

CREATIVITY AND INNOVATION

Vrije Universiteit Amsterdam in collaboration with Cardiff University (UK)
School of Business and Economics

VU AMSTERDAM SUMMER SCHOOL



COURSE MANUAL

Academic Year 2018

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1 COURSE DESCRIPTION STUDY GUIDE

Weblink to course description online	Creativity and Innovation
Course Name	Creativity and Innovation
Course level	Advanced Bachelor/Master
Block	1: from 2 to 13 July
Course Coordinator	Prof. Mirella Kleijnen (Vrije Universiteit Amsterdam, NL)
Lecturers	Prof. Mirella Kleijnen (Vrije Universiteit Amsterdam, NL) Dr. Peren Ozturan (Vrije Universiteit Amsterdam, NL) Dr. Arjen van Lin (Vrije Universiteit Amsterdam, NL) Prof. Robert E. Morgan (Cardiff University, UK)
Form of tuition	Lectures, interactive seminars, group project, in-company boot camp, private study
Assessment	Presentations – group assessment Participation – individual assessment Short paper – individual assessment
ECTS	3
Contact hours	45
Language	English
Target Audience	Any student with an interest in creativity and innovation, especially from Business and Organization Studies, Economics, Social Sciences, Social Psychology, Healthcare, Media and Communication Studies, Engineering, Technology Management, Operations Management and Education.
Content	<p>Innovation and creativity are the key drivers of success in many industries today. They fuel the uptake of new technologies, the development of products and services and the formulation of strategies to secure competitive advantage. Truly innovative ideas can create new markets and boost a firm's value or even transform its entire business model. But how do you propagate a culture of innovation? How do you tell which creative ideas are right for an organization? And how do you manage them effectively?</p> <p>Organized in collaboration with Cardiff University, Wales, this course guides you through the minefield of creativity and innovation in the corporate environment. By introducing new ways of perceiving, understanding and approaching these aspects of the business matrix, it shows how they can make a real difference to the organization, to the market and to the bottom line.</p> <p>The Creativity and Innovation course is taught by an international team with a strong management background as well as excellent academic credentials. Your lecturers boast ample real-life business experience through their consultancy work. Moreover, the course incorporates a unique hands-on assignment, the in-company boot camp, developed with and hosted by a corporate partner from the VU Amsterdam network.</p>

	<p>Just recently the Netherlands became 4th in the 2015 version of the Global Innovation Index, produced annually by Cornell University, INSEAD, and the World Intellectual Property Organization.</p>
<p>Course Objectives</p>	<ul style="list-style-type: none"> • You will understand the role of innovation from a marketing strategy perspective. • You will understand innovation processes and the role of creativity within them. • You will understand and be able to apply the basics of design thinking. • You will be able to identify, analyze, and explain an effective, creative concept leading to an innovation success. • You will be able to apply theoretical concepts, frameworks and models to cases, illustrations and examples. • You will understand individual and group creative processes. • You will be able to form an innovative team and you will understand the challenges inherent to its management.
<p>Literature</p>	<p>The course will use the book <i>Managing Change, Creativity, & Innovation</i> as a resource. However, the course will mostly draw upon article-based readings. Additional materials will include knowledge clips (video), company reports, and executive readings (popular press).</p> <p><i>Book reference:</i></p> <ul style="list-style-type: none"> • Dawson, Patrick and Constantine Andriopoulos (2014), <i>Managing Change, Creativity, & Innovation</i>, Sage Publications, London, England. Second Edition, ISBN: 978-1-4462-6721-9 (pbk) or ISBN 978-1-4462-6720-2. <p>For a full article list, see course manual – section 5.1 Reading Material</p>

2 COURSE COORDINATOR AND LECTURERS

Coordinator: Prof. dr. Mirella Kleijnen
Consultation: Before, during, or directly after classes.
On appointment, schedule via email

Prof. dr. Mirella Kleijnen *Course Coordinator and lecturer (mirella.kleijnen@vu.nl)*



Teaching: Marketing Strategy, Marketing sustainable innovations, Creativity and Innovation, Academic Seminar, Thesis supervision (courses ranging from Bachelor to Master to post-graduate level)

Research: Adoption versus Resistance of (Service) Innovations; Customer Experience Management, Interactive Marketing; Health Marketing

Personal webpage: <https://research.vu.nl/en/persons/mhp-kleijnen>

Dr. Peren Özturan *Lecturer (p.ozturan@vu.nl)*



Teaching: Marketing Strategy, Marketing in Emerging Economies, Creativity and Innovation, Thesis supervision (courses ranging from Bachelor to Master to post-graduate level)

Research: Marketing strategy in tough economic times; Marketing's influence within the firm

Personal webpage: <https://research.vu.nl/en/persons/peren-ozturan-sabahat>

Dr. Arjen van Lin *Lecturer (a.van.lin@vu.nl)*



Teaching: Retail Marketing, Marketing Engineering, Business Research Methods, Creativity and Innovation, Thesis supervision (courses ranging from Bachelor to Master to post-graduate level)

Research: Marketing Modeling, Retail Marketing

Personal webpage: <https://research.vu.nl/en/persons/aijg-van-lin>

Prof. dr. Rob Morgan *Lecturer (MorganRE@cardiff.ac.uk)*



Teaching: Venture Growth and Development, Strategic Marketing, Strategic Management, Creativity and Innovation

Research: New Product Development, Innovation Processes, Innovation Strategy, Resources and Capabilities

Personal webpage: <https://www.linkedin.com/in/robert-morgan-a0934429>

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3 WHAT TO EXPECT FROM THIS COURSE?

Innovation and creativity are the key drivers of success in many industries today. They fuel the uptake of new technologies, the development of products and services and the formulation of strategies to secure competitive advantage. Truly innovative ideas can create new markets and boost a firm's value or even transform its entire business model. But how do you propagate a culture of innovation? How do you tell which creative ideas are right for an organization? And how do you manage them effectively?

This course takes you through a range of topics, combining creativity with actual innovation within firms. We look at creativity from various perspectives, including the individual (i.e., an employee or customer), the group (i.e., a team), as well as the firm (i.e., an organization). There are different factors influencing each level, which are important to understand in order to get a sense of the different dynamics that come into play when putting creativity into practice and starting to design and innovate.

You will experience creativity and innovation practices hands-on, through in-class assignments, teamwork, and a real-life case with a company. You will be confronted with constraints that any company faces when trying to put your knowledge in to practice.

Most importantly, this course will teach about creativity and innovation concepts that are applicable beyond the business setting. Overall, this learning experience will shape your way of thinking about these topics in a way that is beneficial across your career horizon.

4 LEARNING OBJECTIVES

After successfully completing this course, you

- have knowledge of the role of innovation from a marketing strategy perspective;
- have knowledge of innovation processes and the role of creativity within them;
- have knowledge of and be able to apply the basics of design thinking;
- are able to identify, analyze, and explain an effective, creative concept leading to an innovation success;
- are able to apply theoretical concepts, frameworks, and models to cases, illustrations and examples;
- have knowledge of individual and group creative processes;
- are able to form an innovative team and you will understand the challenges inherent to its management.

5 STUDY MATERIAL

The course will use the book *Managing Change, Creativity, & Innovation* as a resource. However, the course will mostly draw upon article-based readings. Additional materials will include knowledge clips (video), company reports, and executive readings (popular press).

5.1 READING MATERIAL

Books:

- Dawson, Patrick and Constantine Andriopoulos (2014), *Managing Change, Creativity, & Innovation*, Sage Publications, London, England. Second Edition, ISBN: 978-1-4462-6721-9 (pbk) or ISBN 978-1-4462-6720-2
- Lilien, G. L., Rangaswamy, A., & De Bruyn, A. (2013). *Principles of Marketing Engineering* (2nd edition). DecisionPro, CH2 (pp. 27-50); CH6 (pp. 162-174), CH7 (175-192)

Note that the list of articles presented on the next page (in alphabetical order) are considered essential for your learning experience. On top of that, the detailed course schedule also provides additional suggested readings on a topic. These articles are used as an inspiration for our lectures and might be helpful to develop your knowledge further on a topic that particularly sparks your interest.

Articles (mandatory):

- Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, 40(5), 1297-1333.
- Bayus, B.L. (2010), "Crowdsourcing and individual creativity over time: The detrimental effects of past success," *SSRN working paper*, August 26, Available at: <http://ssrn.com/abstract=1667101>.
- Bertolini, M. Duncan, D., & Waldeck, A. (2015), "Knowing when to reinvent", *Harvard Business Review*, December (12), 90-101.
- Burroughs, J.E., Dahl, D.W. and Moreau, C.P., Chattopadhyay, A., & Gorn, G.J. (2011), "Facilitating and rewarding creativity during new product development," *Journal of Marketing*, 76 (July), 53-67.
- Franke, N., Poetz, M. K., & Schreier, M. (2013), "Integrating problem solvers from analogous markets in new product ideation," *Management Science*, 60(4), 1063-1081.
- Girotra, K., Terwiesch, C., & Ulrich, K.T. (2010), "Idea generation and the quality of the best idea," *Management Science*, 56 (4), 591-605.
- Im, S., & Workman Jr., J.P. (2004), "Market orientation, creativity, and new product performance in high-technology firms," *Journal of Marketing*, 68 (April), 114–132.
- Jansen, J.J.P., Van Den Bosch, F.A.J., & Volberda, H.W. (2006), "Exploratory innovation, exploitative innovation, and performance: Effects of organizational antecedents and environmental moderators," *Management Science*, 52 (11), 1661–1674.
- Kleijnen, M., Lee, N., & Wetzels, M. (2009), "An exploration of consumer resistance to innovation and its antecedents," *Journal of Economic Psychology*, 30(3), 344-357.
- McCaffrey, T. & Pearson, J. (2015), "Find innovation where you least expect it", *Harvard Business Review*, 93(12), 82-89.
- Menon, A., Bharadwaj, S.G., Adidam, P.T., & Edison, S.W. (1999), "Antecedents and consequences of marketing strategy making: A model and a test," *Journal of Marketing*, 63 (April), 18-40.
- Nagji, B., & Tuff, G. (2012), "Managing your innovation portfolio," *Harvard Business Review*, May (5), 66-74.
- Pisano, G.P. (2015), "You need an innovation strategy," *Harvard Business Review*, June, 44-54.
- Poetz, M.K., & Schreier, M. (2012), "The value of crowdsourcing: Can users really compete with professionals in generating new product Ideas?", *Journal of Product Innovation Management*, 29 (20), 245-256.
- Rubera, G. & Kirca, A.H. (2012), "Firm innovativeness and its performance outcomes: A meta-analytic review and theoretical integration," *Journal of Marketing*, 76 (May), 130–147.
- Sorescu, A., Frambach, R. T., Singh, J., Rangaswamy, A., & Bridges, C. (2011), "Innovations in retail business models," *Journal of Retailing*, 87, S3-S16.

5.2 LIBRARY ACCESS (UBVU)

Note that all articles listed in section 5 are available through the UBVU: <http://www.ub.vu.nl/en/index.aspx>. You have access to the UBVU and all online resources with your VUnet ID.

For off-campus access, please check: <https://ub.vu.nl/en/facilities/off-campus-access/index.aspx>.

6 FORM OF TUITION

Lectures:

During the lectures, basic concepts and theories will be discussed, specific issues related to the literature will be further explained, and certain topics will be zoomed in on. Please be aware that the lectures are not merely repetition of the course literature, but they provide additional perspectives and in-depth information. Active participation during lectures is greatly appreciated, contributes to higher teacher engagement, and is pivotal for your own learning experience.

Interactive seminars/group projects:

In order to bridge the gap between theory and practice, you will work in small teams on various assignments and presentations that are discussed in the interactive seminars. During these seminars, students are in the lead of the learning experience. Note that it is your own responsibility to communicate, engage, and contribute well within your group and make your expectations regarding contributions explicit early on in the process.

In-house bootcamp:

The bootcamp presents a real-life case, which is designed to challenge you in various ways. It brings together different materials you studied and practiced with during the preceding lectures and seminars. It is a 'pressure cooker' situation, illustrating how some of the principles learned in the course work in a real-life situation. You will be confronted with time and creativity constraints, but also with the opportunity to develop a new idea within an actual company setting.

Private study:

The success of any learning experience is strongly dependent on your own engagement with the materials and assignment provided. A substantial amount of self-study is required. The course uses an educational book as a point of departure, but beyond that a range of articles are included to add novel and interesting insights from both an academic as well as managerial perspective.

7 ASSESSMENT

Your overall course grade is based on different components that are presented in the assessment overview. You need a minimum overall grade of 5.50 to pass the course.

Pre-assignment I & II (to be completed BEFORE starting the course)

These assignments are aimed at activating the knowledge you already have about certain topics, or, if needed, to bring you up to speed on certain topics (especially regarding statistics). We teach these topics on a level that they are approachable for students from various backgrounds, but at the same time it is important to realize that with two weeks only, we have no time to waste. This is an intensive, interactive course, where you need to be up to speed from day one. Hence, we expect you to prepare a number of assignments before the start, so you can get the most out of your learning experience. See section Section 11.1 and 11.2 for more details.

Not meeting this requirement will automatically result in a 1.00 for your overall course grade.

Participation / Attendance (20%)

Your role in this course is essential. You will be required to discuss, present, exchange information with fellow students and debate in different group settings. Hence, your presence is valued and essential in order for you to accomplish the objectives of this course.

As a result, attendance in this course is mandatory. You have to be present during at least 75% of all sessions (lectures and interactive seminars). *The bootcamp is mandatory* for all students and *full-day attendance* is required.

Not meeting this requirement will automatically result in a 1.00 for your overall participation grade.

Obviously, simply being present is not sufficient to create an effective learning experience. In this course we encourage an active learning attitude and active learning behavior in class. This means we also evaluate your contribution to the discussions in the interactive seminars (e.g., actively adding to high-level topic-related discussion), your mastery of the course material up to that moment (i.e., having read the required literature at a minimum and using that to aid the discussion in your small-group), the questions you raise toward subgroups during their presentations, and the discussions you create during presentations (See Appendix A).

Group Assignments (40%)

During the course you will prepare and present several team assignments. The assignments are explained in section 11 – Assignments, but in short, your group assignments consist of the following components:

- The Marketing Engineering Assignment (Assignment 1);
- The Presentation (Assignment 2)
- The Bootcamp Challenge (Assignment 3).

Presentations are assessed using the assessment form presented in Appendix B. The grades for these assignments are averaged and count for 40% of your final grade.

Essay (40%)

The essay reflects the extent to which you mastered the subject of the course by discussing an original essay topic that reflects some aspect of the readings and/or lecture themes. The essay is evaluated using the assessment form presented in Appendix C.

The assessment overview provides an overview of the minimum requirements needed to pass this course. In section 11 the different assignments, bootcamp, and short paper (including practical details such as deadlines, format, and procedures) are discussed in more detail.

7.1 ASSESSMENT OVERVIEW

Format	Grade range	% grade	Note
<i>Preliminary Assignment I & II (deadline Sunday July 1, noon)</i>	Pass or Fail	Pass is required to start the course	Note that not completing the pre-assignment before the deadline will automatically result in a 1.00 for your overall course grade .
<i>Group Assignments*</i> – group assessment a) <i>ME assignment</i> b) <i>Presentation</i> c) <i>Bootcamp</i>	1 to 10	40%	Based on average of the three assignments
<i>Essay*</i> – individual assessment	1 to 10	40%	
<i>Participation</i> – individual assessment	1 to 10	20%	Conditional upon passing attendance
<i>Attendance tutorials</i>		See note on participation	≤75% attendance of all sessions, including lecturers and interactive seminar (i.e., 14 out of 18 sessions) 100% attendance of the bootcamp
Overall course grade	1 to 10	Weighted average of all components	A minimum of 5.50 is required to pass the course

* The assignments will be differentiated for Bachelor and Master level

7.2 UPLOADING YOUR DOCUMENTS IN CANVAS

Please note the following when uploading your documents in Canvas:

- Always consistently label your documents as follows: **<NAME>_<ASSIGNMENT>**
For example: **Jansen_assignment 1**
- Any assignment or draft version should also fulfill format requirements!
- Go to Canvas → SafeAssignment to upload your document.

8 PLAGIARISM

8.1 WHAT IS PLAGIARISM?

If you do not include proper references in your work, you could be accused of plagiarism: passing off others' work, ideas or arguments as your own. Plagiarism is regarded as fraud and is taken very seriously in the academic world. If you commit plagiarism during your studies, you could face serious punishment including exclusion from a course or even expulsion from the university. For academics, plagiarism can mean the end of their career.

8.2 WHAT IS REGARDED AS PLAGIARISM?

The following are clear examples of plagiarism:

- Handing in somebody else's work as if it is your own.
- Copying passages, long or short, from a source without acknowledging it.

But the following also count as plagiarism:

- 'Borrowing' somebody else's words or ideas without acknowledgement.
- Making just a few changes to a text, graph or diagram and then claiming it as your own.
- 'Forgetting' to put quotation marks around a literal quote.
- Including an incorrect or incomplete reference, so that the source cannot be traced.
- Not including a reference every time you draw upon a particular source; this is equivalent to passing off part of the information used as your own work.
- Using so many words or ideas from a source that they make up the bulk of your paper – even if you do credit the source!

(Source: <http://webcursus.ubvu.vu.nl>)

The university is very strict about the conduction of plagiarism. It can lead to exclusion of the Summer School without obtaining your credits. For these reasons, every assignment is checked for plagiarism with the help of SafeAssignment in Canvas. Each lecturer has the obligation to provide the plagiarism score of the student's assignment.

It is observed that students in some cases do not exactly know that they have plagiarized. As a result, the university has developed an online course "How do I incorporate literature in my reports?" for students to participate in. Please note that this excludes the ability of students to protest that they were uncertain about the fact that they plagiarized.

Please check:

<http://libguides.vu.nl/b-all/incorporating-literature-in-reports>

9 DETAILED COURSE SCHEDULE

Week	Date		Time / Room	Format	Lecturer	Theme/Topics	Preparation
1	Sun	July 1	12.00 (noon)	DEADLINE			Preliminary Assignment (See section 11.1)
			09.00-10.00	INTRO Summerschool		Campus Tour	
	Mon	July 2	10.00 – 11.50	Lecture 1	Mirella Kleijnen	<p>Introduction to the course and Creativity and Innovation: <i>Understanding the basic concepts of creativity and innovation; organizational change; creative process; resistance</i></p>	<p><i>Essential readings:</i></p> <ul style="list-style-type: none"> Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i>, 40(5), 1297-1333. Kleijnen, M., Lee, N., & Wetzels, M. (2009), "An exploration of consumer resistance to innovation and its antecedents," <i>Journal of Economic Psychology</i>, 30(3), 344-357. <p>Case: Segway (in-class exercise)</p> <p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> CH3: The process of change, creativity, and innovation. CH4: Components of change: Choice, communication, and Resistance. Pisano, G.P. (2015), "You need an innovation strategy," <i>Harvard Business Review</i>, June, 44-54. Yoo, Y., & Kim, K. (2015), "How Samsung became a design powerhouse," <i>Harvard Business Review</i>, September, 73-78.
			12.00 – 13.50	Lecture 2	Mirella Kleijnen	Introduction to Innovation & creativity cont.	See lecture 1

		15.00	SOCIAL ACTIVITY Summerschool		Pubquiz @The Basket	
Tue	July 3	09.00 – 10.50	Interactive Seminar 1	Mirella Kleijnen	Creative teams	<i>Essential readings:</i> See Lecture 3
		11.00 – 12.50	Lecture 3	Mirella Kleijnen	Creative teams: New product development (NPD) process: from stage-gate to design thinking; developing NPD capabilities across stages; team roles; team integration and conflict; imitation capabilities.	<i>Essential readings:</i> <ul style="list-style-type: none"> • Burroughs, J.E., Dahl, D.W. and Moreau, C.P., Chattopadhyay, A., & Gorn, G.J. (2011), "Facilitating and rewarding creativity during new product development," <i>Journal of Marketing</i>, 76 (July), 53-67. • Girotra, K., Terwiesch, C., & Ulrich, K.T. (2010), "Idea generation and the quality of the best idea," <i>Management Science</i>, 56 (4), 591-605. <i>Recommended readings:</i> <ul style="list-style-type: none"> • CH9: The Group: Nurturing Team Work. • CH10: The leader: Promoting new ideas at work. • Hoever, I. J., Van Knippenberg, D., van Ginkel, W. P., & Barkema, H.G. (2012), "Fostering team creativity: perspective taking as key to unlocking diversity's potential," <i>Journal of Applied Psychology</i>, 97(5), 982.
Wed	July 4	09.00 – 10.50 HG-0G13	Interactive Seminar 2	Mirella Kleijnen	PART I - Innovation from a consumer perspective PART II - Cocreation & crowdsourcing	<i>Essential readings:</i> See Lecture 4
		11.00 – 12.50 HG-0G13	Lecture 4	Mirella Kleijnen	PART I - Innovation from a consumer perspective PART II - Cocreation & crowdsourcing	<i>Essential readings:</i> <ul style="list-style-type: none"> • Bayus, B.L. (2010), "Crowdsourcing and individual creativity over time: The detrimental effects of past success," <i>SSRN working paper</i>, August 26, Available at: http://ssrn.com/abstract=1667101. • Poetz, M.K., & Schreier, M. (2012), "The value of crowdsourcing: Can users really compete with professionals in generating new product ideas?," <i>Journal of Product Innovation Management</i>, 29 (20), 245-256.

						<p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> Arts, J.W.C., Frambach, R.T., & Bijmolt, T.H.A. (2011), "Generalizations on Consumer Innovation Adoption: A Meta-Analysis on the Drivers of Intention and Behavior", <i>International Journal of Research in Marketing</i>, 28 (2), 134-144. Hoyer, W.D., Chandy, R., Dorotic, M., Krafft, M., & Singh, S.S. (2010), "Consumer cocreation in new product development," <i>Journal of Service Research</i>, 13 (3), 283-296. Coviello, N.E., & Joseph, R.M. (2012), "Creating Major Innovations with Customers: insights from Small and Young Technology Firms", <i>Journal of Marketing</i>, 76 (November), 87-104. <p>Case: Expand the menu (in-class exercise)</p>
			SOCIAL ACTIVITY Summerschool			
Thu	July 5	09.00 – 10.50	Interactive seminar 3	Rob Morgan	<i>Individual creativity: exploring your creativity</i>	<i>Essential readings:</i> See Lecture 5
		11.00 – 12.50	Lecture 5	Rob Morgan	<i>Individual creativity: exploring your creativity:</i> Sources and triggers of creativity at the individual level; creative ideation techniques and understanding limitations of functional fixedness and individual biases; creative confidence.	<p><i>Essential readings:</i></p> <ul style="list-style-type: none"> CH8: The Individual: Promoting Critical Thinking Franke, N., Poetz, M. K., & Schreier, M. (2013), "Integrating problem solvers from analogous markets in new product ideation," <i>Management Science</i>, 60(4), 1063-1081. McCaffrey, T. & Pearson, J. (2015), "Find innovation where you least expect it", <i>Harvard Business Review</i>, 93(12), 82-89. <p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> Kelley, T and Kelley, D (2012), "Reclaim creative confidence", <i>Harvard Business Review</i>, 90(12), 14-118.

	Fri	July 6	09.00 – 10.50	Lecture 6	Arjen van Lin	Conjoint analysis	<p><i>Essential readings:</i> Book: Lilien, G. L., Rangaswamy, A., & De Bruyn, A. (2013). <i>Principles of marketing engineering</i>. DecisionPro, CH2 (pp. 27-50); CH6 (pp. 162-174)</p> <p><i>Chapters will be made available at the start of the course</i></p>
			11.00 – 12.50	Interactive Seminar 4	Arjen van Lin	Computer SkillsLab	<p>Assignment 1a (See Section 11.3)</p> <p><i>Essential readings:</i> See Lecture 6</p>
			13.30 – 15.50	Lecture 7	Arjen van Lin	Product and price optimization (market simulation)	<p><i>Essential readings:</i> Book: Lilien, G. L., Rangaswamy, A., & De Bruyn, A. (2013). <i>Principles of marketing engineering</i>. DecisionPro, CH7 (pp. 175-192)</p> <p><i>Chapter will be made available at the start of the course</i></p>
			15.30 – 17.50	Interactive Seminar 5	Arjen van Lin	Computer SkillsLab	<p>Assignment 1b (See Section 11.3)</p> <p><i>Essential readings:</i> See Lecture 7</p>
	Sun	July 8	22.00	DEADLINE			Hand in Assignment 2 – DRAFT (See Section 11.4)
2	Mon	July 9	09.00 – 10.50	Interactive Seminar 6	Peren Ozturan	Determinants of organizational creativity	<p>Assignment 2 - DRAFT</p> <p><i>Essential readings:</i> See Lecture 8</p>
			11.00 – 12.50	Lecture 8	Peren Ozturan	<p>Determinants of organizational creativity: <i>Organizational learning e.g., exploration, exploitation, ambidexterity; market orientation and technology orientation; the innovators dilemma; internal factors that determine organizational creativity.</i></p>	<p><i>Essential readings:</i></p> <ul style="list-style-type: none"> • Menon, A., Bharadwaj, S.G., Adidam, P.T., & Edison, S.W. (1999), "Antecedents and consequences of marketing strategy making: A model and a test," <i>Journal of Marketing</i>, 63 (April), 18-40. • Im, S., & Workman Jr., J.P. (2004), "Market orientation, creativity, and new product performance in high

						<p>technology firms," <i>Journal of Marketing</i>, 68 (April), 114-132.</p> <p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> • CH5: The change-continuity paradox: Strategic dilemmas and theoretical concerns. • CH11: The internal environment: Orchestrating structure, systems, and resources. • CH12: Culture: Enabling and constraining creative processes at work.
Tue	July 10	09.00 – 10.50	Interactive Seminar 7	Peren Ozturan	Organizational creativity meets innovation	<p>Assignment 2 – FINAL (See Section 11.4)</p> <p><i>Essential readings:</i> See Lecture 9</p>
		11.00 – 12.50	Lecture 9	Peren Ozturan	Organizational creativity meets innovation: <i>Organizational creativity meets innovation: Innovation and innovativeness outcomes; external factors that determine organizational creativity, industry life cycle and firm behavior e.g., business incubation; up-start, start-ups; first-mover, fast-follower, and late entrant behavior.</i>	<p><i>Essential readings:</i></p> <ul style="list-style-type: none"> • Rubera, G. & Kirca, A.H. (2012), "Firm innovativeness and its performance outcomes: A meta analytic review and theoretical integration," <i>Journal of Marketing</i>, 76 (May), 130–147. • Jansen, J.J.P., Van Den Bosch, F.A.J., & Volberda, H.W. (2006), "Exploratory innovation, exploitative innovation, and performance: Effects of organizational antecedents and environmental moderators," <i>Management Science</i>, 52 (11), 1661–1674.
Wed	July 11	09.00 – 10.50	Interactive Seminar 8	Rob Morgan	Competition and new category creation/ Business model innovation`	<i>Essential readings:</i> See Lecture 10
		11.00 – 12.50	Lecture 10	Rob Morgan	Competition and new category creation; blue ocean strategy; why "failure sucks but instructs"; Business model innovation: <i>scaling the venture; growth models; venture planning, development, and growth</i>	<p><i>Essential readings:</i></p> <ul style="list-style-type: none"> • Bertolini, M. Duncan, D., & Waldeck, A. (2015), "Knowing when to reinvent", <i>Harvard Business Review</i>, December (12), 90-101. • Nagji, B., & Tuff, G. (2012), "Managing your innovation portfolio," <i>Harvard Business Review</i>, May (5), 66-74. • Sorescu, A., Frambach, R.T., Singh, J., Rangaswamy, A., & Bridges, C. (2011), "Innovations in retail business models," <i>Journal of Retailing</i>, 87, S3-S16.

						<p>Case: McDonald, P.A., Mecklenburg, R.S., & Martin, L.A. (2015), "The employer-led healthcare revolution," <i>Harvard Business Review</i>, July-August (7/8), 39-50.</p> <p><i>Recommended readings:</i></p> <ul style="list-style-type: none"> • D'Aveni, R. (2015), "The 3D printing revolution," <i>Harvard Business Review</i>, May (5), 41-48. • Hansen, M. T., & Birkinshaw, J. (2007). The innovation value chain. <i>Harvard Business Review</i>, 85(6), 121-134. • Kim, S.C., & Mauborgne, R. (2015), "Red Ocean traps", <i>Harvard Business Review</i>, March (3), 68-73.
			SOCIAL ACTIVITY Summerschool			
Thu	July 12	11.00 – 12.50	Q&A paper	Mirella Kleijnen		
Fri	July 13	09.00 – 17.00	Bootcamp @KPN	Rob Morgan and Mirella Kleijnen	Creativity & Innovation in Practice	<p>Assignment 3: Bootcamp (See Section 11.5)</p> <p><i>Essential readings:</i></p> <ul style="list-style-type: none"> • Previous materials
Sun	July 15	Midnight	DEADLINE		Essay	See Section 12

10 COMMUNICATION AND CONTACT OPPORTUNITIES

There are several channels used to provide you with the necessary information for this course:

Channel	What is communicated	Communicating from... to
Course manual	<ul style="list-style-type: none">• General description of the course, e.g. course content, objectives, forms of learning, etc.;• What you need to do in order to pass the course;• Details on assignments, deadlines, etc.	Lecturers → Students
Canvas	<ul style="list-style-type: none">• Latest version of the course manual;• Announcements concerning the course;• Additional information on course readings and materials;• Results.	Lecturers → Students
Turnitin tool in Canvas	<ul style="list-style-type: none">• Submission of assignments (when relevant);• Submission of essay.	Students → Lecturers
Face-to-face contact before and after lectures	<ul style="list-style-type: none">• Please come ask any questions related to the course before or after the lectures!	Students → Lecturers
Email	<ul style="list-style-type: none">• You can ask questions related to your personal situation by sending an e-mail;• You are kindly requested to use your VU student email address for all communication.	Students → Lecturers

11 ASSIGNMENTS

This section elaborates on the different assignments that are part of your group assignment grade (with the exception of the preliminary assignment).

11.1 PRELIMINARY ASSIGNMENT 1 – EXCEL REFRESHER

11.1.1 BACKGROUND INFORMATION ON PRELIMINARY ASSIGNMENT 1

During this course, we will introduce you to some basics on how to optimize innovative product design and pricing by analyzing consumer data. You will also work on an assignment related to this and that assignment is also assessed as part of your final grade. While all students should be able to participate in this assignment, we are aware of the fact that the summer school tends to have a very diverse student population with very different educational backgrounds. To ensure everyone has the basic knowledge needed (or refreshes that knowledge), we require you to complete this assignment before the start of the course.

The following videos are helpful to watch to understand (or refresh your knowledge on) regression analysis, which we also will be using in the course:

<https://www.youtube.com/watch?v=fTfMdCQJz4s>

<https://www.youtube.com/watch?v=YwsYKNWSw2o>

https://www.youtube.com/watch?v=SdHmOD-w_2s

Then, continue with the excel refreshers part 1 and 2.

11.1.2 EXCEL REFRESHER – PART 1

For this part, download the file “Excel_Refresher_1.xlsx” from Canvas.

Task 1

Worksheet 1 (“The basics”) includes data about purchases of a small panel of respondent over the period Jan 2011-Jan 2016: the month of purchase, the year of purchase, and the purchase amount (number of purchases). Cell J1 includes the price of the product.

- a) Go to cell G2 and compute the purchase value for respondent 1 by multiplying cell G2 with cell J1.
- b) Click on cell G2 (in case it is not the active cell anymore). In the lower-right corner of the cell, you will find a small black rectangle, the ‘fill handle’: click on the handle and drag it down to copy the formula to the other cells (you can also double-click on the handle as alternative). Is the computation correct? If no, why not?

The problem that you might have encountered above in step (b) of Task 1 is the fact that Excel works with relative cell references by standard: references that change when the formula in which they occur are copied to another cell or dragged down (or to any other direction). Absolute cell references do not change in the case. For more information, see: <https://support.office.com/en-us/article/Switch-between-relative-absolute-and-mixed-references-dfec08cd-ae65-4f56-839e-5f0d8d0baca9>.

You create an absolute cell reference by placing dollar signs (\$) before the cell reference that you want to hold. A dollar sign before the column letter holds the column letter, a dollar sign before the row number holds the row numbers (you can hold one of the two or both).

- c) Go back to cell G2 and change the formula where necessary. Click on the fill handle again and drag down. Is the computation correct after making the changes?

Task 2

In this task you compute the total of buying customers, the total sum of purchases, and the total sum of purchase value for every year included in the data. In doing so, navigate to Worksheet 2 (“COUNTIF+SUMIF”).

As might be clear already, you will use the functions COUNTIF and SUMIF in making these calculations.

COUNTIF

Syntax: =COUNTIF(range;criteria)

COUNTIF lets you count the number of cells that meet a criterion, in this case a certain year. The function requires two arguments: (1) the range (the range of cells that you want to count) and (2) the criteria (explained below).

When you want to compute the number of respondents that have made a purchase in 2013 you use the criteria “=2013” (including the quotation marks). You can also refer to a certain cell, for instance: “=&H4.”¹

For more information, see: <https://support.office.com/en-us/article/COUNTIF-function-e0de10c6-f885-4e71-abb4-1f464816df34>.

¹ You can also use the COUNTIF function to count the number of purchasing customers in all years after 2013 by using the criteria: “>2013”. Other operators like “<”, “<=”, “>=” and “<>” (not equal to) can also be used.

SUMIF

Option A

Syntax: =SUMIF(range;criteria)

SUMIF lets you sum the values in a range that meet criteria that you specify. The arguments are the same as for COUNTIF.

You can use SUMIF for instance to sum the values of all cells for which the value equals 4. The criteria in this case is the same as for COUNTIF ("=5").

Option B

Syntax: =SUMIF(range;criteria;sum_range)

You can also use the criteria for a certain range (for example, the year of purchase) and sum the values of another range (the sum_range; for example, the number of products that are purchased) by including the argument sum_range.

For more information, see: <https://support.office.com/en-us/article/SUMIF-function-169b8c99-c05c-4483-a712-1697a653039b>.

- a) Go to cell I2 and compute the number of respondent that made a purchase in 2011. Repeat for 2012, 2013, etcetera.
- b) Go to cell J2 and compute the sum of purchased products in 2011. Repeat for 2012, 2013, etcetera.
- c) Go to cell K2 and compute the sum of purchase value in 2011. Repeat for 2012, 2013, etcetera.

The functions COUNTIFS and SUMIFS work in a similar way except that you can use multiple criteria.

- d) Go to cell I10 and compute the number of respondents that bought 3 or more products in 2011. Repeat for 2012, 2013, etcetera.
- e) Go to cell J10 and compute the sum of purchased products in 2011 for every purchase where 3 or more products were bought. Repeat for 2012, 2013, etcetera.
- f) Go to cell K10 and compute the sum of purchase value for 2011 for every purchase where 3 or more products were bought. Repeat for 2012, 2013, etcetera.

Task 3

Except for the municipality where the respondent is registered, not background data is available. Some data are available however on municipality level (in Worksheet A ("Municipality data")). In this case, we are going to look at the average income for each municipality. In this task you are going to merge this data. In doing so, navigate to Worksheet 3 ("VLOOKUP").

As might be clear already, you will use the function VLOOKUP to merge this data.

VLOOKUP

Syntax: =VLOOKUP(lookup_value;table_array;col_index_num;range_lookup)

Using VLOOKUP, you can search for data (for instance, the average income) by a certain value (for instance, a municipality). The function asks for 4 arguments: (1) the lookup value (the value that you want to search for, for instance, the municipality of a respondent), (2) the range of the table array in which you want to search (explained below), (3) the column index number (the number of the column in the array that holds the value that needs to be returned, for instance, the average income in a particular municipality), and (4) the logical value range_lookup (explained below).

The range of the table array in which you want to search: The first column in the range of the table array should include the lookup value (for instance, the name of municipality). The range should also include the column where the value is located that needs to be returned (for instance, the average income in a particular municipality).

The logical value range_lookup: In most cases you probably want an exact match to the lookup value, and not any value that comes close and Excel finds earlier. To do so, use the logical value FALSE.

For more information, see: <https://support.office.com/en-us/article/VLOOKUP-function-0bbc8083-26fe-4963-8ab8-93a18ad188a1>.

- a) Go to cell D2 and lookup the average income for the municipality where respondent 1 is registered. Repeat for all other respondents.

By using the month and year in which a respondent made a purchase, we can also merge other data. In this case, we are going to look up the temperature at the time of purchase (you can find this data in Worksheet B ("Temperature data")). In doing so, navigate to Worksheet 4 ("MATCH+INDEX").

As might be clear already, you will use the functions MATCH and INDEX to merge this data.

MATCH

Syntax: =MATCH(lookup_value;lookup_array;match_type)

Using MATCH, you can determine the relative position of a certain lookup value in a matrix. The function asks for 3 arguments: (1) the lookup value (the value that you want to search for, for instance, a particular month or a particular year), (2) the range of the table array in which you want to search, and (3) the type of match (explained below).

In most cases you probably want an exact match to the lookup value. To do so, use the value 0 for the argument match_type.

For more information, see: <https://support.office.com/en-us/article/MATCH-function-e8dff45-c762-47d6-bf89-533f4a37673a>.

INDEX

Syntax: =INDEX(array; row_num;column_num)

Using INDEX, you can search a particular value in a matrix by using a row and column number. The function asks for 3 arguments: (1) the range of the table array where the value is located that you want to be returned, (2) the row number, and (3) the column number.²

For more information, see: <https://support.office.com/en-us/article/INDEX-function-a5dcf0dd-996d-40a4-a822-b56b061328bd>.

- b) Go to cell E2 and look up the temperature for the time of purchase of respondent 1 (month-year). Repeat for all other respondents.

² If you want to search for a value in a column or row vector, you will only need to enter the row number respectively the column number as argument.

11.1.3 EXCEL REFRESHER – PART 2

In this part of the assignment we are going to look at what-if analyses. In doing so, download the file “Excel_Refresher_2.xlsx” from Canvas.

Worksheet 1 (“Table2YourLiking”) shows the decision problem of startup firm Table2YourLiking. This small furniture maker has a limited capacity and wants to spread its capacity over all different type of products it can make in order to maximize its profit.

Rows 3-6 of the worksheet give the 3 different types of products that the company can make (type B is available both painted and unpainted), the time it takes to make the product in columns C-E (divided in 3 different activities: cutting, assembling, and painting), and the profit per product in column F.

Row 7 gives the capacity available per month for each of the three activities.

Task 1

In this task you are going to look at different combinations and the resulting profit.

- a) Enter 3 random integers in cells B3-B6. Next, compute the capacity that is being used to make these products in cells C8-E8 (hint: you can use the function SUMPRODUCT to easily multiply and sum two vectors).
- b) Enter 3 new random integers if the capacity used is higher than the available capacity (i.e. if the slack capacity is negative).
- c) Compute the total profit (in cell B10) using the figures entered in step (a)/(b).
- d) Enter 3 other random integers in cells B3-B6 (provided that the capacity used remains below the available capacity). Does profit increase? Try a few different combinations (each time making sure that the capacity used remains below the available capacity).

Task 2

Of course you can try all different combinations to see which one leads to the largest profit. In this task you will however use Excel Solver to do this. You can find the tool in the Analysis group on the Data tab (follow the steps on: <https://support.office.com/en-us/article/Load-the-Solver-Add-in-612926fc-d53b-46b4-872c-e24772f078ca> (Excel 2007) or <https://support.office.com/en-us/article/Load-the-Solver-Add-in-ec994cd0-a396-4bf3-a5dd-feda369cef37> (Excel 2010/2013) if Solver is not available on your computer).

Three settings are required for this problem:

-The “objective”: The cell that you want to maximize (to max). In this case, the cell that includes the total profit (cell B10). (Note: you can also use Solver for other problems, for instance, to minimize a particular cell or to let it approach 0).

-The “changing variable cells”: The cells that you want to change to reach the objective. In this case, the cells that include that number of products to be made of each type (cells B3-B6).

-The “constraints”: The constraints the problem is subject to. In this case, the cells that include the slack capacity (which need to higher than or equal to 0) (cells C9-E9).

- a) Open Solver and set up the problem. What is the optimal combination and what is the total profit in this case?

Additional instructions:

Deadline: Sunday, July 1, 2018 at 12.00 (NOON)

Hand in via: Canvas → Preliminary Assignment I

11.2 PRELIMINARY ASSIGNMENT 2

11.2.1 BACKGROUND INFORMATION ON PRELIMINARY ASSIGNMENT 2

There are two objectives to this preliminary assignment:

1. To provide students with an incentive to start learning about the subject matter of the course before the start of the classes with a formalized activity that will 'jump-start' their learning, thereby assisting them to get maximum value from the course.
2. To provide students with an opportunity for practice with assignments in the subject matter of the course in an informal ungraded situation in preparation of other course assessments.

This assignment is scheduled for Lecture 1.

Since this assignment is intended for practice purposes, there will be no direct impact on final course grades. However, these assignments provide constructive preparation for the core subject and other class activities.

11.2.2 DESCRIPTION OF THE PRELIMINARY ASSIGNMENT 2

Please review the following videos at www.ted.com:

- a) Bill Gross: The single biggest reason startups succeed
- b) Shai Reshef: An ultra low-cost college degree
- c) Tony Fadell: The first secret of design is noticing
- d) Elizabeth Gilbert: Your elusive creative genius

Innovation and creativity are often considered to be synthetic disciplines – that is, a synthesis of elements from many other disciplines. These range particularly from engineering and psychology, to economics, sociology, anthropology, design, technology and process management. Compare and contrast the messages offered by these views in the videos on innovation, creativity and the lined between the two. Each takes a perspective on innovation and creativity (e.g., Bill Gross consider how startups establish themselves as innovative and creative enterprises while at the other end of the spectrum Elizabeth Gilbert considers the individual and how creativity lies within us all and is often considered elusive). Consider the following: what does creativity mean in any respect (e.g., for a product, an individual, a work team, an organization)?; what is the difference between creativity and innovation and how are they linked?; why is innovation important and for whom? In thinking through these points and others that you consider relevant, the main purpose of this assignment is to address the following question:

How do these opinions and viewpoints from the speakers in these videos collectively help us determine the role and functions of creativity and innovation in organizations today?

Additional instructions:

Page limit: 1 page
Deadline: Sunday, July 1, 2018 at 12.00 (NOON)
Hand in via: Canvas → Preliminary Assignment II

11.3 ASSIGNMENT 1: MARKETING ENGINEERING ASSIGNMENT (ALL STUDENTS)

For the specific assignments see Appendix E – Assignment 1a and Appendix F – Assignment 1b. Note that these assignments are differentiated in Bachelor and Master level (the latter are indicated with “Master students only”). Note that Bachelor students can make the Master assignment as well to earn a bonus point.

Additional instructions:

Deadline: Friday July 6, 2018 at 18.00
Hand in via: Canvas

11.4 ASSIGNMENT 2: GROUP PRESENTATION (ALL STUDENTS)

As a team, you need to prepare a presentation on the IRIDIUM case provided on Canvas (See “Course Documents → Group Assignments”). This assignment is graded as part of your group assignments (See section 7.2) and will be assessed according to the criteria specified in Appendix B.

The presentation should follow the essential and recommended readings for course lecture 5 and include an answer to three sets of questions:

Part I. Problem definition based on theory:

1. What are the two broad schools of thought in strategy making, as outlined by Menon et al. (1999)? According to this distinction, where did the main problem lie in the case of Iridium?
2. What are the most important components and outcomes of marketing strategy making according to Menon et al. (1999)? Please evaluate the Iridium failure along these factors and using insights provided in the case.

Part II. Problem solution based on theory:

Go over Menon et al. (1999)'s and Im and Workman Jr. (2004)'s conceptual models (i.e., Figure 2 of each article) and findings of creating higher firm performance via marketing strategies.

1. What is the role of creativity and learning for firm performance?
2. Are there any suggestions that you can derive from these papers and apply to the Iridium case? What would have enabled Iridium to become successful?

Part III. Other examples and key take-aways:

1. Find three other companies which failed due to innovation of (or lack thereof) new products / services.
 - a) Share the background story of one of these companies. Please include some basic description of this selected company and a link to a news piece, video, and/or company website about its failure.
 - b) Based on the factors we examined throughout the course, why do you think this company failed with its new products / services? Please cite theory to support your arguments.
2. Overall, what is your primary recommendation to companies' long-term survival? What should managers focus on / invest in, to foster creativity and innovation in their organizations?

You are responsible for preparing **a 10-15 presentation** that answers these questions and provides your own insights over successful and failing company strategies. The assignment involves applying knowledge from the course readings and doing some secondary research. The draft presentation will be shared on Sunday, July 16th, 22.00 with the lecturer via email. Time will be allocated for preliminary feedback and further student work in class on July 17th. The final presentation is due July 18th 09.00 (in class), to be sent via email both to the lecturer and “Board of Directors” team.

During the presentation on July 18th, teams take two roles: “marketing managers” and “board of directors”. Teams will be requested to present their work (as marketing managers) in about 10-15 minutes to another team (being the board of directors). The board evaluates marketing managers' arguments and asks clarification or challenging questions; hence takes the lead in the discussion of the state of affairs. Later on all class members are invited to join.

Because of the presentation format, the assignment cannot be too long or detailed, yet should be reasonably realistic. While evaluating the case, you may need to make some assumptions and justify your assumptions with persuasive discussion. There are no right or wrong solutions for this assignment. However, solutions do vary in the degree to which they are logical and well considered/justified.

Additional instructions:

Deadline 1: Sunday July 8, 22.00
Format: PowerPoint presentation - **DRAFT**
Hand in via: email (p.ozturan@vu.nl)
To: Lecturer

Deadline 2: Tuesday, July 10, 09.00
Format: PowerPoint presentation - **FINAL**

Hand in via: email (p.ozturan@vu.nl) & bring to class
To: Lecturer AND the assigned "Board of Directors" team (tba)

11.5 ASSIGNMENT 3: IN-HOUSE BOOTCAMP CHALLENGE (ALL STUDENTS)

The bootcamp will take place at KPN, a one of the major players in the Dutch ICT market, with its main business being in telecom, but in transition to IT-based solutions. Note that this is an IN-HOUSE Bootcamp, which means you will be traveling to one of their main corporate offices located in Amsterdam Sloterdijk (tickets for transport will be provided in class).

The "challenge of the day" will be revealed on the day itself. During the day, you will learn more about KPN, the way they work, and your team will be confronted with a hands-on challenge. The day will end with a final presentation of your solution.

Additional information:

Contact details KPN: Teleport Boulevard 1
1043 EJ, Netherlands

12 ESSAY

12.1 CONTENT

You are required to prepare an essay that **addresses a research question of any creativity and innovation theme of your choice**. In addressing your question you should draw from *at least two* classes on the course to frame your essay. The scope and focus of your essay is for you to decide but be aware your essay should emphasize your analysis of the research question and not merely provide a description of the theme.

This analysis should be based on:

- a) **Bachelors' level:** Readings and materials in the course, complemented with *at least two* additional readings of a top level journal (See Appendix D)
- b) **Masters' level:** Readings and materials in the course, complemented with *at least four* additional readings of a top level journal (See Appendix D)

NOTE THAT YOUR RESEARCH QUESTION NEEDS TO BE PRE-APPROVED BY THE COURSE COORDINATOR (mirella.kleijnen@vu.nl).

In general, if you are unsure how to develop your essay, you may find the following website very helpful: <http://www.reading.ac.uk/internal/studyadvice/studyresources/essays/sta-developessay.aspx>.

In addition, the following sections provide specific details your essay should adhere to.

12.2 ESSAY STRUCTURE

Most academic papers follow a particular format. Below you will find an outline that should help you in composing a written paper. Feel free to make some minor adaptations to the structure as proposed below in order for it to suit your specific topic of interest.

12.2.1 COVERPAGE

The cover page should contain the following information:

- Title
- Name course
- Academic year
- Date
- Name assignment
- Name student + student number
- Name lecturer

12.2.2 TABLE OF CONTENTS

When you use heading styles in word, you can generate this automatically. Alternatively, you can create the table of contents manually. In any case, make sure that it is there and that it is correct.

12.2.3 INTRODUCTION

The introduction should contain several elements:

- *Introduction of your topic.* After a general introduction of your topic in an opening paragraph (such as an anecdote or newspaper citation and/or in reference to your context or industry of interest), you connect your topic to the academic context. E.g., identify the core concepts, explain relationships, and why it is important to investigate this from an academic point of view. For the latter, use academic literature (i.e., the book, academic articles) as reference base.
- *Research objective.* Based on the previous paragraphs your research objective should become clear, i.e., what problem you want to find an answer to? The specific research objective should be stated explicitly. Remember: it is one overall research objective, not several. A research objective typically includes several concepts that need to be explored in order to answer it. These will be introduced in a sub paragraph.
- *Structure/outline of the essay.* This is simply an overview of which topics can be found in in the next sections and which concrete questions you plan to answer in those sections. Remember to always use a funnel approach --> first start with the more general issues, such as defining concepts, and then look at relationships between them.

12.2.4 LITERATURE REVIEW

In this part you provide a more in-depth discussion of the literature and theory related to your research objective/the problem at hand. Explicitly discuss and define the core concepts of relevant to solving your problem. Summarize the key findings. If you are using multiple articles, it is helpful to provide an overview table, summarizing the key findings of the research so far (see for example Kleijnen et al. 2009 on innovation resistance).

12.2.5 CONCLUSION

Next, this knowledge should be applied to your problem and context. You provide an interpretation of previous findings and propose a suitable answer to your question.

12.2.6 REFERENCES

Sources should be cited throughout the text by indicating authors' last name and year of publication. At the end of the essay you provide the list of sources cited throughout the text in full. Only references of those sources you referenced in the actual text should be included.

Your references should be formatted using APA style instructions. See the following website for more details: <https://owl.english.purdue.edu/owl/resource/560/01/>.

12.3 PREPARING FOR SUBMISSION: FORMAT REQUIREMENTS

In addition to the reference format requirements, make sure that your proposal follows the following points:

- Page limit:
 - **Advanced bachelors' level:** 8 pages (*including* tables and figures, but *excluding* cover page, table of contents, reference list, and/or appendices – no word limit)
 - **Masters' level:** 12 pages (*including* tables and figures, but *excluding* cover page, table of contents, reference list, and/or appendices – no word limit)
- Letter font/size: Calibri 11pts, Times New Roman 12 pts, or Arial 10pts.
- Line spacing: 1.15 line spacing and margins of 1 inch (2.5 cm).

- Paper size: A4 (210 x 297mm).
- Alignment: left.

Tables and figures

Tables and figures should be included in the text itself and not in a separate appendix. In case you use tables and/or figures, make sure you give each one a number and title. You have to refer in the text to these tables and figures (e.g., see table 1).

Appendices

When you use appendices, give each appendix a number and title. When you use appendices you have to refer to them, exactly in that part of the text where the appendix is relevant.

Final details

When you are finished writing, try to revise your work at least once. Take your time to do this, try to put your text away for a while, in order to distance yourself from your formulations.

Then check the following aspects:

- Logic (clear line of reasoning)
- Grammar and spelling
- Readability
- Lay-out
- Page numbers

Check also the following aspects concerning your style:

- Make sure you use clear transitions by using:
 - Transitional words within paragraphs
 - Transitional words between paragraphs
- Be brief and bold
- Avoid the use of popular language

APPENDIX A ASSESSMENT FORM – CLASS PARTICIPATION

INDIVIDUAL PARTICIPATION GRADING FORM				
Criterion	3/4 - Poor	5/6 - Good	7/8 - Very Good	9/10- Excellent
Level of engagement	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time.	Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time.	Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time.	Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time.
Quality of comments	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.
Listening skills	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak. Student displays disruptive behavior during class.	Student does not listen when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class.	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.

APPENDIX B ASSESSMENT FORM – PRESENTATION

GROUP ASSIGNMENT GRADING FORM					
Criterion	Poor	Inadequate	Pass	Good	Excellent
Content - literature review, desk research, etc.) (ASSIGNMENT 1)	Answers are unfocused, or not functional. No or hardly any academic literature or secondary data is used. Recommendations are not clear and/or not original or realistic.	Answers are adequate, but not very extensive. The research, on the one hand, includes at least some of the key references that may be expected for the research question. On the other hand, it reveals some problems of understanding and difficulties in selecting and ordering relevant materials. Recommendations are okay, though not that original or realistic.	Answers are quite extensive. The ideas are broadly functional, and show a reasonable understanding of the issue. A fair number of the relevant key references are discussed. Adequate recommendations including one or more original but realistic elements with the potential to add marginally to the business.	Answers are extensive and well-organized. They show evidence of clear determination to find less obvious but relevant materials. The students show clear demonstration of critical skills in assessing and reviewing previous research and secondary data. Well-formulated and clearly functional recommendations. Includes original but realistic elements with the potential to add significantly to the business.	Answers are exhaustive and tackles complex work. There is insightful analysis that strongly drives own research. The students show very clear demonstration of critical skills in assessing and reviewing previous research and secondary data. Excellent recommendations that are very original and at the same time realistic. High potential to add significantly to the business.
Content (ASSIGNMENT 2)	Insufficient discussion of the articles; limited demonstration of critical skills in assessing and reviewing the articles; insufficient use of additional material that is of high level quality.	Insufficient discussion of the articles; moderate demonstration of critical skills in assessing and reviewing the articles; sufficient, but ineffective use of additional material that is of high level quality.	Sufficient discussion of the articles; moderate demonstration of critical skills in assessing and reviewing the articles; sufficient use of additional material that is of high level quality.	Extensive and mostly correct discussion of the articles; clear demonstration of critical skills in assessing and reviewing the articles; sufficient use of additional material that is of high level quality.	Exhaustive and correct discussion of the articles; clear demonstration of critical skills in assessing and reviewing the articles; effective use of additional material that is of high level quality.
Argumentation	No real arguments are given, or all arguments given had significant problems. No relevant models /concepts/ frameworks from literature were applied.	Very few real arguments given, and some arguments given had major problems. Some irrelevant models /concepts/frameworks from literature were applied.	There were some decent arguments, yet a few had minor problems. Some relevant models /concepts/ frameworks from literature and lectures were applied.	Many good arguments were given, with only minor problems. Relevant models/ concepts/ frameworks from literature/ lectures were applied.	The students used very strong and persuasive arguments throughout. Highly relevant models/ concepts/ frameworks from literature and lectures were applied.
Creativity & Originality	Little evidence of creativity or originality.	Some attempt to present creative ideas and points of view, but they distract from the purpose of the presentation.	Attempts to present creative ideas and original points of view, but they do not substantially add to the value of the presentation.	Shows some level of creativity in ideas presented, limited original points of view that enhance the value of the presentation.	Shows a high level of creativity in ideas presented, very original points of view that enhance the value of the presentation.

Editorial Quality	The slides and their presentation in class would be unacceptable in a professional setting.	Sections are poorly structured and there is some sloppiness e.g., spelling mistakes. The presentation is below professional standards.	Notwithstanding occasional slips, it is evident that reasonable care has been given to slides on spelling, structure, tables, figures, and references. The presentation is adequate in light of professional standards.	The slides are thoughtfully prepared and carefully edited to high professional standards. The presentation is of good quality.	The slides have an engrossing flow. Editing is very rigorous. The presentation is of high-quality.
Delivery	Demonstrates absolutely no interest in the topic or engagement throughout the presentation; Mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear; No eye contact with audience, as entire presentation is read from notes; No movement or descriptive gestures.	Struggles to demonstrate enthusiasm about the topic and engagement throughout the presentation; Voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation; Displayed minimal eye contact with audience, while reading mostly from the notes; Very little movement or descriptive gestures.	Demonstrates limited enthusiasm about topic and engagement during most of the presentation; Voice not always clear, occasionally mispronounces words, audience members sometimes struggle to hear the presentation; Limited use of direct eye contact, frequently returns to notes; occasional movements or gestures, not always supportive of the presentation.	Demonstrates enthusiasm about topic and engagement during most of the presentation; Voice is clear. Student pronounces most words correctly Most audience members can hear presentation; Consistent use of direct eye contact with audience, but still returns to notes; Made movements or gestures that enhances articulation.	Demonstrates a strong enthusiasm about topic engagement during entire presentation; Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation; Holds intention of the entire audience with the use of direct eye contact; Movements seem fluid and help the audience visualize.
Interactivity	No attempt to actively involve the audience was made.	Techniques used directed at audience participation were minimal, or mainly ineffective.	Some techniques directed at audience participation were used, but the presenter had some struggles with the interaction.	Techniques, such as visual stimuli, props, discussion questions, directed at audience participation were used, although not always in an effective way.	Various techniques, such as visual stimuli, props, discussion questions, directed at audience participation were used in an effective way.

APPENDIX C ASSESSMENT FORM – ESSAY

Criterion	Poor	Inadequate	Pass	Good	Excellent
Problem definition	Little attempt to define the problem chosen; research question is unclear or illogical; has little focus; is too simple or too limited for the course or the study load; lacking interestingness /creativity/ innovativeness;	Attempt to define the problem chosen; research question is not fully clear; has some focus, but is too wide; lacking interestingness /creativity/ innovativeness; lacks sufficient level of ambition for the course or study load.	Attempt to define the problem chosen, research question is clear, has focus, is functional for the purpose of the essay; but lacking originality and/or set at a minimum level of ambition for the course and study load.	Clear and well-defined problem; well-formulated and clearly functional research question, set at a level of ambition broadly appropriate for the course and study load.	Clear and well-defined problem; original research question, displaying unusual insight and skill to translate relevant issues into well-formulated and researchable questions. Highly interesting/ creative/ innovative, set at a level of ambition at the top level of the course and study load.
Quality of the Literature Review	No or hardly any academic literature used (from the reading list or additional). Reveals significant lack of understanding the literature. The review is unfocused, or not functional. It is superficial and lacking sufficient depth in discussing the articles. The discussion of theory is purely descriptive in nature and lacks integration of concepts and ideas.	Limited academic literature used (from the reading list or additional). Reveals some problems in understanding the literature reviewed. The review is focused and functional in relation to the research question, but superficial and lacking sufficient depth in discussing the articles. The discussion of theory is highly descriptive in nature and lacks integration of concepts and ideas.	Sufficient academic literature used (from the reading list and additional), that are relevant to the research question. Shows a reasonable understanding of literature. The review is focused and functional in relation to the research question and offers sufficient depth in discussing the articles. The discussion of theory attempts to integrate concepts and ideas, but is still somewhat descriptive in nature.	Substantial body of academic literature used (from the reading list and additional), that is relevant to the research question. Demonstrates a clear understanding of the literature. The review is focused and functional in relation to the research question and offers in-depth discussion of the articles. The discussion of theory is mostly integrative and demonstrates critical skills in analysing and synthesizing concepts and ideas.	Extensive body of academic literature used, beyond the minimum requirements (from the reading list and additional), that is relevant to the research question. Demonstrates an in-depth understanding of the literature. The review is focused and functional in relation to the research question and offers in-depth discussion of the articles. The discussion of theory is clearly integrative and demonstrates excellent critical skills through insightful analysis and synthesis of concepts and ideas, with a high degree of originality in bringing together several strands of literature.
Conclusion and discussion	No clear answer to research question or an answer that does not follow from the literature review. Shows no reflective skills.	Research question is answered by simple summary of the literature. Minimal attempt to relate to existing literature. Limited reflective skills.	Sufficient answer to the research question. Clear relation to the literature. Sufficient reflective skills.	Solid answer to the research question that integrative and clearly based on the literature. Good reflective skills.	A well-considered reflection in answer to the research question that is integrative and clearly based on the literature as well as

					own reflection. Excellent reflective skills.
Overall Argumentation	Argumentation quality and consistency across chapters really poor No real arguments are given, or all arguments given had significant problems. No relevant models /concepts/ frameworks from literature were applied.	Argumentation quality and consistency across chapters insufficient. Very few real arguments given, and some arguments given had major problems. Some irrelevant models /concepts/frameworks from literature were applied.	Argumentation quality and consistency across chapters sufficient. There were some decent arguments, yet a few had minor problems. Some relevant models /concepts/ frameworks from literature and lectures were applied.	Argumentation quality and consistency across chapters good. Many good arguments were given, with only minor problems. Relevant models/ concepts/ frameworks from literature/ lectures were applied.	Argumentation quality and consistency across chapters excellent. The student used very strong and persuasive arguments throughout. An engrossing read, a powerfully expressed and persuasive argument. Highly relevant models/ concepts/ frameworks from literature and lectures were applied.
Structure	Extremely poorly conceived structure of paragraphs and sections. Incohesive, unclear, and disorganized throughout.	Poorly conceived structure of many paragraphs and sections. Incohesive, mostly disorganized presentation.	More or less, cohesive structure of paragraphs and sections; clear presentation in some parts but not overall.	Cohesive structure; Organization of presentation is mostly clear and orderly in all parts.	Consistently cohesive structure; Completely clear and orderly presentation.
Editorial quality	No style features (i.e., tone of voice, clarity of expression, precision of arguments) were used. Very frequent errors in spelling or syntax; sloppiness in references; would be unacceptable in a professional setting.	Very few style features (i.e., tone of voice, clarity of expression, precision of arguments) were used, none of them convincingly. Fairly frequent errors in spelling or syntax. Some sloppiness in references. Would be not be to the author's credit in a professional setting, but might be acceptable for internal use in an organization.	Few style features (i.e., tone of voice, clarity of expression, precision of arguments) were used convincingly. Notwithstanding occasional slips, it is evident that reasonable care has been bestowed on spelling, syntax, structure, tables, figures and references. Generally adequate in the light of academic standards.	Most style features (i.e., tone of voice, clarity of expression, precision of arguments) were used convincingly. A document of good quality, thoughtfully written, readable, and carefully edited to high academic standards.	All style features were used convincingly (i.e., tone of voice, clarity of expression, precision of arguments). A document of high quality, keeps audience's attention and persuades his/her case. Very rigorous editing to high academic standards.

APPENDIX D JOURNAL QUALITY

The academic articles you use should be of a certain quality level. Different journals are evaluated at different quality levels depending on their relevance and rigor. This might be difficult for you to judge, as you may lack (sufficient) experience with such types of journals and the articles they publish.

The help you with this, there is a very useful website: www.eigenfactor.org. Go to the *Eigenfactor Metrics*, indicated on the right of the page.



On the next page, fill out the journal name (note, any spelling mistake will result in no match) and press “find journal”. The page will proceed to the Journal Ranking information.

In selecting articles for your required additional material, ONLY use articles that have an **AI score of > 80**.

Note that these articles can be of various disciplines. Through the course, we draw from journals from Marketing, Management, Strategy and Psychology (e.g., Journal of Economic Psychology, Journal of Marketing; Journal of Personality and Social Psychology; Journal of Product Innovation Management; Management Science, etcetera), all of which can be an inspiration to your or serve as a starting point for your search. However, you are more than welcome to look beyond those journals and disciplines, as long as the articles are relevant and meet the >80 AI criterion.

APPENDIX E ASSIGNMENT 1A

PART 1

Imagine that the contract of your mobile expires and you are able to renew it. You would like a new smartphone. This survey asks you to trade off different smartphones and score them.

Each smartphone is described in terms of 7 dimensions: (1) brand, (2) display size, (3), whether a memory card slot is available, (4) camera quality (in megapixels), (5) amount of data, (6) amount of minutes, and (7) the monthly price in euros.

Task 1

Take a close look at all profiles in the accompanied survey (on the next page, p. 3) and then follow the steps below. Take your time and complete this task individually.

- (a) After you looked at all profiles, score each smartphone roughly by dividing them into 3 groups: "hate it", "would consider", and "love it".
- (b) Within each group: rank the smartphones.
- (c) Score each smartphone on a scale from 0-100.

Survey

Profile	Brand	Display size	Memory card slot	Camera	Internet	Minutes	Price (€)	'X' if you hate it	'X' if you consider	'X' if you love it	Score (0-100)
1	Huawei	Small	Yes	20MP	500MB	150	59.95				
2	LG	Small	No	20MP	10GB	150	49.95				
3	Huawei	Small	No	12MP	1GB	Unlimited	49.95				
4	LG	Small	Yes	12MP	5GB	Unlimited	59.95				
5	Samsung	Large	Yes	20MP	500MB	Unlimited	49.95				
6	LG	Large	Yes	20MP	1GB	150	29.95				
7	Apple	Large	Yes	12MP	5GB	150	49.95				
8	Samsung	Small	Yes	12MP	10GB	150	39.95				
9	Apple	Large	No	20MP	10GB	Unlimited	59.95				
10	Apple	Small	Yes	20MP	1GB	Unlimited	39.95				
11	Huawei	Large	Yes	12MP	10GB	Unlimited	29.95				
12	Samsung	Small	No	20MP	5GB	Unlimited	29.95				
13	Samsung	Large	No	12MP	1GB	150	59.95				
14	Huawei	Large	No	20MP	5GB	150	39.95				
15	Apple	Small	No	12MP	500MB	150	29.95				
16	LG	Large	No	12MP	500MB	Unlimited	39.95				

Task 2

Download the file “Assignment1a_1.xlsx” from Canvas. The Excel file consists of 7 worksheets. Take a look at the first 2 worksheets.

- Sheet 1 (“Attributes and levels”): This worksheet consists of the attributes and the attribute levels that are part of this survey. Do not change anything in this worksheet.
- Sheet 2 (“Experimental design and survey”): This worksheet consists of the experimental design and the survey. Try to understand why this design of 16 profiles (instead of a full-factorial design of 1024 profiles) still allows you to recover consumer preferences. Do not change anything in this worksheet.

Next, follow the steps below:

- (a) Open worksheet 3 (“Your scores”) and fill in the scores you assigned to each smartphone in task 1.
- (b) Open worksheet 4 (“Data matrix”). This worksheet contains the dummy variables necessary for the regression analysis and to recover your partworths and importance weights. Take a close look and try to understand this worksheet. Next, open worksheet 5 (“Data analysis”). This sheet contains the regression analysis. Table 2 (“Fitted data”) contains your scores, the estimated scores computed using the tentative parameter estimates from Table 1 (“Parameter estimates/partworths”), and the difference between your scores and the fitted scores. Table 3 (“Model diagnostics”), finally, includes the “sum of squares” – the squared sum of the difference between your scores and the fitted scores from Table 2. Use Excel Solver to minimize this sum of squares. The result is the “best” set of estimates, taking into account some constraints for consistency. Do not change anything else in this worksheet.
- (c) Next, open worksheet 6 (“Choice scenario”). Follow the 3 steps on this worksheet closely and without cooperating with anyone else. Do not change anything else in this worksheet.
- (d) Open worksheet 7 (“What you email me”). **Follow the 3 steps on this worksheet closely. I cannot log your results whenever you fail to do so, meaning that you will not get any points for this part of the assignment. Do not change anything in this worksheet.**

Task 3

Write a report about the results after you followed all steps in task 2. Together with the reports of your teammates this will be part of the final assignment.

- (a) “Reverse-engineer” worksheet 5 (“Data analysis”). Explain how the scaled partworths (in Table 4) and the importance weights (in Table 6) are computed.
- (b) Create a graph (column/bar chart) showing the partworths of each attribute and describe what it shows. Do you agree with the computed partworths? Are they close to your preferences?
- (c) Create a graph (column/bar chart or pie chart) of the importance weights and describe what it shows.

This was the end of the first part of this assignment. The results of all students will be combined and will be available soon for part 2 of the assignment.

PART 2

In this part of the assignment you work with the results of the whole class. To this end, download the file “Assignment2a_2.xlsx” from Canvas. You will cooperate with your teammates for this part of the assignment.

Task 1

In this task you will take a look at the results of the whole class and compare them to your own results.

- (a) Assume the results in Worksheet 1 consist of the results of a market. Compute the average importance weights and describe which 3 are the most important in this market.
- (b) Describe whether your results from part 1 come close to the results of the whole market or whether some you are more of an exception.

Task 2 (for Master students only)

In this task you will compute the “willingness to pay” for certain attributes (or attribute levels).

- (a) The partworth of the highest price level is 0. The partworth of the lowest price level tells you by how much utility increases when price decreases by 30 euro. Using this difference, compute by how much utility increases for every drop in price of 1 euro. Compute this number for everyone in the dataset. What is the average “price sensitivity”?
- (b) In a similar way, you can compute how much someone is willing to pay for every point increase in utility of a hypothetical product. Compute this measure and compute next how much everyone in this dataset is willing to pay for (1) the availability of a memory card slot and (2) a better camera. Report the average. (Note that 59.95 euro was the highest price level in this survey. You therefore may want to exclude respondents from the computation that are willing to pay more than 59.95 for a certain attribute.)

APPENDIX F ASSIGNMENT 1B

In this assignment you will continue to work with results of the whole class. From the point of view of Huawei, you will try to figure out which product bundle you can launch best and for what price.

To this end, download the file “**Assignment1b.xlsx**” from Canvas.

Task 1

Open Worksheet 5 (“Product choice and profit”). Table 1a (“Products in words”) consists of the most important competing bundles and the proposed product bundle of Huawei. Worksheet 4 (“Predicted utilities and choice”) contains each respondent’s computed utility for each of the competing bundles and each respondent’s computed utility for the proposed Huawei product bundle. It also includes the purchase probability of each bundle for each of the respondents.

- Take a look at the formulas in cell B4 and F4. Try to understand these formulas.
- Explain how the price of a bundle is included in the computation of the utility function (in cell B4).

Task 2

Table 3 shows the possible product bundles that you can launch.

- Starting with product concept 1: What is the optimal price for this product bundle given the competing product bundles that are available on the market and given the prices of these product bundles? To this end, change cells E4-E8 and use Excel Solver to compute the optimal price (in cell E9). Your goal is to maximize profit (note that in this case you want to maximize the target cell, not to minimize it!). Copy the optimal price, the market share, sales, and profit to Table 3.
- Repeat for every product concept in Table 3.
- Examine the most profitable concept. Can you explain why it does well?

Task 3

Consider the profit maximizing product concept and answer the following questions:

- Compute the market share, sales, and profit for different price levels and copy them to Table 4. To what extent does price play a role? Next, make a graph for Huawei’s profit for different price levels. Use a range of 29.95-59.95 euro.
- Do profits vary a lot around the optimal price? Why/why not?
- Can you think of a reason why the graph is steeper on one side than the other?

Task 4 (for Master students only)

In this task, the focus is on Huawei and LG as competing products. Consider the profit maximizing product concept and answer the following questions:

- Compute the optimal (profit maximizing) price for Huawei given the price of LG and copy this to Table 5a (“Huawei’s price response to LG”). Repeat for every price level of LG in Table 5a.
- Compute the optimal (profit maximizing) price for LG given the price of Huawei and copy this to Table 5b (“Huawei’s price response to LG”). Repeat for every price level of Huawei in Table 5b.
- Explain what you see in the plot below Table 5b.