

Current Topics in Management and Business Ethics: The Dark and Good Sides of Organizations

**Universität Zürich
September 18-21, 2017**

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

**Instructor:
Shaz Ansari
Judge Business School
University of Cambridge
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**Registration:
Please register for this doctoral seminar by sending an email with your CV and a short motivation to Stefan Schembera (stefan.schembera@business.uzh.ch) until Friday, September 01, 2017. We look at the motivation letter on a first come first served basis (due to the GSB regulations, UZH doctoral students have priority).**

**For questions regarding the seminar, please contact Shaz Ansari
(s.ansari@jbs.cam.ac.uk).**

The workshop is worth 3 ECTS points.

Schedule and Topics

9/18, 9-12: **Session 1** – Institutions and institutional theory

9/18, 1-4: **Session 2:** – Publishing in top tier journals

9/18, 4-5: Individual coaching (on demand)

9/19, 9-12: **Session 3** – Frames and Framing

9/19, 1-4: **Session 4** – Discussion and student presentations

9/19, 4-5: Individual coaching (on demand)

9/20, 9-12: **Session 5** – Social and Environmental issues in Management

9/20, 1-4: **Session 6** – Discussion and student presentations

9/20, 4-5: Individual coaching (on demand)

9/21, 10-13: **Session 7** – Experience of an R&R in Qualitative methods

Course Overview

The course is designed for participants with a basic understanding of organization theory. It does not require advanced reading or knowledge of the topics. The class is most useful for students seeking to learn more about these topics and use them as a theoretical foundation for their papers.

Format and Discussions

The course is organized as a research seminar and mostly based on the collective discussion of the assigned readings. These readings should give you a sense of the central concepts in the discipline, how they have developed and evolved over time, the key questions that organization theorists try to answer, and what represents a contribution in organization theory. We will explore and expand upon these ideas in the classroom.

Everyone must read every required paper since there are no student ‘discussion leaders’ that summarize papers. I facilitate and guide the conversations, provide additional background and clarify and re-cap points as needed. During a session, the conversation will inevitably broaden to go beyond the papers, but we will begin with a thorough understanding of the papers as concrete examples of research. Your responsibility is to engage each other in developing the best critical understanding of each paper and the larger topics. In addition to the readings, we will also dedicate time at the beginning and end of each session to identify and discuss research ideas. To make the classes successful please read all assigned papers and form your own view about the following:

1. What is the basic argument/point made by the author(s)? What are its strengths?
2. What are the weaknesses of the argument, and/or the empirical method?
3. If you disagree with an argument or method, what would it take to convince you?
4. What are the scope conditions, under what circumstances is the argument meant to apply?
5. What modifications would be necessary to extend the argument? Are there critical differences between these authors’ arguments and those of others we have read?
6. Can these differences be resolved through an empirical test?
7. What alternative explanations can account for the findings of the authors?

Work Assignments

1. Discussion comments and questions.

Before each class session 1,3,5 and 7, prepare and email a brief (100-300 word) memo about the required readings to me. The memo should simply contain 2-3 questions that you would like to see addressed during the discussion and a brief comment on them. The questions can be about one of the papers, about the general theme of the day, or about connections with

other research. This can include clarifications, apparent gaps, flaws or boundary conditions, applications and implications of the ideas, or anything else that you would like to discuss. You can send the memos as early as you like, but no later than 18:00 on the day before the class.

2. A proposal for an empirical research project.

You are required to complete a short proposal for an empirical study, of 10-12 pages in length (optional if you do not wish to receive ECTS points; more is fine if you are already working on an existing project that relates to the class). The research proposal is not to summarize the material covered in class, but to pose a new question and describe how you would find an answer to it. Lay out your conceptual argument and research question in the first 4-6 pages of the proposal, and then spend the rest of the document describing how you would conduct a research project to address them. This assignment is due on **December 15** at 20:00.

Each student will formally present this proposal in the final class sessions of that week. The presentation slots will be agreed beforehand.

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 (as available; length of 10-30 pages) to me via email by September 11, 2017 (optional if you do not wish to receive ECTS points).

Presentation slots are 30 minutes in length, whereas the presentation itself should not take longer than 15 minutes. The remaining time of 15+ minutes is scheduled for peer and instructor feedback. I will provide more details during the week.

Grading

50% Class participation, including memos and discussion

50% Research proposal, document and presentation

The group presentation will be assessed using the following criteria:

Assessment Criteria	Weak				Strong
Theoretical grasp and exposition	1	2	3	4	5
Coherence and structure of the presentation	1	2	3	4	5
Originality	1	2	3	4	5
Presentation style & responses to questions	1	2	3	4	5

Session 1: Institutional Strategies

Readings

de Castro, A., & Ansari, S. (2017). https://doi.org/10.1177/1056492617696887	Contextual “readiness” for institutional work. A study of the fight against corruption in Brazil. <i>Journal of Management Inquiry</i>	E-article via INFORMS
Meyer, J. W. and Rowan, B. (1976)	“Institutionalized Organizations: Formal Structure as Myth and Ceremony.” <i>American Journal of Sociology</i> , 83(2): pp. 340-363	E-article via JSTOR
Khan, F., Munir, K. and Willmott, H. (2007)	"A Dark Side of Institutional Entrepreneurship: Soccer Balls, Child Labour and Postcolonial Impoverishment." <i>Organization Studies</i> , 28(7): pp. 1055-1077	E-article via Sage Journals
Wijen, F, and Ansari, S. (2007)	“Overcoming Inaction Through Collective Institutional Entrepreneurship: Insights from Regime Theory.” <i>Organization Studies</i> , 28(7): pp. 1079-1100	E-article via Sage Journals

Session 3: Framing: Different approaches

Readings

Benford, R. D. and Snow, D. A. (2000).	‘Framing processes and social movements: an overview and assessment’. <i>Annual Review of Sociology</i> , 26, 611–39.	E-article via JSTOR
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de Bakker, F. G., den Hond, F., King, B. and Weber, K. (2013).	'Social movements, civil society and corporations: taking stock and looking ahead'. <i>Organization Studies</i> , 34, 573–93.	E-article via Business Source Complete
Gray, B., Purdy, J. and Ansari, S. 2015	From interactions to institutions: Microprocesses of framing and mechanisms for the structuring of institutional fields. <i>Academy of Management Review</i> , 40 (1): 115–143. doi:10.5465/amr.2013.0299.	E-article via Business Source Complete
Reinecke, J., and Ansari, S. 2015	Taming Wicked Problems: The Role of Framing in the Construction of Corporate Social Responsibility, Forthcoming in <i>Journal of Management Studies</i> , Special Issue on Managing for Political Corporate Social Responsibility.	E-article via Business Source Complete
Ansari, S. Wijen, F. and Gray, B. (2013)	Constructing a Climate Change Logic: An Institutional Perspective on the 'Tragedy of the Commons'. <i>Organization Science</i> , 24(4): pp. 1014-1040.	E-article via INFORMS
Lounsbury, M., Ventresca, M. and Hirsch, P. M. (2003).	Social movements, field frames and industry emergence: a cultural-political perspective on US recycling. <i>Socio-Economic Review</i> , 1, 71–104.	E-article via JSTOR

Session 5: Social and environmental strategies

Readings

Margolis, J. D. and Walsh, J. P. (2003)	"Misery Loves Companies: Rethinking Social Initiatives by Business." <i>Administrative Science Quarterly</i> , 48(2): pp. 268-305	E-article via Business Source Complete
Ansari, S., Munir, K. and Gregg, T. (2012)	"Impact at the 'bottom of the pyramid': the role of social capital in capability development and community empowerment." <i>Journal of Management Studies</i> , 49(4): 813-842	E-article via Wiley Online

Mars, M. and Lounsbury, M. (2009)	“Raging Against or With the Private Marketplace? Logic Hybridity and Eco-Entrepreneurship.” <i>Journal of Management Inquiry</i> , 18(1): pp. 4-13	E-article via Sage Journals
Karnani, A. (2007a)	“Doing Well by Doing Good – Case Study: ‘Fair & Lovely’ Whitening Cream.” <i>Strategic Management Journal</i> , 28(13): pp. 1351-1357	E-article via Business Source Complete
Ansari, S. Reinecke, J. (2015)	Be fair or care? Fairtrade and the standardization of ethics or: be fair or care? <i>Organization Science</i> . http://dx.doi.org/10.1287/orsc.2015.0968	E-article via Business Source Complete
Lange, D. and Washburn, N. T. (2012).	Understanding attributions of corporate social irresponsibility?. <i>Academy of Management Review</i> , 37, 300–26.	
Ansari, S. Reinecke, J. (2015)	When Times Collide. Temporal Brokerage at the Intersection of Markets and Development. <i>Academy of Management Journal</i> , 58 (2): 618–648.	E-article via Business Source Complete

Session 7: Publishing in top tier journals

Readings

Corley, K. and Gioia, D.A. (2011)	Building theory and theory building: What constitutes a theoretical contribution. <i>Academy of Management Review</i> , 36(1), pp. 12-32.	
Davis, M.S. (1971)	That’s Interesting! Towards a phenomenology of sociology and a sociology of phenomenology. <i>Philosophy of the Social Sciences</i> , I: pp.309-344.	
Cloutier, C. (2015)	How I Write: An Inquiry into the Writing Practices of Academics. <i>Journal of Management Inquiry</i> , 1056492615585875. Charlotte Cloutier wrote the article based on the interviews with leading qualitative scholars from her blog: https://projectscrib.org/	