

Daily Schedule for ICE Marketing

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Course Summary

This course is focused on the marketing discipline's first law: "Don't sell what you happen to make; make what the consumer wants to buy" [Fennell, 1978, p. 38]. I hope the material we cover will hone your ability to apply critical thinking skills to the managerial decisions that companies have asked marketers to make for decades. These decisions result in strategies that tend to fall into four buckets that comprise a company's marketing mix. The first bucket pertains to product-related strategies. Here marketers answer questions like what shall we produce. Conceptualizing marketing as the act of generating, disseminating, and responding to market intelligence will add structure to the discussions we have about how marketing can be practiced organization-wide to attain a market orientation and thereby optimize the triple bottom line for profits, people, and the planet.

Business takes place in a multifarious landscape that involves, at one point or another, several or all of the following constituents:

Participants involved in marketplace transactions, at one point or another, are multifarious: companies, competitors, consumers, channel intermediaries (agents, distributors, retailers, and wholesalers), governmental regulatory bodies, suppliers. The decisions that marketers inform and help companies make to influence these outcomes fall within the realm of the marketing mix (i.e., product, price, promotion, and place).

The of the enviroment are multifarious.

Thursday, October 10

Topic

- Course Outline and Midterm Launch

Objective

- To outline how our subsequent sessions will cover the broad discipline of marketing, a discipline that at its core is about processing information and making decisions to optimize the triple bottom line
- To learn how you can focus on work that is grand, novel, curiosity-inducing, broad in scope, and actionable to give both the projects you dedicate time to and your career momentum out of the gate
- To enhance the degree to which you are prepared to leverage business case studies to (a) simulate the experience of decision making and (b) sharpen your critical thinking skills

Readings

- Market Orientation: The Construct, Research Propositions, and Managerial Implications [Kohli and Jaworski, 1990]
- Eager Sellers and Stony Buyers [Gourville, 2006]
- An Introductory Note on the Case Method [Haywood-Farmer, 2008]

Discussion Questions

1. What major constituents make up a company's external environment?
2. What does the term "market orientation" mean?
3. Describe the three types of information-processing activities that market-oriented companies engage in.
4. What are some potential positive and negative consequences of a market orientation?
5. In what contexts might a market orientation be less important to a company's performance?

Assignments Due

- Today's discussion questions (1-2 pages)
- Confirmation that you have printed and organized the readings for ICE Marketing via this survey
- Confirmation that you have had an informal discussion of the midterm project with your group members via this survey

Assignments Made

- Midterm project (due)
- In-class group presentations
 - Formula Complete Fitness
 - Hard Discounters vs. E-tailers
 - MarieBette
 - Just

Wednesday, October 16

Topic

- Generating Market Intelligence

Objective

-

Readings

- [1] [2]

Discussion Questions

- 1.

Assignments Due

- Case report selections

Assignments Made

-

Thursday, October 17

Topic

- Disseminating Market Intelligence

Objective

-

Readings

- [1] [2]

Discussion Questions

- 1.

Assignments Made

-

Assignments Due

-

Wednesday, October 23

Topic

- Responding to Market Intelligence

Objective

-

Readings

- How to Make a Big Decision [Johnson]
 - You can access this article by searching Factiva for: `rst=nytf` and how to make a big decision

Discussion Questions

- 1.

Assignments Due

-

Assignments Made

“I hear and I forget. I see and I remember. I do and I understand.” - Confucius

- **Individual preparation:** Answers to next class’s discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page
- **Group preparation:** A group discussion of your analysis of the J.C. Penney case in advance of class on J.C. Penney Case Discussion
 - Develop a thorough understanding of the case prior to your group meeting
 - Participate actively in the discussion and take your own notes
 - Consensus is not necessary

- Set a time limit of 30 minutes for discussion and stick to it

Thursday, October 24

Topic

- J.C. Penney Case Discussion

Objective

- To develop your ability to argue for and against managerial decisions in a constructive manner.
- To understand why a change in J.C. Penney's pricing strategy affected its revenue and profitability.
- To learn how you can assess the likely effectiveness of a Hi-Lo versus EDLP pricing strategy, given a company's external environment.

Readings

- J.C. Penney's "Fair and Square" Pricing Strategy [Ofek and Avery, 2013].
- The Discipline of Business Experimentation [Thomke and Manzi, 2014].

Discussion Questions

1. Read the case quickly and skim through its fourteen exhibits to identify one or two high-level concerns, problems, or issues that J.C. Penney faced in August of 2012. Describe them concisely. What might have caused them, and when does a decision need to be made?
2. Re-read the case more carefully to familiarize yourself more thoroughly with the case. In particular, become acquainted with facts and opinions that are relevant to the concerns, problems, or issues that you identified above. Finally, catalog this information and arrange it in a systematic order from most to least important.
3. Generate and evaluate alternative courses of action for J.C. Penney.
4. How should Johnson proceed? Recommend an action plan.
5. Reflect on the time you dedicated to preparing for today's class discussion. How much time did you spend, and how could you develop skills that will enable you to prepare more wisely? Refer to page 3 of Haywood-Farmer [2008] for ideas.

Assignments Due

"I hear and I forget. I see and I remember. I do and I understand." - Confucius

- **Individual preparation:** Answers to today's discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page
- **Group preparation:** A group discussion of your case analysis in advance of today's class
 - Develop a thorough understanding of the case prior to your group meeting
 - Participate actively in the discussion and take your own notes
 - Consensus is not necessary
 - Set a time limit of 30 minutes for discussion and stick to it

Assignments Made

- J.C. Penney Reflection (due Wednesday, October 30)
- J.C. Penney Case Report (due Thursday, October 31)
- **Individual preparation:** Answers to next class's discussion questions, typed, printed, and stapled (if your answers amount to more than one page) with your name and computing ID in the top, right-hand corner of the page
- **Group preparation:** A group discussion of your analysis of the Just case in advance of class on Just Case Discussion (A)
 - Develop a thorough understanding of the case prior to your group meeting
 - Participate actively in the discussion and take your own notes
 - Consensus is not necessary
 - Set a time limit of 30 minutes for discussion and stick to it

Wednesday, October 30

Topic

- Just Case Discussion (A)

Objective

- To discuss when and how companies can overcome consumers' lay theories about product attributes (e.g., tasty = unhealthy)

Readings

- Just: Positioned to Target Mainstream Tastes? (A) [Yemen et al., 2018a]
- Food Marketing [Gibson et al., 2018]

Discussion Questions

1. Read the case and its technical note on food marketing quickly, keeping the following lay theories that consumers tend to use as rules of thumb when they make decisions about food in the back of your mind: **inexpensive = unhealthy**, **healthy = not tasty**, and **sustainable = not tasty** [Haws et al., 2017, Raghunathan et al., 2006, van Doorn and Verhoef, 2011]. Given Just's mission to "develop better-tasting, healthier, and more sustainable foods from plants, then distribute them intensively across a wide variety of grocery and food retail stores at an affordable price" [Yemen et al., 2018a, p. 2], these lay theories present obstacles that need to be circumvented. Take ten minutes to free write about them. That is, write without regard to grammar, sentence structure, or spelling, and leave your response to this question unpolished after ten minutes is up. The dual purpose of free writing as a style of writing is to (a) increase your understanding of the topics and (b) get your ideas flowing.
2. Is Just Mayo radically better than other mayonnaise in terms of its tastiness, affordability, healthiness, and sustainability? How does it fare against market-share leaders on these product attributes? Answering these questions will require you to collect data and, therefore, to go beyond the information presented in the readings. Focus on one of the product attributes in your response (your choice), get creative, and be resourceful.
3. Given your responses to Q1 and Q2, what trade-offs and realities should Just's team be conscious of as they work to increase consumers' perceptions of Just Mayo along the product attributes of tastiness, affordability, healthiness, and sustainability. As [Porter, 1996] describes, "a trade-off means that more of one thing necessitates less of another" (p. 68). Exposing the trade-offs and relative (dis)advantages

that exist in a product category is the first step to uncovering the unique competitive position that a company should strive for.

4. What does Just Mayo need to be for it to carve out real estate in consumers' minds as the best tasting, most affordable, healthiest, and most sustainable mayonnaise in the grocery store? In particular, focus on how Just could lay claim to this ideal competitive position with additional changes to Just Mayo's packaging. If your analysis suggests that this ideal competitive position is not achievable, focus on making changes to Just Mayo's packaging that highlight product attributes that Just *can* hang its hat on.

Assignments Due

- **Individual preparation:** J.C. Penney Reflection
- **Individual preparation:** Answers to today's discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page
- **Group preparation:** A group discussion of your case analysis in advance of today's class
 - Develop a thorough understanding of the case prior to your group meeting
 - Participate actively in the discussion and take your own notes
 - Consensus is not necessary
 - Set a time limit of 30 minutes for discussion and stick to it

Assignments Made

- **Individual preparation:** Answers to next class's discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page
- **Group preparation:** A group discussion of your analysis of the J.C. Penney case in advance of class on J.C. Penney Case Discussion
 - Develop a thorough understanding of the case prior to your group meeting
 - Participate actively in the discussion and take your own notes
 - Consensus is not necessary
 - Set a time limit of 30 minutes for discussion and stick to it

Thursday, October 31

Topic

- Sales

Objective

-

Readings

- $[[[@]]$

Discussion Questions

- 1.

Assignments Due

- J.C. Penney Case Report

Assignments Made

-

Wednesday, November 6

Topic

- Hubspot Case Discussion

Objective

- To learn how you can use the CLV formula for targeting decisions

Readings

- Marketing Analysis Toolkit: Customer Lifetime Value Analysis
- Hubspot: Inbound Marketing and Web 2.0

Discussion Questions

1. What decision needs to be made in the Hubspot case, and what alternatives should Halligan and Shah be considering? Arrive at three alternatives, with one being to maintain the status quo.
2. Assuming a zero percent discount rate, what is the customer lifetime value of an Owner Ollie? Show your work.
3. Assuming a zero percent discount rate, what is the customer lifetime value of a Marketer Mary? Show your work.
4. Building on your answers to Q2 and Q3, if Halligan and Shah had \$100,000 to spend on customer acquisition, who should they spend it on, Ollies or Marys? Show your work.
5. What direction does your research suggest Halligan and Shah should go in? Build an argument for your decision.

Assignments Due

-

Assignments Made

- **Individual homework:** Midpoint Course Evaluation (due tonight at 7:00 pm)
 - Midpoint Course Evaluation Survey
 - Pledge Survey
- **Individual homework:** A response to next class's discussion question, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page

Thursday, November 7

Topic

- Midpoint Review and Margaritaville Project Working Session

Objective

- To work on developing action plans for IIP 3 of the M'ville project that are seamless and concrete.

Readings

- ICE Interdisciplinary Project (“IIP”) Overview

Discussion Questions

How should M'ville implement your recommendation, and how did you arrive at these implementation choices? IIP 3 asks you to form a well-reasoned answer to this question that spans the four elements of the marketing mix.

Rather than have separate paragraphs or sections for each of the four Ps, the action plan you advance in your IIP 3 Client Report should be *seamless*. As is true for inter-disciplinary curriculum in business schools, the best action plans are integrated. What does this mean practically? You should think of the marketing mix as a framework you can use to create a comprehensive action plan. However, it would be a mistake to let the framework silo your thinking or the structure of your output. Again, you should *not* separate your action plan into four paragraphs or sections, one for each element of the marketing mix. Instead, describe how M'ville should bring your initiative to market by weaving specifications for elements of the marketing mix into a holistic action plan seamlessly.

You might find it helpful to think of yourself and your group members as composers of orchestral music and the four Ps as wind, string, percussion, and brass instruments. Similar to how orchestral writers produce scores that unify these instruments, your task is to produce an action plan that unifies the four Ps. Orchestral writers produce music that a sequence of solos would fall far short of. As a result, symphonies are greater than the sum of their parts. Analogously, you should strive to combine elements of the marketing mix synergistically. As a result, your action plan will be greater than a sum of the four Ps.

The best action plans are also *concrete*. What does this mean practically? You should not leave statements like “we think the line of M'ville toasters that we are proposing should enter the market at a high price” undefined. What is a *high* price? In this case, you need to assign dollar values to the individual toasters that you think should be launched, using cogent reasoning, in order for your action plan to carry weight.

No matter the marketing-mix variable, try to bring your recommendations to life by pushing your analysis beyond the abstract. The action plan you develop should unambiguously describe what your initiative would look like in the market and get as close to reality as possible.

Come to class having individually written at least a page of new ideas for your group's action plan. Strive to describe how M'ville should implement your recommendation, and how you arrived at these implementation choices, both seamlessly and concretely. In class, your group will be given time to share your ideas with one another, offer constructive feedback, and make progress on your IIP 3 Client Report.

Assignments Due

- **Individual preparation:** Midpoint Course Evaluation (due yesterday at 7:00 pm)
 - Midpoint Course Evaluation Survey
 - Pledge Survey
- **Individual preparation:** A response to today's discussion question, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page

Assignments Made

-

Wednesday, November 13

Topic

- Midterm Presentations

Objective

- To practice your presentation skills and receive feedback from TJL co-founder Mike Keenan

Readings

- [\[1\]](#) [2]

Discussion Questions

- 1.

Assignments Due

-

Assignments Made

-

Thursday, November 14

Topic

- Debating the Future of American Grocery

Objective

- To debate whether retail disruptors (e.g., Aldi, Lidl) or online orders (e.g., via Instacart, Prime Now, Walmart.com) represent a more significant threat to legacy grocers (e.g., Kroger, HEB) in the United States over the next ten years.

Readings

- How Hard Discounters are Disrupting the Traditional Retail Model [Steenkamp and Sloot, 2018]
- How a Cheap, Brutally Efficient Grocery Chain is Upending America's Supermarkets [Meyersohn]
- Walmart Tops US Online Grocery Market, with 62% More Customers Than Next Nearest Rival [Perez]
- Kroger Brings in Robots to Take on Amazon [Halzack]

Discussion Questions

The two groups that choose to develop 12-minute presentations for this class session will present arguments for or against the following statement:

Compared to online orders (e.g., Instacart, Prime Now, Walmart.com), retail disruptors (e.g., Aldi, Lidl) represent a more significant threat to legacy grocers (e.g., Kroger, HEB) in the United States over the next ten years.

Bruce Montgomery will join us in class to hear these presentations. Both groups should prepare their arguments as they would if they were presenting at a conference attended by grocers (think Walmart, Kroger, Albertsons, etc.) and food and beverage companies (think PepsiCo, AB InBev, General Mills, etc.) in “the real world,” with the goal of persuading the audience that either retail disruptors or online orders represent a more significant threat to legacy grocers in the United States over the next ten years. Aim for the highest realistic level of persuasion that you can (e.g., a majority of the audience’s support for your group’s position in the debate), and try your best to receive the audience’s vote at the conclusion of the presentations. Both group presentations will be followed by up to eight minutes of Q&A.

Assignments Due

-

Assignments Made

-

Wednesday, November 20

Topic

- Starbucks Case Discussion

Objective

- To gain a better understanding of when and how companies should engage in brand activism.
- To strengthen your ability to evaluate alternatives in view of substantive decision criteria

Readings

- Brand Activism at Starbucks – A Tall Order? [Craddock et al., 2018]
- The New CEO Activists [Chatterji and Toffel, 2018]

Discussion Questions

1. What decision needs to be made in the Starbucks case, and what alternatives should Johnson be considering? Arrive at three alternatives, with one being to only engage in brand activism on the topic of race relations in America nonconfrontationally [see Chatterji and Toffel, 2018, p. 82].
2. What guiding principles should Starbucks use to decide among initiatives that it could pursue to improve race relations in America? Define and rank the guiding principles you arrive at cogently.

Assignments Due

- **Individual preparation:** Answers to today's discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page

Assignments Made

- Starbucks Case Report (due Tuesday, November 26)

Thursday, November 21

Topic

- MarieBette Case Discussion

Objective

-

Readings

- [1] [2]

Discussion Questions

- 1.

Collect data that might be relevant for making a decision.

Assignments Due

-

Assignments Made

-

Tuesday, November 26

Topic

- Black Friday Discussion

Objective

-

Readings

- [\[1\]](#) [2]

Discussion Questions

- 1.

Assignments Due

-

Assignments Made

-

Monday, December 2

Topic

- Just Case Discussion (B)

Objective

- To learn how to develop an in-depth strategic plan for a single component of the marketing mix

Readings

- Just: Positioned to Target Mainstream Tastes? (B) [Yemen et al., 2018b]

Discussion Questions

The two groups that choose to develop 12-minute presentations for this class session will present positioning statements and action plans for bringing the chicken nuggets described in Yemen et al. [2018b] to market. See below for guidance.

JUST Co-Founder and CEO Josh Tetrick will video conference into class to hear these presentations. Presenters should prepare their presentations as they would if they were presenting to Tetrick in “the real world,” with the goal of persuading him to pursue their action plans. Ask for the highest realistic level of commitment you can (e.g., agreement on the individual decisions you arrive at), and try your best to receive his approval during the up to eight minutes of Q&A that will follow your presentation.

1. A positioning statement captures a company’s intention for a product by expressing what the company hopes consumers will think of it. Using the following sentence structure, write a positioning statement for the chicken nuggets described in the case. Further, justify the decisions you made for the elements in square brackets.

For [target market], [product name] will be the [differentiating factor(s)] compared to [competitive set] because [supporting evidence].

2. After considering the following paragraphs, develop a reasonably detailed action plan for the chicken nuggets described in the case. Quelch [1983] offers advice that has stood the test of time for how consumer product manufacturers can develop such an action plan productively. Thus, reading Quelch [1983] and other related sources—such as those you can access in the archives of HBR—should help you work through this exercise.

- **Product:** Taking market factors into account, define a realistic set of specifications and/or thresholds for nutritional and sensory attributes that Just’s chicken nuggets need to have. What should Just name its chicken nuggets? What package size(s) and flavors should Just offer? How many stockkeeping units should the full portfolio of chicken nuggets have in it? What principles should guide Just’s package-design decisions for its chicken nuggets? Apply these principles to determine how Just should design its packaging. What should the packaging look like, and what materials should be used to make it? Are there certain labels or claims that Just should make sure to include on the packaging?
- **Pricing:** Which pricing strategy should Just adopt for its chicken nuggets: everyday low price (EDLP) pricing, high-low pricing, or a hybrid of the two? For each stockkeeping unit of chicken nuggets that you believe Just should bring to market, what should its manufacturer suggested retail price be? What temporary price reductions should Just offer to “encourage retailers and wholesalers to increase purchase commitments and build inventories” [Quelch, 1983, p. 130], and for what package sizes should they offer these discounts? What pass-through rate should Just start negotiations at and strive to attain from retailers for the temporary price reductions they offer? When, how often, and for how long should Just offer temporary price reductions?
- **Promotion:** What advertising and social media activity should Just invest in to promote its chicken nuggets? What merchandising support (e.g., features in retailers’ weekly circulars, in-store displays) should Just aim to attain from retailers? In particular, be sure to set targets for the size, location, and timing of features and/or in-store displays. What slogan or message should Just use to promote its chicken nuggets?
- **Placement:** What retailers and regions of the United States should Just target for the launch of its chicken nuggets? Should Just plan to distribute its chicken nuggets intensively or selectively when they first hit the market? How much of Just’s focus should be on increasing market share in the retail and food-service sectors, respectively? Where in retail locations should Just aim to gain initial display space for its chicken nuggets? How many facings should Just aim to secure in a given grocery store? What restaurant types should Just target in the food-service sector: fast-food or full-service restaurants?

Assignments Due

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Assignments Made

- **Individual preparation:** Answers to next class’s discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page

Tuesday, December 3

Topic

- Review for the Final Exam

Objective

- To recap the semester and prepare for the final exam by working through previous years' final exams

Readings

- 2016 Fall ICE Marketing Final Exam
- 2017 Fall ICE Marketing Final Exam
- 2018 Fall ICE Marketing Final Exam

Discussion Questions

1. Focusing on either the 2017 or 2018 final exam, spend no more than four hours writing a case report. What components of your case report came easiest/hardest to you? Was it collecting data that might be relevant to making a decision; identifying and stating one or two high-level concerns, problems, or issues; identifying and evaluating alternatives; or designing an action plan? Take ten minutes to free write about the process you engaged in. (You can keep the case report you generate for your own records.)
2. How could you further hone your decision-making and written communication skills between now and the final exam period to help you reach your full potential? Refer to page 3 of Haywood-Farmer [2008] for ideas.

Assignments Due

- **Individual preparation:** Answers to today's discussion questions, typed, printed, and stapled (if your answers amount to more than one page), with your name, computing ID, and block number in the top, right-hand corner of the page

Assignments Made

- None
 - Because you're done! You made it!! Congratulations!!!

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