Classics in Strategy Research

Course No：02804070   Program：Graduate

Credit：1   Instructor：Xiao Ting

Prerequisite：   Semester：2015 Fall

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

Ph.D in Business Administration

Dual master degrees in Management and Economics with graduate minor in Statistics

Dual bachelor degrees in Computer Science and Mathematics

Instructor's contact information：

Email: xiaoting224@gmail.com

TA's contact information::

To be noticed

Office hour:

To be noticed

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.

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Course Overview and Objectives

This is a graduate level seminar on selected topics in classics in strategy research. In each class, we will discuss and develop a particular perspective on these topics. The basic purpose of the course is to familiarize students with the basic assumptions, concepts, theories, empirical approaches and their limitations in contemporary research in these areas. Because these are evolving subject areas and undergoing continual change, the boundaries of the field are fuzzy, subjective and open to interpretation and reinterpretation. The idea of the course is to provide an exposure to the major 'lenses' underpinning these phenomena.

The emphasis in this course will be on empirical testing as well as theory building. We will examine some of the fundamental tests of theories. We will also try to push the boundaries of the familiar and new theoretical perspectives, and possibly identify opportunities for cross-fertilization. In each case, we will attempt to derive testable predictions. Finally, we will integrate the various perspectives and attempt to inform the current debates in the field.

Approach

The format of the course will be that of a research seminar meaning active, engaged reading of the week's materials followed by an intensive group discussion. The reading load is reasonable, but the expectation is that each student will come prepared to discuss each article. In addition, we may have some in class assignments.

When reading the assigned articles, you will find both good points and areas for improvement.While it is important to understand both the good and bad points of the research reported in each article, the following sets of questions should serve a guide to

your preparation of each reading:

- What questions are the authors trying to address?Are these important research questions?

- Does the paper extend existing literature?In what way?

- How is the research question approached?What is the design of the study?If empirical, is the methodology appropriate?Is the operationalization of key variables appropriate?Can you think of other ways to measure key variables?

- What assumptions are made in the paper?Are these assumptions appropriate/ realistic?

- What conclusions are made in the paper?Are these conclusions appropriate given the empirical evidence?Are the conclusions important?

- Could this work be extended or refined?How?

- How does this paper relate to the other papers in the session?

Course Requirements/ Evaluation

The course requirements reflect the primary 'outcome objectives' of this course, namely familiarization with good empirical research, ability to discriminate between good and bad research, and ability to design and conduct superior empirical research. To that end, grading will be based on two broad components:

1. *Research Project (50%):* You will complete a term-paper or proposal for this course by the end of the term based on these selected topics and your interest. This is a broad theme that runs through the whole course. The idea is to identify and develop a theoretical perspective. Once such a perspective has been identified, you should critically appraise the related literature, identify the assumptions/pitfalls and further develop it.

This paper may or may not contain an actual empirical test, though in the absence of an empirical test, you may consider including testable propositions and a well thought-out research design.Alternatively, you could also craft a completely conceptual paper.

Even though the consolidated project is due at the end of the term, I expect that you will develop your ideas throughout the term. For this reason, you will get an opportunity to discuss your progress through the week in each class. Each student will be given up to 5 minutes (or one slide for presentation) in each class session to update the instructor and the rest of the class regarding the progress made and any challenges encountered.

2. *Class Contribution / Presentations (50%):* The discussions should deal with the following: question or topic, received theory and literature, methods of research, data

sources, tests and treatments, alternative approaches, findings and conclusions, presentation style, problems and flaws, implications for theory and meaning to managers.

An active and well-informed discussion is critical to the success of such a course. Consequently, each student will be graded on the frequency and quality of their contribution to such discussions. Each student is responsible to read all the required readings for each session.The emphasis is on the depth of understanding that is embodied in the comments, questions and answers rather than only frequency.

You are expected to read and be able to discuss all the readings in all of the class sessions. However, one student may be responsible for identifying and summarizing the related literature beyond the assigned readings. In other words, while the whole class will read and discuss the assigned readings, one student will summarize the broader literature on the class topic.

Reading List

Class 1: Industrial Organization, Strategy and Performance

1. Rumelt, Schendel, &Teece (RST), *Fundamental Issues in Strategy*, 1994, Chapter 1. RST, 1991
2. Porter, M.E. 1981. *Contributions of IO to Strategic Management*. Academy of Management Review.
3. Schmalensee, R. 1985. Do Markets Differ Much?*American Economic Review*. 75:341-351.
4. Rumelt, R. 1991. How much does industry matter? *Strategic Management Journal*, 12: 167-185.
5. McGahan, A.M. & Porter, M.E. 1997. How much does industry matter, really? *Strategic Management Journal*, 18: 15-30.

Class 2: Transaction Cost Economics

1. Coase, R. 1937. The nature of the firm. *Economica*, 4: 386-405
2. Alchian, A. A., &H. Demsetz. 1972. Production, Information Costs, and Economic Organization. *The American Economic Review*, 62: 777-795.
3. Klein, Crawford & Alchian. 1978. Vertical Integration, Appropriable Rents and the Competitive Contracting Process. *Journal of Law and Economics*, 21: 403
4. Ghoshal, Sumantra, and Peter Moran, 1996, Bad for Practice: A Critique of the Transaction Cost Theory, *Academy of Management Review*, 21: 13-47.
5. Brusoni, S., Prencipe A. &Pavitt K. 2001. Knowledge specialisation, organisational coupling, and the boundaries of the firm: why do firms know more than they make?*Administrative Science Quarterly*, 46(4): 597–621

Class 3: Resource-based View

1. Barney, J.B. 1986. Strategic Factor Markets: Expectations, Luck, and Business Strategy. *Management Science*, 32:1231-1241.
2. Barney, J.B. 1991. Firm resources and sustained competitive advantage. *Journal of Management*, 17(1): 99-120.
3. Priem, Richard L., & John E. Butler. 2001. Is the resource-based "view" a useful perspective for strategic management research? *Academy of Management Review*, 26(1): 22-40.
4. Barney, J.B. 2001. Is the resource-based "view" a useful perspective for strategic management research? Yes. *Academy of Management Review*, 26(1): 41-56.
5. Priem, Richard L., & John E. Butler. 2001. Tautology in the resource-based view and the implications of externally determined resource value: Further comments. *Academy of Management Review*, 26(1):57-66.

Class 4: Routines and Dynamic Capabilities

1. Becker, Lazaric, Nelson & Winter. 2005. Applying organizational routines in understanding organizational change, *Industrial and Corporate Change*. 14: 775-791
2. Teece, David J., Gary Pisano, & Amy Shuen. 1997. Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7): 509-533.
3. Kathleen M. Eisenhardt & Jeffrey A. Martin. Dynamic capabilities: what are they? *Strategic Management Journal*. 21: 1105–1121
4. Teece, D. 2007 Explicating Dynamic Capabilities: the Nature and Microfoundations of (Sustainable) Enterprise Performance. *Strategic Management Journal*, 28: 1319–1350.
5. Zollo, Maurizio, & Sidney G. Winter. 2002. Deliberate learning and the evolution of dynamic capabilities. *Organization Science*, 13(3): 339-351.

Class 5: Social Network

1. Walker, G., Kogut, B., & Shan, W. 1997. Social capital, structural holes and the formation of an industry network.*Organization Science*, 8: 109-125.
2. Uzzi, B. 1997. Social structure and competition in interfirm networks: The paradox of embeddedness. *Administrative Science Quarterly*, 42: 35-67.
3. Adler, P. S., & Kwon, S.-W. 2002. Social capital: Prospects for a new concept. *Academy of Management Review*, 27: 17-40.
4. Burt, R. S. 1997. The contingent value of social capital. *Administrative Science Quarterly*, 42: 339-365.
5. Powell, W. W., Koput, K. W., & Smith-Doerr, L. 1996. Interorganizational collaboration and the locus of innovation: Networks of learning in biotechnology. *Administrative Science Quarterly*, 41: 116-145.