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:	Julia Wittich, M.Sc. | wittich@time.rwth-aachen.de
Location and Time:	Tuesdays,14:30-16:00, Zoom Thursdays,12:30-14:00, Zoom
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 through handing in written case study analyses. Details will be provided in the first session.
Participation Requirements:	1. Solid command of English 2. Basic knowledge in marketing
Course Size:	45 participants (max)
Type of Teaching Event:	Lecture with integrated exercise and group work
Language:	English
Credits:	5

2   COURSE ORGANIZATION

The course consists of fourteen sessions which will be divided into three parts. Part A will follow an interactive lecture format and will focus on advanced topics of marketing 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. Part C will focus on the development and presentation of a research project based on the articles discussed in the course. The table below depicts the preliminary schedule.

Preliminary schedule

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
Date	13/04/2021	15/04/2021	20/04/2021	22/04/2021	27/04/2021	29/04/2021	04/05/2021
Time	14.30-16:00	12:30-14:00	14.00-16:00	12:30-14:00	14:30-16:00	12:30-14:00	14.30-16:00
Room	Zoom	Zoom	Zoom	Zoom	Zoom	Zoom	Zoom
Topic	Lecture 1: Introduction and Basic Concepts	Lecture 2: Communicating Innovations	Coaching: Experimental Design	Case 1: Polyphonic HMI	Lecture 3: Co-Creation	Case 2: Local Motors	Mid-term Pitch

	Session 8	Session 9	Session 10	Session 11	Session 12	Session 13	Session 14
Date	06/05/2021	11/05/2021	18/05/2021	20/05/2021	01/06/2021	08/06/2021	10/06/2021
Time	12:30-14:00	14.30-16:00	14.30-16:00	12:30-14:00	14.30-16:00	14:00-16:00	12:00-14:00
Room	Zoom	Zoom	Zoom	Zoom	Zoom	Zoom	Zoom
Topic	Lecture 4: Experience Management	Case 3: elBulli	Lecture 5: Creating Social Value	Case 4: Patients Like Me	Lecture 6: AI & Automation	Final Presentation	Final Presentation

This course will be managed via the e-learning platform RWTHmoodle. 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 RWTHmoodle. It is hence essential for you to sign up for our RWTHmoodle course by 10/04/2021 (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 one grade 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 in four sessions. To help you prepare for these discussions, I will ask you to

hand in a one-page write-up of each case focusing on specific questions prior to the discussion. The objective of these one-pagers is to get students thinking in more depth about a case and taking a stand on key issues. Although these one-pagers are not mandatory (i.e., it is possible to score a 100% in the course through the exam and the group assignment), they are a great way of improving your reasoning and communication abilities and they provide a great starting point for the webinar discussions.

Furthermore, through the one-pagers students may improve the grade of their final exam (assuming they have passed the exam) by one grade step. Each one-pager may receive a "+" (or even a "0" if the answer is strongly below expectations). In order to receive an upgrade, 3 (out of 4) one-pagers must be graded with "+".

The specific questions for all one-pagers will be announced as we go along in the course. In the following, you will find a brief description for each case. All cases will be uploaded onto the RWTHmoodle platform at the beginning of the semester.

| **Case 1** | **Polyphonic HMI: Mixing Music and Math** |
| 22/04/2021 | |

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 2** | **Local Motors: Designed by the Crowd, Built by the Customer** |
| 29/04/2021 | |

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 3** | **elBulli: The Taste of Innovation** |
| 11/05/2021 | |

Ferran Adrià, chef at elBulli, the highest-ranked restaurant in the world for two consecutive years, faces two related decisions. First, Adrià and his team must continue to develop new and different dishes for the ground-breaking cuisine at elBulli to guarantee a continuous stream of innovation, the cornerstone of the restaurant's success. In addition, they are also faced with the challenge of growing the business, exploring whether the core concepts from elBulli - this "taste of innovation" - can be applied to domains ranging from consulting to fast food. The case walks readers through an evening at elBulli, by using the rave reviews of former patrons to capture the full experience, from the long trip required to get to the restaurant, to the tour, to descriptions of the meal itself.

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 PRESENTATION

A key component of this course is a group presentation, which will count for 35 percent of the final grade. For this, 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 develop a research project that builds on the topics discussed in class. More details on the background of the project will be provided in the first session. In Session 7, all groups will present an elevator pitch of their ideas, followed by a brief Q&A. Groups are expected to work on their projects during the entire course and will have the opportunity to discuss ideas, opportunities, and challenges with the lecturers during the development of their projects. Groups will be asked to present the final state of their work in class in Sessions 13 and 14 of the course. Each group will be allocated 30 minutes, of which 20 should be used for the group presentation with a screencast and 10 for a discussion with the audience. Groups should support their presentation with up to 15 PowerPoint slides. A more detailed schedule will be provided at the beginning of the semester.

The primary goal of the group work is to help students understand how research is generated and how knowledge is developed in marketing and social psychology. A secondary goal of the group work is to help students develop some practical, hands-on research skills that may prove useful in the course of writing a 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.

Topic	Group	Article
Customer Co-Creation	Group 1	Fuchs, C., Schreier, M., & Van Osselaer, S. M. (2015). The handmade effect: What's love got to do with it?. Journal of marketing, 79(2), 98-110.
	Group 2	Franke, N., Keinz, P., & Steger, C. J. (2009). Testing the value of customization: when do customers really prefer products tailored to their preferences?. Journal of marketing, 73(5), 103-121.
	Group 3	Buechel, E. C., & Janiszewski, C. (2013). A lot of work or a work of art: How the structure of a customized assembly task determines the utility derived from assembly effort. Journal of Consumer Research, 40, 960–972.

Experience Management	*Group 4*	*Nicolao, L., Irwin, J. & Goodman, J. (2009). Happiness for sale: Do experiential purchases make consumers happier than material purchases?. Journal of Consumer Research, 36, 188-198.*
	Group 5	*Dai, H., Chan, C., & Mogilner, C. (2020). People rely less on consumer reviews for experiential than material purchases. Journal of Consumer Research, 46(6), 1052-1075.*
	Group 6	*Bhattacharjee, A. & Mogilner, C. (2014). Happiness from ordinary and extraordinary experiences. Journal of Consumer Research, 41, 1-17.*
Creating Social Value	*Group 7*	*Simpson, B., Schreier, M., Bitterl, S., & White, K. (2020). Making the World a Better Place: How Crowdfunding Increases Consumer Demand for Social-Good Products. Journal of Marketing Research, 0022243720970445.*
	Group 8	*Dubois, D., Bonezzi, A., & De Angelis, M. (2016). Sharing with friends versus strangers: How interpersonal closeness influences word-of-mouth valence. Journal of Marketing Research, 53(5), 712-727.*
	Group 9	*John, L. K., Emrich, O., Gupta, S., & Norton, M. I. (2017). Does "liking" lead to loving? The impact of joining a brand's social network on marketing outcomes. Journal of Marketing Research, 54(1), 144-155.*
AI & Automation	*Group 10*	*Gill, T. (2020). Blame it on the self-driving car: how autonomous vehicles can alter consumer morality. Journal of Consumer Research, 47(2), 272-291.*
	Group 11	*Castelo, N., Bos, M. W., & Lehmann, D. R. (2019). Task-dependent algorithm aversion. Journal of Marketing Research, 56(5), 809-825.*
	Group 12	*Jörling, M., Böhm, R., & Paluch, S. (2019). Service robots: Drivers of perceived responsibility for service outcomes. Journal of Service Research, 22(4), 404-420.*

5 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 RWTHmoodle 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!