

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____		
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact erudolph@fau.edu)</i>				
<b>Prefix</b> MAR  <b>Number</b> 7931	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> PhD Seminar	<b>Course Title</b> Special Topics in Marketing		
<b>Credits</b> <i>(Review Provost Memorandum)</i> <b>3.0</b>	<b>Grading</b> <i>(Select One Option)</i>  Regular  Sat/UnSat	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This PhD seminar course will engage students in the exploration of contemporary and cutting edge topics in the field of marketing that are not covered by the established sequence of courses and before such topics become part of the regular curriculum.			
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> <b>Spring 2021</b>	<b>Prerequisites</b> Foundation and Statistics core; Marketing PhD core  <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.  <table border="1" style="width: 100%;"> <tr> <td> <b>Corequisites</b>            Foundation and Statistics core;            Marketing PhD core         </td> <td> <b>Registration Controls</b> <i>(For example, Major, College, Level)</i>            Level - PhD            Major - Marketing            College - Business         </td> </tr> </table>	<b>Corequisites</b> Foundation and Statistics core; Marketing PhD core	<b>Registration Controls</b> <i>(For example, Major, College, Level)</i> Level - PhD Major - Marketing College - Business
<b>Corequisites</b> Foundation and Statistics core; Marketing PhD core	<b>Registration Controls</b> <i>(For example, Major, College, Level)</i> Level - PhD Major - Marketing College - Business				
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> A set of classic and current academic articles will be prescribed			
<b>Faculty Contact/Email/Phone</b> Gopal Iyer; glyer@fau.edu; 297-0917		<b>List/Attach comments from departments affected by new course</b>			

<b>Approved by</b> Department Chair _____ <i>[Signature]</i> College Curriculum Chair _____ <i>[Signature]</i> College Dean _____ <i>[Signature]</i> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 2/4/2020 2/5/20 2/7/20 _____ _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



FLORIDA ATLANTIC UNIVERSITY



MAR 7931

CRN xxxx

**SPECIAL TOPICS IN MARKETING: Research Design**

**Fall/Spring 202x**

**Professor Information**

Professor Cheryl Jarvis  
Fleming Hall, Room 201  
Email: jarvisc@fau.edu  
Phone Number: 561-297-3639

**Office Hours**

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**Required Materials**

Trochim, William M. K., and James P. Donnelly (2007), *The Research Methods Knowledge Base*, 3<sup>rd</sup> Edition, Thomson/Atomic Dog Publishing. ISBN: 1-592-60291-6.

**Recommended Texts:**

Donald T. Campbell and Julian C. Stanley - *Experimental and Quasi-Experimental Designs for Research*

Thomas D. Cook and Donald T. Campbell – *Quasi-Experimentation: Design and Analysis Issues for Field Settings*

Geoffrey Keppel and Thomas D. Wickens – *Design and Analysis: A Researcher's Handbook*, 5<sup>th</sup> Ed.

Selected journal articles and book chapters will be provided electronically

**Course Description**

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### Supplemental Course Description

In this course, students will be required to read each week's assigned materials and be prepared to discuss the key points and issues in class. They should also be able to integrate across the prescribed materials and be able to debate, elaborate upon and extend the key issues.

### Course Prerequisites and Credit Hours

*Course Prerequisites:* Ph.D. student in good standing; completion or concurrent enrollment in Foundation and Statistics core and Marketing core

*Credit Hours:* 3

### Course Learning Objectives

The primary goal of this course is to help prepare doctoral students in business to conduct research that is publishable in the leading research journals in their respective disciplines. The course is designed to assist students in acquiring a basic understanding of the research process and knowledge of the research tools that are needed to design and execute scientific research. This course is concerned with the total research process, from philosophy of science and the generation of research ideas through the publication of the research manuscript. An effort is made to help students develop research judgment as well as research skills so that they will be better able to assess when a proposed piece of research is likely to be fruitful and when it is not. Although this course is designed with the needs of marketing students in mind, and thus focuses on readings from marketing, we will draw knowledge from across many disciplines, and thus it is appropriate for doctoral students with an interest in conducting behavioral and organizational research in a wide variety of contexts. Its focus is on the research process rather than substantive research issues. The class discussions will allow students to create links between the material and the disciplines in which they are most interested, and the research project offers students the opportunity to apply ideas from the course to a substantive issue of their own choosing. No significant background in marketing theory and/or practice is assumed.

The goals of this course will be pursued through:

- 1) Reading, synthesizing and discussing articles and book chapters on research techniques and topics from a variety of behavioral disciplines;
- 2) Completing various assignments that give students the chance to apply and practice the principles being reviewed;
- 3) Critiquing published empirical research studies; and
- 4) Designing a quantitative study that represents an extension/improvement of an existing empirical study (the "Independent Research Project" or "IRP"), including construct conceptual development, multi-item scale development and testing (requiring data collection for scale testing), hypothesis development, and methodological planning.

## Grading Scale

Grades will be awarded on a scale from A through F. Note that all available grading letters will be used for this course. Grading will be on each of the components described in the section below. These components are non-compensatory, i.e., students must perform well on all components in order to obtain a good overall course grade. GPA equivalents of letter grades are available in the Graduate Catalog.

## Course Evaluation Method

The weights that will be applied to these activities in determining course grades are:

Class Participation and Leadership:	20%
Assignments:	10%
Empirical Analyses:	20%
Independent Research Project:	50%

## Evaluation Components

### *Class Participation and Leadership:*

Class sessions will follow a seminar discussion format. I will expect that students will have thoroughly read and critically analyzed all of the assigned readings prior to the class meeting. Every student will be expected to contribute to the class discussion, by actively listening and being willing and able to present their analysis and viewpoint to the class.

Students should plan to divide the readings equally among themselves each week and take a leadership role in summarizing and discussing individual articles/chapters for the class. This does NOT preclude the requirement that all students must read all assigned readings – I will expect to be able to call on any student at any time to discuss any reading and I will be grading the quality of that contribution. However, by dividing up the papers during a week, each student can take a leadership role every session on one or two papers, thus improving his/her participation score.

In addition, at least once (but no more than twice) during the semester, each student will be assigned the role of Discussion Leader for a particular class session. The Discussion Leader for the class session is responsible for presenting a brief (less than 10 minute) summary, integration, synthesis, and critique of the entire week's readings at the beginning of class, and then guiding the discussion of individual papers. The remainder of the students in that session will still be responsible for leading the discussion of the individual papers for which they are responsible – *it is not the Discussion Leader's job to summarize all the articles in detail or to relieve his/her classmates of the effort of reading the materials themselves*. Instead, the Discussion Leader's job is (1) to provide an overarching framework to guide the remaining discussion of the week's



materials by all the students in the class; and (2), in doing so, to integrate and synthesize the entire week's readings.

*NOTE: This process of integrating and summarizing a set of literature required of the Discussion Leader will help develop your critical thinking skills and is excellent practice for the process of developing a literature review in a journal manuscript.*

#### Assignments:

Throughout the semester, occasional assignments will be given to help students elaborate on particular topics and give hands-on experience in applying or thinking about particular techniques or issues. These assignments will be described as they come up during the semester in the readings list each week.

*NOTE: These small assignments are designed to take between 30 and 60 minutes to complete unless otherwise stated – if you are spending more time on them than that, then you need to re-evaluate your work methods and figure out how to work more efficiently and effectively.*

#### Empirical Analyses:

Throughout the semester, students will be asked to turn in critiques/analyses of the methodology of various empirical papers. The papers usually will be assigned by the instructor, and the critiques should be no more than 5 pages, double-spaced, focusing on a particular method or technique being studied at the time. These are NOT theoretical critiques (except in the situation where the theory and the method might be in conflict), but rather opportunities for students to apply the week's readings in learning how to evaluate published work on various methodological issues, as well as how to design their own studies more effectively.

*NOTE: These critiques will help develop your critical thinking skills, will be used by the instructor to test your understanding of the methods being studied, and will be excellent practice for the sort of applied methodological questions students can expect to face during comprehensive exams.*

#### Independent Research Project:

Throughout the semester, students will each work on an independent research project (IRP), which will include several written stages and presentations due during the semester, as well as a final paper and presentation at the end of the semester. The topic for the IRP will be the student's choice, subject to some stated restrictions. Among the key efforts for the IRP will be the development of a new construct conceptualization and multi-item scale operationalization, including data collection and analysis to refine and purify the scale. The details of the IRP requirements will be outlined in a separate document.

### **Additional Course Policies**

#### Missing Exams

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There are no conventional exams in this course. Case submissions, presentations and class participations are the only evaluation components.

### Late Assignments

The due dates for all submissions will be strictly observed in this course. University policies will be observed for any deviations.

### Attendance Policy

Attendance in every class in this course is mandatory, with exceptions as per university policy below. *Students missing more than 3 class meetings, without valid excuse or prior approval, will receive a D grade, regardless of their completing other work.* Also, students are expected to arrive on time for each class period; *students arriving more than 30 minutes late will be marked absent* (unless the late arrival can be justified as excused absence as per university policy).

Excused absences will be subject to approval as per university policy summarized below: "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance."

Further,

"Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence."

### Etiquette and/or Netiquette Policy

Students are expected to be professional and courteous to each other in class and other communication exchanges within and beyond their group. Any complaints will be forwarded to the department and college administrators for prompt action that could potentially result in disciplinary action, including the student's removal from the course. Guidelines for student conduct are also laid out in the Graduate Catalog.

### Anti-plagiarism Software

All submissions are to be made through specific Turnitin links on the Canvas site for this course. Turnitin reports will be used to evaluate the originality of the submissions. Any student found to



be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

## **Selected University and College Policies**

### **Code of Academic Integrity Policy**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas/>

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **Religious Accommodation Policy**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### **University Approved Absence Policy**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics

teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

### **Incomplete Grade Policy**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Disruptive Behavior Policy**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.



**Appendix A**  
**COURSE SCHEDULE**

<u>Week</u>	<u>Topic</u>
1	Idea Generation, Relevance vs. Rigor, Writing and Reviewing
2	Theory Development and Testing; Generalizations and Replications
3	Research Ethics
4	Measurement Issues
5	Experimental Research Design
6	Quasi Experimental Research Design
7	Assessing Direct and Indirect Paths
8	Advance Issues in Survey Research, including Power and Effect Sizes
9	Issues in Self-Reported Data
10	Sampling Techniques and Issues
11	Qualitative and Mixed Methods
12	Other Research Methods
13	Internet as Research Tool
14	IRP Presentations

## LIST OF READINGS

(These will be further enhanced with specific classic and contemporary materials)

### Week 1: Idea Generation, Relevance vs. Rigor, Writing and Reviewing

Trochim and Donnelly, Chapter 15

#### Idea Generation/What's Interesting?/Rigor vs. Relevance

Webb, Wilse (1961), "The Choice of the Problem," *American Psychologist*, 16 (4), 223-227.

Zaltman, Gerald, Karen Lemasters and Michael Heffring (1982), "Chapter 2: Being Interesting," in *Theory Construction in Marketing: Some Thoughts on Thinking*, New York: John Wiley & Sons.

Daft, Richard L. (1983), "Learning The Craft of Organizational Research," *Academy of Management Review*, 8 (4), 539-546.

Varadarajan, P. Rajan (2003), "Musings on Relevance and Rigor of Scholarly Research in Marketing," *Journal of the Academy of Marketing Science*, 31 (4), 368-376.

Daft, Richard L., Ricky W. Griffin and Valerie Yates (1987), "Retrospective Accounts of Research Factors Associated with Significant and Not-So-Significant Research Outcomes," *The Academy of Management Journal*, 30 (December), 763-785.

#### Research Design and Writing

Summers, John O. (2001), "Guidelines for Conducting Research and Publishing in Marketing: From Conceptualization Through the Review Process," *Journal of the Academy of Marketing Science*, 29 (4), 405-415.

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman, (2000), "Chapter 3: Developing the Thesis or Dissertation Proposal: Some Common Problems," in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals, 4 ed.*, Thousand Oaks, CA: Sage Publications, Inc.

Varadarajan, P. Rajan (1996), "From the Editor: Reflections on Research and Publishing," *Journal of Marketing*, 60 (October), 3-6.

Johanson, Linda M. (2007), "Sitting in Your Reader's Chair: Attending to Your Academic Sensemakers," *Journal of Management Inquiry*, 16 (September), 290-294.

Criteria for Selecting a Dissertation Topic, John O. Summers

Top 14 Ways to Avoid Defining Your Dissertation Topic, John O. Summers



## **Reviewing and Being Reviewed**

Lee, Allen S. (1995), "Reviewing A Manuscript for Publication," *Journal of Operations Management*, 13 (July), 87-92.

Holbrook, Morris B. (1986), "A Note on Sadomasochism in the Review Process: I Hate it When That Happens," *Journal of Marketing*, 50 (July), 104-108.

Dear Journal Editor, It's Me Again, Roy F. Baumeister

## **Week 2: Theory Development and Testing, Generalization and Replication**

Trochim and Donnelly, Chapter 1

### **Theory Development/What is Theory?**

Whetten, David A. (1989), "What Constitutes a Theoretical Contribution?" *Academy of Management Review*, 14 (4), 490-495.

Sutton, Robert I. and Barry M. Staw (1995), "What Theory is *Not*," *Administrative Science Quarterly*, 40 (3), 371-384.

Weick, Karl E. (1995), "What Theory is *Not*, Theorizing *Is*," *Administrative Science Quarterly*, 40 (3), 385-390.

Greenwald, Anthony G., Michael R. Leippe, Anthony R. Pratkanis, and Michael H. Baumgardner (1986), "Under What Conditions Does Theory Obstruct Research Progress?" *Psychological Review*, 93 (2), 216-229.

### **Hypothesis Development**

McGuire, William J. (1997), "Creative Hypothesis Generating in Psychology: Some Useful Heuristics," *Annual Review of Psychology*, 48, 1-30.

### **Theory Testing/Significance Tests**

Greenwald, Anthony (1975), "Consequences of Prejudice Against the Null Hypothesis," *Psychological Bulletin*, 82 (1), 1-20.

Sawyer, Alan and J. Paul Peter (1983), "The Significance of Statistical Significance Tests in Marketing Research," *Journal of Marketing Research*, 20 (May), 122-133.

Cohen, Jacob (1994), "The Earth is Round ( $p < .05$ )," *American Psychologist*, 49 (12), 997-1003.

### **Empirical Generalizations**

Bass, Frank M. (1995), "Empirical Generalizations and Marketing Science: A Personal View," *Marketing Science*, 14 (3), G6-G19.

### **Replications**

Toncar, Mark F. and James M. Munch (2010), "Meaningful Replication: When is a Replication No Longer a Replication? A Rejoinder to Stella and Adam," *Journal of Marketing Theory and Practice*, 18 (Winter), 71-80.

NOTE:

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It is not required, but if you want to read the source article regarding “types of replications” that these authors reference repeatedly in order to expand on your understanding of replications, it is:

Easley, Richard W., Charles S. Madden, and Mark G. Dunn (2000), “Conducting Marketing Science: The Role of Replication in the Research Process,” *Journal of Business Research*, 48, 83-92.

### Week 3: Research Ethics

Korn, James H. (1988), "Students' Roles, Rights and Responsibilities as Research Participants," *Teaching of Psychology*, 15 (2), 74-78.

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman, (2000), "Chapter 2: Doing the Right Thing: The Habit of Truth," in *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals, 4 ed.*, Thousand Oaks, CA: Sage Publications, Inc.

Sieber, Joan E. and Barbara Stanley (1988), "Ethical and Professional Dimensions of Socially Sensitive Research," *American Psychologist*, 43 (January), 49-55.

Herrera, C.D., (1999), "Two Arguments for "Covert Methods" in Social Research," *British Journal of Sociology*, 50 (June), 331-343.

Educational program regarding Data Acquisition and Management from US Department of Health and Human Services, Office of Research Integrity, Education in Responsible Conduct of Research (this module is produced by Columbia University):  
[http://ori.dhhs.gov/education/products/columbia\\_wbt/rcr\\_data/foundation/index.html](http://ori.dhhs.gov/education/products/columbia_wbt/rcr_data/foundation/index.html)

Roig, Miguel (2002), "Avoiding Plagiarism, Self-plagiarism, and Other Questionable Writing Practices," *Responsible Conduct of Research*, Office of Research Integrity, Education in Responsible Conduct of Research

Wright, Malcolm and J. Scott Armstrong (2008), "The Ombudsman: Verification of Citations: Faulty Towers of Knowledge?" *Interfaces*, 38 (March-April), 125-139.

Also read the responses that are included in the PDF.

Kifner, John (2001), "Scholar Sets of Gastronomic False Alarm," *New York Times*, Sept. 8, A1.

#### **Week 4: Measurement Issues**

Trochim and Donnelly, Chapters 3 & 5

#### **Measurement and Scale Development**

Churchill, Gilbert A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, 16 (February), 64-73.

Peter, J. Paul (1979), "Reliability: A Review of Psychometric Basics and Recent Marketing Practices," *Journal of Marketing Research*, 16 (February), 6-17.

Peter, J. Paul (1981), "Construct Validity: A Review of Basic Issues and Marketing Practices," *Journal of Marketing Research*, 18 (May), 133-145.

Flynn, Leisa Reinecke and Dawn Percy (2001), "Four Subtle Sins in Scale Development: Some Suggestions for Strengthening the Current Paradigm," *International Journal of Market Research*, 43 (4), 409-423.

Summers, John O., "Conceptual Definitions," unpublished.

Weems, Gail H. and Anthony J. Onwuegbuzie (2001), "The Impact of Midpoint Responses and Reverse Coding on Survey Data," *Measurement and Evaluation in Counseling and Development*, 34 (October), 166-176.

Swain, Scott D., Danny Weathers, and Ronald D. Niedrich (2008), "Assessing Three Sources of Misresponse to Reverse Likert Items," *Journal of Marketing Research*, 45 (February), 116-131.

Jarvis, Cheryl Burke, Scott B. MacKenzie and Philip M. Podsakoff (2003), "A Critical Review of Construct Indicators and Measurement Model Misspecification in Marketing and Consumer Research," *Journal of Consumer Research*, 30 (September), 199-218.

MacKenzie, Scott B., Philip M. Podsakoff, and Cheryl Burke Jarvis (2005), "The Problem of Measurement Model Misspecification in Behavioral and Organizational Research and Some Recommended Solutions," *Journal of Applied Psychology*, 90 (July), 710-730.

*In this second article (MP&J 2005), focus on the section subtitled: "A Continuum of Reflective- and Formative-Indicator Measurement Models," starting on page 713; and on the section subtitled: "Practical Guidelines for Developing and Evaluating Constructs with Formative Indicators," starting on page 725.*



## **Week 5: Experimental Research Design**

Trochim and Donnelly, Chapters 7, 9 & 11

### **Experimental Design**

Aronson, Elliot and J. Merrill Carlsmith, "Experimentation in Social Psychology," in *The Handbook of Social Psychology*, 2E, eds. G. Lindzey and E. Aronson, Addison-Wesley Publishing Co.: Reading, Mass., pp 1 – 79.

Campbell, Donald T. and Julian C. Stanley (1963), *Experimental and Quasi-Experimental Designs for Research*, Houghton Mifflin: Boston, pp. 5-34.

Fromkin, Howard L. and Siegfried Streufert (1976), "Laboratory Experimentation," in *Handbook of Industrial and Organizational Psychology*, ed. M.D. Dunnette, Rand MacNally: Chicago, pp. 415- 465.

Ilgen, Daniel (1986), "Laboratory Research: A Question of When, Not If," in *Generalizing from Laboratory to Field Settings*, ed. E.A. Locke, Lexington Books: Lexington, Mass, pp. 257 – 267.

Berkowitz, Leonard, and Edward Donnerstein, (1982), "External Validity is More than Skin Deep: Some Answers to Criticisms of Laboratory Experiments," *American Psychologist*, 37 (March), 245-257.

Lynch, John G. (1982), "On The External Validity of Experiments in Consumer Research," *Journal of Consumer Research*, 9 (December), 225-455.

### *Within/Between-Subjects Design*

Greenwald, Anthony G. (1976), "With-Subjects Designs: To Use or Not to Use?" *Psychological Bulletin*, 83 (2) 314-320.

*Random Assignment*

Cook, Thomas D., and Donald T. Campbell (1979), "The Conduct of Randomized Experiments," in *Quasi-Experimentation: Design & Analysis Issues for Field Settings*, Houghton Mifflin Company: Boston, pp 341-386.

*Manipulation Checks*

Perdue, Barbara C., and John O. Summers (1986), "Checking the Success of Manipulations in Marketing Experiments," *Journal of Marketing Research*, 23 (November), 317-326.

## Week 6: Quasi-Experimental Research Design

Trochim and Donnelly, Chapter 10

### Quasi-Experimentation, Field Research

Cook, Thomas D. and Donald T. Campbell (1979), "Causal Inference and the Language of Experimentation," in *Quasi-Experimentation: Design & Analysis Issues for Field Settings*, Houghton Mifflin Company: Boston, pp 1-36.

Cook, Thomas D. and Donald T. Campbell (1976), "The Design and Conduct of Quasi-Experiments and True Experiments in Field Settings," in *The Handbook of Industrial and Organizational Psychology*, Marvin D. Dunnette, ed., Rand McNally: Chicago, pp 223-326.

Bouchard, Thomas J. (1976), "Field Research Methods: Interviewing, Questionnaires, Participant Observation, Systematic Observation, Unobtrusive Measures," in *The Handbook of Industrial and Organizational Psychology*, Marvin D. Dunnette, ed., Rand McNally: Chicago, pp 363-413.

Dipboye, Robert L. and Michael F. Flanagan (1979), "Research Settings in Industrial and Organizational Psychology: Are Findings in the Field More Generalizable Than in the Laboratory?" *American Psychologist*, 34 (February), 141-150.

Tunnell, Gilbert B. (1977), "Three Dimensions of Naturalness: An Expanded Definition of Field Research," *Psychological Bulletin*, 84 (3), 426-437.



## **Week 7: Assessing Direct and Indirect Paths**

### **Moderators/Mediators**

Baron, Rueben M. and David A. Kenny (1986), "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic and Statistical Considerations," *Journal of Personality and Social Psychology*, 51 (6), 1173-1182.

Zhao, Xinshu, John G. Lynch Jr., and Qimei Chen (2010), "Reconsidering Baron and Kenny: Myths and Truths about Mediation Analysis," *Journal of Consumer Research*, 37 (August), 197-206.

Muller, Dominique, Charles M. Judd, and Vincent Y. Yzerbyt (2005), "When Moderation is Mediated and Mediation is Moderated," *Journal of Personality and Social Psychology*, 89 (6), 852-863.

### **Endogeneity**

Chenhall, Robert H. and Frank Moers (2007), "The Issue of Endogeneity Within Theory-Based, Quantitative Management Accounting Research," *European Accounting Review*, 16 (1), 173-195.

## **Week 8: Advance Issues in Survey Research**

Trochim and Donnelly, Chapter 4

### **Survey Research**

Assael, Henry and John Keon (1982), "Nonsampling vs. Sampling Errors in Survey Research," *Journal of Marketing*, 46 (Spring), 114-123.

Armstrong, J. Scott and Terry S. Overton (1977), "Estimating Nonresponse Bias in Mail Surveys," *Journal of Marketing Research*, 14 (August), 396-402.

Lee, Eunkyuu, Michael Y. Hu, and Rex S. Toh (2000), "Are Consumer Survey Results Distorted? Systematic Impact of Behavioral Frequency and Duration on Survey Response Errors," *Journal of Marketing Research*, 37 (February), 125-133.

Etzel, Michael J. and Bruce J. Walker (1974), "Effects of Alternative Follow-up Procedures on Mail Survey Response Rates," *Journal of Applied Psychology*, 59 (Spring), 219-221.

Brown, Stephen W. and Kenneth A. Coney (1977), "Comments on Mail Survey Premiums and Response Bias," *Journal of Marketing Research*, 14 (August), 385-387.

Tourangeau, Roger (2004), "Survey Research and Societal Change," *Annual Review of Psychology*, 55, 775-801.

### **Miscellaneous Research Issues: Power and Effect Sizes**

(NOTE: These issues are relevant for ALL research methods, not just surveys!)

Cohen, Jacob (1992), "A Power Primer," *Psychological Bulletin*, 112 (1), 155-159.

Sawyer, Alan G. and A. Dwayne Ball (1981), "Statistical Power and Effect Size in Marketing Research," *Journal of Marketing Research*, 18 (August), 275-290.

Fern, Edward F. and Kent B. Monroe (1996), "Effect-Size Estimates: Issues and Problems in Interpretation," *Journal of Consumer Research*, 23 (September), 89-105.

Prentice, Deborah A. and Dale T. Miller (1992), "When Small Effects are Impressive," *Psychological Bulletin*, 112 (1) 160-164.

## **Week 9: Issues in Self-Reported Data**

### **General Problems with Self-Reports**

Podsakoff, Philip M. and Dennis Organ (1986), "Self-Reports in Organizational Research: Problems and Prospects," *Journal of Management*, 12 (4), 531-544.

### **Demand Artifacts**

Sawyer, Alan (1975), "Demand Artifacts in Laboratory Experiments in Consumer Research," *Journal of Consumer Research*, 1 (March), 20-30.

Shimp, Terence A., Eva M. Hyatt, and David J. Snyder (1991), "A Critical Appraisal of Demand Artifacts in Consumer Research," *Journal of Consumer Research*, 18 (December), 273-283.

### **Common Method Variance**

Podsakoff, Philip M., Scott B. MacKenzie, Jeong-Yeon Lee, and Nathan P. Podsakoff (2003), "Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies," *Journal of Applied Psychology*, 88 (5), 879-903.

MacKenzie, Scott B., Philip M. Podsakoff, and Julie Beth Paine (1999), "Do Citizenship Behaviors Matter More for Managers than Salespeople?" *Journal of the Academy of Marketing Science*, 27 (4), 396-410.

*Note: This article is given as an example of how to correctly implement one of the procedures for identifying and accounting for common method variance outlined in Podsakoff et al (2003). Focus on understanding the procedure used in this article, rather than the substantive topic of the study.*

Cote, Joseph A. and M. Ronald Buckley (1987), "Estimating Trait, Method and Error Variance: Generalizing Across 70 Construct Validation Studies," *Journal of Marketing Research*, 24 (August), 315-318.

### **Difference Scores**

Peter, J. Paul, Gilbert A. Churchill Jr., and Tom J. Brown (1993), "Caution in the Use of Difference Scores in Consumer Research," *Journal of Consumer Research*, 19 (March), 655-662.

Edwards, Jeffrey R. (2001), "Ten Difference Score Myths," *Organizational Research Methods*, 4 (July), 265-287.



## Week 10: Sampling Techniques and Issues

Trochim and Donnelly, Chapter 2

Permut, Steven, Allen J. Michel, and Monica Joseph (1976), "The Researcher's Sample: A Review of the Choice of Respondents in Marketing Research," *Journal of Marketing Research*, 13 (August), 278-283.

Rosenthal, Robert and Ralph L. Rosnow (1969), "The Volunteer Subject," in *Artifact in Behavioral Research*, R. Rosenthal and R. Rosnow, eds. New York: Academic Press, 59-118.

Sears, David O. (1986), "College Sophomores in the Laboratory: Influences of a Narrow Data Base on Social Psychology's View of Human Nature," *Journal of Personality and Social Psychology*, 51 (3), 515-530.

Peterson, Robert A. (2001), "On the Use of College Students in Social Science Research: Insights from a Second-Order Meta-Analysis," *Journal of Consumer Research*, 28 (December), 450-461.

Greenberg, Jerald (1987), "The College Sophomore as Guinea Pig: Setting the Record Straight," *Academy of Management Review*, 12 (1), 157-159.

Gordon, Michael E., L. Allen Slade, and Neal Schmitt (1987), "Student Guinea Pigs: Porcine Predictors and Particularistic Phenomena," *Academy of Management Review*, 12 (1), 160-163.

(If you're interested in reading the original Gordon, Slade and Schmitt article that precipitated the discussion in the above two articles, it can be found in the *Academy of Management Review*, 1986, Vol. 11, No. 1, pp 191-207.)

## **Week 11: Qualitative and Mixed Methods**

Trochim and Donnelly, Chapters 6 & 8

### **Qualitative Methods**

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman (2000), "Preparation of Proposals for Qualitative Research," *Proposals That Work*, Thousand Oaks: Sage Publications, 91-117.

Weick, Karl E. (1968), "Systematic Observational Methods," in G. Lindzey and E. Aronson, eds., *The Handbook of Social Psychology*, Volume 2, Reading Mass: Addison-Wesley Publishing Co., pp 357-451.

Cannell, Charles F. and Robert L. Kahn (1968), "Interviewing," in G. Lindzey and E. Aronson, eds., *The Handbook of Social Psychology*, Volume 2, Reading Mass: Addison-Wesley Publishing Co., pp 526-595..

Arnould, Eric J. and Melanie Wallendorf (1994), "Market Oriented Ethnography: Interpretation Building and Marketing Strategy Formulation," *Journal of Marketing Research*, 31 (November), 484-504.

Campbell, Donald T. (1975), "Degrees of Freedom and the Case Study," *Comparative Political Studies*, 8 (July), 178-193.

Eisenhart, Kathleen M. (1989), "Building Theories from Case Study Research," *Academy of Management Review*, 14 (4), 532-550.

### **Mixed Methods**

Creswell, John W. and Vicki L. Plano Clark (2007), "Chapter 1: Understanding Mixed Methods Research," *Designing and Conducting Mixed Methods Research*, Thousand Oaks: Sage Publications.

Creswell, John W. and Vicki L. Plano Clark (2007), "Chapter 4: Choosing a Mixed Methods Design," *Designing and Conducting Mixed Methods Research*, Thousand Oaks: Sage Publications.

Koller, Monika (2008), "A Future Research Agenda for Mixed-Method Designs in Business Research," *International Journal of Business Research*, 8 (4), 50-60.

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## Week 12: Other Research Methods

### Content Analysis

Kassarjian, Harold H. (1977), "Content Analysis in Consumer Research," *Journal of Consumer Research*, 4 (June), 8-18.

Kolbe, Richard H. and Melissa S. Burnett (1991), "Content-Analysis Research: An Examination of Applications with Directives for Improving Research Reliability and Objectivity," *Journal of Consumer Research*, 18 (September), 243-250.

*Substantive Examples of Content Analysis: (read ONE for the application of the methodology)*

Ward, James C. and Amy L. Ostrom (2006), "Complaining to the Masses: The Role of Protest Framing in Customer-Created Complaint Web Sites," *Journal of Consumer Research*, 33 (September), 220-230.

Kennedy, Patricia F. and Mary G. McGarvey (2008), "Animal-Companion Depictions in Women's Magazine Advertising," *Journal of Business Research*, 61 (May), 424-430.

### Meta Analysis

Rosenthal, R. and M. R. DiMatteo (2001), "Meta-Analysis: Recent Developments in Quantitative Methods for Literature Reviews," *Annual Review of Psychology*, 52, 59-82.

Wanous, John P., Sherry E. Sullivan, and Joyce Malinak (1989), "The Role of Judgment Calls in Meta-Analysis," *Journal of Applied Psychology*, 74 (2), 259-264.

*Substantive Examples of Content Analysis: (read ONE for the application of the methodology)*

Kirca, Ahmet H., Satish Jayachandran, William O. Bearden (2005), "Market Orientation: A Meta-Analytic Review and Assessment of Its Antecedents and Impact on Performance," *Journal of Marketing*, 69 (April), 24-41.

Palmatier, Robert W., Rajiv P. Dant, Dhruv Grewal, Kenneth R. Evans (2006), "Factors Influencing the Effectiveness of Relationship Marketing: A Meta-Analysis," *Journal of Marketing*, 70 (October), 136-153.

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### **Week 13: Internet as Research Tool**

Skitka, Linda J. and Edward G. Sargis (2006), "The Internet as Psychological Laboratory," *Annual Review of Psychology*, 57, 529-555.

Kozinets, Robert V. (2002), "The Field Behind the Screen: Using Netnography for Marketing Research in Online Communities," *Journal of Marketing Research*, 39 (February), 61-72.

Nosek, Brian A., Mahzarin R. Banaji, and Anthony G. Greenwald (2002), "E-Research: Ethics, Security, Design and Control in Psychological Research on the Internet," *Journal of Social Issues*, 58 (1), 161-176

#### *Substantive Example of Internet Research:*

Thompson, Scott A. and James C. Ward (2008), "The Evolution of New Product Rumors in Online Customer Communities: Social Identity or Social Impact?" published as an extended abstract in *Advances in Consumer Research* 35, eds. Angela Y. Lee and Dilip Soman, Duluth, MN : Association for Consumer Research, Pages: 756-757.

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FLORIDA ATLANTIC UNIVERSITY



MAR 7931

CRN xxxx

**SPECIAL TOPICS IN MARKETING: Marketing Analytics  
Fall/Spring 202x**

**Professor Information**

Professor Gopalkrishnan R. Iyer  
Fleming Hall, Room 204  
Email: [gayer@fau.edu](mailto:gayer@fau.edu)  
Phone Number: 561-297-0917

**Office Hours**

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**Required Materials**

There is no conventional text prescribed for this course. There is, however, an extensive reading list of academic and research articles as attached and complemented later with other specific mandatory and recommended articles.

**Course Description**

This course will examine in-depth various topics in the assessment and evaluation of markets, consumers, competition, marketing strategy and marketing's impact on firm performance. Apart from the study of marketing metrics, the course will highlight diverse measures, methods, models, and new technologies in the analysis and control of marketing strategy.

**Supplemental Course Description**

In this course, students will be required to read each week's assigned materials and be prepared to discuss the key points and issues in class. They should also be able to integrate across the prescribed materials and be able to debate, elaborate upon and extend the key issues.

**Course Prerequisites and Credit Hours**

*Course Prerequisites:* Ph.D. student in good standing; completion or concurrent enrollment in Foundation and Statistics core and Marketing core

*Credit Hours:* 3

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### **Course Learning Objectives**

- (1) Ability to understand the key issues and arguments in each assigned topical area;
- (2) Appreciate and understand the key substantive contributions of each assigned article in the context of extant research in that topical area;
- (3) Integrate key issues and extend these to appropriate future research directions; and
- (4) Develop one's own research focus through the analysis of extant research and offer new conceptual models that have the potential for substantive contributions.

### **Grading Scale**

Grades will be awarded on a scale from A through F. Note that all available grading letters will be used for this course. Grading will be on each of the components described in the section below. These components are non-compensatory, i.e., students must perform well on all components in order to obtain a good overall course grade. GPA equivalents of letter grades are available in the Graduate Catalog.

### **Course Evaluation Method**

Individual Summaries 4 x 10%	40%
Individual Paper and Presentation	60%

### **Evaluation Components**

#### ***Individual Summaries***

Students will be expected to provide integrated summaries across prescribed articles for various weeks. Such summaries should not be an article-by-article summary; instead, they should focus on the key elements common across all the articles as well as highlight the comparative distinctive features of each article.

#### ***Individual Paper and Presentation***

Each student will work on a directed research project on a topic of interest within the broad field of marketing analytics and submit a research paper as well as present the paper in class. The research paper would consist of, at the minimum, the following sections: (i) focused research questions; (ii) integrative and purposive literature review; (iii) conceptual framework; (iv) research design, and; (v) operationalization of key constructs in a model.



## **Additional Course Policies**

### **Missing Exams**

There are no conventional exams in this course. Case submissions, presentations and class participations are the only evaluation components.

### **Late Assignments**

The due dates for all submissions will be strictly observed in this course. University policies will be observed for any deviations.

### **Attendance Policy**

Attendance in every class in this course is mandatory, with exceptions as per university policy below. *Students missing more than 3 class meetings, without valid excuse or prior approval, will receive a D grade, regardless of their completing other work.* Also, students are expected to arrive on time for each class period; *students arriving more than 30 minutes late will be marked absent* (unless the late arrival can be justified as excused absence as per university policy).

Excused absences will be subject to approval as per university policy summarized below: "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance."

Further,  
"Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence."

### **Etiquette and/or Netiquette Policy**

Students are expected to be professional and courteous to each other in class and other communication exchanges within and beyond their group. Any complaints will be forwarded to the department and college administrators for prompt action that could potentially result in disciplinary action, including the student's removal from the course. Guidelines for student conduct are also laid out in the Graduate Catalog.

### **Anti-plagiarism Software**

All submissions are to be made through specific Turnitin links on the Canvas site for this course. Turnitin reports will be used to evaluate the originality of the submissions. Any student found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

### **Selected University and College Policies**

#### **Code of Academic Integrity Policy**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

#### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas/>

#### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **Religious Accommodation Policy**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

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### **University Approved Absence Policy**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

### **Incomplete Grade Policy**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Disruptive Behavior Policy**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.



**Appendix A**  
**COURSE SCHEDULE**

<u>Week</u>	<u>Topic</u>
1	Introduction to Marketing Models and Analysis
2	Theoretical and Empirical Models
3	Understanding Consumers Decisions and Behaviors
4	Market and Competitive Analysis
5	Assessment of Innovations
6	Product Strategy Evaluation
7	Brand Assessment
8	Pricing Strategy Assessment
9	Promotion Strategy Assessment
10	Salesforce Assessment
11	Marketing and Firm Performance
12	New Developments: Big Data and Marketing
13	New Developments: Artificial Intelligence and Marketing
14	Research Project Presentations

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## LIST OF READINGS

(These will be further enhanced with specific classic and contemporary materials)

### Week 1: Introduction to Marketing Models and Analysis

France, S. L., & Ghose, S. (2019). Marketing analytics: Methods, practice, implementation, and links to other fields. *Expert Systems with Applications*, 119, 456-475.

“Introduction” (Chapter 1), “Classifying Marketing Models According to Degree of Explicitness” (Chapter 2), “Benefits of Using Marketing Models” (Chapter 3), and “A Typology of Marketing Models” (Chapter 4) from LeeFlang, P. S., Wittink, D. R., Wedel, M., & Naert, P. A. (2013). *Building models for marketing decisions* (Vol. 9). Springer Science & Business Media (pp. 1-46)

Wierenga, B. (2008). The Past, the Present, and the Future of Marketing Decision Models. In B. Wierenga (Ed.), *Handbook of marketing decision models* (1st ed.), pp. 3–20. New York: Springer Science + Business Media.

### Week 2: Theoretical and Empirical Models

Ascarza E., Fader P.S., Hardie B.G.S. (2017). Marketing Models for the Customer-Centric Firm. In Wierenga B., van der Lans R. (eds) *Handbook of Marketing Decision Models*. International Series in Operations Research & Management Science, vol 254. Springer, Cham

Chintagunta, P. (2017). Structural Models in Marketing: Consumer Demand and Search. In *Handbook of Marketing Decision Models* (pp. 167-198). Springer, Cham.

Moorthy, K. S. (1993). Theoretical Modeling in Marketing. *Journal of Marketing*, 57(2), 92-106.

Papies, D., Ebbes, P., & Van Heerde, H. J. (2017). Addressing endogeneity in marketing models. In *Advanced methods for modeling markets* (pp. 581-627). Springer, Cham.

Reiss, Peter C. (2011). Descriptive, Structural, and Experimental Empirical Methods in Marketing Research. *Marketing Science*, 30 (6), 950-964.

### Week 3: Understanding Consumer Decisions and Behavior

Allenby, G. M., & Rossi, P. E. (1998). Marketing Models of Consumer Heterogeneity. *Journal of Econometrics*, 89(1-2), 57-78.

Ascarza E, Neslin SA, Netzer O, Anderson Z, Fader PS, Gupta S, Hardie BG, Lemmens A, Libai B, Neal D, Provost F (2018). In Pursuit of Enhanced Customer Retention Management: Review, Key Issues, And Future Directions. *Customer Needs and Solutions*. 5(1-2), 65-81.

Berger, P. D., & Nasr, N. I. (1998). Customer Lifetime Value: Marketing Models and Applications. *Journal of interactive marketing*, 12(1), 17-30.

Gupta, S., Lehmann, D. R., & Stuart, J. A. (2004). Valuing customers. *Journal of marketing research*, 41(1), 7-18.

Oblander, E. S., Gupta, S., Mela, C. F., Winer, R. S., & Lehmann, D. R. (2019). The Past, Present, and Future of Customer Management. SSRN, August 30, 2019, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3445241](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3445241)

Otto, A. S., Szymanski, D. M., & Varadarajan, R. (2019). Customer satisfaction and firm performance: insights from over a quarter century of empirical research. *Journal of the Academy of Marketing Science*, 1-22.

#### **Week 4: Market and Competitive Analysis**

Ailawadi, K. L., Kopalle, P. K., & Neslin, S. A. (2005). Predicting competitive response to a major policy change: Combining game-theoretic and empirical analyses. *Marketing Science*, 24(1), 12-24.

Buzzell, R. D., & Wiersema, F. D. (1981). Modelling changes in market share: A cross-sectional analysis. *Strategic Management Journal*, 2(1), 27-42.

Debruyne, M., & Reibstein, D. J. (2005). Competitor see, competitor do: Incumbent entry in new market niches. *Marketing Science*, 24(1), 55-66.

Dickson, P. R. (1992). Toward a general theory of competitive rationality. *Journal of marketing*, 56(1), 69-83.

Eckhardt, G. M., Houston, M. B., Jiang, B., Lambertson, C., Rindfleisch, A., & Zervas, G. (2019). Marketing in the sharing economy. *Journal of Marketing*, 83(5), 5-27.

Spence, M. (2002). Signaling in retrospect and the informational structure of markets. *American Economic Review*, 92(3), 434-459.

Szymanski, D. M., Bharadwaj, S. G., & Varadarajan, P. R. (1993). An analysis of the market share-profitability relationship. *Journal of marketing*, 57(3), 1-18.

#### **Week 5: Assessment of Innovations**

Anand, A., Bansal, G., & Aggrawal, D. (2018). Choice based diffusion model for predicting sales of mobile phones using conjoint analysis. *The Journal of High Technology Management Research*, 29(2), 216-226.



Rubera, G., & Kirca, A. H. (2017). You gotta serve somebody: the effects of firm innovation on customer satisfaction and firm value. *Journal of the Academy of Marketing Science*, 45(5), 741-761.

Sorescu, A. B., Chandy, R. K., & Prabhu, J. C. (2003). Sources and financial consequences of radical innovation: Insights from pharmaceuticals. *Journal of marketing*, 67(4), 82-102.

Talay, M. B., Akdeniz, M. B., Obal, M., & Townsend, J. D. (2019). Stock Market Reactions to New Product Launches in International Markets: The Moderating Role of Culture. *Journal of International Marketing*, 27(4), 81-98.

Weeth, A., Prigge, J. K., & Homburg, C. (2020). The Role of Departmental Thought Worlds in Shaping Escalation of Commitment in New Product Development Projects. *Journal of Product Innovation Management*, 37(1), 48-73.

#### **Week 6: Product Strategy Evaluation**

Holler, Manuel: *Mapping the Field of Product Lifecycle Management: A Bibliometric Study*. Working Paper, Institute of Information Management of the University of St.Gallen, 2018, Available at: <https://www.alexandria.unisg.ch/254017/>

Jayarajan, D., Siddarth, S., & Silva-Risso, J. (2018). Cannibalization vs. competition: An empirical study of the impact of product durability on automobile demand. *International Journal of Research in Marketing*, 35(4), 641-660.

Kristensson, P., Parasuraman, A., McColl-Kennedy, J. R., Edvardsson, B., & Colurcio, M. (2016). Linking service design to value creation and service research. *Journal of Service Management*, 27(1), 21-29.

O'Hern, M. S., & Rindfleisch, A. (2017). Customer co-creation: a typology and research agenda. In *Review of marketing research* (pp. 108-130). Routledge.

Porath, D. (2018). Size and dynamics of order-of-entry effects in pharmaceutical markets. *International Journal of Market Research*, 60(1), 50-66.

Worm, S., Bharadwaj, S. G., Ulaga, W., & Reinartz, W. J. (2017). When and why do customer solutions pay off in business markets?. *Journal of the Academy of Marketing Science*, 45(4), 490-512.

Zhang, Y., Ren, S., Liu, Y., Sakao, T., & Huisinigh, D. (2017). A framework for Big Data driven product lifecycle management. *Journal of Cleaner Production*, 159, 229-240.

## Week 7: Brand Assessment

Casado-Molina, A. M., Ramos, C. M., Rojas-de-Gracia, M. M., & Sánchez, J. I. P. (2019). Reputational intelligence: innovating brand management through social media data. *Industrial Management & Data Systems*, Vol. 120 No. 1, pp. 40-56

Çifci, S., Ekinci, Y., Whyatt, G., Japutra, A., Molinillo, S., & Siala, H. (2016). A cross validation of Consumer-Based Brand Equity models: Driving customer equity in retail brands. *Journal of Business Research*, 69(9), 3740-3747.

Hsu, L., Fournier, S., & Srinivasan, S. (2016). Brand architecture strategy and firm value: how leveraging, separating, and distancing the corporate brand affects risk and returns. *Journal of the Academy of Marketing Science*, 44(2), 261-280.

Wilkie, D. C., & Johnson, L. W. (2016). Is there a negative relationship between the order-of-brand entry and market share?. *Marketing Letters*, 27(2), 211-222.

## Week 8: Pricing Strategy Assessment

Ajorlou, A., Jadbabaie, A., & Kakhbod, A. (2018). Dynamic pricing in social networks: The word-of-mouth effect. *Management Science*, 64(2), 971-979.

Fisher, M., Gallino, S., & Li, J. (2018). Competition-based dynamic pricing in online retailing: A methodology validated with field experiments. *Management Science*, 64(6), 2496-2514.

Mullick, S., Gladly, N., & Gelper, S. (2018). Time-Varying Price Elasticity in a Service Market with Heterogeneous Customer Valuation. *SSRN 3285521*. Available at: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3285521](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3285521)

Rao, V. R. (1993). Pricing models in marketing. *Handbooks in Operations Research and Management Science*, 5, 517-552.

Sui, M., Rengifo, E. W., Viole, F., & Jetta, K. (2019). Modeling Elasticity: A Brief Survey of Price Elasticity of Demand Estimation Methods. *Journal of Research in Marketing*, 10(2), 785-797.

Yoganarasimhan, H. (2016). Estimation of beauty contest auctions. *Marketing Science*, 35(1), 27-54.

## Week 9: Promotion Strategy Assessment

Batra, R., & Keller, K. L. (2016). Integrating marketing communications: New findings, new lessons, and new ideas. *Journal of Marketing*, 80(6), 122-145.

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Bucklin, R. E., & Hoban, P. R. (2017). Marketing models for internet advertising. In *Handbook of marketing decision models* (pp. 431-462). Springer, Cham.

Dost, F., Phielers, U., Haenlein, M., & Libai, B. (2019). Seeding as Part of the Marketing Mix: Word-of-Mouth Program Interactions for Fast-Moving Consumer Goods. *Journal of Marketing*, 83(2), 62-81.

Lamberton, C., & Stephen, A. T. (2016). A thematic exploration of digital, social media, and mobile marketing: Research evolution from 2000 to 2015 and an agenda for future inquiry. *Journal of Marketing*, 80(6), 146-172.

Misirlis, N., & Vlachopoulou, M. (2018). Social media metrics and analytics in marketing—S3M: A mapping literature review. *International Journal of Information Management*, 38(1), 270-276.

Peng, J., Agarwal, A., Hosanagar, K., & Iyengar, R. (2018). Network overlap and content sharing on social media platforms. *Journal of Marketing Research*, 55(4), 571-585.

Sahni, N. S. (2016). Advertising spillovers: Evidence from online field experiments and implications for returns on advertising. *Journal of Marketing Research*, 53(4), 459-478.

Zantedeschi, D., Feit, E. M., & Bradlow, E. T. (2017). Measuring multichannel advertising response. *Management Science*, 63(8), 2706-2728.

#### **Week 10: Salesforce Assessment**

Albers, S., Mantrala, M. K., & Sridhar, S. (2010). Personal selling elasticities: A meta-analysis. *Journal of Marketing Research*, 47(5), 840-853.

Beswick, C. A., & Cravens, D. W. (1977). A multistage decision model for salesforce management. *Journal of Marketing Research*, 14(2), 135-144.

Ghosh, M., & John, G. (2000). Experimental evidence for agency models of salesforce compensation. *Marketing Science*, 19(4), 348-365.

Lee, J. Y., Sridhar, S., & Palmatier, R. W. (2017). The effect of firms' structural designs on advertising and personal selling returns. *International Journal of Research in Marketing*, 34(1), 173-193.

Panagopoulos, N. G., Rapp, A. A., & Ogilvie, J. L. (2017). Salesperson solution involvement and sales performance: The contingent role of supplier firm and customer-supplier relationship characteristics. *Journal of Marketing*, 81(4), 144-164.

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**FEB 07 2020**



## Week 11: Marketing and Firm Performance

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## Week 12: New Developments – Big Data and Marketing

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### Week 13: New Developments – AI and Marketing

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