STUDY PLAN

Academic affiliation (faculty and department)

Name of study programme (norsk) PhD i Ledelse

Name of study programme (nynorsk)

Name of study programme PhD in Management

Study programme scope and organisation

- Type of programme or degree: PhD
- Organisation of the study programme: On campus
- Language of instruction: English

Funding

Internal

Year group (study start)

2022

Admission requirements

MSc (120 ECTS) in marketing, business, management, or equivalent with documented command of research methodology with average grade B or higher. Highly qualified candidates with other educational backgrounds may be considered. Candidates with other backgrounds must at a minimum have a master level course in research methods and a master level course in their main field of study. Applicants with MSc degrees from institutions outside Europe must document GMAT results of a minimum of 600 points (or GRE equivalent). Candidates must have an excellent command of written and spoken English.

Content of the study programme

The PhD in Management will focus on balancing scientific rigor with relevance for practice. By training students in theory of science, research ethics, theory construction, rigorous execution of research, sustainable business strategy development, and fundamental substantive theories in management-relevant research fields, the programme will provide students with the knowledge and ability to engage in critical thinking with regard to promoting sustainable social development. The programme will encourage research projects with a high impact on management practice by enabling close integration with society and business. The programme is build around four main parts: Research Methods; Marketing Management; Innovation and Entrepreneurship; and Organization and Leadership. The educational programme consists of two parts: (1) Independent research that will lead to the PhD dissertation and (2) Course work (45 ECTS), of which 15 ECTS are mandatory courses, 5 ECTS are individual core courses, and 25 ECTS are elective courses. A minimum of 20 ECTS must be within research methodology and philosophy of science.

Learning outcomes

After completing the programme, the student will have the following competencies:

Knowledge

- Knowledge at the forefront of theories, scientific methods, and specific issues pertaining to disciplinary or cross-disciplinary management research
- Deep knowledge about state of the art theory in management that is of high relevance for organizations and businesses
- Knowledge at high international standards regarding the theory of science, research ethical issues in general and in management research in particular.

Skills

- Ability to contribute to the development of new scientific knowledge, theories, and methods within disciplinary or cross-disciplinary management research, to challenge existing interpretations, and to use new channels to disseminate knowledge within management
- Ability to formulate research problems and designs relevant to management research and to carry out research at a high international academic level
- Ability to evaluate the applicability of various research designs, methods, and data analyses specific to management research
- Ability to relate theories in management research to real-world management issues and apply research-based knowledge that can be used to challenge established practice in relevant organisations and businesses
- Ability to evaluate the quality of others' research in management

General competences

- Ability to participate in academic discussions and to communicate research work through recognised national and international academic channels in management
- Ability to contribute to organisation development through dissemination and application of theories in management to a broader audience outside academia, thereby enhancing knowledge and improving practice in management
- Ability to identify relevant ethical issues in management and to work with professional integrity both inside and outside the academic field of management
- Development of transferable skills to manage complex projects both in research and the practice field of management

Structure and completion

The course plan include 15 ECTS mandatory core courses to be completed in the first and second semesters, a minimum of 5 ECTS individual core courses where students are required to choose at least one of three courses covering the substantive main parts of the PhD, and 25 ECTS elective courses individually tailored to each student with the aim to provide knowledge and skills necessary for being able to conduct research in their chosen area at a high international level. In total, a minimum of 20 ECTS must be research methodology courses. Elective courses may be chosen from various sources, including SoB or other USN PhD programmes, national or international research schools, other Norwegian or international universities, or research associations. Together with their supervisor(s), students propose their course plan during the first semester of study. The course plan must be approved by the programme board. Table 1 presents the structure of the Study Plan and list of courses offered by SoB:

Table 1: List of courses offered by SoB

Core courses	Elective courses
Common core courses (mandatory for all):	Motivation and Leadership (5 ECTS)
Sustainable Business Strategy (5 ECTS)	Consumer Behaviour (5 ECTS)
Theory of Science and Research Ethics (5 ECTS)	Interorganisational Networks (5 ECTS)
Theory Construction (2.5 ECTS)	Temporary Organisations (2.5 ECTS)
Research Methods (2.5 ECTS)	Open and Collaborative Innovation (5 ECTS)
	Extended-Reality Technology (5 ECTS)
Individual core courses (choose at least one):	Multivariate Methods (5 ECTS)
Innovation Management (5 ECTS)	Qualitative Research (5 ECTS)
Marketing Strategy (5 ECTS)	Advanced Experimental Design (5 ECTS)
Organisational Theory (5 ECTS)	Applied Econometrics (5 ECTS)

On an annual basis, the programme board will decide which of the elective courses SoB will offer that year. The aim is to offer an average of 60 ects each year, but no course will be offered less than every second year. Students must take the plan for courses into consideration when developing their individual study plans.

Learning activities

Learning activites will consist of research activities and activities relating to course work. Spesifically, students will engage in:

Research activities:

- Supervised individual research
- Participation in regular research seminars together with other PhD students, faculty, and academic guests
- Development of one research paper together with his/her supervisor(s) during the second semester. The paper should be in a form that can be published in an international journal in a relevant academic field
- Participation in doctoral colloquiums at national and/or international research conferences.
- Develop a mid-term report of the research and defend this to a committee of one external and one internal evaluator at the beginning of the fifth semester
- Present the status for the PhD research project and a plan for the final dissertation to other PhD students and faculty at the beginning of the seventh semester
- Pariticipate in seminars in career planning and job applications

Activities relating to course work (details are specified in the individual course descriptions):

- Read and develop reflection notes on assigned readings
- Read and develop reflection notes on individually chosen literature
- Lectures
- Participate in class discussions
- Lead class discussions
- Participate in presentations and discussions with industry representatives
- Supervised training in qualitative and quantitative data collection and analyses
- Presentations of independent work
- Presentations of group work

All students are normally required to spend the first year of study in residence at USN.

Dissertation

The dissertation is an independent, scientific work of high academic standards regarding problem statements, the definition of concepts; methodological, theoretical, and empirical bases; documentation; and presentation. The dissertation must contribute to developing new academic knowledge and be of a standard that warrants publication in scientific journals within the academic field.

The dissertation may be a monograph or a collection of scientific works. In addition to the requirements stated in USN's doctoral provision, the following are required for a dissertation that is based on a collection of articles:

- All scientific works must be of a quality that makes them publishable in international peer-reviewed journals in the management field (AJG-listed journals) or equivalent
- The number of scientific works should normally be 3. Exceptions can be made if the level and contribution of at least one scientific work holds the highest international standard (e.g., publishable in an AJG level 4 or 4* journal)
- In addition to the scientific works, the dissertation must contain a PhD summary (a "kappa") that is a detailed elaboration of how the scientific works combined contribute to the scientific field and an explanation and justification of the applied scientific approaches and methodologies

Forms of assessment

To train students in different ways of expressing and developing knowledge, a variety of assessment forms will be used individual or in groups, including:

- Written assessment
- Oral exams
- Home Exams
- Portfolio assessment

Details about assessment methods for each course are explicated in the course descriptions.

Student exchange and internationalisation

PhD students are strongly encouraged to study abroad as part of their education plan, and normally this will take place during the second or third year of study. Undertaking research abroad will help establish and advance international research collaborations and will provide further impetus for work on the dissertation. Therefore, it is important that the student visits the recommended institution and carefully chooses the research environment in consultation with their supervisor(s). To increase the likelihood that the period abroad will be professionally relevant and worthwhile, an institution where the student, supervisor(s), and USN researchers already have established collaborative contacts is preferred.

Authorisation/certification*

Relevance for further studies

Miscellaneous*

Approved study plan

Change description*

**Filled out if relevant*

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Sustainable business strategies

* Course code (FS)

* Course level

PhD

* Course scope and organisation

- Language of instruction: English
- Number of credits: ECTS 5.0
- Number of semesters: 1
- Course Organisation: On campus

USN

* Academic content in course

The course offers an introduction to classical an contemporary topics in strategy and strategic management, especially in the context of sustainability. Strategy and strategic management are important to achieve sustainable value creation and appropriation and to obtain a competitive advantage while addressing social and environmental problems, and the expectations among various stakeholders. The recent COP26 and EU's Fit for 55 define the agenda for climate challenges that may be the most crucial SDG to meet for businesses, governments and consumers although all of the 17 UN SDGs are relevant to all businesses, and varies in importance across business (e.g., Materiality Matrix).

Sustainability in a business strategy context can be broadly defined by including social and environmental goals in addition to economic goals (superior firm performance and sustained profitability). Although many different definitions of corporate sustainability have been put forward (Dyllick and Hockerts, 2002, Bansal and Song, 2017), most studies define it in terms of the 'triple bottom line' of economic, social, and environmental performance (Elkington, 1998) and to which corporate governance (aspects of organisational transparency and accountability) is added. Sustainable business model innovations (Foss and Saebi, 2017), circular economy methods and solutions (Kirchherr, Reike and Hekkart, 2017; Reim, Sjödin, and Parida, 2021) and strategic investments in long-term sustainability projects are of high relevance to achieve these goals.

The origins of sustainable business strategies lie in corporate social responsibility (CSR), which began in the 1970s with the development of formal strategically planned CSR strategies involving responsibility to a wide range of stakeholders and perceived responsibility to society. Underlying theories that motivate CSR include agency theory, stakeholder theory, stewardship theory, the resource-based view of the firm, institutional theory, theory of the firm and theory of the firm/strategic leadership and social network theory (McWilliams and Siegel, 2001; McWilliams, Siegel and Wright, 2006). These theories can also motivate sustainability management strategies of companies and institutions. The practice of corporate sustainability is becoming increasingly institutionalised in large companies, public sector firms (Linde et al. 2021) and local government agencies (Leminen et al. 2021). However, small and medium-sized enterprises are lagging behind (Haffar and Searcy, 2017, 2019).

The course provides a basic introduction to the different concepts and theories of sustainable business strategy. A single theory is not enough to motivate sustainable or CSR strategies, as McWilliams, Siegel and Wright (2006) point out. Interrelationships, similarities, and differences as well as the changing relevance of these strategies over time are discussed. The relevance and importance of the different strategies for different types of companies (SMEs, corporations, and multinationals) and institutions (public sector, associations) are discussed. Based on the theories, different types of CSR and sustainable business strategies are discussed as well as drivers, barriers, and their benefits. The course also outlines the tensions between the creation of private value and

social value, the scope and depth of sustainability agendas, and the measurement and management of sustainability performance (Haffar and Searcy, 2017, 2019). This notion of "sustainability as an inherent trade-off" is at odds with the "win-win" view of sustainability promoted by Porter and van der Linde (1995) and Porter and Kramer (2006). Finally, the course gives a brief outlook on the consequences of the Covid-19 pandemic for resilience sustainable business strategies (e.g. global supply chains, near-shoring, relocation, and radical shift in consumer preferences and market structures), and remote work/work-from-anywhere (Choudhury, Foroughi and Larson, 2021).

Topics covered in the course:

- Transaction cost economics (Williamson, 1991a, 1991b; Asmussen et al., 2021)
- Principal-Agent theory (Fama, 1980, Fama and Jensen, 1983; Holmstrom and Milgrom, 1991)
- Resource-based strategy (Barney, 1991)
- Dynamic capabilities (Teece et al., 1997; Teece, 2018; Winter, 2003; Eisenhardt and Martin, 2000)
- Ownership (Foss et al., 2021)
- Theory of organizational power (Zhu and Westphal, 2021)
- Legitimacy theory (Deegan, 2002)
- Stakeholder theory (Donaldson and Preston, 1995)
- Institutional theory (Jennings and Zandbergen, 1995)
- Integrated theory of strategic CSR (Baron, 2001)
- Signaling theory of CSR activities (Kim, Lee and Khang, 2021)
- Coopetition and cooperation (Klein, Semrau, Albers, and Zajac, 2020; Estrada and Dong, 2020)
- Business formats (e.g. franchising, scaling-up) (Winter et al., 2011)
- Organisation design (Bocken and Geradts, 2020; Sytch, Wohlgezogen and Zajac, 2018)
- Co-location, social networks, and ecosystems (Felzensztein, Gimmon and Deans, 2018; Hannah and Eisenhardt, 2018; Jones, Leiponen and Vasudeva, 2021)
- Platforms and digitalisation (Koo and Eesley, 2021; Choudhury, Foroughi, and Larson, 2021; Taeuscher and Rothe, 2021; Zhao, von Delft, Morgan-Thomas, and Buck, 2020)
- Bricolage strategy (i.e. applying existing resources to new problems) (Busch and Barkema, 2021)

Required prerequisite knowledge

* Learning outcomes

After completing the programme, the student will have the following competencies:

Knowledge

- Advanced knowledge of theories related to CSR and sustainable business strategies in the context of disciplinary or interdisciplinary management research.

- In-depth knowledge of the current state of the art of sustainable management theory, which are of great importance for organisations and companies.
- Applied knowledge in the confrontation of the Sustainability management theories with practical cases.

Skills

- Ability to contribute to the development of new scientific theories within disciplinary or cross-disciplinary management research, to challenge existing interpretations, and to use new channels to disseminate knowledge within management.
- Ability to formulate research problems and designs relevant to management research and to carry out research at a high international academic level.
- Ability to relate theories in management research to real-world management issues and apply research-based knowledge to challenge established practice in relevant organisations and businesses.

General competence

- Ability to participate in academic discussions and to communicate research work through recognised national and international academic channels in sustainability management.
- Ability to contribute to organisation development through dissemination and application of theories in management to a broader audience outside academia, thereby enhancing knowledge and improving practice in sustainability management.
- Ability to identify relevant ethical issues in management and to work with professional integrity both inside and outside the academic field of management

* Learning activities

The course consists of

- Lectures, including invited experts
- Seminars and workshops
- Project and professional supervision activities
- Self-study
- Oral presentations
- Written assessments (2500 words paper plus references)

The learning activities will consist of a comprehensive strategy. Each session will include a mix of lectures, student activities, workshops, project support activities, oral presentations (or own videos), and seminar discussions. Industry leaders are invited to report on the extent to which their sustainable business strategy is based on management theory.

Several case studies and implications are discussed for different functions within a firm such as clean production, distribution, green supply chain management, marketing, green finance, and sustainability reporting. Managers from best practice companies are invited to give an introduction to their CSR and sustainability strategy. In addition, real word examples are mentioned for example,

from industries with a high material and energy intensity or carbon footprint such as Equinor (carbon capture, storage and utilization project), carbon neutral construction sites, circular economy methods in buildings, drilling technology used for geothermal applications or search for water, implementation of carbon neutrality in firms (Falk and Hagsten 2020) or for specific industries (Falk and Hagsten 2019; Nysveen, Oklevik, Pedersen, 2018) as well as policy documents (circular economy strategy by the Norwegian Government or European Commission).).

Students will be expected to attend lectures, actively participate in class discussions, and do the assigned readings and all other research necessary for assessment and exams. Between lectures, students are expected to participate in online individual and group assignments and discussions and to prepare for future seminars.

* Coursework requirements

The course has two mandatory work requirements in the form of group presentations, e.g., on green certification programmes, process descriptions, and/or case studies. All students must submit an extended abstract of the research paper (500 words). The work requirements must be submitted and will be evaluated by the course instructor. All requirements must be passed in order for the student to take the exam.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment is a written home exam (counts 80%) and an oral exam (counts 20%).

The written exam consists of a research paper developed in a group. The research paper is approximately 2500 words excluding references and should be based on the course material (e.g. a systematic literature review). The individual oral examination is based on a presentation of the research paper and the extended summary, and a discussion with an opponent (the course instructor and/or external evaluator).

Grading scale A–F

* Examination support material

All

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* Literature (reading list)

In total: 25 articles of about 400 pages – journal articles plus 200 pages optional

Asmussen, C. G., Foss, K., Foss, N. J., & Klein, P. G. (2021). Economizing and strategizing: How coalitions and transaction costs shape value creation and appropriation. *Strategic Management Journal*, 42(2), 413-434. doi:https://doi.org/10.1002/smj.3227

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of management*, 17(1), 99-120. doi:https://doi.org/10.1177/014920639101700108

Bocken, N. M. P., & Geradts, T. H. J. (2020). Barriers and drivers to sustainable business model innovation: Organization design and dynamic capabilities. *Long Range Planning*, 53(4), 101950. doi: 10.1016/j.lrp.2019.101950

Busch, C., & Barkema, H. (2021). From necessity to opportunity: Scaling bricolage across resource-constrained environments. *Strategic Management Journal*, 42(4), 741-773. doi:https://doi.org/10.1002/smj.3237

Choudhury, P., Foroughi, C., & Larson, B. (2021). Work-from-anywhere: The productivity effects of geographic flexibility. *Strategic Management Journal*, 42(4), 655-683. doi:https://doi.org/10.1002/smj.3251.

Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: What are they? *Strategic Management Journal*, 21(10-11), 1105-1121. doi:10.1002/1097-0266(200010/11)21:10/11<1105::aid-smj133>3.0.co;2-e

Estrada, I., & Dong, J. Q. (2020). Learning from experience? Technological investments and the impact of coopetition experience on firm profitability. *Long Range Planning*, 53(1), 101866. doi:https://doi.org/10.1016/j.lrp.2019.01.003

Felzensztein, C., Gimmon, E., & Deans, K. R. (2018). Coopetition in regional clusters: Keep calm and expect unexpected changes. *Industrial Marketing Management*, 69, 116-124. doi: 10.1016/j.indmarman.2018.01.013

Foss, N. J., Klein, P. G., Lien, L. B., Zellweger, T., & Zenger, T. (2021). Ownership competence. *Strategic Management Journal*, 42(2), 302-328. doi:https://doi.org/10.1002/smj.3222

Foss, N. J., & Saebi, T. (2017). Fifteen Years of Research on Business Model Innovation: How Far Have We Come, and Where Should We Go? *Journal of Management*, 43(1), 200-227. doi:10.1177/0149206316675927.

Haffar, M., & Searcy, C. (2019). How organizational logics shape trade-off decision-making in sustainability. *Long Range Planning*, 52(6), 101912. doi:https://doi.org/10.1016/j.lrp.2019.101912

Hannah, D. P., & Eisenhardt, K. M. (2018). How firms navigate cooperation and competition in nascent ecosystems. *Strategic Management Journal*, 39(12), 3163-3192. doi:10.1002/smj.2750

Jones, S. L., Leiponen, A., & Vasudeva, G. (2021). The evolution of cooperation in the face of conflict: Evidence from the innovation ecosystem for mobile telecom standards development. *Strategic Management Journal*, 42(4), 710-740. doi:https://doi.org/10.1002/smj.3244

Kim, S., Lee, G., & Kang, H.-G. (2021). Risk management and corporate social responsibility. *Strategic Management Journal*, 42(1), 202-230. doi:https://doi.org/10.1002/smj.3224

Klein, K., Semrau, T., Albers, S., & Zajac, E. J. (2020). Multimarket coopetition: How the interplay of competition and cooperation affects entry into shared markets. *Long Range Planning*, 53(1), 101868. doi:https://doi.org/10.1016/j.lrp.2019.02.001

Koo, W. W., & Eesley, C. E. (2021). Platform governance and the rural–urban divide: Sellers' responses to design change. *Strategic Management Journal*, 42(5), 941-967. doi:https://doi.org/10.1002/smj.3259

Sytch, M., Wohlgezogen, F., & Zajac, E. J. (2018). Collaborative by Design? How Matrix Organizations See/Do Alliances. *Organization Science*, 29(6), 1130-1148. doi:10.1287/orsc.2018.1220

Taeuscher, K., & Rothe, H. (2021). Optimal distinctiveness in platform markets: Leveraging complementors as legitimacy buffers. *Strategic Management Journal*, 42(2), 435-461. doi:https://doi.org/10.1002/smj.3229

Teece, D. J. (2018). Business models and dynamic capabilities. *Long Range Planning*, 51(1), 40-49. doi:https://doi.org/10.1016/j.lrp.2017.06.007

Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic capabilities and strategic management. *Strategic Management Journal*, 18(7), 509-533. DOI: 10.1002/(SICI)1097-0266(199708)18:7<509::AID-SMJ882>3.0.CO;2-Z

Williamson, O. E. (1991a). Comparative economic organization: The analysis of descrete structural alternatives. *Administrative Science Quarterly*, 36, 269-296. DOI: 10.2307/2393356

Williamson, O. E. (1991b). Strategizing, economizing, and economic organization. *Strategic Management Journal*, 12, 75-94. DOI: 10.1002/smj.4250121007

Winter, S. G. (2003). Understanding dynamic capabilities. *Strategic Management Journal*, 24(10), 991-995. doi:10.1002/smj.318

Winter, S. G., Szulanski, G., Ringov, D., & Jensen, R. J. (2011). Reproducing Knowledge: Inaccurate Replication and Failure in Franchise Organizations. *Organization Science*, 23(3), 672-685. doi:10.1287/orsc.1110.0663

Zhao, Y., von Delft, S., Morgan-Thomas, A., & Buck, T. (2020). The evolution of platform business models: Exploring competitive battles in the world of platforms. *Long Range Planning*, 53(4), 101892. doi:https://doi.org/10.1016/j.lrp.2019.101892

References (Optional)

Bansal, P., & Song, H. C. (2017). Similar but not the same: Differentiating corporate sustainability from corporate responsibility. *Academy of Management Annals*, 11(1), 105-149. DOI: 10.5465/annals.2015.0095

Baron, D. P. (2001). Private politics, corporate social responsibility, and integrated strategy. *Journal of Economics & Management Strategy*, 10(1), 7-45.

Deegan, C. (2002). The legitimising effect of social and environmental disclosures–a theoretical foundation. *Accounting, Auditing & Accountability Journal*, 15(3), 282-311.

Donaldson, T., & Preston, L. E. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of Management Review*, 20(1), 65-91.

Dyllick, T., & Hockerts, K. (2002). Beyond the business case for corporate sustainability. *Business Strategy and the Environment*, 11(2), 130-141. DOI: 10.1002/bse.323

Elkington, J. (1998). Partnerships from cannibals with forks: The triple bottom line of 21st-century business. *Environmental quality management*, 8(1), 37-51. DOI: 10.1002/tqem.3310080106

Falk, M. T., & Hagsten, E. (2020). Time for carbon neutrality and other emission reduction measures at European airports. *Business Strategy and the Environment*, 29(3), 1448-1464.Falk, M., & Hagsten, E. (2019). Ways of the green tourist in Europe. *Journal of Cleaner Production*, 225, 1033-1043.

Fama, E. F. (1980). Agency problems and the theory of the firm. *Journal of Political Economy*, 88(2), 288-307.

Fama, E. F., & Jensen, M. C. (1983). Separation of ownership and control. *The Journal of Law and Economics*, 26(2), 301-325.

Haffar, M., & Searcy, C. (2017). Classification of trade-offs encountered in the practice of corporate sustainability. *Journal of Business Ethics*, 140(3), 495-522. DOI: 10.1007/s10551-015-2678-1

Holmstrom, B., & Milgrom, P. (1991). Multitask principal-agent analyses: Incentive contracts, asset ownership, and job design. *Journal of Law, Economics, and Organization*, 7, 24-52.

Jennings, P. D., & Zandbergen, P. A. (1995). Ecologically sustainable organizations: An institutional approach. *Academy of Management Review*, 20(4), 1015-1052.

Leminen, S., Rajahonka, M., Westerlund, M., & Hossain, M. (2021). Collaborative innovation for sustainability in Nordic cities. Journal of Cleaner Production, 129549.

Linde, L., Sjödin, D., Parida, V., & Wincent, J. (2021). Dynamic capabilities for ecosystem orchestration A capability-based framework for smart city innovation initiatives. *Technological Forecasting and Social Change*, *166*, 120614.

McWilliams, A., & Siegel, D. (2001). Corporate social responsibility: A theory of the firm perspective. *Academy of Management Review*, 26(1), 117-127.

McWilliams, A., Siegel, D. S., & Wright, P. M. (2006). Corporate social responsibility: Strategic implications. *Journal of Management Studies*, 43(1), 1-18.

Nysveen, H., Oklevik, O., & Pedersen, P. E. (2018). Brand satisfaction: exploring the role of innovativeness, green image and experience in the hotel sector. *International Journal of Contemporary Hospitality Management*, 30(9), 2908-2924.

Porter, M. E., & Kramer, M. R. (2006). The link between competitive advantage and corporate social responsibility. *Harvard business review*, 84(12), 78-92.

Reim, W., Sjödin, D., & Parida, V. (2021). Circular business model implementation: A capability development case study from the manufacturing industry. *Business Strategy and the Environment*, 30(6), 2745-2757.

Zhu, D. H., & Westphal, J. D. (2021). Structural power, corporate strategy, and performance. *Strategic Management Journal*, 42(3), 624-651. doi:https://doi.org/10.1002/smj.3239

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Theory Construction

* Course code (FS)

* Course level:

PhD

* Course scope and organisation

- Number of credits: 2.5 ECTS
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

USN

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

The purpose of this course is to explore the philosophical foundations of management theory and research in order to help students understand the nature of a theory and the theory construction process, and to develop skills in building interesting and impactful new management theory. The ultimate goal is to get the PhD students' research published in the leading journals within their respective fields. The focus of the course is philosophy of science as a foundation for the "nuts and bolts" of assessing and building new theory. **The following topics are covered in the course:**

- How one can develop persuasive arguments for supporting different types of theoretical propositions (i.e., what are the general structures of arguments for supporting different types of theoretical propositions)?
- What are the different forms of theoretical contributions scholars can make?
- What is the difference between theory construction and theory application?
- What are the characteristics of theories that are more impactful (i.e., used more) than others?
- How does the theory construction process work? What can scholars do during the theory construction process to develop more impactful theories?
- What are some common weaknesses in "theory" manuscripts? Why do they arise and how can one safeguard against them?

* Learning activities

The course is a 4-day seminar with international participation. Students should be active and participate in discussions of the various topics raised in the seminar. This involves reviewing students' theoretical propositions and arguments, and collectively working to improve a select set of these. The goal is to learn by doing. Students are asked to bring theoretical propositions and arguments to justify their propositions, and a dilemma or question with regard to a theory or its construction to the seminar.

Required prerequisite knowledge

Master level course in Research Methodology

* Learning outcome

After completing the course, the student will have acquired the following competencies:

Knowledge

- Comprehensive knowledge of what constitutes a 'good' theory and will be familiar with the criteria for evaluating research
- In-depth knowledge of requirements and opportunities to contribute to the forefront in conceptual- and theory development in management

Skills

- Ability to critically and constructively evaluate and challenge established knowledge and research done by others in the field of management
- Possess skills necessary for building and publishing interesting and impactful new management theory at an international academic level

General competence

- Can manage the philosophy of science approach to contribute to the development of theories in management
- Can participate with a solid understanding of the nature of philosophy of science and the nature of management in academic discussions

* Coursework requirements

The coursework requirement will include a hands-on exercise where students will engage in the theory evaluation and theory construction process in order to better appreciate the nature of theory construction, the difficulties involved, and ways of addressing the difficulties successfully, including the reviewers' comments. Details of this requirement will be specified upon course start.

The coursework requirement must be completed and approved for the student to be able to do the final assessment.

* Compulsory activity and compulsory attendance

The seminar is mandatory. Attendance at scheduled classes is expected and absences are listed.

Students must participate during the entire seminar, no exceptions can be made.

* Forms of assessment

The assessment is a written home exam.

The home exam will be a revised version of the research problem, theoretical propositions and arguments to justify their propositions that the student brought to the seminar, and the intended contribution to theory and practice. The paper should contain elaborate theoretical justification of the propositions and implications for research methods. The paper is limited to 7 pages, double line spacing, and 12-point Times font.

Grading scale A-F

USN

* Examination support material

All

* Literature (reading list)

Bacharach, Samuel B. (1989), "Organizational Theories: Some Criteria for Evaluation", *Academy of Management Review*, Vol.14,No.4, 496-515

Kohli, Ajay K. (2011), "From the Editor: Reflections on the Review Process," *Journal of Marketing*, 75 (November), 1-4.

Meehl, Paul E. (1990), "Appraising and Amending Theories: The Strategy of Lakotosian Defense and Two Principles that Warrant it." *Psychological Inquiry*, Vol.1,#2,108-141

Meehl, Paul E. and Niels G.Waller (2002), The Path Analysis Controversy: A New Statistical Approach to Strong Appraisal of Verisimilitude", *Psychological Methods*, Vol.7,No.3, 283-300.

Sutton, Robert I. and Barry M. Staw (1995), "What theory is *Not," Administrative Science Quarterly*, 40, 371-384.

Weick, Karl E. (1995), "What Theory is *Not*, Theorizing *Is,*" *Administrative Science Quarterly,* 40, 385-390.

Zaltman, Gerald, Karen LeMasters and Michael Heffring (1982), Theory Construction in Marketing: Some Thoughts on Thinking. New York, NY: John Wiley & Son

"Being Interesting," Chapter 2.

"Causality", Chapter 3

"Deductive and Inductive Thinking", Chapter 5.

Weick, Karl E. (1989), "Theory Construction as Disciplined Imagination," *Academy of Management Review,* 14 (4) 516-531.

Whetten, David A. (1989), "What Constitutes a Theoretical Contribution*?", Academy of Management Review*, Vol.14,No.4, 490-495

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Research Methods

* Course code (FS)

* Course level:

PhD

* Course scope and organisation

- Number of credits: 2.5 ECTS
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

The purpose of research in management is to generate knowledge that is useful, directly, or indirectly, to management stakeholders. These stakeholders include not only managers, but also those who are impacted by organisations and those who impact organisations (e.g., policy makers). The focus of the research is the fundamental question: how does one go about generating useful knowledge in any management area?
The "how to do it" question relates to:

- What kinds of research are there?
- How does one evaluate the quality of a piece of research?
- What is the process a researcher goes through?
- What are the tools a researcher needs?

The first three questions fit the domain of a specialised field of inquiry, namely the philosophy of science. Research Methods abstracts the best, most relevant material from philosophy of science and applies it to management.

The last three questions concern the critical research tool of data: what it is, what a researcher can do with it, how to get it, how to improve it, and how to assess its worth. After taking Research Methods, students will be in a better position to select which tools to use to formulate a research plan.

Required prerequisite knowledge

Master level course in Research Methodology

* Learning outcome

After completing the course, the student will have the following competencies:

Knowledge

- Knowledge at the forefront of the main research methods needed to conduct empirical research in management
- Necessary high-level knowledge to assess the relevance, application, and quality of empirical research methods
- State of the art knowledge of the main strengths and weaknesses of different model testing approaches and their assumptions

Skills

- Ability to identify knowledge gaps, formulate research problems, develop research models, research hypotheses, and provide an accompanying rationale
- Ability to design exploratory approaches to develop new knowledge
- Ability to choose and to adapt research designs for testing models
- Ability to design a plan for data collection and a workflow for the research project

General competence

- Ability to develop and evaluate an overall research process and research project
- Understanding of the importance of ethics, integrity, and high academic standards in the execution of empirical research and data analysis

* Learning activities

The course teaching and learning format includes bi-weekly seminars and workshops. For each seminar meeting, a set of required readings is assigned.

The course will provide an overview of the use of both quantitative and qualitative data sets and software to provide the students with simple in-class and out-of-class exercises.

* Coursework requirements

- Students are expected to comment upon the required readings during class discussions.
- Students will make at least one (exact number to be decided upon start of the course) presentation on the assigned readings for the class. In the presentation, the student is expected to provide an overview of the articles, their main contributions, and give critical comments.

The instructor will assess each student on the requirements listed above. Students who fail to deliver on these requirements will not be able to do the final exam.

* Compulsory activity and compulsory attendance

Participation in class meetings (e.g., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all learning goals.

* Forms of assessment

3 hour school exam

Grades: A–F

* Examination support material

None

* Literature (reading list)

Anderson, J.C. and D. W. Gerbing, 1988. Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach, Psychological Bulletin, 103, 411-423

Farley, John U., Donald R. Lehmann, and Alan Sawyer (1995). Empirical Marketing Generalizations Using Meta-Analysis. *Marketing Science*, 14(3).

Preacher, K. J. (2015). Advances in mediation analysis: A survey and synthesis of new developments. *Annual Review of Psychology*, 66, 825-852

Cassell, C., A.L. Cuncliff, and G. Grandy, 2018. The SAGE Handbook of Qualitative Business and Management Research Methods

Sternthal, Brian, Alice M. Tybout, and Bobby J. Calder (1987), "Confirmatory Versus Comparative Approaches to Judging Theory Tests, " *Journal of Consumer Research*, 14, 114-125.

Prentice, D.A., & Miller, D.T. (1992). When small effects are impressive. *Psychological Bulletin, 112*, 160-164.

Sternthal, Brian, Alice M. Tybout, and Bobby J. Calder (1987), "Confirmatory Versus Comparative Approaches to Judging Theory Tests, " *Journal of Consumer Research*, 14, 114-125.

Cook, Thomas D. and Donald T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings*, 1979, Houghton Mifflin. pp. 39-50

Rosenthal, R. and MR DiMatteo (2001) Meta-analysis: recent developments in quantitative methods for literature reviews, *Annual Review of Psychology*, 52 (59-82).

Rosenthal, R. (1994). Science ethics in conducting, analysing, and reporting psychological research. *Psychological Science*, *5*, 127-134.

Finkel, E. J., Eastwick, P. W., & Reis, H. T. (2015). Best research practices in psychology: Illustrating epistemological and pragmatic considerations with the case of relationship science. *Journal of personality and social psychology*, *108*(2), 275.

Ioannidis, J. P. (2005). Why most published research findings are false. *PLoS Med*, *2*(8), e124.

Simonsohn, U. (2012). Just post it: The lesson from two cases of fabricated data detected by statistics alone. *Psychological Science*

Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, *2*, 196-217.

Daft, Richard L. (1985), “Why I recommended that your manuscript be rejected and what you can do about it,” in Cummins and Frost, eds., *Publishing in the Organizational Sciences*, 193-209, Homewood, IL: Irwin.

Wilk R.R. (2001), “The Impossibility and Necessity of Re-Inquiry: Finding Middle Ground in Social Science*,” Journal of Consumer Research*, 28:308-312.

Hunter, J.E. (2001), “The Desperate Need for Replications,” *Journal of Consumer Research*, 28: 149-158.

Lynch, John G., Eric T. Bradlow, Joel C. Huber and Donald R. Lehmann (2015). Reflections on the replication corner: In praise of conceptual replications. *International Journal of Research in Marketing*, 32(4)

Wang, J. and X. Wang, 2019. Structural Equation Modeling, Wiley, Ch 1.

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

Innovasjonsledelse

* Course name (Norwegian nynorsk)

Innovasjonsleiing

* Course name (English)

Innovation Management

* Course code (FS)

IM9000

* Course level

PhD

* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Innovation Management is a broad field with academic scholars belonging to, for example, the AoM TIM division, PDMA, and ISPIM member organisations. It is also a profession with members from public and private sector organisations represented in the latter two organisations. Academic scholars in this field publish in leading general management outlets such as *The Academy of Management Review*, *The Academy of Management Journal*, and others. They also publish in specialised journals such as *Research Policy* and *Journal of Product Innovation Management*, just to give a few examples. In the course, students will relate actively to the ongoing debates in these communities and journals as well as to advanced innovation management practices, thus giving the students a deep sense of identity as researchers and academic professionals belonging to the innovation management research community.

The course covers contemporary research topics in innovation management. Because innovation management and innovation studies are two interrelated fields of research on innovation (ref. the *Oxford Handbook of Innovation* versus the *Oxford Handbook of Innovation Management*), the course first provides a broad, but advanced-level insight into the research topics and current directions in innovation studies, including traditional and recent mission-oriented approaches to sustainable innovation policy.

The second topic covers the current academic understandings and definitions of innovation, innovation types, and innovation effects in innovation management.

The rest of the course is structured along two dimensions – innovation processes and innovation resources – using Crossan and Apaydin (2010) as the structuring framework.

Along the process dimension, the course covers the current state of academic research on subjects such as traditional innovation processes and portfolio management best practices, alternative innovation process models such as frugal, lean, user driven, employee driven, open, platform-based and ecosystems innovation. It also covers the contemporary process-related innovation research topics and debates such as search, sources and modes of innovation, bricolage, diffusion, adoption and implementation as well as the translation and transition perspectives often applied in research on sustainable innovation.

Along the resource dimension, the course covers the current state of academic research on innovation strategy, individual-level innovation resources including creativity and leadership, team and organisational level resources including innovation climate and culture, and network and ecosystem-level innovation resources. Also, specific research topics and contemporary perspectives on innovation resources such as absorptive capacity, innovation capabilities, and ambidexterity are covered along this dimension.

Required prerequisite knowledge

Master level course in Innovation Management or equivalent

* Learning outcome

After completing this course, the candidate will have the following competencies:

Knowledge

1. Deep understanding of the developments and streams of traditional research in innovation management as well as deep insight into the contemporary research problems and directions of ongoing innovation management research.
2. In-depth knowledge of how and why rigorous research designs and methods are applied to address the contemporary research challenges in innovation management.
3. Deep understanding of the relationship between descriptive and explanatory research in innovation management and how such research is applied for normative purposes to guide innovation management and innovation policy practice.

Skills

1. Ability to critically synthesise and evaluate academic research within the main topics of innovation management as published in leading innovation, entrepreneurship, strategy, marketing, and organisation research journals.
2. Ability to critically evaluate applied research in professional contexts such as firms, public sector organisations, policy makers, and government institutions on issues of relevance to innovation and R&D management.
3. Ability to actively and critically engage in the ongoing research discourse among members of the AoM Technology and Innovation Management division, PDMA, and ISPIM organisations as well as among members of the Innovation Special Interest Groups of other research disciplines.
4. Ability to develop and position their own research problems within the general and innovation management publishing and scholarship communities.

General competence

1. Ability to synthesise and evaluate research within complex research disciplines with interdisciplinary streams, multiplicity of theoretical foundations, and high diversity of methodological approaches.

* Learning activities

Learning activities will consist of a blended learning strategy. Each session will have a mix of lectures, individual student activities, assignment supervision activities, oral presentations, and seminar discussions.

* Coursework requirements

Students are required to create a folder of notes reflecting the different topics lectured on and discussed. The folder can take any format that the student chooses but must be possible to present/demonstrate as physical or online/digital material. To qualify for examination, the folder of notes must be shared and discussed with the other students twice throughout the course period. Sessions of folder discussion will be organised by the professor responsible for the course.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

6 hours individual home examination. The exam will consist of two sections; one given general assignment and one individually chosen assignment.

Grade from A to F. A is the best grade and F is fail.

* Examination support material

All.

* Literature (reading list)

The two disciplines of Innovation research - Innovation Studies and Innovation Management

Fagerberg, J., Fosaas, M., & Sapprasert, K. (2012). Innovation: Exploring the knowledge base. *Research policy*, *41*(7), 1132-1153.

Mazzucato, M. (2016). From market fixing to market-creating: a new framework for innovation policy. *Industry and Innovation*, *23*(2), 140-156.

Defining innovation management, innovation types, and the resource/process distinction:

Crossan, M. M., & Apaydin, M. (2010). A multi-dimensional framework of organizational innovation: A systematic review of the literature. *Journal of management studies*, *47*(6), 1154-1191.

Dodgson, M., Gann, D. M., & Phillips, N. (2014). *Perspectives on innovation management* (pp. 3-25). Oxford, UK: Oxford University Press.

Innovation effects and performance:

Rubera, G., & Kirca, A. H. (2012). Firm innovativeness and its performance outcomes: A meta-analytic review and theoretical integration. *Journal of Marketing*, *76*(3), 130-147.

Traditional innovation processes, portfolio management, and best practices:

Cooper, R. G. (2008). Perspective: The Stage-Gate® Idea-to-Launch Process—Update, What's New, and NexGen Systems*. *Journal of Product Innovation Management*, *25*(3), 213-232.

Cooper, R. G., Edgett, S. J., & Kleinschmidt, E. J. (1999). New product portfolio management: practices and performance. *Journal of Product Innovation Management*, *16*(4), 333-351.

Diffusion and adoption of innovations:

Muller, E., & Peres, R. (2019). The effect of social networks structure on innovation performance: A review and directions for research. *International Journal of Research in Marketing*, *36*(1), 3-19.

Venkatesh, V., Thong, J. Y., & Xu, X. (2012). Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology. *MIS quarterly*, 157-178.

Lean, frugal, social, and entrepreneurial approaches to organisational innovation:

Anderson, B. S., Eshima, Y., & Hornsby, J. S. (2019). Strategic entrepreneurial behaviors: Construct and scale development. *Strategic Entrepreneurship Journal*, *13*(2), 199-220.

Baker, T., & Nelson, R. E. (2005). Creating something from nothing: Resource construction through entrepreneurial bricolage. *Administrative science quarterly*, *50*(3), 329-366.

Shepherd, D. A., Parida, V., & Wincent, J. (2020). The surprising duality of jugaad: Low firm growth and high inclusive growth. *Journal of Management Studies*, *57*(1), 87-128.

User, customer, employee, and open processes of innovation:

Bradonjic, P., Franke, N., & Lüthje, C. (2019). Decision-makers' underestimation of user innovation. *Research policy*, *48*(6), 1354-1361.

Kristensson, P., Gustafsson, A., & Archer, T. (2004). Harnessing the creative potential among users*. *Journal of product innovation management*, *21*(1), 4-14.

Amabile, T. M., & Pratt, M. G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. *Research in organizational behavior*, *36*, 157-183.

West, J., & Bogers, M. (2014). Leveraging external sources of innovation: a review of research on open innovation. *Journal of Product Innovation Management*, *31*(4), 814-831.

Innovation strategy and the Resource-Based View in innovation management:

Barney, J. B., & Arikan, A. M. (2001). The resource-based view: Origins and implications. *The Blackwell handbook of strategic management*, *5*, 124-188.

Individual-level resources:

Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, *40*(5), 1297-1333.

Hughes, D. J., Lee, A., Tian, A. W., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. *The Leadership Quarterly*, *29*(5), 549-569.

Innovation climate and team-level innovation resources:

Newman, A., Round, H., Wang, S., & Mount, M. (2020). Innovation climate: A systematic review of the literature and agenda for future research. *Journal of Occupational and Organizational Psychology*, *93*(1), 73-109.

Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. *Academy of management journal*, *37*(3), 580-607.

Innovation culture:

Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of business research*, *67*(8), 1609-1621.

Innovation networks, platforms, and ecosystems:

Parmigiani, A., & Rivera-Santos, M. (2011). Clearing a path through the forest: A meta-review of interorganizational relationships. *Journal of Management*, *37*(4), 1108-1136.

Kretschmer, T., Leiponen, A., Schilling, M., & Vasudeva, G. (2020). Platform ecosystems as meta-organizations: Implications for platform strategies. *Strategic Management Journal*.

Dynamic and innovation capabilities:

Teece, D. J. (2007). Explicating dynamic capabilities: the nature and microfoundations of (sustainable) enterprise performance. *Strategic management journal*, *28*(13), 1319-1350.

Breznik, L., & Hisrich, R. D. (2014). Dynamic capabilities vs. innovation capability: are they related?. *Journal of small business and enterprise development*.

Organisational learning and absorptive capacity:

Atuahene-Gima, K. (2005). Resolving the capability–rigidity paradox in new product innovation. *Journal of marketing*, *69*(4), 61-83.

Zahra, S. A., & George, G. (2002). Absorptive capacity: A review, reconceptualization, and extension. *Academy of management review*, *27*(2), 185-203.

Innovation, organisational structure, and ambidexterity:

Damanpour, F., & Aravind D. 2012. Organizational Structure and innovation revisited: From organic to ambidextrous structure. In M. Mumford (Ed.), *Handbook of Organizational Creativity*, pp. 483-513. New York: Elsevier. [Read pages 492-513.]

O'Reilly III, C. A., & Tushman, M. L. (2013). Organizational ambidexterity: Past, present, and future. *Academy of management Perspectives*, *27*(4), 324-338.

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Marketing Strategy

* Course code (FS)

XX9000

* Course level

PhD

* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

This course is designed to provide an overview of the forefront of knowledge in marketing strategy. As such, it will identify, review, evaluate, and critique a variety of topics in the field of marketing strategy. The major objectives are to help students (1) understand the main theoretical rationales within the field, (2) understand the methods employed in empirical research within the area, and (3) identify areas for future research activity.

Marketing strategy is the study of organisational-level factors in marketing and their impact on a variety of elements of firm performance, including financial performance, organisational capabilities, and customer attitudes such as satisfaction and loyalty. The unit of analysis in marketing strategy is the firm.

The course starts with a review and discussion of the concepts of *strategy* and *marketing strategy.* Strategy in the field of management theory originates and has developed in several disciplines, two of which are more distinct, namely the theories of organisations and the theories of industries and the economic environments in which the firm operates. This reflects the major purpose of strategy, which is to organise a firm to exploit opportunities and avoid threats in the environment (i.e., markets) and to achieve superior return on invested resources over a longer period. Marketing has a unique contribution to the field of strategy first and foremost through the concepts of customer relationships, customer segmentation (i.e., market heterogeneity), and brand positioning (i.e., brand attractiveness). The first topic in the course is composed of central articles pertaining to theories of organisations and industrial economics and how these relate to marketing strategy.

The second part of the course is devoted to the role of marketing in innovation and new product development. Marketing plays an important role in terms of interpreting customers and competitors in the market and the transformation of such insight into the development of competitive and valuable products and services. As markets and technologies become global, marketing is required to have a global approach to developing and implementing marketing strategies. The interplay between marketing resources and technology resources is of vital importance in developing profitable and sustainable advantages.

The third sequence of the course is related to customer strategy. How firms connect and interact with their customers has a great impact on how customers perceive the value of their relationships with the firm and how economic value can be extracted from a firm's customer portfolio. Managing and developing the economic value of customer portfolios is of utmost strategic importance to many companies.

How firms develop their brand's attractiveness has received immense attention in both business and academia. For example, employing existing brands in facilitating the marketing of new products has proven to be very effective, and the economic value of well-known brands is today substantially more valuable than any other types of resources companies possess. Related to branding is also the important issue of corporate social responsibility and the reputation of the company among not only customers, but also the public at large, politicians, investors, and other significant stakeholders. Brand strategy constitutes the fourth part of the course.

The last sequence of the course is devoted to how companies organise marketing for sustainability. How companies organise their marketing activities is of critical importance and creates many questions that receive academic attention. Becoming and staying market oriented and customer centric is a research topic that has been widely addressed in the last couple of decades.

Required prerequisite knowledge

Master level course in Marketing Strategy or equivalent.

* Learning outcome

After completing the programme, the student will have the following competencies:

Knowledge

- In-depth knowledge of theories in marketing strategy
- Advanced knowledge about how to identify critical strategic and managerial issues related to marketing

Skills

- Ability to critically evaluate research in marketing strategy
- Ability to identify and rigorously formulate unresolved and relevant research topics within the field of marketing strategy

General competence

- Ability to appreciate the complexity and importance of marketing strategy from both a theoretical and a practical perspective

* Learning activities

The teaching and learning format of the course is weekly seminars. The seminars will aid students in developing their knowledge, skills, and competencies identified as course objectives. To acquire knowledge at the forefront of marketing strategy, and to be able to assess the relevance and application of scientific methods within the field, discussions of course readings will be done in a seminar format.

For each seminar meeting a limited number of required readings will be assigned, and the students are expected to study these readings prior to the seminar and be able to comment upon them during the discussion. In addition, each student will be assigned one or more readings that they will present and lead the following discussion. The presenter is expected to provide an overview of the assigned reading (article), its main contribution to theory, critical comments to weaknesses of the theory (such as definitions of concepts and rationales for causal mechanisms), and methodological issues for empirical articles. The presenter will present 1–3 questions that the class will discuss. These can be questions related to how key concepts can be better defined, how causal mechanisms can be better supported, how causal mechanisms can be moderated by third variables, and so forth.

Students will work on their own research idea related to marketing strategy throughout the semester. Part of the seminars will be allocated to the students presenting for each other and the course instructor, and where all students will contribute with critical and constructive feedback. This learning activity is linked to the skill (learning goal) of theoretical contribution.

The course instructor will facilitate discussions and help students to develop their ability for critical thinking and to develop and adjust their own research ideas in a learning environment.

There are 10 seminars with the following themes:

1. What is a theory?
2. What is marketing strategy?
3. Product strategy
4. Brand strategy
5. Workshop term paper
6. Customer strategy
7. Customer strategy
8. Workshop term paper
9. Organising marketing
10. Organising marketing

It is expected that students spend an average of 5 hours preparing for each seminar, this includes reading the assigned materials and preparing for assigned classroom activities and coursework requirements.

Supervised professional training

* Coursework requirements

- Students must prepare 3–5 short memos/presentations (3–5 slides) of one of the assigned readings for each seminar. The memo should outline the main objectives of the article, the theoretical proposition, the methods (if empirical), and the implications for marketing managers. Maximum of 10 minutes for the presentation. Present 1–3 discussion points such as definitions of concepts, rationales for causal mechanisms, improvements of methodology, and so forth

- Students will write and present for class one short, two-page research idea paper. This is due no later than the fifth seminar (fifth week)
- Students are required to comment in writing and in discussion on the research idea paper of other students

All work requirements must be submitted at the scheduled time and approved by the instructor in order for the student to access the final assessment.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment is a written home exam.

The home examination will take the form of a research manuscript in the format of an article ready for submission to a peer-reviewed journal or academic conference. This includes:

- Conceptualise model with definitions of key constructs, their relatedness with and distinction from other relevant concepts, and the theoretical rationale for the causal mechanisms.
- Address and position the research idea relative to existing theories and specify the theoretical contribution relative to what we already know in the field.
- Address the relevance of the proposed research to the practice of marketing strategy.
- Sketch a research design, including unit of analysis, sampling plan, measurement instruments, and choice and justification of analysis methodology.

The paper should be written in the format of one of the top journals in the field (*Journal of Marketing*, *Marketing Science*, *Journal of the Academy of Marketing Science*, or *Journal of Marketing Research*) and be no longer than 3000 words in length.

Student can write a term paper related to their thesis project, or they can alternatively write a term paper related to one of the following research questions:

- What is a customer-centric organisation and how is it related to firm performance?
- What is a data-driven firm and how is it related to market orientation?
- How does customer-interaction design affect brand associations and brand loyalty?

Marks are awarded on a scale from A to F, where A is the highest mark and F is a fail.

* Examination support material

All

* Literature (reading list)

The course has a required reading list of about 1000 pages in total.

What is a theory?

Sutton, Robert I. and Barry M. Staw (1995), "What theory is Not," *Administrative Science Quarterly*, 40, 371-384.

Weick, Karl E. (1995), "What Theory is Not, Theorizing Is," *Administrative Science Quarterly*, 40, 385-390.

What is strategy?

Levitt, Theodore (1960)*, Marketing Myopia, Harvard Business Review*, July-August, 45-56.

Porter, Michael (1996), "What is Strategy," *Harvard Business Review*, November-December, 59-79.

Hoskisson, Robert, Hitt, Michael, Wan, William and Yiu, Daphne (1999), "Theory and research in strategic management: Swings of a pendulum," *Journal of Management*, Vol 25, no 3, 417-456.

Dickson, Peter R. (1992), "Toward a General Theory of Competitive Rationality," *Journal of Marketing*, 56 (January), 69-83.

Dickson, Peter R. and J..L.Ginter (1987), "Market segmentation, product differentiation, and marketing strategy," *Journal of Marketing*, Vol. 51 April, 1-10.

Varadarajan, Rajan (2010), "Strategic marketing and marketing strategy: domain, definition, fundamental issues and foundational premises," *Journal of the Academy of Marketing Science*, Vol 38:119–140.

Srivastava, Rajendra, T. Shervani and Liam Fahey (1998), "Market-Based Assets and Shareholder Value: A Framework for Analysis," *Journal of Marketing*, Vol. 62, no. 1, 2-18.

Product strategy:

Venkatesh, V. and Morris, M. G. (2020), "Why Don't Men Ever Stop to Ask for Directions? Gender, Social Influence, and Their Role in Technology Acceptance and Usage Behavior," *MIS Quarterly*, 24 (1), 115-139.

Rai, Ranvir and Fred Selnes (2019), Conceptualizing task-technology fit and the effect on adoption – A case study of a digital textbook service, *Information & Management*, 56 (8).

Müller-Stewens, Jessica; Schlager, Tobias; Häubl, Gerald; Herrmann, Andreas (2017), “Gamified Information Presentation and Consumer Adoption of Product Innovations,” *Journal of Marketing*, 81,8-24.

Nysveen, Herbjørn, Per E. Pedersen and Helge Thorbjørnsen (2005), «Intentions to Use Mobile Services: Antecedents and Cross-Service Comparisons,” *Journal of the Academy of Marketing* Science, Vol. 33 Issue 3.

Peres, R., Muller, E., & Mahajan, V. (2010). Innovation diffusion and new product growth models: A critical review and research directions. *International Journal of Research in Marketing*, 27(2), 91-106.

Hauser, John R., Gerard J. Tellis, and Abbie Griffin (2006), “Research on Innovation: A Review and Agenda for Marketing Science,” *Marketing Science*, 25 (6).

Brand strategy:

Sujan, Mita and James Bettman (1989), “The Effects of Brand Positioning Strategies on Consumers’ Brand and Category Perceptions: Some Insight from Schema Research,” *Journal of Marketing Research*, Vol XXVI (November), 454-67.

Völckner, Franziska; Sattler, Henrik (2006), “Drivers of Brand Extension Success,“ *Journal of Marketing*, Vol. 70, Issue 2, p18-34.

Stahl, Florian; Mark Heitman, Donald Lehman and Scott Neslin (2012), “The Impact of Brand Equity on Customer Acquisition, Retention and Profit Margin,” *Journal of Marketing*, Vol. 76, July, 44-63

Mizik, N. (2014), “Assessing the Total Financial Performance Impact of Brand Equity with Limited Time Series Data,” *Journal of Marketing Research*, LI (December), 691-706.

Khamitov, Mansur, Xin (Shane) Wang and Matthew Thomson (2019), “How Well Do Consumer-Brand Relationships Drive Customer Brand Loyalty? Generalizations from a Meta-Analysis

Customer strategy:

Johnson, Michael and Fred Selnes (2004), “Customer Portfolio Management: Toward a Dynamic Theory of Exchange Relationships,” *Journal of Marketing*, Volume 68 (2), 1-17.

Oliver, Richard L (1993), “Cognitive, Affective, and Attribute Bases of the Satisfaction Response,” *Journal of Consumer Research*, Vol. 20 Issue 3, p418-430.

Bolton, Ruth and Lemon, Katherine N. (1999), “A Dynamic Model of Customers' Usage of Services: Usage as an Antecedent and Consequence of Satisfaction,“ *Journal of Marketing Research*, Vol. 36 Issue 2, p171-186.

Liu, Yuping, (2007), “The Long-Term Impact of Loyalty Programmes on Consumer Purchase Behavior and Loyalty,” *Journal of Marketing*, Vol. 71, October 2007, 19-35.

Harmeling, Colleen M. et al. (2015), “Tranformational Relationship Events,” *Journal of Marketing*, Vol. 79, September, 39-62.

Organizing marketing for sustainability:

Kohli, Ajay K. and Bernard J. Jaworski (1990), “Market Orientation: The Construct, Research Propositions, and Managerial Implications," *Journal of Marketing*, 54 (April), 1-18.

Jaworski, Bernard J. and Kohli, Ajay K. (1993), “Market orientation: Antecedents and consequences,” *Journal of Marketing*, Vol. 57 Issue 3.

Kirca, Ahmet H., Satish Jayachandran, and William O. Bearden (2005), “Market-Orientation: A Meta-Analytic Review and assessment of its Antecedents and Impact on Performance,” *Journal of Marketing*, 69 (April), 24-41.

Feng, Hui, Neil A. Morgan, and Lopo L. Rego (2015), “Marketing Department Power and Firm Performance,” *Journal of Marketing*, 79, 1-20.

Nath, Pravin; Mahajan, Vijay (2008), “Chief Marketing Officers: A Study of Their Presence in Firms' Top Management Teams,” *Journal of Marketing*, 72, 1, 65-81.

* Approved course plan
* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Organisation Theory

* Course code (FS)

* Course level

PhD

* Course scope and organisation

Number of credits: 5

Number of semesters: 1

Language of instruction: English

Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

Academic content in course

Organisations harbour processes of continuous and dynamic developments, tensions, and paradoxes that are theorised and studied from various perspectives, including philosophy, sociology, economics, management, political science, and psychology. This course will explain key trends throughout the history of organisation theory and will focus on contemporary debates and provide a basis for applying organisation theories in research and publication.

This course is an advanced course in organisation theory. In this module, students are introduced to the historical development of organisation theory as a discipline as well as to contemporary issues and directions in organisation research. The module will focus predominantly on the dynamic way organisations evolve taking an interdisciplinary multi-perspective approach. In particular, this module will focus on four dimensions along which different views can be explained. The first is that of *endogeneity versus exogeneity.* Endogenous views consider how internal processes feed on themselves through time (Hernes and Weick, 2006). Exogenous views, on the other hand, typically study organisations as responsive to external factors, such as markets or institutions. The second dimension is that of *process versus structure*. Process views include topics, such as practice-based research, sensemaking, routines, and strategy-as-process. Structural views, on the other hand, include structure, technology, systems, and materiality. The two dimensions will enable different combinations of views, which will give the students an overview of central trends in organisation theory as well providing an understanding of their underpinning assumptions and the tensions between them.

While this module is theoretical in nature and will focus on the themes and tensions that are central in organisation theory, it also sets out to provide food for thought with regard to how various theoretical perspectives can be used to reflect on actions and processes within and around real organisations as well as how they can be used in developing research projects for publication. This includes a focus on areas such as sustainability, diversity and digitalization, areas of contemporary importance for organisations as well research. We will also discuss avenues for this type of research in terms of both academic journals and conferences.

Required prerequisite knowledge

Master level course in Organization Theory or equivalent.

* Learning outcome

After completing the course, the student will have the following competencies:

Knowledge

- In-depth knowledge of the historical development within the field of organisation theory

- Knowledge at the forefront of recent and contemporary theories and developments within the organisation theory domain
- Advanced knowledge about the relevance and application of different scientific methods to research within organisation theory

Skills

- Ability to evaluate the applicability of various research designs, methods, and data analyses specific to organisation theory
- Ability to formulate relevant research problems
- Ability to relate theories in organisation theory to real-world organisational issues and apply research-based knowledge to challenge established practice
- Ability to evaluate the usefulness and application of different views and methodological approaches within the organisation theory field
- Ability to identify and evaluate potential avenues for research and publication

General competence

- Ability to identify the need for new research within the field of organisation theory and suggest how to carry out the research in an ethical manner
- Develop transferable skills to manage complex projects suitable for assignments both in research and practice in the wider field of management

Learning activities

The module will be organised as workshops where the design and structure will be a mix of lectures, discussions based on readings, and student presentations, thus students will take an active part in the module.

* Coursework requirements

Students must give one presentation during the course. The assessment is approved/not approved. The coursework requirement must be completed and approved for the student to be able to do the final assessment.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment is a written home examination (counts 100%)

The form of the written home examination is a term paper. This will involve reviewing a set of articles based around one of the themes in this module and writing a paper describing the state of the art and suggesting directions for new research.

Grade A–F

* Examination support material

All

Miscellaneous

Literature (reading list)

Books:

Hatch, M.J. (2018) Organization Theory: Modern, Symbolic, and Postmodern Perspectives. (440 pages)

Articles:

Davis, G.F. and Sinha, A. (2021) Varieties of Uberization: How technology and institutions change the organization(s) of late capitalism. *Organization Theory*. doi:10.1177/2631787721995198

DiMaggio, Paul J., and Walter W. Powell. 1983. The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48: 147-160.

Gawer, A. and Phillips, N. (2013). Institutional work as logics shift: The case of Intel's transformation to platform leader. *Organization studies*, *34*(8), 1035-1071.

Geiger, D., Danner-Schröder, A., and Kremser, W. 2020. 'Getting Ahead of Time—Performing Temporal Boundaries to Coordinate Routines under Temporal Uncertainty. *Administrative Science Quarterly*, online first, DOI: 10.1177/0001839220941010.

Gümüsay A..A, Claus L. and Amis J. Engaging with Grand Challenges: An Institutional Logics Perspective. *Organization Theory*. July 2020. doi:10.1177/2631787720960487

Hernes, T. and Weik, E. 2007. Organization as Process: Drawing a Line Between Endogenous and Exogenous Views. *Scandinavian Journal of Management 23* (3): pp. 251–64.

Kreiner, Kristian and Majken Schultz (1993) Informal collaboration in R&D: The formation of networks across organizations. *Organization Studies* 14(2):189-209.

March, James G. 1991. Exploration and Exploitation in Organizational Learning. *Organizational Science*, 2: 71-87.

Meyer, John W., and Brian Rowan. 1977. Institutionalized Organizations: Formal Structure as Myth and Ceremony. *American Journal of Sociology*, 83: 340-363.

Schultz, M. and Hernes, T. 2013. 'A Temporal Perspective on Organizational Identity'. *Organization Science 24* (1): pp. 1–21.

Seierstad, C., Healy, G., Le Bruyn, E.S., and Fjellvær, H. (2020) A 'quota silo' or positive equality reach? The equality impact of gender quotas on corporate boards in Norway. *Human Resource Management Journal*.

Selznick, P. 1996. Institutionalism "Old" and "New". *Administrative Science Quarterly*, 2: 270-277.

Selznick, P. 1948. Foundations of the Theory of Organization. *American Sociological Review*, 13: 25-35.Spicer, A. (2020) Playing the Bullshit Game: How Empty and Misleading Communication Takes Over Organizations. *Organization Theory,* https://doi.org/10.1177/2631787720929704

Additional readings:

Articles for compulsory coursework (student presentations and discussions). Instructions will be given at the start of the module.

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

COURSE PLAN Motivation and Leadership – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme: PhD in Management

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Motivation and Leadership

* Course code (FS)

* Course level:

PhD

* Course scope and organisation

- Number of credits – 5 ECTS
- Number of semesters - 1
- Language of instruction - English
- Course organisation: On campus

COURSE PLAN Motivation and Leadership – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Introducing Motivation and Leadership

Knowing the essence of motivation and how to enhance it may be of utmost importance to organisations and managers faced with challenging business and sustainable development goals they hope to meet together with a motivated workforce. Over the years, research has documented the importance of work motivation to help us understand individuals' behaviours, attitudes, and well-being within the organisational context. Furthermore, research has taught us that fostering optimal motivation requires fruitful social-contextual work environments.

Wherever people socially interact, there is the possibility to influence, and so there may be room for leadership in one form or another. Most people today, including "laypersons, practitioners, and scientists alike, would probably agree that whatever the context, *leadership matters"*. The scientific field of leadership has advanced our knowledge on how managers may lead and motivate followers, and a critical stream of leadership research has opened our eyes to new ways of engaging with this complex, dynamic, and multifaceted phenomenon.

This course will link the two important topics of motivation and leadership. It will do so by building upon research that represents the following three main knowledge interests: functionalistic , interpretative (, and critical. Consequently, the course will introduce a mix of traditional topics in the form of "classics" as well as new emerging areas at the forefront of research.

The course will be organised around the following four overarching themes: 1) motivation *in* the work domain; 2) motivation *and* leadership; 3) motivation *to* lead; and 4) motivation *for* leadership. The two first themes will be covered in the first module and the second two in the latter.

Required prerequisite knowledge

It is recommended that students have the fundamentals of Organizational Behaviour and/or leadership and management in place.

* Learning outcome

After completing the course, the student will have the following competencies:

Knowledge

- Knowledge from the forefront of the theoretical traditions, key perspectives, and dominant paradigms related to motivation and leadership
- Advanced knowledge about state-of-the-art research and emerging perspectives within research in motivation and leadership
- Advanced knowledge about the relevance and application of scientific methods to research within motivation and leadership

Skills

- Ability to identify emerging research areas, develop relevant research questions, problematise the knowledge gap in motivation and leadership research, and apply existing knowledge in empirical research to advance the field through theory interpretation, development, and testing
- Ability to spot, explore and rethink assumptions about leadership and motivation
- Ability to produce academic texts at a high international standard that advance current knowledge of motivation and leadership within the management literature

General competence

- Ability to identify and develop research ideas that meets the standards of the motivation and leadership research community in management
- Ability to understand and meet the requirements for good academic conduct in organisational research within motivation and leadership
- Ability to handle contradictory assumptions and theories which represent different perspectives and knowledge interests to understand motivation and leadership

*Learning activities

Seminars/workshops.

The course will be delivered over two modules of 2.5 days each (or two + three days).

* Coursework requirements

The following requirements will be assessed by the instructor and must be approved before the student can take the finale assessment:

- Students must participate in discussions of the assigned readings
- Students must lead the discussion of assigned papers for each seminar

* Compulsory activity and compulsory attendance

Participation in class meetings (e.g., lectures, seminars, workshops) is mandatory. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment is a written home exam in the form of a term paper. In this paper the student must develop a full-fledged research idea either presented as a hypo-deductive-reasoning paper, or as an interpretative study idea or critical problematisation. In the case of a hypo-deductive, quantitative paper, it must include conceptual development, identification of the research problem, propositions, hypothesis development, research design, sampling plan, measurement instruments, and choice and justification of analysis methodology. And in the case of a qualitative paper (either interpretative or critical) it must include identification of the research problem or mystery to be explained, research questions, presentation of theory, research design, and choice and justification of analysis methodology. The submitted paper will be read and reviewed by one peer. As such, as a part of the final assessment, each student must read, review, and give feedback on one of the other students' papers. A revised version is handed in to the seminar leaders for final evaluation and feedback.

The goal of the term paper is to develop a complete research plan so that the student is prepared to collect data. The paper should be written in the format of one of the top journals in the field and be no longer than 4000 words.

Grade: Pass/Fail

* Examination support material

All

* Literature (reading list)

Papers may be subject to change.

NB! Not all papers are mandatory. Some papers will be supplemental, which means that the student can choose to read these to get a deeper understanding of their chosen perspective.

Motivation in the work domain

De Gieter, S., Hofmans, J., & Bakker, A. B. (2018). Need satisfaction at work, job strain, and performance: A diary study. *Journal of Occupational Health Psychology*, *23*(3), 361-372.

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*(1), 19-43.

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: a 40-year meta-analysis. *Psychological Bulletin*, *140*(4), 980-1008.

Fernet, C., Litalien, D., Morin, A. J., Austin, S., Gagné, M., Lavoie-Tremblay, M., & Forest, J. (2020). On the temporal stability of self-determined work motivation profiles: a latent transition analysis. *European Journal of Work and Organizational Psychology*, *29*(1), 49-63.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, *26*(4), 331-362.

Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., van den Broeck, A., Aspeli, A. K., . . . Westbye, C. (2014). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, *24*(2), 178-196.

Howard, J., Gagné, M., Morin, A. J., & Van den Broeck, A. (2016). Motivation profiles at work: A self-determination theory approach. *Journal of Vocational Behavior*, 95, 74-89.

Olafsen, A. H., & Deci, E. L. (2020). Self-determination theory and its relation to organizations. In *Oxford Research Encyclopedia of Psychology*.

Olafsen, A. H., Deci, E. L., & Halvari, H. (2018). Basic psychological needs and work motivation: A longitudinal test of directionality. *Motivation and Emotion*.

Olafsen, A. H., Niemiec, C. P., Halvari, H., Deci, E. L., & Williams, G. C. (2017). On the dark side of work: A longitudinal analysis using self-determination theory. *European Journal of Work and Organizational Psychology*, *26*(2), 275-285.

Van den Broeck, A., Ferris, D. L., Chang, C. H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management*, *42*(5), 1195-1229.

Van den Broeck, A., Howard, J. L., Van Vaerenbergh, Y., Leroy, H., & Gagné, M. (2021). Beyond Intrinsic and Extrinsic Motivation: A Meta-Analysis on Self-Determination Theory's Multidimensional Conceptualization of Work Motivation. *Organizational Psychology Review*.

Motivation AND leadership

Part 1

Gagne, M., & Forest, J. (2020). Financial incentives to promote optimal work motivation: Mission impossible? *Journal of Total Rewards*, 2020(Q4), 36-47.

Kuvaas, B., Buch, R., Gagné, M., Dysvik, A., & Forest, J. (2016). Do you get what you pay for? Sales incentives and implications for motivation and changes in turnover intention and work effort. *Motivation and Emotion*, *40*(5), 667-680.

Olafsen, A. H., & Frølund, C. W. (2018). Challenge accepted! Distinguishing between challenge- and hindrance demands. *Journal of Managerial Psychology*, *33*(4/5), 345-357.

Slemp, G. R., Kern, M. L., Patrick, K. J., & Ryan, R. M. (2018). Leader autonomy support in the workplace: A meta-analytic review. *Motivation and Emotion*, *42*(5), 706-724.

Thibault Landry, A., Forest, J., Zigarmi, D., Houson, D., & Boucher, É. (2018). The Carrot or the Stick? Investigating the Functional Meaning of Cash Rewards and Their Motivational Power According to Self-Determination Theory. *Compensation & Benefits Review*, *49*(1), 9-25.

Trépanier, S. G., Forest, J., Fernet, C., & Austin, S. (2015). On the psychological and motivational processes linking job characteristics to employee functioning: Insights from self-determination theory. *Work & Stress*, *29*(3), 286-305.

Van den Broeck, A., Vansteenkiste, M., De Witte, H., & Lens, W. (2008). Explaining the relationships between job characteristics, burnout, and engagement: The role of basic psychological need satisfaction. *Work & Stress*, *22*(3), 277-294.

Part 2

Alvesson, M., & Kärreman, D. (2016). Intellectual failure and ideological success in organization studies: The case of transformational leadership. *Journal of Management Inquiry*, *25*(2), 139-152.

Einola, K., & Alvesson, M. (2019). When 'good' leadership backfires: Dynamics of the leader/follower relation. *Organization Studies.*

Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *The Leadership Quarterly*, *10*(2), 129-144.Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. *The Journal of Applied Behavioral Science*, *18*(3), 257-273.

Motivation TO lead

DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, *35*(4), 627-647.

Guillén, L., Mayo, M., & Korotov, K. (2015). Is leadership a part of me? A leader identity approach to understanding the motivation to lead. *The Leadership Quarterly*, *26*(5), 802-820.

Kark, R., & Van Dijk, D. (2007). Motivation to lead, motivation to follow: The role of the self-regulatory focus in leadership processes. *Academy of Management Review*, 32(2), 500-528.

Lord, R. G., Epitropaki, O., Foti, R. J., & Hansbrough, T. K. (2020). Implicit leadership theories, implicit followership theories, and dynamic processing of leadership information. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 49-74.

Schyns, B., Tymon, A., Kiefer, T., & Kerschreiter, R. (2013). New ways to leadership development: A picture paints a thousand words. *Management Learning*, 44(1), 11-24.

Sinclair, A. (2011). Being leaders: Identities and identity work in leadership. *The Sage Handbook of Leadership*, 508-517.

Steffens, N. K., & Haslam, S. A. (2020). The narcissistic appeal of leadership theories. *American Psychologist*.

Motivation FOR leadership

Alvesson, M. (2019). Waiting for Godot: Eight major problems in the odd field of leadership studies. *Leadership*, *15*(1), 27-43.

Alvesson, M., & Sveningsson, S. (2003). The great disappearing act: difficulties in doing "leadership". *The Leadership Quarterly*, *14*(3), 359-381.

Clegg, S., Crevani, L., Uhl-Bien, M., & By, R. T. (2021). Changing Leadership in Changing Times. *Journal of Change Management*, 1-13.

Collinson, D., Smolović Jones, O., & Grint, K. (2018). 'No more heroes': Critical perspectives on leadership romanticism. *Organization Studies*, *39*(11), 1625-1647.

Hansbrough, T. K., Lord, R. G., Schyns, B., Foti, R. J., Liden, R. C., & Acton, B. P. (2020). Do you remember? Rater memory systems and leadership measurement. *The Leadership Quarterly*, 101455.

Meindl, J. R., Ehrlich, S. B., & Dukerich, J. M. (1985). The romance of leadership. *Administrative Science Quarterly*, 78-102.

Wilson, S. (2017). *Thinking differently about leadership: A critical history of leadership studies*. Edward Elgar Publishing. (Chapter 1 and 2)

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme PhD Management
* Course name (Norwegian bokmål) Kundeatferd
* Course name (Norwegian nynorsk)Kundeatferd
* Course name (English) Consumer Behaviour
* Course code (FS)
* Course level
* Course scope and organisation
    - Number of credits 5
    - Number of semesters 1
    - Language of instruction English
    - Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content of the course

Consumption permeates peoples' lives and represents the very basis for value creation and exchange. Consumer research studies consummation in all its facets, including need recognition, search, evaluation, choice, acquisition, usage, and disposal. Importantly, consumer research aims to develop knowledge relevant for managers and policy makers by investigating the mechanisms through which management strategies and policies influence consumer behaviour.

The purpose of this course is to provide students with a broad foundation of knowledge across various content areas of behavioural research, as well as additional in-depth understanding in areas of particular interest. Students will be trained to critically evaluate theoretical and empirical aspects of consumer behaviour research and related ethical issues.

Content areas may include, but are not limited to:

- Introduction to consumer research
- Transformative consumer research
- Consumer judgement and decision making
- Experiential consumption
- Consumer goal pursuit
- Social influences
- Consumer creativity and co-creation
- Cognitive and emotional aspects of consumer behaviour
- Attitudes and persuasion

Required prerequisite knowledge

Master level course in marketing or equivalent

* Learning outcome

After completing this course, the student will have the following competencies:

Knowledge

- Knowledge about state-of-the-art consumer research relevant for management theory and practice
- Advanced knowledge about the relevance and application of scientific methods to study consumer behaviour

Skills

- Ability to formulate their own research problems and plan research aimed at developing new knowledge in consumer behaviour research
- Ability to challenge existing theory and contribute with new theory to consumer behaviour research

General competence

- Ability to identify new ethical issues within the field of consumer behaviour and to carry out their own work with high professional integrity
- Ability to handle complex projects linking theories from different fields in order to understand consumer behaviour and its implications for management practice
- Ability to contribute to the academic discussion within consumer behaviour research

Learning activities

To achieve the learning goals, students must engage in a number of individual and collaborative activities. These include individual reading and reflecting on common course literature and individually chosen literature, preparation of reflection notes, participation and leading of class discussions, participation in lectures, and student presentations.

* Coursework requirements

The class instructor will give each student approved/not approved on the requirements listed below. Students who fail to deliver on all the requirements will not be able to take the exam:

- Prepare reflection notes for all discussion articles
- Participate in discussions
- Lead the discussion on one paper
- Engage in in-depth reading of 5–10 state-of-the-art articles in an individually chosen area of consumer research. The collection of articles must be approved by the instructor within the first three weeks of the course
- Give a 20-minute presentation of their chosen area for in-depth reading
- Serve as discussant on one of the other student's presentation

*Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment will be based on a portfolio of work that individual students hand in for evaluation. This must include:

1. All of the reflection notes on the discussion articles (counts for 20% of the grade).
2. A review of the literature chosen for in-depth reading and a discussion of (a) how this research can be related to management practice, and (b) ideas for how the knowledge accumulated can be extended by future research (counts for 80% of the grade).

Grades: Pass/fail

* Examination support material

All

* Literature (reading list)

The final reading list will be updated each year and published no later than one month before the course start and will consist of a set of background readings as well as discussion articles for each seminar. The volume will be (approximately) 15 articles of background readings, 20 articles of discussion readings (expected in-depth reading), and 5 articles on individually chosen topics.

Schuman, Haugtvedt, and Davidson (2008), ”The History of Consumer Psychology,” in Haugtvedt, Herr, and Kardes (eds) *Handbook of Consumer Psychology*, New York: Lawrence Erlbaum Associates, 3-28.

Holbrook, M.B. (1994), ”Ethics in Consumer Research: An Overview and Prospectus,” in C.T. Allen and D.R. John (eds) *Advances in Consumer Research*, Vol 21, 566-571, Provo, UT: Association for Consumer Research.

Holbrook, M.B. and E. Hirschman (1982), ”The experiential aspects of consumption: Consumer fantasies, feelings, and fun,” *Journal of Consumer Research*, 9 (2).

Mick, D.G., S.Pettigrew, C. Pechmann, and J. L. Ozanne (2011), ”Origins, Qualities, and Envisionments of Transformative Consumer Research,” in Mick, D.G., S.Pettigrew, C. Pechmann, and J. L. Ozanne (eds) *Transformative Consumer Research and Collective Well-Being.*

Bettman, J.R., M.F. Luce, and J.W. Payne (1998), ”Constructive Consumer Choice Processes,” *Journal of Consumer Research*, 25 (3).

Denis, E., C. Pecheuz, and L. Warlop (2020), “When Public Recognition Inhibits Prosocial Behavior: The Case of Charitable Giving,” *Nonprofit and Voluntary Sector Quarterly*, 49 (4), 951-968.

Markman, A.B. and J. Loewenstein (2010), “Structural Comparison and Consumer Choice,” *Journal of Consumer Psychology*, 20, 126-137.

Huber, J., J.W.Payne, and C.Puto (1982),”Adding Assymmetrically Dominated Alternatives: Violations of Regularity and the Similarity Hypothesis,” *Journal of Consumer Research*, 9 (June), 90-98.

Simonson, I. (1989), “Choice Based on Reasons: The Case of Attraction and Compromise Effects,” *Journal of Consumer Research* ,16 (September), 158-174.

Petty, Richard, E. and John T.Cacioppo (1986), “The Elaboration Likelihood Model of Persuasion,” in L. Berkowitz (ed.), Advances in Experimental Social Psychology, 19, NY: Academic Press, 123-205.

Alba, Joseph and J. Wesley Hutchinson (1987), “Dimensions of Consumer Expertise,” *Journal of Consumer Research,* 13 (March), 411-454.

Novemsky,N., R. Dahr, I Schwarts, and N. Simonson (2007), “Preference Fluency in Choice,” *Journal of Marketing Research*, 44 (3), 347-356.

MacInnis et al (2019), “Creating Boundary-Breaking, Marketing Relevant Consumer Research” *Journal of Marketing*,

Holt, D.B. (1995), “How Consumers Consume: A Typology of Consumption Practices,” *Journal of Consumer Research*, 22 (1), 1-16.

Belk, R.W: (1988), ”Possessions and the self,” *Journal of Consumer Research*, 15 (2)

Fournier, S. (1998), ”Consumers and their brands. Developing relationship theory in consumer research,” *Journal of Consumer Research*, 24 (4).

Sela, A., J. Berger, and J. Kim (2017), “How Self-Control Shapes the Meaning of Choice,” *Journal of Consumer Research*, 44 (4), 724-732.

Ahluwalia, R., R.E. Burnkrant, and H.R. Unnava (2000), “Consumer Response to Negative Publicity: The Moderating Role of Commitment,” *Journal of Marketing Research*, vol 37 (May), 203-214.

Kwon, Jaehwan and Dhananjay Nayakankuppam (2015), “Strength without Ealboration: The Role of Implicit Self-Theories in Forming and Accessing Attitudes,” *Journal of Consumer Research*, 42, 317-339.

Hasford, J., D.M. Hardesty, and B.Kidwell (2015), “More Than a Feeling: Emotional Contagion Effects in Persuasive Communication,” *Journal of Marketing Research*, 53 (December), 836-847.

Shiv, B., and A. Fedorikhin (1999), ””Heart and mind in conflict: The interplay of affect and cognition in consumer decision making,” *Journal of Consumer Research*, 26 (3).

Lee, Angela Y., and Aparna A. Labroo (2004), “The Effect of Conceptual and Perceptual Fluency on Brand Evaluation,” *Journal of Marketing Research*, 41 (May), 151-165.

Yan, D., J. Sengupta, and J. Hong (2016), “Why does Psychological Distance Influence Contstrual Level? The Role of Processing Mode,” *Journal of Consumer Research*, 43, 598-613.

Warren, C, R.Batra, S.M.C Loureiro, R.P. Bagozzi (2019), “Brand Coolness”, *Journal of Marketing,* 83 (5) 36-56.

Moreau, C.P. and M.G. Engeset (2016), “The Downstream Consequences of Problem-Solivng Mindsets: How Playing with Lego Influences Creativity,” *Journal of Marketing Reasearch*, 53 (February), 18-18-35.

Sun, J.J., S. Bellezza, and N.Paharia (2021), “Buy Less, Buy Luxury: Understanding and Overcoming Product Durability Neglect for Sustainable Consumption,” *Journal of Marketing*, 85 (3).

Sundie, J.M., M. Pandaleare, .Lens, and L.Warlop (2020). “Setting the Bar: The Influence of Women’s Conspicuous Display on Men’s Affiliative Behavior,” *Journal of Business Research*, 120, 569-585.

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål) ?

* Course name (Norwegian nynorsk) ?

* Course name (English)

Interorganisational networks and relationships

* Course code (FS) ?

* Course level

PhD

* Course scope and organisation

- Number of credits 5
- Number of semesters 1
- Language of instruction English
- Course organisation: On campus or online

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Interorganisational relationships (IOR) is a core topic in strategy, marketing, management, innovation, and related disciplines. To understand and explain the performance of firms, research has documented the importance of understanding the interorganisational context in which the firm is embedded. The firm's (strategic) management choose and manage their relationships to other firms and stakeholders in their environment to maintain appropriate exchange structures to enable viability, sustainable activity, and resilience. Hence, this course covers both traditional topics and new emerging areas of research to situate the focal firm in the wider business context.

The primary purpose of this course is to expose students to state-of-the-art knowledge regarding interorganisational relationships. The course identifies, reviews, evaluates, and critiques key topics in interorganisational research. After completing the course, students will (a) have in-depth knowledge about theories important for understanding interorganisational relationships, (b) understand how interorganisational relationships are researched at different levels, (c) understand interorganisational research in the field of management and closely related areas of research, (d) understand the methods employed in empirical research within the area, (e) identify areas for future research activity, and (f) be able to apply the knowledge in practical contexts.

Content areas may include, but are not limited to:

- Mapping traditions from the 1970s onward (Political-Economy, Transaction cost economics, Principal-Agent theory, Relational views, Service-Dominant Logic, Ecosystems)
- Relational contracting and supply chains/distribution channels/plural forms/franchising
- Resource-based theory and capability perspectives
- Processes, Dynamics, Actor-Resources-Activities (ARA) and The Nordic School (IMP)
- Portfolios and ego-networks
- Embeddedness (relational network perspectives)
- Structural network perspectives
- Service-Dominant Logic (if not in core courses)
- Theory applications and methodological issues
- Development of research ideas, developing arguments, and writing skills

Required prerequisite knowledge

Students should have completed a master level course in Marketing, Organization Theory, or Innovation Management.

* Learning outcome

After completing this course, the student will have the following competencies:

Knowledge

- Knowledge at the forefront of the theoretical traditions, key perspectives, dominant paradigms, and methodology related to interorganisational relationships
- Knowledge about the state-of-the-art research and emerging perspectives within IOR research, including issues related to viability, sustainability, resilience, circularity, and digitalization transformation
- Knowledge about how to evaluate the expediency and application of different methodological choices in IOR research
- Knowledge at the forefront of the different levels of analysis in IOR research and their interdependence and familiarity with the methods employed in empirical research on IOR

Skills

- Ability to use the terminology of IOR research in advanced research and evaluate the current state of research on IORs as reflected in the management literature
- Ability to identify emerging research areas, develop relevant research questions to close the knowledge gap in IOR research, and apply existing knowledge in empirical research to advance the field through theory development and testing
- Ability to apply perspectives and theories from related fields such as sociology, strategy, marketing, and management to strengthen current knowledge about IORs
- Ability to handle complex academic issues and produce academic texts at a high international standard that advance current knowledge of IORs within the marketing literature

General competence

- Ability to identify new and relevant issues and carry out their research with scholarly integrity and ethical conduct
- Ability to understanding and meet the requirements for good academic conduct in interorganisational research
- Ability to initiate, develop, and report research that meets the standards of the international research community
- Ability to communicate research and development work through recognised international channels and participate in debates in the field in international forums
- Ability to improve management practice through matching and applying existing and emerging knowledge to particular interfirm challenges, situations, and contexts, including viability, sustainability, and resilience issues.

* Learning activities

Learning activities will be organised around eight half-day seminars. To achieve the learning goals, students must engage in a number of individual and collaborative activities. These include individual reading and reflecting on the course literature, participation in and leading of class discussions, preparation as a discussant, participation in lectures, and student presentations.

Class discussions will focus on both theoretical developments and empirically relevant and important practical phenomena, including long-term viability and stakeholder issues.

During the seminar sequence, students participate in workshops in which they present, discuss, and help each other to develop their term papers and writing skills. Students are expected to actively search for empirical literature related to their term paper presentations related to the seminar topics.

The course instructor monitors and facilitates the discussion and assists students to develop critical thinking and their own research ideas.

It is expected that students spend an average of 7 hours preparing for each seminar, this includes reading the assigned materials and preparing for assigned classroom activities.

* Coursework requirements

The class instructor will give each student approved/not approved on the requirements listed below. Students who fail to deliver on all the requirements will not be able to take the exam:

- Preparation and presentation of additional empirical literature related to the course theories/topics/term paper
- Preparation of oral presentations during seminars
- Students hand in the assigned presentations, including issues for class discussion, as a PowerPoint presentation
- A first draft for the term paper
- Review(s) of fellow course students' term papers. Every student is required to comment in writing and in discussion on other students' work in the workshops, thus engaging in a peer-review process
- A revision letter explaining how the reviewer's concerns have been addressed in the revision of the term paper

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

Final assessment

Home examination.

Students prepare a scientific term paper in the format of the conceptual part of a paper (typically the introduction, theory review, and development of hypotheses/model ready for data collection or testing, and suggestions for main methodological choices) or a research note ready for submission to a peer-reviewed journal or an academic conference, with the supervision of academic staff. Research notes must be approximately 2000–2500 words in the format required by the chosen journal or conference.

Grading scale

Pass/Fail

* Examination support material

All.

* Literature (reading list)

Traditions (looking back to the 1970s onward, Political-Economy, Transaction cost economics, Relational views, Service-Dominant Logic)

Arndt, J. 1979. Toward a concept of domesticated markets. *Journal of Marketing*, 43, 4: 69-75.

David, R. J. and S-K. Han. 2004. A systematic assessment of the empirical support for transaction cost economics. *Strategic Management Journal*, 25: 39-58.

Dyer, J. H., Singh, H., & Hesterly, W. S. (2018). The relational view revisited: A dynamic perspective on value creation and value capture. *Strategic Management Journal, 0*(0). doi:10.1002/smj.2785

Vargo, S. L., & Lusch, R. F. (2016). Institutions and axioms: an extension and update of service-dominant logic. *Journal of the Academy of Marketing Science, 44*(1), 5-23. doi:10.1007/s11747-015-0456-3

Relational contracting and supply chains/distribution channels/plural forms/franchising

Heide, J. (1994). Interorganizational governance in marketing channels. *Journal Of Marketing*, *58*(1), 71–85.

McEvily, B., Perrone, V., & Zaheer, A. (2003). Trust as an Organizing Principle. *Organization Science, 14*(1), 91-103. doi:10.1287/orsc.14.1.91.12814

Ivens, B. S., & Blois, K. J. (2004). Relational Exchange Norms in Marketing: A Critical Review of Macneil's Contribution. *Marketing Theory*, *4*(3), 239–263.

Wathne, K. H. and J. B. Heide. 2000. Opportunism in interfirm relationships: Forms, outcomes, and solutions. *Journal of Marketing*. Vol 64, October, 36-51.

Resource-advantage theory and capability perspectives

Grant, R. M., & Baden-Fuller, C. (2004). A Knowledge Accessing Theory of Strategic Alliances. *Journal of Management Studies*, *41*(1), 61–84

Day, G. S. (2011). Closing the Marketing Capabilities Gap. *Journal of Marketing, 75*(4), 183-195. doi:10.1509/jmkg.75.4.183

Lambe, C. J., Spekman, R. E., & Hunt, S. D. (2002). Alliance Competence, Resources, and Alliance Success: Conceptualization, Measurement, and Initial Test. *Journal of the Academy of Marketing Science, 30*(2), 141-158. doi:10.1177/03079459994399

Gulbrandsen, B., Jay Lambe, C., & Sandvik, K. (2017). Firm boundaries and transaction costs: The complementary role of capabilities. *Journal of Business Research, 78*, 193-203. doi:https://doi.org/10.1016/j.jbusres.2016.12.015

Processes, Actor-Resources-Activities (ARA), and The Nordic School

Ness, Håvard. (2009). Governance, Negotiations, and Alliance Dynamics: Explaining the Evolution of Relational Practice. *Journal of Management Studies*, *46*(3), 451–480.

Håkansson, H. and Gadde, L.-E. (2018), "Four decades of IMP research – the development of a research network", *IMP Journal*, Vol. 12 No. 1, pp. 6-36. https://doi.org/10.1108/IMP-03-2017-0005

Hedvall, K., Jagstedt, S., & Dubois, A. (2019). Solutions in business networks: Implications of an interorganizational perspective. *Journal of Business Research, 104*, 411-421. doi:https://doi.org/10.1016/j.jbusres.2019.02.035

Ojansivu, I. T., & Hermes, J. (2021). Maintaining business relationships: resilience through institutional work. *Journal of Business & Industrial Marketing, 36*(11), 2049-2061. doi:10.1108/JBIM-05-2019-0260

Portfolios and ego-networks

Sarkar, M. B., Aulakh, P. S., and Madhok, A. 2009. Process capabilities and value generation in alliance portfolios. *Organization Science*, 20, 3: 583-600.

Wilhelm. 2011. Managing coopetition through horizontal supply chain relations: Linking dyadic and network levels of analysis. *Journal of Operations Management*, 29: 663-676.

De Leeuw, Lokshin, and Duysters. 2014. Returns to alliance portfolio diversity: The relative effects of partner diversity on firms innovative performance and productivity. *Journal of Business Research*, 67: 1839-1849.

Embeddedness (relational network perspectives)

Granovetter, M. 1985. Economic action and social structure: The problem of embeddedness. *American Journal of Sociology*, 91, 3: 481-510.

Coleman, J. 1988. Social capital in the creation of human capital. *American Journal of Sociology*, *94*(1988), S95–120.

Uzzi, B. 1997. Social structure and competition in interfirm networks: The paradox of embeddedness. *Administrative Science Quarterly*, 42, 1: 35-67.

Structural network perspectives

Brass, Galaskiewicz, Greve, and Tsai. 2004. Taking stock of networks and organizations: a multilevel perspective. *Academy of Management Journal*, 47, 6: 795-817.

Provan, K. G., Fish, A. and Sydow, J. 2007. Interorganizational networks at the network level: A review of the empirical literature on whole networks. *Journal of Management*, 33, 3: 479-516.

Ecosystems

Kamalaldin, A., Linde, L., Sjödin, D., & Parida, V. (2020). Transforming provider-customer relationships in digital servitization: A relational view on digitalization. *Industrial Marketing Management, 89*, 306-325. doi:https://doi.org/10.1016/j.indmarman.2020.02.004

Ness, H. (2020). Viable destination ecosystems: a perspective article. *Tourism Review, 76*(1), 27-33. doi:10.1108/TR-10-2019-0409

Zhang, J. Z., & Watson Iv, G. F. (2020). Marketing ecosystem: An outside-in view for sustainable advantage. *Industrial Marketing Management, 88*, 287-304.

doi:https://doi.org/10.1016/j.indmarman.2020.04.023

Adner, R. (2016). Ecosystem as Structure: An Actionable Construct for Strategy. *Journal of Management, 43*(1), 39-58. doi:10.1177/0149206316678451

Theory applications and methodological issues

Håvard Ness, Jarle Aarstad, Sven A. Haugland, Bjørn Ove Grønseth. 2014. Destination development: The role of inter-destination bridge ties. *Journal of Travel Research*. 53(2): 183-195.

Håvard Ness, Sven Haugland, Jarle Aarstad. 2019. Interfirm resource integration in destination contexts. *Current Issues in Tourism*. Forthcoming. https://doi.org/10.1080/13683500.2019.1687664

Haugland, S. A., Ness, H., & Aarstad, J. (2021). Triadic embeddedness, sources of relational rents, and interfirm performance. *Industrial Marketing Management, 98*, 271-282. doi:https://doi.org/10.1016/j.indmarman.2021.09.002

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

* Course name

* Course name

* Course name

* Course code (FS)

* Course level

* Course scope and organisation

- Number of credits: 2,5
- Number of semesters: 1
- Language of instruction: English
- Organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Temporary organisations have become an integral part of organisations in a range of industries and sectors. They are time-limited organisations structured around a particular purpose/task, and they take a variety of forms. They can range from small in-house project teams to large-scale infrastructure projects including multiple organisations. Temporary organisations are considered to be important vehicles for innovation, sustainability, creating new products and services, and facilitating organisational and societal change.

Over the past decades there has been a growing interest in the theorisation and research on temporary organisations. The aim of this course is to familiarise students with the theoretical foundations and key perspectives on temporary organisations. Students will be trained to critically evaluate theoretical and empirical aspects of research on temporary organisations. Considerable attention will be paid to research on projects as temporary organisations.

Content areas may include, but are not limited to:

- Time and temporal issues in temporary organisations
- Institutional embeddedness of temporary organisations
- Connections between temporary and permanent organising
- Projects as temporary organisations
- Inter-organisational projects
- Projectification of private and public sector
- Issues with standardised project-management knowledge

Required prerequisite knowledge

PhD level course in organizational theory and/or organizational behavior

* Learning outcome

After completing the programme, the student will have the following competencies:

Knowledge

- Knowledge at the forefront of the theoretical foundations and key perspectives on temporary organisations

- Advanced knowledge of emerging perspectives, central debates, and knowledge gaps related to research on temporary organisations

Skills

- Ability to critically discuss and relate perspectives on temporary organizations to real-world management issues
- Ability to identify emerging research areas and gaps to develop the research on temporary organisations further

General competence

- Ability to reflect on, discuss and communicate problems, analysis, and results to colleagues and in national and international forums
- Development of transferable skills to manage complex projects both in research and the practice field of management

* Learning activities

- Lectures
- Student presentations
- Student-led discussions
- Self-study

Each session will have a mix of lectures, student presentations, and discussions. Active class participation is expected, and students are expected to read the required readings prior to the sessions and be able to comment on them during the discussion. Students will be asked to make presentations that reflect on some assigned readings and prepare and lead the discussions.

* Coursework requirements

Students must give one presentation of an assigned reading (article and format will be decided upon course start). The presentation must be completed and approved for the student to be able to do the final assessment.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

USN

* Forms of assessment

The assessment will be a home exam which should consist of a short reflection paper of around 1000 words that builds on the student's presentation and classroom discussions.

Grade: Pass/Fail

* Examination support material

All

* Literature (reading list)

The final reading list will be updated each year and published no later than one month before course start.

Selection of preliminary readings:

Bakker, R.M., DeFillippi, R., Schwab, A., & Sydow, J. (2016). Temporary organizing: Promises, processes, problems. *Organization Studies*, 37 (12), 1703–1719.

Burke, C. M., & Morley, M. J. (2016). On temporary organizations: A review, synthesis and research agenda. *Human relations*, *69*(6), 1235-1258.

Engwall, M. (2003). No project is an island: linking projects to history and context. *Research policy*, *32*(5), 789-808.

Dille, T., Söderlund, J., & Clegg, S. (2018). Temporal conditioning and the dynamics of inter-institutional projects. *International Journal of Project Management*, *36*(5), 673-686.

Dille, T., Hernes, T., & Vaagaasar, A. (forthcoming). Lost in temporal translation. How different modes of translation affect coordination in temporary organizations.

Hodgson, D., & Cicmil, S. (2007). The politics of standards in modern management: Making 'the project' a reality. *Journal of Management Studies*, *44*(3), 431-450.

Lundin, R., Arvidsson, N., Brady, T., Eksted, E., Midler, C., & Sydow, J. (2015). *Managing and Working in Project Society. Institutional Challenges of Temporary Organizations*. Cambridge: Cambridge University Press, 1-19, 170-230. (80 pages).

Lundin, R. A., & Söderholm, A. (1995). A theory of the temporary organization. *Scandinavian Journal of management*, *11*(4), 437-455.

Jones, C., & Lichtenstein, B. (2008). Temporary inter-organizational projects: How temporal and social embeddedness enhance coordination and manage uncertainty. In: S. Cropper, M. Ebers, C. Huxham & P. Smith Ring (eds.). *The Oxford Handbook of Inter-Organizational Relations*. Oxford, UK: Oxford University Press, 231–255.

Stjerne, I., & Svejenova, S. (2016). Connecting Temporary and Permanent Organizing: Tensions and Boundary Work in a Series of Film Projects. *Organization Studies*, 37 (2), 1771–1792.

Sydow, J., & Braun, T. (2018). Projects as temporary organizations: An agenda for further theorizing the interorganizational dimension. *International Journal of Project Management*, *36*(1), 4-11.

Vaagaasar, A. L., Hernes, T., & Dille, T. (2020). The Challenges of Implementing Temporal Shifts in Temporary Organizations: Implications of a Situated Temporal View. *Project Management Journal*, *51*(4), 420-428.

van Berkel, F. J., Ferguson, J. E., & Groenewegen, P. (2016). Speedy delivery versus long-term objectives: How time pressure affects coordination between temporary projects and permanent organizations. *Long Range Planning*, *49*(6), 661–673.

Van Marrewijk, A., Ybema, S., Smits, K., Clegg, S., & Pitsis, T. (2016). Clash of the titans: Temporal organising and collaborative dynamics in the Panama Canal megaproject. *Organization studies*, *37*(12), 1745-1769.

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Open and Collaborative Innovation

* Course code (FS)

* Course level

PhD

* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

The course aims at providing the students with the ability to contribute to the open and collaborative innovation domain by developing their theoretical and analytical competences. A landscape of open and collaborative innovation has until recently been dominated scholarly research of 'open innovation' and 'user innovation'. However, a plurality of other types and modes of open and collaborative innovations such as living labs, hackathons, innovation labs, maker spaces, fab labs, 'data and maker movements', etc., are increasingly important by solving sustainability challenges. The course will have a particular focus on designing and conducting advanced theoretical studies in a field of open and collaborative innovation that embeds a multiplicity of stakeholders and explores the roles of real-life environments as a part of innovation processes. The course will be aimed especially at management students. Nevertheless, the nature of the theoretical setting makes the course also suitable for students in other fields of business studies as well as students in the health and social sciences.

The following themes will be covered:

- The landscape of open and collaboration innovations
- Closed and open innovation approaches
- Top-down (organisation driven) and grassroots innovations
- Open and closed innovation networks
- Emergent types and modes of collaborative innovation
- The essence of open and collaborative innovation studies
- Innovation environments and contexts, real-life environments
- Innovation communities and platforms for innovation
- Broadening stakeholders in open and collaborative innovation
- Role of boosters (needs, data, and procedures)
- Strategies for writing and reporting open and collaborative innovation studies

Required prerequisite knowledge

An introductory course on innovation management at the PhD level is recommended.

* Learning outcome

After completing the course, the student will have the following competencies:

Knowledge

- Knowledge and competencies at a high international standard in open and collaborative innovation research that enables students to analyse and conduct advanced research in the domain of open and collaborative innovation
- Knowledge at the forefront to assess the relevance, application, and quality of open and collaborative innovation research
- State-of-the-art knowledge about different types and modes of open and collaborative innovation, and accordingly the ability to choose a research strategy that matches the research problem in such fields, and the current state of theoretical knowledge about their phenomenon of interest within open and collaborative innovation and related fields of research
- Knowledge about how to contribute to the development of new knowledge, theories, methods, interpretations, and forms of documentation in the open and collaborative innovation domain

Skills

- Ability to formulate and position research questions within the literature in a way that identifies knowledge gaps and relates the contribution to current knowledge
- Ability to make research choices in open and collaborative innovation that are appropriate for answering the research questions
- Capable of conducting a theory and/or empirically driven study in a field of open and collaborative innovation, including development of a theoretical research design, development of a selection framework, dealing with selection issues, preparing for and collecting relevant theoretical data such as conducting systematic reviews of papers, analysis of data sets, discussion of findings, and development of theoretical contributions/propositions/hypotheses as well as discussion of strengths and weaknesses of the student's own research.
- Ability to evaluate research in open and collaborative innovation
- Ability to handle complex academic issues and to challenge established knowledge and practice in the field of open and collaborative innovation

General competence

- Ability to participate debates in the field in international forums
- Ability to apply theoretical knowledge in the field of open and collaborative innovation
- Ability to assess the need for innovation and to initiate and practice innovation
- Understanding of the importance of ethics, integrity, and high academic standards in the execution of theoretical and empirical research

* Learning activities

To achieve the learning goals, the teaching format of the course is intensive seminar days. For each seminar meeting, required readings (empirical and theoretical papers of open and collaborative innovation studies) will be assigned, and each student is expected to read the required readings prior to the workshop and be able to discuss the assigned literature. Active class participation is expected. Students will be asked to make presentations that reflect on assigned readings and to prepare and lead the discussions.

- Lectures
- Student presentations
- Student led discussions
- Self-study
- Final written assignment

* Coursework requirements

All students must fulfil the following requirements:

- Preparation and presentation of a specific piece of literature related to the course theories/topics: The literature will be decided upon course start. Students must hand in the presentation along with a brief (1-2 page) review to fellow students and the instructor.
- Prepare written comment and oral feedback on the presentations of the other students in the workshops.

The coursework requirements must be completed and approved by the instructor for the student to be able to do the final assessment.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment will be a take home exam where students individually must prepare a written text related to different types and modes of open and collaborative innovation, ideally embedded as a part of their doctoral work. The nature of this work will depend on the individual students' research projects and will be agreed upon early in the course.

During the preparation of the assignment, supervision will be provided by academic staff. The length and format of the assignment will be decided based on the nature of the work and will be agreed upon during the first intensive workshop session. If the term paper is assessed as fail, there will be an opportunity to undertake further work in order to reach the required standard. Before any further work is undertaken, the student will receive feedback on the term paper.

Grading scale: Pass/Fail

* Examination support material

All

* Literature (reading list)

Open innovation:

Chesbrough, H.W. (2003). The Era of Open Innovation. *MIT Sloan Management Review*, 44(3), 35-41.

Dahlander, L., & Gann, D. M. (2021). How open is innovation? A retrospective and ideas forward. *Research policy*, 50(4), 104218.

Huizingh, E. (2009). Open innovation: State of the art and future perspectives. *Technovation*, 31(1), 2-9.

Bogers, M., Zobel, A.-K., & Afuah, A., Almirall, E., Brunswicker, S., Dahlander, L., Frederiksen, L., Gawer, A., Gruber, M., Haefliger, S., Hagedoorn… (2017). The open innovation research landscape: established perspectives and emerging themes across different levels of analysis. *Industry and Innovation*, 24(1), 8-40.

Leminen, S., Turunen, T., & Westerlund, M. (2015). The Grey Areas Between Open and Closed in Innovation Networks. *Technology Innovation Management Review*, 5(12), 6-18.

Westerlund, M., & Leminen, S. (2011). Managing the Challenges of Becoming an Open Innovation Company: Experiences from Living Labs. *Technology Innovation Management Review,* 1(10), 19–25.

User innovation:

von Hippel, E. (1986). Lead Users: A Source of Novel Product Concepts. *Management Science,* 32(7), 791-805.

Bradonjic, P., Franke, N., & Lüthje, C. (2019). Decision-makers' underestimation of user innovation. *Research policy*, 48(6), 1354-1361.

Baldwin, C., & von Hippel, E. (2011). Modeling a Paradigm Shift: From Producer Innovation to User and Open Collaborative Innovation. *Organization Science*, 22(6), 1399-1417.

Bogers, M., & West, J. (2012). Managing Distributed Innovation: Strategic Utilization of Open and User Innovation. *Creativity and Innovation Management,* 21(1), 61-75.

Living labs:

Hossain, M., Leminen, S., & Westerlund, M. (2019). A Systematic Review of Living Lab Literature. *Journal of Cleaner Production*. 213, 976-988.

Greve, K., Leminen, S., De Vita, R., & Westerlund, M. (2020). Unveiling the diversity of scholarly debate on living labs: A bibliometric approach. *International Journal of Innovation Management (IJIM).* 24(8), 2040003-1- 2040003-25.

Leminen, S., Nyström, A.-G., & Westerlund, M. (2020). Change processes in open innovation networks – exploring living labs. *Industrial Marketing Management*. 91, 701-718.

Leminen, S., Westerlund, M., Nyström, A.-G., & Kortelainen, M. (2016). The Effect of Network Structure on Radical Innovation in Living Labs. *Journal of Business & Industrial Marketing,* 31(6), 743-757.

Nyström, A.-G., Leminen, S., Westerlund, M., & Kortelainen, M. (2014). Actor roles and role patterns influencing innovation in living labs. *Industrial Marketing Management*, 43(3), 483–495.

Leminen, S., Westerlund, M., & Nyström A.-G. (2012). Living Labs as Open Innovation Networks. *Technology Innovation Management Review*, 2(9), 6–11.

Makerspace, fab labs, innovation labs, do-it-yourself (DIY) labs

Leminen, S., Rajahonka, M., Westerlund, M., & Hossain, M. (2021). Collaborative Innovation for Sustainability in Nordic Cities. 328, 129549. *Journal of Cleaner Production*.

Browder, R.E., Aldrich, H.E., & Bradley, S.W. (2019). Emergence of the maker movement: Implications for entrepreneurship research. *Journal of Business Venturing*. 34(3), 459-476.

Hamalainen, M., Mohajeri, B., & Nyberg, T. (2018). Removing barriers to sustainability research on personal fabrication and social manufacturing. *Journal of Cleaner Production*, 180, 666-681.

McGann, M., Blomkamp, E., & Lewis, J. M. (2018). The rise of public sector innovation labs: experiments in design thinking for policy. *Policy Sciences*, 51, 249–267.

Lhost, E. F. (2020). Can do-it-yourself laboratories open up the science, technology, and innovation research system to civil society? *Technological Forecasting and Social Change.* 161, 120226.

Rayna, T., & Striukova, L. (2020). Fostering skills for the 21st century: The role of Fab labs and makerspaces. *Technological Forecasting and Social Change,* 164, 120391.

Open data, participatory budgeting, hackathons

Schneider, S. E., & Busse, S (2019) Participatory Budgeting in Germany – A Review of Empirical Findings, *International Journal of Public Administration*, 42(3), 259-273.

Lassinantti, J., Ståhlbröst, A., & Runardotter, M. (2019). Relevant social groups for open data use and engagement. *Government Information Quarterly,* 36(1), 98-111.

Nikiforova, A., & McBride, K. (2021). Open government data portal usability: A user-centred usability analysis of 41 open government data portals. *Telematics and Informatics*, 58, 101539.

Sieber, R.E., & Johnson, P.A. (2015). Civic open data at a crossroads: Dominant models and current challenges. *Government Information Quarterly,* 32(3), 308-315.

Crowdsourcing

Boons, M., & Stam, D. (2019). Crowdsourcing for innovation: How related and unrelated perspectives interact to increase creative performance. *Research Policy,* 48(7), 1758-1770

Mazzola, E., Piazza, M., Acur, N., & Perronea, G. (2020). Treating the crowd fairly: Increasing the solvers' self-selection in idea innovation contests. *Industrial Marketing Management*, 91, 16-29.

Yin, X., Wang, H., Wang, W., & Zhu, K. (2020). Task recommendation in crowdsourcing systems: A bibliometric analysis. *Technology in Society*, 63, 101337.

Schmidt, G.B., & Jettinghoff, W.M. (2016). Using Amazon Mechanical Turk and other compensated crowdsourcing sites. *Business Horizons,* 59(4), 391-400.

* Approved course plan

* Change description

COURSE PLAN *(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD of Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Extended-Reality Technology

* Course code (FS)

* Course level

PhD

* Course scope and organisation:

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

As digitalisation moves forward, there is a need to know how emerging technologies can be effectively adopted and utilised both by individuals and by organisations. Extended reality (XR) is such a technology that is poised to become ubiquitous. It increasingly affects how we learn, train, entertain, play, relate with each other, and define and promote our well-being. XR is an umbrella term including Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR). This technology offers the opportunity to merge the physical world with the virtual world and opens possibilities for immersive experiences. Industry in multiple sectors needs knowledge within this field to ensure sustainability in an ever-moving digital environment.

The latest trends of XR technology will be discussed through this course, including visual aspects, eye-hand-body interaction, and user experience. The impact of big data collected through XR technology will be discussed, and core subjects will include how to deal with privacy, ethics, and related issues.

This course provides an overview of state-of-the art research related to domain-specific knowledge of XR technology and the management and utilisation of such technology.

Prerequisite knowledge

None

* Learning outcome

After completing the course, the student will have the following competencies:

Knowledge

- Cutting-edge knowledge about the theoretical foundations and key perspectives within extended-reality research and utilisation relevant to interdisciplinary management research
- In-depth knowledge about emerging perspectives, central debates, and knowledge gaps within the use of XR technology

Skills

- Ability to formulate managerial problems and plan and carry out research and scholarly work of high international standard in the field of XR

- Ability to handle complex academic issues and challenge established knowledge and practice in the field of XR

General competence

- Ability to communicate state-of-the-art and interdisciplinary managerial XR topics, analyses, issues, and conclusions to both specialists and general audiences
- Ability to communicate managerial research and development work through recognised international channels
- Ability to manage complex interdisciplinary assignments and projects
- Ability to analyse relevant academic, professional, and research-related ethical problems

* Learning activities

The course consists of:

- Lectures
- Seminars
- Self-study
- Oral presentations
- Industry presentations
- Written assessments

Learning activities will consist of a blended learning strategy. Each session will have a combination of lectures, student activities, oral presentations and seminar discussions. Students are expected to attend lectures, actively participate in class discussions, and do the assigned readings as well as any other research required for assessment and exams. Between lectures, students are expected to participate in online individual and group assignments and discussions and to prepare for future seminars.

* Coursework requirements

The course has one compulsory work requirement in the form of a presentation. The work requirement must be submitted at the scheduled time and approved by the instructor in order for the student to be able to do the exam.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment method will be home exam in the form of a written term paper individually or in groups.

Grading scale

Pass/Fail.

* Examination support material

All

Miscellaneous

* Literature (reading list)

da Silva, M. M. O., Teixeira, J. M. X. N., Cavalcante, P. S. & Teichrieb, V. (2019) Perspectives on how to evaluate augmented reality technology tools for education: a systematic review. *Journal of the Brazilian Computer Society*

Suh, A. and Prophet, J. (2018). The state of immersive technology research: A literature analysis. *Computers in Human Behavior*, 86, 77-90.

Stanney, K., Fidopiastis, C. & Foster, L. (2020) Virtual Reality Is Sexist: But It Does Not Have to Be. Front. Robot. AI

Cummings, J. J. & Bailenson, J. N. (2016) How Immersive Is Enough? A Meta-Analysis of the Effect of Immersive Technology on User Presence. *Media Psychol*.

Munafo, J., Diedrick, M. & Stoffregen, T. A. (2017) The virtual reality head-mounted display Oculus Rift induces motion sickness and is sexist in its effects. *Exp. Brain Res*.

Sparks, M. (2018) VR Ethics Codes Need a Boost. Learning Solutions https://learningsolutionsmag.com/articles/vr-ethics-codes-need-a-boost.

Grassini, S. & Laumann, K. (2020) Are Modern Head-Mounted Displays Sexist? A Systematic Review on Gender Differences in HMD-Mediated Virtual Reality. *Front. Psychol*.

Lv, Z. (2020). Virtual reality in the context of Internet of Things. *Neural Computing and Applications*, 32, 13, 9593-9602.

Schnack, A., Wright, M. J. and Holdershaw, J. L. (2018). Immersive virtual reality technology in a three-dimensional virtual simulated store: Investigating telepresence and usability. *Food Research International*.

Xie, W.-d. and Cheng, X. (2020). Imbalanced big data classification based on virtual reality in cloud computing. *Multimedia Tools and Applications*, 79, 23, 16403-16420.

Yapp, A. and Goh Kiang Kuan, H. Z., Lim Chai Kim,. (2019). THE APPLICATION OF IMMERSIVE TECHNOLOGY, VIRTUAL REALITY IN ELECTRONIC TOURISM. *International Journal of Advanced Research in Technology and Innovation*, 1, 8-13%V 11.

Zucchi, S., Füchter, S. K., Salazar, G. and Alexander, K. (2020). Combining immersion and interaction in XR training with 360-degree video and 3D virtual objects. Paper presented at the 2020 23rd International Symposium on Measurement and Control in Robotics (ISMCR).

Cowan, K. and Ketron, S. (2019). A dual model of product involvement for effective virtual reality: The roles of imagination, co-creation, telepresence, and interactivity. *Journal of Business Research*, 100, 483-492

Martínez-Navarro, J., Bigné, E., Guixeres, J., Alcañiz, M. and Torrecilla, C. (2019). The influence of virtual reality in e-commerce. *Journal of Business Research*, 100, 475-482.

Messinger, P. R., Ge, X., Smirnov, K., Stroulia, E. and Lyons, K. (2019). Reflections of the extended self: Visual self-representation in avatar-mediated environments. *Journal of Business Research*, 100, 531-546.

Renganayagalu, S. K., Mallam, S., & Nazir, S. (2021). Effectiveness of VR Head Mounted Displays in Professional Training: A Systematic Review.

Mallam, S. C., Nazir, S., & Renganayagalu, S. K. (2019). Rethinking Maritime Education, Training, and Operations in the Digital Era: Applications for Emerging Immersive Technologies. *Journal of Marine Science and Engineering*, 7(12), 428.

Patle, D. S., Manca, D., Nazir, S., & Sharma, S. (2019). Operator training simulators in virtual reality environment for process operators: a review. *Virtual Reality*, 23(3), 293-311.

Albus, P., Vogt, A., & Seufert, T. (2021). Signaling in virtual reality influences learning outcome and cognitive load. *Computers & Education*, 166, 104154.

Probst, L., Pedersen, B. & Dakkak-Anroux, L. *Digital transformation monitor: augmented and virtual reality*. (European Commission, Directorate-General Internal Market, Industry, Entrepreneurship and

Carter, M. & Egliston, B. Ethical implications of emerging mixed reality technologies. https://ses.library.usyd.edu.au/handle/2123/22485 (2020) doi:10.25910/5ee2f9608ec4d.

Sparks, M. VR Ethics Codes Need a Boost. Learning Solutions https://learningsolutionsmag.com/articles/vr-ethics-codes-need-a-boost (2018).

Madary, M. & Metzinger, T. K. Real virtuality: A code of ethical conduct. Recommendations for good scientific practice and the consumers of VR-technology. *Frontiers Robotics AI* (2016) doi:10.3389/frobt.2016.00003.

Pomerantz, J. XR for Teaching and Learning: Year 2 of the EDUCAUSE/HP Campus of the Future Project. EDUCAUSE https://www.educause.edu/ecar/research-publications/xr-for-teaching-and-learning-year-2-of-the-educause-hp-campus-of-the-future-project/executive-summary-key-findings-acknowledgments (2019).

Suh, A. & Prophet, J. The state of immersive technology research: A literature analysis. *Comput. Human Behav*. (2018) doi:10.1016/j.chb.2018.04.019.

Radianti, J., Majchrzak, T. A., Fromm, J. & Wohlgenannt, I. A systematic review of immersive virtual reality applications for higher education: Design elements, lessons learned, and research agenda. *Comput. Educ.* (2020) doi:10.1016/j.compedu.2019.103778.

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Multivariate Methods

* Course code (FS)

* Course level:

PhD

* Course scope and organisation

- Number of credits: 5 ECTS
- Number of semesters: 1
- Language of instruction: English
- Course organisation:

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Multivariate statistical techniques are important tools of analysis in all fields of management. This course is designed to provide students with a working knowledge of the basic concepts underlying the most important multivariate techniques, an overview of actual applications in various fields, and experience in actually using such techniques to test hypothesised models in management. The purpose is to become proficient in testing hypothesised models, to conduct critical evaluation, and to efficiently report research findings.

- Model testing and model comparisons
- Mediation, moderation, non-linear effects
- Measurement models (reflective, formative, and higher-order)
- Multi-group analysis
- Panel design analysis
- Survival models (hazard models)
- Machine learning (Random Forest, Lasso, and Synthetic)
- Reporting of research findings

Required prerequisite knowledge

Master level course in research methods

* Learning outcome

After completing the programme, the student will have the following competencies:

Knowledge

- Knowledge at the forefront of the main multivariate methods needed to conduct empirical research in management
- High-level knowledge to assess the relevance, application, and quality of empirical research using measurement and structural model testing methods
- State-of-the-art knowledge of the main strengths and weaknesses of different model testing approaches and their assumptions

Skills

- Ability to test structural models, including model comparisons
- Ability to test and validate measurement models
- Ability to test panel data and survival data models

- Ability to perform machine learning techniques to test big data models
- Ability to critically evaluate research findings and effectively report finding within leading journals' expectations

General competence

- Ability to conduct and evaluate the use of multivariate methods on datasets with different properties
- Understanding of the importance of ethics, integrity, and high academic standards in the execution of data analysis

* Learning activities

The course teaching and learning format includes weekly seminars and workshops. For each seminar meeting, a set of required readings is assigned. Students are expected to read the required readings before the meeting and to comment upon them during the discussion. Students will make presentations on the assigned readings in which the presenter is expected to provide an overview of the articles, their main contributions, and critical comments.

The course will use data sets and software (R and Mplus) to provide the students with in-class and out-of-class exercises.

* Coursework requirements

Students are expected to give one in-class presentation of the assigned readings for that class during the course. Students who do not fulfil this requirement will not be allowed to take the exam.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The use of two home examinations assesses students' learning outcomes, including one mid-term and one final. The purpose is to test the students' technical methods skills, understanding, journal-related reporting and reflections on the findings, and rationale for the choices based on the state-of-the-art literature.

Grade: Pass/Fail.

* Examination support material

All

* Literature (reading list)

The reading list will be updated once every year.

Anderson, J. C., and D.W. Gerbing, 1998. Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 103 (3), 411-423.

Baron, R. M. and D. A. Kenny, 1986. The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, 51 (6), 1173-1182

Bollen, K., 1988. Structural Equations with Latent Variables, John Wiley & Sons, Inc. Chapters 3, 6, 7.

Bollen, Kenneth A., and Jennie. E. Brand (2010), A General Panel Model with Random and Fixed Effects: A Structural Equation Approach, *Social Forces*, 89, 1-34.

Bollen, K. and R. Lennox, 1988. Conventional Wisdom on Measurement: A Structural Equation Perspective, *Psychological Bulletin*, 110 (2), 305-314.

Calder, B. J., & Tybout, A. W. (1999). A Vision of Theory, Research, and the Future of Business Schools. *Journal of the Academy of Marketing Science*, 27, 359-366.

Firebaugh, G., Warner, C. and M. Massoglia. Fixed Effects, Random Effects, and Hybrid Models for Causal Analysis

Fornell, C. and D. F. Larcker, 1981. Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, XVIII (February), 39-50.

Gulbrandsen, B., C.J. Lambe, and K. Sandvik, 2017. Firm boundaries and transaction costs: The complementary role of capabilities. Journal of Business Research, 78, September, 193-203.

Gulbrandsen, B., K. Sandvik, and S.A. Haugland, 2009. Antecedents of vertical integration: Transaction cost economics and resource-based explanations. Journal of Purchasing and Supply Management, 15, 2,89-102.

Howell, R. D., E. Breivik, and J. B. Wilcox, 2007. Reconsidering Formative Measurement. *Psychological Methods*, 12 (2), 205–218

Hu, L-T., & Bentler, P. M. (1999). Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modeling*, 6 (1), 1–55.

Marsh, H. W. and D. Hocevar 1985. Application of Confirmatory Factor Analysis to the Study of Self-Concept: First- and Higher Order Factor Models and Their Invariance Across Groups. *Psychological Bulletin*, 97 (3), 562-582.

Rindfleisch, A, A. J Malter, S. Ganesan, and C. Moorman, 2008. Cross-Sectional Versus Longitudinal Survey Research: Concepts, Findings, and Guidelines, *Journal of Marketing Research*, XLV (June), 261-279.

Sandvik, K., Dahr, K.U.D. and C. J. Lambe, 2021. Linking Market Orientation Capabilities to Organizational Performance: A Research Framework and Empirical Test, Kumar, V. and Stewart, D.W. (Eds.) Marketing Accountability for Marketing and Non-marketing Outcomes (Review of Marketing Research, Vol. 18), Emerald Publishing Limited, Bingley, 129-151.

Sandvik, K., and I.L. Sandvik, 2003. The impact of market orientation on product innovativeness and business performance. International Journal of Research in Marketing, 20, 4, 355-376.

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Experimental Design

* Course code (FS)

* Course level

PhD

* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation: On campus and/or online

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

* Academic content in course

Experimentation and experimental thinking are key for both managers who want to ensure their interventions are successful and for researchers who aim to demonstrate causal relationships. Sessions combine experimental methods principles and theory, pertinent data collection approaches and statistical procedures, hands-on data analysis and reporting using various datasets, discussion and critique of experimental work published in leading journals, discussion of ethical issues, and academic integrity in experimental research.

More specifically, the content being covered includes: a) principles of experimental design and validity; b) ANOVA & ANCOVA tests and assumptions; simple effects, planned contrasts, posthoc tests, chi-squared tests; c) factorial (between-subject) designs and interaction/moderation effects; d) repeated measures (within-subject) & mixed experimental designs. Latin Squares & matched designs; e) experimental data analysis practice using datasets in SPSS; reporting results; f) testing a causal chain, mediation analysis (the classical vs. the bootstrapping approach), moderated mediation & mediated moderation; g) experiments with continuous independent variables, spotlight & floodlight analyses; h) discussion and critique of published experimental work; i) ethical issues/academic integrity in experimental research (e.g., (questionable research practices, transparency, p-hacking, and measurement order artifacts); j) presentation of intended experimental methods course paper.

Overall, the objective of this course is to provide students with the advanced competencies needed to develop and execute experimental research design and to provide these future academic reviewers the foundations for the *methodological evaluation of other behavioural research work*. Although statistical concepts are sufficiently discussed, the course takes the perspective of an applied behavioural researcher, not a statistician. The emphasis is on the actual *use* of proper data collection procedures and analysis techniques for rigorous theory testing, rather than on statistical theory *per se* (as covered in related courses in statistics).

Required prerequisite knowledge

MSc-level knowledge of statistics is required.

* Learning outcome

After completing this course, the student will have the following competencies:

Knowledge

- Knowledge at a high international level about how to develop and deploy experimental designs for researching problems relevant to business/management

- Thorough knowledge of ethical standards of academic integrity in experimental management research

Skills

- An advanced ability to evaluate the applicability of various experimental research methods to investigate management/business phenomena
- Ability to contribute to the development of new scientific knowledge in management by deploying properly constructed experimental studies and by conducting pertinent data analyses
- A mature ability to handle experimental data collection to challenge existing theories and practice within management

General competence

- Ability to identify and handle ethical issues within experimental management research as per leading international research practice
- A mature ability to communicate research work through recognised national and international channels using experimental research
- A refined ability to manage a thorough methodological evaluation of other behavioural research in management

* Learning activities

The course is conducted in a seminar format. Before each class, students need to cover the required reading consisting of course book chapters and research articles published in leading journals (including research by USN academics). Several of the reviewed articles and datasets are applicable to sustainability aspects, i.e., the optimum design of environmental communications, priming group-identity effects on consumer prosocial behaviour, interventions to encourage recycling.

In-class and hands-on learning is ensured by interactively discussing experimental design principles, reviewing data collection instruments, analysing experimental data sets, critiquing experimental articles that are allocated to students for presentation and discussion, and by providing lecturer and classmate feedback on the research planned by individual course students.

In addition to lectures, the instructor provides a fair amount of advice to assist students in designing, collecting, and analysing data.

* Coursework requirements

The students are required to contribute to the class by preparing presentations and critiques of assigned research articles. The number of articles will be specified before course start. The

coursework requirements must be completed and approved in order for the student to be able to do the final assessment.

* Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment is a written home exam. Students can choose between two alternative formats for their home exam (and not both):

<u>OPTION 1</u>

Students prepare a scientific term paper in the format of an article ready for submission to a quality conference in management. The term paper should present a conducted experiment, which could directly inform students' core doctoral work or test a research idea students developed during their study programmes (e.g., testing a research idea students might have developed for a previous doctoral course that students might have taken).

The required elements, to be reported in line with research papers in leading management journals, should comprise:

- Experimental study design
- Data collection procedure
- Pre-test procedure and results
- Analysis and presentation of collected data
- Interpretation & discussion of findings

The course leader and the classmates will provide feedback on the intended data collection and analysis work during the last session of the course.

OPTION 2

As an alternative assessment format, students will be able to choose to deliver a two-part assessment with the following format:

- Part 1. Discuss and critique an experimental design article (to be indicated by the lecturer upon the final course lecture).

- Part 2. Analyse a provided data set (to be made available by the lecturer in class upon the final course lecture), report the analysis, and interpret the results in the course paper project.

* Examination support material

While students choosing OPTION 1 above will benefit from feedback provided in class by the course leader and participating classmates, those choosing OPTION 2 will receive:

- A copy of the experimental design paper to be discussed and criticised, along with principles/aspects that should be guiding the discussion (Part 1)
- A copy of the experimental study dataset in SPSS, along with the theory that motivated the study and a clear description of the requirements for data analysis and interpretation

Grading scale

Pass/Fail

* Literature (reading list)

CORE READING

Mitchell, Mark L., and Jolley, Janina M. (2012), *Research Design Explained*, 8th Edition.

OPTIONAL READING

Keppel, Geoffrey & Wickens, Thomas (2004), *Design and Analysis: A Researcher's Handbook*, 4th Edition.

* Approved course plan

* Change description

COURSE PLAN – part 1 (Registrations in FS)

*(fields marked with * are compulsory and must be filled out)*

* Included in study programme

PhD in Management

* Course name (Norwegian bokmål)

* Course name (Norwegian nynorsk)

* Course name (English)

Applied Econometrics

* Course code (FS)

* Course level

PhD

* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English
- Course organisation On campus

COURSE PLAN – part 2 (Headlines in course plan/ Infotypes)

*(Fields marked with * are compulsory and must be filled out)*

Academic content in course

Econometrics are the application of statistical methods used to establish functional relationships and causal inference among various economic variables. Econometrics are frequently utilized by data scientist, quantitative researchers, data modelers and quantitative analysts in the social sciences. With the advances of information technology and rapid growth of data collection in size and scale, the knowledge of econometric tools and methods is also becoming increasingly valuable asset for economists, business executives, asset managers, consultants, risk managers and marketing specialists, just to name a few.

The course will introduce econometric techniques to be used on large data sets to enable students to gain practical experience in analyzing a variety of economic, marketing and business problems. The emphasis will be on developing a solid understanding of the underlying econometric principles of the methods taught, as well as on their empirical application using Statistical software (Stata/R/Mpuls). The course, strives to keep the content relevant by using authentic empirical questions that can be answered with real data. A series of empirical applications (i.e. marketing, management, policy evaluation) with different characteristics of the data and different econometric methods will be examined.

Attention will be paid to estimation of linear models, hypothesis testing, specification analyses, misspecification, interpretation, causality, model choice, violation of assumption of classical linear regression model (multicolinearity, autocorrelation, heteroscedasticity), robust inference, standard errors and the analyses of high-dimensional datasets (Big-data). The course will give a brief introduction to alternative estimation techniques, like instrumental variables, maximum likelihood, differences-in-difference and binary choice model.

Required prerequisite knowledge

The student is required to have completed the course in Research Methods or equivalent. The student should be familiar with R, Stata or Mplus.

Learning outcome

After completing this course, the student will have the following competencies:

Knowledge

- In depth knowledge of how to design empirical studies in management and economics, marketing and business administration using big data sets
- Advanced knowledge about how to formulate econometric models
- State-of-the art knowledge regarding the use of different econometric methods to reveal causal relationship

- In-depth knowledge about challenges that are likely to occur when doing empirical studies in different data situations
- Advanced knowledge about how to correctly interpret estimation results

Skill

- Ability to apply econometric techniques for empirical analyses using statistical software on real-world datasets
- Ability to interpret estimation results
- Apility to utilize the result of applied econometric analyses to answer important economic questions, and to assist decision makers to take better decision
- Ability to critically consider the credibility of results in specific empirical studies

General competences

- Ability to read and understand reports and accompanying research articles
- Ability to use the content of the course in their own our academic work

Learning activities

Skills in applied econometrics will be developed through exercises and examples in textbooks. For each seminar meeting, a set of required readings is assigned. Students are expected to read the required readings prior to the meeting and be able to comment upon them during the discussion. Students will make presentations on the assigned readings in which the presenter is expected to provide an overview of the articles, their main contributions, and critical comments. Lectures are complemented with computing exercises using real data in R or Stata. A large number of illustrations will be covered and students are expected to complete small empirical research projects.

Coursework requirements

Students must participate in all exercises given by the instructor at the beginning of the semester. Failure to participate will lead to exclusion from the exam.

Compulsory activity and compulsory attendance

Participation in class meetings (eg., lectures, seminars, workshops) is mandatory. Absences are listed. Students must participate in at least 80% of all the class meetings to be able to do the final exam.

In special cases where students are not able to attend due to, e.g., sick leave, alternative assignments can be given by the instructor so that the student can fulfil the activities required to achieve all of the learning goals.

* Forms of assessment

The assessment will be a written home exam (counts 80%) and an oral exam (counts 20%).

The written home exam will be two assignments. In the first assignment, the student will be assigned a data and are expected to replicate estimation results. In the second assignment, the student chooses their own data and one on the method covered in the course, to do their own academic work

The oral exam will be a presentation of an assigned scientific research paper.

Grading scale

Pass/Fail

Examination support material

All.

Miscellaneous

Literature (reading list)

Text book:

Hansen, B., 2021. *Econometrics*, Princeton, NJ: Princeton University Press

Articles (tba upon course start)

Approved course plan

Change description