MARKETING MANAGEMENT
COURSE OUTLINE AND READING LIST

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TIME Research Area | Marketing Group (**MAR**)

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1 COURSE OVERVIEW

Course Name:	Marketing Management
Degree Programmes:	1. Master BWL 2. Master Wirtschaftsingenieurwesen 3. Master Wirtschaftswissenschaften
Lecturer:	Prof. Dr. Daniel Wentzel
Contact:	Stefan Rose, M.Sc. (rose@time.rwth-aachen.de)
Location and Time:	Tuesdays,18:30-20:00, Hörsaal III, Templergraben 55 Thursdays,14:30-16:00, B037, Kackertstraße 7
Content Description:	The course aims to provide students with an in-depth view into the marketing planning and execution process. This involves revisiting the tools that may be used for effectively planning a marketing strategy as well as the instruments that are used for executing that strategy. A special emphasis will be placed on evaluating the assumptions behind the marketing planning process and on assessing the effectiveness of specific marketing instruments from a psychological perspective. As part of the course, we will transfer the theoretical knowledge gleaned in class to real-world case studies.
Qualification Objectives:	The course aims to provide students with an in-depth understanding of how companies can devise an effective marketing strategy and how they can implement that strategy through the use of specific marketing instruments. Specifically, the course intends to familiarize students with the assumptions associated with marketing planning and to help them assess the effectiveness of marketing instruments from a psychological perspective. Another aim of the course is to enable students to transfer the knowledge gleaned in class to real-life settings. To this end, case studies will be discussed in class with the lecturer and a solution space for these case studies will be developed jointly. Students are expected to read these case studies in advance and to take an active part in the discussion. Thus, the course also aims to help students to improve their reasoning skills and their communication abilities.
Literature:	See readings below
Course Examination:	1. Group work (35%) 2. Individual written exam (65%) In addition, students may improve their grade in the final exam through participation in the case study discussions. Details will be provided in the first session.
Participation Requirements:	1. Solid command of English 2. Basic knowledge in marketing
Course Size:	50 participants (max)
Type of Teaching Event:	Lecture with integrated exercise and group coaching sessions
Language:	English
Credits:	5

2 COURSE ORGANIZATION

The course consists of thirteen sessions which will be divided into two parts. Part A will follow an interactive lecture format and will focus on advanced topics of product and brand management. Given that this is an advanced course, the lectures will focus on the discussion of selected articles (typically 3-4 per session) from top-tier marketing journals. Part B will focus on case study discussions that are related to the topics covered in the lectures. Students are expected to read these case studies in advance and to take an active part in the discussion. The table below depicts the preliminary schedule.

Preliminary schedule

	Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**	**Session 7**
Date	02/04/2019	04/04/2019	16/04/2019	18/04/2019	23/04/2019	25/04/2019	02/05/2019
Time	18:30-20:00	14:30-16:00	18:30-20:00	14:30-16:00	18:30-20:00	14:30-16:00	14:30-16:00
Room	Hörsaal III	B037	Hörsaal III	B037	Hörsaal III	B037	B037
Topic	Lecture 1: Introduction and Basic Concepts	Case 1: Aqualisa Quartz	Lecture 2: Communi-cating Innovations	Case 2: Polyphonic HMI	Lecture 3: Customer Co-Creation	Case 3: Local Motors	Lecture 4: Branding and Identi-fication

	Session 8	**Session 9**	**Session 10**	**Session 11**	**Session 12**	**Session 13**
Date	07/05/2019	09/05/2019	14/05/2019	16/05/2019	21/05/2019	23/05/2019
Time	18:30-20:00	14:30-16:00	18:30-20:00	14:30-16:00	18:30-20:00	14:30-16:00
Room	Hörsaal III	B037	Hörsaal III	B037	Hörsaal III	B037
Topic	Case 4: Vans	Lecture 5: Brand Manage-ment	Case 5: Marvel Enterprises	Lecture 6: Creating Social Value	Case 6: Patients Like Me	Lecture 7: Product Design

This course will be managed via the e-learning platform L2P. All lecture slides, case studies and readings will be deposited here. In addition, we will communicate all important pieces of information (e.g. group allocation, room changes, course and exam preparation) only via L2P. It is hence essential for you to sign up for our L2P course by 01/04/2019 (11:00 am) at the very latest. All lectures, discussions and student presentations will be in English language. Please note that the exam questions will be in English and that you will be required to answer in English.

The final grade is composed of two elements:

(1) Group work: 35 percent

(2) Individual written exam: 65 percent

In addition, students may improve their grade in the final exam by up to three grades through participation in the case study discussions (see the following section).

3 CASE STUDY DISCUSSIONS

To enable students to transfer the topics gleaned in the lectures to real-life settings, case studies will be discussed after each lecture. Students are strongly encouraged to prepare the case studies (either by themselves or in small groups) in advance. Although participation in the case

discussions is not mandatory (i.e., it is possible to score a 100% in the course through the exam and the group assignment), students' contributions to the discussions will be recorded by a member of the marketing group. In this manner, students may improve the grade of their final exam (assuming they have passed the exam). Hence: **Come prepared!** You have to study the cases for the discussion in class. It makes no sense at all to show up without having prepared the session's case. Further details on the case discussions and the grading scheme will be provided in the first session. Please take care to prepare the first case for the session on April 4th. In the following, you will find a brief description for each case. All cases will be uploaded onto the L2P platform at the beginning of the semester.

Case 1	**Aqualisa Quartz: Simply a Better Shower**
04/04/2019	

Harry Rawlinson is managing director of Aqualisa, a major U.K. manufacturer of showers. He has just launched the most significant shower innovation in recent history: the Quartz shower. The shower provides significant improvements in terms of quality, cost, and ease of installation. In product testing, the Quartz shower received rave reviews from both consumers and plumbers alike. However, early sales of the Quartz have been disappointing. Rawlinson is now faced with some key decisions about whether to change his channel strategy, promotional strategy, and the overall positioning of the product in the context of his existing product line.

Case 2	**Polyphonic HMI: Mixing Music and Math**
18/04/2019	

In 2003, Mike McCready, CEO of Barcelona-based Polyphonic HMI, was preparing to launch an artificial intelligence tool that could create significant value for music businesses. The technology, referred to as Hit Song Science (HSS), analyzed the mathematical characteristics of music and compared them to characteristics of past music hits, making it possible to determine a new song's hit potential. McCready must decide on a target market--record companies, producers, or unsigned artists--and develop a marketing plan that helps overcome the likely resistance against adoption.

Case 3	**Local Motors: Designed by the Crowd, Built by the Customer**
25/04/2019	

In the wake of the meltdown among US auto manufacturers in 2009, Jay Rogers - CEO of Local Motors - has a new approach for the automotive industry: Decide which models are produced through online design competitions, and then allow customers to "build their own cars" from the winning designs. The case focuses on two key issues: Can Local Motors build a thriving online design community at a reasonable cost? And can customers be convinced to add their own sweat and labor to the manufacturing process? The case is written from the perspective of a start-up company seeking funding while trying to implement a novel business concept.

Case 4	**Vans: Skating on Air**
07/05/2019	

Vans is known for selling footwear and apparel to skateboarders, surfers, and other alternative sports athletes. In April 2002, Gary Schoenfeld, the CEO, is facing a number of challenges. With respect to footwear, he must decide what to do about two product lines that are struggling--the

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outdoor line of hiking shoes and the women's collection. More broadly, Vans is currently embarking on a number of new ventures, some of with which the company has little experience. For example, Vans is in the process of promoting a full-length movie, creating its own record label, and working with video-game developers to develop games based on its sporting events.

Case 5	Marvel Enterprises, Inc.
14/05/2019	

The management team of Marvel Enterprises, known for its universe of superhero characters that includes Spider-Man, the Hulk, and X-Men, must reevaluate its marketing strategy. In June 2004, only six years after the company emerged from bankruptcy, Marvel has amassed a market value of more than $2 billion. Originally known as a comic book publisher, the company now also has highly profitable toy, motion picture, and consumer products licensing operations. However, doubts about Marvel's business model and its growth potential continue to exist. Had Marvel's winning streak been just a fluke? Was marvel's success dependent on a limited set of blockbuster characters, most notably Spider-Man, and should Marvel continue to capitalize on those characters? Or was it time to seek growth in a larger set of lesser known characters? In exploring growth opportunities, was it wise for Marvel to venture outside its current business model and move into more capital-intensive activities? What marketing strategy would allow Marvel to sustain its success in the coming years?

Case 6	PatientsLikeMe
21/05/2019	

PatientsLikeMe (PLM) is an online community where patients share their personal experiences with a disease, find other patients like them, and learn from each other. The company was founded by Jamie and Ben Heywood when their 29-year-old brother was diagnosed with ALS or Lou Gehrig's disease. In less than five years, PLM has grown to 15 patient communities where over 80,000 patients discuss 19 diseases. In December 2010, PLM is discussing its planned launch of a General Platform that would expand the number of diseases covered from 19 to over 3,500. Is it the right move, and what does PLM need to do to make it a success?

4 GROUP ASSIGNMENT

A key component of this course is the group assignment, which will count for 35 percent of the final grade. For this assignment, each student will be assigned to a group typically consisting of four to five members. Each group will be assigned an article from a top-tier marketing journal related to one of the sessions from class and will be asked to write a critical review on the article as well as the implications of the article for the topics discussed in class. Groups will be asked to document their review in a written assignment (8-10 pages without references and appendices, Times New Roman, 12 pt, 1.5 line spacing, 2.5 cm margins).

To help students develop their papers, each group will be entitled to a 45-minute coaching session with a member of the marketing group at the mid/end of May. Although this session is optional, groups are encouraged to use this coaching session for receiving critical feedback on their projects. Appointments for these sessions will be scheduled individually for each group. The primary goal of the group work is to help students understand how research is generated and how knowledge is developed in marketing. A secondary goal of the group work is to help students develop some practical, hands-on skills that may prove useful in the course of writing a

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Master or PhD thesis. Students are encouraged to reflect critically on the topic they have been assigned and to go beyond the materials that are handed out and discussed in class.

We would like to stress that your paper discussion needs to go beyond simply summarizing the content of your assigned paper. Rather, you are asked to engage with it critically by discussing its strengths and weaknesses as well as its contributions to our understanding of key aspects of marketing and product and brand management.

A sample structure of your assignment might look like this:

(1) Introduction
(2) Paper Description
   - Research question and positioning in the literature
   - Theory selection and conceptual development
   - Research design and methods
   - Contributions to marketing research and practice
(3) Paper Discussion
   - Strengths
   - Weaknesses
   - Implications for topics covered in class
   - Possible refinements and extensions
(4) Conclusion

The deadline for handing in your assignment is on <u>Friday, July 12th at 5 p.m</u>. Please email a pdf copy of your assignment to your respective coach by this date.

Topic	Group	Article	Coaching
Communicating Innovations	*Group 1*	*Feiereisen, S., Wong, V., & Broderick, A. J. (2008). Analogies and mental simulations in learning for really new products: The role of visual attention. Journal of Product Innovation Management, 25(6), 593-607.*	tbc
	Group 2	*Noseworthy, T.; Trudel, R. (2011): Looks Interesting, but What Does It Do?? Evaluation of Incongruent Product Form Depends on Positioning, Journal of Marketing Research, 48(6), 1008–1019.*	tbc
Customer Co-Creation	*Group 3*	*Hildebrand, C.; Häubl, G.; Herrmann, A., Landwehr, J. (2013): When Social Media Can Be Bad for You: Community Feedback Stifles Consumer Creativity and Reduces Satisfaction with Self-Designed Products, Information Systems Research, 24(1), 14-29.*	tbc
	Group 4	*Chan, K. W., Yim, C. K., & Lam, S. S. (2010). Is customer participation in value creation a double-edged sword? Evidence from professional financial services across cultures. Journal of marketing, 74(3), 48-64.*	tbc
Branding and Identification	*Group 5*	*Aggarwal, P. (2004): The Effects of Brand Relationship Norms on Consumer Attitudes and Behavior, Journal of Consumer Research, 31 (June), 87-101.and avoidance.*	tbc

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	Group 6	*Chernev, A., Hamilton, R.; Gal, D. (2011): Competing for Consumer Identity: Limits to the Self-Expression and the Perils of Lifestyle Branding, Journal of Marketing, 75 (May), 66-82..*	tbc
Brand Management	Group 7	*Lan, L.; Chen, X.; Han, J.; Park, C.W. (2010): Dilution and Enhancement of Celebrity Brands Through Sequential Movie Releases. Journal of Marketing Research, 47 (December), 1114-1128.*	tbc
	Group 8	*Desai, K. K., & Keller, K. L. (2002). The effects of ingredient branding strategies on host brand extendibility. Journal of Marketing, 66(1), 73-93.*	tbc
Creating Social Value	Group 9	*Barasch, A., & Berger, J. (2014). Broadcasting and narrowcasting: How audience size affects what people share. Journal of Marketing Research, 51(3), 286-299.*	tbc
	Group 10	*Naylor, R. W., Lamberton, C. P., & West, P. M. (2012). Beyond the "like" button: The impact of mere virtual presence on brand evaluations and purchase intentions in social media settings. Journal of Marketing, 76(6), 105-120.*	tbc
Product Design	Group 11	*Truong, Y., Klink, R. R., Fort-Rioche, L., & Athaide, G. A. (2014). Consumer response to product form in technology-based industries. Journal of Product Innovation Management, 31(4), 867-876.*	tbc
	Group 12	*Townsend, C.; Sood, S. (2012), Self-Affirmation Through the Choice of Highly Aesthetic Products, Journal of Consumer Research, 39 (August), 256-269.*	tbc

5   READING LIST

After the introductory lecture, the lectures will focus on selected articles from top-tier marketing journals. Each session will focus on one topic and will discuss 3-4 articles relating to that topic. All articles are also directly relevant for the exam and are available for download on L2P.

Reading list

Lecture 1: Introduction and Basic Concepts 02/04/2019	*Homburg, C.; Kuester, S.; Krohmer, H. (2009): Marketing Management, London: McGraw-Hill.* *Kotler, P., Keller, K. (2012): Marketing-Management, 14 ed. (Global Edition), Boston: Pearson Education.*
Lecture 2: Communicating Innovations 16/04/2019	*Förster, J., Marguc, J., & Gillebaart, M. (2010). Novelty Categorization Theory. Social and Personality Psychology Compass, 4(9), 736–755.* *Gregan-Paxton, J.; Roedder John, D. (1997): Consumer Learning by Analogy: A Model of Internal Knowledge Transfer, Journal of Consumer Research, 24(3), 266–284.* *Jhang, J. H.; Grant, S. J.; Campbell, M. C. (2012): Get It?? Got It. Good! Enhancing New Product Acceptance by Facilitating Resolution of Extreme Incongruity, Journal of Marketing Research, 49(2), 247–259.*

	Thompson, D. V., Hamilton, R. W., & Rust, R. T. (2005). Feature fatigue: When product capabilities become too much of a good thing. *Journal of Marketing Research, 42(4), 431-442.* Zheng Zhou, K.; Nakamoto, K. (2007): How do Enhanced and Unique Features Affect New Product Preference? The Moderating Role of Product Familiarity, *Journal of the Academy of Marketing Science, 35(1), 53–62.*
Lecture 3: Customer Co-Creation 23/04/2019	Franke, N., Schreier, M. and Kaiser, U. (2010): The "I Designed It Myself" Effect in Mass Customization, *Management Science, 56 (January), 125-140.* Fuchs, C., Prandelli, E., Schreier, M., & Dahl, D. W. (2013). All that is users might not be gold: How labeling products as user designed backfires in the context of luxury fashion brands. *Journal of Marketing, 77(5), 75-91.* Mochon, D., Norton, M.I. and Ariely, D. (2012): Bolstering and Restoring Feelings of Competence via the IKEA Effect, *International Journal of Research in Marketing, 29 (April), 363-369.* Norton, M.I., Mochon, D. and Ariely, D. (2012): The IKEA Effect: When Labor Leads to Love, *Journal of Consumer Psychology, 22 (March), 453-460.* Troye, S.V. and Supphellen, M. (2012): Customer Participation in Coproduction: "I Made It Myself" Effects on Consumers' Sensory Perceptions and Evaluations of Outcome and Input Product, *Journal of Marketing, 76 (March), 33-46.*
Lecture 4: Branding and Identification 02/05/2019	Aaker, J. (1997): Dimensions of Brand Personality, *Journal of Marketing Research, Vol. 34 (August), 347-356.* Berger, J.; Heath, C. (2007): Where Consumers Diverge from Others: Identity Signaling and Product Domains, *Journal of Consumer Research, 34 (August), 121-134.* Bhattacharya, C., Sen. S. (2003): Consumer-Company-Identification: A Framework for Understanding Consumers' Relationships with Companies, *Journal of Marketing, 67 (April), 76-88.* McCracken, G. (1986): Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods, *Journal of Consumer Research, 13 (June), 71-84.*
Lecture 5: Brand Management 09/05/2019	Aaker, D.; Keller,K. (1990): Consumer Evaluations of Brand Extensions, *Journal of Marketing, 54 (January), 27-41.* Ahluwalia, R.; Gürhan-Canli, Z. (2000): The Effects of Extensions on the Family Brand Name: An Accessibility-Diagnosticity Perspective, *Journal of Consumer Research, 27 (December), 371-381.* Park, C; Milberg, S.; Lawson, R. (1991): Evaluation of Brand Extensions: The Role of Product Feature Similarity and Brand Concept Consistency, *Journal of Consumer Research, 18 (2), 185-193.* Park, C.; Jun, S.; Shocker, A. (1996): Composite Brand Alliances: An Investigation of Extension and Feedback Effects, *Journal of Marketing Research, 33 (November), 453-466.* Sood, S., & Keller, K. L. (2012). The effects of brand name structure on brand extension evaluations and parent brand dilution. *Journal of Marketing Research, 49(3), 373-382.*
Lecture 6: Creating Social Value 16/05/2019	Berger, J.; Milkman, K.(2012): What Makes Online Content Viral?, *Journal of Marketing Research, 49 (April), 192-205.* Hinz, O., Skiera, B., Barrot, C.; Becker, J.(2011): Seeding Strategies for Viral Marketing: An Empirical Comparison, *Journal of Marketing, 75 (November), 55-71.* Muniz, A. , O'Guinn T. (2001): Brand Community, *Journal of Consumer Research, Vol. 27 (4), 412-432.* Schau, H.J., Muniz, A.M. and Arnould, E.J. (2009): How Brand Community Practices Create Value, *Journal of Marketing, 73 (September), 30-51.*

Lecture 7: Product Design 23/05/2019	*Creusen, M.; Schoormans, J. (2005): The Different Roles of Product Appearance in Consumer Choice, Journal of Product Innovation Management, 22, 63-81.*
	Hoegg, J.; Alba, J. (2011): Seeing Is Believing (Too Much): The Influence of Product Form on Perceptions of Functional Performance, Journal of Product Innovation Management, 28, 346-359.
	Landwehr, J.; McGill, A., Herrmann, A. (2011): It's Got the Look: The Effect of Friendly and Aggressive "Facial" Expressions on Product Liking and Sales, Journal of Marketing, 75 (May),132-146.
	Landwehr, J.; Wentzel, D.; Herrmann, A. (2012): The Tipping Point of Design: How Product Design and Brands Interact to Affect Consumers' Preferences, Psychology & Marketing, 29(6), 422-433.
	Landwehr, J.; Wentzel, D.; Herrmann, A. (2013): Product Design for the Long Run: Consumer Responses to Typical and Atypical Car Designs at Different Stages of Exposure, Journal of Marketing (September), 77, 92-107.
	Noseworthy, T. J., & Trudel, R. (2011). Looks interesting, but what does it do? Evaluation of incongruent product form depends on positioning. Journal of Marketing Research, 48(6), 1008-1019.

6   COURSE EXAMINATION

The exam for this course, counting for 65 percent of your overall grade, is likely to be structured as follows (obviously, only the structure announced on the exam day will apply). That is, the exam questions are typically of the following nature:

Part 1: Theory Foundations
-   Around 30 points - probably one question with several sub-questions
-   Explanation of constitutive elements (e.g. assumptions, concepts, propositions) of the theoretical topics covered in the lectures

Part 2: Theory Transfer
-   Around 30 points - Scenario with several sub-questions
-   Application of theoretical knowledge to solve real-life marketing challenge (Need to develop a sound argument for handling a practical problem)

A maximum of 60 points can hence be obtained. A minimum of 30 points will be required to pass the exam. The individual written exam will be formulated in English language and you will also need to answer the questions in English. The exam is currently scheduled to take 60 minutes. Besides non-electronic dictionaries (e.g., German-English) no other aids are permitted and dictionaries are likely to be checked during the exam. Several sample exams will be made available on L2P at the end of the course and will also be discussed in the final session.

We hope you will enjoy the course and look forward to working with you!