M-773
INTER-ORGANIZATIONAL RESEARCH IN MARKETING
Fall 2020 Course Outline

Marketing
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course intends to prepare PhD students undertake independent scholarly research in the domain of inter-organizational research in marketing. To achieve this, the course will cover some key theoretical perspectives, managerial concerns and methodological issues in the domain.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Sourav Ray
Professor of Marketing

Email: sray@mcmaster.ca
Office: DSB-212
Office Hours: By Appointment only
Web: http://profs.degroote.mcmaster.ca/ads/sray/

Class Room
Virtual Classroom

Time: Tue, 10:30 am – 1:30 pm

COURSE DESCRIPTION

This seminar will focus on inter-organizational relations and strategy. It will study these from an efficiency perspective with special attention to the behavioural, transaction cost and relational contracting schools of thought. The topics covered will incorporate the spectrum of institutional, analytical and methodological traditions in the area. As such, there will be equal emphasis on both theory and empirical applications.

LEARNING OUTCOMES

The course will help students develop the ability to conduct rigorous research independently in the area of inter-organizational research in marketing in both theoretical and theory-driven empirical domains.

REQUIRED COURSE MATERIALS AND READINGS

There is no required text book. Readings from various sources will be used including journals and working papers.

EVALUATION

Class Participation	35%
Assignments and Critiques	25%
Research Paper	40%
Total	100%

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of

student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom

for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant

policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

SEMINAR CONDUCT

This class will run as a seminar. Each week, we will have a set of required readings that have been selected and distributed by me. The readings have been purposely chosen to fit the objectives of the course. Each of us will critically review these readings, think about them carefully, and reflect upon and discuss these readings within a supportive communal setting. All of us are expected to read all the assigned readings (about 4-6 per week), several of which will be research papers.

While evaluating each paper, students should focus on:

1. Clarifying and critiquing the basic theory/premise of the paper. What does it contribute to our knowledge? What does the paper tell us that we did not know previously? Does it make sense? Why? What are the key theoretical and substantive contributions of this work?

2. Critique the methodology used in terms of the measures, data analysis technique etc. Are there any weaknesses here? What are the feasible alternatives? What would you do to address the weaknesses?

3. Determine how the paper fits in with other papers, perspectives, results. Do you consider it an interesting and significant contribution?

4. Identify future research ideas. What kinds of extensions would be valuable from a theoretical and substantive point-of-view?

It is vital that you come prepared to discuss these in class. Depending on the topic I will combine lectures with discussions. Usually, I will ask one or more students to deal with specific papers to be followed by discussions. Towards the end of the session, we will discuss the research proposal ideas and celebrate the end of the term.

GRADING

Class Participation: 35%

I expect that you will have read each article carefully and have considered its merits, limitations, and how it relates to both the other articles that we are covering on a given day as well as how it fits into the broader set of readings that we have covered up to that point. In addition to helping you prepare for each seminar discussion, this level of integrative processing will help you prepare for your prelim examinations, develop research ideas and ultimately grow as a scholar. Students who fail to be fully prepared on a regular basis contribute little to the collective learning that is essential to a good doctoral seminar and are a drag to have in class. So, be prepared! Class participation will account for 35% of your total grade.

Research Paper: 40%

Each student is required to create an independent and original manuscript relevant to design and/or management of inter-organizational relationships. This paper will account for 40% of your total course grade. There are three options for writing the paper –
(a) a conceptual paper developing a theory in the IOR domain with testable hypotheses;
(b) an empirical paper in the IOR domain utilizing data;
(c) a publishable critical literature review of some aspect of IOR;

Each of these options have their own opportunities and challenges. Unless instructed otherwise, the paper should be written using the Journal of Marketing's submission guidelines. This paper will be evaluated using the manuscript evaluation criteria employed for the review of articles submitted to the Journal of Marketing. You should carefully examine and think about these criteria as you develop your paper. Due to time restrictions, you are not required (or expected) to collect data. However, often data is available either in the form of previously used data or usable secondary data that you may have come across. You are welcome then to use the data for empirical analyses for both options (a) and (b).

In order to help craft and refine your ideas and get your papers get off to a good start, I ask that you submit some initial ideas by Week 4 and a 4-5 page paper proposal by week 8. This proposal is essentially an idea paper and should contain a problem statement, a brief literature review, and a rudimentary conceptual framework. I will review your paper and provide detailed feedback about your ideas during an individual meeting. The initial ideas and the paper proposal will not be graded.

Written Assignments/Paper Critiques: 25%

During the course of the seminar, I will be assigning several (typically 2-4) papers to critique and/or assign other writing tasks. We will discuss the formats as we progress in the seminar. Collectively, your critiques will account for 25% of your final grade.

GRADE CONVERSION SCALE

Grades in graduate courses are reported as letter grades. However, instructors may record grades for individual components of the course either as letter or numerical grades. The following grading scale will be used. Averaging of letter grades is done using the McMaster 12-point scale.

Grade	Points	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
F	0	69 and under

ACKNOWLEDGMENT OF COURSE POLICIES

Your enrolment in BUSINESS M733 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.

Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week	Date	Topic	Readings*	Assignments**
Week 1	15-Sep-20	Introduction and Overview; Methodological Issues in IOR; Research challenges - Ideation and vetting;	TBA	
Week 2	22-Sep-20	Theoretical Introduction to TCE Make vs. Buy to Hybrid forms	TBA	
Week 3	29-Sep-20	Adaptations in TCE: Safeguarding, Opportunism, Contracts		
Week 4	06-Oct-20	Extensions of TCE: Norms, Relationships, Culture	TBA	Submission of paper idea(s)
Week 5	13-Oct-20	Perspectives and Critiques of TCE	TBA	
Week 6	20-Oct-20	Reflections	TBA	
Week 7	27-Oct-20	Resource Based View (RBV) and Dynamic Capabilities	TBA	
Week 8	03-Nov-20	Governance Value Analysis	TBA	Paper Proposal Due
Week 9	10-Nov-20	Introduction to Agency Theory	TBA	
Week 10	17-Nov-20	Marketing Applications	TBA	Paper Discussions
Week 11	24-Nov-20	Marketing Applications	TBA	
Week 12	01-Dec-20	Marketing Applications	TBA	
Week 13	08-Dec-20	FINAL PAPER PRESENTATIONS		
Week 14	15-Dec-20	Final Paper Due		

* Articles, papers and other reading materials will be assigned throughout the semester. Specific materials that I want you to prepare, will be assigned at least a week before the discussions are due.

** These are tentative timelines and may be modified during the semester.