
Philosophy of Management Research

Course No : 02803040

Program : UG

Credit : 2

Instructor : Anne Tsui; Jiangyong Lu; WeiguoZhong

Prerequisite : First year courses of the PhD program Semester : 2015 Fall

Instructor's resume/brief introduction(Within 500 words):

Anne S. Tsui is a distinguished professor of management at Peking University. Tsui was the 14th editor of the Academy of Management Journal, the 67th president and fellow of the Academy of Management, founding president of the International Association for Chinese Management Research and founding editor of Management and Organization Review.

Jiangyong Lu is a professor of strategic management at Peking University. He has published more than 30 papers in SSCI indexed academic journals. He has also published papers in leading Chinese academic journals, books in Chinese, and teaching cases through Harvard Business Publishing.

WeiguoZhong is an assistant professor of strategic management at Peking University. He has published more than 20 papers in English and Chinese journals. He teaches strategic management courses at undergraduate, MBA, and PhD levels.

Instructor's contact information :

Anne S. Tsui, Email: Anne.Tsui@asu.edu

Jiangyong Lu, Email: lujiangyong@gsm.pku.edu.cn; Phone: 62767406

WeiguoZhong, Email: zwg@gsm.pku.edu.cn; Phone: 62757267

TA's contact information::

Office hour:

Program Learning Goals and Objectives

- 1 **Learning Goal 1** Graduates will be thoroughly familiar with the specialized knowledge and theories required for the completion of academic research.
 - 1.1 Objective 1 Graduates will have a deep understanding of basic knowledge and theories in their specialized area.
 - 1.2 Objective 2 Graduates will be familiar with the latest academic findings in their specialized area and will be knowledgeable about related areas.
 - 1.3 Objective 3 Graduates will be familiar with research methodologies in their specialized area, and will be able to apply them effectively.
- 2 **Learning Goal 2** Graduates will be creative scholars, who are able to write and publish high-quality graduation dissertation and research papers.

-
- 2.1 Objective 1 Graduates will write and publish high-quality graduation dissertation and research papers
 - 2.2 Objective 2 Graduates will be critical thinkers and innovative problems solvers.
- 3 **Learning Goal 3** Graduates will have a broad vision of globalization and will be able to communicate and cooperate with international scholars
- 3.1 Objective 1 Graduates will have excellent oral and written communication skills
 - 3.2 Objective 2 Graduates will be able to conduct efficient academic communication in at least one foreign language
- 4 **Learning Goal 4** Graduates will be aware of academic ethics and will have a sense of social responsibility.
- 4.1 Objective 1 Graduates will have a sense of social responsibility.
 - 4.2 Objective 2 Graduates will be aware of potential ethical issues in their academic career.
 - 4.3 Objective 3 Graduates will demonstrate concern for social issues.

Course Overview

This doctoral level course is a brief introduction to scientific work in organizations and management. It focuses on a few of the key issues in the philosophy and the conduct of science. These are central to the work of a scientist in constructing understanding and explanation of important phenomena in our natural and social world. The issues pervade both natural and social sciences and they help us gain clarity on the role of scientific research in advancing the practice of management, which has the important role of integrating business technology and humanity, i.e., how firms may influence the wellbeing of both those working in them and those affected by them, i.e., employees, consumers, and society. The role of science or of the scientist, if not understood properly can impede our scientific work, impair knowledge and stall scientific discoveries.

The course explores some of these questions: What is scientific reasoning and explanation? What are the unique challenges in social science relative to natural science? How does progress and development in scientific knowledge come about? What role do values play in science? What is the development of science in the management and organization discipline? How do science contribute to both the progress and the demise of the human condition? How can we as budding scientists contribute to progress in the science of management and organizations, and hence humanity? What does it mean to pursue a career in organization science?

Course Objectives

The course is designed for graduate students in management (broadly defined to include organizational behavior, strategy, marketing) who have completed all the required course work and are at the beginning of dissertation research. This translates to students who have completed the two years of research-master studies or students in the first year PhD program. It is suitable for doctoral students who are pursuing an academic career and intend to pursue a life in organization science devoted to conducting theoretical and empirical research in management and organizations. The class size is limited to 16 students for effective learning. Students must write an essay (no more than 500 words) describing how they have met the admission requirements. Admission by instructor is required before formal enrollment or registration.

Detailed Course Plan

Course Schedule – Summary

Session	Topic
1	A brief introduction to philosophy of science
2	A brief introduction to philosophy of social science
3	Scientific progress and change 1
4	Scientific progress and change 2
5	Management scholarship – past
6	Management scholarship – present
7	Values in science
8	A life in science and society
9	Visioning a career in science 1
10	Visioning a career in science 2

Detailed Schedule

Week 1, Session 1: Introduction to the Philosophy of Science

Induction-deduction, logical positivism, realism, constructionism, explanation, prediction

Readings: Okasha (2002)

1. Chapter 1– What is science
2. Chapter 2 – Scientific reasoning
3. Chapter 3 – Explanation in science
4. Chapter 4 – Realism and anti-realism

Written assignment and presentation:

1. With one other student, write a one-page summary (500 words or less) of one chapter and 2 to 3 questions for class discussion. Present key ideas in class (5 min presentation and 10 minutes for discussion questions).
2. Why have you chosen to pursue the doctoral program in management? What critical experiences influenced your decision? Share with classmates (5 min). No need to hand in this assignment but this information may be used as part of your third assignment – visioning your future career – an individual paper.

Week 1, Session 2: Introduction to Philosophy of Social Science

Readings: Risjord (2014)

1. Chapter 1 – Introduction to philosophy of social science
2. Chapter 3 – Theories, interpretations, and concepts
3. Chapter 6 – Reductionism: structure, agents, and evolution
4. Chapter 9 – Causality and law in the social world

Written assignment and presentation:

1. With one other student, write a one-page summary (500 words or less) of one chapter and 2 to 3 questions

for class discussion. Present key ideas in class (5 min presentation and 10 minutes for discussion questions).

2. Continue sharing of decisions to pursue a doctoral degree in management.

Week 2, Session 3: Scientific progress and change 1

Normal science, scientific paradigms, crisis and abnormalities, scientific revolution

Readings: Kuhn (1996)

1. Chapter 1 – Introduction
2. Chapter 2 – The route of normal science
3. Chapter 3 – The nature of normal science
4. Chapter 4 – Normal science as problem solving
5. Chapter 5 – The priority of paradigms
6. Chapter 6 - Anomaly and emergence of scientific discoveries
7. Chapter 7 – Crisis and emergence of scientific theories

Written assignment and presentation:

1. In pairs, write a one-page summary (500 words or less) of a chapter and write 2 to 3 questions for class discussion. (5 min presentation, 5 minutes questions)
2. In your (debate) team, review the literature in management or related disciplines (e.g., sociology, psychology, economics) to identify major changes in theories or worldview. How were these changes introduced? How might anomalies be discovered in management research? How are anomalies addressed in management research? Present a summary of your research on these questions. (10 minute presentation)

Week 2, Session 4: Scientific progress and change 2

Normal science, scientific paradigms, crisis and abnormalities, scientific revolution

Readings: Kuhn (1996)

1. Chapter 8 – The response to crisis
2. Chapter 9 – The nature and necessity of scientific revolutions;
3. Chapter 10 – Revolutions as changes of world view
4. Chapter 11 – The invisibility of revolutions
5. Chapter 12 – The resolution of revolutions
6. Chapter 13 – Progress through revolutions
7. Postscript-1969

Written assignment and presentation:

1. In pairs, write a one-page summary (500 words or less) of a chapter and write 2 to 3 questions for class discussion. (5 min presentation, 5 minutes questions)
2. Teams 1 and 2 prepare for debate (draw on the entire Kuhn book and other resources).

Debate 1: “Scientific change is not possible and scientific progress is slow because normal science and paradigms constraint the vision and worldview of scientists. They ignore anomalies due to the paradigmatic perspective.” Take a position either for or against this statement and present your best arguments (citing relevant literature or evidence) to defend your position.

Week 3, Session 5: Management Scholarship – past

Phenomenon vs. theory-driven research, theory development process, conditions for great scholarship, current status of management research

Readings: Smith &Hitt (2005)

1. Chapter 1 – The process of developing management theory
2. Chapter 26 – Learning to develop theory from masters
3. One chapter from chapters 2 to 25.
4. Jia, L.D., You S.Y., Liu D.P., Zheng Y., Li Y.X. (2015). Constructing the way of confidence of Chinese theory of management – A cross-level dialogue process theory from individual, team to academic community. *Management World*, 1: 99-117 (贾良定, 尤树洋, 刘德鹏, 郑祎,李珏兴 (2015). 构建中国管理学理论自信之路—从个体、团队到学术社区的跨层次对话过程理论. *管理世界*, 1: 99-117)

Written assignment and presentation:

With one other student, choose one chapter from chapters 2 to 25 and write a one-page summary (500 words or less) of the scholar's theory development process. Use the ideas in chapters 1 and 26 to analyze the process of theory development by this scholar. Write 2 to 3 questions that you would like discussion in class. Present in class (5 min) and discuss the questions (10 min).

Week 3, Session 6: Management Scholarship – Present

1. Hambrick (2007): The field's devotion to management theory
2. Macdonald &Kam (2007): Quality journals and gamesmanship
3. Mingers&Willmott (2013): Taylorizing business school research
4. Suddaby (2014): Chapter 18 – Why management theory is under attack
5. Barkema, et al. (2015). AMJ special issue introduction essay
6. Ghoshal (2005): Bad management theories drive out good management practices
7. Tsui (2013): Spirit of science and socially responsible scholarship

Written assignment and presentation:

1. With one other student, write a one-page summary (500 words or less) of one article. Write 2 to 3 questions that you would like discussion in class. Present in class (5 min) and discuss the questions (10 min).
2. Teams 5 and 6 prepare for debate.

Debate 2:

“The ideal conditions of great scholarship have passed. All future research will be incremental and will have marginal contributions.” Take a position for or against this statement and present your best arguments (citing relevant literature or evidence) to defend your position. Make use of the knowledge on progress in science (Kuhn or others) with your arguments.

Week 4, Session 7: Values in science

Epistemic values, social values, ethics and moral responsibility

Readings:

1. Brown (2013): Values in science beyond under-determination and inductive risk

-
2. Douglas (2009): Chapter 4 – The moral responsibilities of scientists
 3. Douglas (2009): Chapter 5 – The structure of values in science
 4. Lakka-Kowalik (2010): Why science cannot be value-free
 5. Okasha (2002): chapter 7 – Science and its critique
 6. Risjord (2014): chapter 2 – Objectivity, values, and the possibility of a social science
 7. Van de Ven, (2007):Chapter 2– Philosophy of science underlying engaged scholarship

Written assignment and presentation:

1. Write a one-page summary (500 words or less) of one chapter and give a 5-minute presentation on the key ideas of the chapter.
2. Teams 3 and 4 prepare for debate.

Debate 3:

“Science cannot be judged only on epistemic value alone because favoring one epistemic criterion over another (e.g., simplicity versus external consistency) involves values. Contextual values are unavoidable and necessary to guide good science.”Take a position for or against this statement and present your best argument (citing relevant literature or evidence) and defend your position.

Week 4, Session 8: A life in science and society– passion, calling, and contribution

Readings:

Isaacson(2008). *Einstein: His life and universe*.

Tsui (2012). *In search of Truth and Beauty*.

Add some other biographies of scientists, in books or articles.

Panel speakers

No written assignment

Like all professions, there are great variations in the nature of scientific careers and contributions and their contributions. Read any of the listed books or chapters within. Recall other scientists that you have read about (e.g., in the Smith and Hitt book, and any other sources). What are alternative models and approaches to a meaningful scientific career? What are some commonalities among those who have committed their life to science? What is most attractive to you about their life, challenges, and rewards? We will have a faculty panel at different career stages with different career patterns. This is a session exploring different ways to have a meaningful career in science and in life, and as a professor of research and teaching in the business schools.

Week 5, Session 9: Visioning a career in science 1

Assignment:

How can you as an individual scientist contribute to progress in science? Pretend this is 2050. There is a story of you in *Science*. Write a 2500-word story about your scientific career and the most important contribution(s) that you have made in the 30-40 years of your professional life as a scientist. Make a 15-minute presentation of your story. (Refer to Appendix I for detailed instructions). 12 students will present.

Week 5, Session 10: Visioning a career in science 2

Assignment:

How can you as an individual scientist contribute to progress in science? Pretend this is 2050. There is a story of you in *Science*. Write a 2500-word story about your scientific career and the most important contribution(s) that you have made in the 30-40 years of your professional life as a scientist. Make a 15-minute presentation of this story. (Refer to Appendix I for detailed instructions). The rest of the students will present.

We will devote the rest of the idea for feedback on the course. What should be retained, deleted, changed, or added?

Final Exam:

Assignment 1: Chapter or article summaries (in pairs)

The summary should include the most important ideas in the chapter. Then, write two to three questions related to the ideas in the chapter or article that you would like the class to discuss. The presentation will be for 5 minutes and we will devote 5 minutes to the questions. This will usually take up about half of the class time (1.5 hours).

Assignment 2: Debate (in teams)

The pro team will make a 10-minute argument in favor of the given statement. The con team will make a 10-minute argument against the statement. Then, the class can question the pro team for 10 minutes, followed by questioning of the con team for 10 minutes. The class take a 10-minute caucus while the two teams prepare a 5-minute closing statement to summarize its key arguments. (total 60 minutes)

Assignment 3: Vision for a scientific career (individually)

This paper should contain three sections. The first section is a brief summary of your most critical experiences that led to your decision to undertake a PhD program in management. What were your initial ideas, reasons, or expectations for a career after the PhD degree? The second section is a description of your lifetime's work as a scholar/scientist in management. What are the questions that you studied? What kind of epistemologies have you used and why? What are your major contributions? The third section is a portrait of you as a person. What are your passions in life, who are the most important people that might have influenced you, what regrets you might have, and what would you like to be remembered for, personally and professionally? The total paper should be about 2500 words or roughly 6 pages, single-spaced.

Teaching Methods

IT tools to be used in the classroom

Textbooks

Books

1. Kuhn, Thomas (1996). *The structure of scientific revolutions. 3rd edition*. Chicago: The University of Chicago Press. (ISBN: 0-226-45808-3, paper)
2. Okasha, Samir (2002). *Philosophy of science: A very short introduction*. New York: Oxford University Press.

3. Risjord, Mark (2014). *Philosophy of social science: A contemporary introduction*. New York: Routledge.
4. Smith and Hitt (2005). *Great minds in management*. New York: Oxford University Press.

Articles:

1. Barkema, et al. (2015). West meets east: New concepts and theories. *Academy of Management Journal*.
2. Brown (2013): Values in science beyond under-determination and inductive risk. *Philosophy of Science*, 80(5): 829-839.
3. Ghoshal (2005): Why bad management theories are driving out good management practices. *Academy of Management Learning & Education*, 4(1): 75-91.
4. Hambrick (2007): The field's devotion to management theory. *Academy of Management Review*, 50(6): 1346-1351.
5. Jia, L.D., You S.Y., Liu D.P., Zheng Y., Li Y.X. (2015). Constructing the way of confidence of Chinese theory of management – A cross-level dialogue process theory from individual, team to academic community. *Management World*, 1: 99-117 (贾良定, 尤树洋, 刘德鹏, 郑祎, 李珏兴 (2015). 构建中国管理学理论自信之路—从个体、团队到学术社区的跨层次对话过程理论. *管理世界*, 1: 99-117).
6. Lakka-Kowalik (2010): Why science cannot be value-free. *Science Engineering Ethics*, 16: 33-41.
7. Macdonald & Kam (2007): Ring a ring o' roses: Quality journals and gamesmanship in management studies. *Journal of Management Studies*, 44(4): 640-655.
8. Mingers & Willmott (2013): Taylorizing business school research. *Human Relations*, 66(8): 1051-1073.
9. Suddaby (2014): chapter 18 – Indigenous management theory: Why management theory is under attack. In J. Miles (Ed.), *New directions in management and organization theory*: 457–468. Newcastle, UK: Cambridge Scholar
10. Tsui (2013): Spirit of science and socially responsible scholarship. *Management and Organization Review*, 9(3): 375-394.
11. Van de Ven, (2007): Chapter 2– Philosophy of science underlying engaged scholarship

References & Readings

1. Isaacson, Walter (2008). *Einstein: His life and universe*. New York: Simon & Schuster.
2. Tsui, Anne S. (2012): *In search of truth and beauty*. Beijing, China: Peking University Press (Chinese).
3. Other biographies or articles on alternative career patterns in science.

Videos, CD-ROMs and other adjunct learning resources used

None

Rules students must follow

Regular attendance and participation are critical to your successful completion of this course—we cover a great deal of material in each class and later classes build on work covered earlier in the term. You should prepare your note before each session and submit it to the instructor 12 hours before the class meeting. In the note, you are expected to discuss at least two of the required readings, describe the topics and core points of the readings, and, most importantly, offer your analysis of the strengths and weaknesses of the readings' central arguments.

It is important to appreciate that every member of the class is a co-producer of the class discussion, listen carefully to one another, and attempt to build on or constructively critique prior comments. An effective participant:

- * is a good listener
- * makes points relevant to the ongoing discussion
- * makes comments that add to our understanding of the reading or article
- * is willing to challenge ideas that are being expressed
- * integrates material from past classes, other courses

Course Assessment

1. Write 6 article or chapter summaries (30%) – two students cooperate on one chapter or article.
2. Participate in one class debate (30%) – class will be divided into six teams, with two teams for each debate
3. Write a personal career plan in pursuit of a scientific career (40%) – individual paper
(See Appendix I for detailed instructions on each assignment.)