INSTRUCTOR

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ADMINISTRATIVE DETAILS

Time: Monday-Thursday, 0900-1100 and 1300-1500. Friday, 0900-1100 and 1300-1600.

Location: Seminarraum UNK-E-2, Universitätsstr. 84, 8006 Zürich
(Tram-Station Winkelriedstrasse, Line 9 & 10).

COURSE DESCRIPTION

This doctoral seminar reviews research in the field of management research, particularly in the areas of organizational theory (OT) and behavioral strategy. Additionally, content analysis and related methodologies in the organizational sciences will be emphasized. The seminar is tailored for a maximum of 8-9 students.

COURSE OBJECTIVES

The purpose of this seminar is to introduce doctoral-level students to the field of management research. There are four goals in this course:

1) Introduce the students to the relevant research literature in management research, including exposure to traditional, classic, and current texts.
2) Help students learn to better understand, evaluate, and interpret the conceptual and methodological aspects of research in management, especially in the areas of OT and behavioral strategy.
3) Further develop the student’s skills necessary to publish in and review for top-tier journals.
4) Expose students to content analysis and related methodologies in the organizational sciences.
5) Provide feedback to students’ work in progress and offer guidance in developing a paper suitable for submission to a top-tier journal.

STUDENT ATTENDANCE AND PERFORMANCE ISSUES

If you have a health, work, or other related issue that may adversely impact your attendance and/or performance, please see me promptly to discuss potential accommodations.

Please note that the number of participants is limited. Please send your application including a short CV to Patrick Haack (patrick.haack@uzh.ch) by Friday, August 23rd, 2013. For further details and questions, please contact Patrick Haack; 0041 44 634 5307.

CHANGES TO THE SYLLABUS

This is a dynamic setting. The professor reserves the right to revise this syllabus and the course calendar, if necessary.

REQUIRED COURSE MATERIAL

1. Access to electronic texts of selected readings.
2. Additional readings will be provided either through electronic access or in hard copy.

ASSIGNMENTS & GRADING

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>50%</td>
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<tr>
<td>Working Paper + Presentation</td>
<td>50%</td>
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Grading Scale:

- **Pass** = 70% or above on both assignments
- **Fail** = below 70%

Your final grade will be a weighted average of the assignments listed above. You must pass all assignments to receive a passing grade. Please note that I do not “round grades up.” For example, a final grade of 69.50 or 69.99 will receive a failing grade.

Please also note that generally, I do not 1) accept extra credit, 2) accept late assignments, 3) reschedule due dates, or 4) give incompletes (“I” grades). Late assignments or missed exams will result in a 0 score unless the student provides a documented excuse for his or her absence.

Grade Appeals

Any appeals of grades must be done in writing within **48 hours** of receiving a grade. Upon receiving a written grade appeal, I will review the merits of the appeal and re-grade the
assignment in light of these comments. Thus, your new grade may be higher or lower than the original grade.

PARTICIPATION (50%)

Students are expected to actively participate in class, regardless of who is leading the discussion for a particular reading. You should read all required articles before the class time and be ready to talk about the main message, theory, methods, and possible extensions of each paper. During our discussions, avoid simple summaries. Rather focus on critique and extensions.

For each reading, the assigned student will serve as lead discussant during class. All students are encouraged to participate.

In general, consider shaping your discussion like you would an outline of an AMR or AMJ paper. That is, each summary should address the following, where applicable:

1. What is the main research question? Why is it important?
2. How does the paper fill a “gap” in the literature? Should it? What else should it have done?
3. Who is the paper’s main audience? What theory/framework is being used and what are they key assumptions in the paper? Are they valid?
4. What are the central hypotheses/propositions/arguments? Are they valid?
5. What is the sample and research design?
6. What are the key constructs/variables in the paper? Are the operationalizations valid?
7. Is the empirical method appropriate?
8. What are the results? What is (un)interesting?
9. What are the research and practical implications of the paper?
10. What limitations did the authors (not) address?
11. What future research could be derived from the paper? Based on the week’s topics, what theoretical and empirical question(s) remain and why are the question(s) interesting? What are possible extensions?
12. How would you position the article among the assigned readings or in the field?
13. Concluding thoughts.

Paper + Presentation (50%)

Students will present their work-in-progress, based on a working paper. Students should submit their working paper (length of 10-30 pages) to me via email by Monday, September 2, 2013. I will provide further details during the week.
COURSE SCHEDULE & LITERATURE

Day 1, Morning: Theoretical Foundations


Day 1, Afternoon: Methodological Foundations


Further Reading (Optional):


Day 2, Morning: Institutional Theory


**Day 2, Afternoon: The Sociocognitive Approach**


**Further Reading (Optional):**


**Day 3, Morning: Reputation and Legitimacy**


**Day 3, Afternoon: Celebrity and Status**


**Further Reading (Optional):**


**Day 4, Morning: The Double-Edged Sword**


**Day 4, Afternoon: Perception Management**


**Further Reading (Optional):**


**Day 5: Student Presentations**

The purpose of the student presentations is to discuss in-progress research with the goal of aiding the student in further developing his or her research. The presentation is based on a student’s working paper. Students should submit their working paper (length of 10-30 pages) to me via email by Monday, September 2, 2013.

Presentation slots are 40 minutes in length, whereas the presentation itself should not take longer than 15 minutes. The remaining time of 25+ minutes is scheduled for peer and instructor feedback. I will provide more details during the week.