

ENTP IMS7300.001

International Management Seminar in Entrepreneurship Foundations of Entrepreneurship

Fall 20186

Class Meeting: Mondays: 1:00pm-3:45pm JSOM 2.903	Toyah L. Miller, PhD Office: JSOM 4.227
Office Hours: Mondays 10am-12:45; 4pm-5pm or Tuesdays 1-4:30pm ; by appointment	Email: toyah.miller@utdallas.edu Phone: Office: (972) 883-4825

Course Description

The seminar will uncover theoretical and empirical views of entrepreneurship. We will concentrate on the issues in the field and look at them using different methodologies. We will also examine future research questions. In this course you will draft a research paper aimed at submission to a top journal. Entrepreneurship is inherently interdisciplinary and you should expect to see influences from the fields of sociology, strategy, economics, and organizational behavior.

Course Objectives

To provide students with an opportunity to:

- Obtain an introduction to the areas of entrepreneurship and to develop a sense of the field of entrepreneurship.
- Intellectually master central concepts and debates within the field of entrepreneurship.
- Identify areas of interest and ways to contribute as an entrepreneurship researcher.
- Advance one's ability to think in logical, critical, and novel ways about theory and empirical research.

Class Format

Class Participation

The nature of doctoral education is different from other forms of graduate and undergraduate education. At this stage you are expected to learn through "guided immersion" in the literature. To accomplish this, students are expected to be ready to discuss and evaluate the assigned readings. Participation will require reading and taking notes on the articles and integrating insights across the articles. Towards the end of each class, each student will be asked to articulate a research question that emerged from the session and describe the research design used to investigate the question.

Here are some issues to consider as you read:

- What is the theory being discussed?
- What are the underlying assumptions?
- Does the paper make a contribution? If so, what do you think its contribution is?
- In what ways does the author(s) achieve (or not achieve) the goal(s) defined at the beginning of the paper?
- What is most compelling in this paper? What do you find least convincing?
- What are the boundary conditions of the argument?
- Most critically, how does this paper differ in its perspective and arguments from other articles addressing the same topic? Could these differences be resolved empirically? How?

You should also consider these additional questions with regard to empirical articles:

- What are the independent and dependent variables in the paper and how are they operationalized?
- Do the variables fit with the theory?
- Do you agree with the author(s)' interpretation of results?
- What methodological flaws do you see in the study?
- Are the methods used laudable in some way?

- How do the paper's findings fit with the other papers that we have read? Are they complementary or contradictory or unrelated?

Topic Summary and Discussion Leader

Each student will serve as the discussion leader for a session. Discussion leaders are expected to: critically assess assigned articles, glean insights in the readings, describe its contribution to the field, integrate the readings for insights, offer discussion questions, and serve as the moderator for the class session. Each discussion leader is asked to prepare a short paper (5-8 pages, double-spaced) that summarizes each of the assigned papers. It should be emailed to me before class and should include for each article: a statement of the main research question(s), the methodology, data set (if any), summary of findings, a commentary with your thoughts on the reading, and proposed discussion questions. A copy of the summary should also be provided to all class members during class (and not before). You may select any session except Session 3. You may select from sessions 2, 4, 5, 7, 8 9, 10, 11, or 13.

Final Paper

Students will be required to write a paper that relates to one or more topics covered within the seminar. The paper should be written in *Academy of Management* format (1 inch margins, double-spaced). It should define a research question, review extant literature, have some testable hypotheses, and propose a method for testing the hypotheses. No data is required for this paper. A purely theoretical paper is acceptable also; however, in this case you will be required to have a discussion section that outlines how researchers could test your hypotheses or theory. The paper should not exceed 25 pages. You will be required to give a five to ten minute pitch of your research idea due on October 3rd. This pitch will require that you present a PowerPoint presentation to the class. You will be given feedback on your proposals; however, it will not be graded. The final paper will be worth 40% of your final grade.

Due Dates. Written assignments will be due at the beginning of class on the date assigned and should be submitted through email even if you are unable to attend the class. Individual assignments submitted late at or before the next class session following the due date will be graded, but 30 percentage points will be deducted from the grade. Late papers submitted at or before the second class session following the due date will be graded, but 60 percentage points will be deducted from the grade. Late papers not received by the beginning of the second class session following the due date will receive a zero. Consideration may be given for extenuating circumstances with prior notification.

Course Grades

Your course grade will be determined as follows:

Topic Summary and Discussion	2 300 points	2 30%
Class Participation	3 300 points	3 30%
Final Paper	5 400 points	5 40%
Total	1000 points	100%

Letter Grade Schema

94 – 100 A

90 – < 94 A

87 – < 90 B+

84 – < 87 B

80 – < 84 B

77- < 80 C+

74- < 77 C

70- < 74 C

67- < 70 D+

64- < 67 D

60- < 64 D

0- < 60 F

Professor Biography

Toyah L. Miller, Associate Professor

Dr. Miller's recent research addresses the role of power on boards, entrepreneurial networks, social entrepreneurship, and internationalization trajectories. Her work has been published in *Strategic Management Journal*, *Academy of Management Journal*, *Academy of Management Review*, *Organization Science*, *Journal of International Business*, *Entrepreneurship Theory and Practice*, *Journal of Management*, and other journals.

Dr. Miller is a member of the Academy of Management and Strategic Management Society. Before joining University of Texas at Dallas, she was an assistant professor at Indiana University. She obtained her doctoral degree in management from Texas A&M University. Prior to entering academia, she was a management consultant.

UNIVERSITY POLICIES

Technical Support. If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that each student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, we cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes with enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence (i.e., for the purpose of observing a religious holy day) or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

READING SCHEDULESESSION TOPICS: Reading List distributed on the first day

Session 1 - Overview –August, 20th 2nd

Alvesson, M. & Sandberg, J. 2011. Generating research questions through problematization. *Academy of Management Review*, 36(2): 247-271.
Loeke, K. & Golden-Biddle. 1997. Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40(5): 1023-1062.

Session 2 - Overviews and Classics –August 27th

Amit, R., Glosten, L., & Muller, E. 1993. Challenges to theory development in entrepreneurship research. *Journal of Management Studies*, 30(5): 815-834.
Davidsson, P., & Wiklund, J. 2001. Level of analysis in entrepreneurship research: Current research practice and suggestions for the future. *Entrepreneurship Theory and Practice*, 25(4): 81-99.
Gartner, W. B. 1990. What are we talking about when we are talking about entrepreneurship? *Journal of Business Venturing*, 5: 15-28.
Kirzner, I.M. 1997. Entrepreneurial Discovery and the Competitive Market Process: An Austrian approach. *Journal of Economic Literature*, 35: 60-85.
Schumpeter, J. 1947. The creative response in economic history. *Journal of Economic Volume*, 7(2): 149-159.
Shane, S. & Venkataraman, S. 2000. The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1): 217-226.
Uebasaran, D., Westhead, P., & Wright, M. 2001. The focus of entrepreneurial research: Contextual and process issues. *Entrepreneurship Theory and Practice*, 25(4): 57-80.

No Session - Labor Day – September 3rd 5th

Session 3 - The Sources of Entrepreneurship and Individual Differences- September 12th

Amit, R., MacCrimmon, K.R., Zietsma, C. & Oesch, J. 2001. Does money matter: Wealth attainment as the motive for initiating growth oriented technology ventures. *Journal of Business Venturing*, 16(2): 119-143.
Busenitz, L. W. 1999. Entrepreneurial risk and strategic decision making: It's a matter of perspective. *Journal of Applied Behavioral Science*, 35(3): 325-340.
Gartner, W.B. 1988. "Who is an entrepreneur?" is the wrong question. *Entrepreneurship Theory and Practice*, 12(4): 11-32.
Khilstrom, R. & Laffont, J. 1979. A general equilibrium entrepreneurial theory of firm formation based on risk aversion. *Journal of Political Economy*, 87(4): 719-748.
Stewart, Jr., W. & Roth, P. 2001. Risk propensity differences between entrepreneurs and managers: A meta-analytic review. *Journal of Applied Psychology*, 86: 145-153.

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Session 4 - Entrepreneurial Opportunities – September 19th

Session 5 -

Alvarez, S., & Barney, J. 2007. Discovery and creation: Alternative theories of entrepreneurial action. *Strategic Entrepreneurship Journal*, 1: 1-1-26.

Alvarez, S. A. & Barney, J.B. 2010. Epistemology and entrepreneurship: The philosophical underpinnings of the study of entrepreneurial opportunities. *Academy of Management Annals*, 4(1): 557-583.

Alvarez, S. A., Barney, J.B., & Anderson, P. 2015. Forming and exploiting opportunities: The implications of discovery and creation processes for entrepreneurial and organizational research. *Organization Science*, 24(1): 301-317.

Baron, R. 2006. Opportunity recognition as pattern recognition: How entrepreneurs "connect the dots" to identify new business opportunities. *Academy of Management Perspectives*, 20(1): 104-119.

Eckhardt, J. & Shane, S. 2003. Opportunities and entrepreneurship. *Journal of Management*, 29(3): 333-349.

Shane, S. 2000. Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, 11: 448-469. **September 24th – Research Idea Discussion**

Short et al. 2009. The concept of "opportunity" in entrepreneurship research: Past accomplishments and future challenges. *Journal of Management*, 36(1): 1-28.

Session 65 – Affective and Cognitive Processes in Entrepreneurship – September 26th October 1st

Baron, R. A., & Tang, J. 2011. The role of entrepreneurs in firm-level innovation: Joint effects of positive affect, creativity, and environmental dynamism. *Journal of Business Venturing*, 26(1): 49-60.

Cardon, M. S., Winecent, J., Singh, J., & Drnovsek, M. 2009. The nature and experience of entrepreneurial passion. *Academy of Management Review*, 34(3): 511-532.

Foo, M. D. 2011. Emotions and entrepreneurial opportunity evaluation. *Entrepreneurship Theory and Practice*, 35(2): 375-393.

Gatewood, E.J., Shaver, K.G., & Gartner, W.B. 1995. A longitudinal study of cognitive factors influencing start-up behaviors and success at new venture creation. *Journal of Business Venturing*, 10(5): 371-391.

Krueger, N. F., Reilly, M. D., & Carsrud, A. L. 2000. Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5): 411-432.

Mitchell, R. K., Busenitz, L. W., Bird, B., Gaglio, M. C., McMullen, J. S., Morse, E. A., & Smith, J. B. 2007. The central question in entrepreneurial cognition research 2007. *Entrepreneurship Theory and Practice*, 31(1): 1-27.

Shaver, K.G., & Scott, L.R. 1991. Person, process, choice: The psychology of new venture creation. *Entrepreneurship Theory and Practice*, 16(2): 23-46.

Research Gap Idea – Due October 1st

Session 6 – Sociology of Entrepreneurship – October 3rd

Paper Proposal Presentations

Aldrich, H. E., & Fiol, C. M. 1994. Fools rush in? The institutional context of industry creation. *Academy of Management Review*, 19(4): 645-670.

Carroll, G. R., & Swaminathan, A. 2000. Why the microbrewery movement? Organizational dynamics of resource partitioning in the US brewing industry. *American Journal of Sociology*, 106(3): 715-762.

Carroll, G. R., & Khessina, O. M. 2005. The ecology of entrepreneurship. In *Handbook of Entrepreneurship Research* (pp. 167-200). Springer US.

Hargadon, A. B., & Douglas, Y. 2001. When innovations meet institutions: Edison and the design of the electric light. *Administrative Science Quarterly*, 46(3): 476-501.

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Session 77 – Founders and Founder Identity – October 10th 8th

- Boeker, W., & Karichalil, R. 2002. Entrepreneurial transitions: Factors influencing founder departure. *Academy of Management Journal*, 45(3): 818-826.
- Burton, M. D., Sorensen, J. B., & Beckman, C. M. 2002. Coming from good stock: Career histories and new venture formation. *Research in the Sociology of Organizations*, 19: 229-262.
- Fauchart, E., & Gruber, M. 2011. Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. *Academy of Management Journal*, 54 (5): 935-957.
- Hoang, H., & Gimeno, J. 2010. Becoming a founder: How founder role identity affects entrepreneurial transitions and persistence in founding. *Journal of Business Venturing*, 25: 41-53.
- Jayaraman, N., Khorana, A., Nelling, E., & Covin, J. 2000. CEO founder status and firm financial performance. *Strategic Management Journal*, 21(12):1215-1224.
- Nelson, T. 2003. The persistence of founder influence: Management, ownership, and performance effects at initial public offering. *Strategic Management Journal*, 23: 707-724.
- Phillips, D. J. 2002. A genealogical approach to life chances: The parent progeny transfer among Silicon Valley law firms, 1946-1996. *Administrative Science Quarterly*, 47: 474-506.

Session 88 – Entrepreneurial Teams – October 15th 17th

- Almandoz, J. (2014). Founding teams as carriers of competing logics when institutional forces predict banks' risk exposure. *Administrative Science Quarterly*, p. 1-32.
- Beckman, C. 2006. The influence of founding team company affiliations on firm behavior. *Academy of Management Journal*, 49(4): 741-758.
- Ensley, M.D., Pearson, A.W., & Amason, A.C. 2002. Understanding the dynamics of new venture top management teams: Cohesion, conflict, and new venture performance. *Journal of Business Venturing*, 17(4): 365-386.
- Grandi, A., & Grimaldi, R. 2003. Exploring the networking characteristics of new venture founding teams: A study of Italian academic spin-off. *Small Business Economics*, 21(4): 329-341.
- Packalen, K. A. 2007. Complementing capital: The role of status, demographic features, and social capital in founding teams' abilities to obtain resources. *Entrepreneurship Theory and Practice*, 31(6): 873-891.
- Ruef, M., Aldrich, H. E., & Carter, N. M. 2003. The structure of founding teams: Homophily, strong ties, and isolation among US entrepreneurs. *American Sociological Review*, 68(2): 195-222.

Session 99 – Effectuation, Bricolage, and Improvisation – October 24th 22nd

Session 10 - Baker, T., & Nelson, R. E. 2005. Creating something from nothing: Resource construction through entrepreneurial bricolage. Administrative Science Quarterly, 50(3): 329-366.

- Baker, T., Miner, A. S., & Ensley, D. T. 2003. Improvising firms: Bricolage, account giving and improvisational competencies in the founding process. *Research Policy*, 32(2): 255-276.
- Delmar, F., & Shane, S. 2003. Does business planning facilitate the development of new ventures? *Strategic Management Journal*, 24(12): 1165-1185.
- Dew, N., Read, S., Sarasvathy, S. D., & Wiltbank, R. 2009. Effectual versus predictive logics in entrepreneurial decision making: Differences between experts and novices. *Journal of Business Venturing*, 24(4): 287-309.
- Hmieleski, K. M., & Corbett, A. C. 2008. The contrasting interaction effects of improvisational behavior with entrepreneurial self-efficacy on new venture performance and entrepreneur work satisfaction. *Journal of Business Venturing*, 23(4): 482-496.
- Senyard, J., Baker, T., Steffens, P., & Davidsson, P. 2014. Bricolage as a path to innovativeness for resource-constrained new firms. *Journal of Product Innovation Management*, 31(2): 211-230.

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October 29th – Proposal Presentations & Paper Outlines (or Draft) Due

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Session 10 – Venture Capital and Entrepreneurial Finance – October 31st

- Amit, R., Brander, J., & Zott, C. 1998. Why do venture capital firms exist? Theory and Canadian evidence. *Journal of Business Venturing*, 13(6): 441-466.
- Amit, R., Glosten, L., & Muller, E. 1990. Entrepreneurial ability, venture investments, and risk sharing. *Management Science*, 36(10): 1232-1245.
- Brander, J., Amit, R., & Antweiler, W. 2002. Venture capital syndication: Improved venture selection versus the value added hypothesis. *Journal of Economics and Management Strategy*, 11(3): 423-452.
- Florin, J. 2005. Is venture capital worth it? Effects on firm performance and founder returns. *Journal of Business Venturing*, 20(1): 113-135.
- Riquelme, H., & Watson, J. 2002. Do venture capitalists' implicit theories of new business success/failure have empirical validity? *International Small Business Journal*, 20(4): 395-418.
- Shepherd, D.A. 1999. Venture capitalists' assessment of new venture survival. *Management Science*, 45: 621-632.
- Sorenson, O., & Stuart, T. E. 2008. Bringing the context back in: Settings and the search for syndicate partners in venture capital investment networks. *Administrative Science Quarterly*, 53(2): 266-294.

Session 1111 – New Venture Strategy, Performance, and Growth – November 7th November 5th

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- Baum, J.R., Locke, E.A., & Smith, K.G. 2001. A multidimensional model of venture growth. *Academy of Management Journal*, 44(2): 292-303.
- Chrisman, J.J., Bauerschmidt, A., & Hofer, C.W. 1998. The determinants of new venture performance: An extended model. *Entrepreneurship Theory and Practice*, 23(1): 5-29.
- Cooper, A.C. 1993. Challenges in predicting new firm performance. *Journal of Business Venturing*, 8(3): 241-253.
- Covin, J.G., Slevin, D.P., & Heeley, M.B. 2000. Pioneers and followers: Competitive tactics, environment, and firm growth. *Journal of Business Venturing*, 15(2): 175-208.
- Florin, J., Lubatkin, M., & Schulze, W. 2003. A social capital model of high-growth by building legitimacy. *Academy of Management Journal*, 46(3): 374-384.
- Gilbert, B. A., McDougall, P. P., & Audretsch, D. B. (2006). New venture growth: A review and extension. *Journal of Management*, 32(6): 926-950.
- Sandberg, W.R., and Hofer, C.W. 1987. Improving new venture performance: The role of strategy, industry structure, and the entrepreneur. *Journal of Business Venturing*, 2(1): 5-28.

Session 122 – Corporate Entrepreneurship – November 14th 12th

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Paper Advising Session

- Covin, J. G., & Miles, M. P. 1999. Corporate entrepreneurship and the pursuit of competitive advantage. *Entrepreneurship Theory and Practice*, 23(3): 47-47.
- Ireland, R. D., Covin, J. G., & Kuratko, D. F. 2009. Conceptualizing corporate entrepreneurship strategy. *Entrepreneurship Theory and Practice*, 33(1): 19-46.
- Lumpkin, G.T., & Dess, G.G. 1996. Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21: 135-172.
- Wiklund, J., & Shepherd, D. 2003. Knowledge-based resources, entrepreneurial orientation, and the performance of small and medium-sized businesses. *Strategic Management Journal*, 24(13): 1307-1314.
- Zahra, S.A., Jennings, D.F., & Kuratko, D.F. 1999. The antecedents and consequences of firm level entrepreneurship: The state of the field. *Entrepreneurship Theory and Practice*, 24(2): 45-65. **November 19th – No Class – Fall Break**

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Session 133 – Special Topics: International & Social Entrepreneurship – November 28th 20th

Austin, J., Stevenson, H., & Wei Skillern, J. 2006. Social and commercial entrepreneurship: same, different, or both? *Entrepreneurship Theory and Practice*, 30(1): 1-22.
Busenitz, L. W., & Lau, C. M. 1996. A cross-cultural cognitive model of new venture creation. *Entrepreneurship Theory and Practice*, 20(4): 25-40.
Coviello, N.E., & Jones, M.V. 2004. Methodological issues in international entrepreneurship research. *Journal of Business Venturing*, 19(4): 485-508.
Madsen, T. K., & Servais, P. 1997. The internationalization of born-globals: an evolutionary process? *International Business Review*, 6(6): 561-583.
Mair, J., & Marti, I. 2006. Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1): 36-44.
Oviatt, B.M., & McDougall, P.P. 1994. Toward a theory of international new ventures. *Journal of International Business Studies*, 25:45-64.
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Session 14 – Research Papers due Dec. 3rd, by 5pm

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