Universidad de Navarra

Topics in Economics and Finance II (MEF)
Guía docente 2026-27

PRESENTACIÓN

Breve descripción: This course is designed to help you gain an understanding of research in the field of strategic management and develop a core set of skills needed to begin designing, developing, and crafting your own strategy research ideas. The course will be structured as a series of in-depth discussions of key research topics in the field aimed at familiarizing you with the theories, study design considerations, and base empirics, that are commonly used in current strategy research. We will also explore the research and publishing process to provide you a practical experience on how to establish a research gap, theorize, and test strategic management ideas. The course is appropriate for students interested in pursuing scholarly research in strategic management or related areas.

The course will open with an overview of the field of strategy. We will then, class by class, examine subfields of strategic management, and develop research ideas that highlight the complexity of strategic management research. The readings will include both seminal articles and more recent empirical examinations related to the topics of interest.

- **Titulación**: Master in Economics and Finance
- **Módulo/Materia**: Module II/Matter: 2.1 Topics in Economics and Finance
- **ECTS**: 3.5 (87.5 hours of work)
- **Curso, semestre**: fall, 2023/2024
- **Carácter**:
- **Profesorado**: Federico Aime
- **Idioma**: English
- **Aula, Horario**: See MEF's class schedule (link to the web)

RESULTADOS DE APRENDIZAJE (Competencias)

GENERAL COMPETENCIES

CG1) Train high-level specialists in both economic theory and finance

CG2) Provide students with the appropriate and necessary mathematical and econometric techniques for both theoretical and empirical work in the fields of economic theory and finance.

CG3) Familiarize students with research fields and the most relevant literature in economic theory and finance

CG4) Develop students' critical capacity towards economic or financial phenomena and enhance their communication skills.

CG5) Provide students with the basic theoretical foundations to start doctoral studies in economics or finance.

SPECIFIC COMPETENCIES

CE1) Study the main concepts and techniques of mathematical analysis, probability, and statistics required in the areas of economics and finance.

CE3) Appropriately use econometric techniques employed in the analysis of microeconomic data and in the analysis and modeling of financial time series.

CE4) Handle the main statistical and econometric programs used in the areas of economics and finance.

PROGRAMA

What is Strategy + Idea development and Theorizing in management - 1st insights

The Behavioral View of Strategy

Empirical Evidence on the Foundations of Firm Advantage

The Resource Based View of the Firm

Corporate Level Strategy

Practicum 1: the questions we ask

Upper Echelons

The CEO

Governance: Agency Theory and Compensation

Practicum 2: The questions you will ask

Paper proposal due

ACTIVIDADES FORMATIVAS

PARTICIPATION & STUDENT LED DISCUSSIONS (35%)

You will be expected to read all assigned papers prior to the class. You should actively participate in the discussions by communicating your insights. I will ask questions, you will ask questions, we will all answer our questions together. Debate and discussion are encouraged.

Discussion Leader. Each class will have a discussion leader (listed in the titles sections of the schedule below). There are two responsibilities for the leader:

1. Start the class off with a ***10–15-minute overview of the topic***. The idea is to provide a guide for the rest of class. There isn't a need to do any critiques of the articles (we will do that together). Just provide an overview of the topic, what papers we will discuss, and any high-level takeaways you had on the topic.
2. Serve as discussant. The idea with this is to stand back from the trees and see the forest. As we go through the papers in class, try to keep track of themes and issues that are core to the literature and keep the focus of the conversation.

Individual Summaries. Each week, each student will read all the articles in detail and may be in charge of individual article discussions (almost every day as listed after each article assignment). I would make notes about the articles, focusing on the following, where applicable:

1. What is the main research question? Why is it important?
2. How does the paper fill a "gap" in the literature? Should it? What else should it have done?
3. Who is the paper's main audience? What theory/framework is being used and what are they key assumptions in the paper? Are they valid?
4. What are the central hypotheses/propositions/arguments? Are they valid?
5. What is the sample and research design? What are the key constructs/variables in the paper? Are the operationalizations valid? Is the empirical method appropriate?
6. What are the results? What is (un)interesting?
7. What are the research and practical implications of the paper?

8. What limitations did the authors (not) address?
9. What future research could be derived from the paper? Based on the week's topics, what theoretical and empirical question(s) remain and why are the question(s) interesting? What are possible extensions?
10. How would you position the article among the assigned readings or in the field?
11. Concluding thoughts.

For each reading, the assigned student will kick off the discussion of that paper during class. All students will participate so read all the articles. The person assigned to the article will just kick us off.

If you develop summaries, by the end of the semester, you will have a large collection of article summaries, which will be a valuable resource to think about research ideas.

RESEARCH PAPER PROPOSAL (30%)

Each student is required to turn in a research paper proposal during the exam week. Details will be discussed in class.

RESEARCH PRACTICUM ASSIGNMENTS (35%)

Students will present their ideas and we will all engage in idea discussion and development during the practicum assignment classes. We will discuss grading in class prior to the assignment.

Practicum 1: the questions we ask [Federico]

This day is designed to help you gain an understanding of one of the core aspects of research: the questions we ask or put differently, what is a good story in the social sciences. We will take a hands-on approach to the issue and conduct a practical overview of how to set up and theorize a strategy research paper. Most of the day, we will engage in simple modelling discussions based on models you will outline as groups for open discussion in class. We will abuse the subject to make sure you have a general idea of how to address this fundamental aspect of research in future projects.

Please note that there are two assignments to prepare for this session, both derived from a selection of research readings provided at the end of this session's description. It's crucial that you have these assignments ready for the class. Given the nature of our class, we encourage you to be prepared to present a basic PowerPoint presentation for each of the assignments for the day. These presentations should include a concise description of your problem statement, hypotheses, and a slide showcasing your model (two to four slides per presentation should suffice). Class schedule:

8:30 to 9:50 Using theoretical backgrounds in theorizing – Alternative assignment 1:

Agency theory: Use articles from Upper echelons and Agency theory lists below for this assignment.

Teams for assignment 1: A) Alejandro y Ana B) Brenda e Iñaki C) Julia y Zeynep

9:50 to 11:30 Using theoretical backgrounds in theorizing - assignment 2:

TMT compensation: Use articles 9 and 10 from the Agency theory list below for this assignment.

Teams for assignment 2: A) Alejandro e Iñaki B) Ana y Julia C) Brenda y Zeynep

11:30 to 12 Q& A and what really goes on when you develop, write, and submit a paper.

ASSIGNMENT DESCRIPTION

For each of our assignment periods, your goal will be to quickly assess specific research areas, pinpoint potential gaps, and generate a research proposal. These assignments should showcase your unique perspective and insights.

During our class session, you'll present your models and hypotheses on a shared screen, and we will collectively engage in discussions to refine and enhance your ideas. Be ready to articulate and defend your model, as the aim is for us to collectively master the art of crafting robust research models.

Here's what you need to do:

1. **Formulate a Research Question**: Based on your comprehension of the theories covered in the assigned readings (which will suffice for this exercise), craft an original research question that extends, addresses issues within, contradicts, reconciles, or combines the theoretical domains outlined in the class schedule for each session.
2. **Components of Your Research Question**:

a) **Problem Definition/Introduction**: Define your question of interest. Explain the relevance of understanding this issue to both scholars and practitioners. Additionally, outline the significant potential contributions your study can make.

b) **Theory and Hypotheses**: Utilize the theories you've encountered in the readings, along with your own insights or phenomena of interest, to construct testable propositions or hypotheses that address your overarching research question. Aim to formulate at least two testable hypotheses.

c) **Visualize Your Theory**: Create a visual model representing your theory.

EVALUACIÓN

CONVOCATORIA ORDINARIA

Participation and student led discussions 35%

Research practicum assignments 30%

Research paper proposal 35%

CONVOCATORIA EXTRAORDINARIA

HORARIOS DE ATENCIÓN

- By email.

BIBLIOGRAFÍA

What is Strategy?

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Porter, M.E. 1996. What is strategy? Harvard Business Review, November-December 61-78. [Ana Paula]

Hoskisson, R., Hitt, M., Wan, W., & Yiu, D., 1999. Theory and research in strategic management: Swings of a pendulum. Journal of Management, 417-456. [Zeynep]

Nag, R., Hambrick, D.C., & Chen, M.J. 2007. What is strategic management, really? Inductive derivation of a consensus definition of the field. Strategic Management Journal, 28: 935-955. [Iñaki]

Idea development and Theorizing in management - 1st insights

Davis, MS, 1971. That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. Phil. Soc. Sci. 1, 309-344. [Julia]

Sutton, RI and Staw, BM. 1995. What Theory is Not. Administrative Science Quarterly, Vol. 40, No. 3, pp. 371-384. [Alejandro]

Pfeffer, J. 1993. Barriers to the advance of organizational science: Paradigm development as a dependent variable. Academy of Management. Academy of Management Review, 18(4): 599-621. [Brenda]

Other readings on the concept of strategy (not required reading):

Caves, R. & Porter, M. 1978. Market structure, oligopoly, and stability of market shares, Journal of Industrial Economics, 26: 289-313.

Andrews, K. 1980, The Concept of Corporate Strategy, pp. 13-34.

Porter, M.E., 1981. The contributions of industrial organization to strategic management. Academy of Management Review, 609-620.

Ansoff, H.I. 1987. The emerging paradigm of strategic behavior. Strategic Management Journal, 8: 501-515.

Dynamics of the evolution of the strategy concept 1962-2008 Ronda-Rupo, G.A. & Guerras-Martin, L.A. 2012. Strategic Management Journal. 33: 162-188.

And another one on idea development and theorizing (also not required):

Gerring, J. (1999). What makes a concept good? A criteria framework for understanding concept formation in the social sciences. Polity 31(3): 357-393.

The Behavioral View of Strategy [Zeynep]

Mahoney, J.T. 2005. Economic foundations of strategy. Chapter 1. [Zeynep & Julia]

Bromiley, P. 1991. Testing a causal model of risk-taking and performance. *Academy of Management Journal*, 34(1): 37-59. [Iñaki]

Greve, H.R. 1998. Performance, aspirations, and risky organizational change. *Administrative Science Quarterly.* 44: 58–86. [Alejandro]

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Eggers, J.P. and Suh, J.H., 2019. Experience and Behavior: How Negative Feedback in New Versus Experienced Domains Affects Firm Action and Subsequent Performance. *Academy of Management Journal*, 62(2), pp.309-334. [Brenda]

Other readings on behavioral strategy (not required reading):

Argote, L. & Greve, H.R. 2007. A behavioral theory of the firm-40 years and counting: introduction and impact. Organization Science. 18: 337-351.

Iyer, D.N. & Miller, K.D. 2008. Performance feedback, slack, and the timing of acquisitions. Academy of Management Journal.

Empirical Evidence on the Foundations of Firm Advantage [Brenda]

Rumelt R.P. 1991. How much does industry matter? *Strategic Management Journal* **12**: 167-185. [Zeynep]

McGahan A.M., Porter M.E. 1997. How much does industry matter, really? *Strategic Management Journal* **18**(Summer Special Issue): 15-30. [Iñaki]

Brush, T.H., Bromiley, P., & Hendrickx, M. 1999. The relative influence of industry and corporation on business segment performance: An alternative estimate. *Strategic Management Journal*, 20: 519-547. [Ana Paula]

Hambrick, D. C., & Quigley, T. J. (2014). Toward more accurate contextualization of the CEO effect on firm performance. *Strategic management journal*, *35*(4), 473-491. [Julia]

Quigley, T. J., & Hambrick, D. C. (2015). Has the “CEO effect” increased in recent decades? A new explanation for the great rise in America's attention to corporate leaders. *Strategic Management Journal*, *36*(6), 821-830. [Brenda]

Other readings on empirics of advantage (not required reading):

Mcnamara, G. , Aime, F., Vaaler, P. 2005, "Is Performance Driven by Industry- or Firm-Specific Factors? A Response to Hawawini, Subramanian, and Verdin," Strategic Management Journal, 26 (11), 1083-1086.

Misangyi, V. F., Elms, H., Greckhamer, T., & LePine, J. A. 2006. A New Perspective on a Fundamental Debate: A Multi-Level Approach to Industry, Corporate, and Business-Unit Effects. Strategic Management Journal 27, 571-590.

Mackey, A. 2008. The effect of CEOs on firm performance. Strategic Management Journal. 29: 1357-1367.

The Resource Based View of the Firm [Alejandro]

Mahoney, J.T. 2005. Economic foundations of strategy. Chapter 5. [Ana Paula & Iñaki]

Peteraf, M. A. 1993. The cornerstones of competitive advantage: A resource-based view. Strategic Management Journal. 14: 179-191. [Zeynep]

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Miller, D. & Shamsie, J. 1996. The resource-based view of the firm in two environments: The Hollywood film studios from 1936 to 1965. Academy of Management Journal, 39: 519-543. [Brenda]

Aime, F., Johnson, S., Ridge, J.W., & Hill, A.D. 2010. The routine may be stable but the advantage is not: Competitive implications of key employee mobility. Strategic Management Journal. 31: 75-87. [Julia]

Mannor, M., Shamsie, J. Conlon, D. 2016. Does experience help or hinder top managers? Working with different types of resources in Hollywood. Strategic Management Journal. 37 1330-1340. [Alejandro]

Other readings on RBV (not required reading):

Wernerfelt, B. 1984. A resource-based view of the firm. Strategic Management Journal, 5: 171-180.

Barney, J. (1991), "Firm Resources and Sustained Competitive Advantage", Journal of Management, Vol. 17, No. 1, pp. 99-120.

Grant, R. 1996. Toward a knowledge-based theory of the firm. Strategic Management Journal, 17: 109-122.

Mehra, A. 1996. Resource and market based determinants of performance in the U.S. banking industry. Strategic Management Journal, 17: 307-322.

Priem, R.L. and J.E. Butler. 2001. Is the resource-based "view" a useful perspective for strategic management research. Academy of Management Review. 26: 22-40.

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Alexy, O. West, J. Klapper, H. & Reitzig, M. 2018. Surrendering control to gain advantage: Reconciling openness and the resource#based view of the firm. Strategic Management Journal. 39: 1704-1727.

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Mahoney, J.T. 2005. Economic foundations of strategy. Chapter 2. [Brenda & Alejandro]

Palich, L.E., Cardinal, L.B. & Miller, C.C. 2000. Curvilinearity in the diversification-performance linkage: An examination of over three decades of research. Strategic Management Journal, 21: 155-174. [Julia]

Haleblian, J. & Finkelstein, S. 1999. The influence of organizational acquisition experience on acquisition performance: A behavioral learning perspective. Administrative Science Quarterly, 29-56. [Alejandro]

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

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Haleblian, J.; Pfarrer, M., & Kiley, J. 2017. High#Reputation Firms and Their Differential Acquisition Behaviors. Strategic Management Journal. 38: 2237-2254. [Ana Paula]

Other readings on RBV (not required reading):

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Ramanujam, V. & Varadarajan, P. 1989. Research on corporate diversification: A synthesis, Strategic Management Journal, 10: 523-551.

Markides, C.C. & Williamson, P.J. 1994. Related diversification, core competencies and corporate performance. Strategic Management Journal, 15: 149-165 (summer special issue).

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Chakratarti, A., Singh, K., & Mahmood, I., 2007. Diversification and performance: Evidence from east Asian firms. Strategic Management Journal, 101-120.

Wiersema, M.F. & Bowen, H.P. 2008. Corporate diversification: The impact of foreign competition, industry globalization, and product diversification. Strategic Management Journal. 29: 115

Bertrand, O., Capron, L. 2015. Productivity enhancement at home via cross-border acquisitions: The roles of learning and contemporaneous domestic investments. Strategic Management Journal . 36: 640-658.