

MAR 7931: Marketing Strategy Research Seminar Spring 2020

Instructor:

Dr. Aner Sela
aner.sela@warrington.ufl.edu (The best way to reach me!)
267F Stuzin Hall
Office Hours: by appointment

Seminar Timeline and Due Dates:

Thursday, Jan 7	Session 1 article assignment due, on Canvas
Thursday, Jan 9	Session 2 article assignment due, on Canvas
Thursday, Jan 16	Session 3 article assignment due, on Canvas
Thursday, Jan 23	Session 4 article assignment due, on Canvas
Friday, Jan 24	(8:00 am to 12:30 pm, at Heavener Hall 250) Session 1: Organizations
Saturday, Jan 25	Session 2: Link between Organizations and Markets (1:30 pm to 6:00 pm, at Heavener Hall 250) Session 3: Markets
Sunday, Jan 26	Session 4: Link between Markets and Customers (8:45 am to 11:00 am, at Heavener Hall 250) Session 5: Research Brainstorming
Thursday, Feb 6	Research Proposal 1 due, on Canvas (750 words or less)
Thursday, Feb 13	Session 6 article assignment due, on Canvas
Thursday, Feb 20	Session 7 article assignment due, on Canvas
Thursday, Feb 27	Session 8 article assignment due, on Canvas
Thursday, Mar 5	Session 9 article assignment due, on Canvas
Thursday, Mar 12	Research Proposal 2 due, on Canvas (750 word or less)
Friday, Mar 13	(8:00 am to 12:30 pm, at Heavener Hall 250) Session 6: Customers
Saturday, Mar 14	Session 7: Link between Customers and Organizations (1:30 pm to 6:00 pm, at Heavener Hall 250) Session 8: Organizational Performance
Sunday, Mar 15	Session 9: Link between Customers and Organizational Performance (10:00 am to 12:15 pm, at Heavener Hall 250) Session 10: Research Brainstorming
Friday, Apr 10	Final Term Paper due, on Canvas (5,000 words or less)

Course Description

The Marketing Strategy Research Seminar is designed to help DBA students understand the role of marketing within the organization, its business strategy, and its performance. The seminar exposes students to important problems in marketing strategy research, familiarizes them with various research methodologies used to study these problems, and hones their ability to critically evaluate research. Together, these skills are expected to increase students' ability to generate interesting ideas that have the potential to contribute to marketing strategy research and practice.

As part of the research seminar method, students will critically review and discuss research articles on select topics. Students will present the articles in class, focusing on key takeaways, a critical assessment of the research limitations, and potential extensions. The class will discuss and evaluate the presentations. The instructor will provide his overall perspective on the articles and moderate the discussion. Compared with textbook-based methods, the seminar approach provides a deeper understanding of specific issues, a better appreciation of the research process and methodology, and a stronger training in research skills.

The schedule below lists the topics and readings that will be covered in each session. Some readings contain analytical or econometric analyses. However, extensive prior knowledge of econometrics or statistics is not a pre-requisite for this course. Students are expected to understand the gist of the analysis, even if they cannot always get to the bottom of the technical sections. Note that it is not necessary for a researcher to understand the technical details of *all* types of analyses – but it is necessary that s/he develops expertise in areas related to his/her own research. Therefore, I only expect students to develop and deepen their technical knowledge in a chosen methodology, depending on their interests.

Course Pedagogy: What is expected of you?

In order to provide students with a representative sample of the marketing strategy literature, I have defined 8 broad areas, to be covered in 8 two-hour sessions. There are 4 discussion articles in each session (i.e., 32 articles in total).

Each student is assigned to prepare a written analysis of one paper (out of four) in each session (i.e., eight articles in total). Article assignments are listed below. These *individual* written assignments should be no longer than 15 pages and be submitted on Canvas, in either PowerPoint or PDF format, by the date indicated in the syllabus.

Each written assignment should include:

1. An agenda, focusing on the research question(s) and literature background
2. Key takeaways, substantive and/or methodological
3. Critique (methodological, substantive, or other) and discussion of research limitations
4. Potential extensions and other research ideas related to the substantive and/or methodological problem examined in the article.

Note: regardless of the student-specific presentation and writing assignments on a given week, *every* student is expected to read all the discussion articles for that week and be ready to actively participate in the discussion. You are expected to read and prepare for class prior to attending and to actively participate in discussions during class. You are also encouraged to discuss the articles with your peers online, offline, or in class.

The Friday and Saturday in-class sessions will involve a presentation and discussion of the articles assigned for that week. The Sunday in-class sessions will summarize the topics discussed on the preceding sessions and provide an opportunity to discuss potential research ideas generated by students in relation to those topics.

The actual reading will take place over the weeks prior to the in-class session. For example, readings for the first four sessions, on January 25th-26th, will be done in the four preceding weeks. The written assignments related to those sessions will be submitted one on each consecutive Thursday prior to the class session (see the list of due dates at the top of this syllabus).

During each class session, I will randomly ask a student to present his/her analysis of a specific article. I expect the other students who were also assigned to analyze the same article to *proactively* contribute to the discussion by presenting their own perspectives on the article, posing questions, proposing ideas, and challenging the main presenter. This group of article assignees will be the core discussion group for that particular article, with the presenter leading the discussion. The other students (i.e., those who were not assigned to analyze the same paper) are expected to participate as well by asking clarification questions, proposing perspectives and ideas of their own, and providing any relevant input that may enrich the discussion and promote their own understanding. All students must read all the articles listed for any given session.

In addition to the weekly written analyses of discussion articles, students are required to submit two research idea proposals during the course. One of these proposals will eventually be selected as the basis for the final term paper. Your term paper should be written with the goal of identifying a potential dissertation topic. I will help you in every way I can.

Course Materials

Required readings are available on the Canvas course website. The Canvas website also contains several useful files in the Introduction folder. These include, in addition to the syllabus, several useful readings on how to structure an article critique and what constitutes an “interesting” research idea. Also included are a sample weekly assignment and research proposals. There are not intended to be used as templates – rather, they are provided to illustrate the scope and depth I expect to see in your assignments.

Optional textbook (NOT required, but may help those who plan a marketing strategy thesis):
Assessing Marketing Strategy Performance, Edited by C. Moorman and D. R. Lehmann (ISBN 0965711447)

Weekly Assignment Guidelines (up to 15 slides)

Audience & Motivation (3-4 slides)

- Establish the research motivation. What is the problem or question being addressed? Why is this important, interesting, or non-obvious (for managers, theoreticians, or customers)?
- Specify a box-and-arrow conceptual model describing the main idea.

Data and Methodology (2-3 slides)

- Describe the data and how the key variables were operationalized.
- Define the model mathematically, if possible. Explain the gist of the model rather than copy & paste from the article.

Findings (2-4 slides)

- What are the key findings (e.g., relationships, sizes)? Anything unexpected?
- Make sure to highlight and interpret what is important and noteworthy (refer to the research question/s above). Do not merely rehash the results.

Implication (1-2 slides)

- What is the importance of the results and what have we learned from them?
- Do the results reveal something that was not known before? Do they challenge or validate any preexisting notions?
- Who may benefit from the findings?

Limitations, Critique, and Extensions (2-3 slides)

- What are the limitations of this research? **Go beyond what the authors explicitly acknowledge in their discussion.** Remember that scientific research is almost never entirely bullet-proof.
- Are there any reasons to question the conclusions drawn from the results?
- If there are any limitations or flaws in the research, how would you potentially resolve them?
- How would you extend this research? What else would you examine in order to investigate the research question in a deeper, more comprehensive, or more convincing manner?
- Are there any other, related questions you'd like to ask, now that you have read this research?

Research Proposals & Term Paper

Two distinct research proposals are due during the semester. **Each proposal should be no more than 750-word long.** A research proposal comprises a research question, including motivation and implications. You may use anecdotes, media articles, or personal observations to motivate the research question. The proposal may also identify research areas where relevant literature may be found, and a brief discussion of a potential methodology. Your proposal must include formal hypotheses, a box-and-arrow conceptual model describing the relationships among your variables, and a list of independent and dependent variables and their respective meaning.

The final term paper will ideally be based on one of these two proposals. **It should be no more than 5,000 words in length.** The term paper should be grounded in the relevant literature,

specify an appropriate method for investigating the focal research question, identify potential data sources, provide mock data (i.e., an example of what the real data might look like, if obtained), a model, and an analysis based on the mock data. The proposal may use any relevant methodology, including a survey, field experiment, a natural experiment, multivariate analysis of secondary data, or meta-analysis. Students should refer to the Research Proposal Guidelines document when developing their proposals and term paper.

Student Evaluation

Your final evaluation will reflect the following components:

Eight individual PowerPoint assignments/presentations (4% each)	32%
Two individual short research proposals (12% each)	24%
Individual Final Term Paper	30%
Presentations, class participation, and contribution to discussions	14%

Students must complete all assignments in time. Late submissions will not be accepted, and students will not receive credit. Students should attend all class sessions, adequately prepare for every class, arrive on time, and stay for the duration. Students should inform the instructor in advance of any problem that may prevent them from attending.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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>

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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/scsr/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.

Discussion Articles

SESSION I (January 24): 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 (1), 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*, 39(3), 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 (January 24): 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. Humphreys, Ashlee, and Gregory S. Carpenter (2018), "Status Games: Market Driving through Social Influence in the US Wine Industry," *Journal of Marketing*, 82 (5), 141-159.
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*, 47 (4), 577-593.

SESSION III (January 25): 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 (January 25): 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*, 77 (4), 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 (March 13): Customers

17. Stephan Ludwig, Ko de Ruyter, Mike Friedman, Elisabeth C. Brügger, 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*, 77 (1), 87-103.
18. Jonah Berger, Eric M. Schwartz (2011), "What Drives Immediate and Ongoing Word of Mouth?" *Journal of Marketing Research*, 48 (5), 869-880.
19. Eliashberg, Jehoshua and Steven M. Shugan (1997), "Film Critics: Influencers or Predictors?" *Journal of Marketing*, 61 (2), 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*, 64 (3), 65-87.

SESSION VII (March 13): 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*, 79 (4), 34-55.

SESSION VIII (March 14): Organizational Performance

25. Hui Feng, Neil A. Morgan, and Lopo L. Rego (2015), "Marketing Department Power and Firm Performance," *Journal of Marketing*, 79 (5), 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*, 67 (4), 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*, (67) 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 (March 14): 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*, 80 (5), 92-107.
30. Lopo L. Rego, Neil A. Morgan, and Claes Fornell (2013), "Reexamining the Market Share-Customer Satisfaction Relationship," *Journal of Marketing*, 77 (5), 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 (2017), "Data Privacy: Effects on Customer and Firm Performance," *Journal of Marketing*, 81 (1), 36-58.