



Aalto University
School of Business

23E21555 - Strategy and Marketing from a Business History Perspective

Period 1, Academic Year 2022-2023

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Henrikki Tikkanen, D.Sc. (Bus. Adm.), 1997; Ph.D. (Econ. Hist.), 2020, is the A. I. Virtanen professor of consumer research since 2017 and a professor of marketing at Aalto University School of Business, Department of Marketing since 2004 (until 2010 Helsinki School of Economics). With more than 80 journal publications (e.g. *Journal of Marketing*, *Strategic Management Journal*, *Journal of Management Studies*) in the areas of strategic management, marketing, and leadership, Tikkanen is one of the most published academics in the Nordic countries in the topic areas of the course. A business historical research approach is a common denominator in many of prof. Tikkanen's studies. He has also served as a professor at Stockholm University, Helsinki University of Technology, University of Oulu and as a visiting professor at ESCP Europe (Paris), Asian Institute of Technology (Bangkok) and ESC Lille, France.

You can check out his 2020 history doctoral thesis in:

https://jyx.jyu.fi/bitstream/handle/123456789/71317/978-951-39-8249-2_vaitos_2020_09_25.pdf?sequence=-1&isAllowed=y&fbclid=IwAR07oT-W4gPhkhrrPwQoYz-eGWmzJwFjgtBn9Du2pG7y7UIhzS8W_HSqqrY

Course description

- Research in strategic management on the one hand and strategic marketing on the other have traditionally tended to go separate paths. Strategic management research has focused on topics such as dynamic firm-internal capabilities, competitive actions and dynamics, upper echelons of corporations, strategic leadership, and strategy practices and processes. The customer and market viewpoint has often been missing. Strategic marketing research has studied corporate orientations and their performance implications, customer value and customer relationships, marketing performance measurement, and value networks. Therein, the top management and leadership viewpoint has been scarce.
- This course offers a business history perspective to strategic management and marketing. It has often been claimed that a lot of management research is void of relevant historical understanding, which may lead practicing managers to repeat past mistakes (e.g. in the case of business cycles). Extant historical studies on the above-mentioned diverse topics on strategy and marketing published in the leading journals of these fields are included in the readings package of the course. What is more, the students prepare and present an academic seminar paper on a chosen historical topic. This not only offers insights into historical past-dependencies in strategy-making and marketing activities in different industry and company settings, but also sheds light on how the historical research method can be successfully applied to provide answers to relevant research questions.

Learning outcomes

Upon completion of the course, students will:

- Understand the role of historical knowledge in the evolution of industries and companies
- Understand how central concepts in strategy and marketing (e.g. dynamic capabilities, market orientation) have evolved and how they have been adopted and applied in real-life company settings
- Understand how the historical method can be applied to the study of diverse topics in management research
- Be able to write and present a concise academic seminar paper on a chosen historical topic

Learning methods

- This course is an intensive 9-session (8 sessions +1 seminar presentation session) course, each session containing 2-4 academic articles as the core readings. Learning methods are a combination of lectures and interactive group discussions on the readings and other assignments. During the presentation session, the students present a 3 000 - 4 000 word academic seminar paper they have prepared on a chosen business historical topic.

Introduction – Assignments

Assignments and assessment criteria:

- 1. Readings assignment (30%)**
- 2. Class participation and discussion (0% but presence required 8/9, the writing workshop is not obligatory)**
- 3. Seminar paper (50%) – alone or in teams of 2-3 students!**
- 4. Learning diary (20%)**

All materials are available @ MyCourses-site!

6 credits = 162 work hours

21 hours of contact sessions

65 hours of reading academic materials, preparing and writing the assignments

76 hours for background reading, preparing, writing and presenting the seminar paper

Introduction – The readings assignment (30 % of the grade)

Depiction of the readings assignment (1/2)

Academic discussion on the assigned readings and completion of the related assignment are important parts of class participation and passing the course. In order to be appropriately prepared for the seminar sessions, the students are expected to have read all papers related to a specific seminar session beforehand. This reading package consists of journal articles/book chapters.

In addition to reading the article package assigned to the course, the students are expected to write QAQC-analyses of each of the mandatory articles. Please write succinctly, preferably no more than half a page per article. The maximum length of the readings assignment is thus ca. 10 pages (Times New Roman, size 12, 1,5-spaced).

QAQC analysis consists of the following steps:

- Quote: Select a quote from the paper that summarizes the study, using the words of the author(s).
- Argument: Summarize the main argument of the paper in your own words. No more than a few sentences.
- Question: Pose a question that you would like to discuss in the classroom.
- Connection: Describe how the focal article relates to other articles in the same session. No more than a few sentences.

Introduction – The readings assignment (30 % of the grade)

Depiction of the readings assignment (2/2)

The idea of the readings assignment is to encourage students to read through the assigned reading package before the course and it also functions as a springboard for discussion during the course as the instructors will direct discussion to focus on the questions posed by the students.

We strongly recommend that you do the assignment before the contact period to maximize your learning. However, this is not strictly enforced. The deadline for handing in the final assignment is the same as for the final learning diary.

Introduction – Class participation and discussion (0 % of the grade)

- All the participants are expected to participate in class and contribute actively to the group's learning experience. The pre-readings are carefully selected to stimulate constructive discussions on each topic. The general aim of the course is to develop critical thinking and debate about theoretical discourses both in strategic management and marketing from a business historical angle. A student can be away from the sessions only once (not including the writing workshop, which is not obligatory).

Introduction – The seminar paper (50 % of the grade)

Depiction of the seminar paper

- The students prepare (alone or in teams of 2-3 students) an academic seminar paper on a chosen business historical subject (presented in the first seminar session or chosen by the students themselves, the professor has to accept the themes) comprising 3 000-4 000 words and present the paper during the last session.
- The aim is to practice the writing and presenting of an academic paper.
- The professor and the rest of the course participants act as commentators to all of the papers.

Introduction – The seminar paper (50 % of the grade)

There are three options for a seminar paper:

- 1. Paper based on extant historical data.** For instance: SEK & Grey - Company self-presentation in the professional service industry. SEK has for a long period of time been among the largest advertising agencies in Finland (historical material available from the teachers). The data for this exercise consists of a sequence of company presentations ranging from the year 1980 to 2002. The task is to analyze: 1) What does Sek & Grey sell to their clients, 2) how has this changed over the years, and 3) what can we learn from these changes, if anything? Other company sources can also be used.
- 2. Paper on the evolution of an industry and/or corporation.** The theme (including the research question and theoretical foundation or angle from which you analyze the evolution process) and the subject (i.e. the industry or the company, such as Nokia, Intel or the ICT sector) can be chosen by the students. This option requires data gathering from public sources, e.g. annual reports.
- 3. Review paper on historical phenomena.** The historical phenomena can be chosen by the students (e.g. The influence of Classical Management Thinkers: Taylor and Fayol). The review should consist of at least 10-15 papers that summarize well the discussion around a chosen historical phenomenon.

Introduction – The learning diary (20 % of the grade)

Introductions for writing a learning diary

- After the seminar sessions, students are expected to complete an independent learning diary.
- The learning diary should reflect both the overall learning experience, as well as the key takeaways from the pre-readings, class discussions, and their work on preparing and presenting a seminar paper.
- Therefore, it is highly recommended to the students to take notes on their learning and new ideas and questions raised throughout the course.
- The maximum length of the learning diary is 10 pages (Times New Roman, size 12, 1,5-spaced).

Assignment due dates

In order to complete the course, the students are expected to:

- Read the assigned readings in advance for each session.
- Attend minimum of 8 of the 9 seminar sessions and participate actively in the class discussions.
- Compile and present a 3 000-4 000 word academic seminar paper on a chosen business historical topic (written alone or in a team of 2-3 students) during the last session of the course. The final and corrected version of the seminar paper must be submitted by the end of November, 2021.
- Complete an independent reading assignment (no more than 10 pages in length) and learning diary (no more that 10 pages) and return it by the end of **November, 2022**. You may combine these two deliverables into one file to be submitted to the course coordinator.
- All the **deliverables should be returned to the professor (henrikki.tikkanen@aalto.fi)**

Assessment rubric for all assignments (if applicable) 1/2

Measurable Attributes	0 – Insufficient	1 – Sufficient	2	3 - Good	4	5 - Excellent
1. Explication of how the study relates to a phenomenon or area of interest within the discipline	Provides a vague (or no) description of the relationship.	Provides some explication of the relationship.		Provides a clear explication of the relationship.		Explicates the relationship in an insightful manner.
2. Specification and limitation of the research problem and questions	Provides very vague description of the research problem and questions.	Provides limited specification of the research problem and questions.		Provides clear specification and limitation of the research problem and questions.		Provides an engaging specification and limitation of the research problem and questions.
3. Review of literature	Reports on earlier literature without connecting it to the research problem and question. and/or fails to identify relevant literature.	Reports on earlier literature without connecting it clearly to the research problem and question.		Reviews earlier literature relevant to the research problem and questions.		Demonstrates critical thinking, creativity and insight in reviewing earlier literature relevant to the research problem and questions.
4. Develops a systematic and logical approach to the inquiry	Provides a vague explanation of the approach to the inquiry; Fails to logically describe planned approach	Describes logically and clearly the research approach		Describes logically and clearly the research approach with a clear justification of the chosen approach above other approaches		In addition to the description for “Good”: Explains how the chosen approach fits into existing paradigms of research methodologies and their limits
5. Develops conceptual synthesis	Fails to develop a conceptual structure	Identifies some appropriate concepts and explains what they mean		Clearly identifies appropriate concepts and explains what they mean in the context of the study; Demonstrates a conceptual structure		Develops and applies a clear and consistent conceptual structure through synthesis of other/new concepts or lenses
6. Collects and uses empirical material/data (if applicable)	Fails to clarify what material/data is used or how it is used; or uses inappropriate material/data; or exhibits inappropriate use of material/data	Identifies appropriate material/data and explains how it is used		Clearly identifies appropriate material/data and explains how it is used; Uses material/data in a way that is consistent with the logic of the inquiry and its purpose		In addition to the description for “Good”: Identifies problematic issues and limits to the use of the material/data

Assessment rubric for all assignments (if applicable) 2/2

7. Interprets and discusses results; draws conclusions	Provides unclear interpretations and conclusions, and/or provides conclusions that do not logically emerge from the research; Provides no discussion	Makes some interpretations and draws conclusions; Provides little discussion	Provides clear interpretations that emerge from analysis and draws logical conclusions; Identifies some limitations of the results	In addition to the description for "Good": Identifies and discusses problematic issues and limits; Where relevant, provides possible alternative interpretations or conclusions
8. Academic style, language use and readability	Uses non-academic style; inaccurate language use interferes with reading and comprehension; citation format not observed.	Uses language sufficiently accurately and appropriately for comprehension but use of illustrations and examples infrequent and/or not fully competent; citation format not always observed.	Uses appropriate academic language well; minor errors may exist but do not interfere with fluent reading and comprehension; illustrations and examples contribute to the clarity of the arguments; citation format almost always observed.	Produces a thesis that meets academic writing standards; readily conveys meaning; illustrations and examples enhance the clarity of the arguments; citation format consistently observed.
9. Consistency and coherence of the thesis	Text is fragmented and unbalanced; internal links among theory, methods and results are not explicit; problems with headings and paragraph and section structure.	Text is not fully balanced; some key internal links are missing; does not fully form a coherent whole; some problems with headings and paragraph and section structure.	Forms a balanced and coherent whole; some internal linkages are implicit rather than explicit; headings and paragraph and section structure typically support the overall coherence.	Forms a coherent whole with consistent and explicit internal linkages; has a logical flow of argumentation with neat headings and clearly structured paragraphs and sections.