

TU-L1000 Doctoral Seminar in Strategy and Venturing (2019 version)

Overview

In the past three decades, strategy and venturing has emerged as an important area of study in management. That said, strategy and venturing is an actively evolving discipline with many unresolved and equally also novel theoretical puzzles and empirical challenges. Far from being obstacles, these gaps present attractive and ample opportunities for fledging scholars to make a mark.

This course has two major purposes. One is to provide an overview of the fundamental themes in strategy and venture research and introduce contemporary research directions. The other purpose is to expose the participants to the various methodological and research practice approaches (conducting research, synthesizing, and setting up manuscripts) in the domain of strategy and venturing.

Course format

The course will consist of independent reading of selected articles and ten (10) seminar sessions (3 hours each). Each session includes student presentations on articles, the preparation of a memo or synthesis table for each session readings.

In the course we share responsibility for discussing the readings and raising issues. You are expected to do all of the required readings and to be prepared to discuss the readings (singly and collectively) in class. We require every student to be prepared to speak about the week's assigned readings, and will assign one student with primary responsibility for presenting one article. We will conclude sessions by synthesizing the connections among the readings.

After the course, the participant should (1) know the most important articles and in the area of strategy and venturing, (2) understand how the different streams of strategy and venturing research have evolved over time and how they are connected to each other, and (3) be able to project the future development of the strategic management and venturing research from the perspective of one's own doctoral work.

The course will further provide a setting for developing a variety of skills in strategy and venturing research such as synthesizing research, research designs, and what constitutes a theoretical contribution in the various domains of strategy and venturing. Overall, after the course the students should have a broad understanding of the strategy and venturing research domain and what is required for publishing research in top tier journals in related fields.

Dates and rooms: The seminar will run during term IV and V from 27.2.2018-15.5.2018.

The seminar day is Tuesday and the room is 1021-1022 in TUAs building (Maarintie 8). The session starts at 9.00 am (sharp) and ends at 12.00.

Date	Module theme	Facilitator
26.2	Introduction to the Seminar & Foundations of Strategy Research	Robin Gustafsson
5.3	The Resource Based View	Jens Schmidt
12.3	Behavior, Cognition, and Emotions in Strategy	Timo Vuori
19.3	Knowledge, Learning, and Dynamic Capabilities	Marina Biniari
26.3	Strategy Process and Sensemaking	Henri Schildt
2.4	A Strategy Perspective on Legitimacy, Reputation, and Markets	Mikko Jääskeläinen
9.4	Strategic Alliances, Networks and Corporate Venturing	Markku Maula
16.4	Digital Marketing and Sales Strategies	Petri Parvinen
23.4	NO SEMINAR	
30.4	Platform Economics & Platform Strategy	Timo Seppälä
7.5	An Information Systems View on Platforms and Strategy	Robin Gustafsson

The seminar rooms indicated for each day and session are in TUAS building, Maarintie 8, Espoo.

Responsible teacher for course: Associate Professor Robin Gustafsson, Should you have any questions about the course, please feel free to contact Robin at robin.gustafsson@aalto.fi

Instructors: Each of the seminar day is facilitated by a faculty member of the module theme area.

Target audience: The course is designed for doctoral students in strategy and venturing and students planning to pursue strategy and venture research.

Enrolment: Aalto University doctoral students please register to the course through Aalto Oodi enrolment system preferably by latest 20.2.2019. External (non-DIEM) participants are also welcome to this course. For non DIEM doctoral students to register please email Robin latest one week prior to start of the course. Please include in your registration email your current affiliation, doctoral studies status, doctoral research project title, and your contact information. Please note that the number of places for this course is limited. Please also note that the first assignment is due the evening before (25.2.2018 (20:00)) the introduction session the 26.2.2018 (9.00-12.00).

Passing the course: Passing the course requires

- Reading of the assigned articles and active participation in the seminar sessions
- Presenting assigned articles in the seminar
- Preparing synthesis memos (1-2 pages) or synthesis tables that covers the topic readings for each session in advance, in total 10 memos and tables (for example 4 tables and 6 memos)

Participation and presenting assigned articles: Enrollment to the course is a commitment to active participation and attendance in all sessions. During each seminar day we will discuss 5-6 articles. You will receive a list of the articles for each session to be read and which articles to prepare for each

session. The articles to be discussed during the seminar day will be available for download on the course webpage in MyCourses.

All participants are expected to read the full set of articles before the seminar day. For every seminar day (or every second depending on the size of the class) participant will be assigned one articles to prepare to present to the group as a basis for discussion. Presentations will be 10 minutes per article followed by discussion of 15-20 min. Please, submit your presentation to the shared dropbox folder **one day before the session**. Further each student are to prepare either a synthesis memo or a synthesis table before the class. Please turn in your synthesis tables or your synthesis memos at latest **one day before the session no later than 8 pm**.

A synthesis table on readings: The synthesis table helps you to disentangle the focus and contributions of papers in a selected research stream and to capture potential gaps. We will in the intro session discuss how to outline such synthesis tables and give examples.

A synthesis memo: Develop your own point of view on the following questions that consider the readings collectively: What are the common themes within the articles, contradictions among the articles, and insights? (This entails your developing an understanding of the assigned articles, their relationship to one another, and their collective synthesis). What are the 2-3 most important conclusions from the readings viewed collectively? Suggest an appropriate follow-on research question(s) for a deductive study based on a research gap that is suggested by these articles collectively? What is the best of the assigned articles (and why)?

Paper presentation: You will be asked to present one papers in the day's readings in conference-style. That is, please present the key points of the paper in 10 minutes (firmly enforced), relying on the following flow of roughly 5-6 power point slides: literature background (note key points and citations), research question(s), major hypotheses (presentation should note underlying arguments) if a deductive study, key aspects of the research design (research design, sample, data collection, construct measures, analytic techniques), major statistical or other results (e.g., regression table), discussion points, and conclusions. In general, given the time limits, it is best to present the heart of the paper well, and not try to include every point. Keep in mind that your presentation should give the audience a few intriguing take-aways, impress the audience with the quality of your research, and stay on time. This presentation will be graded as part of class participation.

Grading the Course: The course will be graded based on class participation, including engagements (quality thereof, in particular) (10 %), presentations (10%), synthesis tables and memos (80%). Grades will be calculated as follows:

Pass minimum – 50 % of max points

Grade 1 – 50-59 %

Grade 2 – 60-69 %

Grade 3 – 70-79 %

Grade 4 – 80-89 %

Grade 5 – 90-100 %

Topics and Readings

Seminar day 1 (26.2) Foundations of Strategy Research

1. Ansoff, H. I. (1957). Strategies for diversification. *Harvard business review*, 35(5), 113-124.
2. Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard business review*, 72(1), 107-114.
3. Porter, M.E., 2008. The five competitive forces that shape strategy, *Harvard Business Review*.
4. Porter, Michael. "E.(1996). What is strategy." *Harvard Business Review* 74, no. 6 (1996): 61-78.

Seminar day 2 (5.3) The Resource Based View

1. Wernerfelt, B. 1984. A Resource-Based View of the Firm. ***Strategic Management Journal***, 5(2): 171-180.
2. Barney, J. B. 1991. Firm resources and sustained competitive advantage. ***Journal of Management***, 17(1): 99-120.
3. Miller, D., & Shamsie, J. 1996. The resource-based view of the firm in two environments: The Hollywood film studios from 1936 to 1965. ***Academy of Management Journal***, 39(3): 519-543.
4. Levinthal, D.A., & Wu, B. 2010. Opportunity Costs and Non-Scale Free Capabilities: Profit Maximization, Corporate Scope, and Profit Margins. ***Strategic Management Journal*** 31(7): 780-801.
5. Sirmon, D. G., Hitt, M. A., & Ireland, R. D. 2007. Managing firm resources in dynamic environments to create value: Looking inside the black box. ***Academy of Management Review***, 32(1): 273-292.
6. Schmidt, J., & Keil, T. 2013. What makes a resource valuable? Identifying the drivers of firm-idiosyncratic resource value. ***Academy of Management Review***, 38(2): 206-228.

Seminar Day 4 (12.3) Behavior, Cognition, and Emotions in Strategy

1. Porac, J. F., Thomas, H., Wilson, F., Paton, D., & Kanfer, A. 1995. Rivalry and the industry model of scottish knitwear producers. ***Administrative Science Quarterly***, 40(2): 203-227.
2. Ocasio, W. 1997. Towards an attention-based view of the firm. ***Strategic Management Journal***, 18: 187-206.
3. Gavetti, G., & Levinthal, D. 2000. Looking forward and looking backward: Cognitive and experiential search. ***Administrative science quarterly***, 45(1): 113-137.
4. Vuori, T. O., & Huy, Q. N. 2015. Distributed Attention and Shared Emotions in the Innovation Process How Nokia Lost the Smartphone Battle. *Administrative Science Quarterly*.
5. Garg, S., & Eisenhardt, K. 2016. Unpacking the CEO-board Relationship: How Strategy-Making Happens in Entrepreneurial Firms. ***Academy of Management Journal*** (in-press)

Seminar Day 3 (19.3) Knowledge, Learning, and Dynamic Capabilities

1. Argote, L., & Miron-Spektor, E. (2011). Organizational learning: From experience to knowledge. *Organization science*, 22(5), 1123-1137
2. Døjbak Håkonsson, D., Eskildsen, J. K., Argote, L., Mønster, D., Burton, R. M., & Obel, B. (2016). Exploration versus exploitation: emotions and performance as antecedents and consequences of team decisions. *Strategic Management Journal*, 37(6), 985-1001.
3. Easterby-Smith, M., & Prieto, I. M. (2008). Dynamic capabilities and knowledge management: an integrative role for learning?. *British journal of management*, 19(3), 235-249.
4. Teece, D. J. (2007). Explicating dynamic capabilities: the nature and microfoundations of (sustainable) enterprise performance. *Strategic management journal*, 28(13), 1319-1350.
5. Zollo, M., & Winter, S. G. (2002). Deliberate learning and the evolution of dynamic capabilities. *Organization science*, 13(3), 339-351.

Seminar Day 5 (26.3) Strategy Process and Sensemaking

1. Hutzschenreuter, T., & Kleindienst, I. 2006. Strategy-process research: What have we learned and what is still to be explored. *Journal of Management*, 32(5): 673-720.
2. Noda, T., & Bower, J. L. 1996. Strategy making as iterated processes of resource allocation. *Strategic Management Journal*, 17: 159-192.
3. Floyd, S. W., & Lane, P. J. 2000. Strategizing throughout the organization: Managing role conflict in strategic renewal. *Academy of Management Review*, 25(1): 154-177.
4. Joseph, J., & Ocasio, W. 2012. Architecture, attention, and adaptation in the multibusiness firm: General electric from 1951 to 2001. *Strategic Management Journal*, 33(6): 633-660.
5. Gioia, D. A., & Chittipeddi, K. 1991. Sensemaking and Sensegiving in Strategic Change Initiation. *Strategic Management Journal*, 12(6): 433-448.
6. Balogun, J., Bartunek, J. M., & Do, B. 2015. Senior managers' sensemaking and responses to strategic change. *Organization Science*, 26(4): 960-979.

Seminar Day 6 (2.4) A Strategy Perspective on Legitimacy, Reputation, and Markets

1. Hargadon, A.B., & Douglas, Y. 2001. When Innovations Meet Institutions: Edison and the Design of the Electric Light, *Administrative Science Quarterly*, 46 (3): 476-501.
2. Kennedy, M. 2008. Getting counted: Markets, media, and reality. *American Sociological Review*, 73: 270-295.
3. Hsu, G., M. T. Hannan and O. Kocak (2009), 'Multiple category memberships in markets: an integrated theory and two empirical tests,' *American Sociological Review*, 74, 150-169.
4. Santos, F. M., & K. M. Eisenhardt. 2009. Constructing markets and shaping boundaries: Entrepreneurial power in nascent fields. *Academy of Management Journal*. 52: 643-671.
5. Cattani, G., Porac, J.F., & Thomas, H. 2017. Categories and competition. *Strategic Management Journal*, 38(1):64-92

6. Durand, R. & Khaire, M. 2017. Where Do Market Categories Come From and How? Distinguishing Category Creation From Category Emergence. *Journal of Management*, 43(1):87-110

Seminar Day 7 (9.4) Strategic Alliances, Networks and Corporate Venturing

1. Dyer, Jeffrey H., & Singh, Harbir. (1998). The relational view: Cooperative strategy and sources of interorganizational competitive advantage. *Academy of Management Review*, 23(4), 660-379.
2. Mowery, David C., Oxley, Joanne E., & Silverman, Brian S. (1996). Strategic alliances and interfirm knowledge transfer. *Strategic Management Journal*, 17(S2), 77-91.
3. Gulati, Ranjay, & Gargiulo, Martin. (1999). Where do interorganizational networks come from? *American Journal of Sociology*, 104(5), 1439-1493.
4. Dushnitsky, Gary, & Shaver, J. Myles. (2009). Limitations to interorganizational knowledge acquisition: The paradox of corporate venture capital. *Strategic Management Journal*, 30(10), 1045-1064.
5. Stettner, Uriel, & Lavie, Dovev. (2014). Ambidexterity under scrutiny: Exploration and exploitation via internal organization, alliances, and acquisitions. *Strategic Management Journal*, 35(13), 1903-1929.
6. Davis, Jason P. (2016). The group dynamics of interorganizational relationships: Collaborating with multiple partners in innovation ecosystems. *Administrative Science Quarterly*, 61(4), 621-661.

Seminar Day 7 (16.4) Digital Marketing and Sales Strategies

1. Hall, Z. R., Ahearne, M., & Sujan, H. (2015, April). The importance of starting right: the influence of accurate intuition on performance in salesperson–customer interactions. *American Marketing Association*.
2. Edelman, D. C., & Singer, M. (2015). Competing on customer journeys. *Harvard Business Review*, 93(11), 88-100.
3. Bhandari, A., Rama, K., Seth, N., Niranjana, N., Chitalia, P., & Berg, S. (2017, July). Towards an efficient method of modeling “Next Best Action” for Digital Buyer’s journey in B2B. In *International Conference on Machine Learning and Data Mining in Pattern Recognition* (pp. 107-116). Springer, Cham.
4. Kitchen, P. J., & Burgmann, I. (2015). Integrated marketing communication: Making it work at a strategic level. *Journal of Business Strategy*, 36(4), 34-39.
5. Pöyry, E., Parvinen, P., & McFarland, R. G. (2017). Generating leads with sequential persuasion: Should sales influence tactics be consistent or complementary?. *Journal of Personal Selling & Sales Management*, 1-11.
6. Kaptein, M., Parvinen, P. & McFarland, R.G. (2018, forthcoming). Automated e-selling. *European Journal of Marketing*. (attached)

Seminar Day 9 (30.4) Platform Strategy and Economics

1. Parker, G. G., and Van Alstyne, M. W. 2005. Two-Sided Network Effects: A Theory of Information Product Design. *Management Science* **51**(10) 1494–1504.
2. Rysman, M. (2009). The economics of two-sided markets. *The Journal of Economic Perspectives*, 125-143.
3. Boudreau K. 2010. Open Platform Strategies and Innovation: Granting Access vs. Devolving Control. *Management Science* 56(10): 1849–1872
4. Thomas, L. D., Autio, E., & Gann, D. M. (2014). Architectural leverage: putting platforms in context. *The Academy of Management Perspectives*, 28(2), 198-219.
5. Barnett, J. M. 2011. The Host's Dilemma: Strategic Forfeiture in Platform Markets for Informational Goods. *Harvard Law Review* **124**(8) 1863–1938.
6. Cennamo C, Santalo J. 2013. Platform competition: Strategic trade-offs in platform markets. *Strategic Management Journal* 34(11): 1331–1350.

Seminar Day 8 (7.5) An Information Systems View on Platforms and Strategy

1. Tiwana, A., Konsynski, B., & Bush, A. A. (2010). Research commentary—Platform evolution: Coevolution of platform architecture, governance, and environmental dynamics. *Information systems research*, 21(4), 675-687.
2. Ghazawneh, A., and Henfridsson, O. (2013). Balancing platform control and external contribution in third-party development: the boundary resources model. *Information Systems Journal* **23**(2) 173–192.
3. Henfridsson, O., Mathiassen, L., & Svahn, F. (2014). Managing technological change in the digital age: the role of architectural frames. *Journal of Information Technology*, 29(1), 27-43.
4. Eaton, B., Elaluf-Calderwood, S., Sørensen, C., & Yoo, Y. (2015). Distributed tuning of boundary resources: The case of Apple's iOs service system. *MIS Quarterly*
5. Koch, T., & Windsperger, J. (2017). Seeing through the network: Competitive advantage in the digital economy. *Journal of Organization Design*, 6(1), 6.
6. Karhu, K., Gustafsson, R., & Lyytinen, K. (2018). Exploiting and Defending Open Digital Platforms with Boundary Resources: Android's Five Platform Forks. *Information Systems Research*