**Marketing 6310**

**Marketing Management and Strategy**

**Fall 2014**

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Office Hours: 12:30-2:00PM Tuesday

Class Time: 2:00PM – 4:50PM Tuesday

Book: Robert Bartels – *The Development of Marketing Thought* along with Simply Joyful and Seriously GleefulAnalysis of the Marketing Management and Strategy Literature

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# COURSE OVERVIEW

The objective of this seminar is to explore the conceptual and applied dimensions of marketing management and marketing strategy. We will attempt to answer questions like the following:

* What is nature and scope of marketing management and strategy?
* What are the roots of marketing management and strategy development in the academic literature?
* How has marketing management and strategy been defined and developed by marketing scholars?
* How has the study of marketing management and strategy evolved?
* What has marketing scholarship contributed to applied marketing management and strategy thought?

It is hoped that you will develop a personal framework for understanding marketing management and strategy that will continue to evolve throughout your Ph. D. program and into your professional careers.

This course is designed to serve as a foundation for the development of understanding of the conceptual aspects of engaging in state-of-the-art inquiry. Although I have tried to construct a reading list of representative papers in the marketing management and strategy area, the list is by no means exhaustive. Therefore, this seminar is just a starting point for those of you who have research interests in this area. For those with other research interests, this course should provide a foundation to understand a broad range of issues in marketing management and strategy.

The reading list required in this class contains foundational works in the areas of marketing management and strategy. These are among the earliest works (mostly) in the subject areas selected for examination in this class. Not all subject areas have been included as it would be impossible to do justice to all of them. For example, in my first iteration through the literature, I created a set of ***64 categories of articles*** ***(Yikes!!!!!)*** that concerned marketing management and strategy issues. The articles ultimately selected capture some (but not all) of these categories. As we examine the literature, one of your tasks will be to learn how current marketing scholars are building on the work of their predecessors. As such, you will be required to conduct searches for current articles on marketing management and strategy from time to time and report on the results of those searches.

Marketing management and strategy are broad terms with many meanings. The scope and domain issues for the field continue to be debated. Marketing management and strategy at a fundamental level has to do with how marketing concepts, tools, and processes can be used to help an organization develop a ***sustainable competitive advantage*** through the creation of ***superior customer value***, communicated through ***dynamic value propositions***. Crafting successful marketing strategies management and requires that organizations understand customers better than their competitors do, and that they allocate scarce resources in an effective and efficient manner. Although a formidable challenge, a strategist’s ultimate goal is the development and implementation of a strategic fit between the organization and its changing marketplace environment.

While the study of marketing management and strategy is a comparatively young field, substantive and sustained contributions by many of the discipline’s leading scholars over the last 50 years have helped create a rich and diverse literature base. It will be rewarding to explore this literature as a team and I look forward to an enlightening and insightful seminar.

**GOALS**

Our primary objective is to become familiar with and develop an in-depth understanding of the *concepts, models, and paradigms* that collectively form the foundation for marketing strategy.

The seminar will seek to provide:

1. Exposure to key theoretical streams in the area.
2. Familiarity with the issues, methods and findings in the area.
3. Skills in critiquing the literature, defining research problems and writing papers in this area.

Other key objectives for all who participate specifically include:

1. Developing the ability to *critically integrate* findings from marketing management and strategy research programs that may or may not be directly related to one another.
2. Developing an appreciation for the inter-disciplinary nature of marketing management and strategy.
3. Developing a keen awareness of *major gaps* that exist in the marketing management and strategy literature, and as a result identify research ideas that represent high priority areas for inquiry.
4. Enhancing your ability to present, explain, and defend scholarly thoughts and positions, as well as to professionally respond and react to other scholars.
5. Strengthening the skills needed to conduct original marketing management and strategy research that can be published in the leading marketing journals.

**SEMINAR PREPARATION AND DISCUSSION INFORMATION**

The single most important part of preparing for the weekly seminars is to reserve some time prior to class for thinking about how the *assigned readings complement one another*. While we will likely spend some time discussing the contributions of individual articles, our major focus will be on the relationships and linkages among articles. As a goal, you might try to complete all assigned readings by **Monday** of each week so as to have some time for integrative thinking and reflection. During this time you might to consider the following: (1) How do the articles relate to and build on one another? (2) What major gaps exist in the literature? and (3) What are high priority ideas for future research?

**TEACHING APPROACH**

Class sessions will be devoted to probing, extending, and applying the knowledge you bring to the table. It is assumed that students have read any assignments before coming to class. Your contributions to class discussion are expected as you will provide wonderful learning value for your colleagues and for your instructor. The benefit you derive from the attendance and participation is related to your willingness to expose your viewpoint to the critical judgment of the class. Do not be reluctant to voice your opinion. You are urged to professionally challenge ideas, both mine and your colleagues’. You are encouraged to bring to the classroom your learning based on other courses, work, and life experiences. You are also encouraged to examine the relevance of marketing concepts in the context of current business and economic trends in industry.

As it should be in the professional academic world, you should be willing and able to present your analyses and viewpoints to the class. You are strongly encouraged to do so. At the same time, you should listen carefully and objectively to your classmates. Class discussion should be constructive and take place in a professional atmosphere. If there is disagreement about the quality or content of a person's statement, then this should be viewed as an opportunity for learning. By probing, challenging, and defending points of view, we may find where one individual has weighed certain factors more heavily, made different assumptions, or interpreted facts from a different perspective. Identifying such differences can lead to a clearer understanding of the situation and the benefits of alternative courses of action.

**A note on contributions from participation**. Highly valued contributions include asking insightful questions about assignments, redirecting a discussion when the current point has been adequately covered, providing an appropriate qualitative/quantitative analysis, summarizing and/or reconciling previous comments, and drawing generic learning points from a particular discussion. It is absolutely critical that you be able to follow a discussion, synthesize and evaluate perspectives, and offer insights to advance discussion. In this way, we all become teachers and learners.

You cannot expect to optimize your gain from this course only thorough passively attending class and taking careful notes. Rather, developing the kinds of analytical abilities you need requires that you actively practice learning, reasoning, and synthesis. Hence, even when you do not receive an opportunity to add your voice to class discussion, it is strongly recommended that you actively listen and think critically about the concepts and issues raised.

***Let’s Talk Quality***. Throughout the course, **quality** of participation will be encouraged. Participation that is of superior quality requires that you are well-prepared, contribute in a manner that adds value to the discussion, listen carefully to other's contributions. Please try not to monopolize class time, or side-track issues under consideration, or ask questions more appropriately addressed outside of class, or otherwise distract the class. Quantity is not a substitute for quality. It is entirely possible to ‘participate’ frequently and still not reap the full benefits of class participation. In evaluating quality of class participation, a variety of criteria are used, such as whether participation is:

* Accurate
* Reasonable
* Well-supported and defensible
* Contributing to understanding of the issue at hand
* Timely and linked to the current discussion
* Action-oriented or merely descriptive
* Clear and concise

Some of the things that have an impact on effective class participation are the following:

* Are you a good a good listener, or are you formulating your response while someone else is talking?
* Are the points that you make relevant to the discussion? Are they linked to the comments of others? This does not mean that analogies and tangents are inappropriate. Quite the contrary, they are very welcome….just make your case.
* Do your comments add to our understanding of the situation? What is your deliverable?
* Do your comments show evidence of analysis of the situation or are they coming from emotion?
* Do you distinguish among different kinds of data (e.g., facts vs. opinions.)?
* Are you willing to listen, to offer, to test new ideas; or are all comments “safe”? (For example, repetition of facts without analysis and conclusions or a comment already made by a colleague add little.)
* Are you willing to interact with other class members, professionally critique and be professionally critiqued? In this class, professional critique implies the following: 1) a well thought out, factual or theoretically based difference of opinion with something that has been asserted, 2) a rationale for the disagreement – why your approach is superior, and 3) an assertion that is focused on improving knowledge in some way(s).
* Do your comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

**GRADING**

Grades in Marketing 6310 will be based on the following distribution: 90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; <=59.9% = F. Course requirements, and their weights, are listed below:

Weekly Reading Summaries - 10%

Thoughtware and creativity briefings - 20%

General Class Participation - 10%

Research Paper/Presentation – 30%

Final Examination -30%

**WEEKLY READINGS SUMMARIES.** Each week (beginning September 16), the members of the class will divide up the next week’s readings for the purpose of determining who will provide summaries on each article. These summaries must not exceed ***one typed page*** (single spaced). Summaries should highlight the most salient points as succinctly as possible (e.g., 2-4 sentences per section). To maintain consistency, each summary should have the following format:

* Complete citation: in **bold**, at the top of the page (following *JM* format)
* Summarized by: Your name
* Purpose of reading: this section should describe why the article was written, how this reading fits in a broader stream of research, and what the author’s (s’) purpose was in writing the piece.
* Theoretical foundation: this section should summarize the theoretical argument of the reading, its basic assumptions, and major propositions.
* Methodology: this section should summarize the research design and methodology (if appropriate).
* Results and conclusions: this section should summarize the results and major discussion points.
* Creative insight: this section should note those future research suggestions forwarded by the author(s) that are *particularly insightful*.

Please note that you are asked to **bring copies of your summaries to the start of each class** so they can be shared with the other seminar participants and me. These summaries will be very helpful study and reference tools as you prepare for both the final in this seminar and your preliminary exams.

Please also note that although you will be responsible for one summary per week,; *you are expected to read and take notes on all of the articles*. A failure to do so will have a significant impact on your ability to participate in our discussions.

**THOUGHWARE AND CREATIVITY BRIEFINGS (TACBS):** To nudge a business’ focus from tasks to processes requires a change in its underlying thinking - its thoughtware. A change in thinking from task to process profoundly affects the way a business views its vision and mission and provides a foundation for continuous improvement. The proposed focus on your thoughtware emphasizes your ability to manage existing knowledge and assess how creative thought processes can take this knowledge to the next level. In other words, it provides foundation for your vision for future knowledge creation.

* **You will be required to create a TACB for the Ethics/Macromarketing reading for the first day of class, august 26. Since we are discussing these on the first day of class, your TACB is due on that day.**
* **You will be required to do 3 additional TACBs during the course of the semester. These will be done for the topic you select for your research paper. In essence, these will be progress reports.**

Thoughtware is derived from technologies which are composed of three components: hardware, software, and thoughtware. The analogy between thoughtware and software is intentional because just as software is critical in the performance of computers and must continually be upgraded, it is also true of people's thoughtware. All components must be present and operating in order for a researcher/teacher to succeed at his/her vision and mission. The thoughtware component is the array of techniques, attitudes, conceptual frameworks, and methods of approach that you bring to bear in your daily work activities. It's what makes the other stuff work.

Thoughtware is a process through which you, hopefully, rethink the way in which you approach, organize and apply skills on behalf of gaining and creating knowledge. Thought is the ancestor of all action. Peoples' thinking is the basis for everything they do and all behavior is rooted in thought. The sum of a your thinking and your collective interaction is the mastermind of performance. Change the thoughtware to one of a knowledge creation focus and you will change yourself and create an unmatched capability to handle the future - whatever it is. Thoughtware transcends change and creates a new context in which any and all strategic and tactical research/teaching efforts have the optimum opportunity for success. With new thoughtware you can build a platform on which process and change grow and renew as a naturally corollary of their thinking and interaction.

This course will provide foundation for a proposed thoughtware to serve as the catalytic converter of information into knowledge. It doesn't just “find a gap and fill it” or some follow other research dogma. It will help you effect lasting change in how you think. With a focus on knowledge creation, there will be less need for so many prescriptions for change which are not sustainable without changing the underlying fundamental thought processes of research and teaching.

An TACB is an outline of a potential empirical research question you believe deserves study in marketing management and strategy. Each TACB that you write must be limited to one page (single-spaced). The TACB must relate to the material being discussed in class that day and should include: 1) what we know, 2) an overview of *what* you propose (what we need to know)*, 3) why* it is important/relevant (why we need to know it) *,* and 4)  *how* you would execute the study. ***This means you must read the required course literature and search the supplemental literature as well as other existing literature for ideas***.

**TACBs must be e-mailed to me by 8:00 a.m. the day of our seminar** so that I can scan and evaluate them prior to class. I may select one or two or more of the more promising ideas each week and allow those individuals to briefly present their ideas to the class. In the course of discussing your TACB, you will receive valuable feedback from all members of the seminar. **Note:** It is very important from an ethical standpoint that everyone respect the “idea ownership rights” of others.

**GENERAL CLASS PARTICIPATION:** As noted earlier, your success in this seminar requires that you thoroughly prepare for each of our seminar meetings. Excellent preparation lays the foundation for quality involvement and I hope you will make preparing for class a high priority. Overall, your class participation grade will be based on the quality of your comments (see earlier comments on page 3) and the consistency with which you make them throughout the semester.

**RESEARCH PAPER/PROPOSAL**. The term paper will be a scholarly critical review of a body of literature that leads to a proposal for a study. It does have to focus on any one *of the topics covered in the syllabus.* Because of limited time, an empirical analysis is not necessary, though it must be feasible. When writing the paper, you should try to adopt the style and rigor of the best journal articles. You will present oyur work at the end of the semester and also turn in a paper that is in publishable form.

The scholarly conceptual paper and research proposal are described in more detail below. Keep in mind that your **TACBs** can be used as a catalyst for a paper that is cutting edge from the perspective of knowledge development. ***In this exercise, you will be focused on integrating more recent literature with the readings list in this class in an effort to craft publishable manuscripts***.

##### ***Writing a Scholarly Paper***

Selection of this option requires that you craft a paper suitable theoretical foundation for publication in a major, refereed marketing or strategy journal. The article must have a marketing management and strategy focus. The article should be developed with a targeted publication in mind. Some of the journals that you might want to consider include the *Journal of Marketing*, *Journal of the Academy of Marketing Science*, *Strategic Management Journal*, *Academy of Management Review, Academy of Management Journal, Journal of Marketing Research, Journal of Retailing, Journal of Business Research, Journal of Strategic Marketing, Journal of Product Innovation Management, Journal of Management, etc.*

***Developing a Research Proposal***

This part of your paper requires students to develop a research proposal much like that prepared when working on a dissertation. Students should review recently defended dissertation proposals so as to become familiar with the components of a research proposal. The proposal developed must have a marketing strategy focus and include the following:

* 1. Introduction - An Overview of the Proposed Research
  2. Literature Review - Concepts and Principles, Theory, Empirical Studies (ideally this section should be sufficient in depth and breadth so as to lead to a publishable review article).
  3. Proposed Research Design and Methodology, including: study rationale, research objectives, theory development, statement of hypotheses, research design, model specification, statistical tests, dummy tables.
  4. References (provided in a bibliography)

**Your research proposal will center around the conduct of a meta-analysi on the subject of your literature review.**

**Dr. Traci Freling will conduct a class on the difference between a literature review and a meta-analysis,. Your literature review in MARK 6310 will form the basis of your meta-analysis that you can do in Dr. Freling’s class in Spring 2015.**

**FOCUS:** Select a foundational article(s) from the readings list on ***Marketing Management: Historical Perspective*** in this course and engage in the following conceptual analytics:1) summarize the thesis of the article(s) with an emphasis on the contribution to knowledge made by the article(s), 2) review literature from the time of publication of the original article(s) until current and describe what we have learned since the original article(s) was published, 3) Based on items 1 and 2, craft a research proposal that would further our knowledge of the subject of the original article(s) and what we have learned subsequent to the publication of those original article(s).

As per the Coming Attractions part of this syllabus, students must submit a 2-3 page outline of the proposed paper (for **instructor approval** of the topic) on **September 16**.

**SOME THOUGHTS ON PRESENTATIONS**

**Develop an Elevator Speech.** Good academics gain the attention of other academic (and other relevant publics) in a very short period of time…the time it takes to get from the first floor to the top floor of a high rise building in an elevator.  This exercise is real….it is commonly used by prospective entrepreneurs seeking venture capital.  Venture capitalists do not have time for listening to entrepreneurs drone on about details of their inventions or ideas.  They want to become excited and see the financial potential in an invention or idea in 30 or 40 seconds.  If you cannot gain someone’s attention early, when will you get it?

**Overview of elevator speech -** Prepared presentation that says a lot in a few words**.** The core message markets idea – make them want to know more.

**Uses  -** Anywhere – “What do you do?”Must know audiences and adapt to them

**Focus -** Academics are “buying” your idea and you, not the research.  They want publishability!!!Academics are buying benefits like  contribution to knowledge.

**No-No -** Don’t tell them what you are (e.g. doctoral student) – tell them how your idea is publishable and will help other researchers

*Following is an outline of an elevator speech focused on improving the reading levels of young people.*

*Pain* *(the hook)* – *a graphic picture of the pain the lack of knowledge is creating*;

*Credibility* – *why they should listen to you*; no quick fixes, we are teachers and researchers,

*Solution* – *explain how your idea can help* *contributes*

*Gain* – *explain benefits marketing professionals get*

*Impact* – *what difference benefits make in to academics, practitioners*

*Emotion* – *describe how this makes them feel*

*Prove* – *provide evidence to support claims*

*Work* – *make research task look doable*

*Risk* – *remove doubts by removing risk - The research is doable*

*Close* – *repeat key points, if time*;

**FINAL EXAMINATION**. The final examination will contain questions similar to those included on doctoral preliminary exams. The questions will require that you integrate and synthesize the material we have discussed. The exam will contain several comp-type questions and you will have some discretion concerning which questions you answer.

**ALERT!!!!!!!!**

* **GOOD NEWS, we will meet on the first day of class, August 26.**
* **BAD NEWS, you have two assignments due, August 26.**

**ASSIGNMENT 1**

For your first TACB, read ***the Ethics and Macromarketing*** articles authored by Prof. Shelby Hunt. Your task, should you choose to Accept it, is to craft a 2 page document that addresses the following issues.

* Create a series of bullet points (1 sentence each) that outlines the major contribution of each of the articles
* Evaluate the progression of the research according to the following schema, classification each paper in one of the categories below and then briefly concluding where Prof. Hunt was with respect to theory development at the time of the last published article:

1. Perceptual experience
2. Unordered Facts
3. Definition/Classification/Measurement
4. Ordered Facts
5. Inductive Generalization
6. Laws/Theory Construction
7. Explanation

**ASSIGNMENT 2**

Read the articles on Marketing Strategy: A Historical Perspective. Select one (at least think har about it) of these articles to serve as foundation for your Research Paper/Proposal.

* You simply have to seriously think about subject matter at the article at this point. We will discuss the project in more detail in clas throughout the semester. I will be available in the mornings the week of August 18 for conversation., if you feel inclinided to do so.

**COMING ATTRACTIONS**

|  |  |  |
| --- | --- | --- |
| **Date** | **Class Festivities** | **You Responsibilities and Accountabilities** |
| **A26** | Marketing Strategy: Historical Perspective  Ethics And Macromarketing  Developing a Stream of Research (we will psed time discussing topics and teams) | TACB 1 Due  Read Ahead: Bartels – Chs. 1-3 |
| **S2** | Discussion of the Journal Reviewing Process and Its Relationship to Scientific Crafting of Knowledge | Read Ahead: Bartels – Chs. 12-15 |
| **S9** | Traci Freling discussion of the difference betwwn a literature review and a meta-anlaysis |  |
| **S16** | Discussion of Data Quality: The Wisdom in Use of Scales; Discussion of correlation and descriptive statistics | Read Ahead: Bartels: Chs. 9-11 |
| **S23** | The Art, Science, and Aggravation of the Publishing Process | Read Ahead: Bartels : Chs. 4-8 |
| **S30** | Strategy And Marketing; Perspectives On Corporate, Business, And Marketing Strategy | Article Summaries Due  TACB 2 Due |
| **O7** | Marketing in a Down Economy and other considerations in Marketing Problem solving | Article Summaries Due |
| **O14** | Perspectives On Industry Structure, Competition, and Competitive Advantage  Capabilities  Market Orientation  The Resource-Based View | Article Summaries Due |
| **O21** | Information  Decision Making  Product Development  New Product Introduction And Diffusion  Product Innovation | Article Summaries Due  TACB3 Due |
| **O28** | Advertising/Communication Strategy  Pricing Strategy  Channels Management | Article Summaries Due |
| **N4** | Management Of The Sales Force  Relationships | TACB4 Due  Article Summaries Due |
| **N11** | Brand Equity And Brand Extensions  Market Entry And Evolution  Alliances And Acquisitions  Change/Technology Strategy  Global  E-Marketing  Creativity in Marketing | Article Summaries Due |
| **N18** | Pre-Written Comprehensive Test |  |
| **D2** | Presentations | Completed paper due |

**THE MUCH ANITICIPATED READING LIST**

**August 26, 2014**

**MARKETING STRATEGY: HISTORICAL PERSPECTIVE**

**All Required Reading**

Alderson, Wroe (1958) “The Analytical Framework for Marketing,” in Delbert, Duncan Ed. Proceedings: Conference of Marketing Teachers from Far Western States Berkeley, University of California, 15-28.

Alderson, Wroe, (1948),“Towards a Theory of Marketing**,”** Journal of Marketing, XIII, (October) 137-152.

Bagozzi, Richard P. (1975), “Marketing as Exchange” The Journal of Marketing, Vol. 39, No. 4 (Oct), 32-39

Borden, Neil H. (1964), “The Concept of the Marketing Mix,” Journal of Advertising Research, 4 (June), 2-7.

Drucker, Peter F. (1958), “Marketing and Economic Development,” The Journal of Marketing, Vol. 22, No. 3 (Jan.), 252-259

Enis, Ben M. (1973), “Deepening the Concept of Marketing,” The Journal of Marketing, Vol. 37, No. 4 (Oct.), 57-62

Hollander, Stanly C. (1960), “ The Wheel of Retailing,” The Journal of Marketing, Vol. 25, No. 1 (July), 37-42

Howard, John and Jagdish Sheth (1969), “A Theory of Buyer Behavior” (on line)

Hunt, Shelby D. (1976), “The Nature and Scope of Marketing,” The Journal of Marketing, Vol. 40, No. 3 (July), 17-28

Kotler, philip and Sidney J. Levy (1969), “Broadening the Concept of Marketing,” The Journal of Marketing, Vol. 33, (Jan),10-15

Levitt, Theodore (1960), “Marketing Myopia,” Harvard Business Review, 38, (July-August), 57-66.

McGee, John H. (1960), “The Logistics of Distribution,” Harvard Business Review, 38, (July-August), 89

Oxenfeldt, Alfred R. (1960), “A Multi-Stage Approach to Pricing,” Harvard Business Review

Rogers, Everett M. (1976), “ New Product Adoption and Diffusion,” The Journal of Consumer Research, Vol. 2, (March), 290-301

Smith, Wendlel L. (1956), “Product Differentiation and Market Segmentation as Alternative Marketing Strategies,” The Journal of Marketing, Vol. 21, (July), 3-8

Webster, Frederick E. , Jr. and Yoram Wind (1972), “A General Model for Understanding Organizational Buying Behavior,” The Journal of Marketing, Vol. 36, (April), 12-19

Wind, Yoram and Thomas S. Robertson (1983), “Marketing Strategy: New Directions for Theory and Research,” Journal of Marketing, 47 (Spring), 12-25.

**ETHICS AND MACROMARKETING**

**All Required Reading**

Chonko, Lawrence B. and Shelby D. Hunt (1985), "Ethics and Marketing Management: An Empirical Examination," Journal of Business Research, 13 (Aug.): 339-59.a

Chonko, Lawrence B., Shelby D. Hunt and Roy D. Howell (1987), "Ethics and the American Advertising Federation Principles," International Journal of Advertising, 6: 265-274.

Finn, Don W., Lawrence B. Chonko and Shelby D. Hunt (1988), "Ethical Problems in Public Accounting: The View from the Top," Journal of Business Ethics, 7(8): 605-615.

Hunt, Shelby D. (1976), "Informational vs. Persuasive Advertising: An Evaluation," Journal of Advertising, 5 (Summer): 5-8.

Hunt, Shelby D. (1981), "Macromarketing as a Multi-Dimensional Construct," Journal of Macromarketing, 1 (1), (Spring): 7-8.

Hunt, Shelby D. and John J. Burnett (1982), "The Macromarketing/Micromarketing Dichotomy: A Taxonomical Model," Journal of Marketing, 46 (3), (Summer): 11-26.

Hunt, Shelby D. and John R. Nevin (1981), "Why Consumers Believe They are Being Ripped Off," Business Horizons (May/June): 48-52.

Hunt, Shelby D. and Lawrence B. Chonko (1984), "Marketing and Machiavellianism," Journal of Marketing, 48 (Summer): 30-42.

Hunt, Shelby D. and Lawrence B. Chonko (1987), "Ethical Problems of Advertising Agency Executives," Journal of Advertising, 16 (4): 16-24.

Hunt, Shelby D. and Scott M. Vitell (1986), "A General Theory of Marketing Ethics," Journal of Macromarketing, 6 (Spring): 5-15.

Hunt, Shelby D., Lawrence B. Chonko and James B. Wilcox (1984), "Ethical Problems of Marketing Researchers," Journal of Marketing Research, XXI (August): 309-324.

Wood, Van R., Lawrence B. Chonko and Shelby D. Hunt (1986), "Social Responsibility and Personal Success: Are They Incompatible?" Journal of Business Research, 14 (2): 193-212.

**September 30, 2014**

### STRATEGY AND MARKETING

**Required Reading**

Anderson, P.F. (1982), “Marketing, Strategic Planning and the Theory of the Firm,” Journal of

Marketing, 46 (Spring), 15-26.

Biggadike, E. Ralph (1981), “The Contributions of Marketing to Strategic Management,” Academy of Management Review, 6 (October), 621-632.

Day, George S. (1992), “Marketing’s Contribution to the Strategy Dialogue,” Journal of the Academy of Marketing Science, 20 (Fall), 323-329.

Day, George S. and Robin Wensley (1983), “Marketing Theory with a Strategic Orientation,” Journal of Marketing, 47 (Fall), 79-89.

Hutt, Michael D., Peter H. Reingen, and John R. Ronchetto, Jr. (1988), “Tracing Emergent Processes in Marketing Strategy Formation,” Journal of Marketing, 52 (January), 4-19.

McKee, Daryl O., P. Rajan Varadarajan, and John Vassar (1990), “A Taxonomy of Marketing Planning Styles,” Journal of the Academy of Marketing Science, 18 (Spring), 131-141.

**Supplementary Reading**

Cavusgil, S. Tamer and Shaoming Zou (1994), “Marketing Strategy-Performance Relationships: An Investigation of the Empirical Link in Export Market Ventures,” Journal of Marketing, 58 (January), 1-21.

Dickson, Peter R., Paul W. Farris, and Willem J.M.I. Verbeke (2001), “Dynamic Strategic Thinking,” Journal of the Academy of Marketing Science, 29 (3), 216-237.

Glazer, Rashi, Joel Steckel, and Russell Winer (1989), “The Formation and Use of Key Marketing Variable Expectations and Their Impact on Firm Performance: Some Experimental Evidence,” Marketing Science, 8 (Winter), 18-34.

Homburg, Christian, Harley Krohmer and John P. Workman, Jr. (1999), “Strategic Consensus and Performance: The Role of Strategy Type and Market-Related Dynamism,” Strategic Management Journal, 20 (April), 339-357.

Hopkins, Willie E. and Shirley A. Hopkins (1997), “Strategic Planning-Financial Performance Relationships in Banks: A Causal Examination.” Strategic Management Journal, 18 (September), 635-652.

Jacobson, R. (1992), “The Austrian School of Strategy,” Academy of Management Review, 17 (October), 782-807.

Handler, Heather Honig, and Stephen Lamoureux (1997), “Organizational Configurations and Performance: A Meta-Analysis,” Academy of Management Journal, 40 (1), 223-340.

Makadok, Richard (2001), “Toward a Synthesis of the Resource-Based and Dynamic-Capability Views of Rent Creation,” Strategic Management Journal, 22 (5), 387-401.

Menon, Anil, Sundar G. Bharadwaj, Phani Tej Adidam and Steven W. Edison (1999), “Antecedents and Consequences of Marketing Strategy Making: A Model and A Test,” Journal of Marketing, 63 (2), 18-40.

Moorman, Christine and Roland T. Rust (1999), “The Role of Marketing,” Journal of Marketing, 62 (Special Issue), 180-197.

Noble, Charles and Michael P. Mokwa (1999), “Implementing Marketing Strategies: Developing and Testing a Managerial Theory,” Journal of Marketing, 63 (Oct.), 57-73.

of Marketing, 46 (Spring), 15-26.

Piercy, Nigel F. and Neil A. Morgan (1994), “The Marketing Planning Process: Behavioral Problems Compared to Analytical Techniques in Predicting Plan Credibility,” Journal of Business Research, 29 (3) 1994; 167-179.

Robinson, Richard B., Jr., and John A. Pearce II (1988), “Planned Patterns of Strategic Behavior and their Relationship to Business-Unit Performance,” Strategic Management Journal, 9 (January-February), 43-60.

Slater, Stanley F. and Eric M. Olson (2001), “Marketing’s Contribution to the Implementation of Business Strategy: An Empirical Analysis,” Strategic Management Journal, 22 (11), 1055-1067.

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