
Quantitative Research Methods and Techniques in Social Science

Prof. Nina Bandelj

Course overview:

This course is an overview of social science research design and quantitative analysis aiming to equip Ph.D. students with skills to design empirical research and familiarize them with principles of statistical analysis. This course is an overview of basic quantitative analysis in social science aiming to equip PhD students with skills to conduct statistical analysis.

Syllabus

After completing the course, students are expected to:

- Display broad knowledge of Quantitative Research
- Demonstrate systematic understanding of the research field and techniques used therein

Objectives

The course facilitates the following objectives and competencies:

- Understanding of research design
- Framing of research questions in general and in the current study specifically
- Applying quantitative research methods and techniques including motivating it substantively and theoretically, integrate what is already known, and develop and test new hypotheses with appropriate data and methods.

Intended learning outcomes

The course allows knowledge and understanding of:

- the basic logic of statistical inference
- standard statistical regression analysis and variants but also QCA/fuzzy set analysis and network analysis.
- statistical analysis including data collection principles, sampling strategies, examining numerical and categorical data, descriptive statistics and probability, distribution of random variables, foundations for inference, inference for numerical data, inference for categorical data, collinearity and

- other diagnostics, issues with non-independent observations, and factor analysis, analysis of variance: one-way and analysis of variance: two-way,
- application of quantitative analyses using the SPSS software with the aim to provide the foundation for more qualitatively-oriented students to understand the key principles and techniques of quantitative research, and for more quantitatively-oriented students to identify how to pursue further training needed for their research projects
 - some hands-on experience in data analysis, and moreover have the foundation to pursue more advanced statistical methods, either by taking courses or by learning on their own.

Learning and teaching methods

The IEDC's PhD programme utilises the benefits offered by small and interactive classes. During the programme Professors interact through class discussion, group work, small group interaction, critical reading of material, seminar format and individual presentations. The learning and teaching methods recognised and utilise the necessity that the nature of a terminal degree as an individual effort is maintained and therefore the requirements of participation, critical thinking and presentation of well-debated arguments are encouraged. Invariably students are also required to perform individual and in some cases group work to hone their skills, acquire the necessary learning outcomes and to evaluate methods and techniques. Lecturers also make use of more traditional teaching opportunities where specific content is delivered.

Assessment

The course is assessed through an exam consisting of an essay that needs to be prepared.

Reading material

A comprehensive reading list is provided for students prior to commencement of the course. As the reading material pertains to specific elements covered in the course it is integrated with the layout of the course's presentation and provided as such.

PRESCRIBED READINGS

- Collis, Jill and Roger Hussey. 2003. New York: Palgrave Macmillan.
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. Pp. 3-33, Chapter 1, "The Science in Social Science."
- Booth, Wayne, Gregory Colomb and Joseph Williams. 1995. *The Craft of Research*. Chicago: Chicago University Press. Chapters 3 and 4, pp. 35-63.
- Stinchcombe, Arthur L. 1968. *Constructing Social Theories*. New York: Harcourt. Pages 1-56.
- Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10:242-249.
- Schutt, Russell. 1996. *Investigating the Social World*. Thousand Oaks, CA: Pine Forge. Pp. 109-145, Chapter 4, "Causation."
- Brooks, Clem and Jeff Manza. 2006. "Social Policy Responsiveness in Developed Democracies." *American Sociological Review* 71(3): 474-494.
- Agresti, Alan and Finlay, Barbara. 2009.
- Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 102 (5): 937-975.
- Converse, Jean M. and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Beverly Hills: Sage. Pp. 9-75.
- Hargittai, Eszter. 2010. "Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the 'Net Generation'." *Sociological Inquiry* 80(1): 92-113.
- Feliciano, Cynthia, Belinda Robnett and Golnaz Komaie. 2009. "Gendered Racial Exclusion among White Internet Daters." *Social Science Research* 38(1): 39-54.
- Morrill, Calvin. 1995. *The Executive Way*. Chicago: University of Chicago Press. Pp. 229-255. Anatomy of an Ethnography of Business Elites.
- Swidler, Ann. 2001. *Talk of Love*. Chicago: University of Chicago Press. Pp. 224-235. Basic Interview Guide, Professional Interview Guide, Vignette Interview Guide.
- Lieberman, Stanley. 1992. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." Pp. 105-118 in *What is a Case? Exploring the Foundations of Social Inquiry*. Edited by Charles C. Ragin and Howard S. Becker. New York: Cambridge University Press.
- Ragin, Charles and Lisa Amoroso. 2011. "Using Comparative Methods to Study Diversity." Pp. 135-161 in *Constructing Social Research*, second edition. Sage Publications.
- Wasserman, Stanley and Katherine Faust. 1994. Chapter 2 in *Social Network Analysis: Methods and Applications*, Cambridge University Press.

Qualitative Research Methods and Techniques in Social Science

Prof. Dr. Kathrin M. Möslein
Dr. Dr. Albrecht Fritzsche

Course overview:

This course is an overview of social science research design and qualitative analysis aiming to equip Ph.D. students with skills to design empirical research and familiarize them with principles of qualitative research methods and techniques. It gives them a set of methodological strategies and techniques that are generally defined as "qualitative" in contrast to "quantitative".

Syllabus

After completing the course, students are expected to:

- Display broad knowledge of qualitative research principles and designs
- Demonstrate systematic understanding of research approaches in their discipline and techniques used therein including:
 - Orientation to Fieldwork: Warrants and Field notes
 - Styles of Ethnographic Research
 - Substantive and Theoretical Relevance, Validity/Reliability, and Sampling
 - Data Collection
 - Case Studies
 - Focus Groups
 - Data Reduction and Analysis
 - Analyzing Qualitative Research Notes
 - Writing up Qualitative Research

Objectives

The course facilitates the following objectives and competencies:

- Understanding of epistemological principles in scientific research
- Ability to design and conduct qualitative research projects

- Competence in qualitative research methods, and assessment tools
- Experience with the evaluation of qualitative research projects
- Capability to apply qualitative research methods and techniques to a given context, including motivating them substantively and theoretically, integrating what is already known, and finding appropriate data sources and extraction methods.

Intended learning outcomes

The course allows knowledge and understanding of:

- (1) what constitutes qualitative research
- (2) how to identify intriguingly interesting research questions,
- (3) how to design a research process that corresponds to the social phenomenon of interest,
- (4) how to evaluate the rigour of qualitative research, and
- (5) how to present findings in an interesting way.

Learning and teaching methods

The IEDC's PhD programme utilises the benefits offered by small and interactive classes. During the programme professors interact through class discussion, group work, small group interaction, critical reading and case analysis, interactive multimedia demonstrations and individual presentations. The learning and teaching methods recognise and utilise the necessity that the nature of a terminal degree as an individual effort is maintained and therefore the requirements of participation, critical thinking and presentation of well-debated arguments are encouraged. Invariably students are also required to perform individual and in some cases group work to hone their skills, acquire the necessary learning outcomes and to evaluate methods and techniques. Lecturers also make use of more traditional teaching opportunities where specific content is delivered.

Assessment

The course is assessed through an exam consisting of an essay that needs to be prepared. Write up the research design for your proposed dissertation project, specifying your (1) research question, (2) the conceptual framework and theoretical underpinning, (3) the empirical field, your dissertation will address and the (4) methods used for data collection and data analysis. Assume you will use mainly qualitative methods and/or triangulation. Try to be as clear as possible and show your expertise in the methods you choose.

Reading material

A comprehensive reading list is provided for students prior to commencement of the course. Basic writings include

Creswell, J. W. (1998): *Qualitative Inquiry and Research Design: Choosing Among five Traditions*. Thousand Oaks, London, New Delhi: Sage Publ.

Creswell, J. W. (2013): *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, London, New Delhi: Sage Publ. (4th ed.).

Eisenhardt, K. M. (1989): Building Theories from Case Study Research. *Academy of Management Review*, 14(4), 532-550.

Flick, U. (2014) *An Introduction to Qualitative Research*, Sage Publ.

Glaser, B. G. (1992): *Basics of Grounded Theory Analysis*. Mill Valley (CA): Sociology Press.

Huff, A. S. (1998): *Writing for scholarly publications*. Sage Publ.

Huff, A. S. (2009): *Designing research for publication*. Sage Publ.

Pratt, M.G. (2009): From the editors – For the lack of a boilerplate: tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52(5), 856-862.

http://journals.aomonline.org/amj/editorials/Pratt_Oct%202009.PDF

Van De Ven, Andrew H. (2007): *Engaged Scholarship: A Guide for Organizational and Social Research*. Oxford Univ Press.

Large online repository for QRM: <http://onlineqda.hud.ac.uk/>

Leadership

Assoc. Prof. Dr. Hendrik S Kriek

Course overview:

The purpose of this module is to equip graduate students with the high-level specialised knowledge and skills to lead and work in a turbulent world. Furthermore, the aim of this module is to provide participants with a broad grounding in the fundamental background, issues, and ideas which inform the leadership studies field, display insight into models of leadership through understanding leading theories on leadership, drivers of leadership and the context of leading in organisations. The module requires critical reflection, evaluation of their own leadership contexts, evaluation of the current state of leadership research and theoretical advances. The purpose of this approach is to help participants identify their own assumptions about leadership and how those assumptions will inform their approach to thinking about and studying the phenomenon.

Syllabus

After completing the course, students are expected to:

- Display broad knowledge of leadership theories
- Demonstrate systematic understanding of research approaches to studying leadership
- Understand and critically evaluate leadership issues

Objectives

The course facilitates the following objectives and competencies:

- Acquiring foundational knowledge of the leadership studies field
 - o Historical perspectives
 - o Thematic perspectives
- Critically evaluate current issues and challenges in leadership and leadership research
 - o Gender

- Embodied leadership
- Nature/nurture revisited
- Ecological leadership
- Overview of research methods used in studying leadership
 - Positivist accounts, their strengths and limitations
 - Interpretivist accounts, their strengths and limitations
- Applying key learning to own research projects

Intended learning outcomes

The course allows knowledge and understanding of:

- (6) what constitutes leadership
- (7) key issues and challenges in leadership and researching leadership
- (8) key leadership topics including theoretical advances, contentious issues including “negative” side of leadership, gender, nature, developing leadership and leadership and society
- (9) how to evaluate and use leadership literature to facilitate own leadership projects

Learning and teaching methods

The IEDC’s PhD programme utilises the benefits offered by small and interactive classes. During the programme professors interact through class discussion, group work, small group interaction, critical reading and case analysis, interactive multimedia demonstrations and individual presentations. The learning and teaching methods recognise and utilise the necessity that the nature of a terminal degree as an individual effort is maintained and therefore the requirements of participation, critical thinking and presentation of well-debated arguments are encouraged. Invariably students are also required to perform individual and in some cases group work to hone their skills, acquire the necessary learning outcomes and to evaluate methods and techniques. Lecturers also make use of more traditional teaching opportunities where specific content is delivered.

Assessment

The course is assessed through an exam consisting of an essay that needs to be prepared.

Reading material

A comprehensive reading list is provided for students prior to commencement of the course. There are different types of reading prescribed in this course namely general (for the whole class) prescribed reading, individual reading per student relating to specific topics and recommended reading. In addition students are requested to propose a particular article suitable to be used in discussion of an allocated topic- this will be assigned to each participant.

General prescribed reading

These are texts that needed to be prepared before commencement of class

Books:

Nicholson, N. 2013. *The "I" of Leadership: Strategies for seeing, being, doing*. John Wiley and Sons: London.

Haslam, S. A., Reicher, S.D., & Platow, M.J. (2011) *The New Psychology of Leadership: Identity, Influence and Power*. Hove and New York: Psychology Press.

Articles:

Alvesson, M. & Sveningsson, S. (2003). The great disappearing act: difficulties in doing "leadership". *Leadership Quarterly*, 14. 359-381.

Burnes, B. (2005). Complexity theories and organizational change. *International Journal of Management Reviews*, 7(2). 73-90.

Cerne, M., Jaklic, M. & Skerlavaj, M. (2013). Authentic leadership, creativity, and innovation: A multilevel perspective.

Crossman, B. & Crossman, J. (2012). Conceptualising followership – a review of the literature. *Leadership*, 7(4). 481-497.

Fairhurst, G.T. & Grant, D. (2010). The social construction of leadership: a sailing guide. *Management Communication Quarterly*, 24(2). 171-210.

Fletcher, J.K. (2004). The paradox of postheroic leadership: an essay on gender, power, and transformational change. *Leadership Quarterly*, 15. 647-661.

Grant, A. (2012). Leading with meaning: beneficiary contact, prosocial impact, and the performance effects of transformational leadership. *Academy of Management Journal*, 55(2). 458-476.

Grint, K. (2005). Problems, problems, problems: the social construction of 'leadership'. *Human Relations*, 58(11). 1467-1494.

Hansen, H., Ropo, A., Sauer, E. (2007). Aesthetic leadership. *Leadership Quarterly*, 18. 544-560.

Hunt, J.G. & Conger, J.A. (1999). From where we sit: an assessment of transformational and charismatic leadership research. *Leadership quarterly*, 10(3). 335-343.

Judge, T.A., Piccolo, R.F. and Kosalka, T. (2009). The bright and dark sides of leader traits: a review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly*, 20. 855-875.

Kellerman, B. (2013). Leading questions: the end of leadership – redux. *Leadership*, 9(1). 135-139.

Ladkin, D (2011) *Rethinking Leadership: A New Look at Old Leadership Questions*, Cheltenham, UK: Edward Elgar. Chapters 1 and 2, pp 1-33.

Uhl-Bien, M., Marion, R., McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18(4). 298-318.

Zaccaro, S.J. (2012). Individual differences and leadership: contributions to a third tipping point. *The Leadership Quarterly*, 23. 718-728.

Recommended reading

Barling, J. 2014. *The Science of Leadership. Lessons from research for Organizational Leaders*. Oxford University Press: Oxford.

Ladkin, D. (2011) *Rethinking Leadership: A New Look at Old Leadership Questions*. London: Edward Elgar.

Northouse, P. G. *Leadership: Theory and Practice*. Thousand Oaks: Sage

Individual prescribed reading

In addition to the core and compulsory reading each student will be allocated a topic, theme or contentious challenge in leadership research to present to the class. Students will be assigned a topic that pertains to these topics specifically and they will also be required to choose one additional paper related to the topic to distribute to class and to present.

Strategic Management

Prof. Krzysztof Obloj

Course overview

This course deals with the two major streams of research in the field of strategic management, namely competitive strategy and strategy process subfields. The former describes and explains such issues as industry structure, industry dynamics, intra-industry structure (strategic groups), market entry (first mover advantage, market entry), types of strategy (empirical or theoretical typologies of strategies), competitive advantage. – its sources and sustainability. The Strategy process field consists of theories dealing with issues such as environmental analysis and sense making of strategic issues, rational and/or emerging processes of strategy development, strategic decision making, commitments, resources and capabilities development, interplay of strategy development and variables of culture, structure, technology and time.

The program will have three major objectives: to expose students to the history of management thought and research in the discipline of strategic management, to discuss major theories of strategy and debate major research articles written within each theory, and to discuss possibilities to develop research program anchored in particular theory of strategy.

Syllabus

After completing the course, students are expected to display broad knowledge of:

- major theoretical perspectives and current research streams in Strategy
- the origins and early streams of strategic management (SM) research
- major theoretical advances including Strategic Planning, Strategy Process, Competitive strategy and the Resource-Based View
- developing and/or active research streams in SM (especially related to cognitive psychology and international strategies).

Objectives and competencies

There are three main objectives of the course:

1. To discuss important articles in the field of strategic management that are representative to particular theories of strategic management: planning theory, evolutionary theory, positioning theory and resource-based theory. This knowledge helps to develop knowledge of the field which is the key competence for writing dissertation within the field.
2. To learn research methods applied in the strategic management field and discuss important technicalities of designing and presenting research - how was the methods section written and what we can learn from it? How the research was performed? This knowledge helps to develop research design and presentation competences.
3. To develop competence in debate and critique of research questions, design, interpretation and presentation on key topics in the field including:
 - Strategic management as a discipline
 - Strategy as a theory of the firm
 - Strategy as a long term plan
 - Strategy as a process
 - Strategy as a position
 - Strategy: resource based view

Intended learning outcomes

Intended learning outcomes are as follows:

1. Knowledge of theories of strategic management, their history, development, strengths and weaknesses
2. Knowledge of main research questions posed within each of theory of strategy
3. Knowledge of research methods applied while studying different questions (why, what, how) in the field of strategic management
4. Knowledge of cumulative effects of research in the field of strategic management
5. Ability to analyze critically research texts and build upon them new research questions.

Learning and teaching methods

Each session will be devoted to one of the topics indicated in the outline. Everybody must read and study the 'required readings'. The 'complementary or additional readings' mentioned in the outline and might suggest during the course - they may be helpful in your future studies. The set is composed in such a way that it is almost sufficient literature for review if you write a dissertation using Strategic Management as a theoretical framework, and it is definitely very useful theoretically and methodologically if you write in other areas.

A discussion leader is designated for each 'required reading' in each class session. However, each participant is required to be prepared to perform as discussion leader

for EVERY required reading as designation is assigned randomly. Presentation of the assigned reading requires discussion of the major hypotheses, findings, contributions and limitations, should pose questions to animate discussion about the text. In order to facilitate this approach each session includes:

- discussion or debate questions
- a brief (15-minute) class discussion on the paper where the text is debated in terms of research design, theoretical background, methodology and contribution.
- Utility to participants' research,
- Critical evaluation of paper.

Reading material and schedule

A comprehensive reading list is provided for students prior to commencement of the course. As the reading material pertains to specific elements covered in the course it is integrated with the layout of the course's presentation and provided as such.

PRESCRIBED READINGS

Session 1: What is Strategic Management field?

This session will explore the history and nature of strategy management field. It will also explore perhaps the most basic question: where does strategy come from, or what is strategy?

Readings:

S. Cummings, W. Daellenbach, 2008, A guide to the future of strategy? The history of Long Range Planning, *Long Range Planning* 43 (2), 234-263.

T. Hafsi, H. Thomas, 2005, The field of strategy: in search of a walking stick, *European Management Journal*, vol. 23, no.5

Session 2: Strategy as a long range planning

Readings:

This session will explore the classical theory of strategy as a long range planning, its assumptions, model, toolbox and its critique.

R.M. Grant, 2003, Strategic planning in turbulent environment: evidence from the oil majors, *Strategic Management Journal*, 24, 491-517.

P. Brews, D. Purohit, 2007, Strategic planning in unstable environment, *Long Range Planning*, 40, 64-83.

Hart S, Banbury C. 1994. How strategy-making processes can make a difference, *Strategic Management Journal*, 15, 251-269

H. Mintzberg, J.A. Waters (1981), Of strategies: deliberate and emergent, *Strategic Management Journal*, 6, 3, 257-272.

Complementary reading: H. Mintzberg, The rise and fall of strategic planning, Free Press, New York 1994

Session 3 and 4: Strategy as a process

This session will explore the strategy making process theory and its major assumptions related to organizational learning and decision-making process

Readings:

Tripsas, M., Gavetti, G. 2000. Capabilities, Cognition, and Inertia: Evidence from Digital Imaging, *Strategic Management Journal*, 21(10-11): 1147-1161.

Bingham C., Eisenhardt K. (2011) Rational heuristics: the simple rules that strategists learn from process experience, *Strategic Management Journal*, 32: 1437-1464.

Wasawska A., Obloj K. , Ciszewska Mlinaric M. (2016) Vicious and virtuous learning cycles in the internationalization of emerging markets firms, *European Journal of International Management*, 10 (1), pp.105 – 125

Chandler G.N., DeTienne D.R., McKelvie A., Mumford T. V. 2011. Causation and effectuation process: A validation study, *Journal of Business Venturing*, 26, 375-390.

Levinthal D, March J. 1993. The myopia of learning, *Strategic Management Journal*, 14: 95-112

Complementary reading:

C.L. Wang, H. Chugh (2014) Entrepreneurial learning: past research and future challenges, *International Journal of Management Reviews*, 16 (1), 24-61.

Ciszewska-Mlinaric M. Wasawska A., Obloj K., (2016) Effectuation and causation: two decision-making logics of INVs at the early stage of growth and internationalisation, *JEEMS*, 21 (1)

Session 5: Strategy as competitive position in an industry

This session will explore positioning theory of strategy, its assumptions, model and toolbox that became a 'bread and butter' of consulting industry and favorite theory of managers.

Readings:

Porter M . 1991. Towards a dynamic theory of strategy. *Strategic Management Journal* 12, 95-117

Miller D. 1988. Relating Porter's business strategies to environment and structure: analysis and performance implications, *Academy of Management Journal*, 31: 280-308

Baum P., Wally S., 2003, Strategic decision speed and firm performance, *Strategic Management Journal*, 24, 1107-1129

Note: Natural complementary reading is M. Porter, *Competitive strategy*, The Free Press, 1980, and *Competitive advantage*, The Free Press, 1985

Session 6: Strategy as resource and capabilities based perspective

This session will explore Resource Based View that is dominant theoretical perspective at the moment in the field

Readings:

Peteraf, M. 1993. The cornerstones of competitive advantage: A resource-based view, *Strategic Management Journal*, 14(3): 179-191

Eisenhardt, K.M., J.A. Martin. 2000. Dynamic Capabilities: What are they?, *Strategic Management Journal*, 21: 1105-1121.

Obloj, T., Obloj K., Pratt M. 2010. Dominant logic and entrepreneurial firms performance in a transitional market, *Entrepreneurship: Theory and Practice* 34 (1), 151-169.

Danneels E. (2011) Trying to become a different type of company: dynamic capability at Smith

Corona, *Strategic Management Journal*, 32 (1): 1-31.

Obloj T, Capron L (2011), "Role of resource gap and value appropriation: effect of reputation gap on price premium in online auctions", *Strategic Management Journal*, 32 (4): 447-455

Complementary reading: Newbert, S.L. 2007. Empirical Research on the Resource-Based View of the Firm: An Assessment and Suggestions for Future Research, *Strategic Management Journal*, 28: 121-146.

Session 7: Selected topics in strategic management: from definition of competition and mental maps to internationalization strategies

This session will focus on special issues – competition and internationalization strategies.

Readings:

Porac J. et al. (1995) Rivalry and the industry model of Scottish knitwear producers, *Administrative Science Quarterly* 40: 203-227

Kostera M., Obloj K. (2010) Archetypes of rivalry: Narrative responses of Polish radio station managers to perceived environmental change, *Journal of Change Management*, 23, 5, pp.564 – 577

Y. Kor, Mesko A. (2013), Dynamic managerial capabilities: configuration and orchestration of top executives' capabilities and the firm's dominant logic, *Strategic Management Journal* 34, 234-244.

G. A. Shinkle, Kriauciunas (2012) The impact of current and founding institutions on strength of competitive aspirations in transition economies, *Strategic Management Journal* 33 (4), 448-458.

Johanson J., Vahlne J (2009) The Uppsala internationalization process model revisited: from liability of foreignness to liability of outsidership, *Journal of International Business*, 40: 1411-1431.

Petersen T, Shaver J.M. (2011) Internationalization revisited: The big step hypothesis, *Global Strategy Journal*, 3, 1: 263-274.

De Jong G., Dut v. V., Jindra B., Marek P. (2011) Does country context distance determine subsidiary decision-making autonomy? , *International Business Review*, 24, pp. 874-889.

Additional reading:

Obloj, K., Wąsowska A. (2012) Location Determinants of Polish Outward Foreign Direct Investment and the Impact of the Global Crisis, In: M. Marinov, S. Marinova (eds) *Emerging economies and firms in the global crisis*, Polgrave Macmillan, London.

Eisenhardt, K. 1989. Building Theories from Case Study Research. *Academy of Management Review*, 14 (4): 532-550

Comments of reading on Strategy

The field of Strategy is characterised by incredibly rich literature that could be accessed by studying mainly the following journals:

Strategic Management Journal
Administrative Science Quarterly
Academy of Management Review
Academy of Management Journal
Journal of Management

Management Science
Decision Science

More practically oriented journals include:
Sloan Management Review
California Management Review
Harvard Business Review

There are also readers, i.e. books, composed of the most important articles in the field. One of them was published by B. de Wit and R. Mayer, *Strategy: process, content, context*, Cengage Learning 2010, and each year the Strategic Management Society publishes new readers.

The situation is even more complicated as concepts from Strategic Management freely travel into the fields of International Business (IB) and Entrepreneurship, that have their own A class journals (eg. *International Business Review*, *Journal of International Business Studies*, *Entrepreneurship: Theory and Practice*, *Journal of Business Venturing*) and we observe even some integration of these fields.

Assessment

Assessment involves class participation and a final essay.

Class participation means that everybody is prepared for class and ready to discuss assigned papers in such way that identifies new insights but also gaps in the literature and exposes new research opportunities. Knowledge of the literature is critical because it makes us aware of what has been done, how it was done, but also – and this is the most important aspect for PhD students – for critically assessing what is missing and identifying opportunities for contribution. Also whenever you read papers please think about takeaways for your PhD topics and dissertations – more often than not, research designs are triggered by an article or paper that one finds exceptionally interesting. And leveraging or borrowing other people’s ideas is natural in science and acceptable, as long as one acknowledges others people’s inputs through proper citation methods.

The **final exam** will be an essay exam, similar in format to a research design. It will be evaluated on three dimensions: (a) your knowledge of the existing literature and ability to critically assess contributions, limitations, and gaps in the literature (b) your ability to integrate across papers and research streams in order to come with interesting research questions/hypothesis, and (c) your ability to develop a consistent research proposal in the form of research questions – research methods – sample that might ensure creative insights and contributions of research design.

There will not be incomplete grades for the paper. If you do not complete the paper in time, you will get a "fail" grade. To help you plan your project, I propose the following:

- You will submit an outline of your intended paper, exploiting strategic management literature that you read, at our meeting in November. This should

be about 1-2 pages, and contain (a) intended contribution, (b) relevant literature, (c) overview of main arguments. This outline will be discussed briefly in the class at the end of the course.

The grade of the course will be determined by your assignments and class participation (50 percent), and the final essay paper evaluation (50 percent). You will get back your essay with my evaluation and notes.

Research Seminar

Prof. Peter McKiernan

Course overview:

The overall goal of the research seminar is to bring the IEDC PhD community together for collective learning and sharing of experience. The research seminar comprises recent developments in strategy and leadership research and presentation of individual research projects.

Syllabus

After completing the course, students are expected to:

- Display broad knowledge of current trends in strategy and leadership research
- Demonstrate reflection and progress on their own research projects

Objectives

The course facilitates the following objectives and competencies:

- Understanding of current issues in strategy and leadership research
- Fostering of research skills and competencies
- Evaluation ability in reading academic material critical
- Honing their own research skills

Intended learning outcomes

The course allows knowledge and understanding of:

- further familiarity with relevant literatures and styles of research in strategy and leadership
- further familiarity with different methodological approaches to research
- further familiarity with the styles and approaches to academic writing
- further development of your critical thinking abilities as applied to evaluating scholarly work
- keeping up-to-date with the most recent trends in research
- gaining useful and practical insights into management and leadership practice.

Learning and teaching methods

The IEDC's PhD programme utilises the benefits offered by small and interactive classes. During the programme Professors interact through class discussion, group work, small group interaction, critical reading of material, seminar format and individual presentations. The learning and teaching methods recognised and utilise the necessity that the nature of a terminal degree as an individual effort is maintained and therefore the requirements of participation, critical thinking and presentation of well-debated arguments are encouraged. Invariably students are also required to perform individual and in some cases group work to hone their skills, acquire the necessary learning outcomes and to evaluate methods and techniques. Lecturers also make use of more traditional teaching opportunities where specific content is delivered.

The research seminar is characterised by two distinct learning methods, namely critical discussion and "friendly consulting".

Component 1: Critical discussion

A series of roundtable discussions and debates around some of the most recent developments in management and leadership research and thinking are facilitated. During these sessions, candidates gather together to explore a series of recent articles from key journals within the fields of strategy and leadership. In addition to prescribed papers participants are also required to present articles they chose and find interesting, beneficial or contentious. These are critically discussed in terms of the journal, research approach, methodology, findings, strengths and weaknesses.

Component 2: Friendly Consulting

During the research seminar, participants engage in 3 rounds of 'Friendly Consulting' with colleagues. This is an opportunity to share research agendas with colleagues and get further structured feedback on research projects. Participants contribute summaries of their research projects, showing progress and highlighting key challenges and advances. This is then discussed to allow improvement, adjustment and progress. The following are provided:

- 1) Core research question(s)
- 2) Methodology
- 3) Theoretical framework(s)
- 4) Your progress to date
- 5) Core issues/problems you are facing

Assessment

The course is assessed through an exam consisting of an essay that needs to be prepared.

Reading material

A comprehensive reading list is provided for students prior to commencement of the course. As the reading material pertains to specific elements covered in the course it is integrated with the layout of the course's presentation and provided as such.

a) Prescribed Reading

Everyone is expected to have an in-depth understanding of the prescribed articles and to contribute to the debates, which will arise in our group discussions. The following prescribed readings are required to be prepared:

Lee, J.M., Hwang B-H, Chen, H. 2017. Are founder CEOs more overconfident than professional CEOs? Evidence from S&P 1500 companies Strategic Management Journal Vol 38/3 March

Neyer, A-K, Moslein, K. & McKiernan, P. The contextual perspective of leader sensegiving: Understanding the role of organizational leadership systems. (In press).

Stock, R.M., Zacharia, N.A., Schnellbaecher, A. 2017. How Do Strategy and Leadership Styles Jointly Affect Co-development and Its Innovation Outcomes? Journal of Product Innovation Management Vol 34/2 March

b) Participant Chosen Articles

Participants who chose articles should select one that has been published recently and that has a direct bearing on in their doctoral research. They should inform members of the seminar why the article is important, what it adds to previous literature, how it covers the gaps, why the chosen method is superior to competing methods, what the discussion adds to the theory and how the conclusions influence their own findings. Presenters deliver their own critique of the article and state what other means (theories or methods) could have been used by the author(s). Good quality European journals e.g., Organisation Studies, Journal of Management Studies, European Management Review etc. are required.

Current Issues in Business and Management

Nenad Filipović

Jonathan Gosling

Course overview:

The course is structured around critical approaches to business, management and leadership. The course considers from the 'outside-in' the main challenges facing the world, their impact on business and management, and the demands for research while from the 'inside-out' developments in theory and their possible implications on the practice of management and the conduct of businesses in the contemporary world are considered.

Syllabus

After completing the course, students are expected to:

- Display broad knowledge of contemporary issues in business, management and leadership
- Demonstrate systematic understanding of the issues and how it impacts on their own leadership and research

Objectives

The course facilitates the following objectives and competencies:

- Understanding of issues in business, management and leadership
- Sensemaking skills as it pertains to reflection, evaluation and observation of business in society and key issues reflecting the domain thereof

Intended learning outcomes

The course allows knowledge and understanding of:

- Issues in the business context that impacts on leadership and management
- Responses from a strategy and leadership stance to engage the role of business in society
- Sensemaking skills including reflection, observation and evaluation of how leadership mindsets including worldly, reflective, action, collaborative and analytical mindsets influence behaviour
- Key issues and topics facing contemporary business a.o.:
Ecological interdependence,

Sustainability and challenges to economic growth models
Leadership responsibility
Identities: multiple selves, possible selves, and the social meanings of managing
Gender and business: inclusion, diversion and revolution?
Post-colonialism and emerging world (dis)orders
Meaningful work

Learning and teaching methods

For the first half of the course, to optimize the course's relevance– both professionally and within the context of your PhD work –“contemporary issues” are established at the beginning of the course. This is done co-constructively by the class and facilitated by Faculty. This allows a unique and idiosyncratic agenda to be compiled and each of these issues are debated from a critical approach to research, business, management and leadership. The faculty members provide the framework and facilitation to allow debate and discuss relevant issues as pertaining to work and research.

This allows for the course work to be structured around a series of “contemporary issue conversations”. During each conversation contemporary issues are analysed and debated from a critical approach. Work is done conversationally, debating the issues placed on the table. To capture the unfolding learning we will be audio recording each session as well as assigning one person to visually capture (draw/write) the emerging debates. Both the audio recordings and visualizations will serve as data for review and material available to you after the course.

To accomplish this we will need you to do some pre-course preparation in identifying contemporary issues and research that relates to them. Your pre-course work is as follows:

- 1) Identify at least 3 contemporary issues that relate to your research and/or your professional activities. For each of these issues write a brief (75-100 words) summary of your thoughts on them.
- 2) Identify 1 research article, book or book chapter, and 1 practitioner article, book or chapter that relates to each of the contemporary issues you have identified.

Assessment

The course is assessed through an exam consisting of an essay that needs to be prepared.

Reading material

The course make use of a “reverse” reading methodology. This approach means reversing the traditional way of structuring courses. This time, you have very little pre-reading. Instead, at the end of the course, together we will identify and assign “post-reading” based on the contemporary issues we have explored during the course. Core readings required as pre-reading are:

Gosling, J. (2015). A Philosophical Geography of Leadership. Lecture to the Philosophy of Management department, School of Philosophy, Renmin University, China. April 1, 2015.

Case, P. and Gosling, J. (2007) 'Wisdom of the Moment: Pre-modern Perspectives on Organizational Action', *Social Epistemology*, 21:2, 87 -111.

ELECTIVES

Course overviews:

The PhD consists of a number of electives as well and two of them are presented in 2017, namely Academic writing and Contemporary issues in Management and Leadership. The rest is presented on request and since they have not been chosen will not be offered during this period. Once interest in a particular elective is expressed a suitable lecturer is appointed and a current and well-considered curriculum, reading list and study programme are provided. The following are potential electives:

BUSINESS IN SOCIETY

This course provides an in-depth exploration of key questions concerning the relationship between businesses and the societies of which they are a part – including the challenges of climate change and the shift to a low-carbon economy. It will offer grounding in the theoretical discussions on appropriate business responses to these challenges and their possible connection to successful business operations and strategy, together with an opportunity to consider emerging practices of Corporate Responsibility. Participants will be expected to make connections between the ideas discussed and their own business environments.

Course Contents

- Global context and the challenges facing businesses in the 21st Century
- The move from philanthropy to strategic corporate social responsibility
- Climate change and energy security
- Economics and the low carbon economy
- Social and environmental accounting and reporting
- New approaches to business design: de-materialization and the product to service shift
- Business and poverty: the 'bottom of the pyramid' approach
- Stakeholders, engagement strategies and partnership working
- Business, politics and power

CREATING NEW VALUE

The objective of this course is to take what we know about the "art" and "science" of innovation and broaden it beyond merely technology, so that speaks to the PhD researcher in a way that opens-up research on innovation possibilities, rather than narrow or preclude topics. The course is a survey of innovation research, but one that employs several units of observation, including: the national economy; the firm or not-for-profit organization; the team; and the individual researcher.

Course Contents

- Innovation as a societal issue
- The economics of invention and innovation
- Measure of change and "progress"
- The nature of the individual inventor and the implications for both research and personal practice
- Idea-movement through the organization and the use of "conversation" as a measure of innovative activity
- Innovation value-creation vs. value-capture
- Measures of inventive and innovative performance: input vs. output vs. process
- Value-chain dynamics as they relate to innovation
- Team-dynamics in innovation
- Case-study development of innovative experiences
- The geography of innovation

LEARNING FROM ARTS, PHILOSOPHY AND SCIENCE

The course objective is to make the participants aware of the limitations of rational approaches in the areas of strategic management and leadership. This includes learning from metaphors, use of all the senses during analysis and decision making, opening the managers and leaders to wider thinking, making them better observers and listeners, helping them to increase their empathy and influence of the feelings, emotions and intuition, thus improving their creativity and flexibility, as well as the capability of recognizing the future challenges and needed changes.

Course Contents

- Management and leadership as "liberal arts"; what can we learn from philosophy, history and other social sciences; how to understand the leadership concepts in historical, social and psychological context.
- Learning from arts
 - o Learning from visual arts: influence of pattern recognition, similarities, context, balance between natural and artificial etc;
 - o Learning from music: the art of listening and understanding the structure of the composition;
 - o Learning from orchestra conducting: how to compose the team and improve the teamwork; influence of clear communications;

- o Learning from literature: what can we learn from stories of historical persons, relationships among people, descriptions and re-living through the stories, feeling, emotions and metaphors in poetry;
- o Learning from social history of arts: what can we learn from changes in trends of arts, what can we learn from social history of leadership and management.
- Learning from science: what can we learn from the concepts of modern science? Systems theory as holistic and integrative perspective; organization of the system as a whole in order to understand it. Cybernetics as control of complex systems. Quantum physics as the importance of the relationships and balances.

ORGANIZATIONAL COUNSELING, COACHING AND MENTORING

The objective of this course is to expose the participants to theory and practice of effective organizational interventions, leading to improvements in individual and organizational performance, as well as to achieving of desired organizational change. As a result, the participants will understand ways in which knowledge is constructed in the social phenomenon of organizations and in the practice of consulting and personal development, as well as how such knowledge is used to influence learning. The course also allows the participants to appreciate the ethical aspects of influencing within the organization, taking into account individual, organizational and contextual perspective.

Course Contents

- Forming and changing an organization
- Philosophical and psychological perspectives of organizational interventions
- Contemporary approaches to executive development
- Exploring alternative designs of organizational consulting
- Practicing personal inquiry methods
- The coaches and their perceptual framework
- The coachees and limits of coaching
- The coaching relationship and transference
- Ethics of consulting, coaching and mentoring

Learning and teaching methods

The IEDC's PhD programme utilises the benefits offered by small and interactive classes. During the programme professors interact through class discussion, group work, small group interaction, critical reading and case analysis, interactive multimedia demonstrations and individual presentations. The learning and teaching methods recognise and utilise the necessity that the nature of a terminal degree as an individual effort is maintained and therefore the requirements of participation, critical thinking and presentation of well-debated arguments are encouraged. Invariably students are also required to perform individual and in some cases group work to hone their skills, acquire the necessary learning outcomes and to evaluate methods and techniques. Lecturers also make use of more traditional teaching opportunities where specific content is delivered.

Assessment

The courses are assessed through an exam consisting of an essay that needs to be prepared.

Reading material

A comprehensive reading list is provided for students prior to commencement of the course.