



TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Diseño y Generación de Valor para el Cliente/ Design & Delivery of Value for Customers
Subject code	E000013559
Involved programs	Grado en Análisis de Negocios/Bachelor in Business Analytics y Grado en Derecho [Second year] Grado en Análisis de Negocios/Bachelor in Business Analytics [Second year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Básico
Department	Departamento de Marketing
Coordinator	Olga Bocigas
Schedule	Please refer to the schedules of the different groups and degrees in which it is taught for this purpose
Office hours	Please refer to the tutoring schedule of the different groups and degrees in which it is taught for this purpose
Course overview	This course presents and develops the marketing approach to the creation of value for the consumer, starting from the knowledge and understanding of their needs throughout the consumer journey. This approach will be placed in the historical perspective of its origin, highlighting how it regenerates itself in the contemporary digital context. The concepts and tools that allow the development of this approach in its analytical, strategic and operational aspects will be presented through case studies.

Teacher Information	
Teacher	
Name	Aranca Larrañaga Muguerza
Department	Departamento de Marketing
E-Mail	alarranaga@icade.comillas.edu

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
<p>The "Design & Delivery of Value for Customer" course situates itself within the broader framework of modern marketing strategies, focusing on the evolution of value creation from a historical perspective to its current digital and global adaptations. It delves into understanding consumer needs and behaviors throughout the customer journey, employing strategic, and operational tools to effectively create and deliver superior functional, economic, social-environmental and experiential customer value. This course equips students with critical competencies in customer-centric marketing strategies. By mastering the principles of creating and delivering value, students develop the ability to make informed, strategic decisions regarding product development, pricing, distribution, and communication.</p>
Prerequisites



None

Competencies - Objectives

Competences

CN9: Understands and comprehends the fundamental concepts, paradigms, and tools currently used in marketing management, as well as the scope of models, processes, and practices associated with marketing analytics.

HA9: Appropriately identifies a problem within the field of marketing management and its possible causes, proposing coherent solutions and action plans based on the use of relevant sources and data.

CM10: Designs effective strategies and tactics coherently integrated into a marketing plan resulting from the application of analytical tools to solve business problems.

Design & Delivery of Value for Customers

RA1: Understands marketing paradigms and their implications for decision-making, demonstrating a comprehensive and interconnected view of the main marketing decisions.

RA2: Is capable of making recommendations for effective decision-making regarding product, pricing, distribution, and commercial communication, determining in each case what information is needed and how to obtain it.

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

Module 1: Intro to customer value

- 1.1. Definition and importance of customer value
- 1.2. Who is your customer? B2C (Customer vs consumer) and B2B

Module 2: Customer value process

- 2.1. Overall customer value process
- 2.2. Value Proposition Canvas
- 2.3. 5C's: customers, company, context, competitors, collaborators
 - Customers: problem to be solved, pains and gains.
 - Company: is really customer oriented?
 - Context: 5 forces of Porter and PESTEL
 - Competitors: you are competing for a share of wallet/attention/stomach
 - Collaborators: external, internal
- 2.4. STP process
 - Segmentation
 - Targeting
 - Positioning

Module 3: Delivering functional value through product



- 3.1. What is functional value and how customers evaluate it?
- 3.2. Product attributes
- 3.3. Service attributes
- 3.4. How to calculate functional value from the customer side?
- 3.5. How can product strategies create value for the customer?
- 3.6. How can service strategies bridge quality gaps to enhance customer value?
- 3.7. Measuring functional value creation

Module 4: Delivering economic value through price

- 4.1. What is economic value and what are key components?
- 4.2. Calculating economic value to the customer (EVC)
- 4.3. Marketing implications of economic value
 - 4.3.1. How to set up a pricing strategy
- 4.4. Leveraging technology for pricing strategy
- 4.5. Challenges in communicating economic value
- 4.6. Measuring economic value creation

Module 5: Delivering social value through placement

- 5.1. What is social value?
- 5.2. What is distribution and how to deliver social value through distribution
- 5.3. Types of distribution strategies companies can embrace
- 5.4. Types of distribution channels companies can implement
- 5.5. Logistics as the backbone of distribution strategy
- 5.6. Providing a seamless customer experience via an omnichannel strategy
- 5.7. Social value beyond distribution
- 5.8. Environmental value
- 5.9. Measuring social value creation

Module 6: Delivering experiential value through promotion/communication

- 6.1. What is experiential value?
- 6.2. The brand
- 6.3. Customer experience and customer service
- 6.4. Emotional benefits
- 6.5. How to communicate customer value: 6M's model: Mission, market, message, media, measurements and money
- 6.6. Measuring experiential value creation

TEACHING METHODOLOGY

General methodological aspects of the subject

The main teaching approach is based on the encouragement of active participation in class. The primary means of imparting knowledge and understanding is through the lecture but students are strongly encouraged to engage in problem solving and independent reading for which they are given extensive support and guidance on reading materials and their appropriate use. The creation of an emotional relationship between the student and the course is a second objective, with the intention that at the end of the course the student will be able to design and deliver customer value. This course includes some elements of PBL (Project Based Learning), Experiential Learning, Gamification and working on real companies' challenges



In-class Methodology: Activities

Master class lessons in which the teacher will present the main content in a clear, structured manner, seeking to motivate the student at all times through the use of Power Point slides, videos, audios, visualizations, etc.

Participatory expository sessions. In each master class, the lecture will be combined with a debate and/or discussion on the topic corresponding to each class. This requires the student to be prepared to discuss the subject of study and the readings, videos, or audios that will be provided in advance

Midterm individual test resolution. Students will be given brief questionnaires on the subject matter covered in class to assess their progress in the subject.

Cooperative Learning: The goal of this activity is to encourage cooperative work in groups of 5-6 people, promoting the autonomy and motivation of learning through shared responsibility.

Analysis and resolution of cases proposed by the teacher, based on a brief reading, material prepared for the occasion, or any other type of data or information that allows the practical application of the theoretical knowledge acquired

Public presentation of topics or works. Students will present and defend their work in front of the teacher and the rest of the classmates. The conceptual organization, mastery of the subject matter, clarity of exposition, and in the case of a collective exercise, the active collaboration of each team member will be valued.

Non-Presential Methodology: Activities

Academic tutoring for the resolution of problems that may have arisen in the course of learning the subject or in the process of acquiring the corresponding skills.

Monographic research. A cooperative learning procedure starts with assigning students to teams and the approach of a task that requires research and the sharing of information and resources among team members to achieve the common goal.

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Lectures	Presentations of works	Case and class discussions	Other activities: workshops, speaker
24	6	22	8
NON-PRESENTIAL HOURS			
Individual study	Tutoring	Read and prepare cases and sessions	Team and individual assignments
40	10	20	20
ECTS CREDITS: 6 (150 hours)			

EVALUATION AND CRITERIA

Final theoretical-practical exam. Students will be evaluated based on their understanding of theoretical concepts and their ability to



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2024 - 2025

apply them in practical situations. The accuracy, coherence, and depth of the responses will be valued, as well as the correct use of specific terminology

Mid-term exam: Multiple choice questions. Students will be evaluated based on their knowledge and understanding of the topics covered in class. The accuracy of the answers and the ability to recall and apply theoretical concepts will be valued.

Group work in class and group presentations: The group's ability to work collaboratively, the quality of the work presented, the depth of the analysis, and the ability to apply the concepts learned in class will be assessed. The presentation and organization of the work will also be valued.

Participation control through questions in class and debates and controlled attendance through signing in a sheet provided by the professor. The frequency and quality of the student's participation in class, their willingness to ask questions and participate in debates, and their regular attendance at classes will be evaluated. The constructive contribution to class discussions and punctuality in attendance will be valued.

Individual/Pair assignments to illustrate with real examples the concepts discussed in class

Ratings

ORDINARY CALL

The final grade for the subject will be obtained as follows:

Final theoretical-practical exam (40%)

Continuous assessment (60%), which is broken down into:

- Mid-term exam: 10%
- Group work in class and group presentations: 20%
- Class participation and attendance: 15%
- Individual/Pair presentation of news: 15%

All assignments (group and individual) must be delivered in the course intranet (moodle), at the scheduled dates. No assignment will be accepted after the deadline or outside that platform.

The final grade will be the weighted sum of the exam (40%) and the grade obtained in the continuous assessment (60%). **To pass the subject, it is MANDATORY to obtain a minimum grade of 5 in both parts, i.e., in the continuous assessment and the final exam.**

Attendance is considered essential. Thus, according to university regulations, once the teacher verifies the **student's absence in one-third of the classes or more and with sufficient notice before the corresponding exam in the ordinary call, the student will be informed of the loss of the opportunity.** The teacher will report this to the Dean. The student's ordinary call transcript should be marked as "Not presented" (R.G. 93.3.).

ORDINARY CALL - Students with exemption from attendance

Students who wish to avail themselves of this curricular adaptation must inform the corresponding teacher via email during the first month of the course. In this case, the grade will be determined by a final theoretical-practical exam with a value of 100%. To prepare for this exam, the student will have all the necessary documentation available in the subject's dedicated space on the Moodle platform.

ASSESSMENT IN EXTRAORDINARY CALL

Students who do not pass in the ordinary call

In this case, the grade will be determined through a final theoretical-practical exam with a value of 100%.



The grade obtained in the continuous assessment during the ordinary call will not be retained for this call.

EXCHANGE STUDENTS

Exchange Students (incoming students) who must return to his/her home University before the end of the semester must take out the examination in the last week that they are here. Other sections governed in the same way as for ordinary students.

USE OF AI

- **Testing of Fundamentals**, that is the final exam and mid-term, will be without AI, because key concepts and jargon need to be memorized and internalized. The objective is students know the fundamentals so they can use and recall them on demand.
- For **Applications of the Fundamentals** AI will be allowed only for those activities in which it is expressly indicated, always declaring the terms of its use following the declaration statement provided in the course. The objective is testing the ability of a student to apply fundamental knowledge from different chapters and make the student able to apply advanced tools while augmenting their complementary and inherently human capabilities.
- Its misuse will be considered a serious offense, according to the General Regulations of the University, art. 168.2.e: "carrying out actions intended to falsify or defraud the systems of academic performance evaluation". The consequences of this will be "temporary expulsion of up to three months or the prohibition of taking exams in the next call to the imposition of the sanction, in one or several subjects in which the student is enrolled, [...] apart from implying the qualification of failure (0) in the respective subject, [...] [and] the prohibition of taking exams in that subject in the next call".

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- Harvard Business Publishing. Core curriculum. Creating Customer value. Gupta, Suri (2019)
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). Value proposition design: How to create products and services customers want . John Wiley & Sons.
- Weinstein, A., & Johnson, W. C. (2020). Designing and delivering superior customer value: concepts, cases, and applications. CRC press.
- Weinstein, A. (2020). Creating superior customer value in the now economy. *Journal of Creating Value*, 6(1), 20-33.
- Armstrong, G., & Kotler, P. (2017). Principles of Marketing. 17th red. *New York*.

Complementary Bibliography

- De Backer, G (2024). Value Proposition Design: How-To & Example (+ Template). Retrieved July, 16th, 2024 from <https://gustdebacker.com/value-proposition-design/>
- De Backer, G (2024). Cognitive Biases (2024): Complete List of 151 Biases [Psychology]. Retrieved July, 16th, 2024 from <https://gustdebacker.com/cognitive-biases/>
- ICEMD (2024). La voz del CMO y su visión sobre el futuro del marketing (2024). Retrieved July, 16th, 2024 from <https://icemd.esic.edu/knowledge/estudios/estudio-marketing-foresigth-2024/>
- Kotler, P., & Keller, K. L. (2012). *Marketing Management: Philip Kotler, Kevin Lane Keller*. Pearson.
- Kotler, P. (2009). *Marketing management*. Pearson Education India.
- Peter, J. P., & Olson, J. C. (2006). *Comportamiento del Consumidor y estrategia del Marketing*. Mc Graw Hill.
- Rosenberg, M., Berrone, P., & Rousseau, H. (2019). Environmental sensibility and firm strategic actions: how to become sustainable while avoiding greenwashing. In *General Management in Latin and Ibero-American Organizations* (pp. 78-97). Routledge.
- Solomon, M. R. (2020). *Consumer behavior: Buying, having, and being*. Pearson.
- Vadakkepatt, G. G., Winterich, K. P., Mittal, V., Zinn, W., Beitelspacher, L., Aloysius, J., & Reilman, J. (2021). Sustainable



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2024 - 2025

retailing. *Journal of Retailing*, 97(1), 62-80.