

Classics in Strategy Research

课程编号: 02804070
学 分: 1
课程类型: 方向必修
先修课程: 无

授课对象: 研究生
任课教师: 冯米
开课学期: 2013 年秋

任课教师联系方式:

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辅导、答疑时间:

周一 12:00-13:15 (By Appointment Only)

一、项目培养目标

学习目标 1 系统掌握从事学术研究所需要的专业知识及理论。

具体目标 1、系统掌握本学科基础知识及基本理论

具体目标 2、掌握本学科前沿知识和理论、具有足够的相关领域的知识

具体目标 3、熟练掌握本学科的研究方法

学习目标 2 具有从事创新性研究的能力; 能够撰写并发表高质量的毕业论文和学术论文

具体目标 1、撰写高质量的毕业论文和学术论文

具体目标 2、具有高水平的分析能力和批判思维能力, 能够创造性地解决问题

学习目标 3 具有宽阔的国际视野, 能够与国际学者进行交流、合作的能力。

具体目标 1、具有优秀的口头交流和文字交流能力

具体目标 2、能够熟练地运用至少一门外语进行学术交流与沟通

学习目标 4 了解学术伦理, 具有强烈的社会责任感、关注社会问题

具体目标 1、了解社会责任感的重要性

具体目标 2、了解学术生涯中的学术道德问题

具体目标 3、关注现实社会问题

二、课程概述

This course, Strategy I: Classics in Strategy Research, contains classic literatures that cover a number of essential perspectives in strategy. As the first foundational course for the iPhD training offered by the Department of Strategy, this seminar is designed to provide PhD students an overview yet concrete understanding about what strategy is, why it matters, and how great minds think about strategy. I purposefully made the reading-load and technical complexity less than

moderate so that students have more room to digest, reflect, and extend the core ideas for each topic.

三、课程目标（包括学生所提高的技能要求），本课程目标如何服务于项目的培养目标

The major purpose of this course is to provide first year iPhD students in the Department of Strategic Management an overview of the field. In particular, after taking this class, students should have concrete understanding about the arts and sciences in strategy research.

The secondary purpose of this class is to train students how to think and analyze things in academic style, i.e. logically and critically. During the course, students have plenty chances to practice these academic skills by synthesizing research, elaborating thoughts, developing research ideas, and making academic presentations.

四、内容提要及学时分配

Session 1: What is strategy

2013-09-10 Tuesday 13:00-16:00

Porter, M. 1996. What is strategy? *Harvard Business Review*, Nov-Dec, 61-78.

Porter ME. 1980. *Competitive strategy*. New York: Free Press. (Chapter 5).

Mintzberg, H. & Waters, J. 1985. Of strategies, deliberate and emergent. **Strategic Management Journal**, 6: 257-272.

Session 2: Strategy and Structure

2013-09-17 Tuesday 13:00-16:00

Chandler A. D. 1962. *Strategy and Structure*. Cambridge, MA. MIT Press. (Page 19-51, 380 – 396)

Rumelt, R. P. 1974. *Strategy, Structure and Economic Performance*. Harvard Business Press. (Chapter 1 & 5)

Christensen, H.A. & Montgomery, CA. 1981. Corporate economic performance: Diversification

Strategy versus market structure. **Strategic Management Journal**,2(4): 327--343.

Session 3: Resource Based View of Strategy (Early Thoughts)

2013-09-24 Tuesday 13:00-16:00

Penrose E. T. 1959. *The Theory of the Growth of the Firm*. New York: Wiley. (Chapter 1, 2 & 5)

Wernerfelt, B. 1984. A resource-based view of the firm. *Strategic Management Journal*: 171-180.

Barney, J. 1991. Firm resources and sustained competitive advantage. *Journal of Management*, 17: 99-120.

Session 4: Organizational Learning

2013-09-29 Sunday 13:00-16:00

Cyert, R.M. & March, J.G. 1963. *A Behavioral Theory of the Firm*. Englewood Cliffs, NJ: Prentice-Hall. (Page 1-21, 114-127)

March, J. G. 1991. Exploration and exploitation in organizational learning. *Organization Science*, 2: 71-87.

Session 5: Organization Dynamics

2013-10-08 Tuesday 13:00-16:00

Nelson, R. R. & Winter, S. G. 1982. *An Evolutionary Theory of Economic Change*. Cambridge, MA: Belknap Press of Harvard University Press. (Page 3-48, Page 72-136).

Clayton. M. Christensen, *The Innovator's Dilemma: How New Technologies Cause Great Firms to Fail*, Harvard Business School Press, Boston, 1997. (Part I: Why Great Companies Fail, page 3-116)

Session 6 Overview and Open Discussion

2013-10-15 Tuesday 13:00-16:00

五、教学方式

Throughout the course, students will learn and hopefully soon become proficient in taking responsibility for discussing the readings and raising issues, both individually and as a group.

Every student should be fully prepared to summarize the week's assigned readings, including:

- a) research questions (especially why it is important/meaningful)
- b) the key arguments and the logic behind
- c) pros and cons of research design
- d) conclusions and its relevance to business theory and phenomenon
- e) strengths, weaknesses, contributions to the field of strategy
- f) interesting areas/questions for discussion.

In order to facilitate the group learning, I will assign one student with primary responsibility for co-leading the discussion. His/her specific responsibility is:

- a) to assign each one of the weekly readings to a student (could be the co-leader himself), and let him/her present the paper in the class.
- b) co-lead class discussion with the instructor

The class format will involve some introductory remarks by the instructor, followed by the paper presentation, and then the group discussion of your understanding of the papers for the day. We will conclude class by synthesizing the connections among the readings.

六、教学过程中 IT 工具等技术手段的应用

Computer and Projector

七、教材

None (Learning and class discussion is based on journal articles, not books)

八、参考书目

None (Learning and class discussion is based on journal articles, not books)

九、教学辅助材料，如 CD、录影等

None

十、课程学习要求及课堂纪律规范

The general course requirements are:

1. Class participation (40%):

Class participation means paper presentation and group discussion. Students are expected to participate in these learning opportunities actively and contribute to the class positively.

No matter it is your turn to present a paper, do bring your thoughts on questions and interesting issues to discuss during class. Please ensure that you have a point of view on the key insights of each article as well as each article's strengths and weaknesses.

Keep in mind that it is the quality and relevance of your comments that matters.

2. Class preparation and memo (30%):

Each week (except week 6), please turn in a one-page (strict) memo of a paper (of your choice) from your reading list.

3. Term paper and presentation (30%)

Students are required to submit a written term paper (no more than 15-page, double space, everything inclusive) within one-week of the last session. In this paper, students should develop their own research questions relating to one or more topics in this class.

To address these questions, students need to form key ideas and arguments, and preferably relate the ideas to the business settings and phenomenon in China. No research design/method section is needed.

十一、学生成绩评定办法（需详细说明评估学生学习效果的方法）

Grading is based on class participation (40%), weekly memos throughout the course (except week 6) (30%), and a term paper (30%).