General Course Description
This Ph.D. course is required of first-year and second-year doctoral students in the management department. The course focuses on theoretically driven contemporary research, especially that appearing in leading academic journals. The course will cover the major theoretical perspectives and their current applications in cutting-edge research.

The strategy field encompasses a diverse set of research perspectives and topic areas. This diversity is a strength of the field, but it also poses a challenge to scholars in strategy: It is often unclear how various literatures relate and why certain papers are considered exemplars of high-quality strategy research.

Through this course, I promote research that has both rigor (methodological soundness) and relevance (applicability to managerial practice). Promoting research that has both rigor and relevance is my objective of training Ph.D. students at the University of Florida. In developing next-generation scholars for management research, my specific goals are to help our Ph.D. students recognize and appreciate the following:

- Rigorous and relevant research builds upon prior, substantive contributions in the field.
- The research must utilize theory that is unambiguous and rigorously derived in order to produce measurable and refutable claims. Theory building is a cumulative enterprise and as such can only happen if researchers are explicit about both the theories and their impacts on managerial practice.
- Empirical contributions may report empirical regularities or aim to test theory. In both cases, rigorous and relevant research is transparent in data presentation and analysis. In the case of theory-testing, rigorous and relevant research uses data that conform closely to the theory to be tested as well as empirical designs and methods that generate valid inferences.
Course Design
The course objective is threefold:
1. Read and critically analyze exemplary research;
2. Examine diverse research models and types of data that have been used;
3. Identify and evaluate possible directions for future research.

For each theory and topic, we will read and discuss articles that represent contemporary cutting-edge research. The purpose of this design is to actively engage the students’ mind to think deeply about what original, novel, and ground-breaking papers can be written for each theory and topic.

I expect all seminar participants to read EVERY assigned article (four per session) and to consider what innovation can be added to the stream of literature before coming to class. The background reading is recommended, but not required. The seminar participants are therefore expected to search for and read background articles to the extent they deem necessary to their understanding.

Class Meeting Format
The seminar is discussion-based and all seminar participants are expected to engage regularly in the discussions. The discussions will focus on the specific papers assigned as well as the general issues they raise. To facilitate the discussion, each assigned paper will have TWO discussants. The discussants (either self-nominated or appointed by the course instructor) will lead off the discussions and give their reviews on the paper. The reviews are supposed to be positive and critical. The discussants are required to provide a short written summary and an outline of their review before class. This document, between 1 to 3 pages in length, should be distributed to all seminar participants before the beginning of the class meeting time.

A good way to prepare for class is to answer the following questions about each reading:
- What is the contribution here? How important is it?
- What are the basic assumptions behind the analysis?
- What are the major problems and deficiencies?
- How could this analysis be improved? (Be specific and practical. Do not make suggestions that you could not realistically envision yourself conducting); and
- Identify at least one way that the analysis is cleverer than the author(s) know. This could take the form of deriving a new argument or developing new ideas about other dependent variables.
- NOTE: For seminar participants whose primary research interest is in micro organizational behavior, you may use micro-level processes and variables (such as personality as an independent variable, or emotion as a dependent variable) to identify new ways of analysis.
- NOTE: For seminar participants who need more background preparation on the foundational literatures, please refer to the references cited in the reading list.

In evaluating theory development, seminar participants are urged to ask the following questions:
- Are the theoretical claims unambiguous?
- Can the conclusions be derived rigorously from explicit premises?
• Do the premises sufficiently capture the core drivers of the phenomena under study?
• Have the theories produced propositions with measurable implications that can be refuted empirically?
• Do the theories merge ideas from multiple disciplines in ways that produce something greater than the simple sum of the discipline-based ideas?

In evaluating the design and execution of empirical studies, seminar participants are urged to ask the following questions:
• Are data presented and analyzed as transparently as possible?
• Does the research employ reliable data that conform closely to theoretical constructs? In particular, do the level of analysis and the unit of observation in the study match those of the theory? Can the empirical proxies discriminate among alternative explanations?
• Are the empirical designs and methods chosen carefully to generate valid inferences? In particular, have concerns about endogeneity and selection been addressed adequately?

Course Requirements
• Attend and actively engage in discussion in the weekly seminar.
• Serve as a “discussant” for at least one paper in each seminar. Distribute your summary and review of the assigned paper (1-3 pages) before class (electronic AND print copies).
• Write an original research paper (5-10 pages) targeted for a major academic journal, such as the Academy of Management Journal, with at least the following sections completed: Theory and Hypothesis Development, Research Methods, and References. The due date is 5pm Eastern Standard Time on Friday, December 16th, 2016.

Policy with respect to Auditors
Auditors are allowed with the condition that they participate fully in the seminar and complete all course requirements.

Course Readings
All assigned papers can be downloaded directly from the electronic library free of charge for personal use. Coordinate among the seminar participants to reach time-saving efficiency.
SESSION OUTLINE

Session 1: Course Introduction; Performance and the Sustainability of Competitive Advantage

Assigned reading list:

Background reading:

Session 2: Economic Foundations of Strategy

- Behavioral Theory of the Firm
- Transaction Costs Theory
- Property Rights Theory
- Agency Theory
- Resource-Based Theory, Dynamic Capabilities and Options

Assigned reading list:
Foss Kirsten, and Nicolai J. Foss (2005). Resources and transaction costs: How property rights economics furthers the resource-based view. Strategic Management Journal, 26 (6): 541-

Background reading:


Session 3: Industry Dynamics

Assigned reading list:


Background reading:

Session 4: Location, Location, Location–Geography & Agglomeration

Assigned reading list:

Background reading:
Session 5: Innovation

Assigned reading list:

Background reading:

Session 6: Risks

Assigned reading list:


Background reading:

Session 7: Experimentation


Background reading:
Edmondson, Amy C., Richard M. Bohmer, and Gary P. Pisano. "Disrupted routines: Team

---

1 This paper is cited by Koopmann, Jaclyn; Lanaj, Klodiana; Wang, Mo; Zhou, Le; et al. Nonlinear effects of team tenure on team psychological safety climate and climate strength: Implications for average team member performance. Journal of Applied Psychology, 101. 7 (2016): 940-957.