Ivey Business School

BUS 9804a – THEORIES OF MARKETING

Syllabus

Winter 2024

CLASS TIME: Mondays from 1-4pm (please see p. 4 for schedule changes, though)

LOCATION: 2125

PROFESSOR: Kersi D. Antia
Room: 2360
Office Hours: M after class, or by appointment
Tel: 519-661-4179
Email: kantia@ivey.ca

ASSISTANT: Olga Aguilar
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Tel: 519-661-2111 ext. 86177
Email: oaguilar@ivey.ca

COURSE DESCRIPTION AND OBJECTIVES

This seminar is designed to provide doctoral students with a broad exposure to the major theories in marketing and the marketing strategy literature. This exposure emphasizes coverage of classic and research in the field, but some recent developments are also covered. This course will provide you with a working knowledge of the important substantive topics and conceptual ideas that underlie historic and contemporary marketing strategy research. Given marketing strategy’s interdisciplinary roots, this course will also cover important works in related fields, including management, economics, and sociology. The major objectives are to help you (1) understand the methods and perspectives employed in the area, (2) become a more sophisticated consumer of marketing strategy-related research, and (3) identify areas for future research activity.

SCOPE OF SEMINAR

Marketing is a broad field of study, and it is impossible to cover every topic and perspective in a single seminar. This breadth of disciplinary coverage represents the conceptual and empirical breadth of the issues dealt with by marketing strategy scholars. As this is a marketing seminar, marketing journals articles account for the largest portion of our readings. I have tried to include a mix of both historic and classic readings in order to provide you with some background into where these ideas started and where they are currently headed. For students who are pursuing the marketing strategy area as an avenue for research, and for future reference, an extensive list of recommended readings is provided.

FORMAT

Twelve seminar meetings have been scheduled. A set of required readings has been assigned for each meeting. You are expected to thoroughly read and analyze all of the required readings prior to each seminar meeting. Each of you may choose particular weeks when you would be the discussion leader. The discussion leader will be expected to prepare discussion questions for specific readings.¹ A maximum of five questions should be developed to address key issues discussed in each of the assigned readings. It would also be useful to attempt to contrast/integrate the assigned readings with other topics covered in prior meetings. A copy of the questions should be distributed by e-mail to each of the seminar participants by noon of the day prior to the meeting. The discussion leader(s) will have the

¹ Given the number of seminar participants, you will likely be asked to prepare discussion questions for two meetings.
responsibilities of leading the discussion and summarizing and synthesizing the articles with some brief closing remarks.

To a large extent, the value of this seminar will depend on your level of preparation and contribution to the discussion. Course credit will be given based on quality of class participation and a term paper (see “Assignments” below).

PREREQUISITES

It is assumed that every student is familiar with the general principles of research design, measurement, and multivariate statistical analysis. I will provide additional references, readings, and sidebar discussions where necessary.

ASSIGNMENTS

You will be required to write a term paper for the seminar. The paper should be original work, and be written specifically for this seminar. An overview of the paper idea/abstract (max 3 pages double-spaced) is due February 26. The abstract should focus on what you are proposing to do (versus what others have done, or a literature review).

The final paper is due on April 8. No incompletes will be given. The specific format for this paper must be consistent with AMA conference submission stipulations – a max of 20 double-spaced pages including all tables, references, etc., with 12 point Times Roman font and 1 inch margins. The idea here is to have a manuscript that could potentially be submitted for presentation at a conference with very little additional work. You will also present your paper in class on April 1 or 8 (randomly assigned).

Your seminar grade will be determined on the following basis:

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<tr>
<th>Component</th>
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<tr>
<td>Seminar participation:</td>
<td>40%</td>
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<tr>
<td>Term paper:</td>
<td>35%</td>
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<tr>
<td>Presentation of term paper:</td>
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ENROLLMENT RESTRICTIONS

Enrollment in this course is restricted to graduate students in the Ivey PhD Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student’s home program.

ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
HEALTH AND WELLNESS SERVICES

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. See https://www.uwo.ca/health.

Students who are in emotional/mental distress should refer to Mental Health Support at https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help. Additionally, students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director or program coordinator.

ACCESSIBLE EDUCATION WESTERN

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

A FINAL WELCOME AND REQUEST OF STUDENTS

I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I consider this classroom to be a place where you will be treated with respect. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. If it is appropriate to our learning and you feel comfortable doing so, I ask that you share your unique point of view as we explore the course content.
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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>January 8</td>
<td>Seminar Overview; Role of Theory; Crafting research papers</td>
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<tr>
<td>2</td>
<td>January 15</td>
<td>A Primer on Academic Writing</td>
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<td>3</td>
<td>January 22</td>
<td>Methods in Strategy Research: Statistical Significance, Moderators, CMV.</td>
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<td>4</td>
<td>February 5</td>
<td>Market Orientation</td>
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<td>5</td>
<td>February 12</td>
<td>Transaction Cost Analysis</td>
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<td>6</td>
<td>February 26</td>
<td>Agency Theory</td>
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<td>7</td>
<td>March 4</td>
<td>Inter- and Intra-organizational Networks</td>
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<td>8</td>
<td>March 11</td>
<td>Resource-Capability Theory</td>
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<td>9</td>
<td>March 18</td>
<td>Signaling Theory</td>
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<td>10</td>
<td>March 25</td>
<td>Institutional View of Strategy</td>
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<td>11</td>
<td>April 1</td>
<td>Term Paper Presentation</td>
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<td>12</td>
<td>April 8</td>
<td>Term Paper Presentation</td>
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Session 1: Role of Theory; Crafting Research Papers

Required


Supplemental


Fisk, Donald W. and Louis Fogg (1990), "But the Reviewers are Making Different Criticisms of My Paper!" *American Psychologist*, 45 (May), 591-598.


Required


Supplemental


Required


Supplemental


Session 4: Market Orientation

Required


Supplemental


Session 5: Transaction Cost Theory

Required


Supplemental


Required


Supplemental


Required

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Session 8: Resource-Capability Theory

Required


Supplemental


Session 9: Signaling Theory

Required


Session 10: Institutional View of Strategy

Required


Supplemental


