## ELECTIVE COURSES 2019-2020

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Cross-Cultural and International Management Research

Objectives and Methodology

Cross-cultural and international management (IM) researchers face numerous challenges that reach beyond those inherent in domestic studies. In this regard, the elective course consists of 6 double sessions taught by a team of five faculty from the Managing People in Organizations Department. Each double-session consists of 2.5 hours each (plus a 15-minute break in between), each of which deals with the main conceptual and methodological issues in cross-cultural and IM research. All students are expected to (a) have read all assigned readings before meeting each week, and (b) actively participate in the discussion of the readings for the week. We will provide you with further optional reading at the end of each session. Please note that the topics covered in this course are applicable to any cross-cultural and IM study, not just the domain of organizational behavior.

Session 1: Differences in self-construal across the globe – Alvaro San Martin

In this session, we will review some of the classics in cultural psychology, as well as more recent contributions in this field, with a particular focus on cross-cultural variations in cognition, emotion, and motivation.

Readings:

Session 2: Socio-ecological psychology – Alvaro San Martin

In this session, we will examine modern approaches to cultural variation in psychology that increasingly view cultural differences as functional adaptations to social and physical ecologies. According to this socio-ecological view, cultural variation in psychological tendencies originates in the fact that human groups have historically occupied vastly different social and physical environments, leading to the emergence and perpetuation of values and cultural norms that were at least at one time, functionally adapted to those environments.
Readings:


**Session 3: Beyond WEIRD samples: Cross-cultural behavioral research, measures from experimental economics, and the co-evolution of culture and institutions – Sebastian Hafenbraedl**

In this session, we put on our “(behavioral) economists glasses” and explore cross-cultural research, both theoretically and methodologically, from this perspective. Theoretically, we discuss the interplay of culture, institutions and economic outcomes, with particular emphasis on social learning and cultural evolution. Methodologically, we examine both the potential and the challenges to measure cultural differences using highly stylized and incentivized paradigms from experimental economics.

Readings:


Session 4: Multicultural identities and individuals in cross-cultural research – Yih-teen Lee

This session focuses on the “actors” in intercultural interaction, with the objective of providing a more complex picture of culture in addressing individuals’ multiple sense of self and identities in cross-cultural spaces. Covering both review and empirical papers, the session will show students the limitation to categorize individuals into single cultural boxes, and reveal new research avenues that may lead to deeper insights on intercultural interaction through the lens of multiple cultural identities.

Readings:

Session 5: Quantitative research across cultures – Sebastian Reiche

In this session we will discuss key methodological approaches for conducting survey research across cultures, including aspects such as item generation, measurement equivalence, survey language and response-style differences.

Readings:

Session 6: Different approaches to engaging and publishing cross-cultural management research – Carlos J. Sanchez-Runde

In this double session we will do three things. First, we will review different ways to engage cross-cultural management research, focusing on what we could call universalism (etic), nativism (emic), contingency, comparatism, and hybrids, with their advantages and limitations. Second, we will discuss how to reach different audiences with our research (researchers, students and practitioners). Finally, we will study the interactions between the first and second points just mentioned.

Readings:


Conducting and Publishing In–Depth Qualitative Research

1—Objectives

This course is designed for doctoral students—from any domain of business and management research—who have already decided that at least one part of their doctoral dissertation will be based on qualitative research and have started to conduct qualitative research. The overall objective of this course is to provide students with hands-on experience in conducting and publishing qualitative research in academic top-tier journals.

2—Methodology

The content of this course covers the following topics:

- How to access and immerse into the field
- How to engage in relationships, contexts, and data
- How to get from coding to a knowledge contribution
- How to conceptualize data and construct convincing stories
- How to navigate the qualitative research publishing process at a top-tier journal
- How to build theoretical contributions based on qualitative data

The methodology of this course follows a hands-on, practical, and experience-based approach. Experiences in qualitative research from the professor will be juxtaposed with experiences from the diversity of students. A key characteristic of qualitative research is that it has many different flavors and that it is a very flexible form of research that cannot be put into a straightjacket. Thus, the methodology for this course follows the philosophy of embracing and combining unique experiences and viewpoints from the different members of the class, enabling participant centered learning. As such, materials used in this course stem primarily from individual research experiences of members of the class, including the professor’s. No a-priori theoretical readings are provided to give maximum emphasis to experience-based discussions. During the class, depending on the types of conversations and discussions that emerge, the professor may draw upon a large array of methodological theories and concepts, injecting them into the class as needed but not pre-planned.
3—Grading

Students will be graded based on two different types of contributions in and outside of class: First, the finally submitted research draft paper will be evaluated and graded as the formal component of grading. Second, class participation, presentations, and intellectual contributions to discussions will be graded as the informal component of grading. Each component will assume 50 per cent of the final grade. In summary, grading is as follows:

- 50%: assessment of the quality of your presentations and engagement in giving feedback to other students during the course
- 50%: assessment of a qualitative research write-up that needs to be handed in toward the end of the course

4—Competencies

General Competencies:

- CG3: Conduct a critical analysis, evaluation and synthesis of new and complex ideas with the objective to produce general principles applicable to business situations
- CG4: Profound understanding and appreciation of the importance of the human factor within an organizational framework.

Specific Competencies:

- CE3: Organization, planning and implementation of a research project related to social sciences.
- CE7: Ability to articulate research questions that could extend our understanding of the field, and design a research program to answer them.
- CE17: Ability to critically establish the relevance and significance of the results obtained with respect to the proposed objectives, and prepare conclusions within the framework of current scientific knowledge on the topic in question.
- CE19: Publicly present ideas, procedures or research reports to advise people and organization
## 5. Detailed outline of the course (with assignments)

<table>
<thead>
<tr>
<th>Session</th>
<th>Description</th>
<th>Deliverables and Readings</th>
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</table>
| 1-2     | Introduction | Prepare a presentation with the following information:  
Part I. Expectations for the course are discussed. Experiences with qualitative research are discussed. The motivation and challenges of conducting qualitative research are discussed.  
Part II. Students introduce themselves with their qualitative research project and the specific challenges that they face.  
Part III. Professor introduces himself with his qualitative research projects, program, and overall experiences with qualitative work. |
|         | Accessing and immersing into the field | Part I. meeting minutes document, case study protocol example, kick-off-meeting-v15, Kick-Off Meeting 06032008.  
Part II. project member matrix example, business case presentation example, escalation chart example, standard presentation example, kick-off example, steering committee slides example, TCS culture slides example, Banking concepts example, PCB Newsletter example, interview guideline example, interview guideline focused example, interview tracking example.  
Part I. Identifying a context and organization. Justifying the site selection and aligning with your research question and phenomenon of study. Setting up the project and preparing for entering the field.  
Part II. Getting into the field. Managing and maintaining access to data. Starting to sample. Collection of rich data. Idea that everything is data. |
<table>
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<tr>
<th>Week</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td>5-6</td>
<td>Engaging in relationships, context, and data</td>
<td>Part I. Keeping the case organization engaged. Pros and cons of interviewing individually versus in groups. Managing research team relationships. Balancing the research tasks with other duties. Part II. Notion of emergence. Notion of theoretical sampling. Notion of constant comparisons. Part I. expectations management email example, Status of CAR research project slide sets, knowledge transfer examples, research projects portfolio management, taskrunner sheet. Part II. Slides on generalist GT. Video.</td>
</tr>
<tr>
<td>7-8</td>
<td>Conceptualizing data and constructing stories</td>
<td>Part I. Working with raw data. Coding data and discovering patterns of social behavior. Emergence and remaining open to new discoveries. Part II. Playing with data/context-theory connections and searching for a potential theoretical contribution by conceptualizing data and constructing a story. Memoing. Part I. Hands-on coding and conceptualizing data practices based on original interview material. Individual exercises followed by group discussions. Part II. Writing memos exercise. Practicing storytelling skills. Individual exercises followed by group discussions. Review of examples: (1) Second Global Sourcing Workshop, IT&amp;IP-CQ (2) HICSS-knowledge (3) ICIS-control (4) WI-relationship (5) HICSS-psychological</td>
</tr>
<tr>
<td>9-10</td>
<td>Troubleshooting and individual feedback workshop I</td>
<td>Individual student presentations with in-depth feedback from the group and the professor on how to deal with current challenges and move on effectively with the qualitative research work. Submit a current draft of a working paper you are working on. Be prepared to present the story, the interpretation of your data, and the contribution you are envisioning with your work. Together with your current draft, prepare and share some slices of data that you would be willing to share with the group as a basis for discussion and generating ideas for how to improve your work.</td>
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<tr>
<td>11-14</td>
<td>Deconstructing the publishing process</td>
<td>Doing high-quality qualitative research and getting it published are two sides of the same coin and knowing what you need to expect</td>
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<td>First cover letter and submission and first report. Second submission and response document (deadline to be decided with the professor)</td>
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When entering into the publishing game at the top-tier journal level will help tremendously in the conduct of high-quality qualitative research work. The motto for this block of sessions is “qualitative research can only be as good as it is able to connect to the target audience and engage the reader.”

<table>
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<tr>
<th>Period</th>
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| 15-16  | Building theoretical contributions based on qualitative research  
Part I. Process analysis, theorization, and illustration. Discussion of other types of theories (mechanism-based theories, variance-based theories).  
Part II. Abduction and heuristics. How to make sense of data and abstract emerging insights to a theory. Notion of creative, yet disciplined imagination. |
|        | Third submission and response document (deadline to be decided with the professor)  
Fourth submission and response document (deadline to be decided with the professor)  
Fifth submission and response (deadline to be decided with the professor)  
Final paper version published in the December edition of MISQ in 2013 (Gregory Beck Keil 2013)  
*Publishing Levina Slide. The cumulative-groundedness paradox* |
| 17-18  | Advanced topics in qualitative research  
Part I. Building a qualitative research portfolio. Tips and tricks for getting qualitative research published in top-tier journals.  
Part II. Combining qualitative and quantitative research into a mixed methods research design.  
Part III. Tips for reviewing qualitative work. |
|        | Part I. Examples of process theories and models. History of process modeling in the MISQ case. Individual exercises on illustrating the findings from dissertation-related qualitative data analysis.  
Part II. Slides on heuristic theorizing and abduction. Individual reflection and planning for iterating back and forth between theory and context. |
<table>
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<tr>
<th>19-20</th>
<th>Troubleshooting and individual feedback workshop II.</th>
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<td>Individual student presentations on their lessons learned during the course and reflections on how applying them in their own work. Presentation of revised research status and remaining challenges to tackle. Feedback given to individual students by the group as well as the professor to get going on with their qualitative work.</td>
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<th>Prepare a presentation with the following information:</th>
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<td>- The status and progress on your qualitative research project, including the current storyline, analysis, and expected contribution.</td>
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<tr>
<td></td>
<td>- What have you learned during the course and how do you intend to apply the learning to your work?</td>
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<tr>
<td></td>
<td>- What challenges remain and where is additional feedback needed?</td>
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Professor’s Biography

Prof. Antonino Vaccaro
Professor of Business Ethics

Professor Antonino Vaccaro is the Academic Director of the Center for Business in Society and an associate professor at IESE Business School where he teaches for the negotiation unit and for the department of business ethics. He also serves as the Director of IESE Social Entrepreneurship Network and as Academic Director in various IESE’s custom programs for multinational companies and educational institutions.

Professor Vaccaro is an expert of corporate fraud and corruption. He has worked with the intelligence units of several police and military corps on issues related to national security, fight against terrorism and corporate espionage.

Professor Vaccaro has conducted consultancy and applied research projects for European governmental institutions, the United Nation (Global Compact) and for multinational companies such as Southern Company (US), Volkswagen (Germany), CNIM (France), Alpiq (Switzerland), Artsana Group (Italy), Alcoa (US), Alcoa Defense (US), REWE (Germany) Tecnoreef (Italy), etc.

His researches have been published in leading peer reviewed scientific journals such as the Academy of Management Journal, Research Policy, Technological Forecasting and Social Change, Journal of Management Studies, Ethics and Information Technology, Journal of Business Ethics, The Information Society, etc.

He is also member of European, North America and African companies and he provides in the context of international dispute resolution.
MRM - Behavioral Insights

Introduction

This seminar aims to introduce Ph.D. students to the research in behavioral decision-making, exciting interdisciplinary field that builds on research psychology, economics, marketing and related disciplines, and has wide range of applications in the real business world.

Objectives

The purpose of this seminar is to provide PhD level coverage of the major research carried out in behavioral decision making. Specifically, the goals of the course are to:

1. Familiarize students with research on different topics in social psychology, economics, and marketing to better understand how individuals make decisions and how businesses can leverage on this knowledge and inform their strategies.
2. Give students a strong foundation for critical thinking in the area of behavioral decision making.
3. Enable students to conceptualize, develop, and operationalize research ideas.

Learning Outcomes

By the end of the course, students would be able to:

- Know the basic concepts of behavioral decision making
- Structure approach to analysis of research papers
- Review papers critically
- Use behavioral concepts when conceptualizing, developing, and operationalizing research ideas
Competences

- Understanding of basic concepts in behavioral decision making
- Development of critical thinking
- Conceptualization, development, and operationalization of research ideas

Content

The course content is summarized in the course outline below.

Overall Methodology

For each class, students will receive a number of articles from early “classics” to recent research papers. The objective for each class session will be to determine the main ideas and research questions driving work in a particular topic area, identify what we have learned to date and where the gaps are in our knowledge of that area, and develop ideas for new research in that area.

The outline of the course includes both required and optional reading assigned to each session. Each student is expected to actively read assigned required material, trying to understand the authors’ ideas and developing the habit of constructive criticism of the research. Optional readings is not compulsory to read but are useful if you would like to go more in-depth on the topic of the class. In addition, each paper will be briefly presented by one of you in class before we discuss it.

Class discussion. The discussion format will be the following. All of the required readings should be read carefully by everyone in the class. However, for each session we will have several students who will be considered the expert(s) of that topic and they will:

a) present the topic to the class (about 15 minutes). The format of presentation is flexible, and
b) lead the discussion of the topic in class (another 15 min). The class expert should prepare interesting questions on the topic to lead the discussion. Once the topic has been introduced, everybody will discuss it. Everybody is expected to read and prepare each required article. Therefore, the aim of the discussion is not to summarize the findings, but to access the paper critically. Therefore, it is important to focus the discussion around the following: Why do you think this paper was published, i.e. how does it contribute to the existing knowledge? What would you have done differently to test the hypotheses? Are there any confounds? Can you explain the results in a different way? What may be some specific future research directions?

In addition, every student is expected to prepare at least one interesting question about one or more of the readings assigned for that session (not regarding the technical details of the paper, but rather general information: research problem, methodology, possible confounds, etc.).

Term paper. Each student is required to write a short paper that examines a novel problem related to the topics discussed in class, and suggest a study or studies that could be conducted to test ideas and advance knowledge (maximum of 15 pages, including title page, bibliography, graphs, figures and all the additional materials; Times New Roman, 12pt, double interval). Papers are due on MARCH 8th, before the presentations of the projects in the class. The papers will also need to be presented in class during the last two sessions. Late papers will not be graded.
**Structure**

Number of sessions: we will have 20 sessions of 1.15’ each. Term paper: each student is expected to write a research paper, to be presented in the last 2 sessions (15 page max, double space; Times New Roman 12; margins 1.5 cm on each side).

**Evaluation**

Evaluation will be based on general participation in class (25%), participation as discussion leader (25%), and term paper 50%.

**Course Outline**

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<th>Topic</th>
<th>Required reading</th>
<th>Optional reading</th>
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</table>
### 4 The effect of information presentation

**Required reading**


**Optional reading**


### 5 Mental accounting

**Required reading**


**Optional reading**


### 6 The effects of time on decision-making

**Required reading**

Perspectives, 3 (4), 181-193.


7 Information processing. Dual process theory

**Required reading**


**Optional reading**


8 Intuition, Automaticity, and Unconscious behavior

**Required reading**


9-10 Variety seeking and choice overload

**Required reading**


Chernev, A. (2003), "When more is less and less is more: The role of ideal point availability and assortment in consumer choice," Journal of Consumer Research, 30 (2), 170-83.


Optional reading


11-12 **Choice architecture and Nudges**

Required reading


Optional reading
## 13-14 Emotions and well being

**Required reading**

P. Eckman An argument for basic emotions (1992) Cognition and emotion, Volume 6, Issue 3-4


Kahneman, Deaton (2010) High income improves evaluation of life but not emotional well-being, PNAS vol. 107 no. 38

2 papers TBA

## 15-16 Ethicality and behavior: bounded ethicality

**Required reading**


TBA

## 17-18 New research methodology: eye-tracking, brain-imaging and emotion recognition (2 sessions here)

**Required reading**


**Optional reading**


| 19-20 | Final projects presentations and discussions |

I recommend several books written on the topics related to our class for the general public:


Professor’s Biography

Prof. Elena Reutskaja
Associate Professor of Marketing

Ph.D. in Economics, Finance and Management, Universitat Pompeu Fabra
MSc, Universitat Pompeu Fabra
BA in Management, Syracuse University
BA and MSc, Belorussian State Polytechnic Academy

Areas of interest

- Choice architecture and nudging
- Patient choice
- Neuromarketing
- Choice Overload
- Group decision-making
- Cross-cultural Differences
- Biases in human behavior

Elena Reutskaja is Associate Professor in the Marketing Department at IESE Business School. While doing her Ph.D. at the Universitat Pompeu Fabra she was a visiting research scholar at the California Institute of Technology (USA). Prior to joining IESE Business School Elena taught various courses at the Universitat Pompeu Fabra and IES Barcelona. Elena was also involved in carrying out various marketing projects, both for the private and public sectors.

Elena’s research interests lie at the intersection of consumer behavior, decision making and international marketing. Her primary research focus is on choice overload that people face in their daily lives and choice architecture that can guide people towards better decisions.

Prof. Reutskaja is actively involved in a number of international research projects run by leading institutions across the world. She was recently a visiting scholar at the California Institute of Technology, where she was engaged in brain-imaging and eye-tracking studies of the choice overload phenomenon.

Elena's other interests are hiking, travelling and sports. She was a member of the national fencing team of Belarus and many times a winner of foil fencing competitions.
Frontiers of Entrepreneurship Research

Introduction

Entrepreneurship has become an important part of the curriculum of top business schools and universities worldwide. MBA students’ demand for entrepreneurship courses remains strong, because it enriches their portfolio of job opportunities, and MBA Deans see entrepreneurship as an integrative topic, which fosters the general management abilities of their students. Although the supply of well-trained entrepreneurship scholars has been increasing, the number of available positions for these academics has outgrown the supply. In other words, there is a clear market opportunity for Ph.D. students who specialize in this young and exciting field of research. And for those who would like to stay focused on their core domains (e.g., finance, accounting, marketing, strategy, organizational behavior, technology management, operations, etc.), entrepreneurship as a phenomenon offers fascinating research opportunities. The purpose of this course is to explore these opportunities.

Content & Objectives

This course is designed to expose you to cutting-edge theoretical and empirical developments, and to appropriate methodological perspectives on entrepreneurship research. For a solid understanding of the phenomenon, the course will give you a brief introduction to the entrepreneurship field, its foundations and intellectual heritage. We will then focus on the main questions that define the field today and critically examine how researchers are approaching these questions.

Besides addressing the classic as well as currently “hot” topics for entrepreneurship research, we will also focus on questions about appropriate research designs and methodologies. Thus, in addition to addressing the content of the received literature, we will discuss the process of crafting high-quality research papers and getting them published in top tier journals. Moreover, as we read the literature, we will continually seek to identify promising research areas and questions that may be of interest to you in the context of your own dissertation research. As a result, you will benefit from the course regardless of whether your research interests lie in entrepreneurship or elsewhere.

Learning Outcomes

- Know the state-of-the art of entrepreneurship research
- Develop your research agenda: link and enrich it with entrepreneurship topics
- Critically examine published research, and articulate its strengths as well as weaknesses
- Build connections between a small set of research articles, and discover patterns
- Formulate a compelling research question
- Match a research question with an appropriate methodology to explore it
Craft a research proposal (question, motivation, literature review, hypotheses, method)
Navigate the review and publication process
Effectively present your research to others in an academic setting
Lead an academic discussion

Competencies

The course actively fosters a number of key skills that are important for your development as a management scholar. Among them are the following:

- Ability to understand state-of-the-art research published in top journals
- Ability to conduct critical analysis, evaluation, and synthesis of new and complex ideas
- Ability to give a research presentation and to lead an academic discussion
- Ability to formulate an interesting research question and to craft a research design in order to answer that question, including the choice of an appropriate methodology
- Ability to understand and manage the socially complex process of conducting and publishing research.

Methodology

In this course, we will share the responsibility for discussing the readings and raising issues. You are expected to come fully prepared to class to discuss and analyze the readings that are assigned. Each week we will focus on about three readings from the suggested readings list. These readings will be determined jointly by the discussion leader and the instructor (see below on the role definition of the discussion leader). You should read at least one additional paper from the readings list (the one that interests you the most) to compare and contrast the insights from that paper with the ones covered in class. This will enrich the quality of class discussion and analysis, and give you a broader understanding of the field.

“Analyzing” a paper involves identifying and laying out:
- Research question(s)
- Central arguments and hypotheses
- For empirical papers, methods (research design, sample, data collection, construct measures, analytic techniques) and results
- Key conclusions
- Strengths, weaknesses, contributions to the literature, and interesting areas / questions for discussion.

For one session, you will serve as the discussion leader. As discussion leader, you will also be given the opportunity to lead part of the class meeting. In preparation of this, you will meet with me prior to the class to plan the session. You will then, based on your readings and analyses, open the class session by making a presentation on one of the assigned papers that explains your insights. Not only will the seminar participants learn from you, but you will also benefit from getting in-depth feedback on your presentation content as well as style. In other words, you will practice and learn the art of making effective presentations in an academic setting. You will then seed the debate by asking stimulating questions, and you will
moderate the ensuing discussion jointly with me. This process helps you develop your skills as
discussant and session chair, which other useful skills for your future career as an academic.
In addition, and perhaps most importantly, it will help you develop your critical thinking.

In this role, you are expected to critically review and analyze several articles (typically about
three) that you will jointly select with the course instructor from the reading list. You should
strive to identify new insights in the research that is being reviewed, and develop your own
point of view on each article. Moreover, you should reflect on the following questions that
consider the readings collectively: What are the common themes within the articles,
contradictions among the articles, and insights? What are the most important conclusions from
the readings viewed collectively? What might be appropriate follow-on research questions for
a study based on a research gap that is suggested? (This entails your developing an
understanding of the assigned articles, their relationship to one another, and their collective
synthesis.)

As discussion leader, you will also prepare a short memo (max. 3 pages) on the selected
papers which includes for each paper a statement of the main research question(s), the
central arguments, the methodology, the data set (if any), a summary of findings, a
commentary with your thoughts on the readings (taken individually as well as collectively), and
proposed discussion questions. This memo will be shared with the other course participants.

As a general recommendation for each session participant, please ensure that you have a
point of view on the key insights of the assigned readings as well as their strengths and
weaknesses. Also bring your thoughts on questions and interesting issues to discuss during
class, and make connections with ideas that you have come across in other courses or
readings.

**Evaluation**

Your course grade will be determined as follows:

- Your participation in class discussions: 60%
- Your effectiveness as a discussion leader (incl. memo): 20%
- Your final paper + presentation: 20%

The paper must not exceed 20 double-spaced pages, including everything, and should be
largely text-based. It is due on Monday **March 19, 2018**. You will be given the opportunity to
present it and receive feedback on your ideas during our last class sessions.

The final paper should draw on the theoretical and empirical issues addressed in this course.
It should present a carefully thought through research design that could be a “first draft” for a
publishable article in a refereed management journal. The paper should be based on a review
and synthesis of the research literature on some entrepreneurship-related topic that is of
particular interest to you. It can be related to a project that you are currently undertaking,, but
it should represent a distinct addition to that project. The paper could be structured as follows:

- Introduction, which lays out the motivation and research question
• Theory section with testable hypotheses, anchored in your review of the literature

• If applicable, a method section that explains the empirical methodology

• A tentative, short discussion of the potential implications and contributions of your research

You will get an excellent grade for the course in return for diligent preparation, inspired class participation, and outstanding writing.
## Outline Overview

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Date</th>
<th>Topical &amp; Methodological Foci</th>
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<tr>
<td>1</td>
<td>Tuesday, January 16, 2018</td>
<td><strong>Topical focus:</strong> What is entrepreneurship? Who is (not) an entrepreneur? What is the role of the entrepreneur? What questions define the field?</td>
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| 2              | Tuesday, January 23, 2018 | **Topical focus:** What are the sources of entrepreneurship? Are opportunities discovered or created?  
**Method focus:** Deductive theorizing |
| 3              | Tuesday, January 30, 2018 | **Topical focus:** What are the key resources for entrepreneurs, and how do entrepreneurs acquire or build them?  
**Method focus:** Inductive theory development |
| 4              | Tuesday, February 6, 2018 | **Topical focus:** What is venture capital, and how does it work?    
**Method focus:** Analytical modeling |
| 5              | Friday, February 9, 2018  | Individual Coaching |
| 6              | Tuesday, February 20, 2018| **Topical focus:** What are the dynamics of the entrepreneurship process?    
**Method focus:** Simulation |
| 7              | Tuesday, February 27, 2018| **Topical focus:** What is a business model, and why is it important? What is the role of design in entrepreneurship?    
**Method focus:** Review process |
| 8              | Monday, March 5, 2018     | **Topical focus:** How do markets and fields get created? What do institutional entrepreneurs do? |
| 9              | Friday, March 23 2018     | Presentations & discussion of final papers |
| 10             | Friday, March 23, 2018    | Presentations & discussions of final papers |
Detailed Course Outline & Bibliography

- I will work with the discussion leader throughout the week of the relevant class session to prepare the class. We will point you to the specific papers (typically not more than three) on which our discussion will center in the class. I have made a tentative suggestion for the first session (see below: readings marked with *).
- If you would like to suggest additional articles for consideration, please feel free to let me know.

Session 1: What is entrepreneurship? Who is (not) an entrepreneur? What is the role of the entrepreneur? What questions define the field?

Entrepreneurship “Classics” -- And Recent Extensions


Review Articles


Research Pioneers


Session 2: What are the sources of entrepreneurship? Are opportunities discovered or created?

Topical papers:


**Method papers :**


Session 3: What are the key resources for entrepreneurs, and how do entrepreneurs acquire or build them?

Topical papers:


**Method papers:**


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**Session 4: How are entrepreneurial ventures financed, monitored and governed?**


**Background readings:**


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**Session 5: Individual Coaching**

**Session 6: What are the dynamics of the (corporate) entrepreneurship process?**

**Topical papers:**


**Background readings & method paper:**


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**Session 7:** What is a business model, and why is it important? What is the role of (business model) design in entrepreneurship?


Review papers:


Session 8: How do markets and fields get created? What is institutional entrepreneurship? What do institutional entrepreneurs do? How do institutional logics affect entrepreneurship?


Review paper:


Session 9 - 10: Presentations of entrepreneurship research ideas
Christoph ('Chris') Zott is Professor in the Department of Entrepreneurship, and Academic Director of the IESE Doctoral Programs. His current research centers on the design of new business models; the acquisition, mobilization and combination of resources through specific entrepreneurial behaviors; value creation in private equity; and entrepreneurial management and capabilities within established firms.

Prof. Zott has published on these topics in the Administrative Science Quarterly, Journal of Business Venturing, Journal of Management, Organization Science, Strategic Entrepreneurship Journal, Strategic Organization, and the Strategic Management Journal, as well as in other well respected research outlets and books. He is the Ex-Chair of the Strategic Management (formerly Business Policy and Strategy) Division of the Academy of Management, the world's largest professional organization of management scholars. Professor Zott is also a Co-Editor of the Strategic Entrepreneurship Journal, and serves on the Editorial Board of the Strategic Management Journal. He has formerly served on the Editorial Boards of Academy of Management Review, the Journal of Business Venturing and Management Science.

Prof. Zott teaches courses on entrepreneurship, entrepreneurial strategy and leadership, business model innovation and private equity at MBA, PhD and Executive Education levels. He consults for growth ventures, as well as larger firms interested in entrepreneurial leadership and strategy. He holds graduate degrees with distinction in Industrial Engineering from Karlsruhe Institute of Technology (Germany) and Institut National Polytechnique de Grenoble (France). He received his Ph.D. in Commerce and Business Administration, also with distinction, from the University of British Columbia (Canada).

Areas of interest
* Design and Implementation of New Business Models
* Creation of New Businesses
* Entrepreneurial Initiatives In Established Firms
* Entrepreneurial Strategy
* Acquisition and Mobilization of Value-Creating Resources and Capabilities
* Venture Capital and Private Equity
Advanced Strategy Seminar

Introduction

This course is designed to cast a fresh light on classic scholarship in strategy and related areas, to explore contemporary work in this domain, and to develop opportunities for successful research papers.

Objectives

The objectives of this course are threefold. First, it provides you an overview of some recent topics in research on strategy/management and you will learn how to think critically about research articles. Second, it demonstrates the usefulness of other disciplines and applying ideas and techniques developed there to the management discipline. Third, it lays the foundations for the development of a research article. You will be required to write a research paper/proposal for this course, which could have the potential to be part your dissertation.

Competences

General
CG3: Conduct a critical analysis, evaluation and synthesis of new and complex ideas with the objective to produce general principles applicable to business situations.
CG6: Use appropriate tools and techniques for problem solving, correction contrasting and decision validation.

Specific
CE3: Organization, planning and implementation of a research project related to social sciences.
CE7: Ability to articulate research questions that could extend our understanding of the field, and design a research program to answer them.
CE17: Ability to critically establish the relevance and significance of the results obtained with respect to the proposed objectives, and prepare conclusions within the framework of current scientific knowledge on the topic in question.
CE18: Develop a scientific/technical report or research work with the objective to inform the scientific community on the contribution of the research conducted, making use of adequate information technology for both acquisition and dissemination of research results.
Methodology

This course is a seminar and therefore highly interactive and the returns depend on the preparation and participation of all of you. As such, you are expected to have read all papers per session from a researcher’s perspective and to be willing to actively contribute to the discussion. You will also need to fulfill all the assignments of each of the instructors.

A standard paper discussion session proceeds as follows. Each of you will be assigned to a specific paper on which you will lead the class discussion (approx. 20 minutes per paper). A critical summary of the assigned paper is required which should include: (a) a summary of the research question or problem the paper addresses, (b) the strengths and limitations of the paper, and (c) the contribution to the field, and any major obvious and non-obvious links to other papers discussed in the same or earlier session of this seminar. Further, one student will be assigned as the integrator for that session, tying together all reading in that session and placing them in the context of the field. This student will prepare an integration scheme for all the papers, to be presented at the end of the session (5 to 15 minutes maximum). The integration scheme should include how these papers are linked to each other, what are the main questions pursued in these papers, what answers these papers provide to these questions, and what future research are or can be pointed out by these papers.

Each of you is also required to write a 10-15 (12-point readable font; double-spaced) page term paper of any topic that interests you. As a group, we will discuss and provide feedback on the initial idea during the course. The refined proposals will be presented and discussed in the last session of the course. The final proposal is due on March, 29th.

Coordinator: Prof. David Wehrheim
Collaborators: Prof. África Ariño; Prof. Pascual Berrone; Prof. Joan Enric Ricart

Course Evaluation

Your course grade will be calculated as follows:

- Class participation (50%)
- Term paper (50%)
# Course Outline

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<th>Session</th>
<th>Description</th>
<th>Readings</th>
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<td>1</td>
<td>The journey from an idea to publication</td>
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**15/01/2019: 9:30-10:45 11:00-12:15**

**Prof. David Wehrheim**

We will start with an assessment of the publication process and how to critically review and improve a research paper.

Read the assigned documents related to “The bright side of financial derivatives: Options trading firm innovation” and be prepared to answer the following questions: Why do you think the authors changed the version substantially between the first draft and the submission? Which issues do you consider most important from the referee report? Do you think this is a constructive report? Why? Would you have done something differently in answering the points raised by the referee? Which findings do you consider interesting/relevant from the paper? In your opinion, can this paper be considered as relevant for the field of “Management and Strategy”?

Additional assignment:

Suppose that you receive from an editor of Management Science (or similar) the paper “The Effect of Patent Protection on Inventor Mobility” to be refereed. Prepare a presentation with 3-5 slides evaluating the paper along the following points: Is the research question relevant? Can we learn something new? Is the data used suitable to answer the research question? Is the identification strategy reasonable? What are the limitations? Along which points should we be cautious in the interpretation of the results?

Start with a summary of the contribution as you understand it. Conclude with a paragraph on what your recommendation to the editor will be and why (reject / major revision / minor revision / accept as it is).

You can find some guidelines on the questions you may ask when revising a paper in the document “Preparing a Referee Report: Guidelines and Perspectives.”
## Financial markets and firm behaviour: The case of innovation

**16/01/2019: 9:30-10:45 11:00-12:15**

**Prof. David Wehrheim**

**Additional assignment:** Develop (and prepare to discuss) a research question for a paper in the field of “Management and Strategy” based on your reading of this literature. Write down at least one paragraph explaining your idea and hand this in during the session.

**General readings:**

**Articles to be discussed:**

## Strategic change and deviation from industry norms

**21/01/2019: 9:30-10:45 11:00-12:15**

**Prof. David Wehrheim**

**Additional assignment:** Go over the results presented in *The Effect of Analyst Coverage on Strategic Change.* Strategic change/deviation is defined as in Haynes and Hillman (2010). For a definition of analyst coverage and control variables, see He and Tian (2013) as discussed in the previous session. Prepare a presentation with 3-5 slides in which you develop a “story” of how analyst coverage impact strategic change/variation. What do you think is the mechanism behind those results? Also propose some extensions/improvements that you think are necessary to make this idea publishable.

**Unknown author, 2018. The Effect of Analyst Coverage on Strategic Change.**

**Articles to be discussed:**
### Using patent data for empirical research in strategy

**22/01/2019: 9:30-10:45 11:00-12:15**

**Prof. David Wehrheim**

I will lecture in the first session but you are expected to read the assigned material and answer questions that occur during the lecture.

**Additional assignment:**

Each of you will provide an introduction into her/his idea for the term paper. As a group, we will then discuss the proposal’s strengths and offer feedback.


### Strategic alliance performance: initial conditions on learning processes?

**29/01/2019: 9:30-10:45 11:00-12:15**

**Prof. África Ariño**

**Assignment:**

1. Each one of you will be in charge of leading the discussion of one of these papers.
2. Read the assigned articles and prepare a 2-page report on what you found interesting in them as a set. Send the report by e-mail (mgallostra@iese.edu) prior to the class meeting.
3. Develop (and prepare to discuss) a research question for a paper in the alliance field based on your reading of this literature. Write down at least one paragraph explaining your idea and hand this in during the session.

As an orientation, the class discussion will be structured as follows:

1. Discussion of individual papers (15 min each): the person leading the discussion should synthesize the main points of the paper, and offer her/his critical view of it (5 min.); we will then open the floor for discussion (10 min.).
2. Discussion of the papers as a set (25 min.): be ready to discuss how the papers fit together (eg., big question that they try to respond to, complementarities, points of divergence, etc.).


## 6 Effects of prior ties: learning or trust?

**30/01/2019: 9:30-10:45  
11:00-12:15**

**Prof. África Ariño**

**Assignment:**

1. Each one of you will be in charge of leading the discussion of one of these papers.
2. Read the assigned articles and prepare a 2-page report on what you found interesting in them as a set. Send the report by e-mail (mgallostra@iese.edu) prior to the class meeting.
3. Develop (and prepare to discuss) a research question for a paper in the alliance field based on your reading of this literature. Write down at least one paragraph explaining your idea and hand this in during the session.

As an orientation, the class discussion will be structured as follows:

1. Discussion of individual papers (15 min each): the person leading the discussion should synthesize the main points of the paper, and offer her/his critical view of it (5 min.); we will then open the floor for discussion (10 min.).
2. Discussion of the papers as a set (25 min.): be ready to discuss how the papers fit together (eg., big question that they try to respond to, complementarities, points of divergence, etc.).
3. Discussion of the research questions that you identified (10 min. per question).


## 7 Sustainability

**19/02/2019: 9:30-10:45  
11:00-12:15**

**Prof. Pascual Berrone**

**Assignment for class preparation:**

Each paper needs to have a discussion leader who will brief the class about the core ideas of it. Please distribute the papers among yourselves and let me know who will be in charge 3 days before class. Make sure that ALL papers are assigned and have a leader (this might imply that some of you will be in charge of more than one paper but remember that you should read ALL papers)

Think about the following questions:

### Bansal, P.; Song, H-C., 2017, "Similar but not the Same: Differentiating Corporate Responsibility from Sustainability", *Academy of Management Annals*, 11(1): 105 - 149.


- What is CSR and Sustainability? Are they really different? How?
- What is the social responsibility of business?
- Why do firms engage in CSR practices? Why sustain anything?
- Can be the inherent tensions and temporal trade-offs between social and economic performances be resolved?
- Why should management scholars study/care about grand challenges?
- Does it make sense to analyse grand challenges at the community/city level?
- What are the main opportunities for a scholar in the field of CSR and Sustainability?
- Can we really measure CSR/ sustainability reliably?


8 Business Models

Prof. Joan Enric Ricart

This session focuses on different perspectives on business model, as well as present and future research. It may have some overlap with some courses in entrepreneurship.

There are three different sections, in addition to the introduction and conclusions, for the class: Entrepreneurship, Dynamic capabilities, and Industrial organization, each with 2 papers. Please distribute among yourselves in 3 groups, so that each group is in charge of presenting and initiating the discussion in one section. You have to prepare a brief, less than 2 pages, document with the main contributions of the perspective you are presenting, as well as the presentation to lead the discussion. Let me know one week in advance who is going to be in charge of each section.

As an introduction to the literature you can use:


In the session we will debate three different approaches:

Entrepreneurship:


Dynamic Capabilities
<table>
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<tr>
<th>9</th>
<th>Patents rights, innovation and economic growth</th>
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| **26/02/2019**  
9:30-10:45  
11:00-12:15 | **Prof. David Wehrheim** |

**General readings:**  


**Articles to be discussed:**  


<table>
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<tr>
<th>10</th>
<th>Human capital, wages and productivity/ Term paper presentation</th>
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| **27/02/2019**  
9:30-10:45 | **Prof. David Wehrheim** |

**Articles to be discussed:**


*Industrial Organization*  


As a conclusion reading:  
11:00-12:15 After discussing the assigned papers each of you will present her/his refined term paper to the class in 5-10 slides (12 minutes maximum). As a group, we will then provide feedback which should ensure the best possible outcome for the final proposal due on March 29th.


Session 1: Culture

Assigned readings


Optional readings


Session 2: Socio-ecological psychology

Assigned readings


Optional readings


**Session 3: Team Dynamics**

Assigned readings


Optional readings