



**Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Marketing Management	6120103071	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
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Learning model	Case Studies																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																		
	PLO-9 (PLO 9) Graduates are able to work well for self-development																																																																		
	PLO-13 (PLO10) Graduates are able to conduct research well and ethically																																																																		
	PLO-14 (PLO 1) Graduates are able to master management theory as a whole																																																																		
	Program Objectives (PO)																																																																		
	PO - 1 C4. Students are able to accurately describe the theories in Marketing Management studies.																																																																		
	PO - 2 A5. Students are able to show the character of tough, collaborative, adaptive, innovative, inclusive, lifelong learning, entrepreneurial in marketing management learning activities																																																																		
	PLO-PO Matrix																																																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-9</td> <td>PLO-13</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-9	PLO-13	PLO-14	PO-1				PO-2																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																			
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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Short Course Description In the Marketing Management course, students learn to describe theories in Marketing Management including marketing management, marketing insight, relationships with customers, strong brands, creating and delivering value, responsible marketing, and global marketing.

References	<p>Main :</p> <ol style="list-style-type: none"> Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, Pemasaran Dasar Pendekatan Manajerial Global, Edisi Keenam belas. Salemba Empat, Jakarta <p>Supporters:</p> <ol style="list-style-type: none"> Sanaji; Indarwati, Tias Andarini; Candra, Ika Diyah. (2021). The influence of perceived ease of use, perceive usefulness, and trust on customer's intention to use " Bebas Bayar" mobile payment application in Indonesia. Technium Soc. Sci. J., 20, 726.
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Supporting lecturer	Dra. Hj. Anik Lestari Andjarwati, M.M. Dr. Sanaji, S.E., M.Si. Dr. Yessy Artanti, S.E., M.Si. Nindria Untarini, S.E., M.Si. Tias Andarini Indarwati, S.E., M.M. Monika Tiarawati, S.E., M.M. Yuyun Isbanah, S.E., M.SM. Syaifurizal Wijaya Putra, S.E., M.M. Muhammad Rizky Ramadhan, BBus., MITHM.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	C4. Students are able to describe marketing management theories.	<ol style="list-style-type: none"> 1.Students are able to outline the definition of marketing for the new reality. 2.Students are able to describe strategy development and marketing planning. 3.Students are able to decipher marketing definitions for new realities. 4.Students are able to describe the development of marketing strategies and planning, 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		<p>Material: marketing management Library: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i></p> <hr/> <p>Material: marketing management Bibliography: <i>Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, Basic Marketing Global Managerial Approach, Sixteenth Edition. Salemba Empat, Jakarta</i></p>	0%
2	C4. Students are able to describe marketing management theories.	<ol style="list-style-type: none"> 1.Students are able to outline the definition of marketing for the new reality. 2.Students are able to describe strategy development and marketing planning. 3.Students are able to decipher marketing definitions for new realities. 4.Students are able to describe the development of marketing strategies and planning, 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		<p>Material: marketing management Library: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i></p> <hr/> <p>Material: marketing management Bibliography: <i>Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, Basic Marketing Global Managerial Approach, Sixteenth Edition. Salemba Empat, Jakarta</i></p>	3%

3	Students are able to decipher marketing insights. Students are able to decipher marketing insights.	Students are able to outline how to gather information and predict requests.	Criteria: holistic rubric Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50		Material: marketing management Library: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i> Material: marketing management Bibliography: <i>Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, Basic Marketing Global Managerial Approach, Sixteenth Edition. Salemba Empat, Jakarta</i>	3%
4	Students are able to explain how to relate to customers. Students are able to describe how to connect with customers.	<ol style="list-style-type: none"> 1. Students are able to describe how to build long-term loyalty relationships. 2. Students are able to describe consumer market analysis. 3. Students are able to describe business market analysis. 4. Students are able to describe how to build long-term loyalty relationships. 5. Students are able to decipher consumer market analysis. 6. Students are able to decipher business market analysis. 	Criteria: holistic rubric Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50		Material: marketing management Library: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i>	4%
5	Students are able to explain how to relate to customers. Students are able to describe how to connect with customers.	<ol style="list-style-type: none"> 1. Students are able to describe how to build long-term loyalty relationships. 2. Students are able to describe consumer market analysis. 3. Students are able to describe business market analysis. 4. Students are able to describe how to build long-term loyalty relationships. 5. Students are able to decipher consumer market analysis. 6. Students are able to decipher business market analysis. 	Criteria: holistic rubric Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50		Material: marketing management Library: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i>	4%

6	Students are able to describe how to build a strong brand.	<ol style="list-style-type: none"> 1. Students are able to describe the identification of market segments and target markets. 2. Students are able to describe the preparation of brand positioning. 3. Students are able to decipher the identification of market segments and target markets. 4. Students are able to describe the crafting of brand positioning. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Form of learning: lecture Learning method: group discussion Form of learning: lecture s 3 X 50		<p>Material: Library brand : Kotler & Keller. 2016. <i>Marketing Management 15e Global Edition</i>. Harlow: Pearson</p> <hr/> <p>Material: brand Bibliography: Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, <i>Basic Marketing Global Managerial Approach, Sixteenth Edition</i>. Salemba Empat, Jakarta</p>	4%
7	Students are able to describe how to build a strong brand.	<ol style="list-style-type: none"> 1. Students are able to describe the identification of market segments and target markets. 2. Students are able to describe the preparation of brand positioning. 3. Students are able to decipher the identification of market segments and target markets. 4. Students are able to describe the crafting of brand positioning. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	Form of learning: lecture Learning method: group discussion Form of learning: lecture s 3 X 50		<p>Material: Library brand : Kotler & Keller. 2016. <i>Marketing Management 15e Global Edition</i>. Harlow: Pearson</p> <hr/> <p>Material: brand Bibliography: Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, <i>Basic Marketing Global Managerial Approach, Sixteenth Edition</i>. Salemba Empat, Jakarta</p>	4%
8	Midterm ExamMid Test		<p>Criteria: structured tests</p> <p>Form of Assessment : Test</p>	3 X 50			20%

9	Students are able to decipher the creation of values. Students are able to decipher the creation of values.	<ol style="list-style-type: none"> 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		3%
10	Students are able to decipher the creation of values. Students are able to decipher the creation of values.	<ol style="list-style-type: none"> 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		4%

11	Students are able to decipher the creation of values. Students are able to decipher the creation of values.	<ol style="list-style-type: none"> 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		<p>Material: value creation Reader: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i></p>	0%
12	Students are able to decipher the delivery and communication of values.	<ol style="list-style-type: none"> 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. 	<p>Criteria: holistic rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50</p>		<p>Material: value creation Reader: <i>Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson</i></p>	4%

13	Students are able to decipher the delivery and communication of values.	<ol style="list-style-type: none"> 1. Students are able to describe the design and management of integrated marketing channels. 2. Students are able to explain retail, wholesale and logistics management. 3. Students are able to describe the design and management of integrated marketing communications. 4. Students are able to describe the design and management of integrated marketing channels. 5. Students are able to elaborate on retail, wholesale, and logistics management. 6. Students are able to elaborate on the design and management of integrated marketing communications. 	Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			6%
14	Students are able to outline marketing responsibilities for long-term success. Students are able to elaborate on marketing responsibilities for long-term success.	<ol style="list-style-type: none"> 1. Students are able to describe holistic marketing organization management for the long term. 2. Students are able to outline opportunities for global markets. 3. Students are able to elaborate on the management of a holistic marketing organization for the long term. 4. Students are able to outline opportunities to tap into global markets. 	Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			6%

15	Students are able to outline marketing responsibilities for long-term success. Students are able to elaborate on marketing responsibilities for long-term success.	<ol style="list-style-type: none"> 1. Students are able to describe holistic marketing organization management for the long term. 2. Students are able to outline opportunities for global markets. 3. Students are able to elaborate on the management of a holistic marketing organization for the long term. 4. Students are able to outline opportunities to tap into global markets. 	Form of Assessment : Participatory Activities	Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%
16	Final Semester Exam Final test		Criteria: structured tests Form of Assessment : Test	3 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.