
Business 9776 – Grand Challenges

Fall 2022

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Mondays 9:00 am to 12:00 pm EST (6 Sessions)
October 31 to December 12 (no class on December 5)
Room: 2120, Ivey Building

If required: Zoom: <https://ivey-uwo.zoom.us/my/oanabranzei>

OVERVIEW AND OBJECTIVES

The charter of business has been radically rethought in August 2019. Purpose, rather than performance, is now at the heart of organizing. Globally, business leaders orient towards the 17 United Nations Sustainable Development Goals (SDGs). Today's definition of business sustainability far exceeds the earlier pillars of corporate social responsibility to anticipate moral leadership in unprecedented crises.

In this 6-session course, we focus on organizing for grand challenges. In the first half of the course (Weeks 1-3), we start with the basics. We first lay the conceptual foundation and genealogy of the concept of grand challenges. We then differentiate grand challenges from alternative types of crises and explore endemic inequities that persist at/across different intersectionalities.

In the second half of the course (Week 4-6), we introduce emerging theories in climate change and cause activism, purpose-to-impact, and sample alternate modalities of asking research questions that matter, and make a difference.

Given the nature of grand challenges, our focus in this course is on problems (meta-, wicked) rather than solutions. Because grand challenges far exceed the capabilities of single actors, we pay particular attention to collective and collaborative system-changing innovations.

Whereas other business courses have a strong disciplinary focus, this course has implications across business disciplines (e.g. strategy, operations, finance) and bridges into non-business disciplines, including anthropology, biology, psychology, and sociology. This plurality provides fertile ground to cross intellectual boundaries and invites theoretical blending across disciplines. Because the same concept (e.g. crisis) often has distinct meanings, and implications, depending on the ontological heritage of each field, so careful consideration of underlying assumption is a must, and a core skill, you will develop in this course.

This course should appeal to any scholar who wants to “be the change” and develop a model of impactful scholarship by addressing timely and relevant problems. Grand challenge scholarship goes beyond specific problem-solution combinations to seek and yield new insights into novel forms of collective organizing that enable actors to come together in the face of unprecedented suffering. If you are looking for formulaic research and quick wins, this is not the course for you. If you are interested in developing your point of view, and using your time and voice to deliberately encourage and effect change, you will enjoy the course.

Professor Oana Branzei first began studying today’s grand challenges in 1998. She has since led multiple large-scale research initiatives on different grand challenges in the contexts of (dis)abilities, poverty, mental health and war. She continues to convene global community of inquiry on cross-sector partnerships, prosocial, place-based, regenerative, and therapeutic organizing. She researches, teaches, coaches, and practices purpose. She aims to encourage, support and model impact-first scholarship in close and direct allyship with under-represented stakeholders in the academia.

Our objectives for this course include:

- 1) to understand the intellectual heritage of grand challenges
- 2) to appreciate the progress to date in documenting varieties of organizing in response to grand challenges
- 3) to open up opportunities for meaningful, timely, and transformational contributions at the yet-unexplored interstices among different disciplines, by discovering and honouring new ways of knowing, doing and being

There will be a lot of variance in the experiential and disciplinary foundations of students. Some will be further along in their doctoral work at the business school, whereas others aren’t even enrolled in a business program. Such theoretical and experiential plurality is welcome as I have designed the course to benefit from diversity, as long as students engage deeply with the materials.

APPROACH

The purpose of the course is not to provide a complete understanding of grand challenges, but to expose you to the most recent debates as you begin to think critically and programmatically about the teams and the types of collaboration needed to re-orient today’s models of organizing towards a future radically different from the past.

In keeping with this ambition, the class will be run in a ‘salon’ format. Initiated in the mid-1800s in revolutionary France, these social gatherings were intended to expand participants’ knowledge through conversation. You will prepare the material prior to class. During class we will engage in voice cultivation and active listening by fostering lively debate, disclosure, and discussion. The direction of conversation won’t be bilateral – from me to you – but multilateral with each other, as we all bring a unique and valued perspective. I will encourage active questioning and thoughtful reflection. You need to feel comfortable drawing not only on the readings, but your own experiences. You are expected to come to class prepared to ensure not only that you learn, but you contribute to the learnings of others.

COURSE REQUIREMENTS / EVALUATION

Activity	Grade	Due Date
Essays (6)	30%	6 am ET Sunday before class (5% per session)
In-class Contributions	30%	Every week (5% per session)
Post-class Notes	30%	Every week by 2 pm ET day of class (5% per session)
Final Reflection	10%	December 5, 2022

The weekly preparation for this course will be even, and cumulative. There are no capstone projects or exams. The final reflection (due before our last session) is an invitation to craft your own conceptual map/course using the core course concepts (Week 1-5). Preparation for each class involves 6 readings (5 core, 1 non-core), the submission of your short essay, and the review of all your peers' submissions.

Essays

Each week requires that you submit an essay. Details of each essay are noted within the week's reading list. You should upload each essay directly to the dedicated Assignment for that class on LEARN, with a file name with the following format <surname>_<Week#>.doc. For example, my essay in Week 1 would be Branzei_Week1.doc. You are expected to complete all the pre-assigned core readings, select and come prepared to share your insights from one of the non-core readings of your choosing, and review one another's essays prior to the start of each class.

Essays will be graded with a letter grade, ranging from A+ to B-. An A+ far exceeds my expectations. It is well written and analytically insightful. It should do much more than simply synthesizing the literature. It also offers non-trivial insights that claims (rather than conceal) your unique vantage point. If you receive a B-, then you have not shown a good understanding of the week's readings, have merely summarized rather than synthesized them, and have not shown much effort in writing the essay or have executed badly. Your essay must be uploaded on LEARN by 6 am ET Sunday (late submissions will receive an F).

Classroom Contribution

The class contribution grade will be based on a 4-point grading scale.

Grade	Performance	# of students
0	Did not attend class	Ideally no one, but emergencies happen. You cannot make up the classes you miss.
1	Attended class, but remained silent	Ideally everyone contributes, but there may be days that you prefer to only listen.
2	Good contribution	Most students
3	Excellent contributions	1-2 students. Based on quality, not quantity. You have elevated the conversation to a high level. You are inquisitive, thoughtful, analytical, insightful and respectful. You have <i>prepared well</i> for

class and *listened carefully* to the discussion.

Excellent contributions are inquisitive, thoughtful, analytical, insightful and respectful. To make such comments, you will have to *prepare well* for class and *listen carefully* to the discussion. You are encouraged to challenge ideas, not individuals. Classroom discussions should be fun, provocative and enlightening. You are being judged on the quality, not quantity of contributions; in fact, speaking too much means that other people have less opportunity to speak. So, contribute when you have something substantial to say or you feel there is a lull in the conversation.

There is no make-up option for the contribution grade for any missed classes. Only emergencies should keep you away from joining the class in person. If you know you cannot make one of the class dates, then please let me know in advance (email is best), so we are not wondering where you are. I will start classes precisely on time, so please endeavour to arrive a few minutes early.

Post-class Reflections

By 2 pm on the day of class, you will share your reflections on each class Discussion directly on LEARN. You can speak to your learnings and surprises from the readings or the class discussion, make new connections, or offer any other interesting insights. Each post-class reflection should be about 300-500 words in length (equivalent to 1-2 pages). You will be graded on the thoughtfulness of your reflections and your attentiveness to the discussion. This process will help cement the class discussion in your mind and develop your analytical skills.

If you had to miss class, you can access the Panopto recording of that class and write the post-class reflection paper for a grade. If the post-class reflection paper is submitted in a timely way, there will be no penalty on this part of your grade.

Final Reflection

In this final reflection, you are encouraged to craft one (1) compelling research question and sketch out your own road map by delineating which of the core concepts discussed in the course will help pave your way towards theoretical and empirical discoveries of your own. You are not expected to develop new propositions, nor outline a research design. The task is to leverage your positionality and exercise your voice in order to raise, and reflect, on one (1) key research question worthy of you.

The essay should not exceed 1200 words (including tables, but excluding figures and references) – about 4 pages.

ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

SUPPORT SERVICES: HEALTH AND WELLNESS

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

STUDENT ACCESSIBILITY SERVICES

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see <http://www.sdc.uwo.ca/ssd>

OVERVIEW OF SESSIONS

Date	Topic
October 31	1. Grand Challenges
November 7	2. Crises
November 14	3. Inequities and Intersectionalities
November 21	4. Climate Change & Cause Activism
November 28	5. Purpose-to-impact
December 12	6. Asking Compelling Questions

DETAILS OF SESSIONS

WEEK 1: Grand Challenges

This first session is perhaps the most encouraging, even as it strives to offer a realistic depiction of the full life-cycle of organizing for grand challenges. By juxtaposing extraordinary breakthroughs with ordinary set-backs, this session reveals multiple stages of (dis)engaging with grand challenges.

Our learning objective, and shared responsibility, in our first session, is to appreciate the ebbs and flows, and the intricacies of organizing, for goals that often exceed the current capabilities, and confidence, of most actors. We will appreciate the before-and-after effect of “tackling” a grand challenge, the difficulty of changing course in the first place and the even harder task of sustaining this changed course.

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author’s last name).

These readings speak to different stages of organizing for grand challenges to paint an overall realistic rather than overoptimistic picture of managerial progress to date in “making a difference”. I have listed them in the approximate sequence of a typical life-cycle approach, as they sample a variety of processes from the earlier excitement to the later discouragement with progress towards a given goal.

Chatterjee, A., Ghosh, A., Leca, B. (2022). Double weaving: A bottom-up process of connecting locations and scales to mitigate Grand Challenges. *Academy of Management Journal*, <https://doi.org/10.5465/amj.2019.1348>

De Jordy, R., Scully, M., Ventresca, M.J., Douglas Creed W.E. (2020). Inhabited ecosystems:

- Propelling transformative social change between and through organizations. *Administrative Science Quarterly*, <https://journals.sagepub.com/doi/10.1177/0001839219899613>
- Dorado, S., Antadze, N., Purdy, J., Branzei, O. (2022). Standing on the shoulders of giants: Leveraging management research on Grand Challenges. *Business and Society*, 61(5): 1242–1281, <https://doi.org/10.1177/00076503221087701>
- Eisenhardt, K., Graebner, M., Sonenshein, S. (2016). Grand Challenges and inductive methods: Rigor without rigor mortis. *Academy of Management Journal*, 59(4): 1113–1123, <http://dx.doi.org/10.5465/amj.2016.4004>
- Hu, Y., Rerup, C. (2022). “Fools” with impossible goals: Mobilizing March’s Technology of Foolishness to tackle Grand Challenges. *Research in the Sociology of Organizations*, 76: 97–128, <https://doi.org/10.1108/S0733-558X20210000076005>

2. Non-core Readings

Please pick one (1) of the five non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers.

In the spirit of honing the impact of your own research program, aim to select the non-core reading that speaks most directly and/or eloquently to you. Please reflect, and render explicit, your own interests underlying the choice and aim to understand, and explain, your appreciation of the mechanism/s specific to the stage of the studied grand challenge.

- Fan, G.H., Zietsma, C. (2017). Constructing a shared governance logic: The role of emotions in enabling dually embedded agency. *Academy of Management Journal*, 60(6): 2321–2351, <https://doi.org/10.5465/amj.2015.0402>
- Grodal, S., O’Mahony, S. (2017). How does a grand challenge become displaced? Explaining the duality of field mobilization. *Academy of Management Journal*, 60(5): 1801–1827, <https://doi.org/10.5465/amj.2015.0890>
- Howard-Grenville, J., Nelson, A.J., Earle, A.G., Haack, J.A., Young, D.M. (2017). “If chemists don’t do it, who is going to?” Peer-driven occupational change and the emergence of green chemistry. *Administrative Science Quarterly*, 62(3): 524–560, <https://doi.org/10.1177/0001839217690530>
- Sawyer, K.B., Clair, J.A. (2022). Hope cultures in organizations: Tackling the Grand Challenge of commercial sex exploitation. *Administrative Science Quarterly*, 67(2): 289–338, <https://doi.org/10.1177/00018392211055506>
- Wright, C., Nyberg, D. (2017). An inconvenient truth: How organizations translate climate change into business as usual. *Academy of Management Journal*, 60(5): 1633–1661, <https://doi.org/10.5465/amj.2015.0718>

3. Essay

In the essay for Week 1, I want you to identify one Grand Challenge that captivates your attention and outline one modality of empirical discovery you feel is best suited to understanding projects and possibilities. Take creative license.

Essay topic: “Tackle” one specific Grand Challenge by proposing one modality of empirical discovery.

This essay should be no longer than 750 words (about 1-2 pages), excluding references.

I encourage you to engage the reader by describing the Grand Challenge and ensuring it’s clear why it is

a) research worth doing and b) worthy of you. I hope that the class’s essays will stretch further the wide span of grand challenges have already been studied in the field.

WEEK 2: Crises

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author’s last name).

- Bothello, J., Roulet, T.J. (2022). An event-system perspective on disruption: Theorizing the pandemic and other discontinuities through historical and fictional accounts of the plague. *Academy of Management Review*, <https://doi.org/10.5465/amr.2021.0206>
- Gregg, H.R., Restubog, S.L., Dasborough, M., Xu, C. (M.), Deen, C.M., He, Y. (2022). When disaster strikes! An interdisciplinary review of disasters and their organizational consequences, *Journal of Management*, 48(6): 1382-1429, <https://doi.org/10.1177/01492063221076808>
- Hallgren, M., Rouleau, L., de Rond, M. (2018). A matter of life or death: How extreme context research matters for management and organization studies. *Academy of Management Annals*, 12(1): 111–153, <https://doi.org/10.5465/annals.2016.0017>
- Hardy, C. Maguire, S., Power, M., Tsoukas, H. (2020). Organizing risk: Organization and management theory for the risk society. *Academy of Management Annals*, 14(2): 1032–1066, <https://doi.org/10.5465/annals.2018.0110>
- Kahn, W.A. (2019). Dynamics and implications of distress organizing. *Academy of Management Journal*, 62(5): 1471–1497, <https://doi.org/10.5465/amj.2016.0319>

2. Non-core Readings

Please pick one (1) of the five non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers.

In the spirit of nuancing your own appreciation of how crises feel, what crises mean, etc., please aim to select the non-core reading that speaks most directly and/or eloquently to the type of crisis you are most curious about. Please reflect, and render explicit, how your own exposure to that type of crisis (or perhaps lack thereof) might kindle your curiosity in learning more about others’ experience of that type of crisis.

- Branzei, O., Fathallah, R. (2021). The end of resilience? Managing vulnerability through temporal resourcing and resisting. *Entrepreneurship Theory & Practice*, 1-33, <https://doi.org/10.1177/10422587211053809>

- De Rond, M., Lok, J. (2016). Some things can never be unseen: The role of context in psychological injury at war. *Academy of Management Journal*, 59(6): 1965–1993, <https://doi.org/10.5465/amj.2015.0681>
- Jarzabkowski, P., Bednarek, R., Chalkias, K., Cacciatori, E. (in-press). Enabling rapid financial response to disasters: Knotting and reknitting multiple paradoxes in Interorganizational systems. *Academy of Management Journal*, <https://doi.org/10.5465/amj.2019.0745>
- Jian, W.Y. (2021). Sustaining meaningful work in a crisis: Adopting and conveying a situational purpose. *Administrative Science Quarterly*, 66(3): 806–853, <https://doi.org/10.1177/0001839221994049>
- Williams, T.A., Gruber, D.A., Sutcliffe, K.M., Shepherd, D.A., Zhao, E.Y. (2017). Organizational response to adversity: Fusing crisis management and resilience research streams. *Academy of Management Annals*, 11(1): 733–769, <https://doi.org/10.5465/annals.2015.0134>

3. Essay

In the essay for Week 2, I am curious about your own understanding of crises, and especially about how the lived experience of the COVID-19 pandemic might have inflected your working definition.

Essay topic: How has the global pandemic changed your own attention to and appreciation of the effects of crises?

This essay should be no longer than 750 words (about 2-3 pages), excluding references.

I suggest you begin by demarcating your before and after understand of crises. Then capture in a short description your lived experience of COVID-19. Which one of the understandings embraced by the five core readings assigned for this session most resonates and/or best explains the way in which the global pandemic has informed and influence your engagement with crises as an organization scholar?

WEEK 3: Inequities and Intersectionalities

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author's last name).

- Amis, J.M., Mair, J., Munir, K.A. (2020). The organizational reproduction of inequality. *Academy of Management Annals*, 14(1): 195–230, <https://doi.org/10.5465/annals.2017.0033>
- Bapuji, H., Ertug, G., Shaw, J.D. (2020). Organizations and the societal economic inequality: A review and way forward. *Academy of Management Annals*, 14(1): 60–91, <https://doi.org/10.5465/annals.2018.0029>
- Claus, L., Tracey, P. (2020). Making change from behind a mask: How organizations challenge guarded institutions by sparking grassroots activism, *Academy of Management Journal*, 63(4): 965–996, <https://doi.org/10.5465/amj.2017.0507>

- Leigh, A., Melwani, S. (2019). #Blackemployeesmatter: Mega-threats, identity fusion, and enacting positive deviance in organizations. *Academy of Management Review*, 44(3): 564–591, <https://doi.org/10.5465/amr.2017.0127>
- Mair, J., Wolf, M., Seelos, C. (2016). Scaffolding: A process of transforming patterns of inequality in small-scale societies. *Academy of Management Journal*, 59(6): 2021–2044, <http://dx.doi.org/10.5465/amj.2015.0725>

2. Non-core Readings

Please pick one (1) of these non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers. The non-core set for our third class is larger than usual in an effort to sample core intersections.

In the spirit of claiming your own positionality, aim to select the non-core reading that speaks most directly and/or eloquently to your intersectionalities. Please reflect, and render explicit, your own lived experience underlying the choice and aim to understand, and explain, your appreciation of the mechanism/s specific to that intersectionality.

- Bapuji, H., Chrispal, S. (2020). Understanding economic inequality through the lens of caste. *Journal of Business Ethics*, 162: 533–551, <https://doi.org/10.1007/s10551-018-3998-8>
- Berrone, P., Gelabert, L., Massa-Saluzzo, F., Rousseau, H. (2016). Understanding community dynamics in the study of grand challenges: How Nonprofits, institutional actors, and the community fabric interact to influence income inequality. *Academy of Management Journal*, 59(6): 1940–1964, <http://dx.doi.org/10.5465/amj.2015.0746>
- Kang, S.K., DeCelles, K.A., Tilcsik, A., Jun, S. (2016) Whitened resumés: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61(3): 469–502, <https://doi.10.1177/0001839216639577>
- Kanze, D., Huang, L., Conley, M.A., Higgins, E.T. (2018). We ask men to win and women not to lose: Closing the gender gap in startup funding. *Academy of Management Journal*, 61(2): 586–614. <https://doi.org/10.5465/amj.2016.1215>
- Klein, J., Amis, J.M. (2020). The dynamics of framing: Image, emotion, and the European Migration Crisis. *Academy of Management Journal*, 64(5): 1324–1354, <https://doi.org/10.5465/amj.2017.0510>
- Loignon, A.C., Woehr, D.J. (2018). Social class in the organizational sciences: A conceptual integration and meta-analytic review. *Journal of Management*, 44(1): 61-88, <https://doi.org/10.1177/0149206317728106>
- Pongeluppe, L.S. (2022). The favela effect: Spatial inequalities and firm strategies in disadvantaged urban communities. *Strategic Management Journal*, 1-32, <https://doi.org/10.1002/smj.3414>
- Maitlis, S., Parida, V., Wincent, J., Lawrence, T. (in-press). Intersectionality in intractable dirty work: How Mumbai ragpickers make meaning of their work and lives, *Academy of Management Journal*, <https://doi.org/10.5465/amj.2019.0125>

3. Essay

In the essay for Week 3, I ask you to identify one intersection you either inhabit currently or one that you would like to support as an ally. Please articulate one core insight we already know and accept at that specific intersection, and motivate the one question you feel we ought to be asking next. Be poised in your pitch and precise about whom, why and especially how your intended contribution is meant to represent.

Essay topic: “Claim a contribution” at your intersectionality.

This essay should be no longer than 750 words (about 2-3 pages), excluding references.

I encourage you to engage the reader by being specific in the type of bias (omission or commission) prevalent in the literature. Articulate the urgent need for course correction. Explain why, in your view, the many others inhabiting the chosen intersectionality may remain under-represented and/or misunderstood.

WEEK 4: Climate Change and Cause Activism

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author’s last name).

- Briscoe, F., Gupta, A. (2016). Social activism in and around organizations. *The Academy of Management Annals*, 10(1): 671–727, <http://dx.doi.org/10.1080/19416520.2016.1153261>
- Nyberg, D., Wright, C. (2022). Climate-proofing management research. *Academy of Management Perspectives*, 36(2): 713–728, <https://doi.org/10.5465/amp.2018.0183>
- Schifeling, T., Soderstrom, S. (in-press). Advancing reform: Embedded activism to develop climate solutions. *Academy of Management Journal*, <https://doi.org/10.5465/amj.2019.0769>
- Sonenshein, S. DeCelles, K.A., Dutton, J.E. (2014). It’s not easy being green: The role of self-evaluations in explaining support of environmental issues. *Academy of Management Journal*, 57(1): 7–37. <http://dx.doi.org/10.5465/amj.2010.0445>
- Wright, C., et al. (2018). Organizing in the Anthropocene. *Organization*, 25(4): 455-471, <https://journals.sagepub.com/doi/10.1177/1350508418779649>

2. Non-core Readings

Please pick one (1) of these non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers.

In the spirit of clarifying your own reaction to/relationship with climate change or a cause immediately important to you (or both), aim to select the non-core reading that speaks most

directly and/or eloquently to your current choice, modes and means of activism. Please articulate the similarities between the chosen non-core readings and the what, why and how you care most about.

- Augustine, G., Soderstrom, S., Milner, D., Weber, K. (2019). Constructing a distant future: Imaginaries in geoengineering. *Academy of Management Journal*, 62(6): 1930–1960, <https://doi.org/10.5465/amj.2018.0059>
- De Angelis, T., Tankov, P., Zerbib, O.D. (in-press) Climate impact investing. *Management Science*, <https://doi.org/10.1287/mnsc.2022.4472>
- Ferns, G., Lambert, A., Günther, M., (2022). The analogical construction of stigma as a moral dualism: The case of the fossil fuel divestment movement. *Academy of Management Journal*, 65(4): 1383–1416, <https://doi.org/10.5465/amj.2018.0615>
- Flammer, C., Toffel, M.W., Viswanathan, K. (2021). Shareholder activism and firms' voluntary disclosure of climate change risks. *Strategic Management Journal*, 42: 1850–1879, <https://doi.org/10.1002/smj.3313>
- Rawhouser, H., Cummings, M.E., Hiatt, S.R. (2019). Does a common mechanism engender common results? Sustainable Development Trade-offs in the global carbon offset market. *Academy of Management Discoveries*, 5(4): 514–529, <https://doi.org/10.5465/amd.2018.0160>

3. Essay

In the essay for Week 4, I invite you to reflect on the type and level of engagement with either a cause of your choosing or climate change. What have you come to believe about climate change mitigation and adaptation (or the cause of your choosing)? How could your present lens obscure and/or reveal facets of this issue that may be (un)available to other (non)scholars?

Essay topic: “Position” your ontology about the cause of your choosing in the relevant community of inquiry.

This essay should be no longer than 750 words (about 2-3 pages), excluding references.

I encourage you to be as explicit as possible about your own (dis)advantages in tackling this specific cause. How might your elite school status, the present time and space, and of course, your access to information, etc. anchor your present take on this cause?

WEEK 5: Purpose-to-Impact

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author’s last name).

- Branzei, O., Moroz, P., Parker, S.C., Gamble, E.N. (2018). Going pro-social: Extending the individual-venture nexus to the collective level, *Journal of Business Venturing*, 33(5): 551-565,
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<https://doi.org/10.1016/j.jbusvent.2018.06.007>

George, G., Haas, M.R., McGahan, A.M., Schillebeeckx, S.J.D. (2021). Purpose in the for-profit firm: A review and framework for management research. *Journal of Management*, 1-29,

<https://doi.org/10.1177/01492063211006450>

Jasinenko, A., Steuber, J. (2022). Perceived organizational purpose: Systematic literature review, construct definition, measurement and potential employee outcomes. *Journal of Management Studies*, <https://doi.org/10.1111/joms.12852>

Moroz, P.W., Branzei, O., Parker, S.C., Gamble, E.N. (2018). Imprinting with purpose: Prosocial opportunities and B Corp certification. *Journal of Business Venturing*, 33(2): 117-129,

<https://doi.org/10.1016/j.jbusvent.2018.01.003>

Morrison, A., Mota, R. (in-press). A theory of organizational purpose. *Academy of Management Review*, <https://doi.org/10.5465/amr.2019.0307>

2. Non-core Readings

Please pick one (1) of these non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers.

In the spirit of clarifying your own purpose, impact, and relationship between the two, aim to select the non-core reading that speaks most directly and/or eloquently to your academic interests. Please be deliberate about how the topic you want to focus on during your doctoral program informs your purpose and furthers your impact within and/or beyond the academia.

Beer, H., Micheli, P., Besharov, M. (in-press). Meaning, mission, and measurement: How organizational performance measurement shapes perceptions of work as worthy. *Academy of Management Journal*, <https://doi.org/10.5465/amj.2019.0916>

Williams, A., Whiteman, G., Parker, J.N. (2020). Backstage interorganizational collaboration: Corporate endorsement of the Sustainable Development Goals. *Academy of Management Discoveries*, 5(4): 367–395, <https://doi.org/10.5465/amd.2018.0154>

Michaelson, C., Tosti-Kharas, J. (2020). A world changed: What post-9/11 stories tell us about the position of America, Purpose of Business, and Meaning of Work. *Academy of Management Review*, 45(4): 877–895. <https://doi.org/10.5465/amr.2019.0151>

Muñoz, P., Gamble, E.N., Beer, H. (2022). Impact measurement in an emerging social sector: Four novel approaches. *Academy of Management Discoveries*, 8(2): 298–330. <https://doi.org/10.5465/amd.2020.0044>

Vedula, S., Doblinger, C., Pacheco, D., York, J., Bacq, S., Russo, M.V., Dean, T. (2022). Entrepreneurship for the public good: A review, critique, and path forward for social and environmental entrepreneurship research. *Academy of Management Annals*, 16(1): 391–425, <https://doi.org/10.5465/annals.2019.0143>

3. Essay

In the essay for Week 5, I want you to look far ahead. Boldly preview and vividly describe what your ideal journey from purpose to impact feels and looks like given your current choice of discipline/topic/level/method.

Essay topic: Anticipate your purpose-to-impact trajectory in your chosen field.

This essay should be no longer than 750 words (about 2-3 pages), excluding references.

Please note that your Final Reflection is due by 2 pm ET on Monday, December 5th.

There is no class on Monday, December 5th.

WEEK 6: Asking Compelling Research Questions

1. Core Readings

Please prepare all five core readings (in any order you prefer, i.e. by year or by journal; they are listed alphabetically by first author's last name).

Barbera-Tomas, D., Castello, I., De Bakker, F.G.A., Zietsma, C. (2019). Energizing through visuals: How social entrepreneurs use emotion-symbolic work for social change. *Academy of Management Journal*, 62(6): 1789–1817, <https://doi.org/10.5465/amj.2017.1488>

Claus, L., de Rond, M., Howard-Grenville, J., Lodge, J. (2019). When fieldwork hurts: On the lived experience of conducting research in unsettling contexts, in Zilber, T.B, Amis, J.M., Mair, J. (Eds.), *The Production of Managerial Knowledge and Organizational Theory: New Approaches to Writing, Producing and Consuming Theory*, *Research in the Sociology of Organizations*, Chapter 8, 59: 157–172, [10.1108/S0733-558X20190000059009](https://doi.org/10.1108/S0733-558X20190000059009)

Colbourne, R., Moroz, P., Hall, C., Lendsay, K., Anderson, R.B. (2020). Indigenous works and two eyed seeing: Mapping the case for indigenous-led research. *Qualitative Research in Organizations and Management: An International Journal*, 15(1): 68-86, <https://doi.org/10.1108/QROM-04-2019-1754>

Simsek, Z., Heavey, C., Fox, B.C., Yu, T. (2022). Compelling questions in research: Seeing what everybody has seen and thinking what nobody has thought. *Journal of Management*, 48(6): 1347–1365, <https://doi.org/10.1177/01492063211073068>

Whiteman, G. (2010). Management studies that break your heart. *Journal of Management Inquiry* 19(4): 328–337, <https://doi.org/10.1177/1056492610370282>

2. Non-core Readings

Please pick one (1) of these non-core readings and come to class prepared to present your key reasons, and your key takeaways, from engaging with this non-core reading to your peers.

In the spirit of previewing, and preparing to carry out, your own research agenda, immerse yourself in

the one way of seeing, feeling, knowing, witnessing, doing etc. that is least familiar to you. Please stay open to how novel combinations of questions and methods can define your academic niche and nourish your unique academic voice.

- Hannah, D., Robertson, K. (2021). "It's not all puppies and sunshine": Veterinary workers' emotional comfort zones and companion animal euthanasia. *Academy of Management Discoveries*, 7(1): 130–154, <https://doi.org/10.5465/amd.2018.0037>
- Koerner, M.M. (2014). Courage as identity work: Accounts of workplace courage. *Academy of Management Journal*, 57(1): 63–93, <http://dx.doi.org/10.5465/amj.2010.0641>
- Montgomery, A.W., Dacin, M.T. (2020). Water wars in Detroit: Custodianship and the work of institutional renewal. *Academy of Management Journal*, 63(5): 1455–1484, <https://doi.org/10.5465/amj.2017.1098>
- Seyb, S.K., Wuillaume, A., Shepherd, D., Maitlis, S. (2022). Beyond funds raised: How public displays of compassion manifest in crowdfunding campaigns. *Academy of Management Discoveries*, 8(2): 180–202, <https://doi.org/10.5465/amd.2019.0272>
- Whiteman, G., Cooper, W.H. (2016). Decoupling rape. *Academy of Management Discoveries*, 2(2): 115–154, <http://dx.doi.org/10.5465/amd.2014.0064>

3. Essay

In the essay for Week 6, I invite you to punctuate your learning journey by articulating one (1) compelling research question tackling Grand Challenges within your chosen discipline/topic/level. Motivate this research question based on your method of choice. Then reconsider your research question from one of the other ways of knowing, seeing, feeling etc. Notice and elaborate on the key differences, and reflect on how such differences might be generative for you at this junction in your academic career.

Essay topic: Elaborate one (1) compelling research question using one (1) of the novel (new to you) ways of knowing/seeing/feeling explored in the core readings assigned for this final course session.

This essay should be no longer than 750 words (about 2-3 pages), excluding references.