

Syllabus

Course description

Course title	Special research FOCl - Organizational and Institutional Outlier Research: Concepts, Methods, Opportunities
Course code	29021
Scientific sector	SP08
Degree	
Semester and academic year	2
Year	2021
Credits	2
Modular	No

Total lecturing hours	12
Total lab hours	
Total exercise hours	
Attendance	suggested, but not required
Prerequisites	not foreseen
Course page	https://www.unibz.it/en/faculties/economics-management/phd-management-economics/

Specific educational objectives	<p>This course is designed for Ph.D. level and provides an advance understanding of organizational and institutional outlier research with special focus on concepts, methods, opportunities</p> <p>The educational objective is to provide to students all knowledge and skills necessary to start their own outlier research projects. This includes the selection of a relevant research questions, the identification of a suitable research method and the appropriate structuring of the projects.</p> <p>Students further gain critical skills to reflect on the relevance of outliers in different management topics, the role of power laws, and associated research implications.</p>
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Module 1	
Lecturer	Christian Linder, ESCP Business School, London, UK, chlinder@escp.eu
Scientific sector of the lecturer	13/B2; SECS-P/08
Teaching language	English
Office hours	
Lecturing assistant	none
Teaching assistant	none
Office hours	

List of topics covered	
Teaching format	Frontal lectures, exercises, projects
Learning outcomes	<p>Through this course, students will gain knowledge on outliers, their emergences, and their research implications both theoretically and methodologically.</p> <p>Students will further get the opportunity to apply this knowledge to a joint research project.</p> <p>In order to conduct this research project, students have to make decisions on the relevance of outliers, how to best model outlier relations in a research settings and how to theorize on the influence of outliers in their research field.</p> <p>Students have the opportunity to strengthen their academic writing and communication skills through a joined production of a scientific paper.</p> <p>Students will further learn how to apply the concepts, and methods from this course to further research projects.</p>
Assessment	<p>Students will be assessed based on their written project work done in group(s).</p> <p>Both attending and non-attending students will be assessed with the same method.</p>
Assessment language	
Evaluation criteria and criteria for awarding marks	<p>Evolution criteria are structured as follows</p> <p>OUTSTANDING (28-30 points). Insightful work that demonstrates fully developed skill sets and a comprehensive knowledge of the subject area, and addresses the learning outcomes /assessment criteria in full. Where relevant, it shows evidence of independent reading, thinking and analysis with an element of creativity and innovation. Well-constructed and demonstrates a professional approach to academic and business practice.</p> <p>VERY GOOD (25-27 points). Thoughtful work that demonstrates a strong development of skill sets and a strong knowledge of the subject area, and addresses the learning outcomes / assessment criteria well. Where relevant, it shows evidence of extensive reading, thinking and analysis. Clearly written and adheres to the principle of good academic and business practice.</p>

	<p>GOOD (20-24 points). Thoughtful work that demonstrates a sound level of skill sets and knowledge of the subject area, and makes a good attempt to address the learning outcomes / assessment criteria, realising all to some extent and most well. Where relevant, there is evidence of thorough research of the topic(s). Well-structured and logically written, it demonstrates good academic and business practice.</p> <p>FAIR (15-19 points). Work that demonstrates the development of basic skill sets and knowledge of the subject area, and attempts to address the learning outcomes / assessment criteria, realising all to some extent and some well but perhaps also includes irrelevant or undeveloped material. Where relevant, answers provide some evidence of analysis but may be largely descriptive. Attempts to demonstrate academic and business practice is evident.</p> <p>SATISFACTORY (10-14 points). Work that demonstrates basic knowledge of the subject area and provides some level of response to the learning outcomes / assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate. Where relevant, development of ideas is limited. Expression and structure lack clarity and evidence of academic and business practice is limited.</p> <p>POOR (5-9 points). Work displays patchy knowledge and understanding of the subject area. Some more work is required before the credit can be awarded.</p> <p>VERY POOR (0-4 points). Lack of understanding of, or focus on key issues. Considerable further work is required.</p>
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Required readings	<p>Abbott, A., 1988. Transcending general linear reality. <i>Sociological Theory</i> 6 (2), 169–186.</p> <p>Aguinis, H., Gottfredson, R. K., & Joo, H. (2013). Best-practice recommendations for defining, identifying, and handling outliers. <i>Organizational Research Methods</i>, 16(2), 270-301.</p> <p>Crawford, G. C., Aguinis, H., Lichtenstein, B., Davidsson, P., & McKelvey, B. (2015). Power law distributions in entrepreneurship: Implications for theory and research. <i>Journal of Business Venturing</i>, 30(5), 696–713.</p>
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	<p>Cortina, J. M. (2002). Big things have small beginnings: An assortment of “minor” methodological misunderstandings. <i>Journal of Management</i>, 28(3), 339–362.</p> <p>Durand, R., & Paoletta, L. 2013. Category stretching: Reorienting research on categories in strategy, entrepreneurship, and organization theory. <i>Journal of Management Studies</i>, 50(6): 1100–1123.</p> <p>Gigerenzer, G., 1991. From tools to theories: A heuristic of discovery in cognitive psychology. <i>Psychological Review</i> 98 (2), 254–267.</p> <p>Joo, H., Aguinis, H., & Bradley, K. J. (2017). Not all nonnormal distributions are created equal: Improved theoretical and measurement precision. <i>Journal of Applied Psychology</i>, 102(7), 1022–1053.</p>
<p>Supplementary readings</p>	<p>Gladwell, M. (2008). <i>Outliers: The story of success</i> (1st international mass market ed.). New York, NY: Back Bay Books.</p> <p>Taleb, N. N. (2008). <i>The Black Swan: The impact of the highly improbable</i>. London: Penguin Books.</p>



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