



Maastricht University

Center for European Studies

BUS3009

Marketing, it's all about creating value!

Course Manual

Academic year 2023 – 2024 Spring



Chapter 1 Introduction

Opening

Marketing, it's all about creating value is a specialized course focusing on the principles of marketing with a strong emphasis on creating value for businesses. Where most traditional marketing courses are rather theoretical, dealing with the concepts of marketing (conceptual knowledge), this course tries to go beyond that, focusing on the development of skills (procedural knowledge).

Today countless innovative business models are emerging. Entirely new industries are forming, as old ones crumble. Upstarts are challenging the old guard, some of whom are struggling feverishly to reinvent themselves. How do you imagine your organization's business model might look two, five, or ten years from now? Will you be among the dominant players? Will you face competitors brandishing formidable new business models? Which trends can make your business more challenging? Or, which trends do you miss right now? Marketing is essential to 'capture' the customer targets but to do so, marketing has to be aware of the value proposition the company has to offer.

This course aims to give an overview of the trends and challenges in marketing within a business model, to equip students with both the skills and knowledge to market products in the scattered and complex 21st century marketing landscape. Large multi-nationals are experiencing these changing environments and slowly start to recognize the need for real contact with consumers, honest products and transparent services with a personal touch as opposed to anonymous production for the masses. This offers opportunities for small companies, who are also picking up on this vibe. The course deals with marketing from a European perspective, where consumer behaviour, branding, and advertising all hold a strong influence regarding business models and their attempt to adjust their strategy. As we know, the scale and speed at which innovative business models are transforming industry landscapes today is unprecedented. For entrepreneurs, executives, consultants, and academics, it is high time to understand the impact of this extraordinary evolution. Now is the time to understand and to methodically address the challenge of business model innovation and the place of marketing within that model. Ultimately, business model innovation is about creating value, for companies, customers, and society. It is about replacing outdated models and redesign marketing.

But how can we systematically invent, (re)design marketing, and implement new business models? How can we question, challenge, and transform old, outmoded ones? How can we turn visionary ideas into game-changing business models that challenge the establishment—or rejuvenate it if we ourselves are the incumbents? How can we accomplish the optimal fit between the value proposition of a company and the desires of the customers? How can we adjust the behaviour of a consumer?

Welcoming Message

This course is especially for those who ask questions. A lot of questions. What's the impact of marketing in money, is it tangible? What's the effect of social media towards marketing and is it really disruptive? Is marketing a dinosaur or is it within the challenges of the 21st century more necessary than ever? So, if you have questions, welcome! Together we try to find answers and more. We will explore, discuss and agree to disagree. One thing is for sure: marketing is more vivid than ever before.

Course structure

This course features a combination of different meetings. We have Core Knowledge Lectures (CKLs) and Applied Knowledge Lectures (AKLs) CKLs cover the basic content necessary to being able to follow the AKLs and the assessment criteria. The AKLs dive into topics that are more specific that will be discussed in the group setting. Next to the meetings, there is a mid-term (individual) and a written assignment (group of 2-3 students). The assignment will also be presented during class and graded. Keep in mind the various deadlines described later in the manual. Due to the condensed nature of this course, it is advised to work together during the sessions. Feel free to contact the course coordinator for any specific questions or concerns.

Prerequisites

The participants must meet the following conditions:

1. Current student at a university and/or
2. Graduated from a university and/or
3. Executives and/or
4. Entrepreneurs (start-ups as well as SME's)

Class hours and credits

The course consists of 32 class hours divided over 8 weeks. Students earn 6 ECTS credits when they obtain a passing grade.

Chapter 2 Objectives

By the end of the course students will demonstrate knowledge about/the ability to:

Learning objectives

- Define the current business model by using the Business Model Generation of Osterwalder
- Understand how to create, deliver and capture value
- Understand how the Golden Circle of Sinek can add value to business
- Understand the importance of a value proposition design
- Understand the impact of Corporate Social Responsibility as a strategy to increase value for an organization
- Understand Blue Ocean Strategy, esp. the Four Action Framework as a tool to change current business models
- Understand the importance of the different learning theories in order to influence the behaviour of a consumer
- Understand that motivational conflicts occur within target groups
- Define the importance of trends as a possibility and/or treat for a business model
- Understand the significance of sensory systems in order to measure the effect of marketing activities
- Understand the importance of psychophysics
- Define the use of semiotics within marketing messages
- Understand how the different self-concepts differentiate in marketing messages
- Understand the power of attitudes and their functions
- Define the ABC model of attitudes and hierarchies of effects
- Understand the forming attitudes and the various attitude models
- Understand the importance of reference groups and their power
- Define the various types of reference groups to differentiate marketing messages
- Understand the role of opinion leaders and how they influence customers

Skills development

- Create new business models for current businesses
- Make a persona to identify the main target group
- Implement Maslow's hierarchy of needs within a business model
- Conduct an assessment to get an insight of their own leadership skills

Chapter 3 Course Coordinator



I got my MBA degree at the faculty of Business and Administration at the University of Maastricht Business School. A part of this track was held in Cape Town (South Africa) and Bangalore (India) and there I developed an international perspective of marketing. In 2016, I added a new module to my resume: New Food Strategies from the Business University of Nyenrode. My expertise lies within in the field of Marketing and Social Entrepreneurship. I was for many years a member of the SCR- board of Roda JC Kerkrade, a professional soccer club playing in the second league of the Dutch competition. Being a member of that board, one of my responsibilities was to connect business to society and government. Since several years, I also work at Zuyd University as a coordinator and lecturer. I developed the course Entrepreneurship and Innovation, Leadership & HRM and Purchase, Logistics and Retail. Several students who attended those courses presented their paper during network events.

Publications

- Article "Competition encourages better results in education", Editie Zuyd, December 2012
- Article "To graduate, tips from the inside", Roda JC Netwerk, September 2012
- Article "CSR of Roda JC towards a higher level", June 2011
- Master thesis "Corporate Social Responsibility @ Roda JC Kerkrade; connect to score", May 2011

Contact information

Please contact me during office hours (Mon-Fri from 9am-5pm).

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Co-host Evy Bronneberg

I grew up surrounded by entrepreneurs. That's why it's not surprising that I'm fascinated by start-ups and how to position within today's world of endless possibilities.

After obtaining my Master's in Marketing & Sales, I started as PR Executive at a Digital Marketing Agency in Barcelona. Two years later, I moved into a Dutch start-up that offered innovative learning technologies. Throughout these years, I worked as Marketing & Communication Expert and was responsible from strategy development to implementation for the entire digital marketing ecosystem.

The desire to start my own business grew more and more so I registered as an entrepreneur in 2021. Today, I am fully committed to supporting the ambitious woman to step out of stress while using Therapeutic Writing as tool.

Every project was different, but they all had one in common: diving into it with the urge to understand, reach and connect with the consumer.

Publications

- Bachelor thesis: 'From reaction to interaction in the world of DENHAM,' December 2018
- Master thesis: 'A look into tomorrow to understand today,' June 2019

Contact information

Please contact me during office hours (Mon-Fri from 9am-5pm).

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Chapter 4 Assessment

The examination rules for this course are specified in the CES Academic Guide 2022-2023. It is the responsibility of the student to carefully read this document and comply with all rules and regulations.

Course specific assessment overview

For the attendance regulations see chapter 6 "attendance rules".

When	Type of assessment	% Final grade
Throughout course	Attendance	0% *
Throughout course	<i>Participation</i>	20%
'Mid-term' test meeting 8	<i>Assessment (individual, in class) in which MC-questions as well as essay questions need to be answered.</i>	40%
Deadline Wednesday, 3 rd April, 23:59h	<i>Paper (digital copy via Canvas as well as by mail to the professor) in which the current business model as well as the new one will be explained. Marketing and persona both have to be integrated. 5000 words [+/- 15 pages, deviance 5%]</i>	25%
Meeting 13 & 14	<i>Presentation (20 minutes) of the new business model and what kind of marketing activities should be conducted</i>	15% *

*** Fulfilled attendance is a condition for your final grade to be valid. For more information about the attendance, see chapter 6 "attendance rules".**

Please note: Pass/fail elements related to assessments indicate that a pass for this part of the assessment is necessary in order for the grade to be valid. A "fail" indicates that that part of the assessment is incomplete.

When assessment is incomplete and no grade can be assigned (for example when students fail to do either the attendance, practical assignment or the course exam), 'No grade (NG)' will be awarded which automatically constitutes a "fail".

**** Grade is based on the following criteria:**

EVALUATION FORM: INDIVIDUAL PRESENTATION

Meeting #: _____

Presenter(s): _____

Evaluation: Needs Improvement -- - o +	Very Good ++	or:	Not Relevant (NR)
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	Eval.	Comment
Content The presenter: <ul style="list-style-type: none"> Places the case in a broader context? Helps the audience to understand the main points of the case? 		
Integration The presenter: <ul style="list-style-type: none"> Applies the literature to the case? Makes links to previous meetings? 		
Presentation <ul style="list-style-type: none"> Well-structured? Good visual aids? Aware of audience? Keeps audience attention? Interacts with audience? Uses illustrative examples? Timing? Original? Stimulate further study? 		
Case and Discussion Questions <ul style="list-style-type: none"> Well answered? Discussed with group? Two own questions? 		

Attendance synchronous meetings

See chapter 5 below regarding the specific attendance rules and regulations for this course.

Resit options

Students are entitled to a resit if they receive a failing final grade (5.4 or lower) and have made a significant attempt at all assessments. It is not permitted to do a resit in order to get a better grade if a student has already completed the course with a passing grade. After a resit, the highest grade will be considered the final grade. For example, if a student obtained a 5.3 as their original final grade and then received a 4.7 for the resit, the transcript will list 5.3 as the final grade for the course. When assessment is incomplete and no grade can be assigned (for example when students fail to do either the mid-term or the final exam), NG (no grade) will be awarded which automatically constitutes a "fail".

The resit examination is only available for students who have complied with the compulsory attendance requirement and made a significant attempt at all assessment components. Students must formally request a resit within 10 days of receiving their final grade by emailing ces-educationoffice@maastrichtuniversity.nl. Resits must take place

within the same academic year as the initial exam and are made at the discretion of the course coordinator and the Board of Examiners.

Please note that the resit can only take place after the final grade is determined.

The exact form and date of the resit will be determined in further communication with CES and the course coordinator. Please note that the resit can only take place after the final grade has been established.

How to use and refer to the literature

You should concentrate on analysing the chosen text and readings. However, you are also encouraged to use additional literature, as available at the CES reference library, the University library or the internet.

If you quote directly (from the text) or indirectly (referring to the contents of a text), you should indicate this clearly, stating author, title, editor, date of print, and page-number(s). Additionally, you need to list all literature used for your paper (primary and secondary) at the end of your paper.

IMPORTANT: please use the most recent update of APA guidelines for quotes and references. Please also refer to the University Library's Endnote page and Copyright Information Point for more information on how to avoid plagiarism and the proper use of citations.

All submitted papers will be checked with an anti-plagiarism program. In cases where (parts of) the paper clearly come from someone else's work and or the internet, not being quoted as such, sanctions will be applied. Depending on the severity of plagiarism, sanctions will go from taking a certain percentage off the final grade to full failure of the course (please also refer to the CES Student Handbook for more information).

How to hand in papers

All written papers need to be submitted through Assignments on Canvas before the deadline.

IMPORTANT: Please make sure that your paper adheres to all necessary requirements before handing it in to avoid sanctions. There is an example CES paper template available via the Student Portal for your information.

Sanctions

An additional 5% of the final grade will be taken off for every 24-hour delay. There is a 10% allowance either side of the word count. Any more or less than 10% may result in further deductions to the final grade.

Chapter 5 Attendance rules

The attendance rules for this course are specified below. These course specific attendance rules take priority over the ones stated in the CES Student Handbook 2023-2024.

At CES, students are expected to attend all meetings. If circumstances prevent students from complying with this rule, **they are permitted to miss one meeting per course.** For a second missed meeting, or a missed double session or fieldtrip (4 hours), students need to complete a make-up assignment to comply with CES attendance requirements. **Students who miss more than 4 hours of class automatically fail the course.**

CES courses may include field trips. Field trips may contribute to the overall grade of a course and are always mandatory. Students can compensate for a missed field trip by completing a make-up assignment. Please note that often field trips count as two meetings (4 hours).

The professor/tutor notes attendance at the start of each meeting. In order to be registered as "present" students need to be on time and participate in an active manner. Students who are more than 15 minutes late or who leave before the meeting has officially ended will be registered as absent.

In case of absence due to illness or other personal circumstances, students are required to email the course coordinator and the education office **before the start of the meeting.** The written notification should include the students name and a brief description of the reason or cause and the expected duration of the absence.

In case of longer absence, the programme coordinator may require additional proof of the cause of the absence, for example a doctor's note. When the student returns, they must report to the programme coordinator on the first day of their return. CES cannot be held responsible if a student fails a course due to long-term absence, even if this absence is due to illness or other exceptional personal circumstances.

Make up assignment

Students who miss 4 hours of class or who have missed a (4 hours) field trip will not have met the attendance requirements of a CES course and can apply for a make-up assignment to comply with the CES attendance requirements. Students who miss more than 4 hours of class automatically fail the course.

The student is required to submit a written request to ces-educationoffice@maastrichtuniversity.nl within 3 days after the missed meeting. The CES Board of Examiners will decide upon the validity of the reasons given. The CES course coordinator determines the nature and volume of the assignment, which will be proportional to the number of missed meetings and the topics discussed. Make up assignments related to missed field trips may require students to do the excursion independently and at their own expense. The assignment must be completed and submitted to the CES course coordinator via email within 10 working days.

The responsible CES course coordinator will grade the make-up assignment with a pass or fail. Students who receive a pass for the make-up assignment will have met the attendance requirement. No final grade can be awarded for courses in which students have not met the attendance requirement. This will result in a "No Grade (NG)" on the transcript. An "NG" automatically constitutes a "fail" and no credit is awarded.

Laptops, iPad, smartphones, and other electronic devices are allowed in class.

Chapter 6 Literature and online environment

Literature per meeting

Each meeting has relevant literature. In the specific overview per meeting in this Course Manual and on Canvas, you can find a detailed description of all relevant readings for each meeting. The literature of the current course has been carefully selected by your course coordinator to match the learning goals of this course. Most articles are accessible via **Google Scholar** and **Science Direct** if you login with your UM student account via the UM library site (<https://library.maastrichtuniversity.nl/>). Some sources are made accessible via this course Canvas page in the reference list. Feel free to search for extra relevant materials in other databases to complement your studies.

Main literature

You will receive your books from CES at the start of the course. Please note that the books are **on loan** for a refundable deposit of €50. You will get your deposit back at the end of the course provided you return the books in good shape.

We will use one book, six chapters of Consumer Behaviour and four articles during the course:

- Book: Business Model Generation by Alexander Osterwalder

Business Model Generation, author Alexander Osterwalder, 2010, ISBN 978-047087641-1

Description

Today countless innovative business models are emerging. Entirely new industries are forming as old ones crumble. Upstarts are challenging the old guard, some of whom are struggling feverishly to reinvent themselves. How do you imagine your organization's business model might look two, five, or ten years from now? Will you be among the dominant players? Will you face competitors brandishing formidable new business models? This book will give you deep insight into the nature of business models. It describes traditional and bleeding-edge models and their dynamics, innovation techniques, how to position your model within an intensely competitive landscape, and how to lead the redesign of your own organization's business model. Certainly, you have noticed that this is not the typical strategy or management book. The authors designed it to convey the essentials of what you need to know, quickly, simply, and in a visual format. Examples are presented pictorially, and the content is complemented with exercises and workshop scenarios you can use immediately. Rather than writing a conventional book about business model innovation, they have tried to design a practical guide for visionaries, game changers, and challengers eager to design or reinvent business models.

- Consumer Behaviour, a European perspective (sixth edition) by Solomon, Bamossy, Askegaard and Hogg

Consumer Behaviour, a European perspective (sixth edition) by Solomon, Bamossy, Askegaard and Hogg, 2016, ISBN 978-1-292-11672-3

Description

Chapter 4: Perception

Objectives:

- Perception is a three-stage process that translates raw stimuli into meaning
- The concept of a sensory threshold is important for marketing communication
- Subliminal advertising is a controversial way to talk to consumers
- The field of semiotics helps us to understand how marketers use symbols to create meaning

Chapter 5: The self

Objectives:

- The self-concept strongly influences consumer behaviour
- Products often play a key role in defining the self-concept
- Society's expectations of masculinity and femininity help to determine the products we buy to meet these expectations

Chapter 6: Motivation, lifestyles and values

Objectives:

- Consumers experience different kinds of motivational conflicts that can impact their purchase decisions
- The way we evaluate and choose a product depends on our degree of involvement with the product and the marketing message
- Psychographics go beyond simple demographics to help marketers understand and reach different consumer segments
- Underlying motivations often drive consumer motivations

Chapter 7: Learning and memory

Objectives:

- Conditioning results in learning and why this is important to marketers
- There is a difference between classical and instrumental conditioning, and both processes help consumers to learn about products.
- Marketers measure our memories about products and ads

Chapter 8: Attitudes

Objectives:

- The power and functions of attitudes
- The ABC model of attitudes and hierarchies of effects
- How do we form attitudes?
- Different types of attitude models (esp. Fishbein)
- Do attitudes predict behaviour?
- How do marketers change attitudes?
- Understanding the Elaboration Likelihood Model (ELM)

Chapter 10: Groups and Social Media

Objectives:

- The importance of reference groups and their power
- The various types of reference groups
- The nature of opinion leadership
- The effect of the social media 'revolution'

Articles

- Article Harvard Business Review "Blue Ocean Strategy"
- Article Harvard Business Review "Leading change, why transformation efforts fail"
- Article USES Research Group, Faculty of Manaus, Brazil "Designing personas with empathy map"
- PDF-file 'Truthful consumerism'
- Article British Academy of Management "Disruptive Innovation: removing the innovators' dilemma"

Movie



Online learning environment

Important announcements will be placed on Canvas/StudentPortal but can also be send to you via UM e-mail. You may download Canvas application to your smartphone (either android or iOS). Please refer to the university library website for instructions on how to use Canvas <https://library.maastrichtuniversity.nl/education-support/canvas-support/>
In case you need further help with Canvas, please contact CES Education Office at ces-educationoffice@maastrichtuniversity.nl

Chapter 7 Overview of classes and tasks

General overview of topics per meeting including the tasks
Assessments are in bold.

Course Week	Activities
1	<ul style="list-style-type: none">• Introduction• Golden Circle
2	<ul style="list-style-type: none">• Business Model Canvas• Consumer Behaviour
3	<ul style="list-style-type: none">• Consumer Behaviour (cont.)• Consumer Behaviour (cont.)
4	<ul style="list-style-type: none">• Preparing for mid-term test• Mid-term test
5	<ul style="list-style-type: none">• Trends & Value Proposition Design• Blue Ocean Strategy
6	<ul style="list-style-type: none">• Guest lecture• Analysing movie
7	<ul style="list-style-type: none">• Presentations
8	<ul style="list-style-type: none">• Presentations

OBS: Keep a close eye throughout the course on both StudentPortal/Canvas and your UM e-mail to remain informed.

Chapter 8 Classes and content

Specific overview of topics per meeting including tasks

Below you can find a detailed description of the classes, organised per week, specific date, and meeting.

Advice: go through the complete course manual, writing down important dates and activities in your own calendar.

Meeting 1: Introduction

Monday 5 February, 4 – 6 PM

Hosted by: Mark Bertrand & Evy Bronneberg

Central theme: Overview of course & introduction of marketing

Case study: none

Assignment

Time to meet & getting an overview of the structure of this course.

Meeting 2: Golden Circle

Thursday 8 February, 08.30 – 10.30 AM

Hosted by: Evy Bronneberg

Central theme: What is marketing in relationship to value?

Case study: Simon Sinek's Golden Circle

Assignment

Please notice: although Business Model Generation will not be a part of this session, start reading the book at an early stage. In the next session Business Model Generation will be the main topic.

Videos:

- Simon Sinek: How great leaders inspire action
<http://www.youtube.com/watch?v=qp0HIF3SfI4>
- Simon Sinek: First why, then trust <http://www.youtube.com/watch?v=qp0HIF3SfI4>

Topics:

- Introduction
- Course overview
- Disruptiveness, Marketing & Value
- The golden circle

In class:

- Discussion: how do companies communicate their value towards customers and how can the Golden Circle be a tool to improve their message? Are there any boundaries, limitations and / or obstacles? Furthermore: what is the essence of the presentations given by Simons Sinek? What are reasons why efforts fail?

Literature:

- None but start reading Business Model Generation before this course begins.

Meeting 3: Business Model Generation

Wednesday 21 February, 08.30 – 10.30 AM

Hosted by: Mark Bertrand

Central theme: Business Model Generation (Osterwalder)

Case study: three cases & two articles (see below, literature)

Assignment *Before coming to class:* read book Business Model Generation page 14-141

Cases:

- Nespresso case (team 1)
- The concept of "free" (team 2)
- Bait and Hook (team 3)

Topics:

- Using Business Model
- Building Blocks
- Several cases

In class:

- Class will be divided into four groups. Group A will design a business model for Burger King, Group B for KFC, Group C for Donkin' Donuts whilst Group D will design a business model for Subway. Each group will present the business model. The interactive part will end with feedback and discussion (optional).

Literature:

- Business Model Generation page 14-141

Meeting 4: Consumer behaviour, part I

Thursday 22 February, 08.30 – 10.30 AM

Hosted by: Evy Bronneberg

Central theme: ways to influence the behaviour of consumers

Case study: perception and the self-concept

Assignment

Reading chapters

Topics and cases:

Chapter will be presented by Aidan & Adam

Chapter 4 Perception:

- Perceptual process
- Sensory systems
- Different types of thresholds
- Weber's law
- Augmented Reality versus subliminal perception
- Personal selection factors
- Gestalt theory
- The use of semiotics and its relationships

Assignment:

There's a controversy regarding subliminal perception. Does it work or not? It depends, but on what? We'll discuss this topic.

Chapter will be presented by Eric & Theresa

Chapter 5 The Self:

- Self-concept (different selves)
- Consumption and self-concept
- The extended self
- Different sex roles
- Gender differences
- Ideals of beauty

Assignment:

Analyse Kim Kardashian regarding the topic of this chapter. At what point became she an asset regarding marketing? In class we'll discuss this assignment.

Literature:

- Chapter 4 (Perception) and chapter 5 (The Self) of 'Consumer Behaviour, a European perspective', sixth edition, authors Solomon, Bamossy, Askegaard & Hogg.

Meeting 5: Consumer behaviour, part II

Monday 26 February, 4 – 6 PM

Hosted by: Evy Bronneberg

Central theme: ways to influence the behaviour of consumer's

Case study: motivation and learning theories

Assignment

Reading chapters

Topics and cases:

Chapter will be presented by Tyger & Keann

Chapter 6 Motivation, lifestyles & values

- Biological / learned needs
- Needs versus wants
- Types of motivational conflicts
- Theory of cognitive dissonance
- Maslow's theory
- Different levels of involvement
- Values (detailed) and their link to consumer behaviour (esp. Hofstede) Sustainability
- Lifestyles and consumption choices

Chapter will be presented by Jessica & Shujun

Chapter 7 Learning & memory

- Behavioural and cognitive learning theories (detailed)
- Marketing applications from different points of view
- The role of learning in memory (detailed)
- Memory (detailed) and its process
- What makes us forget? (von Restorff effect)
- Memory versus nostalgia

Assignment:

Dig in the Milgram experiment and find the relationship with this chapter. Could this experiment succeed nowadays? During class you'll discuss how the theories learned in this chapter conflict and / or support the Milgram experiment.

Videos:

- Milgram experiment (<https://www.youtube.com/watch?v=y6GxIuljT3w>)

Literature:

- Chapter 6 (Motivation, lifestyles & values) and chapter 7 (Learning & memory) of 'Consumer Behaviour, a European perspective', sixth edition, authors Solomon, Bamossy, Askegaard & Hogg.

Meeting 6: Consumer Behaviour, part III

Thursday 29 February, 08.30 – 10.30 AM

Hosted by: Evy Bronneberg

Central theme: ways to influence the behaviour of consumers

Case study: motivation and learning theories

Assignment

Reading chapters

Topics and cases:

Chapter will be presented by Madyson & Jack

Chapter 8 Attitudes

- The ABC of attitudes / Hierarchies of effects
- The consistency principle
- Heider's balance theory
- Attitude models (esp. Fishbein's multi-attribute model)
- Fishbein's theory of reasoned action (TORA)
- Instruments to change attitude (detailed)
- ELM model

Chapter will be presented by Emily & Joyce

Chapter 10 Groups and social media

- Different forms of reference group influence
- Different classification of power
- Types of reference groups
- Explaining the process of collective value creation in brand communities
- Importance of conformity
- Influence of opinion leadership (detailed)
- WOM and cutting-edge strategies
- Influence of social media

Literature:

- Chapter 8 (Attitude) and chapter 10 (Groups and social media) of 'Consumer Behaviour, a European perspective', sixth edition, authors Solomon, Bamossy, Askegaard & Hogg.

Meeting 7: Preparing for 'Mid-term' test

Wednesday 6 March, 08.30 – 10.30 AM

Hosted by: Mark Bertrand

Central topic: preparations and wraps ups regarding marketing

Meeting 8: 'Mid-term' test

Thursday 7 March, 4-6 PM

Hosted by: Mark Bertrand

Central theme: theoretical assessment, divided in MC's and open questions

Meeting 9: Trends & Value Proposition Design

Wednesday 13 March, 8.30 – 10.30 AM

Hosted by: Mark Bertrand

Central theme: Trend watching and knowing your customer segment(s)

Case study: Truthful consumerism & Designing personas

Assignment

Reading PDF 'Truthful consumerism' and article 'Designing personas with empathy map'.

Cases

- Example of an Empathy Map
- Interactive discussion regarding trend watching report

Videos

- <https://www.youtube.com/watch?v=h3KncurLfEQ>
- <https://www.youtube.com/watch?v=vbNHCn2gHQ4>

Topics:

- What is necessary for knowing our customer?
- Making a persona per group
- Defining trends and if it's an opportunity or a treat

In class:

What is the trigger that makes customers purchase? Do we know or is it a guess? Or can we manage to control consumer behaviour to some extent? What do we really know about our (main) target group? What do they talk about, to whom and what are their pains and gains? Can we pursue them? Can we communicate with a target group as they're one person? Those questions will be dealt with during this meeting. Each group (A-D) will make an empathy map and a persona. But that's only half the assignment! The other half is to talk about the trends and defining what trend can be an opportunity and which one can be a treat. And why.

Literature:

- Article 'Designing personas with empathy map'. Furthermore: Business model generation will be a part of the meeting (esp. the relationship between value proposition & customer segments) so look into the book of Osterwalder for a revival of that knowledge.
- PDF-file 'Truthful consumerism'

Meeting 10: Blue Ocean Strategy

Thursday 14 March, 08.30 – 10.30 AM

Hosted by: Evy Bronneberg

Central theme: Blue Ocean Strategy

Case study: two cases

Assignment

Before coming to class: read article Harvard Business Review "Blue Ocean Strategy".

Cases:

- Vente-Exclusive.com
- Cirque du Soleil

Topics:

- Blue Ocean Strategy
- Six path framework
- Four action framework
- Red ocean versus blue ocean

In class:

- Integrating Golden Circle, Business Model Generation and Blue Ocean Strategy for Burger King, KFC, Donkin' Donuts and Subway. Presentation, discussion and feedback will be a part of this in class assignment.

Literature:

- Article Harvard Business Review "Blue Ocean Strategy"

Meeting 11: Guest lecture

Wednesday 20 March, 08.30 – 10.30 AM

Hosted by: Mark Bertrand

Speaker: Mr. W. Hotterbeekx PhD

Central topic: cultural differences within markets in the Euregion

Meeting 12: Movie

Thursday 21 March, 08.30 – 10.30 AM

Hosted by: Evy Bronneberg

Assignment

Before coming to class: watch this movie

<https://www.youtube.com/watch?v=eVSuJU6HNk0>.

In class:

Based on the chapters of Consumer Behaviour this movie will be analysed.



Meeting 13: Presentations

Thursday 28 March, 08.30 – 10.30 AM

Hosted by: Mark Bertrand

Student presentations

Meeting 14: Presentations

Wednesday 3 April, 08.30 – 10.30 AM

Hosted by: Mark Bertrand

Student presentations