Course description

Instructor:	**Dr. Denis A. Grégoire** Rogers-J.A.-Bombardier Chair of Entrepreneurship Research Department of entrepreneurship and innovation, HEC Montréal
Content:	This research seminar introduces graduate students to basic notions, theories and methods associated with cognitive research in the managerial sciences, with a particular focus on entrepreneurship.
Previous knowledge expected	This seminar primarily targets research-oriented Ph.D. students. The instructor expects registered students to have a basic command of the main research topics and approaches in managerial and organizational cognition, strategic management and entrepreneurship. ***PLEASE NOTE:*** Although we welcome participants from neighboring Departments, Institute and/or disciplines, this five-day introductory seminar will not cover cognitive research in the neighboring fields of organizational behavior, human resources management, organizational theory, innovation/technology management, international business, marketing, and/or applied and I/O psychology. That being said, the seminar aims to equip students with notions and tools to help them cover these literatures more easily. Indeed, references to these literatures will be made when pertinent – and will be strongly encouraged.
Objectives (expected results of study and acquired competences)	After completing this seminar, students should be able to: 1. Explain the main features, origins and contributions of the cognitive perspective in social sciences research in general, and in the managerial sciences in particular; 2. Explain what distinguishes cognitive research from other perspectives that can be leveraged in contemporary management research; 3. Identify, summarize and discuss the main areas, topics, research questions and contributions of extant cognitive research in managerial and organization cognition, strategic management, and entrepreneurship; 4. Identify, summarize and discuss high-potential areas, topics and research questions of cognitive interest in emergent research in managerial and organization cognition, strategic management, and entrepreneurship; 5. Discuss the characteristics, proper articulation and potential benefits of a few key research methods of high relevance for pursuing cognitive research in the managerial sciences; To the extent that they are interested – and with the appropriate guidance and vetting of their adviser(s), students should ultimately be able to build on the seminar's material to develop their own cognitive research project.
Language(s) of instruction	English
Teaching and learning method (delivery of skills; workload for students)	Although the instructor will give a few targeted lectures and presentations (generally short), this research seminar primarily rests on **active discussions** of academic monographs and research articles. Seen in this light, the primary method of instruction will be **class-wide discussions**. Students will be required to read assigned material ahead of seminar meetings. In addition, students will be asked to present/summarize two particular texts and act as 'discussion leaders' for these texts.
Exam information and grading schedule	**This is a pass or fail course.** Although the seminar does not include any formal exam or graded assignment, each student will lead class discussions of two papers / chapters over the five-day schedule and will also be assigned other papers to read / discuss.

Important precision regarding evaluation	The instructor will closely monitor individual contributions to class discussions. To the extent that it is feasible, the instructor will inform students if and when their performance falls below the minimum standards expected for this kind of advanced graduate seminar and will suggest ways to possibly correct the situation. To the extent that a student fails to demonstrate adequate command of the material and/or fails to make substantive contributions to class discussions, including but not limited to those instances where a student is expected to lead discussions, he/she runs the risk of receiving a failure grade for the course (with all the consequences that this may imply).

Proposed seminar schedule:

The tentative plan for each day is to discuss substantive issues for 2.75 hours. We will then examine the articulation of such notions through a particular methodological approach / data collection technique for another 1.5 hour. The proposed schedule for the seminar counts 22.5 hours of direct contact with the instructor. The following table summarizes the general plan for the seminar. A detailed reading list follows.

Date	***Schedule***	***Topic***
May 10	16:00-17:45	Kick-off introduction to the seminar Class organization and assignment of readings
May 13	09:00-11:45	The cognitive perspective in the social sciences
	13:00-14:30	Research methods: Verbal protocols
May 15	09:00-11:45	Cognitive research in MOC and the managerial sciences I: early developments and primary topics
	13:00-14:30	Research methods: Content analysis of organizational communications and documents
May 17	09:00-11:45	Cognitive research in entrepreneurship I: early developments and primary topics
	13:00-14:30	Research methods: Experimental designs
May 27	09:00-11:45	Cognitive research in MOC and the managerial sciences II: emergent topics and recent developments (≈2015-2019)
	13:00-14:30	Research methods: Event-sampling methodologies, neuroscience, and other new technological means
May 29	09:00-11:45	Cognitive research in entrepreneurship II: emergent topics and recent developments (≈2015-2019)
	13:00-14:00	Seminar wrap up: the way forward

This course syllabus provides a general plan for the course. Deviations from this plan may be necessary.

Organization of students' lead / reading "assignments"

In order to foster students' learning and personal engagement with the material, each course is structured around a limited number of core mandatory readings (oftentimes a literature survey or position paper), followed by a selection of illustrative papers selected by the students. This allows for discovering how the cognitive perspective is leveraged in practice – and for topics that students find of particular interest.

To articulate this approach, **each participant will be 'responsible' for leading discussions on two (2) particular papers / chapters that he/she will choose from among the extensive reading list presented below**. For each of these assignments (preferably on different days), the discussion leader will present / summarize the paper for the other students. Most importantly, the discussion leader will comment various aspects of the paper and provide a critical evaluation of how well this paper leverages the theories, methods, and notions associated with the cognitive perspective. **Because of this, I highly recommend that students focus on empirical studies (as opposed to theoretical papers).**

As the name of this assignment indicates, then, the goal is for the 'leader' to 'lead' the discussion on a paper. This can be achieved in whatever format the leader deems useful: formal presentation slides are not necessary. What counts is the effectiveness of the leader in 'leading' the discussions. In principle, I would expect to spend 10-15 minutes of class-wide discussions on each assigned paper: but this can vary with the particular paper / topic.

If two or more students are particularly interested in one topic, they can form a small team and choose multiple articles on this topic: the advantage is that we will go in more depth on this topic, at the cost of not covering other topics. In doing so, the seminar does not try to cover every possible topic that could be of cognitive relevance in the managerial sciences: the objective is to learn what the cognitive perspective is about – and how it can be leveraged to advance management research.

This organization of class readings and assignments DOES NOT imply that students do not need to read the other papers chosen by other students for a particular day! Ideally, each student will perform a deep, thorough reading of each paper assigned / chosen for a particular day. But given the condensed version of the seminar, I will accept that students who cannot devote the time required for reading each paper in depth might do a superficial reading the assigned readings. But I would recommend them to still pick one paper they would focus on in more depth. In practice, this implies that on days where you are not assigned to lead discussions of a particular paper, you declare your responsibilities for reading one paper in more depth. The instructor reserves the right to question students on their assigned readings.

The table on the next page makes this organization more explicit. Given the number of students, I would prefer to discuss four (4) choice papers / chapters each day **(but I leave room for up to five to accommodate students' preferences)**.

With this in mind, the full syllabus communicated to registered students will present the complete reading lists from which we will select articles each day.

Sign-up sheet for discussion leadership and assigned reader assignments – we will complete this during the kick-off meeting

Each student must 'sign-up' for TWO discussion leader slots, and two 'readers' slots: please read syllabus to prepare your choices

	Day 1	***Day 2***	***Day 3***	***Day 4***	***Day 5***
Obligatory reading(s)	Thagard, 2005: Chapters 1 through 8 inclusively	AOM MOC Website Walsh, OS 1995	Grégoire et al., JMS 2011 (Grégoire et al., IJMR 2015)	Gavetti & Ocasio, 2016 (Thagard, 2005: C9/10/11)	Grégoire, 2015 (Thagard, 2005: C12/13/14)
Choice Paper 1	Chapter 2: Logic				
Discussion Leader					
Readers	- n/a -				
Choice Paper 2	Chapter 3: Rules				
Discussion Leader					
Readers	- n/a -				
Choice Paper 3	Chapter 4: Concepts				
Discussion Leader					
Readers	- n/a -				
Choice Paper 4	Chapter 5: Analogies				
Discussion Leader					
Readers	- n/a -				
Choice Paper 5	Chapter 7: Connections				
Discussion Leader					
Readers	- n/a -				
Method readings: focus on methods section(obligatory)	Wikipedia: Think aloud protocol Grégoire et al., OS 2010	Wikipedia: content analysis Barr et al., SMJ 1992 (Duriau et al, ORM 2007)	Wikipedia: experiment Grégoire et al., ORM 2010	Uy et al., JAP 2009 / Laureiro-Martinez et al., 2016 / Gylfe et al., SMJ 2016	- n/a -