

Current Topics in Management and Business Ethics: The Process and Ethics of Entrepreneurship

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September 12-15, 2016

COURSE DESCRIPTION

This doctoral seminar reviews research in management and business ethics, with a specific focus on current theories of entrepreneurship and economic and social welfare. The course is set up to provide doctoral students with a deeper understanding of notions of theory and theoretical contributions in management and business ethics, to foster their ability to understand, evaluate, and interpret the conceptual aspects of research in management and business ethics, and to help them develop the skills necessary to publish in and review for top-tier journals.

The motivation for this course is the fact that theory and theory development are seen as crucial to making meaningful academic contributions to bodies of knowledge in management and ethics research – and forms typically the price of entry for publication in top journals. Despite its prominence, however, the topic of theorizing is often not discussed or taught in doctoral training programs. The course tries to address this very point; doctoral students will through a series of exercises, practical assignments and readings be trained in ‘reading’ theory in journal articles, and will also develop skills in the development and assessment of theory. They will learn these skills through in-class discussions and illustrations of the field of entrepreneurship and by applying the exercises and assignments to their own PhD work.

Specifically, there are four objectives for this course:

1. To develop a nuanced understanding of management and organizational theory; what theory is, what its core components are, and what makes for a theoretical contribution;
2. To gain evaluative skills in reviewing and assessing the theoretical contribution of papers, including the formulation of propositions, construct clarity and persuasive writing.
3. To develop creative skills in developing and building theory through specific forms of scientific reasoning such as conceptual blending and counter-factual reasoning.
4. To gain a detailed appreciation of these theory-related aspects in the context of entrepreneurship (including social entrepreneurship and institutional entrepreneurship), as a specific and fast growing domain of research in management and business ethics.

ADMINISTRATIVE DETAILS

Date: September 12-15, 2016

Time: Monday-Wednesday, 0900-1200 and 1300-1600. Thursday, 0900-1200.

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

APPLICATION

Please note that the number of participants is **limited** and places will be assigned on a first come, first served basis. Please indicate your willingness to participate by sending an email to Christian Vögtlin (christian.voegtlin@uzh.ch).

GRADING

PhD students can get 3 ECTS Credits for the course (for further detail, see the online course catalogue: <http://www.vorlesungen.uzh.ch/HS16/suche/sm-50790771.modveranst.html>).

The course is graded as pass or fail.

COURSE OUTLINE

Session 1: Theory: What is it, How does it relate to Practice and How do you Claim a Theoretical Contribution?

Prescribed reading:

Corley, K. & Gioia, D. (2011), Building theory about theory building: What constitutes a theoretical contribution?, *Academy of Management Review*, 36 (1): 12-32

Locke K. and Golden-Biddle K. (1997) 'Constructing Opportunities for Contribution: Structuring Intertextual Coherence and "Problematizing" in Organizational Studies'. *Academy of Management Journal* (40)5: 1023-1062.

In-class assignment: write a short introduction for a paper (200-500 words) you are working on or for your overall thesis using the 'framing' method introduced in class to position your study and claim a theory contribution.

Session 2: The State of the Field: Theory, Paradigms and (Inter)Disciplinary Approaches to Theory Development

Prescribed reading:

Agarwal, R. & Hoetker, G. 2007. A Faustian bargain? The growth of management and its relationship with related disciplines. *Academy of Management Journal*, 50: 1304-1322.

Colquitt, J. A., & Zapata, C. P. 2007. Trends in theory building and theory testing: A five-decade study of *Academy of Management Journal*. *Academy of Management Journal*, 50: 1281-1303.

Case example:

Dacin MT.; Dacin PA.; and Tracey P. (2011) Social entrepreneurship: A critique and future directions. *Organization Science* 22(5): 1203–1213

Session 3: Basic Reasoning and Logic behind Theory Development: 1.The Borrowing and Blending of Theories

Prescribed reading:

Cornelissen, J. P. & Durand, R. (2014), Moving Forward: Developing Theoretical Contributions in Management Studies. *Journal of Management Studies*, 51: 995–1022

Okhuysen, G., & Bonardi, J.P. 2011. The challenges of theory building through the combination of lenses. *Academy of Management Review*, 36, 1, 6-12.

Case example:

Cornelissen, J. P. & Clarke, J.S. 2010. Imagining and rationalizing opportunities: inductive reasoning and the creation and justification of new ventures. *Academy of Management Review*, 35(4): 539-557.

In-class assignment: write a short reflective summary (500-1,000 words) of how you are (or could be) borrowing and blending different theories and constructs as part of your PhD project. Make sure to evaluate the consistency of the underlying assumptions and the argumentation by which you justify the combination of theories and/or constructs.

Session 4: Basic Reasoning and Logic behind Theory Development: 2. Counter-factual reasoning

Prescribed reading

Alvesson, M. & Sandberg, J. 2011 Generating research questions through problematization. *Academy of Management Review*, 36, 2.

Durand, R., & Vaara, E. 2009. *Causation*, counterfactuals and competitive advantage. *Strategic Management Journal*, 30(12): 1245-1264.

Case example:

Ramoglou, S., & Tsang, E. 2015. A realist perspective of entrepreneurship: opportunities as propensities. *Academy of Management Review*, in press.

In-class assignment: write a short reflective summary (500-1,000 words) of how you are (or could be) challenging established theories as part of your PhD project. Make sure to point out how through counter-factual reasoning you are able to challenge default assumptions or the existing argumentation in a literature.

Session 5: Definitions and construct clarity

Prescribed reading

Suddaby, R. 2010. Construct clarity in theories of management and organization. *Academy of Management Review*, 35 (3) 346-358.

Philip M. Podsakoff, Scott B. MacKenzie, and Nathan P. Podsakoff (2016), Recommendations for Creating Better Concept Definitions in the Organizational, Behavioral, and Social Sciences *Organizational Research Methods*, 19: 159-203

In-class assignment: (500-1000 words). Select a construct of interest that is likely to play an important role in your Ph.D research project. Identify the different definitions of this construct in the literature and discuss and explain potential sources of ambiguity or a lack of clarity in how the construct is currently understood in the literature ('problem diagnosis'). Then explore how this problem might be solved through re-conceptualization.

Session 6: Variance versus Process Theorizing

Prescribed reading:

Cornelissen, J.P. (in press), Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed, *Journal of Management Studies*.

Langley, A., Smallman, C., Tsoukas, H., and Van de Ven, A. H. (2013). Process studies of change in organization and management: Unveiling temporality, activity, and flow. *Academy of Management Journal*, 56(1), 1-13.

Case example:

Arend, R.J., Sarooghi, H. & Burkemper, A. (2015) "Effectuation as Ineffectual? A Critical Review of a Proposed New Theory of Entrepreneurship ". *Academy of Management Review*: 40(4).

In-class assignment: (200-500 words). How would you classify the available theory on your phenomenon or construct of interest (variance or process)? Why is that? Explore how your construct (and its relationships with other constructs) might behave over time using a temporal ('process') epistemology. What might such process theorizing contribute to the extant literature?

Session 7: wrap up and integration