Spring 2017
MAR 7931: Marketing Strategy Research Seminar
COURSE SYLLABUS

Instructor:

Debanjan Mitra
City Furniture Foundation Professor of Marketing,
Warrington College of Business Administration
STZ 255D

Seminar Schedule and Times:

Jan 27 (1:30 am to 6:00 pm)
      Session 1: Organizations
      Session 2: Link between Organizations and Markets
Jan 28 (1:30 pm to 6:00 pm)
      Session 3: Markets
      Session 4: Link between Markets and Customers
Jan 29 (12 pm to 3:00 pm)
      Session 5: Research Brainstorming

Mar 24 (1:30 pm to 6:00 pm)
      Session 6: Customers
      Session 7: Link between Customers and Organizations
Mar 25 (1:30 pm to 6:00 pm)
      Session 8: Organizational Performance
      Session 9: Link between Customers and Organizational Performance
Mar 26 (9:45 am to 11:45 am)
      Session 10: Research Brainstorming

Office Hours
      By appointment
      Phone: 352-273-3284
      Email: dmitra@ufl.edu

Readings
All Readings available from e-learning Canvas course page
Recommended Text (not required for class but may only help those who plan a marketing strategy thesis eventually):
Assessing Marketing Strategy Performance, Edited by C. Moorman and D. R. Lehmann (ISBN 0965711447)

Course Description

Marketing strategy research seminar is designed to help DBA students understand the role of marketing within the organization, its business strategy, and its performance. It exposes students to issues and topics in marketing strategy research, helps them critically evaluate research developments, and generate fundamental ideas so as to contribute to the existing strategy research literature.

One of the best ways for doctoral candidates to understand a research area is to critically review articles describing research in that area. While less efficient than following a textbook, the approach provides a deeper understanding of specific issues, a better appreciation of the research process, and stronger training in research skills than the textbook approach. So the seminar will consist of a discussion of published articles on each topic. Students will be challenged to present articles in terms of key takeaways, limitations, and potential extensions. The class will discuss and evaluate the presentations. The instructor will provide his overall perspective on the articles and summarize direction of research.

The schedule lists the topics and readings that will be covered in each session. Papers will be read, critiqued, and presented by selected students. Some readings will contain analytical or econometric analysis. However, prior knowledge of econometrics or statistics is not a pre-requisite for this course. Students need to understand the spirit of the analysis even if they may sometimes (but not always) skim read technical sections. Note, it is not necessary for a researcher to understand technical details of all types of analyses – but it is necessary that s/he develops expertise on some that are most related to his/ her own research. Therefore, I only expect students to develop and deepen technical knowledge in a chosen methodology depending on their interests.

Towards the end of providing students a representative sample of the marketing strategy literature, I categorized 8 broad areas to be covered in 8 two-hour sessions. There are 4 readings under each area, each of which are numbered. The reading # for which a specific student will have to complete the assignment is provided after the Readings in this syllabus. The assignments will need to be submitted using Canvas as a powerpoint file of 15 slides (pdf of powerpoint is also acceptable). Note while your assignment is specific to the reading you are assigned, every student is expected to read (at least a casual reading) the other papers as well. This will ensure everyone is exposed to a variety of research and also result in richer in-class discussions.

Course Pedagogy

Students in this course will participate in activities both in the classroom and outside of the classroom using a blended learning approach. Out-of-class work will leverage online technologies to support continued discussions of cases, course materials, and application of lecture materials to collaborative learning. This method will provide students with an opportunity in this blended model to make the best use of classroom time.

What is blended learning and why is it important?
Blended learning is a method of classroom delivery where a portion of the traditional face-to-face instruction is replaced by web-based online learning. The Online Learning Consortium (a professional organization dedicated to postsecondary online learning) defines blended learning as a course where 30%-70% of the instruction is delivered online. In their Blended Learning infographic, Knewton defines blended learning as any situation in which "…a student learns, at least in part, at a brick-and-mortar facility and through online delivery with student control over time, place, path, or pace."

For additional information about blended learning at UF, see http://citt.ufl.edu/tools/blended-learning-and-the-flipped-classroom/

What is expected of you?
You are expected to read and prepare for class prior to attending. You are expected to actively participate in discussions during class, and you are expected to fully engage in online discussions through the course site that will continue and extend the in class activities.

The seminar seeks to:
1) Expose students to important problems in marketing strategy
2) Familiarize students with findings in the area.
3) Refine students' skills in reviewing articles and integrating literature.
4) Help students understand how various methodologies address these problems.

The Friday and Saturday in-class sessions will involve a presentation and discourse of the discussion readings. The actual reading will be done over the weeks prior to the in-class session. For example readings of the first 4 sessions during 1/27 and 1/28 will be done in the four previous weeks (i.e., weeks starting Jan 2, Jan 9, Jan 16, and Jan 23 respectively). The Sunday in-class sessions will provide a conclusion and a discussion of ideas generated on the research discussed on Friday and Saturday.

Each student will be assigned to read a specific discussion reading in each week. Following that, at the end of each week, each student will upload a powerpoint file (maximum 15 slides) describing the assigned discussion paper on the e-learning course page. This will include (i) agenda, research question(s) and literature, (ii) key takeaways, substantive and/ or methodological, (iii) critique and limitations, and (iv) extensions and other research ideas related to the substantive and methodological domains. These weekly assignments need to be completed as per the set deadline (see schedule) and will be graded.

During each class session, all discussion readings (assigned to the class) will be presented and discussed. I will randomly ask a student to present his/ her powerpoint on a specific reading. The rest of the readers will contribute to the discussion of the class by debating the presenter's understanding and/ or proposing their own takes. Others (i.e., the students who are expected to read the article as a casual read) will absorb this knowledge and insights while participating through asking clarifications, proposing counterpoints, etc.

The objective is to give the students a broad exposure to the literature on marketing strategy. This should help formation of the two idea proposals that each student will produce during the course. One of the proposals will eventually be selected as the final term paper. I expect each term paper to have a reasonable chance of being a potential dissertation topic. Towards that end, I will help in every possible way.

Assignment Guidelines

Audience & Motivation (3-4 slides)
> Establish the research motivation
> Identify target audience(s)
> Specify the research question(s)
> Frame conceptual model

Data and Methodology (2-3 slides)
>   Describe data
>   Define the model mathematically, if possible.

Findings (3-5 slides)
>   What are the findings – relationship, size?
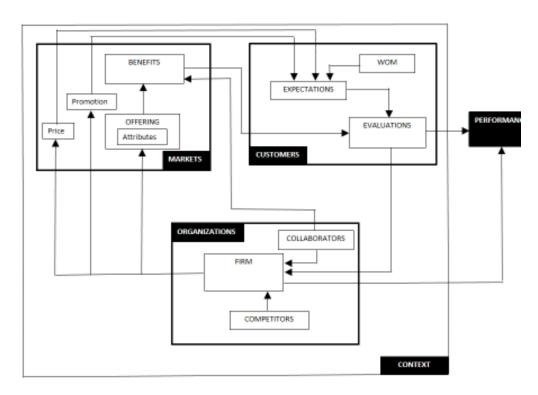
Implication (1-2 slides)
>   BEFORE: What was known prior to findings?
>   AFTER: What change in behavior as a result of the findings?

Conclusions (1-2 slides)
>   Interesting? Important? Limitations? Extensions? Learning?

Course Structure

The course will be structured under 8 content area and 2 brainstorming discussion sessions.

>   Session I: Organizations
>   Session II: Link between Organizations and Markets
>   Session III: Markets
>   Session IV: Link between Markets and Customers
>   Session V: Research Frameworks and Brainstorming
>   Session VI: Customers
>   Session VII: Link between Customers and Organizations
>   Session VIII: Organizational Performance
>   Session IX: Link between Customers and Organizational Performance
>   Session X: Brainstorming and Course Conclusions

Research Proposals/ Term Paper

Each research proposal will comprise a research question including its motivation and implication. This should be 2-3 pages long and may contain anecdotes, media articles, personal observations etc. It may also broadly specify different research areas, or paradigms that *may* provide relevant literature.

The final term paper will be based on one of these two proposals will be grounded in the relevant literature, a method for investigating it, potential data sources, mock example of the data, model, and analysis. The proposal may involve a survey, field experiment, a quasi or natural experiment, multivariate analysis of secondary data, or meta-analysis. See deadlines below.

Evaluation

Students need to complete all weekly assignments in time. Late submissions will not be accepted and students will not receive any credit. Students will also attend all class sessions punctually and should inform the instructor ahead of time for any absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Powerpoint Assignments/ Presentations (8 @ 5 points)	40%
Short Research Proposal	20%
Final Term Paper	40%

The final letter grading scale will be set by the instructor based on the performance of a student relative to the class. For more information on the grading policy see:
http://www.registrar.ufl.edu/staff/grades.html
Details of the letter grades and grade point computation can be found at:
http://www.registrar.ufl.edu/catalog1011/policies/regulationgrades.html

Deadlines

Jan 5: Discussion Reading Assignment on Session I
Jan 12: Discussion Reading Assignment on Session II
Jan 19: Discussion Reading Assignment on Session III
Jan 26: Discussion Reading Assignment on Session IV
Feb 9: Research Proposal 1
Feb 16: Discussion Reading Assignment on Session VI
Feb 23: Discussion Reading Assignment on Session VII
Mar 2: Discussion Reading Assignment on Session VIII
Mar 9: Discussion Reading Assignment on Session IX
Mar 23: Research Proposal 2
Apr 20: Complete Term Paper (based on either of the two proposals)

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Counseling and Wellness

Please contact http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575 or the University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: https://evaluations.ufl.edu/results/.

DISCUSSION READINGS

SESSION I: Organizations

1. Simester, Duncan I, and Birger Wernerfelt (2005), "Determinants of Asset Ownership: A Study of the Carpentry Trade", *Review of Economics and Statistics*, 87, no. 1, February, 50-58.

2. Debanjan Mitra, Peter N. Golder (2002) Whose Culture Matters? Near-Market Knowledge and Its Impact on Foreign Market Entry Timing. *Journal of Marketing Research*: August 2002, Vol. 39, No. 3, pp. 350-365.

3. Manjit S. Yadav, Jaideep C. Prabhu, and Rajesh K. Chandy (2007) Managing the Future: CEO Attention and Innovation Outcomes. *Journal of Marketing*: October, Vol. 71, No. 4, 84-101.

4. Daniel Korschun, C.B. Bhattacharya, and Scott D. Swain (2014) Corporate Social Responsibility, Customer Orientation, and the Job Performance of Frontline Employees. *Journal of Marketing*: May 2014, Vol. 78, No. 3, pp. 20-37.

SESSION II: Link between Organizations and Markets

5. Uri Simonsohn (2010), "eBay's Crowded Evenings: Competition Neglect in Market Entry Decisions," *Management Science*, 56(7), 1060-1073.

6. Peter N. Golder, Gerard J. Tellis, (2004), "Growing, Growing, Gone: Cascades, Diffusion, and Turning Points in the Product Life Cycle," *Marketing Science* 23(2):207-218.

7. Eric T. Anderson, Nathan M. Fong, Duncan I. Simester, Catherine E. Tucker (2010) How Sales Taxes Affect Customer and Firm Behavior: The Role of Search on the Internet. *Journal of Marketing Research*: April 2010, Vol. 47, No. 2, pp. 229-239.

8. Kusum L. Ailawadi, Jie Zhang, Aradhna Krishna, Michael W. Kruger (2010) When Wal-Mart Enters: How Incumbent Retailers React and How This Affects Their Sales Outcomes. *Journal of Marketing Research*: August 2010, Vol. 47, No. 4, 577-593.

SESSION III: Markets

9. Brynjolfsson, Erik and Michael D. Smith (2000), "Frictionless Commerce? A Comparison of Internet and Conventional Retailers," *Management Science* 2000, 46:4 , 563-585

10. Talukdar, Debabrata (2008), "Cost of Being Poor: Retail Price and Consumer Price Search Differences across Inner-City and Suburban Neighborhoods," *Journal of Consumer Research*, 35 (3) 457-471.

11. Catherine Tucker and Juanjuan Zhang (2010), "Growing Two-Sided Networks by Advertising the User Base: A Field Experiment," *Marketing Science* 29:5, 805-814.

12. Steven M. Shugan and Debanjan Mitra (2014), "A Theory for Market Growth or Decline," *Marketing Science*, 33:1, 47-65

SESSION IV: Link between Markets and Customers

13. Thomas, Manoj, Daniel H. Simon, and Vrinda Kadiyali (2010), "The Price Precision Effect: Evidence from Laboratory and Market Data," *Marketing Science*, 29(1), 175-190.

14. Anderson, Eric and Duncan Simester (2010) "Price Stickiness and Customer Antagonism," *Quarterly Journal of Economics*, 125.2: 729-65.

15. Tarun Kushwaha and Venkatesh Shankar (2013) Are Multichannel Customers Really More Valuable? The Moderating Role of Product Category Characteristics. *Journal of Marketing*: July 2013, Vol. 77, No. 4, pp. 67-85.

16. Debanjan Mitra and Peter N. Golder (2006), "How Does Objective Quality Affect Perceived Quality? Short-Term Effects, Long-Term Effects, and Asymmetries," *Marketing Science* 25:3 , 230-247.

SESSION VI: Customers

17. Stephan Ludwig, Ko de Ruyter, Mike Friedman, Elisabeth C. Brüggen, Martin Wetzels, Gerard Pfann (2013) More Than Words: The Influence of Affective Content and Linguistic Style Matches in Online Reviews on Conversion Rates. *Journal of Marketing*: January 2013, Vol. 77, No. 1, pp. 87-103.

18. Jonah Berger, Eric M. Schwartz (2011), "What Drives Immediate and Ongoing Word of Mouth?" *Journal of Marketing Research*: October 2011, Vol. 48, No. 5, 869-880.

19. Eliashberg, Jehoshua and Steven M. Shugan (1997), "Film Critics: Influencers or Predictors?" *Journal of Marketing*, Vol. 61, No. 2 (Apr., 1997), 68-78.

20. Jaishankar Ganesh, Mark J. Arnold and Kristy E. Reynolds (2000), "Understanding the customer base of service providers: an examination of the differences between switchers and stayers," *Journal of Marketing*, Vol. 64, No. 3, 65-87.

SESSION VII: Link between Customers and Organizations

21. Godes, David and Dina Mayzlin (2009), "Firm-Created Word-of-Mouth Communication: Evidence from a Field Test," *Marketing Science*, 28(4), 721-739.

22. Bayus Barry L. (2013), "Crowdsourcing New Product Ideas Over Time: An Analysis of the Dell IdeaStorm Community," *Management Science* 9:1, 226-244.

23. Lynch, Jr., John G. and Dan Ariely (2000), "Wine Online: Search Costs Affect Competition on Price, Quality, and Distribution," *Marketing Science* 19:1, 83-103.

24. V. Kumar, Yashoda Bhagwat, and Xi (Alan) Zhang (2015) Regaining "Lost" Customers: The Predictive Power of First-Lifetime Behavior, the Reason for Defection, and the Nature of the Win-Back Offer. *Journal of Marketing*: July 2015, Vol. 79, No. 4, pp. 34-55.

SESSION VIII: Organizational Performance

25. Hui Feng, Neil A. Morgan, and Lopo L. Rego (2015) Marketing Department Power and Firm Performance. *Journal of Marketing*: September 2015, Vol. 79, No. 5, pp. 1-20.

26. Ailawadi, Kusum L., Donald R. Lehmann and Scott A. Neslin (2003), Revenue Premium as an Outcome Measure of Brand Equity *Journal of Marketing*, Vol. 67, No. 4 (Oct., 2003), 1-17.

27. Mizik, Natalie, Robert Jacobson (2003) Trading Off Between Value Creation and Value Appropriation: The Financial Implications of Shifts in Strategic Emphasis. *Journal of Marketing*: January 2003, Vol. 67, No. 1, 63-76.

28. Kishore, Sunil, Rao, Raghunath Singh, Narasimhan, Om and John, George (2013) Bonuses versus commissions: a field study. *Journal of Marketing Research*, 50 (3). 317-333.

SESSION IX: Link between Customers and Organizational Performance

29. Claes Fornell, Forrest V. Morgeson III, and G. Tomas M. Hult (2016) Stock Returns on Customer Satisfaction Do Beat the Market: Gauging the Effect of a Marketing Intangible. *Journal of Marketing*: September 2016, Vol. 80, No. 5, pp. 92-107.

30. Lopo L. Rego, Neil A. Morgan, and Claes Fornell (2013) Reexamining the Market Share–Customer Satisfaction Relationship. *Journal of Marketing*: September 2013, Vol. 77, No. 5, pp. 1-20.

31. Crina O. Tarasi, Ruth N. Bolton, Michael D. Hutt, Beth A. Walker (2011), "Balancing Risk and Return in a Customer Portfolio," *Journal of Marketing*, Vol. 75, No. 3, 1-17.

32. Kelly D. Martin, Abhishek Borah, and Robert W. Palmatier (2016) Data Privacy: Effects on Customer and Firm Performance. *Journal of Marketing* In-Press.

Discussion Reading Assignment

The following table specifies the discussion readings on which a student will prepare and submit the presentations.

Last Name	First Name	Discussion Reading Assigned for Session							
		I	II	III	IV	VI	VII	VIII	IX
Bannink	Jeffrey	4	5	9	13	17	24	27	30
Canzio	John	4	7	10	13	17	24	26	31
Carpenter	Scott	3	8	12	15	19	23	28	31
Casablanca	Sonia	1	7	10	15	18	21	26	30
Cooper	John	4	8	11	16	19	23	26	29
Eckroth	John	3	7	11	14	19	22	27	30
Gabson	Michael	2	8	12	16	17	23	27	32
Haas	Kara	3	8	12	14	20	24	25	29
Johnson	Raymond	2	7	9	13	19	24	27	32
Lee	Hong	1	6	10	15	17	21	25	31
Markley	Randall	1	5	11	14	18	22	25	29
McKnight	William	2	6	11	15	18	23	28	29
Meneau	Lisa	4	7	9	16	20	22	27	32
Mishra	Rakesh	3	5	11	14	18	21	26	31
Napier	Mark	3	5	12	14	19	21	25	31
Novak	Christie	1	6	10	13	19	22	28	30
Nythruva	Jana	1	6	12	13	20	23	27	32
Parisi	Michele	2	8	9	16	17	21	28	30
Rock	Joshua	4	6	11	16	20	24	28	32
Sanchez	Eddie	2	7	9	15	20	24	26	31
Valies	Roxanne	1	8	12	15	20	23	28	29
Vedantam	Lakshmi	3	5	10	16	18	22	25	32