



Cleveland State University
EngagedScholarship@CSU

[ETD Archive](#)

Spring 1-1-2020

The Rms Framework of Academic Marketing Research Productivity

Kevin A. Flynn
Cleveland State University

Follow this and additional works at: <https://engagedscholarship.csuohio.edu/etdarchive>
How does access to this work benefit you? Let us know!

Recommended Citation

Flynn, Kevin A., "The Rms Framework of Academic Marketing Research Productivity" (2020). *ETD Archive*. 1194.
<https://engagedscholarship.csuohio.edu/etdarchive/1194>

This Dissertation is brought to you for free and open access by EngagedScholarship@CSU. It has been accepted for inclusion in ETD Archive by an authorized administrator of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.

THE RMS FRAMEWORK OF ACADEMIC MARKETING RESEARCH
PRODUCTIVITY

KEVIN A. FLYNN

Bachelor of Science
United States Naval Academy
May 1993

Master of Business Administration
Case Western Reserve University
May 2000

Submitted in partial fulfillment of requirements for the degree

DOCTOR OF BUSINESS ADMINISTRATION

at the

CLEVELAND STATE UNIVERSITY

December 2020

© COPYRIGHT BY KEVIN A. FLYNN 2020

We hereby approve this dissertation for

KEVIN A. FLYNN

Candidate for the Doctor of Business Administration degree for the

Department of Marketing

and the CLEVELAND STATE UNIVERSITY'S

College of Graduate Studies by

Committee Chairperson, Dr. Ashutosh Dixit

Marketing, July 25, 2020

Committee Member, Dr. Rajshekhar Javalgi

International Business, July 27, 2020

Committee Member, Dr. Kimberly Neuendorf

Communications, July 27, 2020

Committee Member, Dr. Fengxia Zhu

Marketing, July 27, 2020

5/15/2020

Student's Date of Defense

ACKNOWLEDGMENT

I want to thank the entire dissertation committee, Dr. Dixit, Dr. Neuendorf, Dr. Javalgi, and Dr. Zhu for their guidance during this dissertation process. I also would like to thank my wife Laurel for your love, patience, and support without her this would have been impossible.

THE RMS FRAMEWORK OF ACADEMIC MARKETING RESEARCH

PRODUCTIVITY

KEVIN A. FLYNN

ABSTRACT

The goal of this dissertation is to provide a thorough grasp of exceptional academic marketing research productivity in the leading academic marketing journals (The Journal of Marketing, The Journal of Marketing Research, The Journal of Consumer Research, and Marketing Science). Producing strong academic marketing research in the leading journals benefits society, academic institutions and individual students and scholars. However, this task is difficult, success is rare, and competition is fierce for limited spots in each journal addition. This research will explore three research questions that deal with accomplishing the task of publication in a leading marketing journal:

1. How do resources acquired from Ph.D. training, academic affiliation, and academic collaborations impact academic marketing research productivity?
2. How does intrinsic motivation impact academic marketing research productivity?
3. How does a strategy utilizing cosmopolitan collaboration impact academic marketing research productivity?

To tackle these questions, this dissertation will develop a conceptual structure including Resources, Motivation, and Strategy, known as the RMS framework. This framework will benefit academic researchers and department chairs looking to increase publication performance in top academic marketing journals. In line with the second and third research questions, the second objective is to develop a managerially focused

framework and propositions that are needed for RMS adoption considerations. This study may make an important theoretical contribution to the field of marketing via creation of the RMS framework. Based on a thorough review of literature, this dissertation develops a definition of RMS. This research then integrates relevant factors that influence adoption of RMS by individuals to propose a conceptual framework and five hypotheses. This dissertation empirically tests the five hypotheses using data collected from a questionnaire, then analysis using multiple regression and binary logistic regression and then presents findings. Finally, after collecting data and analysis of the results this dissertation provides conclusions, theoretical implications, managerial implications, limitations, and avenues for future research.

TABLE OF CONTENTS

	Page
ABSTRACT	v
LIST OF TABLES	xi
CHAPTER	
I. INTRODUCTION	Error! Bookmark not defined.
1.1 The Importance of Academic Marketing Research	2
1.2 Benefits to Academic Parties	8
2. Background	11
2.1 The Origins of Academic Marketing Research	11
2.2 Trends in Academic Marketing Research in U.S. University	15
2.3 Trends in Academic Marketing Research Output per Scholar	17
3. Research Questions	18
II. LITERATURE REVIEW	Error! Bookmark not defined.
2.1 Resources	20
2.2 Motivation	25
2.3 Strategy	32
2.4 Barriers to Academic Marketing Research Productivity	44
2.5 Gaps in the Literature	48

III. CONCEPTUAL FRAMEWORK.....	49
3.1 Theoretical Background.....	49
3.2 RMS Conceptual Framework	54
3.3 Hypotheses.....	55
3.4 Resources	56
3.5 Motivation.....	65
3.6 Strategy	68
IV. METHODOLOGY.....	Error! Bookmark not defined.
4.1.1 Data.....	74
4.1.2 Method One: Multiple Regression.....	76
4.1.3 Method Two: Binary Logistic Regression.....	76
4.2 Research Design	77
4.2.1 Dependent Variable Multiple Regression	77
4.2.2 Independent Variables	79
V. ANALYSIS & RESULTS.....	86
5.1 Hierarchical Multiple Regression Predicting Publication Productivity.....	87
5.2 Binary Logistic Regression Publication in a Leading Academic Marketing Journal Yes or No	89

5.3 Binary Logistic Regression Four or More Publications in Leading Academic Marketing Journal.....	95
5.4 Revised Conceptual Framework	101
VII. CONCLUSION.....	103
6.1.1 Theoretical Contribution.....	105
6.1.2 Managerial Contributions	112
6.1.3 Empirical Contributions.....	114
6.2 CONCLUSION	114
6.2.1. Limitations.....	117
6.2.2 Future Research Agenda.....	120
REFERENCES.....	122
APPENDICES.....	150
A. Questionnaire.....	150
B. Descriptive Statistics.....	178
C. Selected Research on Resources, Motivation and Strategy	178
D. Key and Scale Construction	182
E. Rare Events Regression.....	188
F. Academic Affiliation Removed from Regression	189
G. Sacred Spark Interaction with Resources	192
H. Years since Graduation from PhD. Training.....	193

I. Selected Pilot Study Comments 194

J. Selection of Qualitative Answers from Survey Respondents (*article count includes journal articles published or accepted JM, JMR, JCR, and MKS from 2009 to 2019*) 195

LIST OF TABLES

Table	Page
I. Literature Review	174
II. Hierarchical Multiple Regression.....	87
III. Binary Logistic Regression Publication in a Leading Marketing Journal	91
IV. Classification Results Binary Logistic Regression Publications	92
V. Binary Logistic Regression Prediction of Four or More Publications.....	97
VI. Classification Results Binary Logistic Regression Four or More	98

LIST OF FIGURES

Figure	Page
1. RMS Conceptual Framework	54
2. Graphical Representation of H1.....	58
3. Graphical Representation of H2.....	62
4. Graphical Representation of H3.....	65
5. Graphical Representation of H4.....	68
6. Graphical Representation of H5.....	70
7. Model 1 Hierarchical Multiple Regression Publication Productivity.....	88
8. Model 2 Publication in a Leading Marketing Journal Logistic Regression.....	90
9. Model 3 Binary Logistic Regression Four or More Publications	96

CHAPTER I

INTRODUCTION

Academic marketing research benefits society, businesses, universities, individual students and professors (Averch, 1989; Fielden & Gibbons, 1991; Hunt, 1983; Johnes, Taylor, & Francis, 1993; Lincoln, & Guba 1985; Mohrman & Baker, 2008; Outhwaite, 1983; Page & Mohr, 1995; Spake & Harmon, 1998; Soley & Reid, 1983; Weis, 1990). It is no surprise then that many marketing professors attempt to publish research to share in the benefits of creating new useful knowledge (Chen, Gupta, & Hoshower, 2006; McAlister, 2005). This knowledge is often disseminated in the leading peer reviewed marketing journals consisting of The Journal of Marketing (JM), The Journal of Marketing Research (JMR), Marketing Science (MKS), and The Journal of Consumer Research (JCR) (McAlister, 2005; Seggie & Griffith, 2009). And yet, on average the production level per professor is near one article in one of the leading marketing journals during an entire career (Seggie & Griffith, 2009; Swan, Powers, & Bos, 1999). Acceptance rates are low, less than 10 in 100 submissions to leading marketing journals are published (Summers, 2001; Wilkie et al., 2006). An explanation of this phenomena is that there is a finite number of top journal spots and a growing number of professors attempting to publish in those journals (Fanelli & Larivière, 2016; Mott-Stenerson, 2005;

Wilkie & Moore, 2003). In addition, the quality and rigor required to publish in the most prestigious academic journals has increased (Wilkie et al., 2003; Zivney & Bertin, 1992). And yet, there is a small group of professors who produce an extraordinary amount of top-level publications (Seggie & Griffith, 2009; Talukdar, 2011; Zivney & Bertin, 1992). This skewed pattern is the center of my dissertation research. In particular, this research will explore the factors that result in productivity in leading marketing journals including extraordinary levels. These factors include publication strategy, individual motivations, and internal and external resources helpful in producing extraordinary levels of top-level marketing research. In addition, I hope to uncover mitigating factors that hinder research productivity. This knowledge in turn can be utilized by universities, departments, and individual scholars to increase academic marketing research productivity.

This research provides a framework that can assist university marketing departments both better understand the impact these factors have on research productivity and to aid policy decision making. Specifically, this research will explore how academic resources, individual motivation, and publication strategy impact productivity in the leading marketing journals. This exploration will produce a framework known as the Resource Motivation Strategy Framework, RMS, that explains and predicts extraordinary academic marketing research productivity by exploring how academic resources, motivation, and strategy relate to publication in JM, JMR, MKS and JCR.

1.1 The Importance of Academic Marketing Research

Academic marketing research is important to society, businesses, universities, business schools, business departments, individual scholars, and business students (Long et al., 1998; McAlister, 2005; Seggie & Griffith, 2009; Wilkie & Gardner, 1974; Wilkie &

Moore, 1999). Valuable knowledge is produced and disseminated to different stakeholders who gain from theories, observations, explanations, and methods that they can apply to their endeavors. This dissertation will discuss the impact of research on society, then on businesses, followed by universities and individuals.

1.1.1 Benefits to Society

Marketing research conducted by business schools and their faculties play an integral part in society by delivering new valuable knowledge that contributes to societal success and policy making (AACSB, 2008; Lavidge, 1970; Wilkie & Gardner, 1974; Wilkie & Moore, 1999). Without business schools less independent marketing research would be conducted and shared by business practitioners reducing the growth of knowledge in the field (AACSB, 2008; Grey, 2001). The lack of independence of private and public firms would hinder the dissemination of knowledge because companies would conceal proprietary results and findings to capitalize on the information (AACSB, 2008; Yussuf, 2008). Academic business research adds to society's collection of knowledge for the use of society in general (Hunt, 1983; Lincoln & Guba 1985; Outhwaite 1983; Wilkie & Moore, 1999). Society also benefits from business research by helping policy makers formulate decisions (AACSB, 2008; Shugan, 2002; Wilkie, Desrochers, & Gundlach, 2002). For example, public policy is influenced by articles published in marketing journals such as the *Journal of Public Policy & Marketing* (AACSB, 2008) and the *Journal of Marketing Research* is utilized by policy makers as well (Huber, Kamakura, & Mela, 2014). Business school research helps society understand communal forces at work and corporation-specific procedures (AACSB, 2008; Polonsky & Ringer, 2012). Clearly

society benefits from academic marketing research as well in the same way that the economy benefits from academic marketing research.

1.1.2 Theories

Academic marketing research has produced theories that benefit society, industry, and individuals (Barwise, 1995; Bass & Wind, 1995; Moorman, van Heerde, Moreau, & Palmatier, 2019). Within all academic research the value derived from new theories sometimes takes many years to materialize, but eventually society benefits from some of the new knowledge. Business school marketing and management scholars have produced new theories that have been leveraged by practitioners in the field to drive greater profits, produce better services, and products and enhance the lives of their customers (Barwise, 1995; Bass & Wind, 1995; Moorman et al., 2019). The AACSB (2008) classifies three domains where business theories contribute to society – improving management practices, adding to business discipline knowledge base, and pedagogical research. Likewise, academic marketing theories can provide a positive impact to business students' knowledge when these theories are disseminated in the classroom with accompanying PowerPoint presentations (Moorman, van Heerde, Moreau, & Palmatier, 2019). In addition, academic marketing theories can benefit companies through seminars where theory is diffused to the greater public (AACSB, 2008). The AACSB also notes that pedagogical contributions from theories stem from manuals, articles, text, and other materials utilized on campus in business schools (AACSB, 2008). Production of new theories and models helps practitioners do better work and academics develop more theories to better explain and predict the business world (Bass et al., 1995; Barwise,

1995). These theories also benefit the economy, as these theories are applied by business, the next topic of this dissertation.

1.1.3 Economic Prosperity

Academic marketing research productivity contributes to economic growth through firm creation (Bania, Eberts, & Fogarty, 1993), improving firm efficiency and effectiveness, and aiding societal cohesion (AACSB, 2008; Layton, 2009). The production of new business knowledge allows firms to tap into innovation that is linked to greater prosperity – for example Bloom et al (2005). discovered better management is correlated with profitability and sales growth in Japan, North America, and the European Union (Bloom et al., 2005). Scholars who produce such research are also able to transfer knowledge to their students, for example managers who are MBA graduates are able to produce higher return on assets than managers without the benefit of MBAs (Bertrand and Schoar, 2003). Indirectly, the greater prosperity stemming from knowledge creation among marketing scholars contributes to social well-being because economic growth yields economic security and therefore benefits society in general (Friedman, 2006). The creation of new knowledge from academic research has had an immense positive impact on modern society and national economies (Holm-Nielsen, 2002). Academic research improves economic performance by unlocking innovative production and commercialization gains (Holm-Nielsen, 2002). The Organization for Economic Co-operation and Development states core long-term growth rates in OECD economies hinge on maintaining and growing the business knowledge (OECD, 1998). Regional economies benefit from academic research as well (Goldschlag et al., 2016; Rothwell, 2012). Having a strong research institution can also help struggling regions bring in Federal spending,

for example, the University of Rochester helped drive local growth by attracting \$1.9 billion in Federal grants (Moore, 2012). This spending has helped fuel growth in the city of Rochester and lead to this institution becoming the largest employer in the metropolitan area (Moore, 2012). Similar economic benefits from universities were realized in Pittsburgh and San Diego (Moore, 2012). In a Brookings Institute article, the presence of a top research university has been linked to higher median income and above average patenting rates than in areas without this presence (Rothwell, 2012). In addition, academic researchers have helped spawn new economic sectors such as Biotech and Nanotech (Zucker & Darby, 1996). In another study, Toivanen and Väänänen found research universities in Finland were linked to increases in the number of inventions (Toivanen & Väänänen, 2016). This trend is also born out in patents, a study on the impact of academic marketing research found journal articles were cited in 1,156 patents (O’Leary, 2009). Research produces innovation – promising ideas – that can be shared without being depleted leading to exponential improvements in society (Kaminska, 2017). Clearly academic marketing research helps drive economic growth and prosperity. Managers often share in this benefit, the next topic of this dissertation.

1.1.4 Business Managers

Academic business research has had helped managers make better decisions and deal with challenges and complexity by providing new models, methods, frameworks, and measures (Aaker, 1970; Bass, 1995; Varadarajan, 2003). For example, in marketing, research from academic scholars such as Aaker and Keller have helped firms better manage brands (AACSB, 2008). Similarly, managers have achieved marketing and profitability goals utilizing the conjoint analysis tool developed by university professors

Green and Rao in 1971 to improve performance (Ankers & Brennan, 2002). In addition, managers can apply general academic marketing research findings to their firm's particular challenges (Varadarajan, 2003). Academic marketing research can also help practitioners identify superior marketing models and warn them of the shortfalls of alternative models (Bendle, Bagga, & NastasoIU, 2019). The use of marketing research has helped practitioners understand consumer behavior and subsequently improve marketing decision-making (Aaker, 1970). Business professionals have clearly benefited from academic marketing research, and this is also true of individuals scholars producing this knowledge consumed by firms. These benefits translate into shareholder value gains for firms, the next topic explored in this dissertation.

1.1.5 Firms

Just as individual managers benefit from academic marketing research, so too do firms due to enhanced marketing capabilities (Krasnikov & Jayachandran, 2008; Srivastava, Shervani, & Fahey, 1998). There are studies in the marketing literature that help firms quantify the return on investment of marketing spending (Seggie, Cavusgil, & Phelan, 2007; Seggie, et al., 2009). Academic research has linked marketing to financial returns (Rust, Lemon, & Zeithaml, 2004). Other investigations include scholarship on the relationship between improving marketing capabilities and increasing shareholder value (Krasnikov, & Jayachandran, 2008). In addition, concepts such as customer lifetime value (Jain & Singh, 2002; Kumar & Reinartz, 2016) and managing customer relationships, acquisition, and retention help firms increase earnings by adopting strategies that increase revenue and profit growth (Kumar, et al., 2016; Zuckerman, 1967). Clearly, academic marketing research is important to firms helping build

shareholder value through increased sales and profits. Academic marketing research is important within institutions as well, the focus of the next part of this research.

1.2 Benefits to Academic Parties

1.2.1 Students

Business research helps business students with practical business skills in many functional areas including management, operations, finance, HR, and marketing leading to personal economic security (Bass et al., 1995; Hunt, 1976). Academic business research benefits students of business and management by providing improved courses, teaching and curricula (AACSB, 2008). Professors who participate in academic research pass the stringent thinking process on too many of their students, who can then apply these frameworks to business challenges upon graduation (Demski & Zimmerman, 2013). Individual students also benefit from professors' pedagogical research which results in sophisticated learning materials, books, and software (AACSB, 2008). These benefits translate into more economic security for individual students, for example, in a Pew Research Center study, those with a bachelor's degree in business saw their inflation adjusted income increase in aggregate by \$1,300 between 1984 and 2009 (Fry, 2014). The gains were even higher for those with a master's degree, \$1,500, and a professional degree, \$3,400 (Fry, 2014). In contrast income declined during this same period for those without college degrees (Fry, 2014). On a household level, the Pew Research Center found by examining U.S. Census data those with college degrees now account for nearly half of all aggregate income (Fry, 2013). Clearly, individual students benefit from exposure to the fruits of marketing academic research productivity.

1.2.2 Scholars

Marketing research productivity is important for individual scholars because this measure of performance is considered in hiring, promotion, tenure and recruiting of academic marketing professors (McAlister, 2005; Page & Mohr, 1995; Runyan et al., 2013; Seggie & Griffith, 2009). In fact, the potential to produce high quality marketing research is a key criterion used by top universities when evaluating candidates for a first academic assignment (Spake & Harmon, 1998). As a professor's career unfolds actual academic marketing research production is a key element evaluated by departments when granting tenure and promotion in rank (McAlister, 2005; Seggie & Griffith, 2009). Finally, marketing academic productivity is a key factor influencing a professor's status among their peers, the more high-quality research produced generally the more prestige is tied to that individual (Seggie & Griffith, 2009). It is evident that academic marketing research plays a paramount role in the career arc of a marketing professor at a research university and it is no surprise that this measure also influences the status of marketing departments.

1.2.3 Marketing Departments

Academic marketing research productivity at a departmental level is crucial to department rankings (Runyan & Hyun 2008; Spake & Harmon 1998) which in turn influences funding, recruitment, and departmental prestige. As productivity in the leading marketing journals increases, the departments rankings improve (Albers, 2009; Runyan et al., 2013). These rankings are very important because Department rankings are sometimes tied to donations from corporations and alumni (Runyan et al., 2013) and help attract both top scholars and the most promising Ph.D. candidates (Williamson & Cable,

2003). In addition, academic marketing research productivity is sometimes utilized by universities to decide funding allocations (Runyan et al., 2013). The reason some universities are willing to use research productivity as a criterion for allotting funding is that this output can have a major bearing on an institutional level.

1.2.4 Universities

Academic marketing research benefits business schools and universities for many reasons (Price, 2014; Siemens et al., 2005; Soutar et al., 2015; Weis, 1990). Universities that produce world class research often receive funding based on academic research productivity as research is tied to perceived quality (Dobele & Rundle-Theile, 2015; Price, 2014). Prestige accrued from publications builds up the perceived value among applicants allowing the university to charge higher tuition (Becker, Lindsay & Grizzle, 2003; Price, 2014). A strong body of research also has the effect of attracting top post-graduate students, post-graduate fellows, strong international research faculty and research partners (Price, 2014; Siemens et al., 2005). In a study by Becker, Lindsay, and Grizzle, the authors concluded that students are drawn towards universities with strong research records, which leads to more and better qualified applicant pools to choose from (Becker, Lindsay, & Grizzle, 2003). Publication success can also lead to an improvement in a university's competitive position (Mudambi, Peng, & Weng, 2008). In addition, academic research production can be the deciding factor in how resources are allocated within a university and how external funding decisions are made (Spake & Harmon, 1998). Academic marketing research clearly benefits universities from funding, student attraction and staff attraction standpoints; next the background and history of academic marketing research are examined.

2. Background

The dissertation will briefly review the origins and historical trends of academic marketing research productivity. First academic marketing research origins are discussed, followed by the evolution of marketing research into a science including trends in overseas marketing research. Finally, individual productivity patterns are highlighted.

2.1 The Origins of Academic Marketing Research

Wilkie and Moore (2003) explored the history and origins of academic marketing scholarship. Before 1900, what today is known as marketing fell under economics (Wilkie & Moore, 2003). This period saw a focus on describing marketing practices and their impact on society (Shaw, 1912). After 1900, professors saw the need for more research in marketing distribution than the economic discipline was willing or able to provide (Wilkie et al., 2003). Bartels (1951, 1988) points out that many schools nationwide began to offer courses in marketing subjects between 1910 and 1920 – for example, distribution and regulation was offered at the University of Michigan while product marketing was taught at the University of Pennsylvania (Bartels, 1951; Wilkie et al., 2003). As the field grew in this time period three approaches to the process of marketing research emerged, the institutional approach, the commodity approach, and the functional approach (Bussiere 2000; Savitt 1990). In addition, the *Journal of Retailing* was launched in mid 1920s beginning the long history of marketing research publications (Bartels 1988; Kerin 1996). This foundation served to propel marketing research into the mass consumer era.

After the 1920s, academic marketing research entered a new phase to meet the demands of mass production and mass consumer demand - a shift from society concerns

to management improvements (Hollander, Rassuli, Jones, & Dix, 2005; Wilkie & Moore, 1999). From the 1930s to the 1950s academic marketing research sought to decipher complex distribution systems and understand how to influence mass market demand (Jones, & Monieson, 1990; Wilkie et al., 2003). During this three decade period marketing became a formalized subject in business schools (Sheth, 1985; Wilkie et al., 2003). In the mid-1930s the Journal of Marketing was founded as was the American Marketing Association (Bartels 1988; Kerin 1996). In this era of academic marketing research, the functional theory of marketing became paramount (Sheth, 1985; Wilkie et al., 2003). The functional theory of marketing focused on how efficiently different marketing functions were performed and was subcategorized into three bodies of knowledge (Egan, 2008; Wilkie et al., 2003). The first area of the functional school of thought was concerned with supplier activities, the second was exchange between buyers and sellers, and the third was supporting marketing activities (Sheth, 1985; Wilkie, et al., 2003). This functional focus was based on economic theory (Bartels, 1988; Wilkie, et al., 2003). This era of academic marketing research focused on describing marketing phenomena and organizations (Grether, 1976; Wilkie, et al., 2003). Underlying this functional focus was a belief that improving marketing performance would benefit society and lead to economic prosperity (Wilkie, et al., 2003). The era after WWII built on the function focus with theory development.

The next shift in academic marketing research was from studying marketing functions to creating theories of marketing and managerial marketing help. From the 1950s to the 1980s academic marketing research evolved from studying marketing functions to focusing on theory development and helping marketing managers excel in

their jobs (Bartels, 1951; Hunt, 1976; Myers et al., 1980; Shaw, & Jones, 2005). In this timespan, academic marketing research explored the impact of several phenomena such as massive population growth, highway transportation improvements, suburbanization, and mass advertising through the medium of television on marketing (Wilkie et al., 2003). Academic marketing research responded to these societal shifts with a large volume of concepts to help businesses manage in this changing environment. Many important marketing concepts were pioneered in the 1950s including brand image (Gardner & Levy, 1955), segmentation (Smith, 1956) and the marketing concept (McKitterick, 1957). In the next decade marketing research produced more concepts such as the 4 P's (McCarthy, 1960) as well as marketing myopia (Levitt, 1960), the marketing mix (Borden, 1964) and marketing management (Kotler, & Levy, 1969) that had profound influence on business (Wilkie, et al., 2003). The field of consumer behavior within marketing expanded as researchers continued to study the reasons why consumers reacted in the marketplace (Malhotra, 2013; Wilkie, et al., 2003). The theoretical and managerial contributions of this era solidified academic marketing research standing among business topics and led to more advanced analysis techniques.

The period from 1950 through 1980 sharpened marketing research techniques. The *Journal of Management Science* began in 1954 and helped efforts to add more mathematical and scientific rigor to business school research (Lehmann, McAlister, & Staelin, 2011; Wilkie, et al., 2003). Marketing research techniques benefited from industry support and technological advances in computer power. For example, the Ford Foundation began a prolonged effort to add the scientific method and sophisticated analysis into business research efforts, as well as in business doctoral Ph.D. training in

order to elevate the utility of business research (Danneels & Lilien, 1998; Wilkie et al., 2003). These efforts resulted in shifting the focus of business lectures from descriptions of past activities to understanding and explaining marketing phenomena in order to improve future business performance (Shankar, 2009; Wilkie, et al., 2003). The computer helped with this movement by making modeling approaches feasible, allowing professors to analyze vast volumes of data to glean insights and new marketing concepts (Danneels, & Lilien, 1998; Wilkie et al., 2003). During this era of growing analytical sophistication, the number of marketing institutions increased as well.

In addition to new computing tools and rigorous scientific techniques academic marketing research also benefited from the creation of important institutes in the 1950 to 1980 time period (Bloom, 1987; Montgomery, 2014; Wilkie et al., 2003). Notable organizations created during this era include the Marketing Science Institute, the Institute of Management Science, as well as the Association for Consumer Research (Montgomery, 2014; Wilkie, et al., 2003). These institutes provided resources that helped academic thinkers work with firms to advance marketing theory and practice (Bloom, 1987; Kerin, 1996). As with increases in rigor, the proliferation of marketing institutes was accompanied by an explosion in marketing concepts during this era.

The shift from societal concerns to management improvements characterized the 1950 to the 1980 era in marketing research, where more polished research benefited firm performance by providing actionable concepts and theories such as marketing segmentation, SWOT analysis, and segmentation, targeting and promotion (Moorman et al., 2019; Tadajewski & Jones, 2014; Wilkie et al., 2003). However, by the 1970s works exploring social marketing emerged (Tadajewski & Jones, 2014; Wilkie et al., 2017). As

with earlier eras of academic marketing research, the next phase of marketing thought and research shifted, moving from improving rigor to applying techniques to subspecialties.

The fourth era of marketing research spans the 1980s to the present day and is characterized by specialization within subfields of marketing research (Lamberton & Stephen, 2016; Wilkie et al., 2003). Marketing publications with narrower focus emerged including the marketing subspecialties such as selling, public policy, psychology, and innovation (Baumgartner & Pieters, 2003; Shaw & Jones, 2005; Wilkie, et al., 2003). As well as subfields in marketing research, another trend emerged in the latest era, that of increasing contributions from non-US based academics to the literature.

2.2 Trends in Academic Marketing Research in U.S. Universities

Globalization has had an impact on the composition and academic marketing research productivity levels of U.S. universities (Stremersch & Verhoef, 2005). For example, when China transitioned from the leadership of Mao Zedong to Deng Xiaoping new policies allowed Chinese scholars to study in the U.S. (Mediocre academic researchers should be wary of globalization, 2017). This policy resulted in Chinese students accounting for the majority of all foreign students in the U.S. by the end of 1980s. This trend had an impact on academic productivity. For example, the Chinese students who studied mathematics tended to partner with Chinese – American professors – which lead to an increase in research productivity among this demographic, and greater competition for the non-Chinese American math professors (Mediocre academic researchers should be wary of globalization, 2017). A similar influx of mathematicians from the former Soviet Union increased the supply of these types of experts in the U.S.

leading to a previously unheard-of 12 percent unemployment rate among mathematics graduates (Mediocre academic researchers should be wary of globalization, 2017). Globalization trends were mimicked in academic marketing departments and research productivity. Just as in other fields, more international students came to the U.S. and studied in marketing Ph.D. programs during the 1980s and 1990s. Eventually by 2002, these scholars authored the preponderance of marketing research articles (Stremersch & Verhoef, 2005; Wilkie, et al., 2003). Some of these scholars trained in America remained in the U.S. while others moved to universities overseas – an exodus that inevitably led to higher levels of foreign publication production (Brown, Chan, & Lai, 2006; Manton, & English, 2007; Wilkie, et al., 2003). The need to publish led to more alliances among authors, fewer papers were published from 1980 onward by single writers, and multi-author papers increased during this era (Brown, Chan, & Lai, 2006; Manton, & English, 2007; Wilkie, et al., 2003). In addition to the per author per paper ratio increasing, the size and frequency of journals rose during this era (Wilkie, et al., 2003). Furthermore, marketing research saw increasing levels of analytical sophistication within journal entries (Malhotra & Peterson, 2001; Wilkie, et al., 2017). Authors tapped into big data available from the internet and analyzed this information using complex statistical software to produce ever increasing granular insights and findings (Wilkie, et al., 2003; Žák, 2015). Yet another phenomenon in the modern era of marketing was the increasing importance of journal rankings (Wilkie, et al., 2003). Rankings are driven by the need to cope with the sheer number of articles the 117 marketing journals publish each year (Wilkie, et al., 2003). The benefit of ranking journals is that this allows academics to keep abreast of the best new ideas in the field without having to read every article

(Baumgartner & Pieters 2003). The trends in the modern era of globalization and journal rankings have opened up collaboration opportunities and impacted per scholar research output.

2.3 Trends in Academic Marketing Research Output per Scholar

Studies of average academic marketing research publication rates in the leading marketing journals defined by Seggie and Griffith (2009) as the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, and *Marketing Science*, point to rates that hover below 1.0 articles per year per scholar (Seggie & Griffith, 2009). Other studies that focused on absolute counts of articles in the leading management journals show similar trends of low overall productivity (Long et al., 1998). In addition, Dembkowski et al. (1994) pointed out nearly 8 out of 10 authors only published a single article among the four leading marketing journals during their career (Dembkowski, Diamantopoulos, & Schlegelmilch, 1994). As the number of marketing professors has expanded and the required complexity of academic marketing research has increased over the eras the number of leading marketing journals has remained at four, with only a few more issues per year, and this has had an impact on per scholar output. These factors along with the maturing of the field have led to relatively low output per scholar except in the case of a few exceptionally productive professors. An emerging trend in research productivity may be that productivity gains depend on the maturity of the subject area (Bloom, Jones, Van Reenen, & Webb, 2017). In some research areas the level of research productivity is declining abruptly while the number of qualified scholars is rising substantially (Bloom et al., 2017). Bloom et al. (2017) provides the example of Moore's law, for example, today in order to double a computer chip's capability 18 times more

researchers are required for this achievement than during the 1970s. The authors make the point that large increases in academic effort is needed to counter diminishing levels of academic research productivity (Bloom et al., 2017). This may be due to what stage of growth an area of research inhabits. For example, a research area in the mature stage may require more and more effort to extract modest innovation from, while a novel area of research at first may result in substantial gains from the same level of effort (Bloom et al., 2017). As mentioned earlier in this dissertation, the rigor and sophistication of academic marketing research has increased, as have the number of marketing journals and the number of marketing professors, but the number of top-level journals has remained the same. These factors along with the maturing of the field have led to relatively low output per scholar except in the case of a few exceptionally productive professors. This phenomenon lead to this dissertation's research questions.

3. Research Questions

The goal of this research is to furnish a thorough understanding of the factors and conditions that lead to publication productivity in the leading academic marketing research journals. This paper will focus on the following research questions to improve our understanding of what drives academic research productivity in an academic marketing department setting:

1. How do resources acquired from Ph.D. training, academic affiliation and coauthorships impact academic marketing research productivity?
2. How does intrinsic motivation impact academic marketing research productivity?

3. How does a strategy utilizing cosmopolitan collaboration impact academic marketing research productivity?

To answer these critical questions this dissertation will focus on creating a new academic marketing research productivity framework that draws from several marketing concepts framed through the lens of the Research-based view of the firm. This dissertation will develop a conceptual framework (RMS) useful for marketing departments. A marketing department chair will be able to set up better conditions for existing staff using this framework. In addition, the department can utilize the research to make predictions relating to hiring new scholars with a high likelihood of superior production. Based on an empirical approach and a rigorous literature review this research will develop a definitive academic marketing research productivity framework. Key factors impacting productivity will be integrated into an overall conceptual framework. This framework will be validated using data from a survey of marketing professors. Finally, implications, limitations and conclusions will be discussed as well as avenues of future research. However, before turning the focus to the research questions in subsequent chapters, first a thorough review of academic marketing research productivity factors is in order.

CHAPTER II

LITERATURE REVIEW

The literature on academic marketing research productivity is wide ranging. In this chapter, the most relevant research on marketing and management academic research productivity is discussed. The factors explored in the literature of academic research productivity include several rich areas that will be examined in turn (Katz & Martin, 1997). First, the literature on academic resources stemming from Ph.D. training, affiliation and coauthorships will be presented. Next, the motivation of authors, and whether a researcher is motivated by external or internal drives will be discussed. Thirdly, authors have attempted to identify strategies that can lead to higher productivity, and in particular trends in cosmopolitan co-authorship that sometimes aid research productivity efforts but at other times incur costs eclipsing benefits will be examined. In the following pages of this chapter, each category is considered in turn.

2.1 Resources

2.1.1 Ph.D. Origin and Affiliation

In order to understand academic marketing research productivity researchers have investigated the influence of academic origin and academic affiliation on scholars'

publication output. There is some disagreement among scholars on the impact of these two factors on management and marketing academic research productivity. Long et al. (1998) concludes that the ranking of academic affiliation is the only important predictor of top journal productivity. In a study of 1,979 management Ph.D. graduates, over a twelve-year period from 1980 to 1991, the only statistically significant predictor of productivity in 21 leading management journals was where a scholar landed, rather than where they did their Ph.D. training (Long et al., 1998). Long and her colleagues split their sample of scholars by the tiers of their affiliations and academic origins. Of note, this study did not include marketing research scholars or marketing publications. Interestingly among the 270 scholars in the study, the combination of high-ranking Ph.D. training and high-ranking affiliation did not result in statistically significantly more productivity among scholars with this combination of training and job placement. This view on the lack of importance on high ranking Ph.D. training was later challenged in the literature.

Two studies contradict Long et al. (1998), finding that Ph.D. training was an important predictor of publication productivity (Seggie & Griffith, 2009; Williamson & Cable, 2003). Williamson and Cable (2003) studied Ph.D. training from a department level, rather than at a business school ranking level. Williamson and Cable (2003) found the department's research productivity, where a scholar received their Ph.D. training, as well as the individuals pre appointment productivity did help predict the scholar's productivity in the first six years of their careers. They also found one's advisor's productivity was predictive but not necessarily the Ph.D. origin ranking (Williamson & Cable, 2003). This study was limited to 152 management scholars and did not include marketing scholars. Seggie and Griffith (2009) focused in on marketing academic

research productivity using the leading marketing journals (Journal of Consumer Research, Marketing Science, Journal of Marketing, and Journal of Marketing Research) during a 25 year period and came to the opposite conclusion of Long et al. (1998) – that Ph.D. training was predictive of a scholars marketing academic productivity rate per year. Seggie and Griffith (2009) added the caveat that academic origin only matters if one is trained at a top 20 ranked institution (Seggie & Griffith, 2009). The two studies contradicted Long et al. (1998) making the case that where a scholar was trained helped in predicting who would be productive in the future (Seggie & Griffith, 2009; Williamson & Cable, 2003).

Runyan et al. 2013 studied marketing academic research productivity in a narrower career time frame than Seggie and Griffith, limiting their focus to predicting pre-tenure productivity from a binary standpoint – whether a scholar would publish or not. At the same time Runyan et al. (2013) expanded the dependent variable scope to six marketing journals adding two publications (Journal of the Academy of Marketing Science, and The Journal of Retailing) to Seggie and Griffith’s top four academic marketing journals (JM, JCR, MS, JMR). Runyan et al. (2013) found an advisor’s publication record, a Ph.D. training department’s rank, and how long it had been since the scholar’s graduation were significant predictors of if a scholar would publish or not. Interestingly about half of the 153 scholars in the study did not publish anything (Runyan et al., 2013).

In either case (origin vs. affiliation) the distribution of production is skewed, a small number of very productive scholars produce a large percentage of the top-level publications while the majority of professors publish at most one article in the top level

marketing and management journals (Long et al., 1998; Runyan et al., 2013; Seggie & Griffith, 2009; Williamson & Cable, 2003). Publication rates, even when statistically significant were often below 1.0 per year except for a small percentage of scholars (Seggie & Griffith, 2009). For example, in Seggie and Griffith's study scholars from top 10 schools had an average rate of .235 publications per year, and those originating from schools ranked 11 through 20 declined to .206 per year (Seggie & Griffith, 2009). While statistically significantly more than those ranked from 21 to 70, the magnitude is still well below superstar scholars from this period who had a minimum of .800 per year (Seggie & Griffith, 2009). Absolute counts recorded by Long et al. (1998) followed the same trajectory, with scholars in most combinations of Ph.D. origin and affiliation tiers producing an average below 2.5 per year during the 12 year period of study (the exceptions being scholars from low or middle ranked origins that landed positions in high ranked affiliations, a total of 9 scholars out of 270). In addition, Dembkowski (1994) pointed out publication is getting more concentrated, both at the department level and among authors – in his study 77 percent of authors only published a single article (Dembkowski, 1994). This concentration means that publishing in A-level marketing journals is a rare experience. This rarity of experience mentioned by Runyan et al. (2013) is a factor that this discussed next in the literature review.

2.1.2 Accumulated Advantage

Several authors in the literature state accumulated advantage acquired from academic origins and / or academic affiliations is the theoretical mechanism that explains the skewed distribution of academic marketing productivity (Long et al., 1998; Runyan, 2013; Williamson & Cable, 2003). Accumulated advantage is the buildup of resources

over time in terms of human capital - scholastic, social and prestige (Long et al., 1998) and superior tangible resources that lead to a productivity advantage over those with lower levels of resources (Williamson & Cable, 2003). For example, higher quality training received from an elite university's Ph.D. program could be one source of accumulated advantage to help explain skewed academic marketing research productivity (Runyan et al., 2013). Some academic researchers may have obtained elevated level of training in statistics, economics, and psychology that imbues in them valuable and rare skills (Runyan, 2013). Accumulated advantage could also come in the form of social ties with mentors (Kram, 1983) including a dissertation advisor, as well as those connections made with professors and classmates during doctoral training (Kram, 1983; Williamson & Cable, 2003). These relationships build up into a network that over the course of a career could set a scholar apart from many peers (Williamson & Cable, 2003). Another advantage could be in the form of the prestige a top ranked origin can bestow because of the benefit of homosocial reproduction, top schools hire students with Ph.D. training from similar top schools (D'Aveni, 1996; Seggie & Griffith, 2009; Useem & Karabel, 1986). Long et al. (1998) points out that scholars in top ranked academic affiliations have more resources, funding and support which results in greater research productivity. A top ranked academic institution will grant a scholar easier access to research partners, some of whom may have extraordinary publication records (Long et al., 2009) and who may assist less accomplished scholars at the start of their careers (Merton, 1968).

The literature on academic research productivity describes a facet of accumulated advantage known as the Matthew Effect (Merton, 1968). Merton describes the Matthew Effect as the process of "accruing of greater increments of recognition for particular

scientific contributions to scientists of considerable repute and the withholding of such recognition from scientists who have not yet made their mark”(Merton, 1968, p.56). Merton points out that under some conditions “a lesser known scientist can convert this liability into an asset when they collaborate with a prominent scholar. If the scholar goes on to do important solo work then the earlier collaboration will be reevaluated and the proper recognition will accrue” (Merton, 1968 p.58). Working at an affiliation with prestigious scholars can help convert an unknown author to a better-known author and provide accompanying prestige which in turn delivers tangible resources (Merton, 1968). These tangible resources flowing from successful publication include teaching assistants, grants, or laboratories (DiPrete & Eirich, 2006). As an author succeeds in publishing, they also gain the rare knowledge of navigating the publication process, allowing them to be more effective and efficient in their research efforts (DiPrete & Eirich, 2006). These resources stemming from recognition can build up over time significantly outpacing those less successful authors (Bol, de Vaan, & van de Rijt, 2018; Merton, 1973).

2.2 Motivation

Next, this dissertation examines the literature concerned with the motivational forces driving academic productivity. Motivation is a key component of academic marketing research productivity and has been a topic of much analysis among marketing scholars (Kreitner, 1995; Rodgers & Rodgers, 1999). Motivation in the literature on academic research productivity includes financial incentives, career-based incentives, and internal inspiration. Motivation has been defined as the psychological method that affords objectives and goals (Kreitner, 1995). Motivation has also been described as a tendency to perform in a way that accomplishes defined needs (Buford, Bedeian, & Lindner,

1995). Higgins explains that motivation is an internal impetus to satisfy an unfulfilled requirement (Higgins, 2012). Linder describes motivation as the internal voice that drives individuals to complete individual and institutional objectives (Lindner, 1998).

Motivation can be further split into both intrinsic (motivation from within) and extrinsic (motivation from outside) (Buford et al., 1995; Higgins, 2012; Kreitner, 1995; Linder, 1998). The literature on marketing academic research productivity examines both intrinsic motivational and extrinsic motivational factors. First, this dissertation will discuss extrinsic motivation. Second, a review of the literature on intrinsic motivations impact on marketing academic research productivity will proceed. Motivation clearly is an important factor in academic marketing research productivity, but there must be a distinction made between types of motivation, this distinction will be addressed in the following section of the literature review.

2.2.1 Extrinsic Motivation

The literature of extrinsic rewards focuses on career progression and financial incentives due to the achievement of academic research productivity. Extrinsic rewards are tangible and intangible benefits such as job offers, salary raises, bonuses, grants (Beyer et al, 1992; Honeycutt et al., 2010), tenure (Konrad & Pfeffer, 1990; Gomez-Mejia & Balkin, 1992) and promotional titles (Lawler & Suttle, 1973). These rewards often play a prominent role in many people's decisions on what activities they focus their efforts on (Beyer et al., 1995; Gomez-Mejia & Balkin, 1992; Konrad & Pfeffer, 1990; Lawler & Suttle, 1973).

2.2.2 Tenure and Promotion

Lawler and Suttle's (1973) study results showed that extrinsic motivation in academic marketing research is primarily in the form of promotional incentives such as tenure and later advancement in academic rank. Often academic institutions encourage or even require research and publication to qualify for tenure (Konrad & Pfeffer, 1990). Once tenure is earned the motivation shifts to promotion decisions, moving up in academic rank. These achievements are often directly related to publishing academic articles. Often the articles must be published among the most prestigious marketing journals, consisting of the Journal of Consumer Research, the Journal of Marketing, the Journal of Marketing Science, and the Journal of Marketing Research (McAlister, 2005; Seggie et al., 2009). Tenure and rank are not the only extrinsic motivating factors, in fact financial incentives are also discussed throughout the literature.

Department chairs use of extrinsic motivation has also been studied in the literature. For example, Honeycutt, Thelen, and Ford (2010) looked at how department chairs attempted to motivate scholars to produce research. Honeycutt et al. and Beyer et al. found that department chairs employ both carrot and stick approaches to extrinsic motivators. Positive motivational incentives are utilized by chairs such as pay raises, travel funding, summer grants and software allowances (Beyer et al, 1992; Honeycutt et al., 2010). Conversely, department chairs also employ negative consequences such as threatening to increase teaching loads. Early on a key motivational incentive is awarding tenure. Often if a quota of academic publishing is not achieved the consequence is not making tenure (Gomez-Mejia & Balkin, 1992). Beyer et al. mentions that often academic institutions encourage or even require research and publication to qualify for tenure

(Beyer et al., 1995; Konrad & Pfeffer, 1990). In addition, there are consequences to not achieving publication expectations after earning tenure. Often the articles must be published in a common set of leading marketing journals, consisting of the Journal of Marketing (JM), Journal of Marketing Research (JMR), Marketing Science (MKS), and Journal of Consumer Research (JCR), (McAlister, 2005). For example, academic chairs can decide not to award promotion to a higher academic rank if a scholar does not produce a certain amount of research (Honeycutt, et al., 2010). In addition to career goals, academic marketing research productivity can lead to financial rewards which often motivate scholars as well. This phenomena will be discussed next.

2.2.3 Financial Incentives

There is a body of literature on research productivity and financial incentives that points to ways salary can increase productivity. For examples, financial rewards have been studied as a consequence of superior research productivity, a top journal publication was linked to a 1 percent to 3 percent increase in annual pay (Sen, Ariizumi, & Desousa, 2014) indicating financial rewards spurs productivity. The same study by Sen et. al. found that the combination of merit pay and absence of an academic salary cap led to more academic productivity. A similar study found a 2.5 percent increase in salary correlated with increased publication productivity (Moore, Newman, & Terrell, 2007). These rewards can vary depending on the prestige of the journal (Mittal, Feick, & Murshed, 2008). While these financial incentives play a role in academic research productivity there are also intrinsic motivational factors to consider (Rodgers & Rodgers, 1999; Thomas, 2009). The next part of the literature review shifts to intrinsic motivation.

2.2.4 Intrinsic Motivation

Intrinsic motivation has been studied by several authors in reference to academic marketing research productivity. Key to understanding intrinsic motivation is expanding on inner needs and rewards. According to Learned Needs Theory, people's needs include achievement, affiliation, and power (McShane & Glinow, 2012). People with a strong need for achievement have a desire to realize accomplishments through their own performance (McShane et al., 2012). This achievement provides them with intrinsic rewards that reinforce their productive behavior and provides rewards that include a sense of meaningfulness, a sense of choice, a sense of competence, and a sense of progress (Thomas, 2009). These rewards sustain autonomous regulation of behavior (Houlihan, Philippe, Vallerand, & Menard, 2013), whereby researchers are motivated to publish. The motivation to continue to convert articles into publications is examined next.

2.2.5 Sacred Spark

A key type of intrinsic motivation studied in the literature is Sacred Spark. The most prolific academic scholars in Rodgers & Rodgers study are so successful at publishing articles because the work itself causes 'bliss' rather than the results of the work (Rodgers & Rodgers, 1999). Tangible rewards - prestige, promotion, raises, course release - these are superfluous because they do not cause the 'bliss' that the tasks of writing produce (Rodgers & Rodgers, 1999). Normally authors view rejections and criticisms as negative experiences, but Rodgers & Rodgers (1999) point out these are not viewed as setbacks by the most prolific authors. Instead of demotivating them, those scholars with the Sacred Spark look at these as interesting challenges to be overcome. A good analogy to this way of looking at challenges this way is mountain climbing as

described by Jon Krakauer (Krakauer, 2009). Krakauer describes how many successful climbers look at each step up a challenging mountain as a positive event because of the pure focus required due to the danger involved drowns out life's petty concerns (Krakauer, 2009). The mountain climbers feel most alive while climbing, not in moments of comfort before the climb or in relative safety afterward (Krakauer, 2009). Similarly, superstar authors see a rejection not as a setback (Rodgers & Rodgers, 1999) but as another step along the literary mountain they are climbing and are most happy in the act of writing, not necessarily at the point of completion.

The RMS framework incorporates the Sacred Spark described by Rodgers and Rodgers (1999) to explain that desire to complete excellent scholarship is an advantage in academic marketing research productivity. McClelland (1962) pointed to an achievement motive that can lead to a stable desire for excellence. This can be thought of as an individual's predisposition, something that makes up their personality – learned when young through socialization processes (McClelland, 1962). The achievement motive pushes someone to be competitive, their behavior leads them to want to do more than their peers (Blackburn & Lawrence, 1995). In contrast some scholars may be motivated to help other scholars achieve publication through collaboration (Blackburn et al., 1995). In another example, Diamantopoulos (1996) studied marketing productivity among 111 UK scholars from 35 UK universities (this study had a very broad definition of productivity which included books, contributions to volumes, journal articles and conference papers). The conclusion Diamantopoulos reached was affinity for doing research was the best individual characteristic for predicting marketing research productivity. Diamantopoulos assigned affinity to those scholars in his study that earned

a Ph.D. and belonged to professional associations (Diamantopoulos, 1996). In other words, scholars were motivated to do research because they enjoyed the activity as evidenced by taking the time and effort to earn a Ph.D. (Diamantopoulos, 1996). Motivation to help less experienced scholars is another form of intrinsic motivation studied by Summers (2001). Feedback from respected experts that are motivated to help less experienced scholars and scholars receptive to constructive criticism are also thought to be important in helping increase research productivity (Summers, 2001).

In much of the literature on academic productivity, individual level motivation, in particular, inner motivation has had more impact than other incentives. Finkelstein (1984) concludes that intrinsic motivation is a stronger factor than institutional incentives for catalyzing research productivity. Frost and Teodorescu (2001) also concluded that inner motivation was more powerful than outer incentive schemes for producing productivity gains. Rodgers and Rodgers investigated the phenomena of extremely high scholarly output by a relatively small number of professors and concluded intrinsic motivation, or Sacred Spark, was the main driver (Rodgers & Rodgers, 1999). These findings were similar to Hartley and Knapper (1984) who found that there was a broad spectrum in scholars' attitudes about writing. Those professors who have the Sacred Spark are more productive than those without this characteristic because every aspect necessary to publish an article invigorate these authors (Rodgers & Rodgers, 1999). Whether designing a way to test a theory, responding to editors, or performing literature reviews, those scholars with the Sacred Spark relish every individual task and this attitude results in higher productivity compared to those who are not enthusiastic about every aspect of publication (Cole & Cole, 1974; Rodgers & Rodgers, 1999).

In the past a single scientist possessing the Sacred Spark could achieve breakthroughs single handedly (Bozeman & Youtie, 2017) because these highly motivated researchers were able to acquire enough individual human capital through academic origin or academic affiliation to handle all the requirements for publishing many top level articles. But as academic marketing research has matured the challenge to publish articles in top journals has grown more complex requiring skills and knowledge few single authors may possess. There is a limit to how much human capital one individual can acquire during their entire career – and how much intrinsic motivation can do to overcome deficits in skills, knowledge or other resources required to publish top academic marketing articles. The next part of the literature review discusses how collaboration with other scholars can complement a motivated individual’s limited human capital to improve publication productivity using the resource-based view as a theoretical framework.

2.3 Strategy

The literature on academic research points to collaboration as a method to bring scarce resources together making the task of publication move from individually impossible to collectively achievable (Cummings & Kiesler, 2007). In the past a single researcher could achieve a brilliant scientific breakthrough, but according to Bozeman and Youtie (2017) this is not how discovery works most of the time today, instead research requires many scholars working across institutions and geographies in teams (Bozeman & Youtie, 2017). A general trend in academic research is that publications require more complicated, complex, and specialized knowledge to design, analyze, and convert findings into peer reviewed published articles (Lee & Bozeman, 2005). Bozeman

et al. points out that as marketing has matured as a discipline theoretical and methodological knowledge and skills required to publish articles in top level academic marketing journals has dramatically expanded (Bozeman et al., 2005). The increasing complexity (Lehmann, McAlister, & Staelin, 2011) and knowledge forces authors to team up with other scholars in order to pool resources to get the job done, each coauthor providing skills and knowledge the other lacks (Lee & Bozeman, 2005). There is evidence from the earliest literature that this pooling of resources strategy works. For example, both Lotka (1926) and Zuckerman (1967) point to collaborative activity as a way to improve research productivity. The next part of the literature review discusses the many reasons why scholars choose to collaborate in order to improve academic marketing research productivity.

Collaboration among academic researchers is a general strategy authors use to increase academic marketing research productivity, but each alliance can have its own unique reasons to engage in group rather than solo work. First, authors can work with others to gain access to expertise that they lack (Katz & Martin, 1997) necessary for successful publication (Melin, 2000; Thorsteinsdottir, 2000). Second, adding a coauthor to a team can help a scholar by providing cross-fertilization from other disciplines that can tap concepts and constructs to aid theoretical frameworks needed for publication (Melin, 2000). Third, coauthors can collaborate in order to pool knowledge needed for particularly difficult problems within a discipline (Beaver, 2001). Fourth, collaboration among researchers can help authors publish articles in increasingly specialized fields (Melin, 2000). Fifth, authors can gain access to equipment (Hara, Solomon, Kim & Sonnenwald, 2003) or funds (Heffner, 1981) needed in order to measure or collect data.

Sixth, scholars can learn tacit knowledge from those they collaborate with which can help research efforts succeed (Beaver & Rosen, 1978; Katz & Hicks, 1997; Melin, 2000; Smith & Katz, 2000). Seventh, there can be enhanced internal refereeing when coauthors have overlapping expertise that allows the tandem to catch defects during the pre-submission stage of writing (Katz & Martin, 1997). Eighth, citations tend to increase in as the number of coauthors grow (Lawani, 1986).

An interesting phenomena is that having an international coauthor on a publication team often increases citations – these types of collaborations are cited approximately fifty percent more than papers from single countries of origin (Narin, Stevens, & Whitlow, 1991; Narin & Whitlow, 1990). This phenomena may explain some scholars adopting a cosmopolitan collaboration strategy – a topic discussed later in more depth in the literature review. Finally, Adams et al. (2005) points out that collaboration allows for a division of labor, resulting in more productivity (Adams, Black, Clemmons, Paula, & Stephan, 2005). The strategic choice of collaboration by an academic author can be beneficial for many reasons all of which have potential to increase research productivity. The evidence supports the view that for whatever motive a researcher collaborates productivity often improves using this strategy and the more it is followed the greater the productivity gains (Pravdic & Olic-Vukovic, 1986; Price & Beaver, 1966; Price, 1976; Zuckerman, 1967). For example, Price and Beaver noticed a strong correlation between how much collaboration takes place to publication productivity levels (Price & Beaver, 1966). Zuckerman likewise found the same relationship when studying Nobel prize winners (Zuckerman, 1967). Zuckerman uncovered higher collaboration frequency among the more productive Nobel laureates, a phenomena also

noticed by Pravdic and Olic-Vukovic (1986) in a study of publication counts and frequency of collaboration.

Despite the apparent benefits of adopting a scholarly collaboration approach, this strategy is sometimes avoided. So why would an academic researcher avoid collaboration? There are many possible reasons. The literature points to a difference in the quality of collaborations - some are productive, and some are not (Bozeman & Corley, 2004; Katz & Martin, 1997; Lee & Bozeman, 2005). This may be due to an experienced academic researcher training an inexperienced graduate student where the mentor like relationship slows down productivity (Lee & Bozeman, 2005). A researcher may simply want to avoid collaboration in some instances if they feel they can do the work alone more efficiently than working from a mentoring paradigm (Lee & Bozeman, 2005). Another factor making collaboration something to avoid is an imbalance in talent - as Katz and Martin (1997) point out combining efforts with a highly productive author leads to more productivity, but collaboration with a less productivity researcher generally reduces publication productivity (Katz & Martin, 1997).

Even among academic researchers on the same experience level, there could be resistance to using this strategy due to inherent delays that emerge when working with others (Bozeman & Corley, 2004). Collaboration is not without some costs and these factors can tilt the relationship from higher to lower productivity (Bozeman & Corley, 2004; Lee & Bozeman, 2005). For example, there can be inefficiencies associated with working with another researcher that a solo researcher avoids such as waiting time (Bozeman & Corley, 2004; Katz & Martin, 1997). For instance, a collaborative effort might require waiting for the other party to complete work, or to comment on one's own

work (Lee & Bozeman, 2005). Collaborators may have to spend time nurturing relationships just to get agreement on working together - rather than on actual research - and the investment in this relationship building may produce a partnership that fails to convert efforts into a published article (Lee & Bozeman, 2005). In addition to the factors collaborations fail or become less efficient than solo work mentioned by Lee and Bozeman, Bozeman and Corley point to lack of a key resource impacting collaboration success - alliance competence (Bozeman & Corley, 2004). The next part of the literature review discusses alliance competence in detail.

Alliances are defined by Lambe, Spekman, and Hunt (2002) as collaborative efforts between parties to achieve goals that would be out of reach or much more difficult to achieve through individual effort (Lambe, Spekman, & Hunt, 2002). These alliances pool resources from each party to help competitive efforts through efficiency or effectiveness gains (Cavusgil, Sarkar, Echambadi, & Aulakh, 2001; Day, 1995; Hunt & Morgan, 1995). However, as mentioned by Bozeman et al., (2005), not all collaborations result in more effective or more efficient productivity, in part because there are sometimes managerial skills required to make an alliance work (Lambe, et al., 2002). Lambe et al. (2002) defines alliance competence as the ability for identifying, nurturing, and managing collaborations (Lambe et al., 2002). Lambe et al. (2002) points out that success depends on alliance competence, perhaps as much as complementary resources impact successful partnerships. A good historical example of this is mentioned by Smith (2012), during the Second World War, General Eisenhower's skill at managing the sometime acrimonious relationship between the British, Soviet and American generals was more important than his skills as a battlefield commander (Smith, 2012).

Eisenhower's alliance competence skills allowed the allies to leverage superior resources to defeat Germany, Italy and Japan, nations that while allied lacked the equivalent of Eisenhower coordinating and managing efforts (Smith, 2012). Likewise, an academic researcher's skill at identifying, launching, and then nurturing a collaborative relationship may be paramount among what skills and knowledge of research they bring to the collaboration (Heimeriks & Duysters, 2007; Lambe et al., 2002). Having this competence is a key driver of collaboration success because it allows for synergies that results in a better resource mix (Heimeriks & Duysters, 2007; Lambe et al., 2002). This academic collaboration can include three types of resources - complementary resources, idiosyncratic resources, and alliance competence resources (Lambe et al., 2002). These three collaboration-based resources are discussed next in the dissertation.

Complementary resources help one group collaborate because they remove resource deficiencies in individual resource mix and increase collaborators capability to achieve success (Hunt, Lambe & Wittmann, 2002; Lambe et al., 2002). Jap (1999) describes these resources as complementary competencies, in the resource-based view, they can be thought of as resources (Jap, 1999). A firm may enter into an alliance because they are lacking in key competencies or resources (Das & Teng, 2000; Day, 1995), similarly, coauthors may decide to collaborate because they lack a skill or area of knowledge to successfully publish an article and decide to create an alliance with another author to make up for this deficit, just as firms enter alliances to make up for missing resources (Hunt 2000; Hunt & Morgan 1995). The collaboration can improve the assortment of resources to tackle challenges, just as firms with collaborative relationships

improve the resource portfolio (Alderson, 1965; Brashear, Pelin, & Hunt, 2012; Varadarajan & Cunningham, 1995).

Complementary resources can have three characteristics in a collaboration. First both authors should contribute different resources to the collaboration that help achieve publication success, similar to how firms can contribute specific expertise to a corporate alliance (Lambe et al., 2002). Second, both coauthors should have complementary strengths that are useful for the publication process (Lambe et al., 2002). Third, the separate author abilities, when combined together, allow for both authors to achieve publications beyond individual capabilities (Lambe et al., 2002). Resources with these types of characteristics are carried to the collaboration by the individual authors, while the next type of collaboration resources are developed as a result of a fruitful collaboration. While complementary resources are useful for alliance success, they are lower order resources. The next part of the literature review looks at higher order resources, known as idiosyncratic resources (Lambe et al., 2002).

Coauthors with complementary resources not only can benefit from a more robust mix of skills, knowledge, and capabilities but also from unique higher order resources stemming from the collaboration (Lambe et al., 2002). These higher order resources are defined as idiosyncratic resources - they are developed during the collaboration by combining complementary resources (Lambe et al., 2002).

Idiosyncratic resources require investment (Anderson & Weitz, 1992). Just as a manufacturing alliance that produces an idiosyncratic resource requires training and designating personnel to facilitate the integration of two or more different complementary resource mixes, so too must coauthors invest in harvesting idiosyncratic collaboration

resources. For example, coauthors might need to coordinate schedules, learn new software, understand the limitations of another complementary resource, and tacit knowledge before being able to leverage a new capability (Collins & Hitt, 2006). This investment is worth the effort if the resulting idiosyncratic resource results in a durable competitive advantage.

A durable competitive advantage by definition has the characteristic of longevity (Dyer & Singh, 1998). The work that goes into developing the idiosyncratic resource takes a long period of time (Day, 1995). In his study of alliances, Day noted that there can be higher costs for rival firms attempting to quickly copy higher order resources and that the cost to do so is much higher in a “crash program” without any certainty that the idiosyncratic resource will actually be produced through the more expensive effort (Day, 1995). Similarly, a coauthor collaboration can result in a durable idiosyncratic resource that other professors may have a difficult time quickly mimicking with success.

A key idiosyncratic resource resulting from a collaboration is a form of social capital (Lambe et al., 2002) enhancing collaboration relationships. Ahuja (2000) and others describes a “relational” social capital in working relationships as containing some key elements that aid productivity - trust, working norms, and effective communication (Ahuja, 2000; Hunt, 2000; Lambe et al., 2002). Trust is important to collaboration, so that authors do not have to worry that their coauthor partner is doing their job (Ahuja, 2000; Lambe et al., 2002). Establishing working norms is beneficial to collaboration because all parties will understand the effort and follow through on tasks effectively deploying resources (Sanchez, Heene, & Thomas, 1996). Finally, effective communication is key to an alliance to ensure information flows efficiently and effectively during the

collaboration (Lambe et al., 2002). Collectively, this relational social capital is an idiosyncratic resource that facilitates good working order within the collaboration turning individual efforts into a coordinated “collective action” to reach objectives (Coleman, 1990; Hunt, 2000; Sarkar, Echambadi, Harrison, Cavusgil, & Aulakh, 2001). This is a higher order resource because it stems from a combination of lower order resources and is rare, difficult to imitate, relatively immobile and valuable (Hunt, 2000). Such higher order resources are synergistic (Lambe et al., 2002) and can provide competitive advantages to coauthors, and should also provide authors with a productivity advantage when publishing academic marketing research (Hunt, 2000; Hunt & Morgan 1995, 1996, 1997).

A core competency of collaborating firms that helps them eclipse other companies’ performance is identification, recruitment, and management of alliance partners (Day, 1995). As mentioned before, not all alliances succeed. Those collaborations that do are often a result of what Lambe et al., (2002) describes as a key resource impacting collaboration success - alliance competence. Alliances are defined by Lambe, Spekman and Hunt (2002) as collaborative efforts between parties to achieve goals that would be out of reach or much more difficult to achieve through individual effort. These alliances pool resources from each party to help competition efforts (Hunt & Morgan, 1995). Simply assembling the resources from two different authors is not enough to improve productivity, this is where alliance competence comes in.

Lambe et al. (2002) defines alliance competence as the ability for locating, developing, and managing alliances (Lambe et al., 2002). Locating a coauthor that possesses resources another researcher lacks requires investigative skills. These skills are

necessary to filter through potential coauthors to find strong candidates with complementary skills, knowledge needed for a challenging publication (Lambe et al., 2002). Once identified, another requirement is nurturing a professional relationship with the other party (Lambe et al., 2002). Identifying candidates and then creating working relationship with a coauthor is not the only relationship skill required to bring the alliance together. In addition, throughout a collaboration, the relationship between the authors must be managed (Lambe, et al., 2002). Authors can have competing agendas, different priorities, and competing egos that must be addressed (Lambe et al., 2002).

Lambe et al. (2002) provided empirical support that alliance competence (a resource) contributes to attaining objectives, but how can a professor invest as the Army did, to gain this important resource? To develop this competence professors like firms must acquire knowledge and skills that allow for this competence to form (Lambe et al., 2002) and the best way to do so is “learning by doing” - taking part in an alliance - because much of the resource is tacit (Anand & Khanna, 2000; Day, 1995). Day (1995) points out that top firm actually develop managers who’s chief skill is alliance management, their training begins early in their career when these young managers are placed in joint ventures with the goal that they learn the collaboration dynamics (Day, 1995). Lee and Bozeman point out that some inefficient collaborations between experienced professors and inexperienced graduate students can serve in passing on research skills (Lee et al., 2005). Similarly, researchers inexperienced with working within a collaboration can gain capacity and competence through participation in these research alliances (Lambe et al., 2002).

2.3.1 Cosmopolitan Collaboration

The literature describes a particular type of collaboration – cosmopolitan collaboration, that impacts productivity. Cosmopolitan Collaboration is an important behavior characteristic of highly productive academic researchers because this strategy can lead to strong resource mixes required for successfully publishing in top journals (Melkers, & Kiopa, 2010). Bozeman and Corley (2004) point out working with other researchers is a path to acquire new skills, knowledge, and other resources. This dissertation explores a distinct form of collaboration involving scholars from different countries known as cosmopolitan collaboration. There are distinct forms of collaboration (Milojevic, 2010). The first form is known as Intra collaboration (Adegbesan & Higgins, 2012; Katz et al., 1997). This Intra collaboration begins with collaboration between individuals in the same research group (Katz et al., 1997). After this there is collaboration between individuals in the same department in the same institution (Katz et al., 1997). Then there are collaborations between individuals from different institutions working in the same sector (Katz et al., 1997). Finally, there are collaborations between individuals in the same country (Katz et al., 1997). All these are known as Intra collaborations. The next category of collaboration is known as Inter collaborations.

Inter collaborations start between individuals (Cricelli & Grimaldi, 2010; Katz et al., 1997). Then there can be collaboration between groups in the same department (Katz et al., 1997). This is followed by collaboration between departments in the same institution. The next form of Inter collaboration is between institutions (Lawrence, Hardy, & Phillips, 2002). This is followed by collaboration between institutions in different sectors (Omar, Leach, & March, 2014). Finally, there is Inter collaboration between

institutions in different countries (Katz et al., 1997; Ripoll-Soler, & de-Miguel-Molina, 2014).

There are several types of research collaboration (Bozeman & Corley, 2004; Larsen, 2009). The first type is a mentoring collaboration, where an experienced professor mentors a less experienced protege - this relationship may not improve short term efficiency or productivity because the goal is to pass on knowledge rather than to increase publication counts or speed up the conversion of findings into articles process (Bozeman & Corley, 2004). Another type defined by Bozeman et al. 2004 is Taskmaster. In this collaboration strategy, one author selects another coauthor based on the coauthor's work ethic and meeting deadlines. Another collaboration strategy is known as "Nationalist" where one chooses to work with those researchers fluent in the same language and of the same nationality (Bozeman, et al., 2004). The "Follower" strategy is to collaborate with other authors that their college leadership has requested them to work with (Bozeman et al., 2004). The "Buddy" strategy is work with coauthors that over time they have found they both enjoy working with and are productive with (Bozeman et al., 2004). Finally, there is the "Tactician" strategy, here an author looks at the overall skill set of potential coauthors and selects those with complementary research resources to their own (Bozeman et al., 2004).

Those researchers that are more cosmopolitan in who they work with benefit in many ways. For example, Bozeman et al. (2004), found that researchers who practiced cosmopolitan collaboration tend to secure large grants. These grants often have covenants that specify inter-institutional cooperation that increases the resources available for

research. Kwiek (2016) found international cooperation enhanced productivity among top European scholars (Kwiek, 2016).

The literature reviewed so far points to resources, motivation and strategy as key contributors to productivity. But some factors faced by scholars detract from productivity. Almost all scholars must contend with outside encumbrances to academic marketing research productivity, the last area of this dissertation's literature review.

2.4 Barriers to Academic Marketing Research Productivity

Not all factors examined in the literature improve academic marketing research productivity, two potential hinderances are service requirements and teaching loads. The multipronged nature of a professor's job description and the changing relative importance of these activities over an entire academic career have been studied in the literature (Chen, Gupta, & Hoshower, 2006). Professors often have three roles within their job descriptions – teaching, producing new knowledge, and service to the university (Mittal, Feick, & Murshed, 2008). Each of these activities is more highly emphasized at different stages of an academic career (Mittal et al., 2008). Early in a career tenure and later promotion are often dependent most on academic research productivity, but it is not the sole requirement that must be met (Beltramini, Schlachter, & Kelly, 1985). Blackburn et al. (1995) found that efforts devoted to research, teaching and service change, and as a professor's career matures, the importance of academic research productivity declines (Blackburn et al., 1995). Regardless of career stage each activity has some importance and cannot be ignored. For example, Beltramini, Schlachter, and Kelly found that while publishing is often paramount over service and teaching requirements, these other activities are still very important (Beltramini et al., 1985). Still academic research

productivity often follows what can be thought of as a professor's career productivity life cycle, with a pattern of initially low production, then increasing, then stable and then declining towards the end of a career (Powers, Swan, Bos, & Patton, 1998). This pattern may be tied to encumbrances to academic marketing research productivity, teaching and service, which will be discussed next.

2.4.1 Teaching

Teaching requirements are often mentioned in the literature as a potential obstacle to academic marketing research productivity (Walker, Fleishman, & Stephenson, 2013). The reason teaching activities sometimes become obstacles to academic marketing research productivity is that this activity can sap some bandwidth from a professor that could have been utilized to produce new knowledge (Walker et al., 2013). While there may be crossover benefits for students learning from professors active in academic research (Burke & Rau, 2010) not all courses a professor teaches during a term may be relevant to a particular research topic. Unfortunately, often professors have to teach multiple classes during the time in a career when a professor has pre-tenure status (Miller, Taylor, & Bedeian, 2011; Runyan et al., 2013). However, teaching requirements are still important because they are very included in a scholar's evaluation and therefore cannot be ignored (Blackburn, & Pitney, 1988). There is clearly a dichotomy that professors must deal with among the competing requirements of performing the service, teaching and research duties called for in research institutions (Honeycutt et al., 2010). This dissertation will explore theoretical and conceptual frameworks that lead to exceptional levels of academic marketing research productivity and in doing so may help chairs and individual scholars navigate this conundrum.

Teaching's impact on research productivity has been extensively studied in the literature. When discussing teaching, studies often focus on the amount of time a scholar devotes to teaching (Honeycutt, Ford, & Thelen, 2010; Blackburn et al., 1991). The amount of time a scholar spends on teaching varies but generally includes classroom lecture and preparation; time may also vary due to level (graduate and undergraduate) and the size of each class (Honeycutt, Ford, & Thelen, 2010). The impact of teaching on academic research productivity has been studied exhaustively in the literature with mixed conclusions – that this activity does not improve and could possibly hinder research efforts (Braxton, 1996; Fox, 1992a; Harris, 1990; Marsh & Hattie, 2002; Ramsden & Moses, 1992) or that it has no effect (Diamantopoulos, 1996; Runyan et al., 2013). Some studies point to no statistically significant impact on academic research productivity by teaching loads (Diamantopoulos, 1996; Runyan et al., 2013). Other studies say teaching and academic research productivity conflict (Clark, 1987; Veysey, 1965). Marsh and Hattie (2002) find that there is not a significant relationship between being a strong teacher and a strong researcher – they are mostly uncorrelated – there are some scholars who are strong at both, some who only are strong researchers, and some that are only strong teachers (Marsh et al., 2002). In either case, Blackburn et al. 1991 found faculty gravitate toward institutions that match their interests - those that prefer teaching accept positions in universities that share this preference, and this could explain the discrepancy among findings. Of note, there is also a trend in government intervention at U.S. state funded institutions requiring professors to spend less time conducting research and more bandwidth teaching students (Terpstra & Honoree, 2009) so that the impact of teaching on academic research productivity will remain important is

some institutions rebalance how faculty allocate their time. In addition to teaching, faculty often have service requirements as well, the impact this additional job responsibility has on academic marketing research productivity is the topic of the next part of this dissertation's literature review.

2.4.2 Service

Service requirements are a fact of life for many scholars and a topic of research on academic productivity (Dembkowski, Diamantopoulos, & Schlegelmilch, 1994; Fairweather, 2005; Long et al., 1998; Terpstra & Honoree, 2009). Service is defined in the literature as administrative work on campus, working with businesses and the local community, committee work and curriculum evaluation of new hires, review of journal submissions and performing leadership roles in academic or professional conferences (Honeycutt, Thelen, & Ford, 2010). Professors are expected to perform significant amounts of service (Beltramini, Schlacter, & Kelley, 1985) while balancing teaching and research in order to earn tenure or promotion. The balancing act is becoming more difficult due to a trend in increased service requirements (Terpstra & Honoree, 2009). This trend impacting academic research productivity is higher service loads is attributed to accreditation requirements and accrediting agency recommendations that lead to higher levels of faculty service (Terpstra & Honoree, 2009). Higher required service will reduce the bandwidth that professors have to teach or do academic research (or both) therefore reducing academic research productivity and this is often predicated by the levels of research, service and teaching an institution emphasizes (Terpstra & Honoree, 2009). The service allocation of a scholar's time and energy is an important consideration when constructing theories of academic marketing research productivity.

2.5 Gaps in the Literature

In this literature review chapter, there is substantial investigation on the variables that impact the phenomenon of academic marketing research productivity. In much of this literature individual factors such as motivation and accumulated advantage have been analyzed. In addition, co-authorship and collaboration strategies and resulting resource mixes have been discussed. There are several gaps in the literature that this dissertation will attempt to uncover. First, there is disagreement between Seggie and Griffith and Long et al. on the if academic origin or academic affiliation is paramount in publishing productivity (Long et al., 1998; Seggie & Griffith, 2009). Second, the studies by Seggie et al. (2009) and Long et al. (1998) took on a population of U.S. institutions only, leaving out scholars with training and affiliation of international pedigrees. Third, most studies focused on time periods before the top four marketing journals increased the number of issues per year in the late 2000s (Long et al., 1998; Runyan, 2013; Seggie et al., 2009; Williamson & Cable, 2003). Fourth, Broström (2019) calls for the study of how the composition of teams plays a role in the formation of scientific expertise. Fifth, studies have focused on if an author will be likely to publish at all (Long et al, 1998; Seggie et al., 2009), pre-tenure publication (Runyan et al, 2013) or the amount of productivity that is exceptional (Seggie et al., 2009) but not why a scholar is able to produce exceptional academic marketing research volume. Studying academic marketing research productivity under these new parameters will help remove gaps in the literature on academic marketing research and deepen understanding of the factors that lead to extraordinary productivity.

CHAPTER III

CONCEPTUAL FRAMEWORK

3.1 Theoretical Background

The theoretical background of this dissertation is the Resourced-based view (RBV) of firm performance. The RBV was first conceived by Penrose (1959) to explain and predict firm performance based on the mix of unique resources a company manages (Penrose, 1959). The RBV was largely ignored until the 1990s when Barney revisited this theory in 1991 (Kor & Mahoney, 2004). Barney described how a company has a mix of resources, some resources are tangible, for example a firm could own a physical plant, and some are intangible, e.g. tacit manufacturing process skills or even relationships with other firms (Barney, 1991). In the RBV firms have heterogeneous resource mixes of tangible and intangible resources (Barney, 1991; Conner, 1991). A firm does not necessarily need to own the all the resource they employ, simply gaining access to some resources owned by another organization through relationships can be enough (Morgan & Hunt, 1999). Furthermore, Lambe et. al, (2002) points out firms can form alliances to create complementary resource mixes (Lambe et al, 2002). Gupta et al. (2000) explains a

firm's motivational disposition is a factor in successful deployment of resources (Gupta et al., 2000).

The RBV further stipulates that some resources lead to competitive advantage because they are valuable, rare, inimitable, and non-substitutable, or VRIN resources (Barney, 1991). VRIN resources can be tangible or intangible (Barney, 1991). RBV holds that those firms with a combination of superior resources should have a competitive advantage over firms with inferior resource mixes, and this should result superior profits (Barney, 1991; Conner, 1991; Day, 1995; Penrose, 1959). Penrose pointed out the management and deployment of the firm's resource mix, through the firm's strategy, was critical to superior performance (Penrose, 1959). This theoretical framework will be the basis for the conceptual model used to explain and predict academic marketing research productivity.

The conceptual framework of this dissertation borrows from the RBV that resource mixes, strategic deployment of the resources, and the motivation a scholar has will weigh on publishing productivity in the leading marketing journals. Just as firms with superior resource mixes can outcompete other companies with inferior mixes (Barney, 1991), some scholars with superior combinations of academic resources will outproduce scholars with inferior academic resources. In addition, just as firms with superior resource deployment strategies will outperform firms with similar resources but inferior strategies (Markides & Williamson, 1996; Penrose, 1959), so too will scholars with superior academic publication strategies outproduce scholars with similar resources and inferior strategies. Furthermore, firms with superior motivational dispositions (Gupta & Govindarajan, 2000) will outperform firms with similar resources with poor

motivation, professors with higher levels of motivation should outperform those with lower desire to publish.

The scholars' resource mix in this dissertation consist of multiple variables. Resources include those gained during Ph.D. training (academic origin), through academic affiliation, and through coauthorships. These are the R, resources, in the RMS framework. Next, the M is the scholar's motivation (intrinsic motivation described as the Sacred Spark). Finally, the S, strategy, in the RMS framework is comprised of the publication strategy as scholar utilizes (cosmopolitan collaboration strategy). Therefore, the Resourced-based view theory of a firm can be modified and applied to individual academic marketing researchers to explain why some academics are more productive than other scholars. This point leads to a key aspect of competitive advantage in the theoretical domain of the RBV – the concept of VRIN resources.

Within a firm some internal resources are characterized using the VRIN standard, that is some resources are valuable, rare, imperfectly imitable, and non-substitutable (Barney, 1991). VRIN resources can be thought of as incorporating expert knowledge (Amit & Schoemaker, 1993; Leonard-Barton, 1992), and experience managing alliances (Lambe et al., 2002). Just as a firm can have a distinctive combination of resources that make them more productive individual researchers' efforts can be more fruitful because they can leverage unique profiles of personal capabilities (Barney, 1991; Conner, 1991). The Resource-based view (RBV) links an organization's resources that are valuable, rare, inimitable, and rare (VRIN) with exceptional performance (Barney, 1991). RBV assumes that a firm is a unique combination of inputs which because they are specific to the firm, are more productive (Conner, 1991). Firms are not considered to be homogeneous under

RBV. Likewise, researchers are not homogeneous. Some researchers possess unique resources that set them apart and provide them with advantages which can lead to higher publication productivity. Runyan, Finnegan, Gonzalez-Padron, and Line (2013) considered the ranking of the doctoral-granting department, research productivity by the doctoral adviser, and experience level on the job in their study, finding that these factors predicted pre-tenure publishing success (Runyan et al., 2013). These factors stem from one's doctoral-granting institution and experience (Runyan et al., 2013). There must be key resources contained in an academic origin and derived from experience; in particular, resources such as in-depth training in marketing, psychology, and economics as well as experience using the scientific method in an academic research setting can have the VRIN qualities that result in superior performance (Long et al., 1998; Seggie & Griffith, 2009;).

The increasing sophistication required to publish in the leading marketing journals has helped drive changes in publication productivity strategy (Bozeman et al., 2005). Chief among the tactics selected meet this challenge is improving the resource mix through co-authorship (Bozeman et al., 2005). The increasing complexity of academic marketing research (Jewkes et al., 1959; Melin, 2000) has led to more collaboration as scholars seek to augment their individual resource mix with resources from other scholars. Authors have many reasons to collaborate, but in general the literature points to co-authorship alliances that enhance the resource mix the collaboration has skills – adding knowledge (Katz & Martin, 1997), more funding (Heffner, 1981; Smith, 1958), access to data (Thorsteinsdottir, 2000), expertise and prestige required to publish in the leading academic marketing journals (Crane, 1972; Beaver & Rosen, 1978). Furthermore,

collaboration can help individual scholars deal with constraints brought on by teaching and service requirements by sharing workloads (Thorsteinsdottir, 2000). The RBV points to complementary and higher order idiosyncratic resources among coauthors (Lambe et al., 2002). The RBV framework also allows for VRIN higher order resources being produced from collaborations (Lambe et al., 2002). Clearly, the RBV framework is useful for explaining and predicting academic marketing research productivity in the leading marketing journals. The Resource-based view and VRIN qualities will function as the lens that the conceptual framework of this dissertation.

3.2 RMS Conceptual Framework

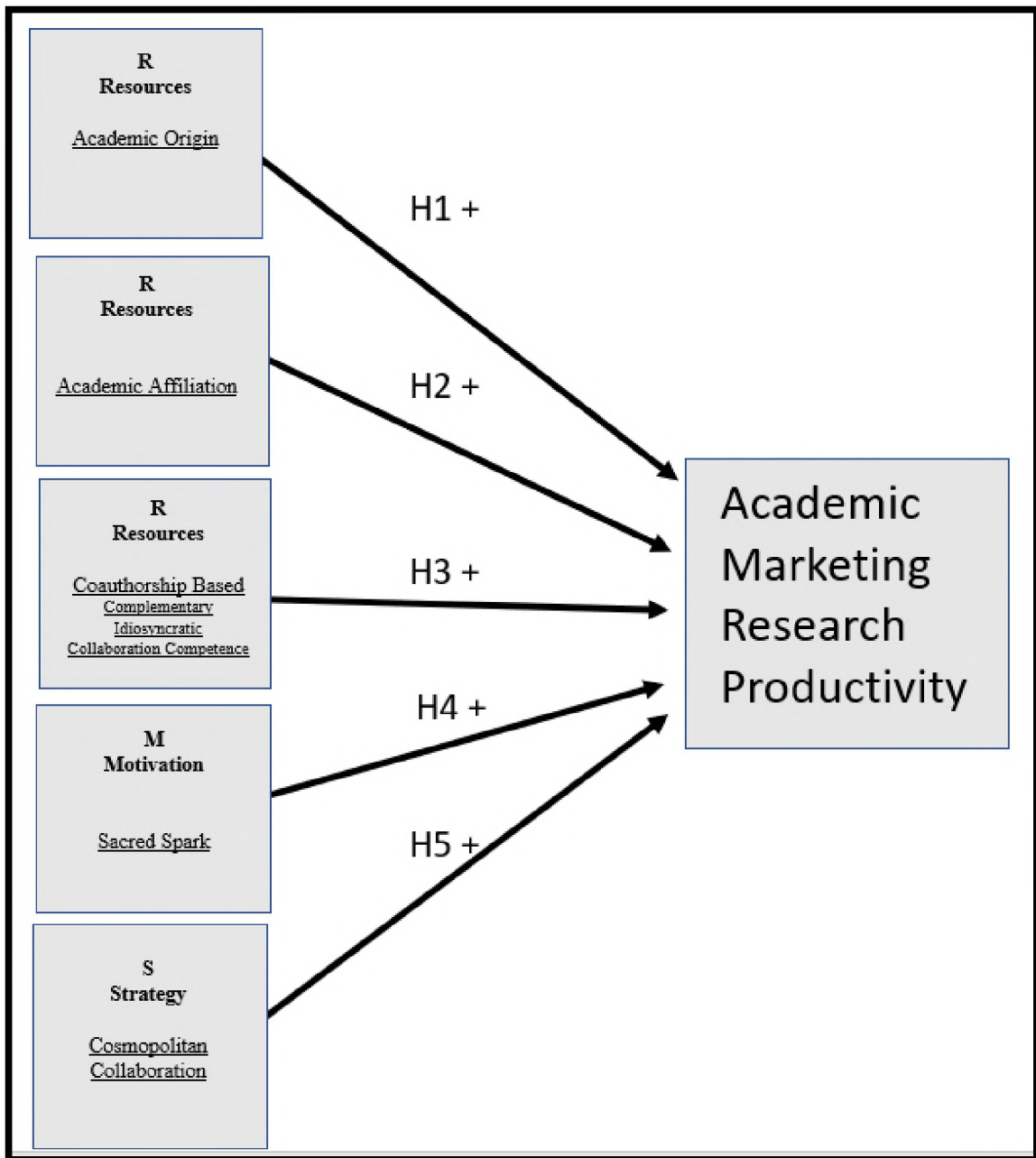


Figure 1- RMS Conceptual Framework

The conceptual framework for this study is to explain research productivity using the RMS framework. The RMS framework points to a combination of resources (R) acquired from academic origin, academic affiliation and coauthorships, Sacred Spark

intrinsic motivation (M), and cosmopolitan collaboration research strategy (S) that can explain and predict publication in leading academic marketing journals, as well as extraordinary marketing academic research productivity in these publication. This framework is depicted in Figure 1.

The RMS framework tests key drivers of academic marketing publishing productivity that include resources (origin, affiliation, and co-authorship-based), motivation (the Sacred Spark) and strategy (cosmopolitan collaboration). Employing this framework this dissertation will examine the connection among the key drivers of academic research productivity such as Ph.D. training (Cameron & Blackburn, 1981; D'Aveni, 1996; Seggie & Griffith, 2009), the rank of the Ph.D. department one was trained at (Jensen & Wang, 2018; Long et al., 1998; Seggie & Griffith, 2009; Williamson & Cable, 2003), a scholar's academic affiliation (Long et al., 1998), and constraints such as teaching loads and service (Diamantopoulos, 1996; Runyan et al., 2013). In addition, publication strategy (Cameron & Blackburn, 1981; Huglin, Johnsen, & Marker, 2007; Ward et al., 1991) and motivation (Honeycutt, Thelen, & Ford, 2010; Rodgers & Rodgers, 1999) will be examined using the theoretical framework of the RBV. Each of the aspects of the RMS framework will be tested.

3.3 Hypotheses

In this chapter of the dissertation hypotheses are presented for each of the components of RMS conceptual framework. The hypotheses include the expected impact that intrinsic motivation, the Sacred Spark, Ph.D. origin and academic affiliation resources, co-authorship-based complementary, idiosyncratic and competence resources, and cosmopolitan collaboration strategy have on academic marketing research

productivity in the leading marketing journals. In addition, the models utilized to test these hypotheses will control for teaching requirements and service requirements.

3.4 Resources

3.4.1 Academic Origin Resources

Resources acquired from ranked Ph.D. training programs should increase the likelihood of publication in leading marketing research journals. Seggie and Griffith (2009) point to prestigious academic origin as a key indicator of potential to publish in the leading marketing journals (Seggie & Griffith, 2009). According to Seggie and Griffith, the field of marketing has a skewed talent distribution, few scholars produce publications in the top ranked marketing journals and rewards are much higher for a small number of scholars that do accomplish this objective (Seggie & Griffith, 2009). Affiliations cannot be sure new graduate hires will publish, but the best bet according to Seggie and Griffith, is to hire from the top ranked Ph.D. training institutions because these incoming scholars are most likely have more talent than those from lower ranked or unranked schools (Seggie & Griffith, 2009). The central idea is imperfect substitution, that lesser talent is a very bad substitute of greater talent, and the training a researcher receives at a ranked school can have a positive impact on research productivity that is not present at an unranked or lower ranked school (Merton, 1968; Seggie & Griffith, 2009). For example, Seggie and Griffith found scholars from top 10 Ph.D. programs could be counted on to reliably produce more top-level academic marketing research after being hired than those who attended schools ranked lower. Williamson and Cable (2003) discussed why this may be the case and pointed to the theory of accumulated advantage

to explain what happens during a Ph.D. training program at a ranked institution that leads to publication success (Williamson & Cable, 2003). This driver is discussed next.

Accumulation of cultural, scholastic, and social capital acquired during Ph.D. training can lead to accumulated advantage (Useem & Karabel, 1986; Willison & Cable, 2003). Accumulated advantage theory points to small advantages building up over a long period of time resulting in major performance differences (Merton, 1968). The theoretical and methodological training a graduate student receives at a ranked academic origin may be superior to the instruction at an unranked program, instilling a head start on research productivity (Williamson & Cable, 2003). Accumulated advantages also includes working with strong advisors during training, meeting highly regarded authors from other institutions when the origin holds conferences, and other ties to referees and editors resulting in an advantage over other scholars from unranked Ph.D. training programs (Murphy, Shleifer, & Vishny 1991; Rosen 1981; Williamson & Cable, 2003). For example, Kram (1985) points out that during Ph.D. training a scholar could build relationships with both mentors and classmates that could later evolve into important research collaborators (Kram, 1985). Williamson and Cable mention the connections made during a Ph.D. education (such as a dissertation advisor) can result in construction of a research network through the relationships the advisor has with other prominent scholars (Williamson & Cable, 2003). Runyan et al (2013) also states that advisors with publications in leading marketing journals are positive predictors of publication productivity (Runyan et al., 2013). The likelihood of finding such advisors in ranked Ph.D. training programs is higher than in unranked programs (Long et al., 1998; Seggie & Griffith, 2009). Mentors, advisors, and classmates can begin to create the scaffolding a

research network is built on that peers from less prestigious Ph.D. training programs cannot easily reproduce. For example, Seggie and Griffith (2009) mention that graduate students may gain access to prolific authors during Ph.D. training, who can serve as topic selection sounding boards, helping students focus their efforts in fruitful areas of research (Seggie & Griffith, 2009). Crucially, these prolific authors can help students identify the best submarkets of academic marketing research – those that are growing in terms of research interest, are preferred by leading academic marketing research journals, and therefore make the most strategic sense to pursue (Seggie & Griffith, 2009). Given the findings in past research by Seggie and Griffith (2009) on academic origin the expectation is to find similar positive significant relationships with academic marketing research productivity in top marketing journals. These reflections point to the first hypothesis:

H1: A faculty member graduating from a perceived highly regarded school (academic origin) is more likely to publish in the leading marketing journals.

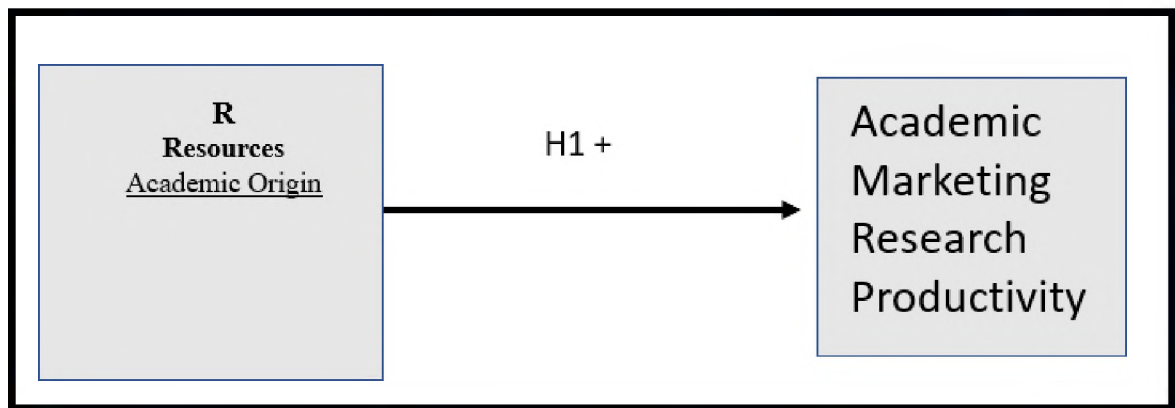


Figure 2 - Graphical Representation of H1

3.4.2 Academic Affiliation Resources

Resources acquired from ranked affiliations should improve the likelihood a scholar will publish in the leading academic marketing journals due to human capital theory and homosocial reproduction theory (Becker, 1964; D'Aveni, 1996; Long et al., 1998). Ranked affiliations often provide both more tangible and intangible resources at the professor's disposal (Long et al., 1998). Human Capital Theory (Becker, 1964) explains that individuals can gain intangible cultural, scholastic, and social capital that can be leveraged to increase academic marketing research productivity in leading marketing journals (Judge et al., 1995). Cultural capital includes the prestige that a ranked affiliation endows on a scholar working at the institution (D'Aveni, 1996). For example, an editor might consider a manuscript from a scholar affiliated with a ranked affiliation with a positive bias due to the prestige of the institution the author works at (D'Aveni, 1996). In addition, authors from other prestigious institutions may be more willing to work with coauthors from similar institutions as a signal of quality (D'Aveni, 1996; Williamson & Cable, 2003). This cultural capital should increase the likelihood of publishing in the leading marketing research journals because it provides a way to open doors to journals that those working in unranked schools do not have. Scholastic capital includes knowledge of how to publish in leading marketing journals (D'Aveni, 1996). Ranked affiliations often base tenure and promotion decisions on the volume of academic marketing research productivity in leading marketing journals making publication knowledge highly valued in such institutions (McAlister, 2005). Increased availability of publication knowledge should provide those affiliated in institutions housing such knowledge an advantage. Social capital includes entry and membership in networks

benefiting publication (Burt, 2004; D'Aveni, 1996). Ranked affiliations are often ranked due to the volume of publications the collective faculty has produced, and therefore should include multiple members who are connected to or are themselves reviewers, editors or published authors in the leading academic marketing journals (Long et al., 1998). This social capital should provide scholars affiliated with ranked institutions with advantages in what reviewers and editors expect in terms of quality, format, methods, and topics that may be unclear to authors affiliated with unranked schools.

Homosocial reproduction theory may also explain why ranked affiliations can lead to higher academic marketing research productivity. Homosocial reproduction theory states that those with similar backgrounds and goals tend to attract each other (D'Aveni, 1996). The attraction is deeper than the prestige of the institution of origin, it is based on the desire to continue a career at an institution that prizes academic research and a similar desire of the faculty at the affiliation to attract those who value research. The probability of publication is often indicated by the amount of scholarship published during Ph.D. training, those that have may be a strong fit for a research institution, those that have not are likely to not be a strong fit based on the institutions experience. This person – organization fit is mentioned by Long et al (1998) and D'Aveni (1996). McAlister (2005) points out that scholars may experience more peer pressure to publish in leading marketing journals due to the socialization at ranked affiliations (McAlister, 2005). Williamson and Cable echo this point (2003) that reward structures at affiliations can influence research productivity.

In addition to intangible resources and peer pressure, scholars affiliated with ranked programs will often have greater access to tangible resources such as grants,

laboratories, data, software, and research assistants that can lead to additional productivity (Diamantopoulos, 1996; Long et al., 1999). Lack of research funding has been a critical resources disadvantage hindering research (Diamantopoulos, 1996). For example, ranked programs may grant scholars access to funding that unranked schools do not have (Williamson & Cable, 2003). These tangible resources greatly vary among universities (Jones & Taylor, 1990) therefore ranked affiliations with greater tangible resources should tend to elevate academic marketing research productivity among scholars employed at this institutions.

The combination of intangible and tangible resources found at ranked affiliations should lead to higher likelihood of achieving publication in the leading marketing research publications. For example, the top tier of the affiliated university combined with a middle to low tier origin made a statistically significant difference in future academic productivity in management research productivity (Long et al., 1998). Using Dombrowski's systems perspective, the research inputs in tangible and intangible resources at ranked affiliations should be higher than at unranked affiliations, and therefore the output in leading academic marketing journals should increase for scholars at ranked institutions (Dembkowski, 1994). Given the findings in past research on academic affiliation the expectation is to find similar positive significant relationships with academic marketing research productivity in top marketing journals. These reflections point to the second hypothesis:

H2: A faculty member affiliated with an academic institution perceived as highly regarded (academic affiliation) is more likely to publish in the leading marketing journals.

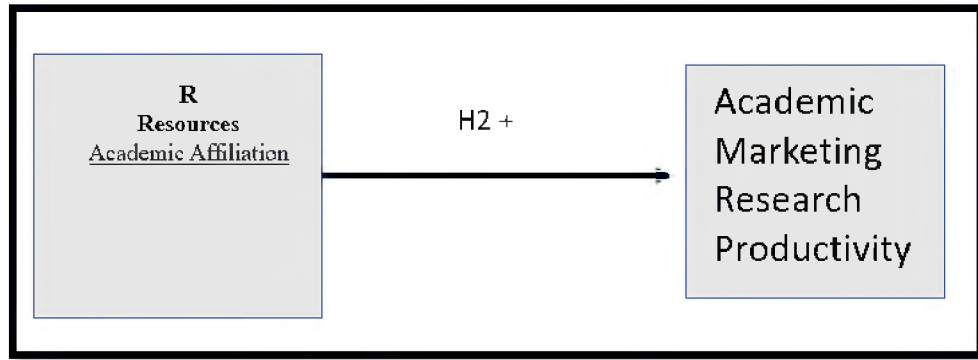


Figure 3 - Graphical Representation of H2

3.4.3 Co-authorship-Based Resources

Co-authorship-based resources should lead to increased academic marketing research production following the logic of the Resource-based View of the firm (Penrose, 1959). As mentioned in the literature review, the Resource-based View (RBV) of the firm is that companies contain mixes of resources, these include both tangible and intangible items, and these resource collections are heterogenous from firm to firm (Conner, 1991; Penrose, 1959). The accumulation and management of these resource mixes account for differences in firm performance (Mahoney & Pandian 1992; Penrose, 1959).

Coauthorships have the potential to improve the mix of resources available for publication productivity, because they should result in superior combinations of tangible and intangible resources -skills, knowledge, access to data, funding and software (Day, 1995; Jap, 1999; Lambe et al., 2002; Lee & Bozeman, 2005). Coauthorships also have the potential to improve the management of the heterogenous academic marketing research resources mix because coauthors may complement each other's experience in research team design, research project launch, and management of the research project and submission process (Lee & Bozeman, 2005). Finally, coauthorships could result in a

competitive advantage through the creation of higher order resources mentioned in the Resource-based View (Penrose, 1959). For example, a co-authorship between two scholars who both possess unique skill sets could result in a new higher order analysis technique that leads to a singular capability other scholars cannot easily duplicate.

The RBV of the firm can account for three types of academic marketing research publication resources that can aid productivity. These include complementary resources, idiosyncratic resources, and collaboration competence resources (Lambe et al., 2002). Each of these co-authorship-based resources will be discussed in turn.

3.4.4 Complementary Resources

Complementary skills, research assets and knowledge should result in better research productivity as fewer design, methodology and theory gaps are likely to persist during the publication process (Alderson, 1965; Das & Teng, 2000; Day, 1995; Lee & Bozeman, 2005; Varadarajan & Cunningham, 1995). Professors could team up methodological and theoretical skills that complement each other to improve productivity. In addition, those professors with better access to funding could team up with coauthors who have stronger knowledge of the publication process at leading academic marketing journals to increase the likelihood of an article being accepted. These complementary resources should result in a better mix of resources and management experience aiding publication productivity.

3.4.5 Idiosyncratic Resources

Coauthorships may also result in higher order resources produced from the combination of lower order complementary resources, just as firm alliances sometimes produce VRIN resources that are long lasting competitive advantages (Day, 1995; Dyer

& Singh, 1998; Hunt, 2000; Lambe et al., 2002). For example, coauthors with lower level complementary resources could team up resulting in a VRIN resource - combining one author's access to a database with another author's knowledge of computer algorithms to construct a unique, durable competitive advantage in data analysis. These types of higher order resources are known as idiosyncratic resources (Lambe et al., 2002). Idiosyncratic resources should lead to higher academic marketing research productivity.

3.4.6 Collaboration Competence Resources

Alliance competence, the ability to identify strong collaborators, manage the alliance, and nurture productivity among partners should improve the likelihood of publication in the leading marketing journals (Anand & Khanna, 2000; Day, 1995; Lambe et al., 2002). For example, one scholar may possess strong knowledge of how to design research teams and how to launch research programs so there are clear objectives and timelines (Bernstein & Barrett, 2011). Authors may possess expertise in managing remote research teams, understanding when to intervene when progress slows, and how to build awareness of the quality required to achieve article acceptance (Hackman, 1987). This publication collaboration competence should lead to higher levels of academic marketing research productivity in leading journals.

Given the consistent findings in past research co-authorship resources the expectation is to find similar positive significant relationships with academic marketing research productivity in top marketing journals. These reflections point to the third hypothesis:

H3: A faculty member who coauthors with other scholars is more likely to publish in the leading marketing journals.

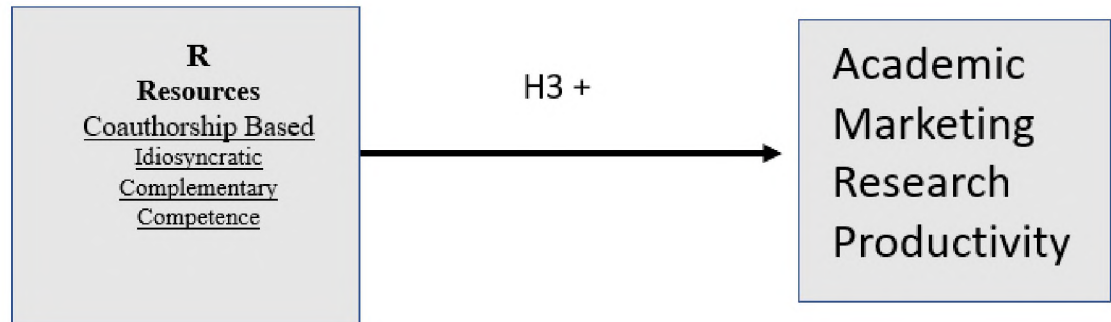


Figure 4 - Graphical Representation of H3

3.5 Motivation

There are two main types of motivation in regard to academic marketing research productivity, intrinsic motivation, and extrinsic motivation (Mittal et al., 2008; Rodgers & Rodgers, 1999; Thomas, 2009). Extrinsic motivation includes rewards such as employment offers, earning tenure, securing higher salary, and gaining promotion - all of which can motivate scholars to publish in leading marketing journals (Mittal et al., 2008). Mittal et al (2008) points out the financial impact of publication productivity is a strong incentive – higher salaries, bonuses and raises are all results of successful publication records are trumped by seniority – full professors make more relative to associate and assistant professors after controlling for publication record. However, there is a limit to extrinsic rewards, and Mittal et al (2008) points out that nonmonetary rewards can be important motivational factors as well. (Mittal et al., 2008). While job offers, tenure, promotion and the financial incentives for publication certainly matter (McAlister, 2005), Rodgers and Rodgers (1999) highlight the fact some prolific scholars continue to publish

even when they have exhausted promotional rewards and monetary benefits (Rodgers & Rodgers, 1999). The reason for this behavior is that some scholars are driven by a different theoretical pathway – the Sacred Spark – a determination to write research articles based on the feeling of inner bliss (Rodgers & Rodgers, 1999). This feeling includes all aspects of writing, not just achieving publication, it is a continuous feeling of bliss occurring in each phase of publication stemming from doing what one would rather do than anything else (Campbell, 1988).

3.5.1 The Sacred Spark

Intrinsic motivation should play a role in publication productivity in leading academic marketing journals. Gupta et al. (2000) mentions motivational dispositions as an important factor in a firm's success and McClelland (1962) pointed to an achievement motive that can be thought of as an individual's predisposition, something that makes up their personality (McClelland, 1962) that can contribute to success. Barney stated organizational culture could be a source of advantage if it is rare, valuable, inimitable, and non-substitutable (Barney, 1991). Rodgers and Rodgers (1999) describe intrinsic motivation in publication as the Sacred Spark, and comment that this trait is rare, and valuable as it is linked to high levels of productivity (Rodgers & Rodgers, 1999). Rewards from publication success can reinforce behavior by providing intrinsic benefits such as a feeling of competence, belief that efforts are creating meaningful results, and that an author's career is blossoming (Thomas, 2009). Because publication is rare (Seggie & Griffith, 2009) among the leading journals, this reinforcement must also be difficult to imitate. These positive inner feelings stemming from accomplishment can fuel ongoing writing efforts (Houffort, Philippe, Vallerand, & Ménard, 2013). Campbell eloquently

defines bliss as something you follow in the Sanskrit spiritual language that includes Saat, Chit and Ananda; translated into being, consciousness and rapture (Campbell, 1988). Campbell further explains that one can find an activity that leads to rapture, that this leads to proper being and full consciousness and eventual rapture. Campbell points out that path to rapture is like marriage – there are ups and downs in a marriage, but the vow remains – just as writing and publication has ups and downs, but the entirety is necessary and is something that creates a sense of bliss (Campbell, 1988; Rodgers & Rodgers, 1999). In addition, Campbell explains that if one picks a job that gives them bliss then that person’s work will eventually put them into contact with others in the same field and open doors for them to succeed (Campbell, 1988). In the literature, this idea that after financial and career promotional goals have been achieved the idea of intrinsic rewards eclipsing extrinsic motivation is discussed by Rodgers and Rodgers (1999). Rodgers and Rodgers (1999) see this as a key differentiator among researchers and therefore difficult to find a substitute for. This type of motivation may also be a key factor in distinguishing scholars’ ability to do creative research (Allison & Steward, 1974).

The literature on intrinsic motivation leads to the anticipation is that the data will reveal a similar positive significant relationship between intrinsic motivation in the form of the Sacred Spark and academic marketing research productivity in top marketing journals. Therefore, it is hypothesized that the research will reveal a positive relationship between Sacred Spark motivation and publication productivity in the leading marketing journals:

H4: A faculty member with intrinsic motivation (Sacred Spark) is more likely to publish in the leading marketing journals.

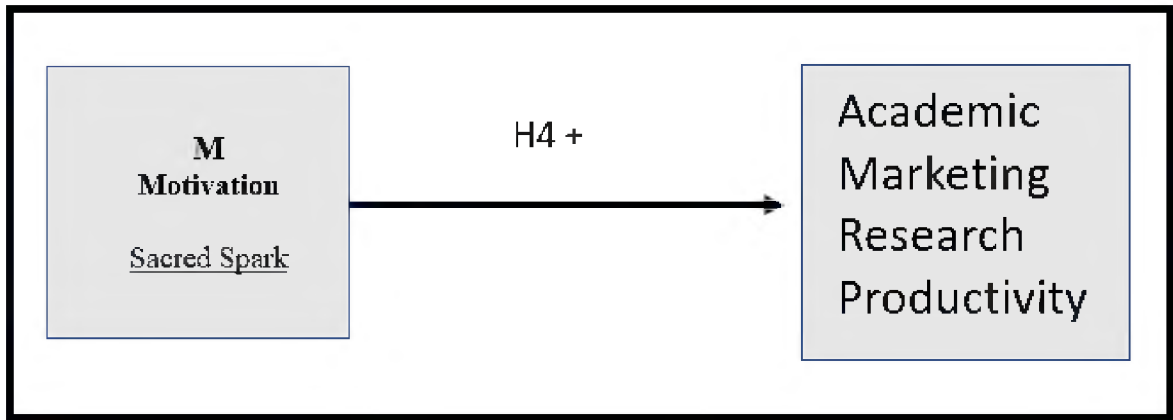


Figure 5- Graphical Representation of H4

3.6 Strategy

The strategy a scholar adopts is an important factor in academic marketing research productivity (Burt, 2004; Leahey, 2007; Miroslava Chavez-Garcia, 2017; Varadarajan, 1996). The pressure that comes from the publish or perish paradigm at top research schools forces affiliated scholars to carefully consider the strategies they adopt (McAlister, 2005; Summers, 2001). Topic selection strategy is considered important in the literature, that a scholar must consider the audience for a topic (Miroslava, 2017), and if the topic is growing in importance (Varadarajan, 1996). In addition, scholars must ask the right questions about a good topic that substantially add to body of academic marketing literature (Summers, 2001). In addition, answering fewer but more substantial questions is advocated over providing many marginally substantial contributions (Summers, 2001). Scholars also attempt to improve productivity through strategic journal selection (Hussian, et al., 2015). Some scholars decide on a specialization strategy - becoming leaders of a subfield by mastering the subfield's methods and building up a

network within this niche to increase productivity (Leahey, 2007). Others decide connecting specialists to work on collaborations by investing in relationships among disconnected research networks improves productivity (Burt, 2004). This approach may be due to the need to acquire resources required to tackle particularly complex research topics only found outside a scholar's existing network (Bozeman & Corley, 2004).

3.6.1 Cosmopolitan Collaboration Strategy

Adopting a cosmopolitan collaboration strategy should expose scholars to more diverse skills, practices, knowledge, data, and theories improving research productivity (Bozeman & Corley, 2004; Katz & Martin, 1997; Kwiek, 2016). The theory of scientific and technical human capital (S&T human capital) explains that the sum of the technical, scientific skills, social knowledge, and resources within a scholars network make up the capital available to aid publication (Bozeman et al., 2001). Researchers have many strategies to enhance this capital, one of which is collaboration with other researchers. Collaboration, as mentioned previously, can increase resource mixes. Cosmopolitan collaboration is one strategy that researchers can use to acquire more S&T human capital (Bozeman et al., 2004). In particular, cosmopolitan collaboration is a type of collaboration strategy where researchers team up with others that are more distant in geography or institutional setting in order to tackle novel problems (Bozeman et al., 2004). As marketing has matured as a science the field has fragmented, creating more granular levels of expertise in methods, design, and theory (Wilkie & Moore, 2006). Therefore, scholars seeking publication in top marketing journals are less likely to have all the resources required to achieve this goal. It stands to reason that the further a scholar expands their network in terms of discipline, geographies and institutions, then the more

potential there is for increasing the breadth and depth of their scientific and technical capital relevant for publication of challenging topics (Burt, 1997; 2004; 2005) Employing a more cosmopolitan collaboration strategy should therefore result in superior scientific and technical capital. This should lead to competitive advantage over other research collaborations with less cosmopolitan collaboration strategies and ultimately higher levels of academic marketing research productivity. Therefore, it is hypothesized that a cosmopolitan collaboration strategy will lead to productivity in the leading marketing journals:

H5: a faculty member who employs a cosmopolitan collaboration strategy is more likely to publish in the leading marketing research journals.

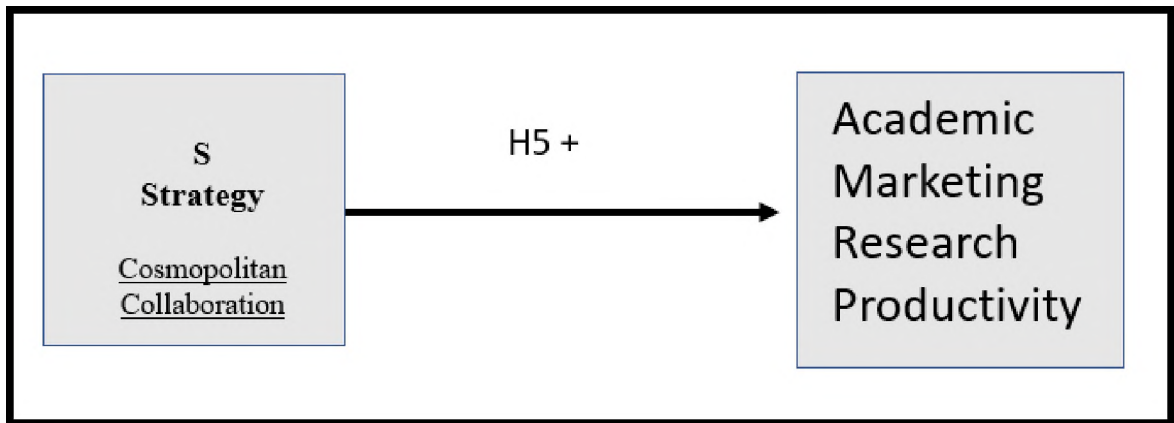


Figure 6- Graphical Representation of H5

CHAPTER IV

METHODOLOGY

In order to test the five hypotheses and to collect data a survey instrument was developed to capture resources, motivation, strategy, and academic marketing productivity in the leading marketing journals (JM, JMR, MKS and JCR). The strategy employed by this dissertation was to first conduct a literature review, followed by a pilot study consisting of phone interviews with extraordinarily productive marketing professors. Subsequently came the creation of a survey instrument, followed by collection of data, and analysis of the data using multiple regression and binary logistic regression.

After completing an initial review of the literature, a pilot study was conducted during the preliminary stages of the dissertation process. The decision to include a pilot study was based on Glaser and Strauss' (1966) contention that qualitative research is useful in helping to produce taxonomies and frameworks such as the RMS framework (Glaser & Strauss, 1966). To populate the pilot, professors were randomly selected among a group of extraordinarily high performing marketing academics as measured by combined publication counts among JCR, JM, JMR, and MS. This resulted in a diverse

mix of informants from different universities throughout the United States. Four prolific scholars were contacted via email and agreed to do qualitative exploratory interviews. The scholars included John R. Hauser, the Kirin Professor of Marketing at MIT's Sloan School of Management, Anthony Dukes, Professor of Marketing at the University of Southern California, Elizabeth Miller, Associate Professor at the University of Massachusetts Amherst, and Rajeev Batra, the Sebastian S. Kresge Professor of Marketing at the University of Michigan. During these conversations, the professors were asked their opinions on the factors impacting academic research productivity and the viability of the RMS framework in explaining and predicting extraordinary publication records. Each of the professors had produced at least four publications in the leading marketing journals during their careers. Each professor had insightful commentary and was very supportive of the research.

The professors in the pilot study were asked a series of questions beginning with broad inquiries about what their beliefs were concerning the contributions their academic backgrounds and affiliations have had on their productivity. The professors were also questioned about their origin, affiliation, strategy, and motivation in regard to publishing in the leading journals. After each interview, the RMS framework was refined through an iterative process, and refinements were made to the components of RMS. The initial interviews supplied a theoretical guidance for follow on discussions. The literature was revisited after interviews helping to iteratively construct a theoretical framework for this dissertation. Key lessons learned from the pilot study were the necessity of all factors – for example, Dr. Elizabeth Miller, pointed out having a strong strategy without the resources or motivation is not sufficient to convert findings to published articles. Another

lesson came from Dr. Anthony Dukes who mentioned that discipline is not a useful way to frame academic marketing research productivity. Dr. Dukes pointed out that a scholar cannot simply sit down for eight hours a day and achieve more productivity; for example, breaks are necessary to allow concepts to crystalize. This interview led to abandonment of the concept that research productivity as a function of daily work quotas. Another insight came from Dr. John Hauser, who mentioned that to be successful a scholar must continue to learn new methods throughout a career. Often these methods are gleaned from working with other scholars outside one's discipline or university. This insight was incorporated into the conceptual framework and literature review under the co-authorship-based resource concept as well as the cosmopolitan collaboration strategy. Overall, during the pilot study the subjects expressed enthusiasm for studying academic research productivity using the lens of RBV and the RMS framework. This boosted confidence that the findings of the dissertation had potential to be theoretically significant and managerially useful. Once the pilot was completed the study shifted to an empirical analysis.

First construction of a database of scholars producing publications in the leading marketing journals from 2009 to 2019 was completed. During this construction, the decision to include authors who did not publish in the leading marketing journals was adopted in order to increase the variance of the data collected. Next building a questionnaire for collecting data among a random sample of these scholars was completed. The questionnaire was informed by the literature review and the insights gleaned from the pilot study. After an initial draft, the questionnaire was reviewed by Cleveland State University's Internal Review board, changes were made based on the

review and the questionnaire was approved. Subsequently the questionnaire was deployed to a sample of the professors from the database. Finally, the respondent's data was collected and analyzed to determine what factors increase the likelihood of publication in the leading marketing research journals as well as extraordinary levels of success in these publications.

4.1.1 Data

A database of scholars was constructed in multiple stages. First a list of authors who published from 2009 to 2019 was created by scrapping the author, title, and abstract data for each of the leading academic marketing journals as well as ten non-leading marketing journals from the Web of Science website. The non-leading academic marketing journals included Business Horizons, Decision Sciences, The Journal of Business and Industrial Marketing, The Journal of Business Ethics, The Journal of Business to Business Marketing, The Journal of Consumer Affairs, The Journal of Economic Psychology, The Journal of Marketing Education, The Journal of Personal Selling and Sales Management, and The Journal of Service Marketing. This resulted in 11,690 data points. Due to limitation of 500 articles per export, several files were exported from the Web of Science to cover the entire period for each of the four leading academic marketing research journals and lower ranked journals. To create a single list of authors the eight files from JM, JCR, JMR and MKS were exported from the Web of Science and then imported into Tableau Prep Builder software in order to combine the files into one database. In Tableau Prep Builder the files were merged twice, first using seven unions for the four leading marketing journals, then merged again with files from the lower ranked marketing journals. The unified file contained a list of unique

combinations of authors and coauthors. These unique values were split into single authors using Tableau Prep Builders' custom split tool then pivoting the data to produce 2,859 author values for the four leading marketing journals. Several authors published more than one title; therefore, the list was exported to Excel and then the repeated names were consolidated into a list containing only single values by removing duplicates – this reduced the size of the list to 2,731. The list was verified using the pivot feature on Tableau Prep Builder to ensure a complete list of authors who had been published or had articles accepted during this time period. In order to ensure variance among respondents the second group of authors who published in lower ranked marketing journals was filtered from the Web of Science data. The same timeframe was utilized for the second group of authors. These files were combined using a ten unions in Tableau Prep Builder resulting in 3,010 author and coauthor combinations. The data was exported to Excel, duplicates were removed and a list of 2,113 authors remained. Next, the set of authors who published in leading marketing journals and those that published in the lower ranked journals were combined in Tableau Prep Builder using a union. In order to filter out overlap between those that published in the leading marketing journals and those that did not the file was exported to Excel and then filtered for authorship by journal. Authors who wrote in both types of journals were excluded from the list. Of the remaining authors the scholar's origin, affiliation, and email address were collected as well as abstracts and titles for each journal article. This information came from affiliation websites and were matched to authors on the list as were rankings from Seggie and Griffith (2009), Long et al (1998) and Jensen and Wang (2018). The information was combined into a database containing 4,844 authors.

A random sample from the 4,844 authors was taken containing 1,423 authors, using Statistical Package for Social Sciences (SPSS) software. This list of authors was exported to create an email list for completion of the questionnaire. The data were collected over the month of December 2019 and January 2020, utilizing Qualtrics software. Of the 1,423 scholars emailed, 421 began the survey and a total of 203 complete responses were recorded, a completion rate of 14.28% in line with Cook's recommendations (Cook, Health & Thompson, 2000).

4.1.2 Method One: Multiple Regression

Multiple regression analysis is applied in this dissertation because it is the correct method of analysis when the research problem involves a single, metric dependent variable believed to be connected to more than two independent variables (Hair, Black, Babin, & Anderson, 1998). In this dissertation, the dependent variable is academic marketing research productivity and the independent variables are displayed in the model and defined below. Hair, Black, Babin and Anderson (1998) identify four major assumptions concerning multiple regression; first that there is linearity of the phenomenon being measured, second the error terms have constant variance, third that the error terms have independence, and fourth that there is normality of the error distribution. The residual, or difference between the predicted and observed value of the dependent variable, according the Hair et al. (1998) is the primary gauge of prediction inaccuracy for the variate (Hair et al., 1998).

4.1.3 Method Two: Binary Logistic Regression

The five hypotheses were tested next using binary logistic regression to see if academic origin, academic affiliation, co-authorship, Sacred Spark, or cosmopolitan

collaboration strategy had a relationship with the likelihood of publishing in the leading marketing journals and then a second time to gauge the likelihood of publishing four or more articles in the leading marketing journals. Each hypothesis was tested using hierarchical binary logistic regression. There were seven independent variables covering resources, motivation, and strategy. In addition, the model controlled for teaching time and service time. The hierarchy chosen for the model was based on theoretical considerations mentioned in the literature review and the conceptual RMS framework.

4.2 Research Design

A survey questionnaire consisting of publication questions, academic background, affiliation, motivation to write, and collaboration strategy was created. The questionnaire utilized scales from previous academic productivity and business strategy investigations (see the key attached to the questionnaire in Appendix A). Respondents were also able to provide demographic information. In addition, questions about teaching loads and service requirements were included. Finally, open-ended questions were incorporated into the questionnaire to allow respondents to comment on the various aspects of academic marketing research productivity to inform the quantitative results of the study.

4.2.1 Dependent Variable Multiple Regression

The dependent variable in this dissertation is publication productivity. Following McAlister (2005), and Seggie and Griffith (2009) publication productivity was initially defined as the total publication count among articles in the leading marketing journals (Marketing Science, Journal of Marketing, Journal of Marketing Research, and Journal of Consumer Research) from 2009 to 2019. This included articles only, with the stipulation that as long as the article was accepted it would count if the article had been accepted but

not yet published. The distribution of the publication totals was positively skewed, and therefore following Hair, Black, Babin, and Anderson (1998) a negative square root transformation was utilized to reduce the effect of outlier performance. In addition, because many respondents reported zero refereed leading marketing journal publications a constant of 1.0 was added to the publication total before the transformation (Tukey, 1977). This removed unacceptable skewness in the distribution. The final measure of publication productivity (Y) is:

$$Y = \frac{(-1)}{((P_i + 1)^2)}$$

Where P_i is the sum of the authors published Marketing Science articles, Journal of Marketing articles, Journal of Marketing Research articles and Journal of Consumer Research articles from 2009 to 2019. The focus on articles from these journals reflects their status as journals above reproach (Seggie & Griffith, 2009) and their importance for job placement (Runyan et al., 2013), promotion (Seggie & Griffith, 2009), and tenure decisions (Seggie & Griffith, 2009). In some of the productivity literature citation counts have been utilized to measure productivity quality, however, publication counts have high correlation with alternative metrics of research quality such as citations (McGee & Ford, 1987).

The dependent variables for binary logistic regression was whether or not a scholar published a least one article in one of the top four marketing journals. The dependent variable for the second binary logistic regression model was whether or not a scholar published four or more articles in the leading marketing journals. The decision to use four articles as the benchmark for extraordinary publication was consistent with Runyan (2013) findings that publishing a single article was a career achievement and was

confirmed during the pilot study as well as unadjusted counts by Seggie and Griffith (2009).

4.2.2 Independent Variables

The independent variables applied in this dissertation are discussed next. These variables were included in both the multiple regression and the two binary logistic regression models. These include measures for resources, motivation, and strategy. In addition, time spent on teaching and service were also included in the models.

The first measure of resources, academic origin, followed Seggie and Griffith's (2009) imperfect substitution reasoning that scholars from ranked academic origins have superior potential for publication. As pointed out by Williamson & Cable (2003) scholars at ranked institutions should collect resources in the form of human capital (scholastic, social, and cultural) superior to that of those graduating from unranked schools. Three ranking systems were employed- the tier system (Long et al., 1998), the top 70 business schools ranking (Seggie & Griffith, 2009) and the top 109 rankings (Jensen & Wang, 2018). Rankings from Long et al. (1998) and Seggie and Griffith (2009) contained U.S. institutions only, while Jensen and Wang's rankings (2018) include international institutions as well. Academic origins were considered ranked if they were identified by any of the three systems as ranked. Each of the respondent's schools were compared to the three ranking systems. For example, a school was compared to the top 109 schools from Jensen and Wang (2018). This list includes many foreign universities which was helpful because prior studies in academic research only ranked U.S. institutions. The rankings were in numerical order beginning with Stanford University, ranked first and ending with the University of Melbourne ranked 109. If the school was not part of Jensen

and Wang's ranking, then a second method utilized the list provided by Long et al. (1998) which split institutions into three tiers. This list includes a breakout of high-status schools, middle status, and low status management department rankings. There are 21 schools in the high-status category, but they are unranked within the category, simply listed alphabetically within the categories. Middle status schools include 29 schools, and low status a total of 41 institutions. All schools are based in the United States. Finally, if a school was not included in the first two rankings, then Seggie and Griffith's top 70 ranking was utilized. If a school fell into the top 70 it was ranked. All three methods of ranking institutions were recorded for each scholar. Respondents' academic origins were classified as ranked if these schools were ranked in any of the three systems. The same method was used to judge academic affiliation, the second measure of academic resources within the RMS framework. If the respondent's affiliated institution was ranked by any of the three systems it was classified as ranked, if not it was classified as unranked.

The third category of co-authorship-based resources included complementary, idiosyncratic and competence resources. These were measured by modifying the scales utilized by Lambe et al. (2002). Complementary resources include a three-item scale modified from Lambe et al. (2002). The three indicators used to measure this construct were tested by experts in academic productivity and then modified. The first construct was changed from "We have complementary strength that are useful to our relationship" to "My coauthors and I have complementary strengths that are useful to our relationship." The next measure "We both contribute different resources to the relationship that help us achieve mutual goals" was modified to "My coauthors and I both contribute different

resources to the relationship that help us achieve mutual goals.” Finally, the last indicator was altered from “We each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach” to “My coauthors and I each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach.” These questions were measured using a 7-point Likert scale beginning with 1 - not true at all to 7 - very true. These three indicators measure the extent authors enhance the likelihood of publication in the leading academic marketing research journals through complementary abilities, knowledge, and skills. The reliability of the scale items that make up complementary resources was analyzed using Cronbach’s Alpha (Cronbach, 1951). SPSS software calculated a Cronbach’s Alpha of .852, above the 0.70 threshold indicating reliability. The indicator variables for complementary resources were measured for normality resulting in moderately negatively skewed distributions (-1.439, -1.334, and -1.228). To remove the skewness, the values were transformed by the fourth power of the indicators resulting in acceptable skew values of -.249, -.226, and -.331 within they symmetric range of -.5 to .5 (Fox, 1997; Hair et al., 1998). The transformed complementary variables have a Cronbach’s alpha of .859. (Fox, 1997; Hair et al., 1998).

Idiosyncratic resources included a four-item scale that was modified, two items were dropped as well (Lambe et al., 2002). Idiosyncratic resources are higher order resources (Conner, 1991; Lambe et al., 2002). A higher order resource can result from combining two or more lower order resources (Hunt, 2000). Higher order resources are according to Barney (1986), “valuable, rare, imperfectly imitable, and non-substitutable,” and therefore should result in a competitive advantage (Barney, 1986). In the framework of academic marketing research productivity these would result from co-authorships,

where one or more authors contributes lower order complementary resources which are combine with another author's complementary resource to produce a higher order resource that is idiosyncratic to this alliance of authors. To measure this, construct the scale from Lambe et al (2002) was modified. The scale was truncated from four items to two because the last two items were measuring time and effort put into alliances rather than unique knowledge and capabilities that the first two times measured. When measuring variance explained, the four items together explained 61.2 percent of the variance. When split, the first two items explained 75.0 percent of the variance, while the final two items explained 90.3 percent of the variance. Therefore, the decision was made that the measure for idiosyncratic resources would consist of the first two items only. The first item was changed from "Both of us have created capabilities that are unique to this alliance" to "My coauthors and I have capabilities that are unique to my research collaboration relationships." Similarly, the next indicator "Together we have developed a lot of knowledge that is tailored to our relationship" was modified to "My coauthor and I have developed a lot of knowledge that is tailored to my research collaboration relationships." A 7-point Likert scale was utilized to record responses to this construct beginning with "not true" and ending with "very true." The internal consistencies of the two items that make up the idiosyncratic resources scale were analyzed using SPSS to calculate a Cronbach alpha (Cronbach, 1951). The Cronbach's Alpha was .780, meeting the acceptable level of .70 (Cronbach, 1951). The transformed items had a Cronbach's alpha of .797. The responses for the two questions on idiosyncratic resources resulted in moderately negatively skewed distributions, -.856, and -.865. Moderately skewed is defined as values between -1 and -.5 and .5 and 1 (Hair et al., 1998). In order to convert

the distributions to symmetric distributions a transformation to correct the negative skew of squaring the value was utilized so that the new measure for the first was converted from -.856 to -.14. To remove the moderate skew of the second idiosyncratic measure, the value was squared, altering the skew from -.865 to an acceptable -.107 (Fox, 1997; Hair et al., 1998).

Finally, co-authorship competence included a three-item scale. The measure for co-authorship competence is a three-item scale modified from Lambe et al. (2002). The three indicators are measured on a 7-point scale ranging from “strongly disagree” to “strongly agree.” The first indicator was adapted from “We both have a deep base of partnership experience” to “I have a deep base of research partnership experience.” The next indicator was adapted from “We each have participated in many alliances” to “I have participated in many research partnerships.” Finally, the last indicator was adapted from “Individually, we have been partners in a substantial number of research collaborations” to “Individually, I have been partners in a substantial number of research collaborations.” The co-authorship competence scale consists of three items and these were tested for reliability utilizing Cronbach’s Alpha (Cronbach, 1951). The result was a Cronbach’s Alpha of .918, above the threshold of 0.70. The transformed variables had a Cronbach’s alpha of .913. The three indicators for measuring co-authorship competence were skewed. *Exper1* was -.581, *exper2* was -.701 and *exper3* was -.649. These variables can be transformed by squaring them as noted by Hair et al. (1998). This transformation resulted in the skewness moving to .040, -.133, and -.128, all within the acceptable range of between .5 and -.5 for a symmetric distribution (Fox, 1997; Hair et al., 1998).

Sacred Spark was the measure of intrinsic motivation and was recorded using the scale from Rodgers and Rodgers (1999). Rodgers and Rodgers developed a three-item scale for measuring intrinsic motivation for production of top-level academic research productivity derived from a 1990 survey instrument that contained eight items (Rodgers & Rodgers, 1999). The Sacred Spark scale consisted of three items and was tested for reliability utilizing Cronbach's alpha (1951). The Sacred Spark scale had a Cronbach's alpha of 0.83, above the 0.70 floor.

Cosmopolitan collaboration strategy was measured using the cosmopolitan collaboration scale developed by Bozeman et al. (2004). The first indicator asks respondents "What percentage of your research time is spent working alone? - % of research time." This measure is then multiplied by a zero. The next indicator is "What percentage of your research time is spent working with researchers and/or graduate students in your immediate work group? - % of research time." This indicator is divided by 100 in order to get a percentage value. Then the result is multiplied by one. Similarly, the next indicator, "What percentage of your research time is spent working with researchers in your university, but outside your immediate work group? - % of research time" was divided by 100 and then the result was multiplied by two. The next indicator, "What percentage of your research time is spent working with researchers in US universities other than your own? - % of research time" was again divide by 100 and then the result was multiplied by three. The next indicator "What percentage of your research time is spent working with researchers in US industry? - % of research time" this indicator is divided by 100 and then the result was multiplied by four. The next indicator, "What percentage of your research time is spent working with researchers in US

government laboratories? - % of research time” was divided by 100 and then multiplied by four. Finally, the last indicator asking “What percentage of your research time is spent working with researchers who reside in nations other than the USA? - % of research time” was divided by 100 and the result was multiplied by five. The individual indicators were then added together to calculate a score; this aggregate value of the addition of all these indicators results in a cosmopolitan collaboration scale measured from zero to five. For example, if someone worked alone for 30% of their time, with scholars at other universities 40% of their time, and with scholars of other countries 30% of the time, the cosmopolitan scale would be 2.7 ($0.3*0 + 0.4*3 + 0.3*5$). The measurement scale items for cosmopolitan collaboration are formative, therefore following Hair et al.(1998) reliability was measured utilizing the procedure to calculate VIF, variance inflation factor. A VIF of less than 3.3 is considered an excellent value, a VIF of less than 10 is commonly accepted (Hair et al., 1998). Cosmopolitan Collaboration has a VIF of 1.292, below the 3.3 cut off (Hair et al., 1998) indicating acceptable reliability.

CHAPTER V
ANALYSIS & RESULTS

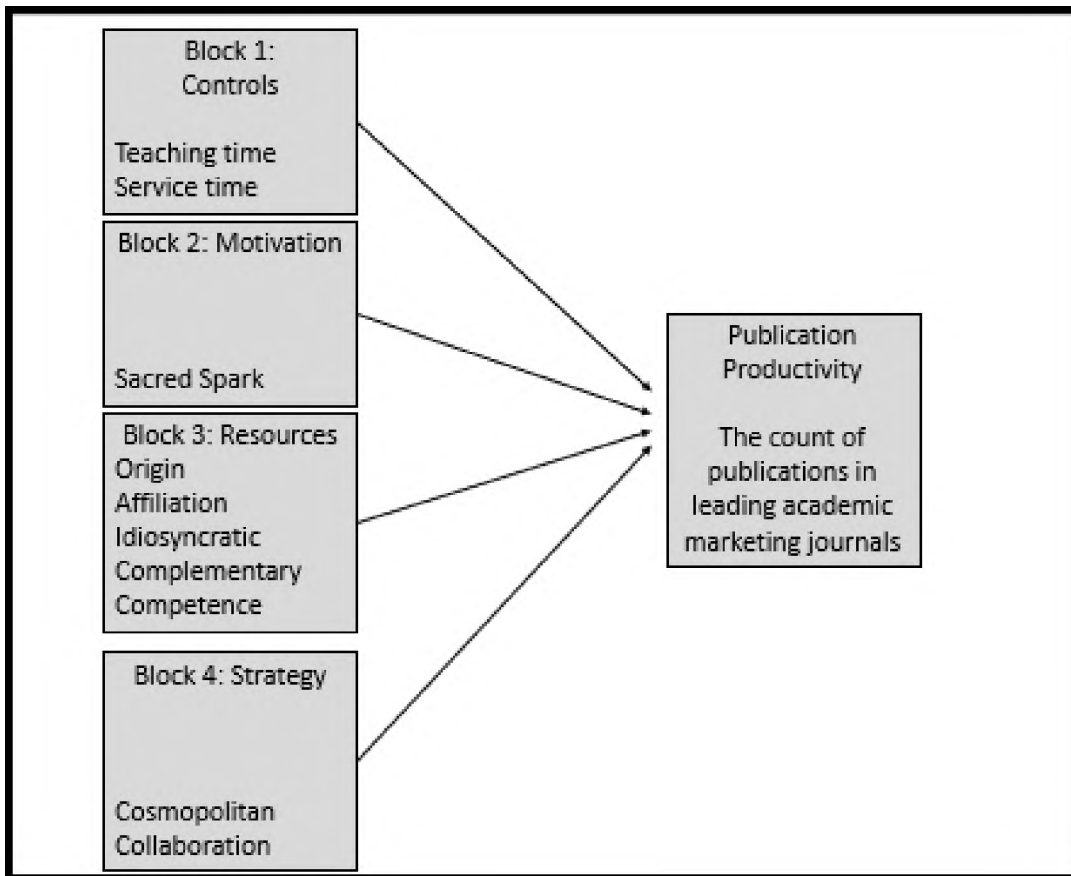


Figure 7 - Model 1 Hierarchical Multiple Regression Publication Productivity

5.1 Hierarchical Multiple Regression Predicting Publication Productivity

	Independent Variables	<i>r</i>	Final Beta	R² Change	Total R²
1.	Controls			.107***	.107***
	Teaching Time	-.326***	-.214**		
	Service Time	.089	.008		
2.	Motivation			.007	.114***
	Sacred Spark	-0.89	-.056		
3.	Resources			.215***	.330***
	Origin	.346***	.102		
	Affiliation	.514***	.387***		
	Idiosyncratic	-.104	-.059		
	Complementary	-.068	-.043		
	Collaboration Competence	.056	-.010		
4.	Strategy			.004	.333***
	Cosmopolitan	-.211**	-.068		
	Collaboration				
R² = .333, Adjusted R² = .302 , F = 10.721, df = 9,193 p < .001					
<i>Note: Hierarchical Multiple Regression</i>					

Results

In order to predict Publication Productivity, a four-block hierarchical multiple regression analysis was conducted. Multicollinearity was not a serious concern, as all tolerances were .774 and above. The analysis results indicate that 9 predictors explain 33.3% of the total variance of Productivity ($F(10,721) = 9,193, p < .001$). First, block 1, which included the teaching time and service time, explained 10.7% of the total variance of Productivity ($F(2,200) = 12.021, p < .001$). Teaching time was a significant unique negative predictor (final $Beta = -.214, p < .01$), Service time (final $Beta = .008$), was not significant. Therefore, the amount of time spent teaching does play a significant role in predicting Publication Productivity, including when controlling for all of the other independent variables in all four blocks. This means that the more teaching time spent the lower academic marketing research productivity will be when all other variables in the full model are controlled for.

Second, block 2, Motivation (Sacred Spark), explained an additional 0.7% of the total variance of Productivity ($F(1,199) = 1.586, p = .209$). Sacred Spark was not significant (final $Beta = -.056$).

The third block Resources (academic origin, academic affiliation, and co-authorship-based idiosyncratic, complementary and competence resources), explained 30.2% of total variance of Publication Productivity ($F(5,12,466) p < .001$). Academic affiliation was a positive significant unique predictor (final $Beta = .387, p < .001$), academic origin (final $Beta = .102$), was not significant. This is a similar finding as Long et al. (1998) but contradicts Griffith et al. (2009). The other co-authorship-based predictors, idiosyncratic resources (final $Beta = -.059$), competence (final $Beta = .010$),

and complementary resources (final $Beta = -.043$) were all non-significant. This indicates that academic affiliation plays a significant role in predicting Productivity, including when controlling for all of the other independent variables in all four blocks. This means that working in an institution that is ranked improves academic marketing research productivity when all other variables in the full model are controlled for.

The fourth block, Strategy (cosmopolitan collaboration strategy), explained only 0.4% of total variance of Productivity ($F(1, 193) p = 0.309$, ns).

Overall, this analysis included four separate blocks of predictor variables that as a whole did contribute a significant amount of variance to the prediction of Publication Productivity as indicated by the significant R^2 for the total equation. Block 1 (Controls) and Block 3 (Resources) both contributed a significant amount of variance to the prediction of Publication Productivity as indicated by significant R^2 change figures for each block. Blocks 2 and 4 did not contribute a significant amount of variance to the prediction of Publication Productivity. Also, the $Beta$ coefficients indicated that when controlling for the impact of all other variables in the final equation, there are two independent variables that maintained significant unique contributions toward Publication Productivity. This is indicated by two significant final $Betas$. Productivity is negatively predicted by time spent teaching and positively predicted by academic affiliation. One of these variables are found in Block 1 and one is in Block 3.

5.2 Binary Logistic Regression Publication in a Leading Academic Marketing Journal

Yes or No

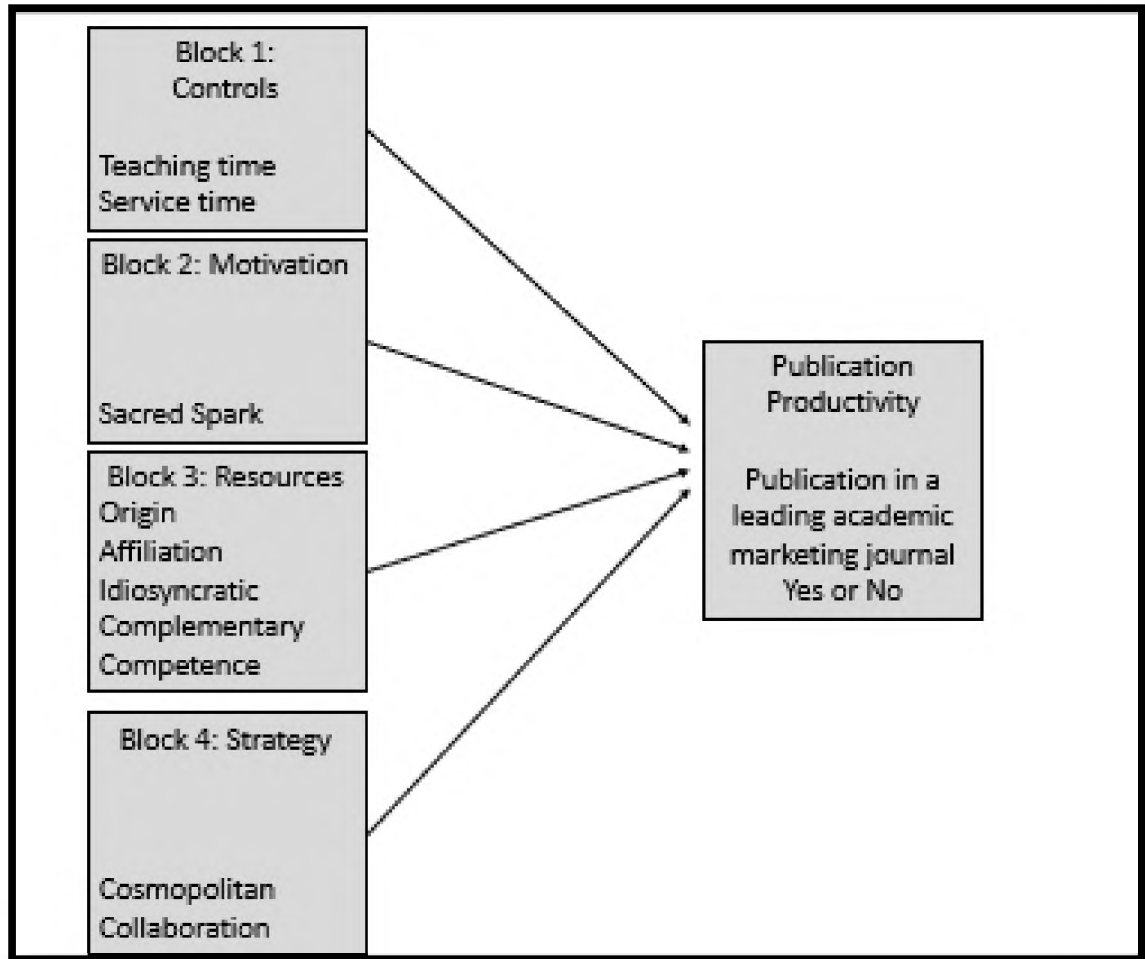


Figure 8 - Model 2 Prediction of Publication in a Leading Marketing Journal via
Logistic Regression

	R	Final Exp (B)	Block Chi-Sq	Model Chi-Sq	Model -2LL	Cox & Snell R ²	Nag R ²	Hosmer & Lemeshow Chi-Sq
Block 1: Controls			18.402***	18.402***	262.893	.087	.116	10.181
Teaching Time	-.294** *	.967**						
Service Time	.044	.997						
Block 2: Motivation			1.328	19.730***	261.565	.093	.124	10.872
Sacred Spark	-.082	.969						
Block 3: Resources			36.386***	56.115***	225.179	.242	.322	2.189
Origin	.277** *	1.371						
Affiliation	.450** *	4.939**						
Idiosyncratic	-.088	.948						
Complementary	-.045	1.000						
Collaboration Competence	.023	1.000						
Block 4: Strategy			1.750	57.865***	223.429	.248	.331	10.539
Cosmopolitan Collaboration	-.221**	.895						
Note: * p < .05; **p<.01; *** p<.001								

Table II Binary Logistic Regression Prediction of Publication in a Leading Marketing Journal

Classification Results

		Predicted		Percentage Correct
		No= 0	Yes= 1	
Observed				
Q7: Published in JM, JMR, JCR or MKS in past 10 years	No= 0 Yes= 1	80	24	76.9
Overall Percentage		32	67	72.4

Table III Classification Results Binary Logistic Regression Prediction of Publication

a. The cut value is .500

Press' Q Calculation Formula: $[N-(nK)]^2 / N(K-1)$ Where:

N = total sample size

N = number of observations correctly classified K=number of groups

In this model:

$$N = 203$$

$$n = 80 + 67 = 147$$

$$K = 2$$

$$\text{Press' Q} = [203-(147*2)]^2 / 203(2-1)$$

$$= [203-294]^2 / 203$$

$$= 8,281 / 203$$

$$\text{Press' Q} = 40.7 \quad \text{df} = 1$$

Critical *chi*-square at 0.001 level of significance = 10.83

Results

To predict the likelihood of a professor publishing in the leading academic marketing journals (JM, JCR, JMR, MKS) given a chosen set of variables, logistic regression was employed. All data came from a survey sent in December 2020. The independent variables were grouped into blocks so that the model could be run hierarchically. Block 1 contained the teaching and service requirements control variables and thus were named “Controls” to characterize the block’s variables, which describe a professors teaching requirements as a percentage of time and service requirements as a percentage of time. Block 2 was titled “Motivation.” This contained the respondents’ intrinsic motivation score on the Sacred Spark scale. The next block included Ph.D. origin and affiliation as well as co-authorship resources including idiosyncratic, complementary, and competence and was named “Resources”. Block 4 was titled “Strategy” and included the cosmopolitan collaboration strategy independent variable. Forced entry was selected as the method for each of these blocks in the logistic regression. Forced entry instructs SPSS to use all variables in the block regardless of the significance of each individual variable.

As indicated in Table 2, academic affiliation had the most significant bivariate correlation (r) to the dependent variable published in a leading academic marketing journal or not, at $r = .450$, followed by teaching time $r = -.294$, and finally origin $r = .277$; all three were significant at the $p < 0.001$ level. Cosmopolitan collaboration strategy ($r = -.221$) was significant at the $p < .05$ level.

Block 1 contributed to the prediction of publication in a leading academic marketing journal significantly, with a *Chi*-square for the block of 18.402 ($p < .001$). In

Block 1, only teaching time had significant final $\text{Exp}(B)$ (.967), which indicated a 3.4% decrease in the odds of a professor publishing in a leading academic marketing research publication for each percent increase in a scholar's time spent teaching when all other independent variables were controlled for.

Block 2 was found to have a nonsignificant block *Chi*-square of 1.328. As the model was run hierarchically, the addition of Block 2 increased the model *Chi*-square to 19.730, which was also significant ($p < .001$). Again, the forced entry method was used so all variables were included in the equation. Sacred Spark $\text{Exp}(B)$.969 was not statistically significant.

Block 3 had a statistically significant *Chi*-square of 36.386 ($p < .001$). As the model was run hierarchically, the addition of Block 3 increased the model *Chi*-square to 56.115, which was also significant ($p < .001$). The forced entry method was utilized, so all variables were included in the equation but only one of the eight had a significant final $\text{Exp}(B)$. Affiliation (ranked or not) had a significant correlation; the final $\text{Exp}(B)$ of 4.939 indicated a 393.9% increase in the odds someone will publish an article in a leading marketing journal if their affiliation was ranked (when all other independent variables were controlled for).

Block 4 had a nonsignificant *Chi*-square of 1.750. As the model was run hierarchically, the addition of Block 4 increased the model *Chi*-square to 57.865, which was also significant ($p < .001$). The forced entry method was used, but none of the additional variables added in this block had statistically significant final $\text{Exp}(B)$ s.

Table 2 also reveals that the Hosmer and Lemeshow goodness-of-fit test (another assessment of how well the model fits the data) was found to be non-significant which

indicates a good fit for the model overall. The -2LL for the full model is 223.429, which, given its high dependence on n , is often thought to be better interpreted by Cox & Snell R^2 and Nagelkerke R^2 . The Cox & Snell R^2 value of 0.248 indicated the independent variables in the full model explained approximately 24.8% of the variance in the dependent variable. This is further confirmed by the Nagelkerke R^2 of 0.331 for the full model, estimating 33.1% of the variance of the dependent variable was explained by the independent variables included in the overall model. As shown in Table 3, the model correctly classified 72.4% of the cases. The Press' Q calculation of 40.7 supports this finding, as it exceeds the critical chi-square of 10.83 at the 0.001 significance level. Therefore, the accuracy of the model's predictions is significantly greater than what could be expected by chance.

5.3 Binary Logistic Regression Four or More Publications in Leading Academic Marketing Journal.

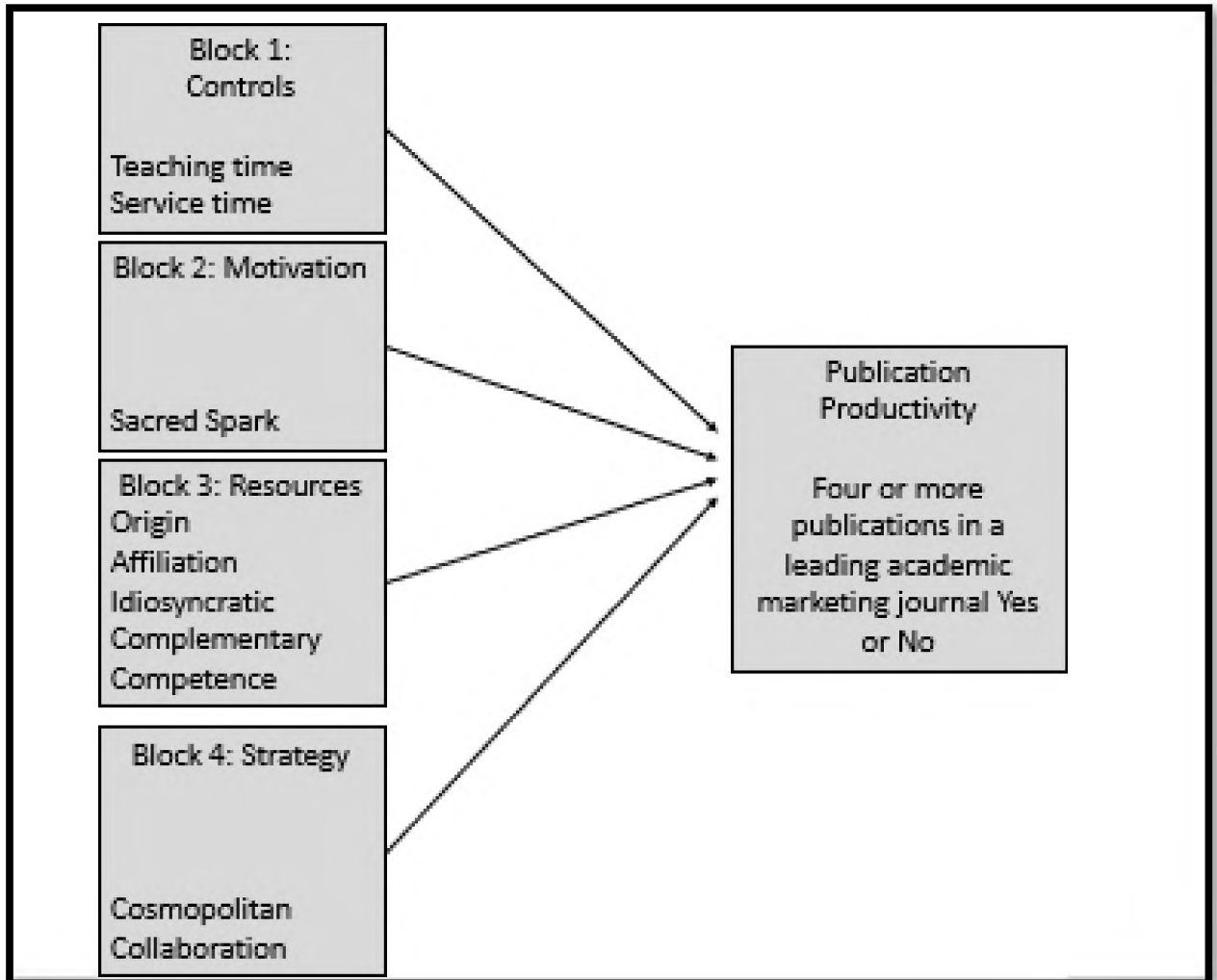


Figure 9 - Model 3 Binary Logistic Regression Four or More Publications in Leading Academic Marketing Journal

	r	Final Exp (B)	Block Chi-Sq	Model Chi-Sq	Model -2LL	Cox & Snell R ²	Nag R ²	Hosmer & Lemeshow Chi-Sq
Block 1: Controls			90.609***	90.609***	190.809	.360	.480	7.220
Teaching Time	.226**	.966*						
Service Time	.209**	1.015						
Block 2: Motivation			1.304	91.913***	189.505	.364	.486	16.648
Sacred Spark	.021	.991						
Block 3: Resources			43.555***	135.468***	145.950	.487	.649	2.522
Origin	.271** *	1.782						
Affiliation	.457** *	9.242**						
Idiosyncratic	-.146*	.865						
Complementary	-.120	.996						
Collaboration Competence	.082	1.001						
Block 4: Strategy			.009	135.476***	145.941	.487	.649	2.534
Cosmopolitan Collaboration	-.068	1.001						

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Table IV Binary Logistic Regression Prediction of Four or More Publications

Classification Results

		Predicted		
		Four or more publications in JM, JMR, JCR, or MKS in the past 10 years (2009 - 2019)?		Percentage Correct
Observed		No= 0	Yes= 1	
Four or more publications in JM, JMR, JCR or MKS in past 10 years	No= 0	150	12	92.6
	Yes= 1	26	15	36.6
Overall Percentage				81.3

Table V Classification Results Binary Logistic Regression Prediction of Four or More Publications

a. The cut value is .500

Press' Q Calculation Formula: $[N-(nK)]^2 / N(K-1)$ Where:

N = total sample size

N = number of observations correctly classified K= number of groups

In this model:

N = 203

n = 150 + 15 = 165

K = 2

Press' Q = $[203-(165*2)]^2 / 203(2-1)$

= $[203-330]^2 / 203$

= 16,129/ 203

Press' Q = 79.45 df =1

Critical chi-square at 0.001 level of significance = 10.83

Results

To predict the likelihood of a professor publishing in four or more articles in the leading academic marketing journals (JM, JCR, JMR, MKS) given a chosen set of variables, logistic regression was employed. All data came from a survey sent in December 2019. The independent variables were grouped into four blocks so that the model could be run hierarchically. Block 1 contained the teaching and service requirements variables and thus the block was named “Controls” to characterize the block’s variables, which describe a professors teaching requirements as a percentage of time and service requirements as a percentage of time. Block 2 was titled “Motivation.” This contained the respondents’ intrinsic motivation score on the Sacred Spark scale. The next block included Ph.D. origin and affiliation rankings, as well as co-authorship-based resources including complementary, idiosyncratic and competence. Block 3 was therefore titled , “Academic Resources.” Block 4 was titled “Strategy” and included the cosmopolitan collaboration independent variable. The forced entry method was used for each of these blocks in the logistic regression. Forced entry instructs SPSS to use all variables in the block regardless of the significance of each individual variable.

As indicated in Table 4, academic affiliation had the most significant bivariate correlation (r) to the dependent variable published in a top 4 journal or not, at $r = .457, p < 0.001$ level. Academic origin was next , at $r = .271, p < .001$. Service time ($r = .209$) and teaching time ($r = -.226$) were also significant at the $p < .05$ level. One variable was significant at the $p < .10$ level, idiosyncratic resources, ($r = -.146$).

Block 1 contributed to the prediction of publication in a top 4 academic marketing journal significantly, with a *Chi*-square for the block of 90.609 ($p < .001$). In Block 1, teaching time had significant final $\text{Exp}(B)$ (.966, $p < .05$), which indicated a 3.4 %

decrease in the odds of a professor publishing 4 or more top 4 academic marketing research publications for each percent increase of one's time spent teaching when all other independent variables were controlled for.

Block 2 was found to have a nonsignificant block *Chi*-square of 1.304. As the model was run hierarchically, the addition of Block 2 increased the model *Chi*-square to 91.913, which was also significant ($p < .001$). The forced entry method was used, so all variables were included in the equation. Sacred Spark $\text{Exp}(B)$.991 was not statistically significant.

Block 3 had a statistically significant *Chi*-square of 43.555 ($p < .001$). As the model was run hierarchically, the addition of Block 3 increased the model *Chi*-square to 135.468, which was also significant ($p < .001$). The forced entry method was utilized, so all variables were included in the equation but only one of the eight had a significant final $\text{Exp}(B)$. Affiliation had a significant correlation; the final $\text{Exp}(B)$ of 9.242 indicated an 824.2% increase in the odds someone will publish 4 or more articles in leading marketing journals if their affiliation was ranked (when all other independent variables were controlled for).

Block 4 had a nonsignificant *Chi*-square of 0.009. As the model was run hierarchically, the addition of Block 4 increased the model *Chi*-square to 135.476, which was also significant ($p < .001$). The forced entry method was used, but none of the additional variables added in this block had statistically significant final $\text{Exp}(B)$ s.

Table 4 also reveals that the Hosmer and Lemeshow goodness-of-fit test (another assessment of how well the model fits the data) was found to be non-significant which indicates a good fit for the model overall. The -2LL for the full model is 144.727, which,

given its high dependence on n , is often thought to be better interpreted by Cox & Snell R^2 and Nagelkerke R^2 . The Cox & Snell R^2 value of 0.487 for all 4 blocks in indicated the independent variables in the full model explained approximately 48.7% of the variance in the dependent variable. This is further confirmed by the Nagelkerke R^2 of 0.649 for the full model, estimating 64.9% of the variance of the dependent variable was explained by the independent variables included in the overall model.

As shown in Table 5, the model correctly classified 81.3% of the cases. The Press' Q calculation of 79.45 supports this finding, as it exceeds the critical chi-square of 10.83 at the 0.001 significance level. Therefore, the accuracy of the model's predictions is significantly greater than what could be expected by chance.

5.4 Revised Conceptual Framework

The revised conceptual framework is illustrated in Figure 10 (below). Hypothesis 1 was modified to include only academic affiliation. The relationship between

productivity and Sacred Spark and Collaboration are switched to negative in accordance with the findings.

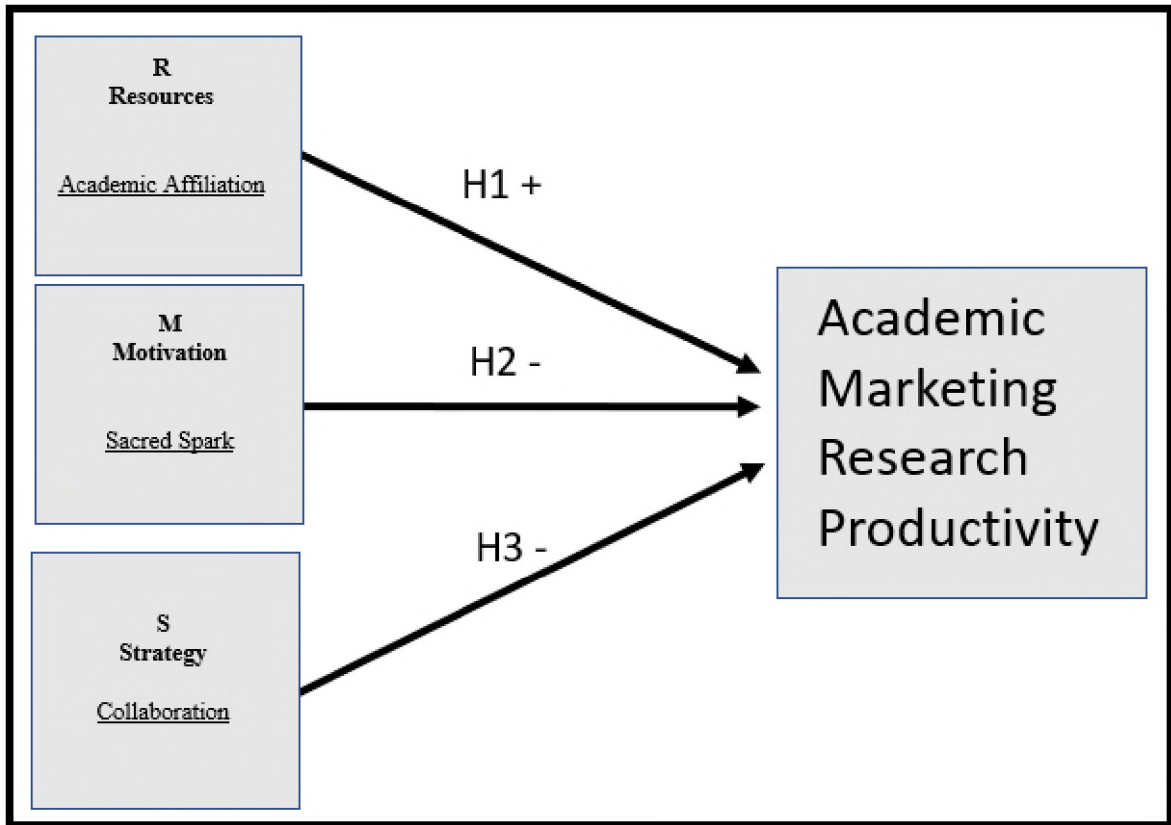


Figure 10 - Revised Conceptual Framework

CHAPTER VI

CONCLUSION

This dissertation provides insight into factors that improve the likelihood of publishing in the leading academic marketing journals. Accomplishing publication is rare, more than 90% of manuscripts are rejected, and most scholars produce only one article during an entire career (Runyan et al., 2013; Summers, 2001; Wilkie, 2006). The RMS framework helps unravel why some scholars are successful and others are not. Within the RMS framework resources, motivation and strategy explained 33.3% of the variance in productivity in the leading academic marketing journals. Employment at a ranked academic affiliation was clearly the most important factor for increasing the odds a scholar would publish by 393.9% and increased the odds a scholar would publish an extraordinary amount by 824.2%. These results are similar to the findings of Long et al (1998) and the theory of accumulated advantage to explain why academic affiliation helps productivity. In the RBV, Penrose (1959) points out unique resource mixes guided by experienced management can lead to firm's profitable growth- similarly a professor at a ranked affiliation should have a unique resource mix. D'Aveni (1996) discussed that

homosocial reproduction takes place in academia, where those with similar backgrounds are attracted to each other (D'Aveni, 1996). However, contrary to Seggie and Griffith (2009) academic origin does not make a statistically significant difference in productivity. A possible explanation is that homosocial reproduction goes deeper than Ph.D. training institution similarity. A more granular evaluation may take place, the affiliation could detect differences among candidates from the same Ph.D. origin and detect important differentiators among seemingly homogeneous applicants. This may be because not all graduates of prestigious Ph.D. training programs acquire the same amount of resources. Perhaps there is a quality spread among graduates of the same types of Ph.D. training programs that affiliations can identify during the hiring process. In addition, affiliations may be able to uncover candidates from lower ranked or unranked training programs who are similar to successful faculty and are considered likely to publish (Seggie & Griffith, 2009). Yet even at the most prestigious schools only 25% of scholars earn tenure (Wilkie, 2006). If accumulated advantage is responsible for driving publication productivity, why then is the success rate still so low at ranked affiliations? Judge et al (1995) pointed out accumulated advantage may take a long time to occur, noting that assistant professors do not benefit as much from accumulated advantage as associate professors (Judge et al., 1995). Perhaps some resources are reserved for higher ranks, and this could be reflected in the statistically significant impact teaching time had on productivity. Each of the three models indicated negative relationships between teaching time and productivity, a clear signal that focus is important. Perhaps course relief is a reward for publication, even at prestigious schools, but should be thought of an input instead.

6.1.1 Theoretical Contribution

The RMS framework contributes to the literature examining academic marketing research productivity. Each of the components of the RMS framework contributed to the overall explanation of variance in the multiple regression model as well as the binary logistic regression models. One key contribution of this study is adding support to the academic affiliation explanation as the key driver of publishing productivity. The results of the study add support to Long et al (1998) and the accumulated advantage theory present in an academic affiliation rather than academic origin as a source of greater perceived potential talent mentioned by Seggie and Griffith (2009).

H1 was not supported, a ranked academic origin did not alter the likelihood a scholar would publish in a leading journal or would publish four or more articles. Academic origin did not have a statistically significant relationship with the count of publications in leading journals as well. This was surprising given Seggie and Griffith's (2009) findings that academic origin rank was a strong predictor of research publication productivity in leading marketing journals (Seggie & Griffith, 2009). Perhaps the reason for this dissertation's contrary finding is that accumulated advantage theory only applies to a fraction of the students graduating from ranked programs. For example, those that graduate near the top of their class and develop strong relationships with advisors acquire more resources than those at the bottom of the class. Additionally, maybe those students that have bad experiences in graduate school lose confidence in their ability to do research and this translates into lower productivity. Another possible explanation is that ranked affiliations can detect which students in ranked or unranked Ph.D. training

programs have a good fit for their research focused institution and this trait is independent of academic origin.

H2 was supported, academic affiliation had a statistically significant relationship with the count of publications in the leading marketing journals, the likelihood of publishing, as well as publishing four or more articles. These findings contribute to the understanding of accumulated advantage theory. Perhaps the theory of accumulated advantage (Merton, 1968) is stronger in academic affiliation than academic origin because training programs can only predict imperfect matches for the knowledge and skills required by a graduates affiliation; with growing specialization, affiliations' tacit knowledge of the publication process has grown more important than the resources earned during Ph.D. training. The RBV holds that resources must be rare, valuable, inimitable, and non-substitutable. Academic productivity in the leading marketing journals is rare, therefore frequent contact among those scholars who have achieved publication may result in resources that are rare, valuable, inimitable, and non-substitutable. At a ranked affiliation accumulation of superior human capital in terms of relationships and knowhow may explain why this variable has such a strong relationship with productivity. Why then would ranked origin fail to have the same relationship? The explanation may lie in the theory of homosocial reproduction tied to imperfect substitution. During the hiring process at ranked affiliations, the hiring institution may be able to detect more important attributes about a candidate than the prestige of the Ph.D. program can communicate alone. Seggie and Griffith (2009) pointed to imperfect substitution as the reason ranked origins matter – they produce better potential scholars. However, perhaps there is a talent spread within ranked origins, not every graduate has

the same potential. Every candidate from ranked origins may not be superior to all candidates from less prestigious institutions. Maybe the top student from a lower ranked or even unranked school could outperform some of the candidates from a prestigious school. There is evidence of this in the findings of Long et al (1998) where the combination of middle tier origins and higher tier affiliations performed statistically significantly better in publication productivity than those from top ranked origins working in top ranked affiliations. Perhaps when ranked affiliations hire the best candidates (D'Aveni, 1996) they are not using origin as the main criteria. In the qualitative responses of the most prolific respondents' qualities such as tenacity, persistence and perseverance were mentioned as essential for productivity. Perhaps during interviews these traits are detected and when combined with other resources housed in the affiliation this leads to superior productivity.

The third hypotheses, H3 was not supported. None of the co-authorship-based resources had statistically significant relationships with publication productivity. This finding may add insight into the Resource-based view of competition. The RBV points to superior resource mixes and proper management of those resources as a determinant of firm performance (Penrose, 1959). Co-authorship should help individuals acquire needed skills and knowledge from working with others (Bozeman et al., 2004; Lambe et al., 2002). However, neither complementary, idiosyncratic or co-authorship competence resources had statistically significant relationships with academic marketing research productivity. Perhaps in an academic setting, the costs associated with co-authorship collaborations frequently outweigh the benefits linked with working in research teams. Penrose (1959) found that management of a unique resource mix was critical for firm

growth, in fact the management skill was critical for how a firm performed in an industry because they understood the possibilities better than competitors within the same industry (Penrose, 1959). Co-authorship competence may be more important for the co-authorship's success than simply possessing superior complementary or idiosyncratic resources. In the literature of leading teams, there is the concept of process losses and process gains (Steiner, 1972). A partnership is a form of team, working toward a common goal (Kozlowski & Ilgen, 2006). The hope is that the partnership leads to greater productivity through process gains such as increased motivation, emergence of a collective climate, increased knowledge, more objective evaluation, role modeling, and shared mental models (Anderson & West, 1998). However, partnerships can also cause process losses due to free riding, coordination problems, dysfunctional conflict, failure to share information, domination by one or more members and premature consensus (Gino, 2013; Kaplan, 1979). For example, waiting for a partner to complete their part of the research agenda may actually slow productivity more than help publication efforts even when the partnership has a superior resource mix. Another factor to consider is time. There is tremendous difficulty associated with managing a resource mix because, as Penrose mentioned, this skill requires time to develop (Penrose, 1959) and perhaps because publication is rare, with a 90% rejection rate (Wilkie, 2006) many teams break up after one unsuccessful submission. Short lived partnerships may destroy any chance to develop and learn the key co-authorship management skills needed to make sure the process gains outweigh process losses in these endeavors.

H4 was not supported, the Sacred Spark, a measure of a scholar's intrinsic motivation to publish, did not have a statistically significant relationship with academic

marketing research productivity counts, likelihood of publication, or publishing four or more articles. These findings are contrary to those of Rodgers and Rodgers who determined faculty members that possess the Sacred Spark will be more productive (1999). Perhaps, the reason for this study's finding is that the mindset of scholars has changed since 1999, and a positive attitude towards writing articles is the norm rather than an exception. Another possibility is that motivation is more geared toward subjective success measures than objective success measures (Judge et al., 1995). Judge et al (1995) found that motivation improved satisfaction among executives, but not with objective measures of success such salary or position (Judge et al., 1995). Perhaps the act of writing can lead to bliss, and this feeling is a subjective measure, while having a paper accepted is an objective measure of success. Another form of motivation may trump Sacred Spark, the need to conform to the productive norm (Reskin, 1977). Instead of Sacred Spark perhaps the stronger motivation for publication is making tenure, being promoted, or maintaining one's reputation among peers at a prestigious institution (McAlister, 2005).

H5 was not supported. There was no statistically significant relationship between cosmopolitan collaboration strategy and publication counts, likelihood of publication or likelihood of publishing four or more articles in the leading marketing journals. This is contrary to the theory of cosmopolitan collaboration that ties better resource mixes to more distant combination of collaborators (Bozeman et al., 2004). There are two possible explanations for cosmopolitan collaboration strategy failing to improve academic marketing research productivity in leading academic marketing journals. The first explanation is that the coordination problems are too difficult to surmount as distance

increases. The coordination problems may include language barriers, working in different time zones, and high travel costs. While savvy leadership may overcome coordination challenges, the second explanation of why a cosmopolitan collaboration strategy is more difficult to overcome – having divergent measures of success. For example, the leading academic marketing journals have U.S. roots, in many European countries the incentive system is geared towards rewarding other scholarly pursuits such as writing books (Diamantopoulos, 1996). Within academia there are different journal rankings among universities, with pronounced differences between Chinese and Western institutions (Hussain et al., 2015). These different measures of prestige could make cosmopolitan collaboration goals difficult to agree upon. For U.S. based scholars, working with scholars in the home country may be more beneficial for writing articles in U.S. marketing publications than with foreign based scholars because the closer collaborations are easier to coordinate and have better calibrated objectives. Cosmopolitan collaboration with industry could have a similar issue with incongruent goals; while academics may be more interested in disseminating knowledge, industry may wish to hold close to the findings to protect against competitors utilizing the knowledge. Finally, cosmopolitan collaboration with government entities may have divergent goals as well. Government collaborators may be focused on solving current policy problems. Conversely academic researchers' motivation could be to uncover and disseminate new knowledge that may not necessarily solve an immediate challenge. These differences in objectives could hinder academic research success due to inherent differences in objectives between government and academia.

Teaching requirements and affiliation were the only statistically significant factors with the dependent variables used in the three models. This supports Long et al. (1998) findings that affiliation is the most important factor in achieving publication in top marketing journals and is the driver of extraordinary levels of productivity as well. One possible explanation may be that there is a lag time between creating methods and theories to solve marketing problems and the ability to create courses for Ph.D. training that cover these new research tools. This dissertation found that teaching requirements negatively impacted academic marketing research productivity which is consistent with intuition but contrary to Runyan et al (2013) and Diamantopoulos (1996). There are several explanations to this observation. First, the nature of academic research requires periods of unbroken concentration to achieve success (Newport, 2016). This unbroken concentration was mentioned during the pilot study by Dr. Elizabeth Miller as a key driver of higher productivity during her sabbaticals and summers because there is a cost to restart after an interruption. The second reason teaching may have a negative relationship with academic marketing research productivity could be the effort needed to stay current when teaching marketing classes due to the advent of digital marketing. Digital marketing has ushered in an era of rapidly changing content in marketing classes due to the nature this channel (Rohm, Stefl, & Saint Clair, 2019). Perhaps the teaching requirements in marketing have changed with the new digital era, and this requires more energy than in the past. For example, there has been an explosion of new analytic techniques, data collection methods, and proliferation of new software tools that should be introduced to marketing students (Rohm et al., 2019). Maybe some professors must put in considerable effort to master, explain, and demonstrate tools such as SQL,

Tableau, Python and methods such as artificial intelligence. This effort may equate to devoting more energy to preparation and class design than when Runyan et al (2013) found teaching loads did not have an impact on productivity. This extra time and energy may sap academic marketing research productivity more than in the past as scholars grapple with rapidly changing landscapes, analytic tools, and methods related to digital marketing.

6.1.2 Managerial Contributions

Research is a very important function of universities, business departments and individual scholars. Therefore, understanding and predicting academic marketing research productivity is a useful topic to explore. For Deans and department chairs hoping to control academic marketing research output in the leading academic marketing journals the RMS framework could help. This framework may improve results by providing a starting point that aids leaders with making decisions of how to support academic marketing research scholars. Individual professors must also utilize the RMS framework navigate the job offers from different affiliations and weigh offers based on teaching requirements and research output expectations. Finally, scholars and department chairs could utilize the findings of this dissertation to improve time management individually and on a department level.

In that past, Rodgers and Rodgers suggested asking applicants if they felt bliss when writing as a good predictor of future output. This dissertation's findings throw some caution towards this method of evaluation.

Teaching loads had a negative impact on publication productivity and managers should consider steps to mitigate these effects. Logically this phenomena makes sense,

the more time a professor must spend on teaching, the less time that scholar would have to accomplish anything else, including publication of research. While one possible solution would be to reduce loads. If this is not practicable, perhaps departments could invest in time management training. In addition, department chairs could pilot scheduling experiments that specifically dedicated uninterrupted research hours - blocks of time in their schedules - where scholars are protected from distractions.

Industry can also benefit from the findings of this dissertation. Collaboration and the accompanying synergies are often forecast into financial models justifying acquisitions and mergers, but this study shows another piece of evidence that partnerships do not always work. Access to new resources – whether gaining entry to a growing market, increasing manufacturing capacity, or any number of other complementary resource additions – is not enough to ensure a strategy bears fruit. In much of the qualitative responses as to what drove publication success, among the most prolific scholars the need for persistence was mentioned most. Likewise, when one firm considers acquiring another firm the due diligence can easily account for resources such as brand equity or manufacturing capacity but measuring the grit of the new workers is harder. Yet, this may be more important. Grit, determination, and perseverance are hard to model in a spreadsheet but can be the difference between the firm’s success or failure.

Industry practitioners can also benefit from the findings of this dissertation related to the negative impact teaching loads had on productivity by considering the various burdens imposed on their staff that, like teaching, take up considerable time. Unlike teaching loads these burdens include meetings, emails, texts, and conference calls; all are useful, but in aggregate should be monitored so the majority of the team’s time is spent

on high value add activities. Practitioners with the power to limit the percentage of time an analyst spends working on lower value administrative duties should make every effort to do so. This should free up brainpower to tackle higher value add activities. Managers allocating higher percentages of staff effort on higher value work will find productivity gains and share in the benefits that for some types of work. Less is more.

6.1.3 Empirical Contributions

There are several empirical contributions this study of academic marketing research productivity provides. First a novel database of all scholars that published articles in the leading marketing journals from 2009 to 2019 has been created utilizing web scraping techniques, data preparation, cleaning, and recombination. The cleaned database includes contact, origin, and affiliation information as well as the count of publications for each scholar. This database was not available in the past and can be leveraged to study academic marketing research productivity. Second a questionnaire was developed to measure motivation, resources and strategy that can be deployed for future study. Third, logistic regression and multiple regression models have been created to explain and predict productivity counts, if a scholar will publish or not, and if a scholar will publish four or more articles in leading marketing research journals.

6.2 CONCLUSION

The purpose of this dissertation has been to better understand, explain and predict publication in leading academic marketing research journals. Understanding what drives publication success is important for individual scholars, departments, universities, and society at large because each entity has much to benefit from learning what helps and what hinders academic marketing productivity. Several factors are analyzed using the

theoretical lens of the Resource-based view, accumulated advantage, the Sacred Spark, and S&T human capital theory. Origin, affiliation, co-authorship, motivation, and cosmopolitan collaboration strategy were examined to explain and predict academic marketing research productivity using the RMS framework. Whether publishing a top-level journal article or not, or publishing extraordinary levels of academic marketing research, affiliation and teaching load proved statistically significant factors impacting scholars.

The conceptual framework developed in this study of academic marketing research publication productivity is an important contribution to the understanding of the determinants of publication success in leading academic marketing journals and productivity levels. The study also provides department chairs and deans with useful information in setting course load policy and productivity expectations. Policies and incentives could be set to encourage academic marketing research productivity through lower teaching loads and time management training for scholars balancing multiple requirements at once.

There were several factors in the RMS framework that had statistically significant one-on-one relationships with productivity. These include teaching time, academic origin, academic affiliation, and cosmopolitan collaboration strategy when predicting publication counts or whether a scholar would publish or not in a leading academic marketing journal. There is a relatively high correlation between affiliation ranking and origin ranking, $r = .516$. These two variables tend to increase together if a scholar trains at a ranked PhD. School, they tend to work at a ranked academic affiliation. This may be due to homosocial reproduction, that most scholars in ranked affiliations tend to hire

professors with similar backgrounds. Those scholars from ranked origins who do not end up at ranked affiliations may be filtered during the interview process based on a lack of desire to publish, or perhaps these recent graduates self-filter based on a desire to work at a teaching rather than research institution.

It is interesting to note that two factors, service time and idiosyncratic resources also have statistically significant zero-order relationships with the binary logistic regression model predicting if a scholar will publish four or more articles. The idiosyncratic resources have a negative relationship with extraordinary achievement, while service time is positive. These findings are contrary to what the literature and pilot study would lead one to believe. Perhaps in multiple regression the relationship between idiosyncratic resources disappears because this type of resource may increase if a scholar is at a ranked affiliation. Perhaps the relationship between service and productivity disappears in multiple regression because service requirements are uniformly managed at ranked affiliations.

In the conceptual framework empirical testing, only academic affiliation resources were statistically significant – a finding that ran counter to the early pilot study commentary from Dr. Elizabeth Miller. Dr. Miller discussed academic marketing research productivity using the analogy of a three-legged stool to describe how academic resources, individual motivation, and having a correct strategy were all required to achieve success. She said that a scholar could have all the motivation in the world, but without the proper resources they would not succeed. Likewise, if a scholar lacked a good writing strategy, all the resources and motivation in the world would not result in success. In her opinion, the same held true for someone with a great strategy, if they lacked either

resources or motivation the scholar would fail, much like a three-legged stool missing a leg would tumble to the ground. What could explain the difference between this dissertation's findings and Dr. Miller's logic? Perhaps some of the important components in a scholar's motivation and sound strategy are buried in the academic affiliation's rank (or lack of rank). For example, when considering Sacred Spark motivation, a scholar that applies for a position at a ranked institution learns the publication requirements to make tenure. This knowledge could conceivably filter out almost all scholars that dislike writing – the main concept Sacred Spark measures. Therefore, the findings might not run counter to Dr. Miller's motivational logic. Or perhaps a scholar has the motivation to write even if they do not enjoy writing – at least until they achieve tenure. Strategy as well might be accounted for by having a ranked affiliation. Often rankings are based on academic marketing research productivity, institutions that are ranked house scholars who have achieved publication success. Therefore, ranked institutions should be full of scholars that employ successful strategies, and those unranked schools probably have fewer such scholars. The interaction among scholars that have utilized successful strategies may become a tacit knowledge resource – knowing what strategies work may be closely held within universities in order to protect their rankings.

6.2.1. Limitations

This dissertation has limitations that should be considered. First, only four marketing journals (JM, JMR, JCR, and MS) were used for publication counts, these journals may not include all of the best ideas in marketing. Including other prestigious journals as well as international journals would be well advised. Second, in this

dissertation only marketing scholars' productivity was measured and this decision limits the generalizability of the conclusions.

A limitation of the study is causal reciprocal ordering with regards to affiliation rankings. In particular, affiliation rankings are often based mainly on academic research productivity in the leading journals, therefore the issue of causal reciprocal ordering could cloud the findings. Scholars with high academic productivity will be attracted to institutions that produce greater productivity. The choice of the scholars to join the institution could be more important to productivity than the resources in the institution. Perhaps the prize for publication is entry into an elite institution, rather than a benefit stemming from membership. However, it is somewhat heartening to know that in recent years (2012 to 2016), the share of publications by schools ranked in the top 30 has declined by 26 percent compared to the 2007 to 2011 period (van Osselaer & Lim, 2019). This decline in top school "market share" has not come from unranked school, just those ranked below the top 30. This trend supports the findings in the dissertation that simply being ranked matters, not how highly an affiliation is ranked.

Additional limitations include the focusing on collaboration strategy in the RMS framework, this strategic choice is one among many, and more should be looked at in the future. Cosmopolitan collaboration strategy was selected because other writing strategies had been examined in the past, while this specific type of collaboration had not. Other strategies were mentioned in the qualitative response section of the questionnaire, chiefly topic and journal selection. These could be broadly examined as under the umbrella of employing a focused strategy. Related to this strategic choice however is what several respondents mentioned – luck. Deciding to focus on one topic or tailoring articles for a

specific journal involves selecting a subject that has a rich research potential, at least if a scholar cares about productivity counts. Forecasting what topics will resonate, that are durable, and that have the potential to result in several publications may be more of a skill than a strategy. Or sometimes scholars could be just be lucky. While the later seems far-fetched, many respondents were willing to share this opinion, rather than attributing success to some well thought out strategic choice.

The measurement of Sacred Spark could be too focused on the positive emotional side of publication. Sacred Spark, as measured by the scale created by Rodgers and Rodgers (1999) is a measure of the enjoyment a scholar feels when they write. Perhaps Sacred Spark could be contagious – that a scholar working at an affiliation may succumb to the social norm, and produce more publications, driven by the feeling of Sacred Spark stemming from positive team attitudes. A scholar working with team members that love writing could be infected with this attitude over time. Beyond the team aspect that could be explored, in the future the Sacred Spark scale could also be expanded to include items measuring resilience, tenacity, perseverance, and grit – attributes discussed in the pilot study and by respondents that achieved four or more publications. Measuring a scholar's reaction to adversity (something that is inevitable in the publication process) may be more important or more predictive of success than measuring how enjoyable one finds writing. Rodgers and Rodgers commented that simply asking a recent PhD. Graduate how much they enjoy writing was a great way to predict success, perhaps a more accurate assessment should incorporate questions about how a scholar has overcome unenjoyable setbacks.

6.2.2 Future Research Agenda

There are several future research directions to expand on the findings of this dissertation. In the future, it would be interesting to examine how important resilience is for academic marketing research productivity. Perhaps after initial motivation goes away, scholars must rely on other traits to accomplish their research goals. In addition, a study on the role consulting work has on academic marketing research productivity would be useful. For example, a professor may work in a consulting role for a business and may have significant financial incentives for choosing this type of work over the financial reward of producing academic marketing research. Time constraints were limited to teaching and service, but consulting work could be another potential hindrance to academic marketing research productivity. Professors have limited time, perhaps investigating when consulting is a more attractive endeavor would uncover findings with managerial implications for business departments setting incentives for research in the leading marketing journals. In addition, this stream of research could benefit from additional exploration that incorporates linguistic and sentiment analysis of the leading marketing journals. It would be interesting to compare the qualitative traits of literature by journal and explore trends. Another area to investigate could be the relationship between academic marketing research productivity and exposure to peer reviewed academic research at the undergraduate level. Perhaps experience with the scientific method and the peer review process early on in life could serve as another type of accumulated advantage. In the future, it would be potentially illuminating to measure how demographic differences influence the RMS framework. For example, comparing how tenure vs. on-tenure track status impacts productivity could reveal important

information for scholars and department chairs. In a future study, scholars could be grouped into those that have achieved tenure and those that have yet to reach this milestone. Perhaps motivation changes after this break, and in so could alter relationships between motivation and productivity. Maybe after achieving career and a measure of financial security, the Sacred Spark would supersede other factors when producing extraordinary levels of productivity. In addition, exploring how industry experience impacts academic marketing research productivity could be beneficial. In the pilot study, Dr. Batra mentioned that industry relevant research not only satisfied his desire to make a difference for practitioners but also increased his access to data and methods unavailable at the University of Michigan. Industry ties could be a vehicle for obtaining unique resources that a scholar could leverage to increase their academic marketing research productivity. It would be fascinating to explore if a similar set of variables predicts productivity in industry settings. For example, hedge funds must conduct industry research and then present findings to potential investors. Much like editors and reviewers, the potential investors decided to accept the findings or not. Maybe some of the components of the RMS framework could predict how productivity is achieved in this industry. Extending this stream of research to scholars with industry relationships to identify the relationship between these variables is an important task for future research.

REFERENCES

- AACSB report. (2008). Retrieved from <http://www.aacsb.edu/-/media/aacsb/publications/research-reports/impact-of-research.ashx?la=en>
- AACSB report. (2011). Retrieved from <http://www.aacsb.edu/-/media/aacsb/publications/research-reports/aacsb-globalization-of-management-education-task-force-report---2011.ashx?la=en>
- Aaker, D. A. (1970). Using buyer behavior models to improve marketing decisions. *Journal of Marketing*, 34(3), 52-57.
- Adams, J. D., Black, G. C., Clemmons, J. R., & Stephan, P. E. (2005). Scientific teams and institutional collaborations: Evidence from US universities, 1981–1999. *Research Policy*, 34(3), 259-285.
- Adegbesan, J. A., & Higgins, M. J. (2011). The intra-alliance division of value created through collaboration. *Strategic Management Journal*, 32(2), 187-211.
- Albers, S. (2009). Misleading rankings of research in business. *German Economic Review*, 10(3), 352-363.
- Alderson, W. (1965). *Dynamic marketing behavior*. Richard D. Irwin, Inc.
- Allison, P. D., & Stewart, J. A. (1974). Productivity differences among scientists: Evidence for accumulative advantage. *American Sociological Review*, 39, 596-606.
- Amit, R., & Schoemaker, P. J. (1993). Strategic assets and organizational rent. *Strategic Management Journal*, 14(1), 33-46.
- Anand, B. N., & Khanna, T. (2000). Do firms learn to create value? The case of alliances. *Strategic Management Journal*, 21(3), 295-315.

- Anderson, N. R., & West, M. A. (1998). Measuring climate for work group innovation: development and validation of the team climate inventory. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 19(3), 235-258.
- Ankers, P., & Brennan, R. (2002). Managerial relevance in academic research: An exploratory study. *Marketing Intelligence & Planning*, 20(1), 15-21.
- Averch, H. A. (1989). Exploring the cost-efficiency of basic research funding in chemistry. *Research Policy*, 18(3), 165-172.
- Bania, N., Eberts, R. W., & Fogarty, M. S. (1993). Universities and the startup of new companies: Can we generalize from route 128 and Silicon Valley? *The Review of Economics and Statistics*, 75(4), 761-766.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99-120.
- Bartels, R. (1951). Can marketing be a science? *Journal of Marketing*, 15(3), 319-328.
- Bartels, R. (1988). *The history of marketing thought*. Gorsuch Scarisbrick Publishing.
- Barwise, P. (1995). Good empirical generalizations. *Marketing Science*, 14(3_supplement), G29-G35.
- Bass, F. M. (1995). Empirical generalizations and marketing science: A personal view. *Marketing Science*, 14(3_supplement), G6-G19.
- Bass, F. M., & Wind, J. (1995). Introduction to the special issue: Empirical generalizations in marketing. *Marketing Science*, 14(3_supplement), G1-G5.

- Baumgartner, H., & Pieters, R. (2003). The structural influence of marketing journals: A citation analysis of the discipline and its subareas over time. *Journal of Marketing*, 67(2), 123-139.
- Beaver, D. D. (2001). Reflections on scientific collaboration (and its study): Past, present, and future. *Scientometrics*, 52(3), 365-377.
- Becker, E., Lindsay, C. M., & Grizzle, G. (2003). The derived demand for faculty research. *Managerial and Decision Economics*, 24(8), 549-567.
- Bedeian, A. G. (1993). *Management*. Dryden Press.
- Beltramini, R. F., Schlachter, J. L., & Kelley, C. (1985). Marketing faculty promotion and tenure policies and practices. *Journal of Marketing Education*, 7(2), 74-80.
- Bendle, N. T., Bagga, C. K., & Nastasoiu, A. (2019). Forging a stronger academic-practitioner partnership—The case of Net Promoter Score (NPS). *Journal of Marketing Theory & Practice*, 27(2), 210–226.
- Bernstein, E. S., & Barrett, F. J. (2011). Strategic change and the jazz mindset: Exploring practices that enhance dynamic capabilities for organizational improvisation. *Research in Organizational Change and Development*, 19, 55-90.
- Bertrand, M., & Schoar, A. (2003). Managing with style: The effect of managers on firm policies. *The Quarterly Journal of Economics*, 118(4), 1169-1208.
- Beyer, J. M., Chanove, R. G., & Fox, W. B. (1995). The review process and the fates of manuscripts submitted to AMJ. *Academy of Management Journal*, 38(5), 1219-1260.
- Bhaskar, V., Manning, A., & To, T. (2002). Oligopsony and monopsonistic competition in labor markets. *Journal of Economic Perspectives*, 16(2), 155-174.

- Blackburn, R. T., & Lawrence, J. H. (1995). *Faculty at work: Motivation, expectation, satisfaction*. Johns Hopkins University Press.
- Blackburn, R. T., & Pitney, J. A. (1988). *Performance appraisal for faculty. Implications for higher education from the program on faculty as a key resource*. The National Center for Research to Improve Postsecondary Teaching and Learning, University of Michigan.
- Bloom, N., Dorgan, S., Dowdy, J., Van Reenen, J., & Rippin, T. (2005). *Management practices across firms and nations*. Centre for Economic Performance, London School of Economics.
- Bloom, P. N. (1987). *Knowledge development in marketing: The MSI experience*. Free Press.
- Bol, T., de Vaan, M., & van de Rijt, A. (2018). The Matthew effect in science funding. *Proceedings of the National Academy of Sciences*, 115(19), 4887-4890.
- Borden, N. H. (1964). The concept of the marketing mix. *Journal of Advertising Research*, 4(2), 2-7.
- Bozeman, B., & Corley, E. (2004). Scientists' collaboration strategies: Implications for scientific and technical human capital. *Research Policy*, 33(4), 599-616.
- Bozeman, B., & Youtie, J. (2017). *The strength in numbers: The new science of team science*. Princeton University Press.
- Braxton, J. M., & Toombs, W. (1982). Faculty uses of doctoral training: Consideration of a technique for the differentiation of scholarly effort from research activity. *Research in Higher Education*, 16(3), 265-282.

- Broström, A. (2019). Academic breeding grounds: Home department conditions and early career performance of academic researchers. *Research Policy*, 48(7), 1647-1665.
- Brown, C. L., Chan, K. C., & Lai, P. (2006). Marketing journal coauthorships: An empirical analysis of coauthor behavior. *Journal of Marketing Education*, 28(1), 17-25.
- Buford, J. A., Bedeian, A. G., & Lindner, J. R. (1995). *Management in extension* (3rd ed.). Ohio State University Extension.
- Burke, L. A., & Rau, B. (2010). The research–teaching gap in management. *Academy of Management Learning & Education*, 9(1), 132-143.
- Bussiere, D. (2000). Evidence of a marketing periodic literature within the American Economic Association: 1895-1936. *Journal of Macromarketing*, 20(2), 137-143.
- Burt, R. S. (1997). The contingent value of social capital. *Administrative Science Quarterly*, 42(2), 339-365.
- Burt, R. S. (2004). Structural holes and good ideas. *American Journal of Sociology*, 110(2), 349-399.
- Burt, R. S. (2005). *Brokerage and closure: An introduction to social capital*. Oxford University Press.
- Cameron, S. W., & Blackburn, R. T. (1981). Sponsorship and academic career success. *The Journal of Higher Education*, 52(4), 369-377.
- Campbell, J. (1988). *Joseph Campbell and the power of myth. Program 4, Sacrifice and bliss*. Transcript retrieved from <https://billmoyers.com/content/ep-4-joseph-campbell-and-the-power-of-myth-sacrifice-and-bliss-audio/>

- Chen, Y., Gupta, A., & Hoshower, L. (2006). Factors that motivate business faculty to conduct research: An expectancy theory analysis. *Journal of Education for Business, 81*(4), 179-189.
- Clark, B. R. (1987). *The academic life. Small worlds, different worlds. A Carnegie Foundation special report*. Princeton University Press.
- Cole, J. R., & Cole, S. (1974). Social stratification in science. *American Journal of Physics, 42*(10), 923-924.
- Cole, N. S. (1973). Bias in selection. *Journal of Educational Measurement, 10*(4), 237-255.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology, 94*, S95-S120.
- Collins, J. D., & Hitt, M. A. (2006). Leveraging tacit knowledge in alliances: The importance of using relational capabilities to build and leverage relational capital. *Journal of Engineering and Technology Management, 23*(3), 147-167.
- Conner, K. R. (1991). A historical comparison of resource-based theory and five schools of thought within industrial organization economics: Do we have a new theory of the firm? *Journal of Management, 17*(1), 121-154.
- Cook, C., Heath, F., & Thompson, R. L. (2000). A meta-analysis of response rates in web-or internet-based surveys. *Educational and Psychological Measurement, 60*(6), 821-836.
- Cricelli, L., & Grimaldi, M. (2010). Knowledge-based inter-organizational collaborations. *Journal of Knowledge Management, 14*(3), 348-358.

- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334.
- Cummings, J. N., & Kiesler, S. (2005). Collaborative research across disciplinary and organizational boundaries. *Social Studies of Science*, 35(5), 703-722.
- Danneels, E., & Lilien, G. L. (1998). Doctoral programs in business-to-business marketing: Status and prospects. *Journal of Business-to-Business Marketing*, 5(1-2), 7-34.
- Das, T. K., & Teng, B. S. (2000). A resource-based theory of strategic alliances. *Journal of Management*, 26(1), 31-61.
- D'Aveni, R. A. (1996). A multiple-constituency, status-based approach to interorganizational mobility of faculty and input-output competition among top business schools. *Organization Science*, 7(2), 166-189.
- Day, G. S. (1995). Advantageous alliances. *Journal of the Academy of Marketing Science*, 23(4), 297.
- Dembkowski, S., Diamantopoulos, A., & Schlegelmilch, B. B. (1994). Measuring the research performance of marketing academics: Issues, methods, and further research directions. *Marketing Education Review*, 4(2), 42-52.
- Demski, J. S., & Zimmerman, J. L. (2000). On "research vs. teaching": A long-term perspective. *Accounting Horizons*, 14(3), 343-352.
- Diamantopoulos, A. (1996). A model of the publication performance of marketing academics. *International Journal of Research in Marketing*, 13(2), 163-180.

- DiPrete, T. A., & Eirich, G. M. (2006). Cumulative advantage as a mechanism for inequality: A review of theoretical and empirical developments. *Annual Review of Sociology*, 32, 271-297.
- Dobele, A. R., & Rundle-Theile, S. (2015). Progression through academic ranks: A longitudinal examination of internal promotion drivers. *Higher Education Quarterly*, 69(4), 410-429.
- Dyer, J. H., & Singh, H. (1998). The relational view: Cooperative strategy and sources of interorganizational competitive advantage. *Academy of Management Review*, 23(4), 660-679.
- Egan, J. (2008). A century of marketing. *The Marketing Review*, 8(1), 3-23.
- Fairweather, J. S. (2005). Beyond the rhetoric: Trends in the relative value of teaching and research in faculty salaries. *The Journal of Higher Education*, 76(4), 401-422.
- Fanelli, D., & Larivière, V. (2016). Researchers' individual publication rate has not increased in a century. *PloS one*, 11(3), e0149504.
- Fielden, J. S., & Gibbons, J. D. (1991). Merit myopia and business school faculty publications. *Business Horizons*, 34(2), 8-13.
- Finkelstein, M. J. (1984). *The American academic profession: A synthesis of social scientific inquiry since World War II*. Ohio State University Press.
- Fox, J. (1997). *Applied regression analysis, linear models, and related methods*. Sage Publications, Inc.
- Friedman, B. M. (2006). The moral consequences of economic growth. *Society*, 43, 15-22.
- Frost, S. H., & Teodorescu, D. (2001). Teaching excellence: How faculty

- guided change at a research university. *The Review of Higher Education*, 24(4), 397-415.
- Fry, R. (2013). *The growing economic clout of the college educated*. Retrieved from <http://www.pewresearch.org/fact-tank/2013/09/24/the-growing-economic-clout-of-the-college-educated/>
- Fry, R. (2014). *For Millennials, a bachelor's degree continues to pay off, but a master's earns even more*. Retrieved from <http://www.pewresearch.org/fact-tank/2014/02/28/for-millennials-a-bachelors-degree-continues-to-pay-off-but-a-masters-earns-even-more/>
- Gardner, B. B., & Levy, S. J. (1955). The product and the brand. *Harvard Business Review*, 33(2), 33-39.
- Gibbons, R., & Waldman, M. (2006). Enriching a theory of wage and promotion dynamics inside firms. *Journal of Labor Economics*, 24(1), 59-107.
- Gino, F. (2013, March-April). Why our decisions get derailed and how to get back on track. *European Business Review*, 60-62.
- Glaser, B. G., & Strauss, A. L. (1966). The purpose and credibility of qualitative research. *Nursing Research*, 15(1), 56-61.
- Goldschlag, N., Bianchini, S., Lane, J., Sola, J. S., & Weinberg, B. A. (2016). *Research funding and regional economies*. US Census Bureau, Center for Economic Studies.
- Gomez-Mejia, L. R., & Balkin, D. B. (1992). Determinants of faculty pay: An agency theory perspective. *Academy of Management Journal*, 35(5), 921-955.

- Gonzalez, G. R., Claro, D. P., & Palmatier, R. W. (2014). Synergistic effects of relationship managers' social networks on sales performance. *Journal of Marketing*, 78, 76-94.
- Green, S. G., & Bauer, T. N. (1995). Supervisory mentoring by advisers: Relationships with doctoral student potential, productivity, and commitment. *Personnel Psychology*, 48(3), 537-562.
- Green, P. E., & Rao, V. R. (1971). Conjoint measurement for quantifying judgmental data. *Journal of Marketing Research*, 8, 355-363.
- Grether, E. T. (1976). The first forty years. *Journal of Marketing*, 40(3), 63-69.
- Grey, C. (2001). Re-imagining relevance: A response to Starkey and Madan. *British Journal of Management*, 12, S27-S32.
- Gupta, A. K., & Govindarajan, V. (2000). Knowledge flows within multinational corporations. *Strategic Management Journal*, 21(4), 473-496.
- Hackman, J. R. (1987). The design of work teams. In J. W. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315-342). Prentice Hall.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). *Multivariate data analysis* (15th ed.). Prentice Hall.
- Hara, N., Solomon, P., Kim, S. L., & Sonnenwald, D. H. (2003). An emerging view of scientific collaboration: Scientists' perspectives on collaboration and factors that impact collaboration. *Journal of the American Society for Information Science and Technology*, 54(10), 952-965.
- Harrison, B. J. (1999). Are you destined to burn out? *Fund Raising Management*, 30(3), 25-27.

- Hartley, J., & Knapper, C. K. (1984). Academics and their writing. *Studies in Higher Education, 9*(2), 151-167.
- Hattie, J., & Marsh, H. W. (1996). The relationship between research and teaching: A meta-analysis. *Review of Educational Research, 66*(4), 507-542.
- Heffner, A. (1981). Funded research, multiple authorship, and subauthorship collaboration in four disciplines. *Scientometrics, 3*(1), 5-12.
- Heimeriks, K. H., & Duysters, G. (2007). Alliance capability as a mediator between experience and alliance performance: An empirical investigation into the alliance capability development process. *Journal of Management Studies, 44*(1), 25-49.
- Higgins, E. T. (2012). *Beyond pleasure and pain: How motivation works*. Oxford University Press.
- Hollander, S. C., Rassuli, K. M., Jones, D. B., & Dix, L. F. (2005). Periodization in marketing history. *Journal of Macromarketing, 25*(1), 32-41.
- Holm-Nielsen, L. B. (2002). *Promoting science and technology for development: The World Bank's Millennium Science Initiative*. Paper delivered on April, 30, 2002.
- Honeycutt, E. D., Thelen, S. T., & Ford, J. B. (2010). Evaluating and motivating faculty performance: Challenges for marketing chairs. *Marketing Education Review, 20*(3), 203-214.
- Houliort, N. L., Philippe, F. J., Vallerand, R., & Ménard, J. (2013). On passion and heavy work investment: Personal and organizational outcomes. *Journal of Managerial Psychology, 29*(1), 25-45.
- Huber, J., Kamakura, W., & Mela, C. F. (2014). A topical history of JMR. *Journal of Marketing Research, 51*(1), 84-91.

- Huglin, L., Johnsen, L., & Marker, A. (2007). Research priorities in performance technology a delphi study. *Performance Improvement Quarterly*, 20(1), 79-95.
- Hunt, S. D. (1976). *Marketing theory: Conceptual foundations of research in marketing*. Grid.
- Hunt, S. D. (1976). The nature and scope of marketing. *Journal of Marketing*, 40(3), 17-28.
- Hunt, S. D. (1983). General theories and the fundamental explananda of marketing. *Journal of Marketing*, 47(4), 9-17.
- Hussain, S., Liu, L., Wang, Y., & Zuo, L. (2015). Journal rankings, collaborative research and publication strategies: Evidence from China. *Accounting Education*, 24(3), 233-255.
- Jain, D., & Singh, S. S. (2002). Customer lifetime value research in marketing: A review and future directions. *Journal of Interactive Marketing*, 16(2), 34-46.
- Jap, S. D. (1999). Pie-expansion efforts: Collaboration processes in buyer-supplier relationships. *Journal of Marketing Research*, 36(4), 461-475.
- Jensen, M., & Wang, P. (2018). Not in the same boat: How status inconsistency affects research performance in business schools. *Academy of Management Journal*, 61(3), 1021-1049.
- Jewkes, J., Sawers, D., & Stillerman, R. (1958). *The sources of invention* (Vol. 11). Macmillan.
- Johnes, J., Taylor, J., & Francis, B. (1993). The research performance of UK universities: A statistical analysis of the results of the 1989 research selectivity exercise. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 156(2), 271-286.

- Jones, D. B., & Monieson, D. D. (1990). Early development of the philosophy of marketing thought. *Journal of Marketing*, 54(1), 102-113.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D., Jr. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology*, 48, 485-519.
- Kaminska, I. (2017). It's not about the low hanging fruit, it's about the ideas. *Global Edge Business Review*, 3(3), 1-23.
- Kaplan, R. E. (1979). The conspicuous absence of evidence that process consultation enhances task performance. *The Journal of Applied Behavioral Science*, 15(3), 346-360.
- Katz, J. S., & Hicks, D. (1997). How much is a collaboration worth? A calibrated bibliometric model. *Scientometrics*, 40(3), 541-554.
- Katz, J. S., & Martin, B. R. (1997). What is research collaboration? *Research Policy*, 26(1), 1-18.
- Kerin, R. A. (1996). In pursuit of an ideal: The editorial and literary history of the *Journal of Marketing*. *The Journal of Marketing*, 60(1), 1-13.
- Kotler, P., & Levy, S. J. (1969). Broadening the concept of marketing. *Journal of Marketing*, 33(1), 10-15.
- Kozlowski, S. W., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7(3), 77-124.
- Krakauer, J. (2009). *Eiger dreams: Ventures among men and mountains*. Rowman & Littlefield.

- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608-625.
- Kram, K. E., & Isabella, L. A. (1985). Mentoring alternatives: The role of peer relationships in career development. *Academy of Management Journal*, 28(1), 110-132.
- Krasnikov, A., & Jayachandran, S. (2008). The relative impact of marketing, research-and-development, and operations capabilities on firm performance. *Journal of Marketing*, 72(4), 1-11.
- Kreitner, R. (1995). *Management* (6th ed.). Houghton Mifflin Company.
- Konrad, A. M., & Pfeffer, J. (1990). Do you get what you deserve? Factors affecting the relationship between productivity and pay. *Administrative Science Quarterly*, 35(2), 258-285.
- Kumar, V., & Reinartz, W. (2016). Creating enduring customer value. *Journal of Marketing*, 80(6), 36-68.
- Kwiek, M. (2016). The European research elite: A cross-national study of highly productive academics in 11 countries. *Higher Education*, 71(3), 379-397.
- Lamberton, C., & Stephen, A. T. (2016). A thematic exploration of digital, social media, and mobile marketing: Research evolution from 2000 to 2015 and an agenda for future inquiry. *Journal of Marketing*, 80(6), 146-172.
- Larsen, K. (2009). Co-authorship networks in development of solar cell technology: International and regional knowledge interaction. In A. E. Andersson, P. C. Cheshire, & R. R. Stough (Eds.), *New directions in regional economic development* (pp. 347-372). Springer.

- Lawler, E. E. III, & Suttle, J. L. (1973). Expectancy theory and job behavior. *Organizational Behavior and Human Performance*, 9(3), 482-503.
- Lawrence, T. B., Hardy, C., & Phillips, N. (2002). Institutional effects of interorganizational collaboration: The emergence of proto-institutions. *Academy of Management Journal*, 45(1), 281-290.
- Lavidge, R. J. (1970). The growing responsibilities of marketing. *Journal of Marketing*, 34(1), 25-28.
- Lawani, S. M. (1986). Some bibliometric correlates of quality in scientific research. *Scientometrics*, 9(1-2), 13-25.
- Layton, R. A. (2009). On economic growth, marketing systems, and the quality of life. *Journal of Macromarketing*, 29(4), 349-362.
- Leahey, E. (2006). Gender differences in productivity: Research specialization as a missing link. *Gender & Society*, 20(6), 754-780.
- Lee, S., & Bozeman, B. (2005). The impact of research collaboration on scientific productivity. *Social Studies of Science*, 35(5), 673-702.
- Lehmann, D. R., McAlister, L., & Staelin, R. (2011). Sophistication in research in marketing. *Journal of Marketing*, 75(4), 155-165.
- Leonard-Barton, D. (1992). Core capabilities and core rigidities: A paradox in managing new product development. *Strategic Management Journal*, 13(S1), 111-125.
- Levitt, T. (1960). Marketing myopia. *Harvard Business Review*, 38, 45-56.
- Lilien, G. L., & Rangaswamy, A. (2008). Marketing engineering: Models that connect with practice. In B. Wierenga (Ed.), *Handbook of marketing decision models* (pp. 527-559). Springer.

- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. In Y. S. Lincoln & E. G. Guba, *Naturalistic Inquiry* (pp. 289-331). Sage Publications.
- Lindner, J. R. (1998). Understanding employee motivation. *Journal of Extension*, 36(3), 1-8.
- Long, R. G., Bowers, W. P., Barnett, T., & White, M. C. (1998). Research productivity of graduates in management: Effects of academic origin and academic affiliation. *Academy of Management Journal*, 41(6), 704-714.
- Mahoney, J. T., & Pandian, J. R. (1992). The resource-based view within the conversation of strategic management. *Strategic Management Journal*, 13(5), 363-380.
- Malhotra, N. K. (2013). *Review of marketing research* (Vol. 10). Emerald Group Publishing Limited.
- Malhotra, N. K., & Peterson, M. (2001). Marketing research in the new millennium: Emerging issues and trends. *Marketing Intelligence & Planning*, 19(4), 216-235.
- Manton, E. J., & English, D. E. (2007). The trend toward multiple authorship in business journals. *Journal of Education for Business*, 82(3), 164-168.
- Markides, C. C., & Williamson, P. J. (1996). Corporate diversification and organizational structure: A resource-based view. *Academy of Management Journal*, 39(2), 340-367.
- Marsh, H. W. (1984). Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and utility. *Journal of Educational Psychology*, 76(5), 707-754.

- Marsh, H. W., & Hattie, J. (2002). The relation between research productivity and teaching effectiveness: Complementary, antagonistic, or independent constructs?. *The Journal of Higher Education*, 73(5), 603-641.
- McAlister, L. M. (2005). Toward insight and relevance. *Journal of Public Policy & Marketing*, 24(1), 131-132.
- McCarthy, E. J. (1960). *Basic marketing: A managerial approach*. Richard D. Irwin, Inc.
- McClelland, D. C. (1962). Business drive and national achievement. *Harvard Business Review*, 40(4), 99-112.
- McGee, G. W., & Ford, R. C. (1987). Faculty research productivity and intention to change positions. *The Review of Higher Education*, 11(1), 1-16.
- McKitterick, J. B. (1957). What is the marketing management concept? In F. M. Bass (Ed.), *The frontiers of marketing thought and science* (pp. 71-82). American Marketing Association.
- McShane, S., & Von Glinow, M. (2011). *Organizational behavior*. Irwin/McGraw-Hill.
- Mediocre academic researchers should be wary of globalization*. (2017). Retrieved from <https://www.economist.com/news/science-and-technology/21715639-effects-foreign-competition-professors-mathematics-mediocre-academic>
- Melin, G. (2000). Pragmatism and self-organization: Research collaboration on the individual level. *Research Policy*, 29(1), 31-40.
- Melin, G., & Persson, O. (1996). Studying research collaboration using co-authorships. *Scientometrics*, 36(3), 363-377.
- Melkers, J., & Kiopa, A. (2010). The social capital of global ties in science: The added value of international collaboration. *Review of Policy Research*, 27(4), 389-414.

- Merton, R. K. (1968). The Matthew effect in science. *Science*, 159(3810), 56-63.
- Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations*. University of Chicago Press.
- Miller, A. N., Taylor, S. G., & Bedeian, A. G. (2011). Publish or perish: Academic life as management faculty live it. *Career Development International*, 16(5), 422-445.
- Milojevic, S. (2010). Modes of collaboration in modern science: Beyond power laws and preferential attachment. *Journal of the American Society for Information Science and Technology*, 61(7), 1410-1423.
- Mincer, J. (1970). The distribution of labor incomes: A survey with special reference to the human capital approach. *Journal of Economic Literature*, 8(1), 1-26.
- Mittal, V., Feick, L., & Murshed, F. (2008). Publish and prosper: The financial impact of publishing by marketing faculty. *Marketing Science*, 27(3), 430-442.
- Mohrman, K., Ma, W., & Baker, D. (2008). The research university in transition: The emerging global model. *Higher Education Policy*, 21(1), 5-27.
- Montgomery, D. B. (2014). JMR: The Bass years (1972-1975). *Journal of Marketing Research*, 51(1), 96-100.
- Moore, D. (2012). *No rust in Rochester*. Retrieved from <http://www.nytimes.com/2012/02/03/opinion/rochesters-survival-lessons.html/>
- Moore, W. J., Newman, R. J., & Terrell, D. (2007). Academic pay in the United Kingdom and the United States: The differential returns to productivity and the lifetime earnings gap. *Southern Economic Journal*, 73(3), 717-732.
- Moorman, C., van Heerde, H. J., Moreau, C. P., & Palmatier, R. W. (2019). JM as a marketplace of ideas. *Journal of Marketing*, 83(1), 1-7.

- Morgan, R. M., & Hunt, S. (1999). Relationship-based competitive advantage: The role of relationship marketing in marketing strategy. *Journal of Business Research*, 46(3), 281-290.
- Mott-Stenerson, B. (2005). The humbuggery of bullshit vs. the scholarship of teaching: Prospective from a newly minted Ph.D. *Marketing Education Review*, 15(3), 7–10.
- Mudambi, R., Peng, M. W., & Weng, D. H. (2008). Research rankings of Asia Pacific business schools: Global versus local knowledge strategies. *Asia Pacific Journal of Management*, 25(2), 171-188.
- Murphy, K. M., Shleifer, A., & Vishny, R. W. (1991). The allocation of talent: Implications for growth. *The Quarterly Journal of Economics*, 106(2), 503-530.
- Myers, J. G., Massy, W. F., & Greyser, S. A. (1980). *Marketing research and knowledge development: An assessment for marketing management*. Prentice Hall.
- Narin, F., Stevens, K., & Whitlow, E. S. (1991). Scientific co-operation in Europe and the citation of multinationally authored papers. *Scientometrics*, 21(3), 313-323.
- Narin, F., & Whitlow, E. S. (1990). *Measurement of scientific cooperation and coauthorship in CEC-related areas of science*. Commission of the European Communities Directorate-General Telecommunications, Information Industries and Innovation.
- Newport, C. (2016). *Deep work: Rules for focused success in a distracted world*. Hachette UK.
- O'Leary, D. E. (2009). Business school research: Measuring value contribution through citations of journals in patents. *Interfaces*, 39(6), 516-526.

- Olsen, D., & Simmons, A. (1996). The research versus teaching debate: Untangling the relationships. *New Directions for Institutional Research*, 1996(90), 31-39.
- Omar, A. T., Leach, D., & March, J. (2014). Collaboration between nonprofit and business sectors: A framework to guide strategy development for nonprofit organizations. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 25(3), 657-678.
- Outhwaite, W. (1983). Toward a realist perspective. In G. Morgan (Ed.), *Beyond method: Strategies for social research* (pp. 321-330). Sage Publications. Page, C., & Mohr, J. J. (1995). Individual and institutional productivity in marketing: Publishing in the top three marketing journals, 1989-1993. In D. W. Stewart & J. J. Vilcassim (Eds.), *Marketing theory and applications* (Vol. 6, pp. 417-424). American Marketing Association, pp. 417-424. Park, S. H., & Gordon, M. E. (1996). Publication records and tenure decisions in the field of strategic management. *Strategic Management Journal*, 17(2), 109-128.
- Penrose, E. T. (1959). *The theory of the growth of the firm*. Oxford University Press.
- Peteraf, M. A. (1993). The cornerstones of competitive advantage: A resource-based view. *Strategic Management Journal*, 14(3), 179-191.
- Polonsky, M. J., & Ringer, A. (2012). Twenty years of the *Journal of Marketing Theory and Practice*. *Journal of Marketing Theory and Practice*, 20(3), 243-262.
- Powers, T. L., Swan, J. E., Bos, T., & Patton, J. F. (1998). Career research productivity patterns of marketing academicians. *Journal of Business Research*, 42(1), 75-86.

- Pravdić, N., & Oluić-Vuković, V. (1986). Dual approach to multiple authorship in the study of collaboration/scientific output relationship. *Scientometrics*, 10(5-6), 259-280.
- Price, D. D. S. (1976). A general theory of bibliometric and other cumulative advantage processes. *Journal of the Association for Information Science and Technology*, 27(5), 292-306.
- Price, D. D. S., & Beaver, D. (1966). Collaboration in an invisible college. *American Psychologist*, 21(11), 1011-1018.
- Price, M. (2014). *The impact of selective research funding*. Retrieved from <https://www.ft.com/content/d2e18106-4926-11e4-9d7e-00144feab7de>
- Ramsden, P., & Moses, I. (1992). Associations between research and teaching in Australian higher education. *Higher Education*, 23(3), 273-295.
- Ripoll-Soler, C., & de-Miguel-Molina, M. (2014). Are mergers a win-win strategic model? A content analysis of inter-institutional collaboration between higher education institutions. *Tertiary Education and Management*, 20(1), 44-56.
- Rodgers, R., & Rodgers, N. (1999). The Sacred Spark of academic research. *Journal of Public Administration Research and Theory*, 9(3), 473-492.
- Rohm, A. J., Stefl, M., & Saint Clair, J. (2019). Time for a marketing curriculum overhaul: Developing a digital-first approach. *Journal of Marketing Education*, 41(1), 47-59.
- Rosen, S. (1981). The economics of superstars. *The American Economic Review*, 71(5), 845-858.

- Rothwell, J. (2012). *Top research institutions and long-run regional prosperity*. Retrieved from <https://www.brookings.edu/blog/the-avenue/2012/09/24/top-research-institutions-and-long-run-regional-prosperity/>
- Runyan, R. C., Finnegan, C., Gonzalez-Padron, T., & Line, N. D. (2013). What drives publishing productivity for pretenure marketing faculty: Insights using the lens of resource advantage theory. *Marketing Education Review*, 23(2), 105-120.
- Runyan, R.C., & Hyun, J. (2008). Author and institution rankings in retail research: An analysis of the four retail journals from 1994–2008. *International Review of Retail, Distribution and Consumer Research*, 19(5), 571–586.
- Rust, R. T., Lemon, K. N., & Zeithaml, V. A. (2004). Return on marketing: Using customer equity to focus marketing strategy. *Journal of Marketing*, 68(1), 109-127.
- Sarkar, M. B., Echambadi, R., Cavusgil, S. T., & Aulakh, P. S. (2001). The influence of complementarity, compatibility, and relationship capital on alliance performance. *Journal of the Academy of Marketing Science*, 29(4), 358-373.
- Savitt, R. (1990). Pre-Aldersonian antecedents to macromarketing: Insights from the textual literature. *Journal of the Academy of Marketing Science*, 18(4), 293-301.
- Schultz, T. W. (1960). The formation of human capital by education. *Journal of Political Economy*, 68(6), 571-583.
- Schulz, E., Chowdhury, S., & Van de Voort, D. (2013). Firm productivity moderated link between human capital and compensation: The significance of task-specific human capital. *Human Resource Management*, 52(3), 423-439.

- Seggie, S. H., Cavusgil, E., & Phelan, S. E. (2007). Measurement of return on marketing investment: A conceptual framework and the future of marketing metrics. *Industrial Marketing Management*, 36(6), 834-841.
- Seggie, S. H., & Griffith, D. A. (2009). What does it take to get promoted in marketing academia? Understanding exceptional publication productivity in the leading marketing journals. *Journal of Marketing*, 73(1), 122-132.
- Sen, A., Ariizumi, H., & DeSousa, N. (2014). Evaluating the relationship between pay and research productivity: Panel data evidence from Ontario universities. *Canadian Public Policy*, 40(1), 1-14.
- Shankar, A. (2009). Reframing critical marketing. *Journal of Marketing Management*, 25(7-8), 681-696.
- Shaw, A. W. (1912). Some problems in market distribution. *The Quarterly Journal of Economics*, 26(4), 703-765.
- Shaw, E. H., & Jones, D. B. (2005). A history of schools of marketing thought. *Marketing Theory*, 5(3), 239-281.
- Sheth, J. N. (1985, July). History of consumer behavior: A marketing perspective. In C. T. Tan & J. N. Sheth (Eds.), *Historical perspectives in consumer behavior* (pp. 5-7). ACR Singapore conference.
- Shugan, S. M. (2002). In search of data: An editorial. *Marketing Science*, 21(4), 369-377.
- Siemens, J. C., Burton, S., Jensen, T., & Mendoza, N. A. (2005). An examination of the relationship between research productivity in prestigious business journals and popular press business school rankings. *Journal of Business Research*, 58(4), 467-476.

- Smith, D., & Katz, J. S. (2000). *Collaborative approaches to research*. University of Leeds, Higher Education Policy Unit.
- Smith, W. R. (1956). Product differentiation and market segmentation as alternative marketing strategies. *Journal of Marketing*, 21(1), 3-8.
- Soley, L. C., & Reid, L. N. (1983). Advertising article productivity of the US academic community. *Journalism Quarterly*, 60(3), 464-542.
- Soutar, G. N., Wilkinson, I., & Young, L. (2015). Research performance of marketing academics and departments: An international comparison. *Australasian Marketing Journal (AMJ)*, 23(2), 155-161.
- Spake, D. F., & Harmon, S. K. (1998). Institutional and individual research productivity: A comparison of alternative approaches. *Marketing Education Review*, 8(3), 67-77.
- Srivastava, R. K., Shervani, T. A., & Fahey, L. (1998). Market-based assets and shareholder value: A framework for analysis. *Journal of Marketing*, 62(1), 2-18.
- Stanford, J. S., et al. (2017). Early undergraduate research experiences lead to similar learning gains for STEM and non-STEM undergraduates. *Studies in Higher Education*, 42(1), 115–129.
- Steiner, I. D. (1972). *Group process and productivity*. Academic Press.
- Stremersch, S., & Verhoef, P. C. (2005). Globalization of authorship in the marketing discipline: Does it help or hinder the field? *Marketing Science*, 24(4), 585-594.
- Stremersch, S., Verniers, I., & Verhoef, P. C. (2007). The quest for citations: Drivers of article impact. *Journal of Marketing*, 71(3), 171-193.

- Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29(4), 405-415.
- Swan, J. E., Powers, T. L., & Bos, T. (1999). The concentration of career research productivity among marketing academicians: Implications for faculty evaluation. *Marketing Education Review*, 9(1), 39-50.
- Tadajewski, M., & Jones, D. G. B. (2014). Historical research in marketing theory and practice: A review essay. *Journal of Marketing Management*, 30(11–12), 1239–1291.
- Talukdar, D. (2011). Patterns of research productivity in the business ethics literature: Insights from analyses of bibliometric distributions. *Journal of Business Ethics*, 98(1), 137-151.
- Teece, D. (2003). Profiting from technological innovation: Implications for integration, collaboration, licensing and public policy. In D. Teece, *Essays in technology management and policy: Selected papers of David J Teece* (pp. 11-46). World Scientific Publishing Co. Pte. Ltd.
- Terpstra, D. E., & Honoree, A. L. (2009). The effects of different teaching, research, and service emphases on individual and organizational outcomes in higher education institutions. *Journal of Education for Business*, 84(3), 169-176.
- The Organization for Economic Co-operation and Development (OECD) OECD. (1998). *Technology, productivity, and job creation: Best policy practices*. OECD.
- Thomas, K. W. (2009). *Intrinsic motivation at work: What really drives employee engagement* (2nd ed.). Berrett-Koehler Publishers.

- Thorsteinsdottir, O. H. (2000). External research collaboration in two small science systems. *Scientometrics*, *49*(1), 145-160.
- Toivanen, O., & Väänänen, L. (2016). Education and invention. *Review of Economics and Statistics*, *98*(2), 382-396.
- Trieschmann, J. S., Dennis, A. R., Northcraft, G. B., & Nieme, A. W. (2000). Serving constituencies in business schools: MBA program versus research performance. *Academy of Management Journal*, *43*(6), 1130-1141.
- Tukey, J. W. (1977). *Exploratory data analysis*. Addison-Wesley Pub. Co.
- Useem, M., & Karabel, J. (1986). Pathways to top corporate management. *American Sociological Review*, *51*(2), 184-200.
- van Osselaer, S. M., & Lim, S. (2019). Research productivity of faculty at 30 leading marketing departments. *Marketing Letters*, *30*(2), 121-137.
- Varadarajan, P. R. (2003). Musings on relevance and rigor of scholarly research in marketing. *Journal of the Academy of Marketing Science*, *31*, 368-376.
- Varadarajan, P. R., & Cunningham, M. H. (1995). Strategic alliances: A synthesis of conceptual foundations. *Journal of the Academy of Marketing Science*, *23*(4), 282-296.
- Veysey, L. R. (1965). A scholar's view of university archives. In R. E. Stevens (Ed.), *University archives (Papers presented at an institute conducted by the University of Illinois Graduate School of Library Science, November 1-4, 1964, 11th ser.)* (pp. 82-93). University of Illinois.

- Walker, K. B., Fleishman, G. M., & Stephenson, T. (2013). Developing a written research productivity policy for a department of accounting: A case study. *Academy of Educational Leadership Journal, 17*(3), 117.
- Ward, J., Bitner, M. J., & Gourley, D. (1991). The outcomes of life in academe: Career tracking of marketing Ph.D. students. *Journal of Marketing Education, 13*(1), 31-39.
- Wassink, A. (2018). *UNINet quick guide 2018*. Retrieved from <https://depts.washington.edu/sociolab/researchtools/networkanalysis/documents/UCINetQuickGuide2018.pdf>
- Weis, W. L. (1990). What's going on in business schools? *Strategic Finance, 71*(11), 49.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal, 5*(2), 171-180.
- Wernimont, P. F., & Campbell, J. P. (1968). Signs, samples, and criteria. *Journal of Applied Psychology, 52*(5), 372-376.
- Wilkie, W. L., Desrochers, D. M., & Gundlach, G. T. (2002). Marketing research and public policy: The case of slotting fees. *Journal of Public Policy & Marketing, 21*(2), 275-288.
- Wilkie, W. L., & Gardner, D. M. (1974). The role of marketing research in public policy decision making: How can marketing research aid the public policy maker? *Journal of Marketing, 38*(1), 38-47.
- Wilkie, W. L., & Moore, E. S. (1999). Marketing's contributions to society. *Journal of Marketing, 63*(4_suppl1), 198-218.

- Wilkie, W. L., & Moore, E. S. (2003). Scholarly research in marketing: Exploring the “4 eras” of thought development. *Journal of Public Policy & Marketing*, 22(2), 116-146.
- Williamson, I. O., & Cable, D. M. (2003). Predicting early career research productivity: The case of management faculty. *Journal of Organizational Behavior*, 24(1), 25-44.
- Yussuf, S., 2008. Intermediating knowledge exchange between universities and businesses. *Research Policy*, 37, 117–1174.
- Žák, Š. (2015). The identification of innovative research methods and techniques utilized in marketing research in the digital era. *Studia Commercialia Bratislavensia*, 8(29), 139–152.
- Zenger, T. R., & Lawrence, B. S. (1989). Organizational demography: The differential effects of age and tenure distributions on technical communication. *Academy of Management Journal*, 32(2), 353-376.
- Zivney, T. L., & Bertin, W. J. (1992). Publish or perish: What the competition is really doing. *The Journal of Finance*, 47(1), 295-329.
- Zucker, L. G., & Darby, M. R. (1996). Star scientists and institutional transformation: Patterns of invention and innovation in the formation of the biotechnology industry. *Proceedings of the National Academy of Sciences*, 93(23), 12709-12716.
- Zuckerman, H. (1967). Nobel laureates in science: Patterns of productivity, collaboration, and authorship. *American Sociological Review*, 32(3), 391-403.

APPENDIX

A. Questionnaire

Survey of Academic Marketing Research Productivity

Start of Block: Please fully review this Informed Consent document before deciding whether to proceed

Q1 Consent

Yes

No

Q2 What is your full name?

Q3 Where did you earn your Ph.D. (name of degree granting institution)?

Q4 What year did you earn your Ph.D.?

Q5 What is your academic rank? - Selected Choice

- assistant professor
 - associate professor
 - full professor
 - distinguished professor/endowed chair
 - department chair
 - dean
 - Other _____
-

Q6 What is your academic affiliation (college or university where you work)?

Q7 Have you published/had a refereed research article accepted in JM, JMR, JCR, or MKS in the past 10 years (2009 - 2019)?

- Yes
 - No
-

Q8 How many articles in the Journal of Marketing have you authored/co-authored in the past 10 years? - number of JM articles published

0 3 6 9 12 15 18 21 24 27 30



Q9 How many articles in the Journal of Consumer Research have you authored/co-authored in the past 10 years? - number of JCR articles published

0 3 6 9 12 15 18 21 24 27 30



Q10 How many articles in the Journal of Marketing Research have you authored/co-authored in the past 10 years? - number of JMR articles published

0 3 6 9 12 15 18 21 24 27 30



Q11 How many articles in the journal of Marketing Science have you authored/co-authored in the past 10 years? - number of MKS articles published

0 3 6 9 12 15 18 21 24 27 30



Q12 What percentage of your peer reviewed marketing publications during the last ten years did you write with coauthors? - Collaboration percentage

0 10 20 30 40 50 60 70 80 90 100



Q13 What percentage of your research time is spent working alone? - % of research time
0 10 20 30 40 50 60 70 80 90 100



Q14 What percentage of your research time is spent working with researchers and/or graduate students in your immediate work group? - % of research time
0 10 20 30 40 50 60 70 80 90 100



Q15 What percentage of your research time is spent working with researchers in your university, but outside your immediate work group? - % of research time
0 10 20 30 40 50 60 70 80 90 100

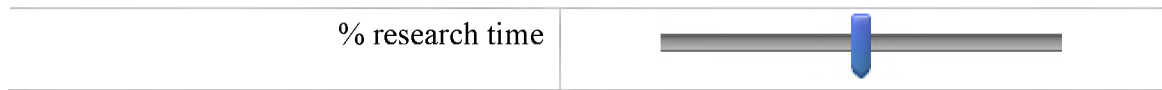


Q16 What percentage of your research time is spent working with researchers who reside in nations other than the USA? - % of research time
0 10 20 30 40 50 60 70 80 90 100



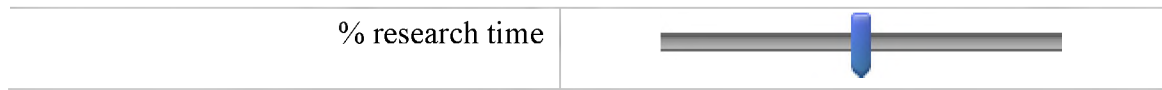
Q17 What percentage of your research time is spent working with researchers in US universities other than your own? - % of research time

0 10 20 30 40 50 60 70 80 90 100



Q18 What percentage of your research time is spent working with researchers in US industry? - % of research time

0 10 20 30 40 50 60 70 80 90 100



Q19 What percentage of your research time is spent working with researchers in US government laboratories? - % of research time

0 10 20 30 40 50 60 70 80 90 100



Q20 I have capabilities that are unique to my research collaboration relationships

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q21 I have developed a lot of knowledge that is tailored to my research collaboration relationships

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q22 I have invested a great deal in building up my research collaboration relationships

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q23 I have made a great deal of investment in my research collaboration relationships

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q24 My coauthors and I both contribute different resources to the relationship that help us achieve mutual goals

1 = not true

2

3

4

5

6

7 very true

Q25 My coauthors and I have complementary strengths that are useful to our relationship

1 = not true

2

3

4

5

6

7 very true

Q26 My coauthors and I each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach

1 = not true

2

3

4

5

6

7 very true

Q27 I have a deep base of research partnership experience

1 = not true

2

3

4

5

6

7 very true

Q28 I have participated in many research partnerships

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q29 Individually, I have been partners in a substantial number of research collaborations

- 1 = not true
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 very true
-

Q30 When writing I find my concentration is...

- 1 Tough to maintain
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 Easy to maintain
-

Q31 I like to write...

- 1 None of the time
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 All of the time
-

Q32 When writing I...

- 1 lose energy
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 gain energy
-

Q33 I complete the first draft of a paper...

- 1 after many sittings
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 at one sitting
-

Q34 I prefer to write...

- 1 on one topic
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 on many topics
-

Q35 Before submitting an article for review, I rewrite it...

- 1 a few times
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 many times
-

Q36 Colleagues read and comment...

- 1 on none of my papers
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7 on all of my papers
-

Q37 Did you publish academic research for peer review prior to beginning your doctoral program?

- Yes
 - No
-

Q38 How many years of academic research experience did you have before you entered your doctoral program? - years of academic research experience

Q39 Did the previous academic research experience help you in publication efforts during doctoral program?

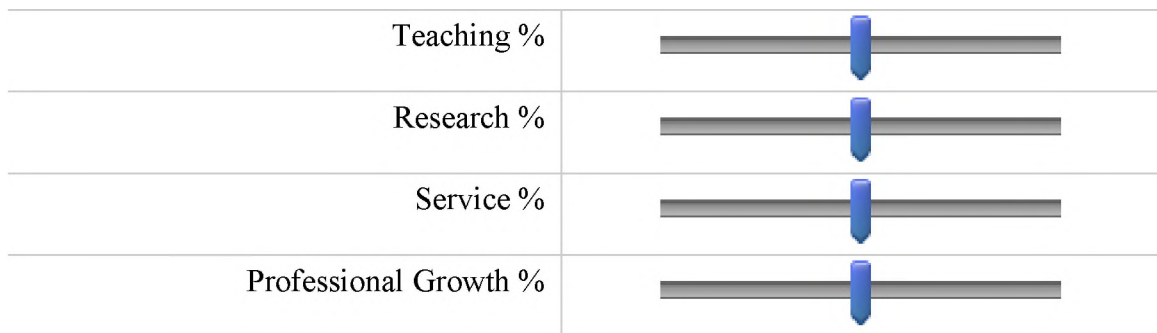
- Yes
- No

Q40 In your opinion what is the best strategy for successfully publishing in a top-level marketing journal (JM, JMR, JCR, MKS)?

Q41 How much time are you giving to teaching, professional growth, research and service in a typical week?

(Teaching is the time spent preparing, grading, in class, and helping students; Professional Growth is time spent enhancing your knowledge/skills that does not result in academic research; Service is time spent at your college/university in meetings, activities, and professional association involvements; Research is time spent in activities that lead to articles, reports, books, or grant proposals).

0 10 20 30 40 50 60 70 80 90 100



Q42 How would you describe the resources your institution provides that helps your academic research productivity? What doesn't your institution provide that would help you?

Q43 Finally, is there anything else you would like to comment on or wished was asked during the survey?

Key

Hypotheses	Question numbers	source of scale	original questions	survey questions modification (if any)
H1: Sacred Spark will be positively associated with academic marketing research productivity in the leading marketing journals.	30	Rodgers and Rodgers, 1999	1. When writing I find my concentration is... o 1 Tough to maintain o 2 o 3 o 4	Q30 When writing I find my concentration is... o 1 Tough to maintain o 2 o 3 o 4

			<input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 Easy to maintain	<input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 Easy to maintain
H1: Sacred Spark will be positively associated with academic marketing research productivity in the leading marketing journals.	31	Rodgers and Rodgers, 1999	2. I like to write... <input type="radio"/> 1 None of the time <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 All of the time	Q31 I like to write... <input type="radio"/> 1 None of the time <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 All of the time
H1: Sacred Spark will be positively associated with academic marketing research productivity in the leading marketing journals.	32	Rodgers and Rodgers, 1999	3. When writing I... <input type="radio"/> 1 lose energy <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 gain energy	Q32 When writing I... <input type="radio"/> 1 lose energy <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 gain energy

Hypotheses	Question numbers	source of scale	original questions	survey questions modification (if any)
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	3	Long et al., 1998; Seggie & Griffith, 2009; Jensen &	Rankings: 3 tiers and unranked from Long et al., 1998; Top 1 to 70 from Seggie & Griffith, 2009; Top 109 from	Q3 Where did you earn your Ph.D. (name of degree granting institution)?

		Wang, 2012	Jensen & Wang, 2012	
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	6	Long et al., 1998; Seggie & Griffith, 2009; Jensen & Wang, 2012	Rankings: 3 tiers and unranked from Long et al., 1998; Top 1 to 70 from Seggie & Griffith, 2009; Top 109 from Jensen & Wang, 2012	Q6 What is your academic affiliation (college or university where you work)?
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	20	Lambe et al., 2002	1. Both of us have created capabilities that are unique to this alliance.	Q20 I have capabilities that are unique to my research collaboration relationships <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 very true

<p>H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.</p>	<p>21</p>	<p>Lambe et al., 2002</p>	<p>Together we have developed a lot of knowledge that is tailored to our relationship.</p>	<p>Q21 I have developed a lot of knowledge that is tailored to my research collaboration relationships <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 very true</p>
<p>H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.</p>	<p>24</p>	<p>Lambe et al., 2002</p>	<p>We both contribute different resources to the relationship that help us achieve mutual goals.</p>	<p>Q24 My coauthors and I both contribute different resources to the relationship that help us achieve mutual goals <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 very true</p>
<p>H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.</p>	<p>25</p>	<p>Lambe et al., 2002</p>	<p>We have complementary strengths that are useful to our relationship.</p>	<p>Q25 My coauthors and I have complementary strengths that are useful to our relationship <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>

				<ul style="list-style-type: none"> o 5 o 6 o 7 very true
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	26	Lambe et al., 2002	We each have separate abilities that, when combined together enable us to achieve goals beyond our individual reach	Q26 My coauthors and I each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	27	Lambe et al., 2002	We both have a deep base of partnership experience.	Q27 I have a deep base of research partnership experience <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true

H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	28	Lambe et al., 2002	We each have participated in many alliances.	Q28 I have participated in many research partnerships o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true
H2: Higher levels of academic resources acquired at a top ranked institution or through collaboration will be positively related to academic marketing publishing productivity in the leading marketing journals.	29	Lambe et al., 2002	Individually, we have been partners in a substantial number of alliances.	Q29 Individually, I have been partners in a substantial number of research collaborations o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true

Hypotheses	Question numbers	source of scale	original questions	survey questions modification (if any)
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	12	no scale	reviewed with Dr. Dixit	Q12 What percentage of your peer reviewed marketing publications during the last ten years did you write with coauthors?

				- Collaborati on percentage 0 10 20 30 40 50 60 70 80 90 100
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	13	Cosmopolit an Collaborati on scale Bozeman et al., 2004	Research time working alone	Q13 What percentage of your research time is spent working alone? - % of research time 0 10 20 30 40 50 60 70 80 90 100
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	14	Cosmopolit an Collaborati on scale Bozeman et al., 2004	Research time working with researcher s and graduate students in my immediat e work group	Q14 What percentage of your research time is spent working with researchers and/or graduate students in your immediate work group? - % of research time
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	15	Cosmopolit an Collaborati on scale Bozeman et al., 2004	Research time working with researcher s in your university , but	Q15 What percentage of your research time is spent working with

			outside your immediate work group	researchers in your university, but outside your immediate work group? - % of research time
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	16	Cosmopolitan Collaboration scale Bozeman et al., 2004	Research time working with researchers who reside in nations other than the USA	Q16 What percentage of your research time is spent working with researchers who reside in nations other than the USA? - % of research time
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	17	Cosmopolitan Collaboration scale Bozeman et al., 2004	Research time working with researchers in US universities other than my own	Q17 What percentage of your research time is spent working with researchers in US universities other than your own? - % of research time 0 10 20 30 40 50 60 70 80 90 100

H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	18	Cosmopolitan Collaboration scale Bozeman et al., 2004	Research time working with researchers in US industry	Q18 What percentage of your research time is spent working with researchers in US industry? - % of research time 0 10 20 30 40 50 60 70 80 90 100
H3: Adopting a cosmopolitan collaboration strategy will be positively related to publishing productivity in the leading marketing journals.	19	Cosmopolitan Collaboration scale Bozeman et al., 2004	Research time working with researchers in US government laboratories	Q19 What percentage of your research time is spent working with researchers in US government laboratories? ? - % of research time

Hypotheses	Question numbers	source of scale	original questions	survey questions modification (if any)
H4: Academic research experience prior to Ph.D. training will be	37	n/a	no source; reviewed with Dr. Dixit	Q37 Did you publish academic research for peer review prior to beginning your doctoral program? o Yes o No

positivel y related to research productiv ity in the leading academic marketin g journals.				
H4: Academi c research experien ce prior to Ph.D. training will be positivel y related to research productiv ity in the leading academic marketin g journals.	38	n/a	no source; reviewed with Dr. Dixit	Q38 How many years of academic research experience did you have before you entered your doctoral program? - years of academic research experience _____ _____
Teaching control variable	41_1	From Black burn and Lawre nce, Facult y at Work: Motiv ation, Expect ation, Satisfa	How much time are you giving to teaching, professio nal growth, research and service in a typical week?	Q41_1 How much time are you giving to teaching, professional growth, research and service in a typical week? (Teaching is the time spent preparing, grading, in class, and helping students; Professional Growth is time spent enhancing your knowledge/skills that does not result in academic research; Service is time spent at your college/university in meetings, activities, and professional association involvements; Research is time spent in activities that lead to articles, reports, books, or grant proposals). - Teaching %

		<p>ction, 2003</p>	<p>(Teachin g is the time spent preparing , grading, in class, and helping students; Professio nal Growth is time spent enhancin g your knowledg e/skills that does not result in academic research; Service is time spent at your college/u niversity in meetings, activities, and professio nal associatio n involvem ents; Research is time spent in activities that lead to</p>	
--	--	------------------------	---	--

			articles, reports, books, or grant proposals). - Teaching %	
Service control variable	41_3	From Blackburn and Lawrence, Faculty at Work: Motivation, Expectation, Satisfaction, 2003	How much time are you giving to teaching, professional growth, research and service in a typical week? (Teaching is the time spent preparing, grading, in class, and helping students; Professional Growth is time spent enhancing your knowledge/skills that does	Q413 How much time are you giving to teaching, professional growth, research and service in a typical week? (Teaching is the time spent preparing, grading, in class, and helping students; Professional Growth is time spent enhancing your knowledge/skills that does not result in academic research; Service is time spent at your college/university in meetings, activities, and professional association involvements; Research is time spent in activities that lead to articles, reports, books, or grant proposals). - Service %

			<p>not result in academic research; Service is time spent at your college/university in meetings, activities, and professional association involvements; Research is time spent in activities that lead to articles, reports, books, or grant proposals). - Service %</p>	
--	--	--	--	--

B. Descriptive Statistics

Variable	Mean	SD
Productivity (<i>Count of JM, JMR, JCR, MKS</i>)	2.11	4.24
Teaching Time	33.3	16.53
Service Time	21.5	16.65
Idiosyncratic Resources	10.65	2.49
Complementary Resources	17.86	3.27
Collaboration Competence	15.43	4.45
Sacred Spark	14.29	3.6
Cosmopolitan Collaboration	3.2	2.18

N = 203

Pearson Correlations										
	1	2	3	4	5	6	7	8	9	10
1 Academic Research Productivity	1									
2 Teaching Time	-.326 ^{***}	1								
3 Service Time	0.089	-.179 ^{**}	1							
4 Affiliation Ranked or Not	.514 ^{***}	-.248 ^{***}	0.084	1						
5 Origin Ranked or Not	.346 ^{***}	-0.109	0.052	.516 ^{***}	1					
6 Coauthorship Competence	0.029	-.208 ^{***}	0.048	0.110	.139 ^{**}	1				
7 Complementary Resources	-0.068	-0.038	-.208 ^{***}	-0.024	0.048	.342 ^{***}	1			
8 Idiosyncratic Resources	-0.104	-0.067	-0.071	-0.086	0.004	.256 ^{***}	.368 ^{***}	1		
9 Sacred Spark	-0.089	0.018	0.033	0.002	-0.081	.237 ^{***}	0.034	0.094	1	
10 Cosmopolitan Collaboration	-.211 ^{***}	0.087	0.099	-.203 ^{***}	-.250 ^{***}	.307 ^{***}	0.099	0.099	.247 ^{***}	1
** Correlation is significant at the 0.01 level * Correlation is significant at the 0.05 level										

C. Selected Research on Resources, Motivation and Strategy

Theory: Resource-based View		
Research Question / Goal	Author	Findings
Why do some firms succeed, and others do not	Penrose, 1959	Firms grow at different rates due to unique resource mixes. Skillful management is a key resource accounting for success.
How do idiosyncratic firm attributes impact competitive position	Barney, 1991	Resources only make a competitive difference if they are valuable, rare, imperfectly imitable and non-substitutable.

Development of a model of firm performance	Peteraf, 1993	Sustainable advantage requires four conditions be met (heterogeneity, imperfect mobility, Ex post limits to competition, and Ex anti costs of acquiring needed resources).
Analysis of the resource-based approach and firm performance	Conner 1991	There can be a hierarchy of resources (lower and higher-level). Competition is influenced by competitors, the firm's use of resources, and public policy.
How does the RBV compare with other theories of competition?	Mahoney & Pandian, 1992	Firms can have dynamic capabilities that lead to disequilibrium producing winners in business competition for profits.
What is a comprehensive way to measure research productivity?	Dembkowski, Diamantopoulos & Schlegelmilch, 1994	Measuring productivity by the count of publications in top refereed journals is a valid measure. Concentration is increasing and superior resources account for this trend.
What factors affect the publication performance of marketing academics?	Diamantopoulos, 1996	The factors that drive marketing research productivity include research funding, research assistants, academic age, professional memberships, library facilities, and computer support.

Theory: Human Capital Theory		
Research Question / Goal	Author	Findings
What are the predictors of executive career success?	Judge, Cable, Boudreau, & Bretz, 1995	High status schools provide human capital to graduates that can lead to career success in terms of financial rewards.
Theory: Accumulated Advantage		

Do PhD grads in management with high status affiliations and origins have more productivity than those from lower schools?	Long, Bowers, Barnett & White, 1998	Academic affiliation had a strong association with research productivity while academic origin did not.
What are the predictors that can reduce uncertainty in the selection of researchers?	Williamson & Cable, 2003	Academic affiliation is the key factor in publication productivity. Academic origin, academic placement, and advisor quality are also important predictors of research productivity.
Theory: Homosocial Reproduction		
How does the ranking of an Ph.D. training program (origin) impact where the Ph.D. graduate is hired (affiliation)?	D'Aveni, 1996	School prestige helps schools attract superior students and faculty compared to lower status schools. creating a barrier that explains higher productivity at top - ranked schools.
Theory: Imperfect Substitution		
What level of publication productivity does it take to get promoted, what level warrants exception, what drives productivity?	Seggie, & Griffith, 2009	Ph.D. origin is a strong predicting production in top marketing journals. Imperfect substitution drives selection of Ph.D. graduates who are hired based on perceived talent.
Theory: Game Theory		
Is conducting managerially relevant research an impediment to a research career?	McAlister, 2005	Tenure and promotion are often based on a quota of publications in JM, JMR, JCR and MKS at prestigious research universities. Managerial relevance is not an impediment to professional success.
Theory: Sacred Spark		

Research Question / Goal	Author	Findings
Why do some faculty members become publishing celebrities and others publish nothing?	Rodgers, & Rodgers, 1999	Scholars who enjoy all aspects of the publication process possess the ‘Sacred Spark’ – a feeling of bliss when writing that explains higher productivity. The feeling of bliss occurs both during the writing process and after publication in a top-level journal.
Theory: Monopsonistic Discrimination		
What is the impact of research productivity on marketing faculty salaries?	Mittal, Feick, & Murshed, 2008	Universities reward scholars based on the number of publications accepted by high quality of journals. Institutions are able to decide which journals are high quality and how much to reward scholars because of monopsonistic discrimination.
Theory: Conformity to Productivity Norms		
Does normative conformity increase research productivity?	Reskin, 1977	The effect of socialization on productivity are slight and only in the short run. In addition, the effect of graduate training has been overestimated as a direct effect.
Theory: Social Information Processing		
What does the social context in which work occurs affect attitudes at work?	Salancik, & Pfeffer, 1978	Social information processing can influence behavior at work. Pressure for conformity emanate from the social environment at work. A given work culture may add external rewards and pressure to complete tasks.

D. Key and Scale Construction

Measure	Original Scale Item from source	source of scale	If Scale item was Modified	Modified Scale item (question number in questionnaire)
Sacred Spark	1. When writing I find my concentration is... o 1 Tough to maintain o 2 o 3 o 4 o 5 o 6 o 7 Easy to maintain	Rodgers and Rodgers, 1999	no	n/a (question 30 in the questionnaire)
Sacred Spark	2. I like to write... o 1 None of the time o 2 o 3 o 4 o 5 o 6 o 7 All of the time	Rodgers and Rodgers, 1999	no	n/a (question 31 in the questionnaire)
Sacred Spark	3. When writing I... o 1 lose energy o 2 o 3 o 4 o 5 o 6 o 7 gain energy	Rodgers and Rodgers, 1999	no	n/a (question 32 in the questionnaire)
Complementary Resources	We both contribute different resources to the relationship that help us achieve mutual goals o 1 = not true o 2	Lambe et al., 2002	yes	My coauthors and I both contribute different resources to the relationship that help us

	<ul style="list-style-type: none"> o 3 o 4 o 5 o 6 o 7 very true 			<ul style="list-style-type: none"> achieve mutual goals o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 24 on the questionnaire)
Complementary Resources	<p>We have complementary strengths that are useful to our relationship</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	yes	<p>My coauthors and I have complementary strengths that are useful to our relationship</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 25 on the questionnaire)
Complementary Resources	<p>We each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	yes	<p>My coauthors and I each have separate abilities that, when combined together, enable us to achieve goals beyond our individual reach</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5

				<ul style="list-style-type: none"> o 6 o 7 very true (question 26 on the questionnaire)
Idiosyncratic Resources	<p>Both of us have created capabilities that are unique to this alliance</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	Yes	<p>I have capabilities that are unique to my research collaboration relationships</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 20 on the questionnaire)
Idiosyncratic Resources	<p>Together we have developed a lot of knowledge that is tailored to our relationship</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	Yes	<p>I have developed a lot of knowledge that is tailored to my research collaboration relationships</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 21 on the questionnaire)
Idiosyncratic Resources	<p>Together we have invested a great deal in building up our joint business.</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 	Lambe et al., 2002	dropped	n/a

	<ul style="list-style-type: none"> o 5 o 6 o 7 very true 			
Idiosyncratic Resources	<p>Both of us made a great deal of investments in this relationship.</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	dropped	n/a
Competence Resources	<p>We both have a deep base of partnership experience</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	Yes	<p>I have a deep base of research partnership experience</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 27 on the questionnaire)
Competence Resources	<p>We each have participated in many alliances</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true 	Lambe et al., 2002	Yes	<p>I have participated in many research partnerships</p> <ul style="list-style-type: none"> o 1 = not true o 2 o 3 o 4 o 5 o 6 o 7 very true (question 28)

				on the questionnaire)
Competence Resources	Individually, we have been partners in a substantial number of alliances <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 very true	Lambe et al., 2002	Yes	Individually, I have been partners in a substantial number of research collaborations <input type="radio"/> 1 = not true <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 very true (question 29 on the questionnaire)
Cosmopolitan Collaboration Strategy	Research time working alone	Bozeman & Corley, 2004	% time x 0	n/a (question 13 in questionnaire)
Cosmopolitan Collaboration Strategy	Research time working with researchers and graduate students in my immediate work group	Bozeman & Corley, 2004	% time x 1	n/a (question 14 in questionnaire)

Cosmopolitan Collaboration Strategy	Research time working with researchers in my university, but outside my immediate work group	Bozeman & Corley, 2004	% time x 2	n/a (question 15 in questionnaire)
Cosmopolitan Collaboration Strategy	Research time working with researchers who reside in nations other than the USA	Bozeman & Corley, 2004	% time x 5	n/a (question 16 in questionnaire)
Cosmopolitan Collaboration Strategy	Research time working with researchers in US universities other than my own	Bozeman & Corley, 2004	% time x 3	n/a (question 17 in questionnaire)
Cosmopolitan Collaboration Strategy	Research time working with researchers in US industry	Bozeman & Corley, 2004	% time x 4	n/a (question 18 in questionnaire)
Cosmopolitan Collaboration Strategy	Research time working with researchers in US government laboratories	Bozeman & Corley, 2004	% time x 4	n/a (question 19 in questionnaire)

E. Rare Events Regression

Rare events regression results mirror binary logistic regression results. Both affiliation ($p < 0.001$) and teaching time ($p < .10$) are statistically significant in predicting whether a scholar will produce four or more articles in the leading academic journals. This same pattern holds for if a scholar will or will not publish an article, academic affiliation ($p < .001$) and teaching time ($p < .10$) are statistically significant.

Parameter	Final Exp (B)	Chi-Sq
Teaching Time	-0.026*	0.081 7
Service Time	0.0171	0.132 9
Sacred Spark	0.0178	0.766 3
Origin	0.7026	0.316 6
Affiliation	2.059* **	0.000 2
Idiosyncratic	-0.0935	0.267 7
Complementary	-0.0027	0.231 6
Collaboration Competence	0.0009	0.612 2
Cosmopolitan Collaboration	0.0147	0.897 9
<i>Note: *p < .05; **p < .01; ***p < .001</i>		

	Independent Variables	<i>r</i>	Final Beta	R² Change	Total R²
1.	Controls			.107***	.107***
	Teaching Time	-.326***	-.285***		
	Service Time	.089	.015		
2.	Motivation			.007	.114***
	Sacred Spark	-0.89	-.032		
3.	Resources			.110***	.224***
	Origin	.346***	.284***		
	Idiosyncratic	-.104	-.099		
	Complementary	-.068	-.052		
	Collaboration Competence	.056	.031		
4.	Strategy			.008	.232***
	Cosmopolitan	-.211**	-.103		
	Collaboration				
R² = .232, Adjusted R² = .201, F = 7.339, df = 8,194 p < .001					
Note: * <i>p</i> < .05; ** <i>p</i> < .01; *** <i>p</i> < .001					

F. Academic Affiliation Removed from Regression
Hierarchical Multiple Regression Predicting Publication Productivity

Removing academic affiliation in the four-block hierarchical multiple regression (used to predict Publication Productivity) results in academic origin becoming statistically significant. However, the overall amount of variance explained by the model decreases to 23.2% from 33.3%.

To run this additional regression, a four-block hierarchical multiple regression analysis was conducted. Multicollinearity was not a serious concern, as all tolerances were .774 and above. The analysis results indicate that 8 predictors explain 23.2% of the total variance of Productivity ($F(7.339) = 8,194, p < .001$). First, block 1, which included the teaching time and service time, explained 10.7% of the total variance of Productivity ($F(2,200) = 12.021, p < .001$). Teaching time was a significant unique negative predictor (final $Beta = -.214, p < .01$), Service time (final $Beta = .008$), was not significant. Therefore, the amount of time spent teaching does play a significant role in predicting Publication Productivity, including when controlling for all of the other independent variables in all four blocks. This means that the more teaching time spent the lower academic marketing research productivity will be when all other variables in the full model are controlled for.

Second, block 2, Motivation (Sacred Spark), explained an additional 0.7% of the total variance of Productivity ($F(1,199) = 1.586, p = .209$). Sacred Spark was not significant (final $Beta = -.032$).

The third block Resources (academic origin, and coauthorship-based idiosyncratic, complementary and competence resources), explained 22.4% of total variance of Publication Productivity ($F(5,6.890) p < .001$). Academic origin was a positive significant unique predictor (final $Beta = .284, p < .001$), This is a similar finding as Griffith et al. (2009). The other coauthorship-based predictors, idiosyncratic resources (final $Beta = -.099$), competence (final $Beta = -.052$), and complementary resources (final $Beta = .031$) were all non-significant. This indicates that academic origin plays a significant role in predicting Productivity, including when controlling for all of the other

independent variables in all four blocks. This means that training at an institution that is ranked improves academic marketing research productivity when all other variables in the full model are controlled for.

The fourth block, Strategy (cosmopolitan collaboration strategy), explained only 0.8% of total variance of Productivity ($F(1,194) p = 0.150, ns$).

Overall, this analysis included four separate blocks of predictor variables that as a whole did contribute a significant amount of variance to the prediction of Publication Productivity as indicated by the significant R^2 for the total equation. Block 1 (Controls) and Block 3 (Resources) both contributed a significant amount of variance to the prediction of Publication Productivity as indicated by significant R^2 change figures for each block. Blocks 2 and 4 did not contribute a significant amount of variance to the prediction of Publication Productivity. Also, the *Beta* coefficients indicated that when controlling for the impact of all other variables in the final equation, there are two independent variables that maintained significant unique contributions toward Publication Productivity. This is indicated by two significant final *Betas*. Productivity is negatively predicted by time spent teaching and positively predicted by academic origin. One of these variables are found in Block 1 and one is in Block 3.

Interaction	Chi-Sq	P
<i>If a scholar would produce an article in a top marketing journal</i>		
Academic Origin x Sacred Spark	0.383	0.5357
Academic Affiliation x Sacred Spark	0.6756	0.4111
<i>If a scholar would produce four or more articles in top marketing journals</i>		
Academic Origin x Sacred Spark	0.8765	0.3492
Academic Affiliation x Sacred Spark	0.4431	0.5057

G. Sacred Spark Interaction with Resources

Analysis of the relationship between motivation, as measured by the Sacred Spark, and Resources, as measured by academic origin and academic affiliation did not reveal statistically significant interaction. Binary logistic regression with academic origin and Sacred Spark interaction with a dependent variable of if a scholar would publish in the leading marketing journals did not result in statistically significant interaction ($p = .5357$). The same findings occurred when comparing if a scholar would produce four or more articles in the leading marketing journals and interaction between academic affiliation and Sacred Spark ($p = .3492$), as well as academic origin and Sacred Spark ($P = .5057$)

H. Years since Graduation from PhD. Training

In order to predict Publication Productivity, a four-block hierarchical multiple regression analysis was conducted. Multicollinearity was not a serious concern, as all tolerances were .774 and above. The analysis results indicate that 10 predictors explain 33.4% of the total variance of Productivity ($F(9.642) = 10,192, p < .001$). First, block 1, which included the academic age, teaching time and service time, explained 11.2% of the total variance of Productivity ($F(3,199) = 8.401, p < .001$). Teaching time was a significant unique negative predictor (final Beta = $-.217, p < .01$), Service time (final Beta = $.008$) and academic age, were not significant (final Beta = -0.037). Therefore, the amount of time spent teaching does play a significant role in predicting Publication Productivity, including when controlling for all of the other independent variables in all four blocks. This means that the more teaching time spent the lower academic marketing research productivity will be when all other variables in the full model are controlled for. By adding academic age, the model only increased the R^2 value from 33.3% to 33.4%; the number of statistically significant variables did not change, nor the variables that were statistically significant (academic affiliation and teaching).

I. Selected Pilot Study Comments

Author	Author's Comments
<p>John R. Hauser Kirin Professor of Marketing MIT Sloan School of Management</p>	<p>Key factors to success: It takes a lot of work, attention to detail, a willingness to learn new methods as methods evolve, and patience to attack interesting problems with whatever methods solve the problem best. Being surrounded by good colleagues and students is critical as they provide feedback, suggestions, connections to previous work, and encouragement. Publishing has it's own challenges—dealing with reviewers with whom I do not always agree. But I believe that publishing has an impact and influences the direction of the field and the direction of practice. For the same reason, I invest in reviewing, editorial duties, and leadership in professional societies. It helps me make a difference. It helps to be at a school that values research. At MIT almost all faculty are engaged in research through and past retirement. There is a strong culture and the culture matters. The social system values what you know and what you learn, not monetary success—our culture rewards relevance as well as rigor.</p>
<p>Anthony Dukes, USC; PhD Econ, MS Math, BS Mech Engineering</p>	<p>Resource, strategy and motivation are the factors that matter. People who write a lot have an inherent desire to learn and discover, and this is like the idea of a hard to imitate resource - you can't fake this desire. Many people may have the desire but lack guidance, they just don't know what they should do - they don't even think about what options that might exist. On motivation, that is nuanced, you can't force yourself to write a good paper - you don't write quality just from pressing yourself. Sometimes you have to step back and let the ideas sit for awhile and come back later. The revision process is a situation that takes discipline. By the time you get the review back you are sick of the paper, you've learned the exciting things about the topic long before your submission is accepted. It takes both motivation and discipline to CONVERT the publication! Impact and success require a careful balance - counts and impact are not the same thing. He would rather have fewer high quality papers than a large count of lower quality papers.</p>
<p>Elizabeth Miller, Umass Amherst; PhD, MBA Wharton; Psychology and Chemistry Cornell</p>	<p>Affiliation is very important- the environment and ethos, the environment includes being given enough time to do research. Also being paid enough to not have to do other work outside of school is important. The ethos of the people you work with, when she sees others doing research you want to do that as well. Going to a place that gives you a sabbatical is great for research productivity, but once you get back you feel like you are no longer able to achieve the same level of 'flow' because you get interrupted by teaching and service. Research slows in the fall and spring, it picks up during breaks. Someone could have great potential but just end up in the wrong school when they graduate from the PhD program. There is a huge difference in teaching 6 course vs. 3 courses. There can be huge budget differences, big vs. no budget for example. There can be large service requirements - these things can derail someone with all the motivation and excellent training.</p>
<p>Rajeev Batra; Mich; Stanford PhD, Delhi MBA</p>	<p>Impact - is what eventually matters to him and some other authors. Writing for a journal, a top journal, is very demanding. It takes time to see if people actually cite what you've written. You can go for a 'count' and get published a lot, and mostly in less prestigious journals, maybe this will result in a raise - but the knowledge just sits there, it doesn't get used by peers or industry. Doing something with impact takes a long time, think long term projects - it isn't a great strategy if you have a deadline to be published (like for tenure). You must do rigorous work with a lot of effort put into theory and methods to produce really strong quality. A lot of people produce high quality now, but not everyone picks topics that are relevant to the business practitioners, they focus on just 10 people in the academic world. He thinks his brainpower is better utilized to make an impact in the world. Peer pressure never goes away, because you must maintain your reputation, you can lose respect quickly. The thing that is tough, you must also have a work life balance, you have to take care of your family, your own health and still be productive, this is a tough juggling act.</p>

- J. Selection of Qualitative Answers from Survey Respondents (*article count includes journal articles published or accepted JM, JMR, JCR, and MKS from 2009 to 2019*)

Author Name	Respondent Strategy Response	Rank / Affiliation	Count of articles (JM, JMR, JCR, MKS)
Pradeep Chintagunta	Get lots of feedback and don't be in a hurry to submit. Get feedback early rather than later in the process. And be tenacious	Distinguished Professor Endowed Chair / University of Chicago	30
Vikas Mittal	Persistence, patience, and taking the reviews seriously.	Distinguished Professor Endowed Chair / Rice University	26
Darren Dahl	Finding solid contribution in topic/findings. Resilience in the review process.	Dean / University of British Columbia	23
Michael Ahearne	Unique ideas, High quality data, up to date research methods and good knowledge of literature	Distinguished Professor Endowed Chair / University of Houston	19
Neil Morgan	If you don't start with a theoretically interesting and managerially relevant question you are unlikely to be successful (at least in JM)	Distinguished Professor Endowed Chair / Indiana University	13
Karen Page Winterich	Hard work and resilience - being willing to revise based on feedback (even a rejection) and keep trying (after additional revisions)	Professor / Penn State	13
Shrihari Sridhar	Work hard and stop thinking of strategies!!!	Professor / Texas A&M University	12
Amitava Chattopadhyay	Have a novel question that is both theoretically and practically important and interesting.	Professor / INSEAD	11
Robert Kozinets	Grit	Professor / University of Southern California	11
Blair Kidwell	Very high standards. Focus on several high quality articles and execute studies well.	Associate Professor / University of North Texas	10
Dipayan Biswas	Think big!	Professor / University of South Florida	10
Leigh McAlister	Learn what the journal "likes". Learn to clearly position your contribution relative to existing work. Love your work enough to stay with it through the bruising review process.	Professor / University of Texas, Austin	8
David A. Griffith	Have an interesting story to tell that is brought forth through great theory and strong data.	Distinguished Professor Endowed Chair / Texas A&M University	8
Michael Tsiros	Read and write a lot.	Chair / University of Miami	8
Kusum Ailawadi	Develop deep expertise in a substantive area, present the work multiple times to get feedback, be open to criticism, and learn to write well not just do the work.	Distinguished Professor Endowed Chair / Dartmouth	7
Meg Meloy	Listen to the review team and follow their guidance. Know when to push back and when to adapt though.	Professor / Penn State	7
Joseph Goodman	Conducting top quality research, being persistent, and writing clearly.	Associate Professor / The Ohio State University	7