Course Overview
While marketing is often seen as the exchange relationship between manufacturers and consumers and the activities associated with it, a significant portion of activities take place behind the scene between independent businesses who must work together to create value for all. Examples include suppliers, manufacturer, franchisors-franchisees, advertising and media firms, market research firms, logistics service providers, wholesalers, distributor, and retailers to name a few. The relationships and between these independent firms and their nuances are studied under the umbrella of business to business (B2B) relationships. This seminar will explore the conceptual and applied dimensions of B2B relationship.

The conceptual goals of this B2B seminar are to help students to:
   a) Become familiar with key aspects and works in the B2B domain.
   b) Understand the framework of conceptual and empirical research in B2B relationship.
   c) Develop research ideas in B2B domain that result in publication

Additional, more process-oriented goals are to provide students with further exposure to:
   a) The academic reviewing process
   b) The seminar discussion format
   c) Presenting ideas, concepts, and research in academic settings (see attachments for guidelines).

Course Objectives
The objective of this course is to provide a survey of concepts, frameworks, theory, research issues, and empirical research in areas related to B2B relationship. Specifically, major objectives of the course are:
   • To help you understand the scope, methods and theoretical perspectives employed in B2B literature.
   • To help you form an integrative view of these perspectives.
   • To help you clarify your own research interests, and to possibly provide you with a necessary foundation for a research dissertation in this area.

Student participation
Class participation is expected. In a PhD seminar we hope to learn as much from each of you as you do from us. We expect you will also learn a great deal from your seminar interactions with your peers.
Therefore it is critical that each of us arrive to class prepared, ready to engage, ready to learn and ready to give to each other.

Class format
The seminar will be based on readings selected from previously published works directly related to seminar topics. The seminar will include numerous opportunities for students to make presentations and actively participate in weekly seminar-related discussions. In addition, there will be a final examination designed to emulate an environment similar to doctoral comprehensive exams. Please remember, this is your seminar. The quality of your take-away will be directly related to the quality and level of effort you put forth.

The outline of the planned daily class topics and readings is provided at the end of this syllabus. However, minor modifications may be made to this outline on an as needed basis. Any such changes will be announced, in advance, in class.

It is expected that every student will attend and actively participate in every class meeting, throughout the entire semester, without exception. Being part of a doctoral program is equivalent to employment within an organization. As such, you may view us as your managers who expect you to report to work in a professional and fully prepared manner every work day (i.e., class meeting).

Class attendance
You must have an acceptable reason to miss class. You should make us aware of that reason as soon as possible. Should you miss a class, you are responsible to become aware of any modifications or announcements made during the class. You are expected to arrive on time. If you are unexpectedly late, please provide an explanation immediately after class. If you know you will be late, please let me know ahead of time. You are expected to attend every class and stay for the entire class. If you must leave early, again, let us know ahead of time.

You are responsible for all announcements made in class. Changes in the syllabus, assignments, etc. are possible and will be made in class.

Academic Integrity
Academic dishonesty includes (but not limited to): cheating, plagiarism, furnishing false or misleading information, forgery, alteration, etc. (see http://www.unt.edu/csrr/categories_of_misconduct.htm for more information). Academic dishonesty is NOT tolerated. You will be subjected to University penalties for cheating which may potentially include an F in the course and expulsion from the University. Make sure you are VERY careful not to plagiarize other author’s works. This includes web content as well. You must properly cite another’s work. Failure to do so will result in a minimum of: (1) a zero for an assignment; (2) an F in the course; (3) notification sent to the appropriate university officials.

If for some reason you feel tempted to in some way to violate the code of conduct, call me, and let’s talk. Together we can work through almost anything beforehand if we treat each other with faith and good will. After the fact, it will be much harder for me to support you, even if I wish to.
**ADA Compliance:** The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

### Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Every week</td>
<td>30</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>February 12</td>
<td>10</td>
</tr>
<tr>
<td>Research Paper</td>
<td>April 30</td>
<td>40</td>
</tr>
<tr>
<td>Exam</td>
<td>May 7</td>
<td>20</td>
</tr>
</tbody>
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### Class Participation

Students should come to class prepared to discuss the assigned articles, topics, and book chapters. Students should have prepared notes and/or outlines of the articles. However, students MAY NOT read from his/her notes when discussing an article. Students should consider the following questions when reading and evaluating articles:

1. What are the key concepts/constructs/theories of the articles?
2. What are the key definitions of the constructs?
3. What is/are the contribution(s) of the article? In other words, how does the article advance our knowledge of marketing strategy?
4. What are the strengths and weaknesses of the article?
5. What is the next logical extension of the research?
6. How does the research fit with business marketing strategy?
7. Attachment two provides a format for critiquing an article.

### Course Materials

1. Concerning readings, you will be expected to ensure you have all the readings listed in the reading list. You will be expected to use the library resources to find the articles.
2. All guidelines and other course-related materials will be made available either through handouts distributed during class or via the course Blackboard Web site.

### Research Proposal

Each student will prepare a research proposal that will be presented to the class on February 12, 2017. This proposal should serve as the foundation for your eventual research paper that is due at the end of the term. Therefore, it is imperative that the proposal be as well developed as possible.

The guidelines for the proposal are as follows:

1. No more than 3 pages (single-spaced, 12 pt. type) of text (this does NOT include an appendix of definitions or the works cited page).
2. Frameworks/Models should be in words and/or pictures.
3. The proposal should, at a minimum:
   a. Identify the research question
   b. Identify and define constructs (research variables)
c. Identify and describe the theoretical foundations for the framework/model/research

d. Describe the flow of the paper

Research Paper
Students are expected to complete a research paper by the end of the semester. The paper should be appropriate for at least a named A-Level journal (ABDC classification). The paper will stem from the Research Proposal. However, if there are major problems with the research proposal then additional topics may be considered. If you do not complete the paper by the end of the semester, you will receive an Incomplete.

*It is important that you switch your mindset from being a student to a knowledge creator.*

Exam
The exam will cover topics discussed during the course of the semester. The exam will be structured as would a student’s comprehensive exam. Therefore, students should be able to synthesize and integrate concepts from multiple topical areas.

Final grades are just that, FINAL. The end of the semester is not the time to talk to me about grades. If you are not doing well it is your responsibility to see me and try to determine how you can do better. The earlier in the semester the better.
B2B Relationship (Spring 2019)
Schedule and Reading List (may change)

1. Jan 14: Intro to B2B

Additional reading on theory building:


### 4. Feb 4: B2B Relationship - Political Economy


### 5. Feb 11: B2B Relationship – Power-Dependence Perspective


6. **Feb 18: B2B Relationship – Agency Theory Perspective**


7. **Feb 25: B2B Relationship - Channel Governance I**


8


8. **March 3: B2B Relationship - Channel Governance II**


**March 10: Spring Break**

9. **March 17: Relationship Marketing I – Relationship Marketing**


11. **March 31: B2B Relationship - Burnout, Coping, & Turnover**


12. **April 7: Organizational Buying Behavior I - Underlying Conceptual Foundations**


13. **April 14: Organizational Buying Behavior II - The Buying Center**


14. **April 21: Organizational Buying Behavior III - Some More Recent Works**


14. **April 28: B2B Relationship - Presentation**

17. **May 5: Exam II**
Attachment 1: How to structure a paper

1. Introduction
   a. Research Question
      i. What is the gap?
      ii. Why is this important?
         a. Why is this important to research and theory?
         b. Why is this important to practice?
         c. Do we have a specific citation that calls for this specific work?
      iii. How does this work answer the gap?
   b. What are the variables?
      I. Independent variables
      II. Dependent variables
      III. Moderators
   c. What are the theoretical foundations?
   d. Briefly introduce the flow of this paper.

2. Literature review
   a. Organization
      I. Are there paragraphs to address each variable?
      II. Are there paragraphs to address the theory?
      III. Are there paragraphs to address the moderator?
      IV. Is there a paragraph that supports the method?
      V. Is there a paragraph that supports the sample?
      VI. Is the research gap clear?
      VII. Are there paragraphs that do not support one of the above directly? If so, remove those paragraphs.
      VIII. Are the hypotheses clear?
   b. Theory Foundation
      I. Is this a new theory? If so, is this under some other theory?
      II. Is this paper whose goal is to apply theory in a new context, e.g., we think TCE could be expanded to supply chain, therefore we take an initial step by examining in this context?
      III. Or is this a paper about finding a theory to fit an observed issue, e.g., we are studying resiliency, what theory would allow us to study resiliency? How do we show that in this context?
   c. Context for the investigation
   d. Broader context

3. Method
   a. Why this method?
   b. What is the sample? What is the sample frame?
   c. What type of analysis? – qualitative, quantitative, experiment, modeling, triangulation
   d. What are the hypothesis/propositions/phenomena categorization
   e. What is the model/framework?

4. Result
   a. Hypothesis
b. Results in the context

c. Results beyond the context – other contexts

5. Discussion

a. Did we specifically address the research question(s)?

b. Implication for theory
   I. Intellectual merit
   II. Extension to theory
   III. Generalizability

c. Implication for practice
   I. Impact
   II. Broader impact

d. What are the limitations?

e. What are the future extensions?
Attachment 2 GUIDELINES FOR CRITIQUING AN ARTICLE

1. Positioning of the Research
   a. What is the nature and importance of the research question?
   b. Is the research question (or research purpose) clearly identified?
   c. What is known about the research question from the prior literature (theoretical and/or empirical)?
   d. What is not known and why?
   e. How is the proposed study unique? In what way(s) will it go beyond existing research? How will it advance knowledge and contribute to the literature?
   f. Does the theoretical grounding of the research make sense
   g. What are the hypotheses or predictions? What is the conceptual rational for each hypothesis? Does each hypothesis relate logically to the research question(s)? Does each hypothesis emerge logically from the theoretical base?

2. Methodology
   a. Sample: what population (of persons, departments, organizations, economies, societies) are being studied and why? Is the sampling procedure appropriate?
   b. Research design: what type of methodology (e.g., experiment, cross-sectional, longitudinal, correlational study) is being used? Is it appropriate to answer the research question(s)?
   c. Measurement of Variables: How are each of the variables measured? Is the measurement procedure appropriate? What evidence is provided regarding the validity and the reliability of all measures?
   d. Data Collection: How were the data collected? Is this procedure appropriate?
   e. Data Analysis: What statistical analyses are used to examine each hypothesis? Are they appropriate?

3. Results and Discussion
   a. Do the results follow logically from the statistical analysis? (make sure that the discussion of the results doesn’t extend beyond what the statistical results implied)
   b. Does the discussion include theoretical and managerial implications?
   c. What are the limitations of the research? Are they discussed fully?
   d. What are the directions for future research?
   e. Has the contribution promised been achieved?
   f. Has the research question been answered?

4. References
   a. Are citations properly used in the article?
   b. Are all citations referenced properly?

Note: The guidelines presented work well for quantitative and conceptual articles. Need to be adapted to qualitative, modeling methodologies.