

Management Capstone

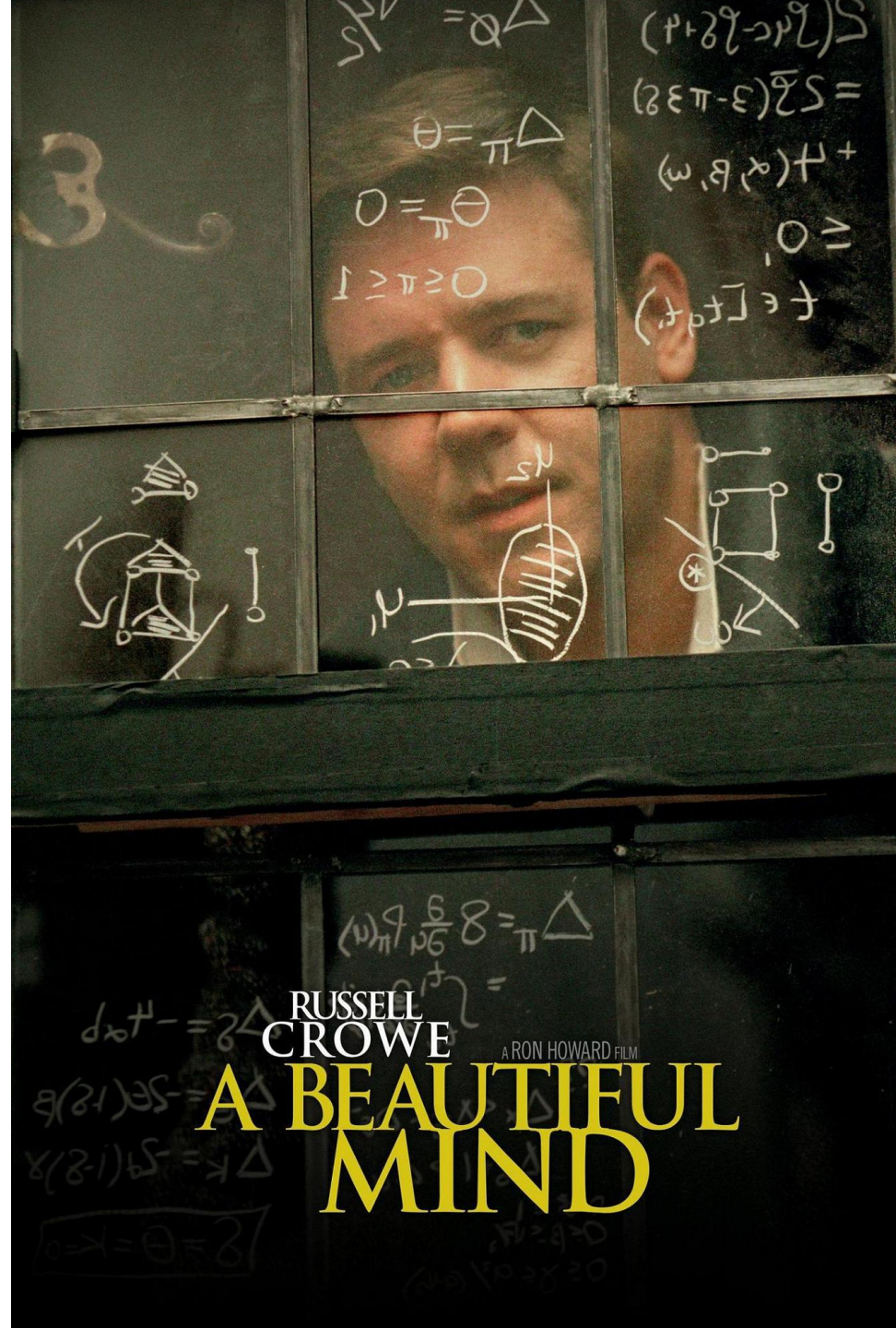
(Tutorial 1: Introduction)

Tutor: James Lai

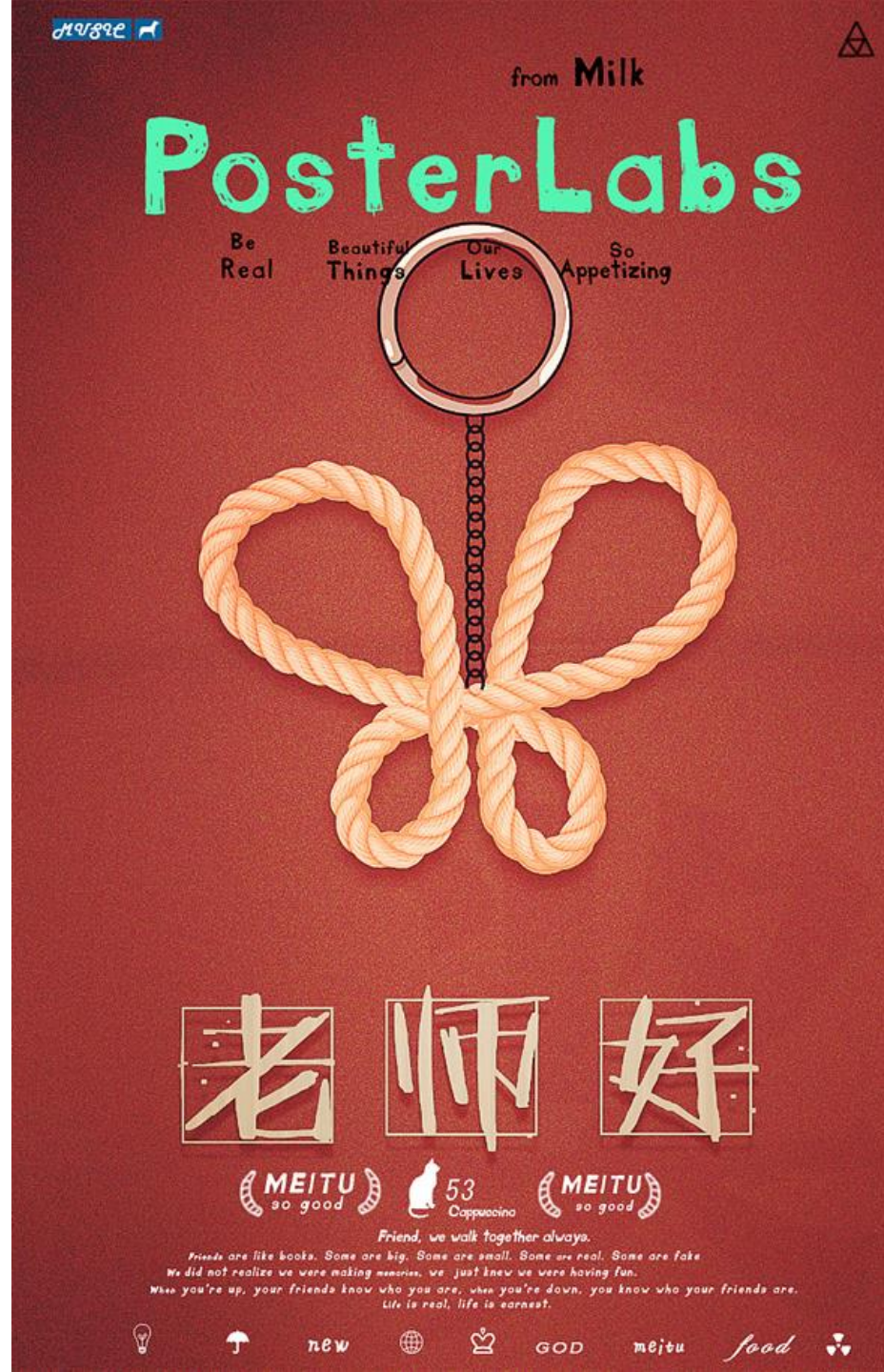
SILC Business School, Shanghai U.

Email: Jiun-Yan.Lai@uts.edu.au

Office: Wen Shang Building 309



Self-Introduction



Your Tutor: James Lai

- **Current Position:**
 - Lecturer (SILC Business School, Shanghai U.) (since Sep. 2020)
- **Illustrations:**
 - From Taiwan (a province of China) (you know ... accented Mandarin)
 - 33 years old
 - A cat/movie/food lover
 - Social phobia
- **Office:**
 - Room 309 of Wen Shang Building
- **E-mail:**
 - 1410362075@qq.com (only for friends)



Teaching Assistants

- One teaching assistant is arranged in each class to record your study during the tutorials.

Class	Major	Teaching Assistant	Classroom	Time
UTS degree 1	Mgt.	Han ZiBin	R306, Wenbo	10:00-11:40am Thursday
UTS degree 2	Mgt.	Wang Sihan	R306, Wenbo	8:00-9:40pm Thursday



I WANT YOUR CV

Basic Information

- Course: **Management Capstone**
- Lecturer/class coordinator: Dr. Rebecca Dong (from the UTS).
 - Email: rebecca.dong@uts.edu.au
 - Conceptual understanding, theories, and models.
- Tutor: Dr. James Lai (from the SILC).
 - Email: jiun-yan.lai@uts.edu.au (official, but I don't like it)
 - Experiential exercises, case study, and activities.
 - Development of personal and group skills.
 - Demonstration of SPSS
- Please frequently visit the CANVAS system (<https://canvas.uts.edu.au>).

Syllabus of Tutorial

Schedule	Content
Week 1	<ul style="list-style-type: none">• Basic introduction
Week 2	<ul style="list-style-type: none">• Introduction to the individual assignment• Resource-based view and VRIO framework
Week 3	<ul style="list-style-type: none">• Research methodology and research design
Week 4	<ul style="list-style-type: none">• Introduction to the group assignment• Stakeholder theory vs. shareholder theory• Introduction of thesis
Week 5	<ul style="list-style-type: none">• Hypothesis design and testing by SPSS (1)
Week 6	<ul style="list-style-type: none">• Hypothesis testing by SPSS (2)
Week 7	<ul style="list-style-type: none">• Moderation and mediation
Week 8	<ul style="list-style-type: none">• Qualitative case study and grounded theory
Week 9	<ul style="list-style-type: none">• Presentation of group assignment (1)
Week 10	<ul style="list-style-type: none">• Presentation of group assignment (2)

Assessment Overview

- Individual assignment: 30%
 - Short business analysis
 - No more than 2,000 words in length
 - Deadline: 11:59 pm Friday 21 Apr. 2023
- Group assignment: 30%
 - Business analysis
 - No more than 3,000 words in length
 - Deadline: 11:59 pm Friday 12 May 2023
 - Presentation in week 9 and 10
- Final exam: 40%

Individual assignment 30%
Group assignment 30%
Final exam 40%

Individual Assignment (30%)

- Length: 2,000 words (excluding executive summary, reference list, and appendices).
- You are required to select **one company** and write a report on what are the strengths of the firm that have made them successful.
- You will use **two theories in management** (e.g., VRIO framework, resource-based view, social network theory, agency theory) to identify the key strengths of the firm.
- Based on your research, you are expected to identify any potential challenges you believe the company may face in the future.
- The report should provide **an executive summary** (no more than 200 words).

Individual Assignment (30%)

- **China:**

- Tencent Holdings
- Alibaba Group Holding
- Meituan
- PetroChina
- BYD Automotive



- **Australia:**

- BHP Group
- Telstra Group
- Woolworth Group
- Origin Energy
- Qantas Airways



Group Assignment (30%)

- Your report and presentation will be judged on your ability to demonstrate strong **research skills** (data collection and analysis, use of appropriate theory to analyze the research problem) and your ability to present your findings in a professional manner (both written and oral).
- The assignment has two parts:
 - **Written group report**: 20%
 - **Oral group presentation** (10-15 minutes): 10%
- The first part requires the group to write a management report addressing the issues identified in your topic.
- The second part requires an in-class group presentation, where you will present the key findings from your research.

Question: What is research?



What is Research?

浙江大学

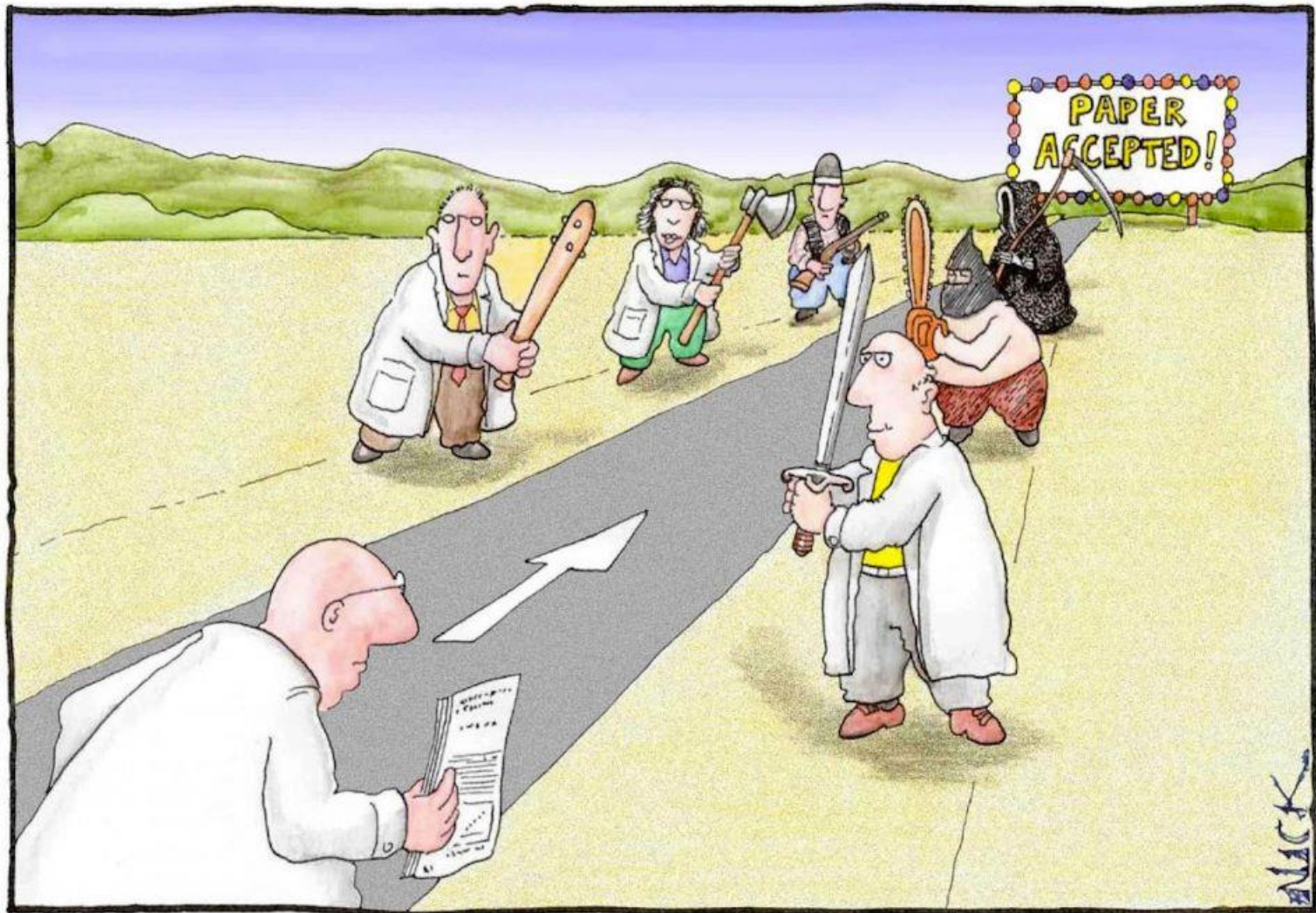
硕士学位论文



中文论文题目：乌有之猫：“云吸猫”迷群的认同
与幻想

英文论文题目：The Utopian Cat: “Cyber Cat Petting”
Fanatics’ Identity and Fantasy

What is Research?



Most scientists regarded the new streamlined peer-review process as "quite an improvement."

What is Research?

WHAT THESIS WRITING
IS REALLY LIKE:



What is Research?

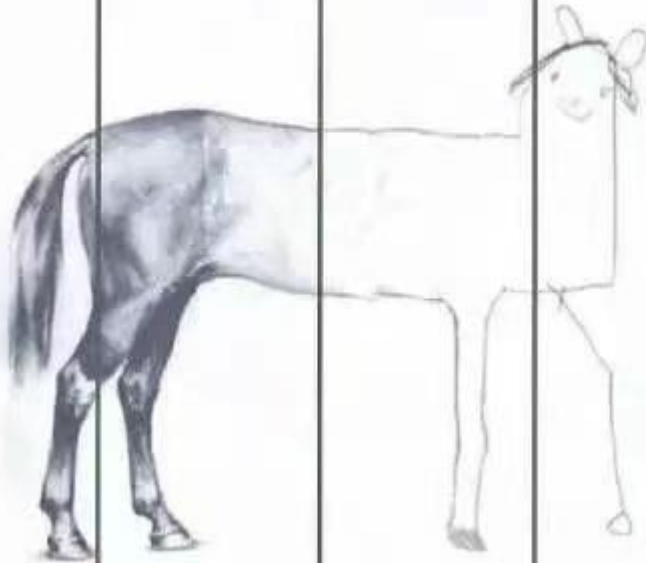
你写论文的过程

构思

框架

初稿

终稿



cr@fezy_n

小红书号: 64340053886

我的开题



我的毕设



小红书

小红书号: 9404053886

What is Research?

世界上最没用的四种东西



无限流水壶



虚空之眼专用眼镜



四节叉



你的论文

What is Research?

当我论文写了一半
但上交时间只剩下10分钟时



Eddie Redmayne

Felicity Jones

**Question: What is the purpose
of doing research?**



$$T_H = \frac{e^\pi}{o}(r)y + [\emptyset_f]$$

$$\frac{\sum \sqrt{e^r + y^\tau \{h_i\}} i^{\frac{n}{g}}}{}$$

Directed by James Marsh





一个简单 优美的方程
With one simple elegant equation

What is Research?

- According to the Oxford Concise Dictionary, *research* is:
 - a. the **systematic** investigation into and study of materials, sources, etc. in order to establish facts and reach new conclusions.
 - b. an endeavor to **discover new** or **collate old** facts etc. by the scientific study of a subject or by a course of critical investigation.
- Research is what we do when we have a **question** or a **problem** we want to resolve.
- We may already think we know the answer to our question already. We may think the answer is obvious, common sense even.
- But until we have subjected our problem to **rigorous scientific scrutiny**, our “knowledge” remains little more than guesswork or at best, intuition.

What is Research?

- **Positivism (实证主义)**: A philosophical theory that states that “genuine” knowledge is exclusively derived from **experience** of natural phenomena and their properties and relations.



Auguste Comte
(1798 - 1857)



Phase 1: *theological* (whole-hearted belief in all things with reference to God)

Phase 2: *metaphysical* (the examination of the fundamental nature of reality)

Phase 3: *positive* (experience and observation are **the basis of science**)

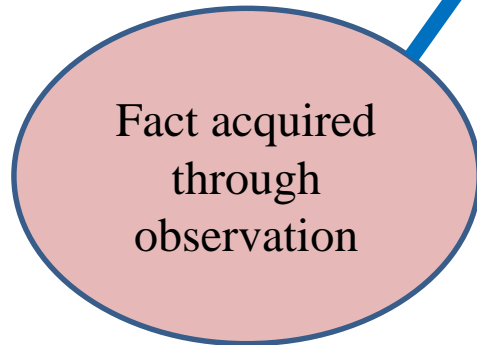
What is Research?



What is Research?

Inductive analysis (归纳分析)

- Utilizing
- Categorizing

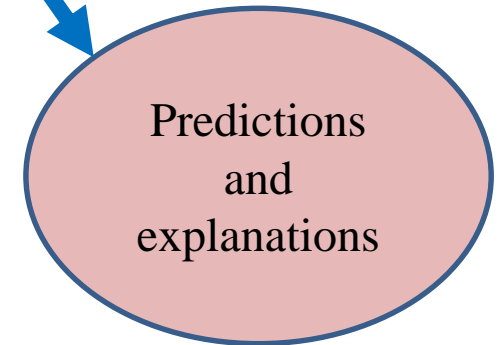


Generalized laws and theories

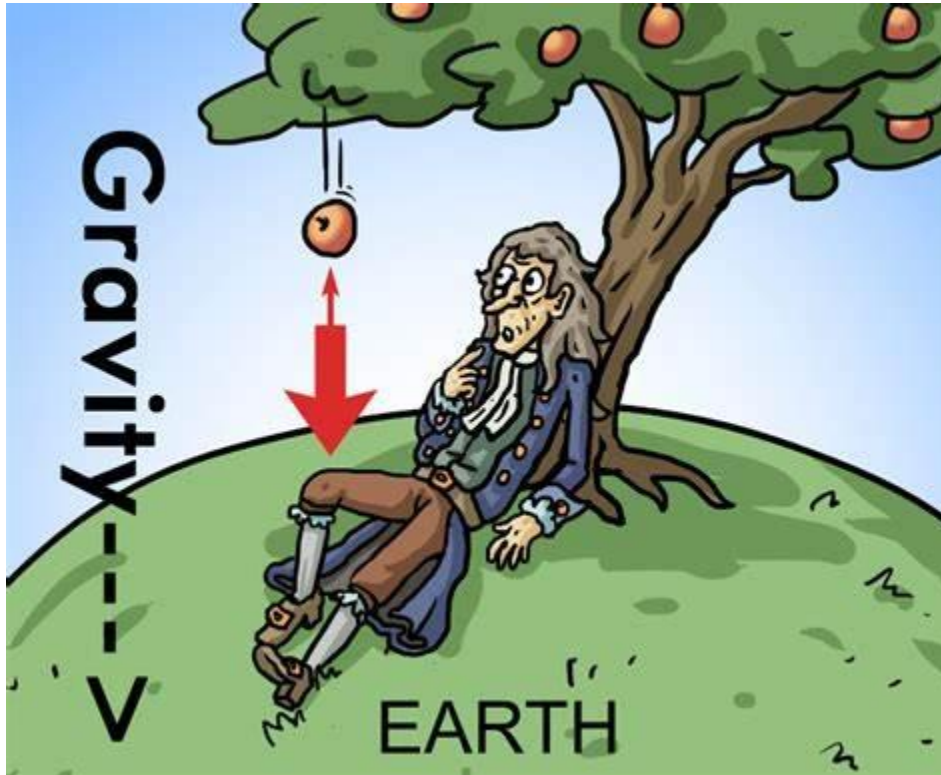
The diagram shows a central light red oval containing the text 'Generalized laws and theories'. It is the focal point of the research process, with arrows pointing to it from the bottom-left and from it to the bottom-right.

Deductive analysis (演绎分析)

- Priori theory



What is the First Thing in Research?



Research Questions

- First priority in research is to **formulate your question** based on your **observation** of the real world.
- Then figure out how you are going to answer it.
 - How have others answered it? (literature review)
 - How does your proposal fit in with what others have done? (research gap)
 - What will you know when you answer it? (contributions)
- Then you can present your answer (by analyzing your empirical data or case and writing your thesis).
- Research is an **organized inquiry** carried out to provide information for solving problems.
- It is the cornerstone of every science.

Question example:

“A core **question** in strategy is whether firms should develop capabilities internally or acquire them from external sources.” (Arora & Gambardella, 1994)

“Following this line of thought, this paper advocates a nonlinear view on innovation with a specific objective to answer the **question** – Can disruptive innovation be measured *ex ante*?” (Hung & Lai, 2022)



Research Questions

Position taking and field level change: Capability Brown and the changing British landscape

human relations

1-27

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Graeme Currie 

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Abstract

How does a social actor in a disadvantaged position achieve field level change? Using a longitudinal case of 'Capability' Brown, an individual rising from humble origins to shape and refine the British landscape, we examine how an actor's unfolding efforts to move from a social position at the periphery of a field, to a social position at the centre of a field, may present them with opportunities to influence field level change. In doing so,

You can choose to articulate your research question in the abstract.

Research Questions

Fading Memories:
A Process Theory of
Strategic Business
Exit in
Dynamic Environments

Robert A. Burgelman
Stanford University

This comparative study of the evolution of Intel Corporation's strategic position in two semiconductor memory businesses and in the microprocessor business provides insight into the forces that drive strategic business exit in dynamic environments. Inertial forces caused Intel's distinctive competence to diverge from the evolving basis of competitive advantage in the memory business. Inertial forces also caused Intel's corporate strategy to diverge from strategic actions taken by middle-level managers. Intel's internal selection environment played a key role in the strategic business exit process by causing it to shift the allocation of scarce manufacturing resources from the memory business to the emerging microprocessor business before corporate strategy was officially changed. The paper contributes to the development of theory about the role of strategy in firm evolution by offering insight into how the internal selection environment mediates the coevolution of industry-level sources of competitive advantage and firm-level sources of distinctive competence and into the link between corporate strategy and strategic action.*

INTRODUCTION

Why do some firms continue to survive while others do not?

Arguments based on the study of evolutionary processes applied at the firm level posit that long-term survival depends, in part, on the firm's ability to use intraorganizational ecological processes to cope with external selection pressures (e.g., Burgelman, 1991; Van de Ven, 1992). Intraorganizational ecological processes allow firms to generate new businesses based on distinctive competencies and, through internal selection and retention processes, to

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0001-8392/94/3901-0024/\$1.00.

• George W. Cogan, Stanford MBA '89, and Bruce K. Graham, Stanford MBA '91, collaborated in writing the case studies on which the theory in this paper is based. They also provided expertise in

You can also choose to articulate your research question in the first sentence of introduction.

Research Questions

Goodwin, 1994). Some research has shown that symbolic management strategies are likely to improve the success of tie formation attempts (Zott & Huy, 2007). Related research has shown that successful strategies for tie formation are contingent on focal firm characteristics such as executive background (Hallen, 2008). But although strategic action is likely to be germane to efficient tie formation, research has yet to address tie formation efficiency and clarify the range of relevant strategies.

Taken together, previous research studies (1) show that firms gain performance benefits from numerous ties with desirable partners, (2) provide a descriptive account of which ties are likely to form, and (3) suggest a role for agency and strategic action. But the literature lacks an in-depth account of *how* firms form ties efficiently. Our study addresses this gap. We ask, *How do firms efficiently form interorganizational ties?* Given limited theory and evidence, in this research we used multiple-case theory building (Eisenhardt, 1989). Relying on detailed fieldwork, we tracked how executives in a cohort of nine internet security ventures formed new investment ties over their initial five years. By studying variation in tie formation efficiency within- and across firms in a

of intermediate quality and embeddedness, most important for distant and “heterophilous” ties, and most necessary when firms are mismatched with potential partners who are willing to delay. Overall, we add to the nascent literature on how strategic action, especially by low-power actors such as entrepreneurs, can shape critical network outcomes.

THEORETICAL BACKGROUND

Our research question asks how firms efficiently form interorganizational tie. By “efficiently form,” we mean that these firms achieve adequate outcomes expending less time and effort than what might be expended to achieve similar outcomes.¹ Thus, efficiency relates to a favorable ratio of outputs to inputs. Tie formation is most efficient when it requires little time and effort and yields a desirable partner. It is moderately efficient when these conditions are partially met (e.g., fast and low effort, but a less desirable partner; high time and effort, but a very desirable partner). It is least efficient when there is no outcome (e.g., failed tie formation) or an inadequate outcome (e.g., undesirable partner) after much time and effort have been expended.

You can also choose to articulate your research question in other parts of your manuscript.

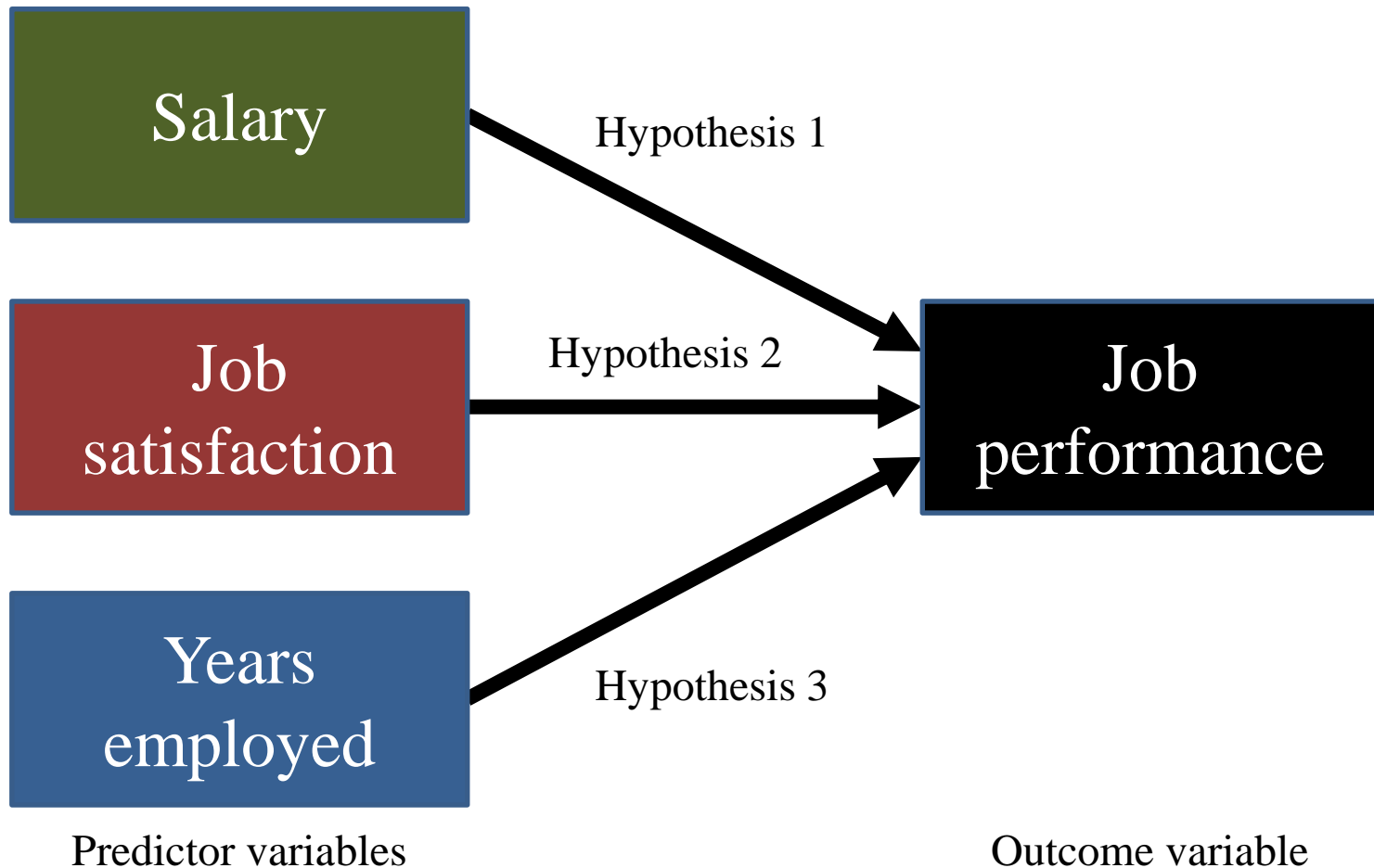
Question-Method

Strategy	Form of research question	Requires control over behavioral events?	Focuses on contemporary events?
Experiment	how, why	yes	yes
Survey (quantitative) (定量研究)	who, what, where, how many, how much	no	yes
Archival analysis	who, what, where, how many, how much	no	yes/no
History	how, why	no	no
Case study (qualitative) (定性研究)	how, why	no	yes

Source: Yin, R. K. 1984. *Case study research: Design and methods*. Newbury Park, CA: Sage.

Question-Model

- Question: **How much** salary, job satisfaction, and years employed influence job performance?



Question-Variables

- **Predictor variable** is the name given to an **independent variable** (自变量) used in regression analysis.
- The predictor variable provides information on an associated dependent variable regarding **a particular outcome**.
- **Outcome variables** are usually the **dependent variables** (应变变量) which are observed and measured by changing variables.
- These variables determine the effect of the cause (independent) variables when changed for different values.

$$y = ax_1 + bx_2 + cx_3$$

x1: salary
x2: job satisfaction
x3: years employed
y: job performance

Other Examples of Research Questions

- Are children smarter (or more socialized) because of the internet?
- Should the federal government be allowed to regulate information on the internet?
- How has the music industry been affected by the internet and digital downloading?
- Do the benefits of vaccination outweigh the risks?
- How much weekly exercise is needed to achieve lasting health benefits
- Health websites give too much information
- Should companies allow employees to exercise on work time?

Other Examples of Research Questions



Johnson
Cornell
SC Johnson College of Business

Waking from Mao's Dream: Communist Ideological Imprinting and the Internationalization of Entrepreneurial Ventures in China

Administrative Science Quarterly
2020, Vol. 65(3)795–830
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DOI: 10.1177/0001839218792837
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SAGE

Christopher Marquis¹  and Kunyuan Qiao¹ 

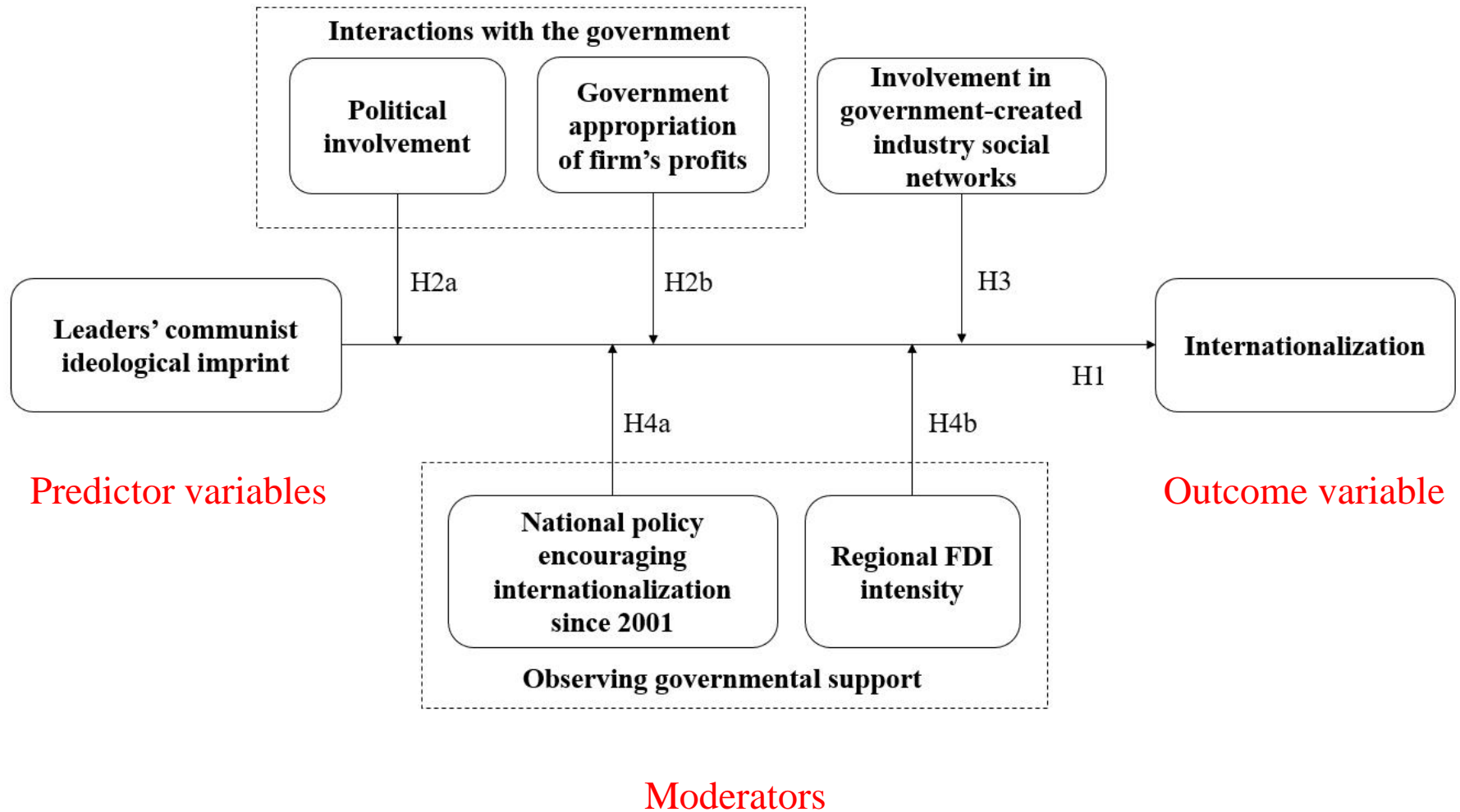


Abstract

We theorize how an ideological imprint—ideology formed through past events—serves as an information filter that persistently affects individuals' decision making and how subsequent behaviors of the imprinter—the entity

You should find a research question that legitimizes you.

Other Examples of Research Questions



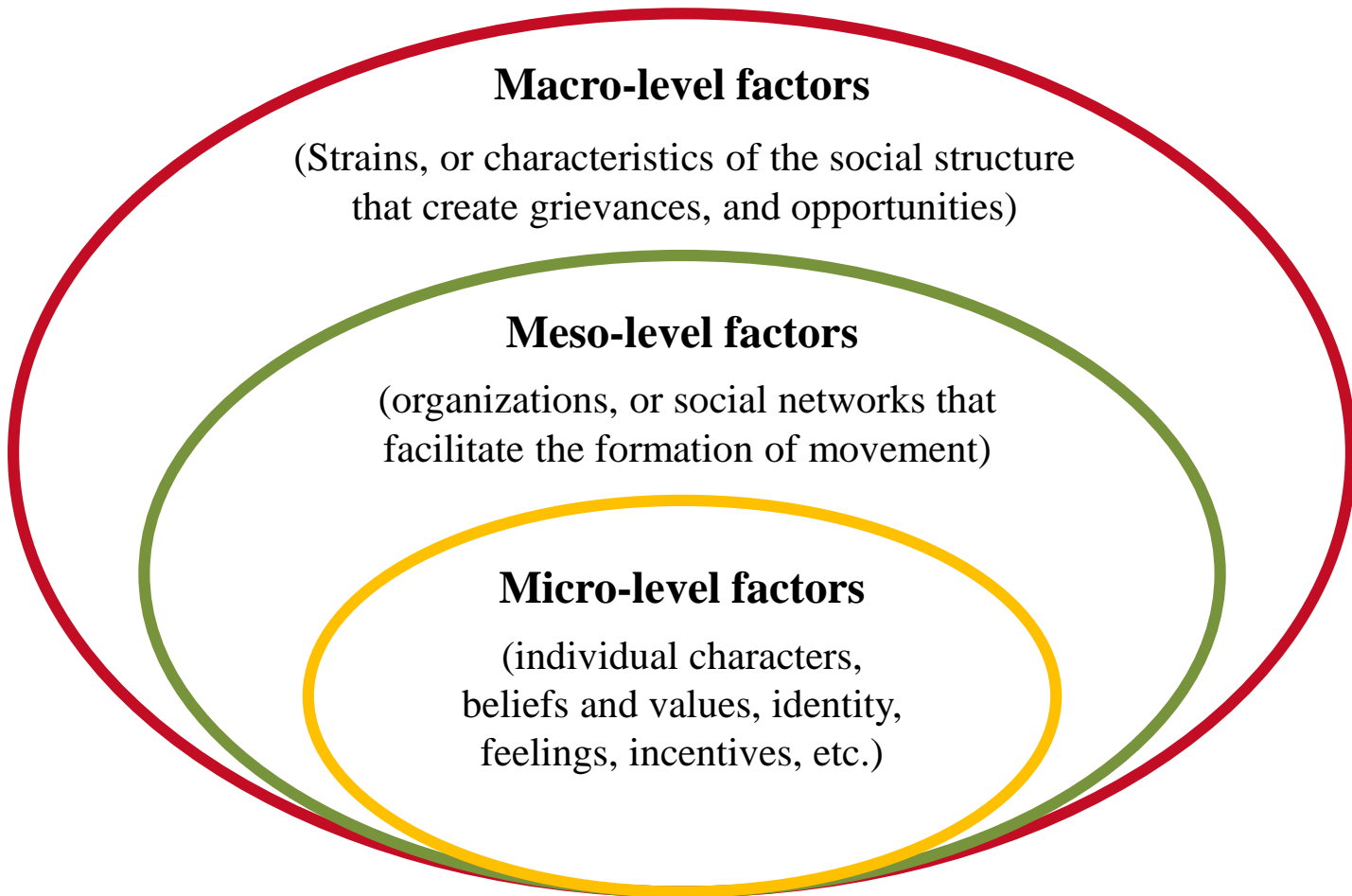
Process of Thesis

- What is your **research question**? (phenomenon-driven question or theory-driven question) Does it matter?
- Which **theory** do you want to use to answer your question?
- What is the **gap**? (theoretical gap or practical gap)
- Which **methodology** do you want to use? (quantitative or qualitative)
- What are your **hypotheses** and **model** (based on the theory)?
- What is the key source of your **data**?
- How do you **analyze** the data?
- What are your main **conclusions**?

Level of Analysis

- **Level of analysis** (分析层次) is used to point to the location, size, or scale of a research target.
- Although levels of analysis are not necessarily mutually exclusive, there are three general levels into which social science research may fall: **micro level**, **meso level** (or middle range), and **macro level**.
- Level of analysis is important, in that you need to identify which level of analysis your research question is devoted to.
- Accordingly, you should develop your paper and answer **in the same level**.

Level of Analysis



Level of Analysis: Micro Level

- The smallest unit of analysis in the social sciences is an **individual** in their social setting.
- At the micro level, also referred to as the **local level**, the research population typically is an individual in their social setting or a small group of individuals in a particular social context.
- Examples of micro levels of analysis include, but are not limited to, the following individual analysis type approach:
 - CEO, manager, employee, or supervisor
 - Person or personality
 - Team
 - Organization or firm

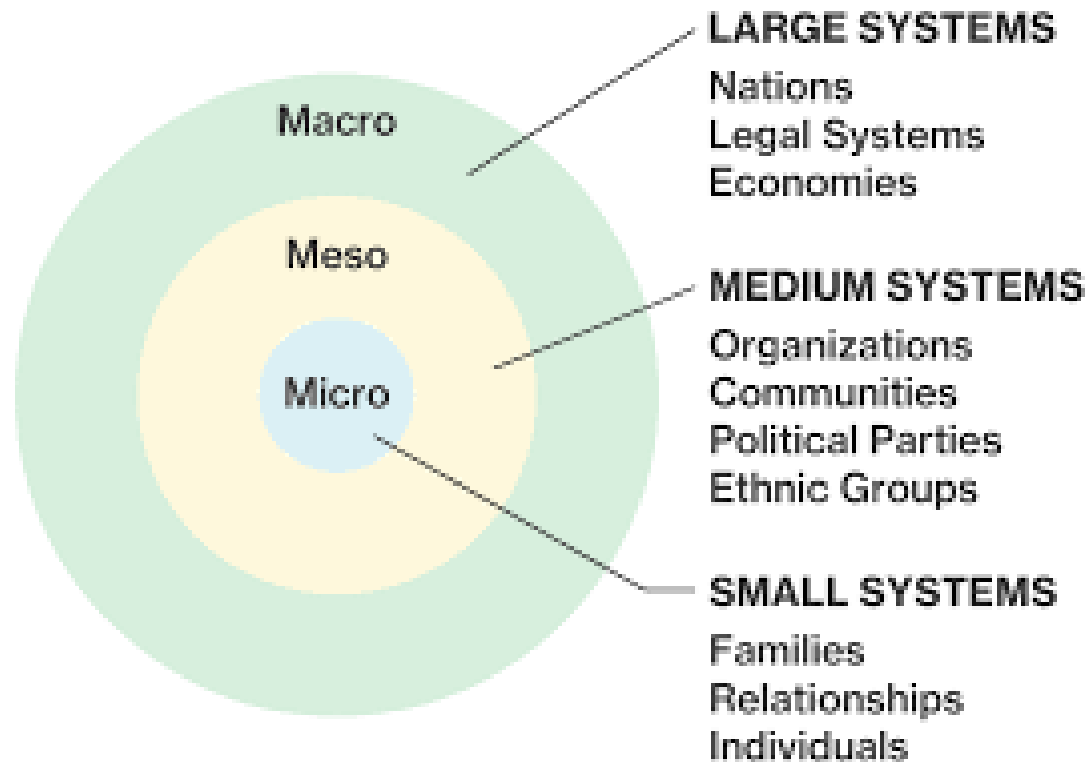
Level of Analysis: Macro Level

- Macro-level analyses generally trace the outcomes of interactions, such as economic or other resource transfer interactions **over a large population**.
- It is also referred to as the **global level**.
- Examples of macro levels of analysis include, but are not limited to, the following global analysis type approach:
 - Nation
 - Society
 - Civilization
 - International
 - Global

Level of Analysis: Meso Level

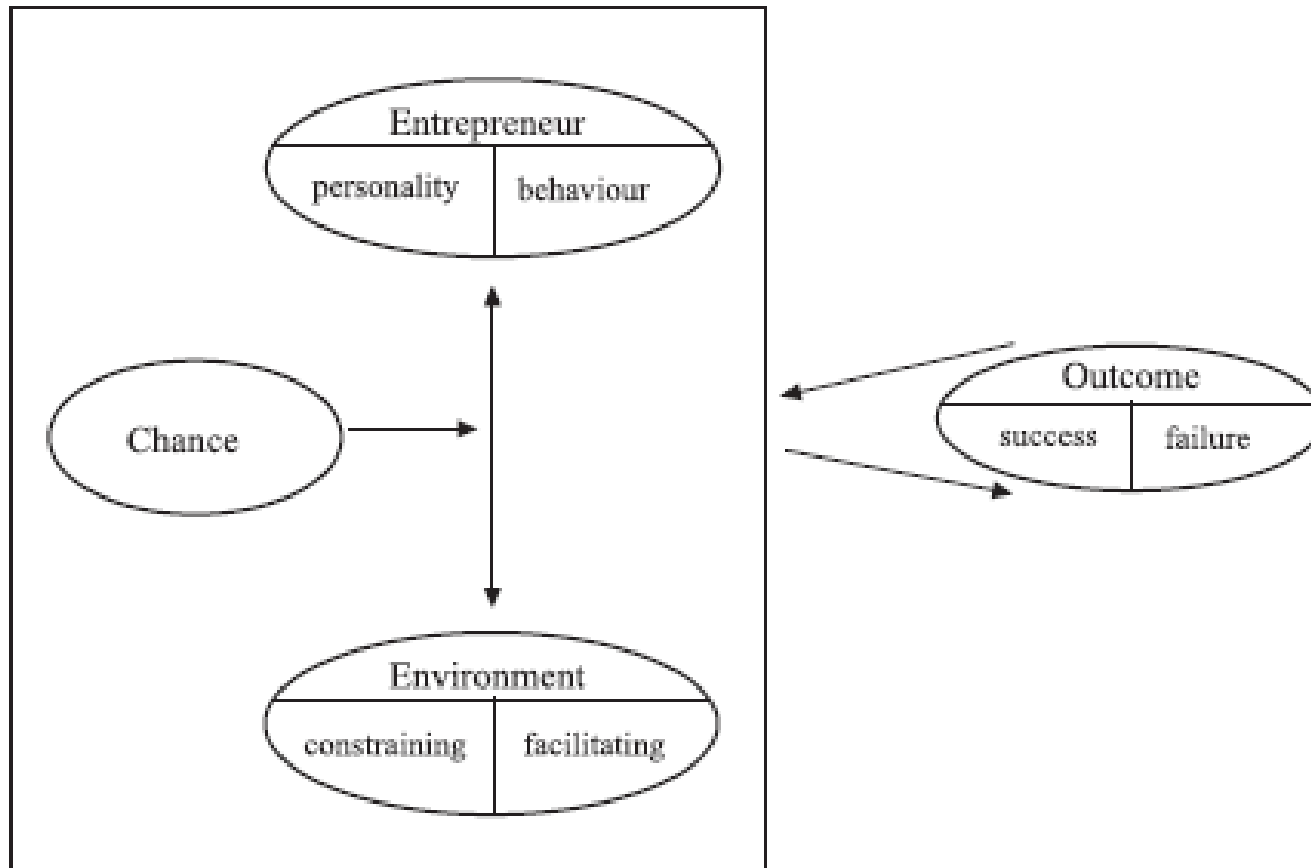
- In general, a meso-level analysis indicates a population size that falls **between the micro and macro levels**, such as a community or an organization.
- However, meso level may also refer to analyses that are specifically designed to reveal connections between micro and macro levels.
- Examples of micro levels of analysis include, but are not limited to, the following middle analysis type approach:
 - Network
 - Community
 - Strategic alliance
 - Industry

Level of Analysis



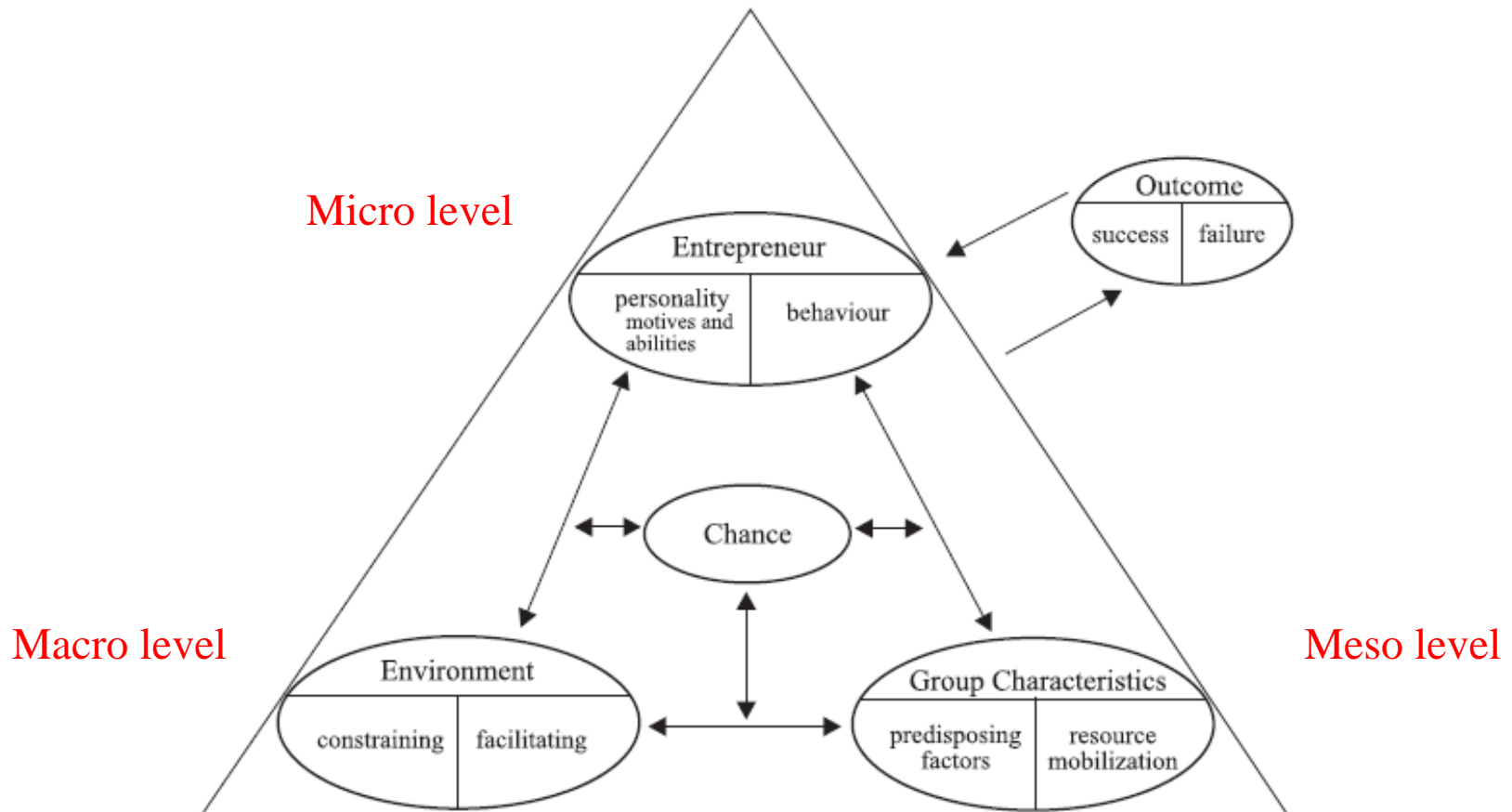
Level of Analysis

- The framework of entrepreneur's success and failure (**macro level** and **micro level**).



Level of Analysis

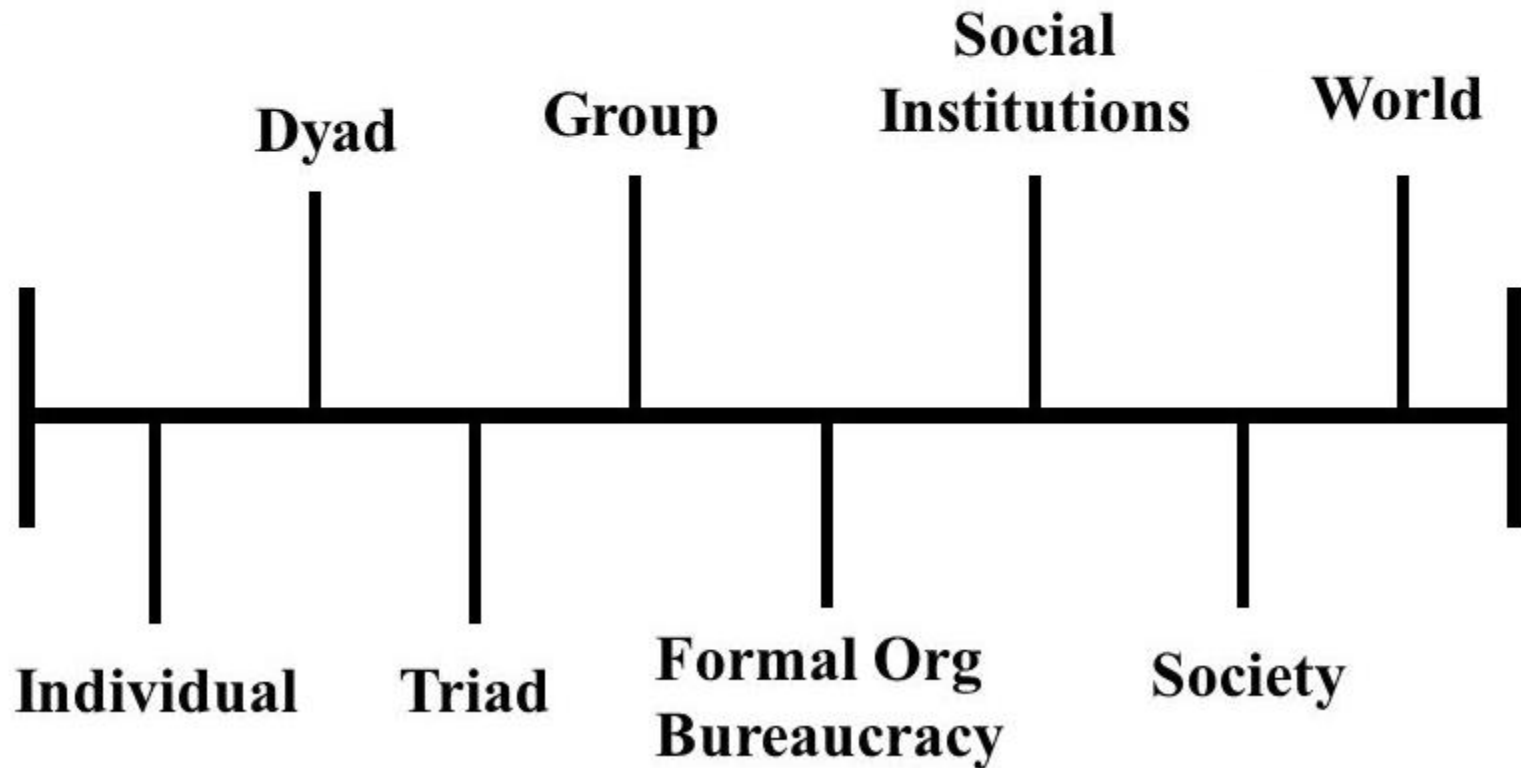
- The framework of entrepreneur's success and failure (macro level, meso level, and micro level).



Level of Analysis

Micro-level

Macro-level



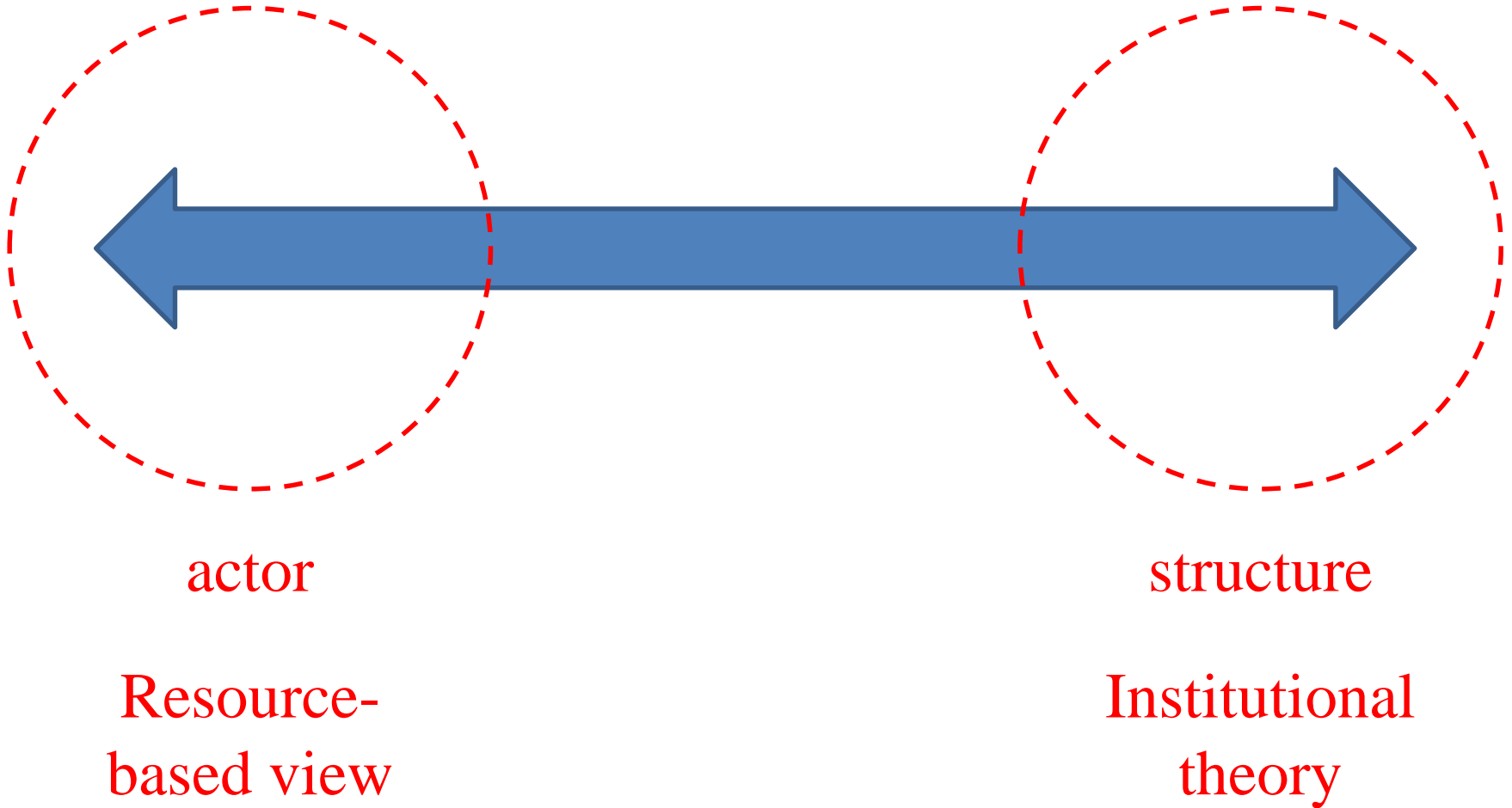
Level of Theory

- In order to address your question, you should choose **at least one proper theoretical perspective** to design your research framework or hypothesis.
- Different theories will generate deviating frameworks, hypotheses, and conclusions.
- Some common theories:
 - Resource-based view (资源基础观点)
 - Institutional theory (制度理论)
 - Leader-member exchange theory (领导-成员交换理论)
 - Innovation diffusion theory (创新扩散理论)

Level of Theory



Level of Theory



Resource-based view (RBV)



Institutional theory



Management Capstone (Tutorial 1: Introduction)

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