

Classics in Strategy Research

课程编号：02804070

授课对象：博士研究生

学 分： 1

任课教师：路江涌

课程类型：必修

开课学期：2014 秋

先修课程：无

任课教师联系方式：

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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

Nag R, Hambrick DC, Chen MJ. 2007. What is strategic management, really?

Inductive derivation of a consensus definition of the field. *Strategic Management Journal* 28(9): 935-955.

Armando Ronda-Pupo G, Angel Guerras-Martin L. 2012. Dynamics of the evolution of the strategy concept 1962-2008: a co-word analysis. *Strategic Management Journal* 33(2): 162-188.

Hambrick DC, Chen MJ. 2008. New academic fields as admittance-seeking social movements: The case of strategic management. *Academy of Management Review* 33(1): 32-54.

Nerur SP, Rasheed AA, Natarajan V. 2008. The intellectual structure of the strategic management field: An author co-citation analysis. *Strategic Management Journal* 29(3): 319-336.

Hoskisson, R. E., Hitt, M. A., Wan, W. P., & Yiu, D. 1999. Theory and research in strategic management: Swings of a pendulum. *Journal of Management*, 25(3):

417-456.

Session 2: Competitive Dynamics

Chen, Ming-Jer. 2009. "Competitive Dynamics Research: An Insider's Odyssey," *Asia Pacific Journal of Management*, 26: 5-26.

Chen, Ming-Jer and Danny Miller. 2012. "Competitive Dynamics: Themes, Trends, and a Prospective Research Platform," *Academy of Management Annals*, 6 (1): 135-210.

Chen, Ming-Jer and Danny Miller. 2014. "Reconceptualizing Competitive Dynamics: A Multidimensional Framework," *Strategic Management Journal*, forthcoming.

Chen, Ming-Jer, Ken G. Smith, and C.M. Grimm. 1992. "Action Characteristics as Predictors of Competitive Responses." *Management Science*, 38: 439-455.

Chen, Ming-Jer. 1996. "Competitor Analysis and Inter-firm Rivalry: Toward a Theoretical Integration," *Academy of Management Review*, 21: 100-134

Session 3: Resource Based View of Strategy

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

Priem & Butler, AMR, 2001, Is the resource-based view a useful perspective for strategic management research?, *Academy of Management Review*, 26 (1), 22-40.

Barney, AMR, 2001, Is the resource-based view a useful perspective for strategic management research? Yes. , *Academy of Management Review*, 26 (1), 41-56.

Barney, J. B., Ketchen, D. J., Jr., & Wright, M. 2011. The Future of Resource-Based Theory: Revitalization or Decline? *Journal of Management*, 37(5): 1299-1315.

Priem, R. L., Butler, J. E., & Li, S. 2013. Toward reimagining strategy research: retrospection and prospection on the 2011 AMR decade award article. *Academy of Management Review*, 38(4): 471-489.

Session 4: Upper Echelon Theory

Hambrick, D.C., 2005. "Upper echelons theory: Origins, twists and turns, and lessons

- learned," in K.G. Smith and M.A. Hitt (eds.), *Great Minds in Management: The Process of Theory Development*, 109-127.
- Hambrick, D. & Mason, P., 1984. "Upper echelons: The organization as a reflection of its top managers." *Academy of Management Review*, 193-206.
- Hambrick, D. C. 2007. Upper echelons theory: An update. *Academy of Management Review*, 32(2): 334-343.
- Carpenter, M. A., Geletkanycz, M. A., & Sanders, W. G. 2004. Upper echelons research revisited: Antecedents, elements, and consequences of top management team composition. *Journal of Management*, 30(6): 749-778.
- Chatterjee, A. & Hambrick, D.C., 2007. "It's all about me: Narcissistic CEOs and their effects on company strategy and performance. *Administrative Science Quarterly*, 351-386.

Session 5: Organizational Learning

- March, J. G. 1991. Exploration and exploitation in organizational learning. *Organization Science*, 2: 71-87.
- Lavie D., U. Stettner & M. Tushman, 2010, Exploration and Exploitation Within and Across Organizations. *Academy of Management Annals*, 4(1), 109-155.
- Crossan, M. M., Lane, H. W., & White, R. E. 1999. An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24(3): 522-537.
- Crossan, M. M., Maurer, C. C., & White, R. E. 2011. Reflections on the 2009 AMR decade award: do we have a theory of organizational learning? *Academy of Management Review*, 36(3): 446-460.
- Argote, L. & Miron-Spektor, E. 2011. Organizational Learning: From Experience to Knowledge. *Organization Science*, 22(5): 1123-1137.

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 along the above guidelines to the class. The presentation should be no more than 15 minutes. Please choose your own way to present that you believe is most effective (meaning no compulsory requirement for doing PPT slides, etc).
- 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 one, and only one, written term paper for ALL iPhD courses offered directly by Strategic Management Department. In this paper, students should develop their own research questions relating to one or more topics learnt during the semester. To address these questions, students need to form key ideas and arguments, and preferably relate the ideas to a particular business setting or phenomenon. Each student is required to present this paper to the iPhD training committee of Strategic Management

Department by the end of the semester. Your grade for the paper and the presentation combined will account for 30% of your grade in my class.

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%).