# "WBUlogo"

**Virtual CAMPUS**

**SCHOOL OF BUSINESS**

# 2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

# 3. COURSE NUMBER & NAME:

MGMT 6305-VC01, Seminar in Current Management Research

# **4. TERM**:

Winter, 2018

# **5. INSTRUCTOR**:

Dr. Sheron Lawson

# **6. CONTACT INFORMATION**:

Office phone: 682-250-4003

WBU Email: lawsons@wbu.edu

Cell phone: optional: 682-841-6452

# **7. OFFICE HOURS, BUILDING & LOCATION**:

Telephone by appointment, Virtual Campus

# **8. COURSE MEETING TIME & LOCATION**:

Online

# **9. CATALOG DESCRIPTION**:

Examination of current management research issues including strategy formation and implementation issues, such as corporate governance, social responsibility, organizational ties through business group affiliations, intrapreneurship, person/organization value congruence effects, virtual teams and organization, and other topics. Preparation of a research proposal on a management topic required.

# 10. PREREQUISITE: Doctoral student status

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| BOOK | AUTHOR | ED | YEAR | PUBLISHER | ISBN# | REVIEW |
| Various Articles Assigned Weekly are available in the WBU Library. Check your syllabus for weekly readings. |  |  |  |  |  |  |

# 12. OPTIONAL MATERIALS

* APA Manual
* Any text book that covers the basic functions of Management

# **13. COURSE OUTCOMES AND COMPETENCIES**:

* Critique and synthesize current theories in strategic management research
* Propose research projects that extend or combine current research in strategic management or other related topics
* Apply strategic management research theories to management problems.
* Evaluate industry analysis and industry evolution
* Evaluate the Economic and Resource Based Views of the Firm
* Asses Business, Corporate, and Competitive Strategies
* Evaluate strategic implementation issues (culture, leadership, structure)

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Although our class will never meet face to face, it is imperative that you log on to Black board and participate in the weekly class discussion on-line. As with any doctoral seminar, you need to read the articles, and be prepared to discuss the articles in our virtual classroom. That’s just the foundation. Our goal is to transform Blackboard into a learning lab through interaction, engagement and participation. Participation reflects not only the presentation of your own ideas and insights, but also the degree to which you listen and thoughtfully build on your colleague’s comments and ideas. Moreover, a key goal of this course is to generate future research collaborations among the colleagues in the class, so offering ideas in a constructive, respectful and helpful way is critical towards creating a thriving intellectual climate within and outside of the classroom.

Effective online participation may include offering new and unique insights, clarifying issues and complexities, reframing and extending ideas in meaningful ways, and offering a perspective that helps the group integrate and synthesize readings, ideas, and topics. Debate and dialogue are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others. In order to create a true learning laboratory, we need to engage in processes involving mutual learning and discovery. There are no stupid questions (or answers). Every idea has merit and the capacity to create something bigger.

# **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# **16. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Course Assignments:**

**Discussion Board –** Each Thursday you will have a discussion board assignment due by 9am CST. The discussion board assignment will be 1-3 questions that you need to answer using the assigned articles for the week. Each question will state that the answer should be a synthesis of the articles, not summaries. Summaries of the articles will result in a grade of zero. For each question follow the criteria defined for that specific question, which includes word count, articles to be used, or outside articles incorporated. The entire set of questions for the week will be worth 50 points all together.

**Peer Response** – Each Monday you will have 3 peer responses due by 9am CST. You should respond to all classmates in a substantive manner, which should demonstrate scholarship and critical analysis. Use at least 1 outside source for each response to substantiate your assertions. The more you respond to classmates, and the more comprehensively you respond will increase your grade for this peer response. Your weekly grade for the peer response is worth 25 points.

**Research Paper-** A research paper will be completed on one of the topics discussed during this class. The paper should be a minimum of 15 pages of content, excluding coversheet, abstract and references. Twenty (20) peers -reviewed, scholarly journal articles should be properly cited and noted in the bibliography. Please use APA format. Check the syllabus for the deadline to have your topic approved. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than 20% match of previously written work we will have a discussion. The total point value for this research paper is 200 points. This paper should include an introduction, literature review, testable hypotheses (research questions), and a conclusion and discussion section. Please use these headings. I suggest you peer review each other’s paper.

**Research Paper Proposal –** A two-page research proposal/Concept paper is due in the second week on Sunday at 11:59pm. This proposal should answer the questions:

What will my paper topic be?

Why is this topic important to the existing literature?

What is the theoretical background of my topic? and

What are my research questions?

Include your cites on a 3rd page.

This proposal is worth 100 points.

The format for the first submission should have the following subheadings:

Introduction

The introduction should have some of the following elements, depending on the type of paper:

Start with an attention grabber: a short story, example, statistic, or historical context that introduces the paper topic

Give an overview of any issues involved with the subject

Define of any key terminology need to understand the topic

Quote or paraphrase sources revealing the controversial nature of the subject

(argumentative papers only)

Highlight background information on the topic needed to understand the direction

of the paper

Write an antithesis paragraph, presenting the primary opposing views

Statement of the Problem

In simple terms, state the training issue that your research project will address. Provide evidence as to why this issue is important. Include a thesis sentence.

Purpose

Briefly state your proposed solution to the issue. Include the two theories and the two models that were selected from the reading. Briefly state your intended outcomes and how you will measure success. This includes the project's goals, objectives, and activities and they need to align closely with each other and be accomplished within the proposed logical framework.

Significance of the Research

Indicates the various shareholders in the research and cites the beneficiaries of the outcomes. The far-reaching implications of the project findings should be included.

Research Question (s)

Clearly write the question (s) in a precise manner that captures the essence of the research imperative.

**Applied Research Project Description-** As part of the requirements for this degree, students will complete an Applied Research Project that will be completed by Term 10 in the MGMT 6220 course. Through this project, students will integrate key concepts, theories and skills that they have learned throughout the program. The project should relate to the students’ professional interests and responsibilities. Students should identify some problem or issue within their organizations for which they can apply what they have learned in the program in the development of a solution to the problem or issue. Key components of the project should include:

Chapter 1: An Introduction to the problem or issue.

Chapter 2: A Literature Review that provides insight into the problem or issue from previous scholarly research.

Chapter 3: A proposed Methodology for the study that will be conducted. (The study method can be quantitative, qualitative or mixed methods).

Chapter 4: A Report of the Results.

Chapter 5: Conclusions / Findings and Recommendations for the problem solution.

* The formal project deliverable will not be completed until the tenth term of the program during MGMT 6220. However, in order for students to accomplish this, they will need to work on the project throughout their program. Thus, during this class you should do the following:
* Continue to add to the Annotated Bibliography from which the Literature Review will be developed.
* Monitor the Project Plan timeline.
* Upload the revised Annotated Bibliography to MGMT 6220.

**Grading System:**

Points

Discussion Board (8 total worth 50 points each) 400 points

Peer Response (8 total worth 25 points each) 200 points

Research Paper for this class 200 points

Applied Research Project 100 points

Research Proposal 100 points

**1000 total points**

**17.1 Include Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# 18. TENTATIVE SCHEDULE

| **Week/Date** | **Activities** |
| --- | --- |
| WEEK 1 | WHAT IS STRATEGIC MANAGEMENT?  Porter, Michael 1996. What is Strategy? Harvard Business Review, 74, 61  Nag, Rajiv, Hambrick, Donald and Chen, Ming-Jer. 2007. What is Strategic Management, Really? Strategic Management Journal, 28, 935-955  Find 2 articles cited in Porter’s article that appear to be significant to the field and read.  ● Discussion Board questions for Week 1 due Thursday @ 9am. |
| WEEK 2 | ECONOMIC VIEWPOINT OF STRATEGY  Schmalensee, Richard, 1985, Do markets differ much?, The American Economic Review, 75, 341–351.  Rumelt, Richard P., 1991, How much does industry matter?, Strategic Management Journal, 12, 167–185.  McGahan, Anita M., and Michael E. Porter, 1997, How much does industry matter, really?, Strategic Management Journal, 18, 15–30.  Karinouchina, Ekaterina, Carson, Stephen, Short, Jeremy and Ketchen, David. 2013. Extending the firm vs. industry debate: Does Industry life cycle stage matter? Strategic Management Journal, 34, 1010-1018.  ● Peer Response for Week 1 due Monday @ 9am.  ● Discussion Board questions for Week 2 due Thursday @ 9am.  ● Research Proposal due Sunday @ 11:59pm. |
| WEEK 3 | RESOURCE BASED VIEW OF THE FIRM  Barney, J. B. (1991). "Firm resources and sustained competitive advantage." Journal of Management, 17(1): 99-120.  Sakakibara, M. 1997. "Heterogeneity of firm capabilities and cooperative research and development: An empirical examination of motives." Strategic Management Journal, 18: 143.  Helfat CE, Peteraf MA. 2003. The dynamic resource-based view: Capability lifecycles. Strategic Management Journal, 24(10): 997-1010.  Lippman, S. A. and R. P. Rumelt 2003. "A Bargaining Perspective on Resource Advantage." Strategic Management Journal, 24(11): 1069-1086.  Ahuja G, Katila R. 2004. Where do resources come from? The role of idiosyncratic situations. Strategic Management Journal, 25(8-9): 887-907  Newbert, Scott. 2008. Value, rareness, competitive advantage, and performance: A conceptual-Level empirical investigation of the resource-based view of the firm. Strategic Management Journal, 29, 745-768.  ● Peer Response for Week 2 due Monday @ 9am.  ● Discussion Board questions for Week 3 due Thursday @ 9am. |
| WEEK 4 | COMPETITIVE AND COOPERATIVE INTERACTION  Mowery, David, Oxley, Joanne, and Silverman, Brian. 1996. Strategic Alliances and Interfirm Knowledge Transfer. Strategic Management Journal, 17: 77-91.  Agarwal, Rajshree, Croson, Rachel, and Mahoney, Joseph. 2010. The role of incentives and communication in strategic alliances: An experimental investigation. Strategic Management Journal, 31, 413-437.  Yang, Haibin, Zheng, Yanfeng, and Zhao, Xia. 2014. Exploration or Exploitation? Small firms’ alliance strategies with large firms. Strategic Management Journal, 35, 146-157.  Kumar, Rajesh. 2014. Managing Ambiguity in Strategic Alliances. California Management Review, 56:4, 82-102.  Heimeriks, Koen, Bingham, Chris and Laamanen, Tomi. 2015. Unveiling the temporarily contingent role of codification in alliance success. Strategic Management Journal, 36, 462-473.  Schilke, Oliver and Cook, Karen. 2015. Sources of Alliance Partner trustworthiness: Integrating calculative and relational perspectives. Strategic Management Journal, 36, 276-297.  ● Peer Response for Week 3 due Monday @ 9am.  ● Discussion Board questions for Week 4 due Thursday @ 9am.  ● Literature Review for Research Proposal due Sunday @ 11:59pm. |
| WEEK 5 | INDUSTRY EVOLUTION  Klepper, S. and K. L. Simons (2000). "Dominance by birthright: Entry of prior radio producers and competitive ramifications in the U.S. television receiver industry." Strategic Management Journal, 21(10/11): 997-1016.  Sterman, J. D., R. Henderson, et al. (2007). "Getting Big Too Fast: Strategic Dynamics with Increasing Returns and Bounded Rationality." Management Science,53(4): 683-696.  Siggelkow, N. (2001). "Change in the presence of fit: The rise, the fall, and the renaissance of Liz Claiborne." Academy of Management Journal, 44(4): 838.  Lieberman, M.B., D.B. Montgomery. 1988. First-mover advantages. Strategic Management Journal, 9 41-58.  Mitchell W. 1989. Whether or when? Probability and timing of incumbents' entry. Administrative Science Quarterly34(2): 208-230.  Eisenhardt KM, Martin JA. 2000. Dynamic capabilities: What are they? Strategic Management Journal21(10/11): 1105-1121.  ● Peer Response for Week 4 due Monday @ 9am.  ● Discussion Board questions for Week 5 due Thursday @ 9am. |
| WEEK 6 | STRATEGY – CORPORATE AND BUSINESS LEVEL  Beard, Donald and Dess, Greg. 1981. Corporate Level Strategy, Business-Level Strategy, and Firm Performance. Academy of Management Journal, 24:4, 663-688.  Montgomery, Cynthia A., 1994, Corporate diversification, Journal of Economic Perspectives,8, 163–178.  Bettis, R.A., and CK Prahalad, 1995, The dominant logic: Retrospective and extension, Strategic Management Journal, 16, 5–14.  Hoskisson, Robert E., 1987, Multidivisional structure and performance: The contingency of diversification strategy, Academy of Management Journal, 30, 625–44.  Mesquita, Luiz, Anand, Jaideep, and Brush, Thomas. 2008. Comparing the Resource-Based and Relational views: Knowledge Transfer and spillover in veritical alliances. Strategic Management Journal, 29, 913-941.  Devine, Rich, Lamont, Bruce, and Harris, Reginald. 2016. Managerial Control in Mergers of equals: The role of political skill. Journal of Managerial Issues, 28:1, 60-66.  ● Peer Response for Week 5 due Monday @ 9am.  ● Discussion Board questions for Week 6 due Thursday, July @ 9am. |
| WEEK 7 | Research Paper  • Final Research Proposal due Thursday @ 9am. |
| WEEK 8 | LEARNING ORGANIZATION  Levitt, B. and J. G. March (1988). "Organizational learning." Annual Review of Sociology , 14: 319-340.  Cohen, W. M. and D. A. Levinthal (1990). "Absorptive capacity: A new perspective on learning and innovation." Administrative Science Quarterly, 35(1): 128-152.  Love, James, Roper, Stephen, and Vahter, Priit. 2014. Learning from openness: The dynamics of breadth in external innovation linkages. Strategic Management Journal, 35, 1703-1716.  Schilling, Melissa and Fang, Christina. 2014. When Hubs forget, lie, and play favorites: Interpersonal networks structure, information distortion, and organizational learning. Strategic Management Journal, 35, 974-994.  Desai, Vinit. 2015. Learning through the distribution of failures within an organization: Evidence from heart bypass surgery performance. Academy of Management Journal, 58:4, 1032-1050.  Khanna, Rajat, Guler, Isin, and Nerkar, Atul. 2016. Fail often, fail bit, and fail fast? Learning from small failures and R&D performance in the pharmaceutical industry. Academy of Management Journal, 59:2, 436-459.  ● Peer Response for Week 6 due Monday @ 9am.  ● Discussion Board questions for Week 8 due Thursday @ 9am. |
| WEEK 9 | Role of CEO’s  Zhang, Yan and Wiersema, Margarethe. 2009. Stock market reaction to CEO certification: The signaling role of CEO background. Strategic Management Journal, 30, 693-710.  Luo, Zueming, Kanuri, Vamsi, and Andrews, Michelle. 2014. How does CEO tenure matter? The mediating role o9f firm-employee and firm-customer relationships. Strategic Management Journal, 35, 492-511.  Kareavli, Ayse and Zajac, Edward. 2013. When do outsider CEO’s generate strategic change? The enabling role of corporate stability. Journal of Management Studies, 50:7, 1267-1294.  Fabrizi, Michele and Mallin, Christine. 2014. The role of CEO’s personal incentives in driving corporate social responsibility. Journal of Business Ethics, 124, 311-326.  Krause, Ryan and Semadeni, Matthew. 2014. Last dance or second chance? Firm performance, CEO career horizon, and the separation of board leadership roles. Strategic Management Journal, 35, 808-825.  ● Peer Response for Week 8 due Monday @ 9am.  ● Discussion Board questions for Week 9 due Thursday @ 9am. |
| WEEK 10 | APPLIED RESEARCH PROJECT  ● Peer Response for Week 9 due Monday @ 9am.  • Work on Applied Research Project |
| WEEK 11 | APPLIED RESEARCH PROJECT  • Submit your Research Project by Wednesday @ 9am.   * Please submit on Blackboard. |

**19. ADDITIONAL INFORMATION**

ACCEPTED JOURNALS FOR RESEARCH PROJECT   
(If you find a great article that is not on this list, email me and let me review the article,)

Academy of Management Executive

Academy of Management Journal

Academy of Management Review

Administrative Science Quarterly

Business Horizons

Harvard Business Review

Human Resource Journal

Human Resource Review

Journal of Applied Behavioral Sciences

Journal of Applied Psychology

Journal of Management

Journal of Managerial Studies

Journal of Organizational Behavior

Strategic Management Journal

The Leadership Quarterly

Human Relations

Personal Psychology

Research in Organizational Behavior

(You may also use any journal that an assigned reading was published,)

Faculty may add additional information if desired.