areas.](#)

GT1

Develop transferable skills that will be of value in a wide range of situations. These are exemplified by the Qualifications and Curriculum Authority Higher Level Key Skills and include problem solving, communication, and working with others, as well as the effective use of general IT facilities and information retrieval skills. They also include planning self-learning and improving performance, as the foundation for lifelong learning/CPD.

IA1

Apply appropriate quantitative science and engineering tools to the analysis of problems.

KU1

Demonstrate knowledge and understanding of essential facts, concepts, theories and principles of their engineering discipline, and its underpinning science and mathematics.

KU2

Have an appreciation of the wider multidisciplinary engineering context and its underlying principles.

D2

Understand customer and user needs and the importance of considerations such as aesthetics.

D3

Identify and manage cost drivers.

D5

Ensure fitness for purpose for all aspects of the problem including production, operation, maintenance and disposal.

S1

The ability to make general evaluations of commercial risks through some understanding of the basis of such risks.

S2

Extensive knowledge and understanding of management and business practices, and their limitations, and how these may be applied appropriately to strategic and tactical issues.

P3

Understanding of contexts in which engineering knowledge can be applied (e.g. operations and management, technology, development, etc).

US1

A comprehensive understanding of the scientific principles of own specialisation and related disciplines.

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Links

[1] <mailto:wsvm1@cam.ac.uk>

[2] <https://www.vle.cam.ac.uk/mod/book/view.php?id=364091&chapterid=46661>

[3] <https://teaching.eng.cam.ac.uk/content/form-conduct-examinations>

[4] <https://teaching.eng.cam.ac.uk/content/uk-spec>