
Jindal Global Business School
Course Outline

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| Course Title | Institutional Marketing |
| Core or Elective | Elective |
| Program and Batch | MBA 2, IBM 4 |
| Semester & Academic Year | Fall 2025 |
| Credits | 3 |
| Discipline/Area | Marketing |
| Provide details if this course is a Prerequisite for any course/specialization | No |
| Name of the Faculty Member/Course Instructor | Prof. Ankur Vohra |
| Contact Details of the Faculty Member | Ankur.vohra@jgu.edu.in |
| Contact Details of Support Staff | jgbs-eo@jgu.edu.in |
| Faculty Member's Open Office Day/s & Time | Monday- Tuesday (3:00 PM – 5:00 PM) |

Introduction to the Course

Institutional marketing is the art and science of promoting **not for profit organisations** with the goal of making them exciting and aspirational for their stakeholders. Helping not for profits to formulate innovative strategies for their Target Group to associate and participate in their activities with the overall objective of achieving their organisational goals & growth targets is also one of the key aspects of Institutional Marketing.

This course explores how institutions build, communicate, and sustain their brand identities. Students will learn the theory and practice of marketing in non-commercial and semi-commercial institutional settings such as **universities, museums, political parties, NGOs, hospitals, and research bodies.** Emphasis will be on brand positioning, stakeholder engagement, and reputation management.

The course will also discuss the not-for-profit sector, the trends, challenges and opportunities that exist in its evolution. Students will be taught key concepts through real life case studies and current application of key marketing concepts by not for profits in the real world. Special emphasis will be given to learning keeping in mind the application of the concepts learnt within the Indian context.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1-Understand what Institutional Marketing is and how it has evolved over a period, locally and globally.
2. CLO2 Understand key foundational concepts of Institutional Marketing & Not for Profit Sector.
3. CLO3 Learn from real life case studies of Institutional Marketing campaigns of organisations working in the space of Politics, Education, Health & Culture.
4. CLO4 Learn how to conceptualise, build and execute Institutional Marketing campaigns
5. CLO5 Understanding how not for profits are run, key challenges and their contribution in society. Relevance of not for profit sector will also be discussed in this course.

Programme Competency Goals

| MBA (BA) Programme Competency Goals (PCGs) | | MBA (BA) Programme Learning Objectives (PLOs) |
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| | | Students will be able to |
| 1 | Technological Agility: Ability to adopt relevant technologies for better business decision making. | 1. Understand relevant business technologies |
| | | 2. Understand future technologies in business domain |
| 2 | Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues | 3. Understand the interplay between local and global business issues |
| | | 4. Demonstrate sensitivity towards ethical issues |
| | | 5. Demonstrate sensitivity towards social issues |
| | | 6. Address societal issues |
| 3 | Effective communication: Ability to effectively exchange ideas and information | 7. Present their ideas with clarity |
| | | 8. Prepare an organized and logical business document |
| | | 9. Use technology for effective communication |
| 4 | Critical Thinking: Ability to identify, analyze business problems and propose effective solutions | 10. Identify main issues of business problems |
| | | 11. Examine information from different sources |
| | | 12. Draw inferences from analysis |

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| | | 13. Evaluate alternatives |
| | | 14. Summarize and conclude |
| 5 | Leadership: Ability to take initiative, inspire and collaborate with others | 15. Take initiative |
| | | 16. Contribute effectively in groups |
| 6 | Discipline Knowledge: Ability to apply business analytics knowledge to diverse business situations | 17. Create analytics model/s to address business problems |
| | | 18. Apply analytics model/s to find solutions to address business problems |
| | | 19. Draw actionable insights from analytics model/s |

PLO-PCG Assessments Mapping Matrix

| Program Learning Objectives (PLOs) | Program Competency (PCGs) | Goals | Course Assessment Item |
|---|--|-------|---|
| This course helps you to develop the following Program Learning Outcomes: | This course helps you to develop the following Program Competency Goals: | | This learning outcome will be assessed in the following items |
| PLO 16-17-18 | PCG 5, PCG 6 | | A1, A2 |
| PLO1-2-3 | PCG 1, PCG2 | | A3, A4 |
| PLO10-14 | PCG4 | | A1, A2 |
| PLO15-16 | PCG5 | | A1,A2 |
| PLO 17-19 | PCG6 | | A3, A4 |
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Evaluation Schema

The course grade will be determined based on:

| Assessment Task | Weightage (Percentage) | Nature (Individual/Group) | Week of Assessment | PLOs to be Assessed |
|-------------------------|------------------------|---------------------------|--------------------|---------------------|
| A1:Class Participation | 10% | Individual | Continuous | PLO 15-16-17-18 |
| A2 Team Presentation | 30% | Group | Continuous | PLO 15-16-17-18 |
| A3 Midterm | 20% | Individual | Midterm Week | PLO 1-2-3-17-19 |
| A4 End term Examination | 30% | Individual | Last Teaching Week | PLO 1-2-3-17-19 |

Description of Assessments:

A1- Class Participation- You are expected to actively engage in the class with key concepts being taught by the faculty. The student is expected to do pre-read ups before the class and contribute to the classroom interactions.

A2 - Team Presentation -You are expected to carefully analyse case studies and present your findings in a power-point format. The presentation must carry a thorough problem identification, analysis, and recommendation (probable solution, and action plan).

A3 Midterm- The midterm examination will be of 20 marks of 1 hours duration. This will be a pen and paper invigilated exam held on the JGU campus.

A4 End term examination- The end term examination will be of 30 marks of 1 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning 'what to do', the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

Textbook:

1. **Strategic Marketing for Non-Profit Organizations**, by Alan Andreasen (Author), Philip Kotler (Author)
2. **Strategic Marketing for Educational Institutions**, Philip Kotler, Karen F. A. Fox
3. **The Non-Profit Marketing Guide**, Kivi Leroux Miller
4. **The Routledge Guide to Non-profit Marketing**, Adrian Sargeant & Walter Wymer Jr
5. **Building a Story Brand**, Donald Miller

6. The Cycle, Michael M. Kaiser

7. Healthcare Marketing: A Case Study Approach by Leigh Cellucci, Carla Wiggins, and Tracy J. Farnsworth

Session Plan

| Session Details | Topics | PLOs Covered |
|--------------------------|---|--------------|
| Session 1 | Introduction to Institutional Marketing- Part:1 | PLO 1-2 |
| Objective of the session | Understand the broader field of Institutional Marketing | |
| Subtopics to be covered | Marketing, Not for Profits | |
| Readings | None | |
| Case Title & Number | None | |
| Pedagogy | Experiential | |
| Session 2 | Introduction to Institutional Marketing- Part:2 | PLO 1-2 |
| Objective of the session | Understand the broader field of Institutional Marketing | |
| Subtopics to be covered | Marketing, Not for Profits | |
| Readings | None | |
| Case Title & Number | None | |
| Pedagogy | Experiential | |
| Session 3 | Unique Elements of Not-for-Profit Organisations-1 | PLO 10-11-12 |
| Objective of the session | Learn about the broader Not for Profit Sector | |
| Subtopics to be covered | Organizational Structure | |
| Readings | The Routledge Guide to Non-profit Marketing | |
| Case Title & Number | Book | |
| Pedagogy | Inquiry Based | |
| Session 4 | Unique Elements of Not-for-Profit Organisations-2 | PLO 17-18-19 |
| Objective of the session | Learn about the broader Not for Profit Sector | |
| Subtopics to be covered | Marketing | |
| Readings | The Routledge Guide to Non-profit Marketing | |
| Case Title & Number | Book | |
| Pedagogy | Inquiry Based | |
| Session 5 | Fundamentals of Institutional Marketing-1 | PLO 17-18-19 |
| Objective of the session | Who are our Stakeholders? | |
| Subtopics to be covered | Marketing, Engagement | |
| Readings | The Routledge Guide to Non-profit Marketing | |
| Case Title & Number | Book | |
| Pedagogy | Experiential | |
| Session 6 | Fundamentals of Institutional Marketing-2 | PLO 1-2 |
| Objective of the session | Fundraising | |
| Subtopics to be covered | Marketing, Engagement | |

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|--------------------------|--|--------------|
| Readings | The Routledge Guide to Non-profit Marketing | |
| Case Title & Number | Book | |
| Pedagogy | Experiential | |
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| Session 7 | Nonprofit Marketing Plans in Theory—and in the Real World | PLO 1-2 |
| Objective of the session | Learn how to practically execute marketing plans for Non-Profit | |
| Subtopics to be covered | Digital Marketing | |
| Readings | The Non-Profit Marketing Guide, Kivi Lerox Miller | |
| Case Title & Number | Chapter-2 | |
| Pedagogy | Experiential | |
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| Session 8 | Nonprofit Marketing Plans in Theory—and in the Real World | PLO 1-2 |
| Objective of the session | Learn how to practically execute marketing plans for Non-Profit | |
| Subtopics to be covered | Digital Marketing | |
| Readings | The Non-Profit Marketing Guide, Kivi Lerox Miller | |
| Case Title & Number | Chapter-2 | |
| Pedagogy | Experiential | |
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| Session 9 | Define Your Audiences: Who Do You Want to Reach? | PLO 10-11-12 |
| Objective of the session | Marketing & Distribution Channels | |
| Subtopics to be covered | Sales, Relationship Management | |
| Readings | The Non-Profit Marketing Guide, Kivi Lerox Miller | |
| Case Title & Number | Chapter-4 | |
| Pedagogy | Inquiry Based | |
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| Session 10 | Define Your Audiences: Who Do You Want to Reach? | PLO 10-11-12 |
| Objective of the session | Tourism Marketing & Distribution Channels | |
| Subtopics to be covered | Sales, Relationship Management | |
| Readings | The Non-Profit Marketing Guide, Kivi Lerox Miller | |
| Case Title & Number | Chapter-4 | |
| Pedagogy | Inquiry Based | |
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| Session 11 | Marketing for Educational Institutions | PLO 1-2 |
| Objective of the session | Learn how Educational Institutions Market themselves | |
| Subtopics to be covered | Marketing, Not for Profit | |
| Readings | Strategic Marketing for Educational Institutions, Philip Kotler, Karen F. A. Fox | |
| Case Title & Number | Book | |
| Pedagogy | Inquiry Based | |
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| Session 12 | Marketing for Educational Institutions | PLO 1-2 |

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| Objective of the session | Learn how Educational Institutions Market themselves | |
| Subtopics to be covered | Marketing, Not for Profit | |
| Readings | Strategic Marketing for Educational Institutions, Philip Kotler, Karen F. A. Fox | |
| Case Title & Number | Book | |
| Pedagogy | Inquiry Based | |
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| Session 13 | Guest Lecture-1: Mahesh Balakrishnan, International Baccalaureate | PLO 1-2 |
| Objective of the session | How IB markets its curriculum globally | |
| Subtopics to be covered | Education | |
| Readings | IB Website | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 14 | Guest Lecture-2: Bhavin Shah, CEO, Education World Magazine | PLO 1-2 |
| Objective of the session | How K-12 schools' market themselves | |
| Subtopics to be covered | Education | |
| Readings | Education World Magazine | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 15 | | PLO1-2 |
| Objective of the session | Revision Class-1 | PLO 7-8-9 |
| Subtopics to be covered | NA | |
| Readings | Full Course | |
| Case Title & Number | All | |
| Pedagogy | Experiential | |
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| Session 16 | | PLO1-2 |
| Objective of the session | Revision Class-2 | PLO 7-8-9 |
| Subtopics to be covered | NA | |
| Readings | Full Course | |
| Case Title & Number | All | |
| Pedagogy | Experiential | |
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| Session 17 | Introduction to Online Marketing | PLO 10-11-12 |
| Objective of the session | Learn Key Concepts about Online Marketing | |
| Subtopics to be covered | Digital Marketing, Advertising Campaigns, Storytelling | |
| Readings | Latest Online Marketing Updates | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 18 | Online Marketing for Not for Profit | PLO 10-11-12 |
| Objective of the session | Learn Key Concepts about Online Marketing | |

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|--------------------------|---|--------------|
| Subtopics to be covered | Digital Marketing, Advertising Campaigns, Storytelling | |
| Readings | Latest Online Marketing Updates | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 19 | Marketing for Arts Organizations | PLO 10-11-12 |
| Objective of the session | Learn Key Strategies to market Arts Organizations | |
| Subtopics to be covered | Branding, relationship management | |
| Readings | The Cycle, Michael M. Kaiser | |
| Case Title & Number | Book | |
| Pedagogy | Experiential | |
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| Session 20 | Marketing for Arts Organizations | PLO 10-11-12 |
| Objective of the session | Learn Key Strategies to market Arts Organizations | |
| Subtopics to be covered | Branding, relationship management | |
| Readings | The Cycle, Michael M. Kaiser | |
| Case Title & Number | Book | |
| Pedagogy | Experiential | |
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| Session 21 | Marketing for Political Parties | PLO 3-4-5-6 |
| Objective of the session | Learn how Institutional Marketing works in Politics | |
| Subtopics to be covered | Relationship Management, Digital Marketing | |
| Readings | Brand Obama: How Barack Obama Revolutionized Political Campaign Marketing in the 2008 Presidential Election | |
| Case Title & Number | CMC Senior Theses. Paper 990. | |
| Pedagogy | Inquiry Based | |
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| Session 22 | Marketing for Political Parties | PLO 3-4-5-6 |
| Objective of the session | Learn how Institutional Marketing works in Politics | |
| Subtopics to be covered | Relationship Management, Digital Marketing | |
| Readings | Brand Obama: How Barack Obama Revolutionized Political Campaign Marketing in the 2008 Presidential Election | |
| Case Title & Number | CMC Senior Theses. Paper 990. | |
| Pedagogy | Inquiry Based | |
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| Session 23 | Marketing for Healthcare | PLO 3-4-5-6 |
| Objective of the session | Learn how Institutional Marketing works in healthcare sector | |
| Subtopics to be covered | Relationship Management, Digital Marketing | |
| Readings | Healthcare Marketing: A Case Study Approach by Leigh Cellucci, Carla Wiggins, and Tracy J. Farnsworth | |
| Case Title & Number | Strategic Actions of the Healthcare Marketer – Intermountain Healthcare | |
| Pedagogy | Inquiry Based | |
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| Session 24 | Marketing for Healthcare | PLO 1-2 |
| Objective of the session | Learn how Institutional Marketing works in healthcare sector | |

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| Subtopics to be covered | Relationship Management, Digital Marketing | |
| Readings | Healthcare Marketing: A Case Study Approach by Leigh Cellucci, Carla Wiggins, and Tracy J. Farnsworth | |
| Case Title & Number | Strategic Actions of the Healthcare Marketer – Intermountain Healthcare | |
| Pedagogy | Inquiry Based | |
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| Session 25 | Public Relations & Fund Raising in Not Profits | PLO 1-2 |
| Objective of the session | Learn how PR & Fundraising works in Not for Profits | |
| Subtopics to be covered | Marketing, Branding | |
| Readings | Strategic Marketing for Non-Profit Organizations, by Alan Andreasen (Author), Philip Kotler | |
| Case Title & Number | Chapter 14, 15 | |
| Pedagogy | Inquiry Based | |
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| Session 26 | Public Relations & Fund Raising in Not Profits | PLO 1-2 |
| Objective of the session | Learn how PR & Fundraising works in Not for Profits | |
| Subtopics to be covered | Marketing, Branding | |
| Readings | Strategic Marketing for Non-Profit Organizations, by Alan Andreasen (Author), Philip Kotler | |
| Case Title & Number | Chapter 14, 15 | |
| Pedagogy | Inquiry Based | |
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| Session 27 | Revision Class -3 | PLO 7, PLO 8, PCG 3, PCG 4, PCG5, PCG 6 |
| Objective of the session | Revision | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 28 | Revision Class- 4 | PLO 7, PLO 8, PCG 3, PCG 4, PCG5, PCG 6 |
| Objective of the session | Revision | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 29 | Final Student Presentations | PLO 7, PLO 8, PCG 3, PCG 4, PCG5, PCG 6 |
| Objective of the session | Present the learnings | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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| Session 30 | Final Student Presentations | PLO 7, PLO 8, |

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| Objective of the session | Present the learnings | PCG 3, PCG 4, PCG5, PCG 6 |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
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Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in