

CATALOGUE DE L'OFFRE DE FORMATION (hors UdL)

Programme doctoral de l'ED SEG

L'ED Sciences Economiques et de Gestion offre un programme doctoral révisé à la rentrée 2022/2023 composé de **trois blocs** :

- **le socle** comporte les formations et compétences prioritaires de l'ED et donc obligatoires,
- **la professionnalisation** vise à faciliter l'employabilité par des formations ou activités entièrement à la carte,
- **les formations de spécialité** utiles à la thèse ou d'ouverture, également à la carte.

BLOC 1 SOCLE – FORMATIONS A OU PAR LA RECHERCHE DE L'ED SEG		Année	Crédits internes
U1	Formation interdisciplinaire	D1	7
U2	Formation à l'éthique et à l'intégrité scientifique	D1	4
U3	Formation Internationale	D1 ou D2	4
U3	Formation Internationale	D1 ou D2	4
U5	Sensibilisation aux enjeux sociétaux	D1 ou D2	1
U5	Sensibilisation à la science ouverte	D1 ou D2	1
W	Workshop de l'ED SEG (Présentation et discussion d'un article)	D2	13
Total	34 crédits obligatoires		34

BLOC 2 – PROFESSIONNALISATION		Année	Crédits internes
	Donner 64 heures équivalent TD avant la fin de D2	D1 ou D2	4 max*
	Mission d'expertise	D1 ou D2	4 max*
UdL	-Tout séminaire transversal catalogue UdL, excepté Ethique - Activité UdL de professionnalisation dont ma thèse en 180 secondes, doctorales, fête de la science, bootcamp, entrepreneuriat (min 12 h)	D1 ou D2	4
	Faire 2 reviews dans des revues classées internationales	D1 ou D2	4 max*
	Donner un cours à l'étranger (min 20 h)	D1 ou D2	4 max*
	Engagement dans la vie institutionnelle ou associative (2 à 4 en fonction de la nature de l'activité)	D1 ou D2	4 max*
	Cours de Français langue étrangère - FLE	D1 ou D2	4 max*
	Diffusion des travaux de recherche dans la société : article managérial, intervention dans un colloque professionnel (2 maximum)	D1 ou D2	2 4 max
Total	8 crédits à la carte		8

*4 max signifie que cette catégorie ne peut être présentée pour validation qu'une seule fois.

BLOC 3 – FORMATIONS DE SPECIALITE		Année	Crédits internes
	Cours de master recherche/spécialité	D1 ou D2	4
	Summer school	D1 ou D2	4
U4	Cours ED (autre que validé dans bloc 1)	D1 ou D2	4
UDL	Séminaire transversal UDL - Accompagnement de la thèse	D1 ou D2	4
	Article publié rang A Hceres avant la fin de la D2 (<i>joindre lettre d'acceptation</i>)	D1 ou D2	4
Total	8 crédits à la carte		8

Total	PROGRAMME DOCTORAL ED SEG	50
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Pour valider son programme doctoral, le doctorant doit valider durant les deux premières années de sa thèse au moins 50 crédits, comprenant sa participation au workshop de l'ED durant sa deuxième année.

Les **formations du « socle »** sont offertes par l'ED SEG. Cependant, pour répondre à la flexibilité nécessaire à certaines situations, chaque enseignement peut être substitué sur demande par un enseignement de nature équivalente (autre université, summer school).

Le bloc **professionnalisation** est validé de droit pour les doctorants salariés à plein-temps ayant une activité principale hors recherche et les doctorants en contrat CIFRE.

Les formations de **spécialités** visent à construire des compétences utiles à sa thèse ou offrir une ouverture. Les doctorants peuvent choisir parmi les formations de spécialités proposés par l'ED SEG (U4), les séminaires internationaux (U3) qui n'ont pas déjà été validés dans le cadre du Bloc 1 Socle, ainsi que parmi les séminaires de 5 masters de site ci-après.

- Master 2 Advanced Economics, ENS de Lyon

<https://economie.ens-lyon.fr/en/education/graduate-program>

- Master 2 Etudes et Recherche en Management (ERM), Université Jean Moulin Lyon 3

<http://iae.univ-lyon3.fr/master-2-etudes-et-recherche-en-management-master-recherche--64561.kjsp>

- Master 2 Analyse et politique économique / behavioral economics, Université Lyon 2

<https://www.univ-lyon2.fr/master-2-analyse-et-politique-economique-behavioral-economics>

- Master 2 Public Policy and economics, Université Lyon 2

<https://www.univ-lyon2.fr/master-2-analyse-et-politique-economique-public-policies-and-economics>

- Master 2 Théories et Histoire de l'Economie dans la Société (THESE), Université Lyon 2

<https://seg.univ-lyon2.fr/master-2-sciences-economiques-et-sociales-theories-et-histoire-de-leconomie-dans-la-societe>

Catalogue des formations de l'année 2023 - 2024

- **ED - Bloc1 U2 - Ethique et intégrité scientifique**
 - ED- Bloc1 U2 -Ethique et intégrité scientifique (12 heures) (4 Crédits/Points)
- **ED - Bloc1 U1 - Formation interdisciplinaire**
 - ED- Bloc1 U1A - Economics and Management of Organizations: An Experimental Emphasis (21 heures) (7 Crédits/Points)
 - ED- Bloc1 U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter (21 heures) (7 Crédits/Points)
- **ED - Bloc1 U5b - Sensibilisation à la science ouverte**
 - ED- Bloc1 U5b - Sensibilisation à la science ouverte (2 heures) (1 Crédits/Points)
- **ED - Bloc1 U3 - Formation internationale**
 - ED- Bloc1 U3b - Formation internationale - Crafting impactful qualitative research (12 heures) (4 Crédits/Points)
 - ED- Bloc1 U3c - Formation internationale - Various approaches to study a case (12 heures) (4 Crédits/Points)
 - ED- Bloc1 U3d - Formation internationale - Introduction to Social and Economics Networks (12 heures) (4 Crédits/Points)
 - ED-Bloc1 U3 - Formation internationale - From idea to publication: Navigating the research process (12 heures) (4 Crédits/Points)
- **Bloc3 U4 - Cours ED (autre que validé dans bloc 1)**
 - ED- Bloc3 U4b -Epistémologie des sciences de gestion (12 heures) (4 Crédits/Points)
 - ED- Bloc3 U4c -Responsible Use of AI in Research (18 heures) (4 Crédits/Points)
- **ED - Bloc 1W - Workshop**
 - ED- Bloc 1W - Workshop (13 Crédits/Points)

ED - Bloc1 U2 - Ethique et intégrité scientifique

ED- Bloc1 U2 -Ethique et intégrité scientifique

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 12 février 2024

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Astrid HOPFENSITZ (emlyon)

Programme :

U2 Formation à l'éthique (12h)

Title: Ethics for Researchers in Economics and Management

Intervenant: Astrid Hopfensitz, EMLyon

Astrid Hopfensitz joined EMLyon as a professor in 2021. She is an experimental and behavioral economist who studies the influence of emotions and psychological dimensions on economic decision making and behavior. For this she uses economic experiments in combination with psychological methods and has been collaborating with researchers from various disciplines (e.g. psychology, anthropology, political science). Her works has been published in international journals like Economic Journal, European Economic Review, Experimental Economics or the British Journal of Psychology. She received the bronze medal in economics from the CNRS in 2017 and was elected junior member at the Institut Universitaire de France. She has been member of various ethics committees concerning experimental research and is part of the Ethical Review Board at EMLyon.

Objective:

This course will give an overview of how academic research works in economics and management. It will highlight good scientific practice and how to prevent and avoid ethical pitfalls. Part of the course will consist of a critical self-evaluation of the research you plan to conduct and of preparing you to do your research in line with ethical guidelines.

Before the class:

Watch this movie:

“On being a scientist”

<https://youtu.be/tCgZSjoxF7c>

“On Being a Scientist” is a fictional movie made by Leiden University that tackles some key issues in science, especially research ethics in science. The movie is about science and what it is like to be a scientist.

Course outline

Session 1

Welcome to academia: what's next?

The lifecycle of research: from idea to publication

Ethics in academia

How to write and cite correctly

Activity: Initial self-assessment of research methods and potential pitfalls

Session 2

Stakeholders in academia

How do academic journals work and what do editors and referees do?

Activity: Is this journal good?

Problems and proposals for solutions in the current system.

Good scientific practice

Activity: What is a pre-registration?

Session 3

Ethics in human subjects' research

What is an IRB (internal review board)?

Activity: Evaluate a proposal

Ethics in experimental economics

Ethics when doing field work

Personal data: what can you ask and what not?

How to safely store and handle data

Session 4

Communicating your research: twitter, newspapers etc.

How to react if things backfire?

Now you know what to do: what happens if you know others that don't adhere (whistleblowing)?

Ethics once you are looking for jobs.

Final activity: Self-assessment regarding own research objectives

Principal references:

All European Academies (2017). The European Code of Conduct for Research Integrity. Berlin: Germany. ISBN 978-3-00-055767-5. www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf

Charness, G., Samek, A., & van de Ven, J. (2021). What is considered deception in experimental economics? *Experimental Economics*, 1-28. doi.org/10.1007/s10683-021-09726-7

European Commission (2013). Ethics for researchers Facilitating Research Excellence in FP7 Luxembourg: Publications Office of the European Union. ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf

Fanelli, D. (2009). How Many Scientists Fabricate and Falsify Research? A Systematic Review and Meta-Analysis of Survey Data. *PLoS ONE* 4(5): e5738. doi.org/10.1371/journal.pone.0005738

Martinson, B. C., Anderson, M. S. and De Vries, R. (2005). Scientists behaving badly. *Nature*, 435(7043): 737–738. doi.org/10.1038/435737a

Calendrier : 4 séances

Séance n° 1 Date : 12-02-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, Salle 274

Séance n° 2 Date : 12-02-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, Salle 006

Séance n° 3 Date : 13-02-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, 7 rue Chevreul Bâtiment Athéna- Salle A13

Séance n° 4 Date : 13-02-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, 7 rue Chevreul Bâtiment Athéna -salle A03

ED - Bloc1 U1 - Formation interdisciplinaire

ED- Bloc1 U1A - Economics and Management of Organizations: An Experimental Emphasis

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 4 avril 2024

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Brice CORGNET et Gordon Sayre (emlyon)

Programme :

U1 Formation interdisciplinaire (21H)
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Titre: Economics and Management of Organizations: An Experimental Emphasis

Intervenants : Brice CORGNET & Gordon SAYRE

Objectifs :

- 1/ Acquiring general knowledge about the experimental method
- 2/ Understanding the commonalities and differences in terms of how the experimental method is integrated in the fields of psychology and economics
- 3/ Understanding how the experimental method could be used in for one's own research

Résumé:

Where do economics and management/psychology converge and diverge?

This course examines this question by examining how both fields have used the experimental methods to study:

- (a) Incentives and Motivation,
- (b) Social Incentives and Ethical Behavior,
- (c) Stress and Occupational Health.

The opening session is jointly taught serves to present the overarching methodology.

Plan de cours :

Introduction

Session 1. Experimental Methods in Economics and Psychology

Incentives and Motivation

Session 2. Incentives and Motivation in Economics

Session 3. Intrinsic Motivation in Psychology

Social Incentives and Ethical Behavior

Session 4. Social Incentives in Economics
Session 5. Ethical Behavior

Stress, Competition and Occupational Health

Session 6. Stress and Competition in the Economics Literature
Session 7. Stress and Health at Work

Calendrier : 7 séances

Séance n° 1 Date : 04-04-2024 Horaire : 09h00 à 12h00
Lieu : salle 121, manufacture des Tabacs, Université Lyon 3

Séance n° 2 Date : 04-04-2024 Horaire : 13h30 à 16h30
Lieu : salle 121, manufacture des Tabacs, Université Lyon 3

Séance n° 3 Date : 05-04-2024 Horaire : 09h00 à 12h00
Lieu : salle 136, manufacture des Tabacs, Université Lyon 3

Séance n° 4 Date : 05-04-2024 Horaire : 13h30 à 16h30
Lieu : salle 136, manufacture des Tabacs, Université Lyon 3

Séance n° 5 Date : 09-04-2024 Horaire : 09h00 à 12h00
Lieu : salle 136, manufacture des Tabacs, Université Lyon 3

Séance n° 6 Date : 09-04-2024 Horaire : 13h30 à 16h30
Lieu : salle 136, manufacture des Tabacs, Université Lyon 3

Séance n° 7 Date : 10-04-2024 Horaire : 13h30 à 16h30
Lieu : salle 114, manufacture des Tabacs, Université Lyon 3

ED- Bloc1 U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 15 mars 2024

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Caroline Hussler, Université Jean Moulin Lyon 3 et Muriel Dal Pont Legrand, Université de Nice

Programme :

U1 Formation interdisciplinaire (21H)
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Titre : Schumpeter en économie et en gestion

Intervenants :

Muriel Dal-Pont -Legrand, professeure en sciences économiques, Université Côte d'Azur
Caroline Hussler, professeure en sciences de gestion, Université Jean Moulin Lyon 3

Objectifs :

- 1/ Questionner l'interdisciplinarité entre économie et gestion autour d'un auteur commun
- 2/ Discuter les particularismes de chaque discipline

Résumé :

Présentation des travaux de Schumpeter sur la dynamique du capitalisme (cycles, développement économique, stagnation) et sur sa méthode. Découverte de ses contributions à l'analyse de l'innovation et de l'entrepreneuriat.

Principales références :

Une liste de références consultable sera fournie en cours, mais il n'est demandé aucune lecture préalable.

Plan de cours

Séance 1 (6h)

- Schumpeter, sa vision « macroéconomique », ses fondements microéconomiques
 - *Theory of Economic Development* (TED), 1911
 - *Business Cycles*, 1939
- Les grands concepts
 - Entrepreneur, innovation, crédit
 - Le concept de destruction créatrice
- Les implications en termes de politique économique : Schumpeter, un liquidationniste ?
- Une résonance des travaux de Schumpeter dans l'analyse macroéconomique récente (récession productive versus pouvoir de récupération du capitalisme)

Séance 2 (6h)

- Schumpeter, sa vision du capitalisme : stagnation versus déclin
- Schumpeter et la démocratie
- Schumpeter, sa méthode et sa vision des sciences sociales unifiées
- Schumpeter, son héritage scientifique et son impact

Séance 3 :

- Schumpeter, père de la gestion de l'innovation
- Schumpeter et l'entrepreneur : son originalité et ses impensés

Séance 4 :

- Finalement, l'économie, la gestion et les auteurs historiques
- Evaluation de la formation

Calendrier : 7 séances

Séance n° 1 Date : 15-03-2024 Horaire : 11h30 à 13h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 131

Séance n° 2 Date : 15-03-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 309

Séance n° 3 Date : 18-03-2024 Horaire : 08h30 à 12h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 204

Séance n° 4 Date : 18-03-2024 Horaire : 13h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 302

Séance n° 5 Date : 03-04-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, manufacture des Tabacs, salle 146

Séance n° 6 Date : 03-04-2024 Horaire : 13h00 à 16h00

Lieu : Université Jean Moulin Lyon 3, manufacture des Tabacs, salle 146

Séance n° 7 Date : 11-04-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, manufacture des Tabacs, salle 141

ED - Bloc1 U5b - Sensibilisation à la science ouverte

ED- Bloc1 U5b - Sensibilisation à la science ouverte

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 8 décembre 2023

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Marie-Emilia HERBET, BU Lyon 3

Programme :

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Title of the seminar: Introduction à la science ouverte: enjeux et limites des modèles et pratiques (2h30)

Name / first name: HERBET Marie-Emilia, BU Lyon 3

Objectives of the seminar:

- Aborder la science ouverte en tant que levier de réforme de la communication scientifique et de l'évaluation des chercheurs.
- Identifier la place des thèses dans la dynamique de science ouverte
- Comprendre le positionnement particulier des SHS

Summary:

Ce séminaire de découverte des enjeux de communication scientifique décline les étapes qui ont conduit à l'émergence du concept de science ouverte, depuis les fondements théoriques élaborés par la sociologie des sciences jusqu'à son institutionnalisation à partir des années 2000.

En tant que concept holistique, la science ouverte englobe toutes les étapes de la communication scientifique, depuis la collecte des données de recherche jusqu'à la mise en place de dispositifs de médiation scientifique à des fins de vulgarisation.

Le contenu du séminaire, nourri par des éléments théoriques et pratiques, vise à outiller les doctorants afin de leur permettre de mieux cerner les stratégies de publication (bonnes pratiques, écueils) et la responsabilité endossée par tout chercheur dans l'éco-système de publication scientifique.

Readings:

Peter Suber, Open Access, MIT Press, series: « MIT Press Essential Knowledge », 2012.

Bernard Rentier, Science ouverte, le défi de la transparence, Académie royale de Belgique, 2018.

Robert K. Merton, "The Normative Structure of Science", in Merton, Robert K. (ed.), The Sociology of Science: Theoretical and Empirical Investigations, Chicago: University of Chicago Press, 1942.

ED - Bloc1 U3 - Formation internationale

ED- Bloc1 U3b - Formation internationale - Crafting impactful qualitative research

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 12 mars 2024

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Corentin CURCHOD, University of Edinburgh Business School

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Crafting impactful qualitative research

Name / first name: Curchod Corentin, University of Edinburgh Business School, 29 Buccleuch Place, Edinburgh EH8 9JS, Scotland, Royaume-Uni

Objectives of the seminar:

The objective of the seminar is to equip students with the material and critical thinking to design and conduct impactful qualitative research. In particular, the seminar aims to:

- Provide in-depth understanding of the processes through which qualitative research is designed and redesigned
- Help students plan their data collection and discuss the different types of qualitative data
- Discuss a few methods for analysing qualitative data through hands-on exercises, with an emphasis on data coding and grounded theory
- Compare different ways of writing the findings in a way that is impactful and convincing.

Summary:

"I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me understand?"

~ James Spradley, The Ethnographic Interview

This seminar introduces students to qualitative research, primarily participant observation, in-depth interviewing and content analysis, through a variety of activities.

The seminar will focus on being "in the field," that is, on the collection of data. It will also engage the students in analyzing and writing up their data. We will learn from reading others' accounts of fieldwork, "how-to" books on qualitative work, and published exemplars as well as from doing qualitative research and talking to each other about our research practices.

Theoretically, the seminar will consider questions such as the following (among many others):

What is qualitative research? What is it best suited for? By what criteria does it meet or fail to meet the standards of scientific evidence? What are the roles of induction and deduction in qualitative research? How do we account for our own biases and perceptions in our research, turning them into a feature rather than a bug? Can qualitative research verify hypotheses, or only generate them? Can qualitative research explain social phenomena, or only interpret them? Do ethnographies have a small-N problem? In what ways is ethnographic research “grounded”? Is replicability possible in ethnographic or interview-based research? Is generalizability necessary? What are alternative ways of assessing empirical or theoretical significance?

Readings:

There are 13 compulsory readings for this class. Please see the details below.

Details of sessions

DAY 1

Why qualitative research?

As an introduction for this class, we will discuss and list the reasons why we do qualitative research and the challenges we face.

Designing your research

In this session, we ask the question of whether qualitative research should be ‘designed’ or ‘improvised’. We will discuss the point of view of Robert K. Yin (Yin 2016) and will confront his view to two examples of qualitative research in the field of management (Curchod et al. 2020; Pratt et al 2019).

☛ Before class: Mandatory readings

Yin RK. Qualitative Research from Start to Finish. Second edition. Guilford Press; 2016.

- Please read chapter 4: Choices in designing qualitative research studies (pp. 83-115)

Curchod C, Patriotta G, Cohen L, Neysen N. Working for an Algorithm: Power Asymmetries and Agency in Online Work Settings. *Administrative Science Quarterly*. 2020;65(3):644-676.

Pratt MG, Lepisto DA, Dane E. The Hidden Side of Trust: Supporting and Sustaining Leaps of Faith among Firefighters. *Administrative Science Quarterly*. 2019;64(2):398-434.

Extra readings

Planning data collection

This session will cover a wide range of data collection, with a focus on interviews (Roulston 2010), ethnographies (Anteby 2016) and archival data (Curchod et al 2020). We will discuss your own research and plans for collecting data.

☛ Before class: Mandatory readings

Roulston K. Considering quality in qualitative interviewing. *Qualitative Research : QR*. 2010;10(2):199-228.

Anteby, Michel. 2016. “Denials, Obstructions, and Silences: Lessons from Field Resistance (and Field Embrace).” *The Handbook of Qualitative Research Methods: Innovative Pathways and Methods*, edited by K. D. Elsbach and M. R. Kramer, 197-205. New York: Routledge.

- Also available in French: Anteby, Michel. 2020. “Dénis, obstructions et silences : La résistance du terrain.” In *Parler de Soi : Méthodes Biographiques en Sciences Sociales*, 215-226. Paris: Éditions de l'EHESS.

Curchod C, Patriotta G, Wright M. Self-categorization as a nonmarket strategy for MNE subsidiaries: Tracking the international expansion of an online platform. *Journal of world business : JWB*. 2020;55(3): 101070

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

DAY 2

Coding the data, or not!

This session will discuss the craft of coding the data, between Sherlock Holmes and Hercule Poirot. We will start by looking at the Gioia method (Gioia et al. 2010) and recent developments (Locke et al. 2022) and I will use my article written with Gerardo Patriotta, Laurie Cohen and Nicolas Neysen (see session 2) to discuss further how it is done in practice. I will then present how I use computer assisted qualitative data analysis (NVivo). We will then arrange a short workshop where you will be able to do coding first hand.

☛ Before class: Mandatory readings

Gioia DA, Price KN, Hamilton AL, Thomas JB. Forging an identity: An insider-outsider study of processes involved in the formation of organizational identity. *Administrative Science Quarterly*. 2010;55(1):1-46.

Locke, K., Feldman, M., & Golden-Biddle, K. (2022). Coding Practices and Iterativity: Beyond Templates for Analyzing Qualitative Data. *Organizational Research Methods*, 25(2), 262-284.

[From session 2] Curchod C, Patriotta G, Cohen L, Neysen N. Working for an Algorithm: Power Asymmetries and Agency in Online Work Settings. *Administrative Science Quarterly*. 2020;65(3):644-676.

Analyzing data beyond coding

In this session, we will look at theorization beyond coding the data, by discussing the possibility to treat codes as mutable and the coding process as an organic one (Pratt et al 2022), and the art of turning codes into a process-based visual (Feldman 2016).

☛ Before class: Mandatory readings

Pratt, M. G., Sonenshein, S., & Feldman, M. S. (2022). Moving Beyond Templates: A Bricolage Approach to Conducting Trustworthy Qualitative Research. *Organizational Research Methods*, 25(2), 211-238.

Feldman, M. (2016). Making process visible: alternatives to boxes and arrows. In *The SAGE Handbook of Process Organization Studies* (pp. 625-635). SAGE Publications Ltd.

Building an impactful story from the data

The last session of the course will wrap up by focusing on the writing of the findings, by answering the question of how to write your data in an appealing and impactful way. The discussion will discuss the case of ethnographic data (Golden-Biddle et al 1993), words of wisdom on what makes a paper interesting (Barley 2006), and a recent example of how it is done with interviews and observation data (Bourmault & Anteby 2023).

☛ Before class: Mandatory readings

Golden-Biddle, Karen and Karen Locke. (1993) Appealing work: An investigation of how ethnographic texts convince, *Organization Science* (4): 595-616.

Barley, Stephen R. "When I Write My Masterpiece: Thoughts on What Makes a Paper Interesting." *The Academy of Management Journal*, vol. 49, no. 1, 2006, pp. 16–20.

Bourmault, Nishani and Michel Anteby. 2023. "Rebooting One's Professional Work: The Case of French Anesthesiologists Using Hypnosis." *Administrative Science Quarterly* 68 (4): 913-955.

Calendrier : 4 séances

Séance n° 1 Date : 12-03-2024 Horaire : 09h00 à 12h00

Lieu : Université Lyon 3, Manufacture des Tabacs, salle 313

Séance n° 2 Date : 12-03-2024 Horaire : 13h30 à 17h00
Lieu : Université Lyon 3, Manufacture des Tabacs, salle 2268 (Jean-Baptiste Say) rdc IAE

Séance n° 3 Date : 14-03-2024 Horaire : 09h00 à 12h00
Lieu : Université Lyon 3, Manufacture des Tabacs, salle 2268 (Jean-Baptiste Say) rdc IAE

Séance n° 4 Date : 14-03-2024 Horaire : 14h30 à 17h00
Lieu : Université Lyon 3, Manufacture des Tabacs, lab IAE (près BU)

ED- Bloc1 U3c - Formation internationale - Various approaches to study a case

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs
Date de début de la formation : 11 avril 2024
Langue de l'intervention : anglais
Public prioritaire : 1ère année

Equipe pédagogique : Jean-Pascal Gond, Bayes Business School City, University of London, UK

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Various approaches to study a case

Name / first name: Prof. Jean-Pascal Gond, City, University of London, UK

Prerequisite requirements:

Participants are required to have some previous knowledge on epistemology and qualitative research methods. The course will focus on the case study method (qualitative research), with a focus on management and organization theory and illustrations from the field of sustainability, Corporate Social Responsibility and ESG. Most of the readings are supposed to be completed before the course. Aspects of the publication process that affects qualitative case study design and findings presentation will be discussed.

Objectives of the seminar:

- Basic understanding of underlying assumptions of the case study method
- Ability to evaluate critically, understand and perform case study type of qualitative research designs and methods in academic papers published in good standing journals
- Competence in designing a case research project oriented toward publication

- Basic knowledge of how to get a case study qualitative paper published in an international academic journal

Summary:

This intensive 12 hours course (three sessions of 4 hours) gives an introduction to qualitative research methods, and more specifically the case study method. It also covers the challenges inherent to the publication of this type of study, relying on the case of management journals. Through the lens of international journal publication, we discuss how to select, collect, analyse and present qualitative data for the study of organizational phenomena, with illustrations from organizational theory and the CSR / sustainability field.

In the process of analysis, we dig deeper into selected case study papers to understand their underlying assumptions as well as the challenges and the opportunities they present for journal publication.

Readings: Please see below the set of mandatory readings for this module. 7 papers in total, and three complete review processes to be analysed.

Details of sessions:

Session 1 – Introducing the foundational principles of case study research

Mandatory readings (to be completed prior to the course):

Eisenhardt, K. M. 1989. Building theory from case study research. ***Academy of Management Review***, 14(4): 532–550. [18 pages]

Eisenhardt, K. M. & Graebner, M. E. 2007. Theory building from cases: Opportunities and challenges. ***Academy of Management Journal***, 50(1): 25–32. [7 pages]

Before class: Read carefully these two papers that introduce and update the case study method. Please make notes of the key stages of the process of conducting a case study and of the different approaches to case writing.

In class: Be prepared to discuss in group and in class the value, challenges and limitations of the case study method in management.

Supplementary reading:

Burawoy, M. 1998. The extended case method. ***Sociological Theory***, 16: 4–33.

Creswell, J. W. 2012, ***Qualitative Inquiry and Research Design: Choosing among Five Approaches***, Sage.

Gibbert, M. & Ruigrok, W. 2010. The “what” and ‘how’ of case study rigor: Three strategies based on published work. ***Organizational Research Methods***, 13(4): 720-737.

Kohler, T., Smith, A., & Bhakoo, V. 2022. Templates in qualitative research methods: Origins, limitations, and new directions. *Organizational Research Methods*, 25(2): 183-210.

Yin, R. K. 2009 **Case Study Research. Design and Methods**, 4th Edition, London: Sage.
See extract of the prior edition at the link below:
<https://pdfs.semanticscholar.org/89c8/30dc397c4d76c8548b8f5f99def607798feb.pdf>

Session 2 – Analysis of case study research methods in published studies

Before class: analyze the methods of 3 of the 5 articles listed below, (see the attached tables assigning papers to participants), using the questions below:

1. Which type of **journal** is this article published in?
2. What is the **proposed contribution** of the article?
3. Which **audience** is being targeted?
4. Which **case study method** is used to generate insight?
 - 4.1. How have/has the case(s) been **selected**?
 - 4.2. How is the **sampling** of case(s) **justified**?
 - 4.3. **How many cases** are used? And why?
 - 4.4. How are/is the case(s) **analyzed**?
 - 4.5. How are/is the case(s) **presented**?
 - 4.6. How are **organized the findings section**?
 - 4.7. How **theory built / developed** out of the cases?

In class: identify **common patterns** and **unique features** of the different research methods and present the result visually. Discuss the key differences you observed between these papers in the organization and presentation of the method sections.

Mandatory readings – readings have to be completed prior to the course (please see the Excel spreadsheet with your two assigned readings):

Bowden, V., Gond, J.-P., Nyberg, D., & Wright, C. 2021. Turning back the rising sea: Theory performativity in the shift from climate science to popular authority. *Organization Studies*, 42(12): 1909-1931.

Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. *Journal of Management*, 41(2): 441–470.

Gond, J.-P., Boxenbaum, E. 2013. The glocalization of responsible investment: Contextualization work in France and Québec. *Journal of Business Ethics*, 115(4): 707–721.

Slager, R., & Gond, J.-P., 2020. The politics of reactivity: Ambivalence in corporate responses to corporate social responsibility ratings. **Organization Studies**, published online, doi: 10.1177/0170840620964980

Whiteman, G. M., & Cooper, W. H. 2011. Ecological Sensemaking. **Academy of Management Journal**, 54(5): 889–911.

Wright, C. & Nyberg, C. 2017. An inconvenient truth: How organizations translate climate change into business as usual. **Academy of Management Journal**, 60(5): 1633–1661.

Session 3 – Unpacking the publication process of case study research

Before class: Analyze the articles at its various stages and the letters / answers. Each person is assigned one of three review processes (see the attached tables assigning papers to participants).

In class: analyze how reviewer comments and editorial letters seem to have influenced the methods. Identify the main changes in the Methods and data presentation resulting from the review process.

Mandatory readings (to be completed prior to the course):

- **Full set of reviews and responses** from *Journal of Management*, for Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. **Journal of Management**, 41(2): 441-470.
- **Full set of reviews and responses** from *Journal of Business Ethics* for Gond, J.-P., Boxenbaum, E. 2013. The glocalization of responsible investment: Contextualization work in France and Québec. **Journal of Business Ethics**, 115(4): 707- 721.
- **Full set of reviews and responses** from *Organization Studies* for Slager, R., & Gond, J.-P. 2022. The politics of reactivity: Ambivalence in corporate responses to corporate social responsibility ratings. **Organization Studies**, 43(1): 59-80.
- **Full set of reviews and responses** from *Human Relations* Bourlier-Bargues, E., Gond, J.-P., & Valiorgue, B., 2022. Fast and spurious: How executives capture governance structures to prevent cooperativization. **Human Relations**, doi: 10.1177/0018726722113787.

Other optional readings – Case study type of research from the Lecturer (2010-2023)

I would be of course delighted to discuss with you any my publications that relies on some of form of case study method. Please find below the list of my publications using, partially or completely, a form of case study method.

Esper, S., Barin Cruz, L., & Gond, J.-P. 2023. Engaging stakeholders during intergovernmental conflict: How political attributions shape stakeholder engagement. **Journal of Business Ethics**, doi: 10.1007/s10551-023-05448-3

Slager, R., Gond, J.-P., Sjöström, E. 2023. Mirroring and switching authoritative personae: A ventriloquial analysis of shareholder engagement on carbon emissions. **Human Relations**, doi: 10.1177/00187267231174700

- Bullinger, B., Schneider, A., & Gond, J.-P. 2023. Destigmatization through visualization: Striving to redefine refugee workers' worth. **Organization Studies**, 44(5): 739–763.
- Giamporcaro, S., Gond, J.-P., & Louche, C. 2023. Deliberative boundary work for sustainable finance: Insights from a European Commission expert group. **Organization Studies**, doi: 10.1177/01708406231185972
- Barbe, A.-S., Gond, J.-P., & Hussler, C. 2022. The power implications of the shift to customer reviews: A field perspective on jobbing platforms operating in France. **Organization Studies**, doi: 10.1177/0170840622114561
- Iatridis, K., Gond, J.-P., & Kesidou, E. 2022. How meaningfulness and professional identity interact in emerging professions: The case of corporate social responsibility consultants. **Organization Studies**, 43(9): 1401-1423.
- Shin, H., Cho, C., Lecomte, M., & Gond, J.-P. 2022. The moral relationality of professionalism discourses: The case of corporate social responsibility practitioners in South Korea. **Business and Society**, 61(4): 886-923.
- Acosta, P., Acquier, A., & Gond, J.-P. 2021. Revisiting politics in political CSR: How coercive and deliberative dynamics operate through institutional work in a Colombian company. **Organization Studies**, 42(7): 1111-1134.
- Gond, J.-P. & Brès, L. 2020. Designing the tools of the trade: How corporate social responsibility consultants and their tool-based practices created market shifts. **Organization Studies**, 41(5): 703–726.
- Slager, R., Gond, J.-P., & Crilly, D. 2020. Reactivity to sustainability metrics: A configurational study of motivation and capacity. **Business Ethics Quarterly**, 31(2): 275–307.
- Demers, C. & Gond, J.-P. 2020. The moral microfoundations of institutional complexity: Sustainability implementation as compromise-making at an oil sands company. **Organization Studies**, 41(4): 563–586.
- Ben-Khaled, W. & Gond, J.-P. 2020. How do external regulations shape the design of ethical tools in organisations? An open polity and sociology of compliance perspective. **Human Relations**, 73(5): 653–681.
- Acosta, P., Acquier, A., & Gond, J.-P. 2019. Revisiting politics in political CSR: How coercive and deliberative dynamics operate through institutional work in a Colombian company. **Organization Studies**, doi: 10.1177/0170840619867725.
- Gond, J.-P., Cabantous, L. & Krikorian, F. 2018. How do things become strategic? 'Strategifying' corporate social responsibility. *Strategic Organization*, **Strategic Organization**, 16(3): 241-272.
- Esper, S., Cabantous, L., Barin Cruz, L. & Gond J.-P. 2017. Supporting alternative organizations? Exploring scholars' involvement in the performativity of workerrecovered companies. **Organization**, 24(5): 671-699.
- Whelan, G. & Gond, J.-P. 2017. Meat your enemy: Animal rights, alignment and radical change. **Journal of Management Inquiry**, 26(2): 123-138.
- Barin Cruz, L., Delgado, N., Leca, B. & Gond, J.-P. 2016. Organizational resilience in extreme operating environments: The role of institutional work. **Business and Society**, 55(7): 970-1016.
- Giamporcaro, S. & Gond, J.-P. 2016. Calculability as politics in the construction of markets: The case of socially responsible investment in France. **Organization Studies**, 37(4): 465-485.

- Gond, J.-P., Barin Cruz, L., Raufflet, E. & Charron, M. 2016. To frack or not to frack? The interaction of justification and power in a sustainability controversy. **Journal of Management Studies**, 53(3): 330-363.
- Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. **Journal of Management**, 41(2): 441-470.
- Brès, L. & Gond, J.-P. 2014. The visible hands of consultants in the construction of the markets for virtue: Translating issues, negotiating boundaries and enacting responsive regulations. **Human Relations**, 67(11): 1347–1382.
- Leca, B., Gond, J.-P. & Barin Cruz, L. 2014. Building 'critical performativity engines' for deprived communities: The construction of popular cooperative incubators in Brazil. **Organization**, 21(5): 683-712.
- Gond, J.-P., Piani, V. 2013. Enabling institutional investors' collective action: The roles of the Principle for Responsible Investment Initiative. **Business and Society**, 52(1): 64-104.
- Slager, R., Gond, J.-P. & Moon, J. 2012. Standardization as institutional work: The regulatory power of a responsible investment standard. **Organization Studies**, 33(5-6): 763-790.
- Patriotta, G., Gond, J.-P. & Schultz F. 2011. Managing legitimacy: Controversies, orders of worth and public justification. **Journal of Management Studies**, 48(8): 1804-1836.
- Cabantous, L., Gond, J.-P. & Johnson-Cramer, M. 2010. Decision theory-as-practice: Crafting economic rationality in organizations. **Organization Studies**, 31(11): 1531-1566.

Calendrier : 3 séances

Séance n° 1 Date : 11-04-2024 Horaire : 14h00 à 18h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 316

Séance n° 2 Date : 12-04-2024 Horaire : 08h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 148

Séance n° 3 Date : 12-04-2024 Horaire : 14h00 à 18h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 148

ED- Bloc1 U3d - Formation internationale - Introduction to Social and Economics Networks

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 15 février 2024

Langue de l'intervention : anglais

Public prioritaire : 1^{ère} année

Equipe pédagogique : Professor Sudipta Sarangi, Virginia Tech

Objectifs :

In modern economies, networks play an important role in activities starting from information gathering to buying a product and making a policy decision by the government. This course on networks will focus

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

on social and economic aspects of such networks. Networks have been studied for a long time by many researchers, especially in fields like mathematics, sociology and physics. However, much of this literature takes the network as given. It focuses on the structural properties of these networks like centrality measures, interaction between nodes in the networks and how the network can serve as a conduit for goods, services and even diseases. The game-theoretic approach to networks asks a different and important question. It asks how these networks get formed in the first place as a result of deliberate human behavior. In particular a key set of questions are: When are such networks stable? When are they efficient? Do these always coincide, and if not, what can we do to address this. Insights from this will help us understand who connects with whom and why. It will answer questions about how alliances between groups and nations form or how R&D collaborations arise between firms. Since networks play such a key role in the socioeconomic sphere, understanding the formation of multiple layers of networks will provide insights about intergenerational transmission of socioeconomic outcomes. The course will begin by motivating the study of networks with a brief and idiosyncratic history and the role they play in our lives. Then we will introduce concepts from graph theory and game theory necessary for the study of networks. Next, strategic or game-theoretic models of network formation will be covered. This will be followed by studying some applications of networks. Finally, the course will introduce multigraphs from a game-theoretic perspective.

Calendrier : 4 séances

Séance n° 1 Date : 15-02-2024 Horaire : 10h à 12h

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 301

Séance n° 2 Date : 15-02-2024 Horaire : 13h à 15h

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 303

Séance n° 3 Date : 16-02-2024 Horaire : 13h à 17h

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 317

Séance n° 4 Date : 19-02-2024 Horaire : 13h à 17h

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 303

ED-Bloc1 U3 - Formation internationale - From idea to publication: Navigating the research process

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 17 janvier 2024

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Déborah PHILIPPE, University of Lausanne, Faculty of Business and Economics

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: From idea to publication: Navigating the research process

Name / first name: PHILIPPE, Déborah, University of Lausanne, Faculty of Business and Economics (Strategy, Globalization and Society Department)

Objectives of the seminar:

This seminar is designed in the spirit of a professional development workshop and aims at:

- familiarizing you with the different steps of the research process (from idea generation to findings dissemination)
- getting you acquainted with the different pitfalls, challenges, or dilemmas you may encounter and how to navigate them

Summary:

The seminar will be structured around two main parts (2 sessions each).

The 1st part will be dedicated to discussing the different stages involved in the development of a research project. We'll cover the following issues (among others): how to move from an interesting idea or topic to a research question; how to develop a research design; how to craft a strong introduction and literature review; what's a theoretical contribution and how to write a discussion that highlights them. We will also dedicate a significant portion of this first part to discuss how to best disseminate your project's findings and how to handle the publication process (i.e., when to submit a paper, where, with whom, how to manage the revision process). I will use examples from my own experiences (in the field of management) but will make sure that the key take-away messages can be abstracted to related fields.

The 2nd part will be dedicated to the activity of reviewing, an important component of the professional life of academics. This section of the seminar will be practice oriented. One session will be dedicated to discussing techniques for reviewing research papers and writing reviews for journals (we will work on a paper that I will circulate prior to the start of the seminar). The other session will take the form of a reading group, where we will discuss several projects that you are currently working on, with the aim of providing collective and constructive feedback on them.

Readings:

The readings for the seminar are listed in each session.

Details of sessions

Sessions 1 & 2: How to navigate the research process

The first two sessions will focus on the different stages of a research project, from idea generation to the dissemination of findings and pay particular attention to some strategic aspects (e.g., how to develop theoretical contributions, how to write strong introductions, literature reviews, and discussions, how to manage the publication process).

Before class:

Please read the following articles:

Sutton, R. I., & Staw, B. M. 1995. What theory is not. *Administrative science quarterly*, 371-384.

Corley, K. G., & Gioia, D. A. 2011. Building theory about theory building: what constitutes a theoretical contribution? *Academy of management review*, 36(1), 12-32.

Locke, K., & Golden-Biddle, K. 1997. Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management journal*, 40(5), 1023-1062.

Extra readings

Tourish, D. 2020. The triumph of nonsense in management studies. *Academy of Management Learning and Education*, 19: 99-100.

Tsui, A. S., & McKiernan, P. 2022. Understanding scientific freedom and scientific responsibility in business and management research. *Journal of Management Studies*, 59(6), 1604-1627.

Session 3: How to review research articles

This third session will be devoted to the reviewing process. We will discuss how to review research articles (best practices and behaviors to avoid).

Before class:

Please read the paper that I will circulate and write a review as if you were assessing it for publication in a journal.

Session 4: Reading group

The last session will take the form of a reading group where we will discuss on-going projects.

I need 3 or 4 volunteers willing to share and present a working paper. The working papers will be circulated two weeks prior to the session. We will dedicate 30-40 minutes per paper, including a short presentation by the author(s) (see below).

Before class:

All participants are expected to read the working papers that will be discussed and must be ready to provide feedback on them, including areas for improvement. The papers' authors are expected to give a short oral presentation of their project (content and context) before we start discussing them.

Calendrier : 4 séances

Séance n° 1 Date : 17-01-2024 Horaire : 14h à 17h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 226

Séance n° 2 Date : 18-01-2024 Horaire : 9h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 142

Séance n° 3 Date : 19-01-2024 Horaire : 09h à 12h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 140

Séance n° 4 Date : 19-01-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, Manufacture des Tabacs, salle 140

Bloc3 U4 - Cours ED (autre que validé dans bloc 1)

ED- Bloc3 U4b -Epistémologie des sciences de gestion

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 5 juin 2024

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Martine Seville, Université Lyon 2

Programme :

Epistémologie des sciences de gestion

Martine Séville, Professeure à l'Université Lumière Lyon 2

Objectifs du séminaire :

Montrer en quoi les recherches et développements en épistémologie au cours du temps, en sciences humaines et sociales, permettent d'appréhender de plusieurs manières les objets de recherche en sciences de gestion.

Sensibiliser les doctorants à l'importance de chacune des questions soulevées par l'épistémologie pour faire avancer leur recherche en les amenant à réfléchir, dans le cadre des sciences de gestion en général et pour leur sujet de thèse en particulier, à celles-ci.

Plan du séminaire

Introduction : Sciences et connaissances scientifiques en sciences humaines et sociales

Chapitre 1 : Choisir un/des paradigme(s) épistémologique(s) pour sa thèse : quelle importance ?

Chapitre 2 : La définition de son objet de recherche et de sa problématique : une façon voir et de concevoir la réalité et les phénomènes observés

Chapitre 3 : Le choix des théories, du modèle conceptuel et des hypothèses pour se doter d'une grille de lecture et de concevoir le monde

Chapitre 4 : Le choix du design de recherche : le choix d'une façon « d'agir » en tant que chercheur envers son objet de recherche

Chapitre 5 : Le challenge de la preuve en sciences humaines et sociales

Mode d'évaluation

Les doctorants sont invités à rédiger, à la fin du séminaire, une petite note rendant explicites les choix épistémologiques qu'ils ont effectués ou qu'ils souhaitent effectuer dans le cadre de leur thèse. De petits ateliers relatifs à chaque chapitre leur sont proposés pour mener cette réflexion.

Bibliographie : une bibliographie indicative est fournie pour étayer chaque chapitre du séminaire.

Calendrier : 4 séances

Séance n° 1 Date : 05-06-2024 Horaire : 08h00 à 12h00

Lieu : Salle 203 Manufacture des Tabacs, Université Jean Moulin Lyon 3

Séance n° 2 Date : 05-06-2024 Horaire : 13h00 à 15h00

Lieu : Salle 203 Manufacture des Tabacs, Université Jean Moulin Lyon 3

Séance n° 3 Date : 12-06-2024 Horaire : 08h00 à 12h00

Lieu : Salle 203 Manufacture des Tabacs, Université Jean Moulin Lyon 3

Séance n° 4 Date : 12-06-2024 Horaire : 13h00 à 15h00

Lieu : Salle 203 Manufacture des Tabacs, Université Jean Moulin Lyon 3

ED- Bloc3 U4c -Responsible Use of AI in Research

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 19 juin 2024

Langue de l'intervention : anglais ou français

Public prioritaire : 1ère année

Equipe pédagogique : Julien CLOAREC, Université Lyon 3

Programme :

U3 International Seminar in Economics and Management (18H)

Title of the seminar: Responsible Use of AI in Research

Name / first name: Cloarec Julien, Université Jean Moulin Lyon 3

Objectives of the seminar:

Technical Understanding:

- Gain a foundational understanding of artificial intelligence, including its various branches such as machine learning and deep learning.
- Comprehend the architecture of neural networks and the process of training them.
- Familiarize with advanced concepts like large language models, context windows, and word embeddings.
- Differentiate between different types of neural networks like recurrent neural networks and transformers.

Ethical Awareness:

- Explore the ethical implications of AI in research and application.
- Discuss the responsibility of researchers in the ethical use of AI.
- Analyze current and potential use cases of AI, identifying both opportunities and risks.

- Understand the positions of various stakeholders, such as journals, publishers, and funding agencies, regarding the ethical use of AI.

Application Skills:

- Develop practical skills in utilizing AI for literature review, academic writing, and data analysis.
- Learn how AI can assist in searching scientific literature and writing academic papers.
- Gain hands-on experience in simulating and analyzing both qualitative and quantitative data with AI assistance.
- Understand the process of implementing large language models in empirical research settings.

Critical Thinking and Decision Making:

- Foster critical thinking skills by comparing different AI models and platforms.
- Encourage participants to critically evaluate the benefits and challenges of using AI in their respective fields.
- Equip participants with the ability to make informed decisions regarding the choice between cloud and local deployment of AI models.

Reflection and Engagement:

- Provide opportunities for participants to reflect on their own experiences with AI in research and teaching.
- Foster engagement through discussions on current trends and future perspectives in AI research and application.
- Encourage participants to share insights and collaborate on ethical dilemmas and practical challenges related to AI usage.

Summary: The seminar provides a comprehensive exploration of artificial intelligence (AI) across three key dimensions: technical, ethical, and application-focused. Participants will delve into the foundational concepts of AI, including neural network architectures and training processes, while also examining advanced topics such as large language models and word embeddings. Ethical considerations surrounding AI usage in research and application will be thoroughly discussed, along with the responsibilities of researchers and the perspectives of stakeholders. Practical application skills will be developed through hands-on sessions on AI-assisted literature review, academic writing, and data analysis. By fostering critical thinking and reflection, the seminar equips participants with the knowledge, skills, and ethical awareness necessary to navigate the complex landscape of AI in their respective fields.

Details of sessions

Session 1: The Technical Dimension of AI (6h)

Introduction to Artificial Intelligence

- Differentiation between AI, Machine Learning, and Deep Learning
- Neural Network Architectures
- Neural Network Training Process

Large Language Models

- Concept of Context Window and Word Embeddings
- Comparison between Recurrent Neural Networks and Transformers
- Decoding Methods in Large Language Models

Ecosystem of Large Language Models

- Closed Models (GPT-4) vs Open Source (Llama2, Falcon, Mistral)
- Platforms and Tools: Hugging Face, GitHub
- Choice between Cloud and Local Deployment (GPT-4 All)

Session 2: The Ethical Dimension of AI (6h)

Participants' Experiences (AI Usage in Research and Education)

Current State and Perspectives of AI Usage in Research

- Current Use Cases of AI
- Future Opportunities and Threats

Researcher Responsibility in AI Usage in Research

- Stakeholders' Positions (Journals, Publishers, Funding Agencies) on Authors' Use of AI
- Stakeholders' Positions on Reviewers' Use of AI

Session 3: The Application Dimension of AI (6h)

AI-Assisted Literature Review

- Searching Scientific Literature
- Academic Writing Assistance with AI

AI-Assisted Methods and Data

- Simulation of Qualitative and Quantitative Data
- Analysis of Qualitative and Quantitative Data

AI as a Research Object

- Understanding Machine Behavior
- Implementation of a Large Language Model in an Empirical Research Context

Calendrier : 6 séances

Séance n° 1 Date : 19-06-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, salle 203

Séance n° 2 Date : 19-06-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, salle 203

Séance n° 3 Date : 20-06-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, salle 203

Séance n° 4 Date : 20-06-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, salle 203

Séance n° 5 Date : 21-06-2024 Horaire : 09h00 à 12h00

Lieu : Université Jean Moulin Lyon 3, salle 205

Séance n° 6 Date : 21-06-2024 Horaire : 14h00 à 17h00

Lieu : Université Jean Moulin Lyon 3, salle 205

ED - Bloc 1W - Workshop

ED- Bloc 1W - Workshop

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 8 avril 2024

Langue de l'intervention : français ou anglais

Public prioritaire : A partir de la 2ème année

ACCUEIL (petit-déjeuner) A partir de 08h30 - Salon des Symboles Nord	
ATELIER 1 9h-10h30 - Salle 102	ATELIER 4 11h-12h30 - Salle 102
CLUSTERS ET ÉCOSYSTÈMES Présidente - Célia LEMAIRE, MAGELLAN, U. Lyon 3 Présentation - Magali PINO, MAGELLAN, U. Lyon 3 <i>Unpacking the role of clusters and digitalisation in SMEs internationalisation : a systematic literature review and future research directions</i> Discutant enseignant - Maud DAMPERAT, COACTIS, U. Lyon 2 Discutant doctorant - Andrii SYSOIEV, MAGELLAN, U. Lyon 3 Présentation - Yu ZUGE, COACTIS, U. Lyon 2 <i>Big Data analytics capability and supply chain : A perspective of socio-technical theory</i> Discutant enseignant - Célia LEMAIRE, MAGELLAN, U. Lyon 3 Discutant doctorant - Fatima TAHRI, MAGELLAN, U. Lyon 3 Présentation - Romain VIAL, COACTIS, UJM <i>Outil d'accompagnement à la soutenabilité forte, vers la performance écosystémique</i> Discutant enseignant - Mohamed KHENISSI, MAGELLAN, U. Lyon 3 Discutant doctorant - Zoulat EL FENNE, MAGELLAN, U. Lyon 3	LEADERSHIP ET ENGAGEMENT Présidente - Sonia CAPELLI, MAGELLAN, U. Lyon 3 Présentation - Lamis ALSHALABI, COACTIS, U. Lyon 2 <i>Responsible Co-creation in CCIs : Modeling the antecedents and outcomes of the degree of Co-creation in NPd</i> Discutant enseignant - Catherine PARDO, emlyon Business School Discutant doctorant - Eunice Yaa CUDJOE, MAGELLAN, U. Lyon 3 Présentation - Maud BURTIN, MAGELLAN, U. Lyon 3 <i>Audit des pratiques de leadership chez les managers commerciaux, à la recherche d'un nouveau paradigme</i> Discutant enseignant - Isabelle PRIM-ALLAZ, COACTIS, U. Lyon 2 Discutant doctorant - Félicia SOULIKHAN, COACTIS, U. Lyon 2 Présentation - Félicia SOULIKHAN, COACTIS, U. Lyon 2 <i>L'engagement et l'identité sociale collective dans les communautés en ligne</i> Discutant enseignant - Sonia CAPELLI, MAGELLAN, U. Lyon 3 Discutant doctorant - Maud BURTIN, MAGELLAN, U. Lyon 3
ATELIER 2 9h-10h30 - Salle 103	ATELIER 5 11h-12h30 - Salle 103
L'INDIVIDU ET LE GROUPE Présidente - Céline BERARD, COACTIS, U. Lyon 2 Présentation - Joseph KARAM, MAGELLAN, U. Lyon 3 <i>Le Rôle du management de proximité pour l'évolution vers des communautés de pratique apprenantes</i> Discutant enseignant - Émilie LANCIANO, COACTIS, U. Lyon 2 Discutant doctorant - Stéphanie EYNAUD, COACTIS, UJM Présentation - Aziz CHTIOUI, MAGELLAN, U. Lyon 3 <i>Le divertissement au travail : catalyseur et/ou obstacle à la cohésion de groupe ?</i> Discutant enseignant - Céline BERARD, COACTIS, U. Lyon 2 Discutant doctorant - Boris CHAPOTON, COACTIS, UJM Présentation - Stéphanie EYNAUD, COACTIS, UJM <i>Les tensions identitaires chez les étudiant-es entrepreneurs</i> Discutant enseignant - Grégor BOUVILLE, MAGELLAN, U. Lyon 3 Discutant doctorant - Joseph KARAM, MAGELLAN, U. Lyon 3	ÉCONOMIE ET CHANGEMENT CLIMATIQUE Présidente - Stéphanie SOUCHE-LE-CORVEC, LAET, U. Lyon 2 Présentation - Léa BARBAUT, MAGELLAN, U. Lyon 3 <i>Greening the plastics value chain : obstacles and strategies in the French landscape</i> Discutant enseignant - Izabela JELOVAC, GATE, U. Lyon 2 Discutant doctorant - Emna CHAOUACHI, COACTIS, U. Lyon 2 Présentation - Aliou OLOFINDJIN, GATE, UJM <i>L'impact économique de la prolifération des algues vertes sur le tourisme rural : une évaluation hédonique</i> Discutant enseignant - Stéphanie SOUCHE-LE-CORVEC, LAET, U. Lyon 2 Discutant doctorant - Thibault ISAMBOURG, LAET, U. Lyon 2 Présentation - Fatima TAHRI, MAGELLAN, U. Lyon 3 <i>Climate Niche, Habitability Index and Economic Growth</i> Discutant enseignant - Guillaume COQUERET, emlyon Business School Discutant doctorant - Benoit LECUREUX, LAET, U. Lyon 2
ATELIER 3 9h-10h30 - Salle 106	ATELIER 6 11h-12h30 - Salle 106
INÉGALITÉ ET MOBILITÉ Président - Julien SALANIE, GATE, UJM Présentation - Thomas IRACE, TRIANGLE, U. Lyon 2 <i>L'économie du développement : une décolonisation et ses archives</i> Discutant enseignant - Antoinette BAUJARD, GATE, UJM Discutant doctorant - Joseph ENGUEHARD, CERGIC, ENS de Lyon Présentation - Thibault ISAMBOURG, LAET, U. Lyon 2 <i>Inégalités et spécificités de mobilité quotidienne dans les quartiers défavorisés : une analyse à l'échelle française (2008-2019)</i> Discutant enseignant - Julien SALANIE, GATE, UJM Discutant doctorant - Laura BONINO, TRIANGLE, U. Lyon 2 Présentation - Joseph ENGUEHARD, CERGIC, ENS de Lyon <i>The Race between Lewis and Malthus</i> Discutant enseignant - Antoinette BAUJARD, GATE, UJM Discutant doctorant - Thomas IRACE, TRIANGLE, U. Lyon 2	MARCHÉS FINANCIERS Président - François-Régis PUYOU, emlyon Business School Présentation - Yuxin ZHOU, COACTIS, U. Lyon 2 <i>Sustainable Commodity Factors</i> Discutant enseignant - Frédéric PLANCHET, LSAF, U. Lyon 1 Discutant doctorant - Chiraz HMERCHA, LSAF, U. Lyon 1 Présentation - Thomas ESTIENNE, MAGELLAN, U. Lyon 3 <i>Les déterminants du choix de référentiel de consolidation IFRS. Cas des sociétés françaises cotées sur Euronext Growth</i> Discutant enseignant - François-Régis PUYOU, emlyon Business School Discutant doctorant - Romain VIAL, COACTIS, UJM Présentation - Chiraz HMERCHA, LSAF, U. Lyon 1 <i>Does Methological Index impact renewable and global Financial Markets in France ? A study using SETAR Model</i> Discutant enseignant - Lorenz SCHNEIDER, emlyon Business School Discutant doctorant - Yuxin ZHOU, COACTIS, U. Lyon 2
PAUSE 10h30 - 11h - Salon des Symboles Nord	PAUSE (déjeuner) 12h30 - 14h - Salon des Symboles Nord

ATELIER 7**13h30-15h30 - Salle 102****AUDIT**

Présidente - Martine SEVILLE, COACTIS, U. Lyon 2

Présentation - Mélanie GIRAUDET, MAGELLAN, U. Lyon 3
 Contribution de la recherche-intervention à l'implantation de l'intelligence artificielle pour une meilleure performance socio-économique. Cas d'un cabinet d'expertise comptable.

Discutant enseignant - François-Régis PUYOU, emlyon Business School
 Discutant doctorant - Thomas ESTIENNE, MAGELLAN, U. Lyon 3

Présentation - Eunice Yaa CUDJOE, MAGELLAN, U. Lyon 3
 Responsiveness of Audit Fees to Audit Risk and Audit Quality during COVID-19 : European Evidence

Discutant enseignant - Martine SEVILLE, COACTIS, U. Lyon 2
 Discutant doctorant - Yu ZUGE, COACTIS, U. Lyon 2

Présentation - Zoulal EL FENNE, MAGELLAN, U. Lyon 3
 Évolution de l'audit financier par le numérique : Analyse d'un processus d'audit des systèmes d'information à travers une vision multidimensionnelle, technologique, fonctionnelle, humaine et juridique

Discutant enseignant - Wilfrid AZAN, COACTIS, U. Lyon 2
 Discutant doctorant - Mélanie GIRAUDET, MAGELLAN, U. Lyon 3

Présentation - Andrii SYSOIEV, MAGELLAN, U. Lyon 3
 Management control systems in Ukrainian and Anglo-Saxon research: a comparative literature review

Discutant enseignant - Wilfrid AZAN, COACTIS, U. Lyon 2
 Discutant doctorant - Lamis ALSHALABI, COACTIS, U. Lyon 2

ATELIER 8**14h-15h30 - Salle 103****USAGE DES TECHNOLOGIES**

Présidente - Marie Schill, Coactis, UJM

Présentation - Emna CHAOUACHI, COACTIS, U. Lyon 2
 Le rôle des employés dans les avis en ligne des offices de tourisme : une analyse automatisée avec Chatgpt4

Discutant enseignant - Sonia CAPELLI, MAGELLAN, U. Lyon 3
 Discutant doctorant - Aziz CHTIOUI, MAGELLAN, U. Lyon 3

Présentation - Boris CHAPOTON, COACTIS, UJM
 What to analyse when it comes to social networking sites content ? A mix-method review using PRISMA focusing on substances messages conveyed towards adolescents.

Discutant enseignant - Jean-Fabrice LEBRATY, MAGELLAN, U. Lyon 3
 Discutant doctorant - Magali PINO, MAGELLAN, U. Lyon 3

Présentation - Benoit LECUREUX, LAET, U. Lyon 2
 Preferences for autonomous shuttles as a last-mile service in business parks: results of a state-of-choice experiment

Discutant enseignant - Claudine GAY, TRIANGLE, U. Lyon 2
 Discutant doctorant - Léa BARBAUT, MAGELLAN, U. Lyon 3

ATELIER 9**14h-15h30 - Salle 106****MONNAIE ET BANQUES**

Président - Michael ZEMMOUR, TRIANGLE, U. Lyon 2

Présentation - Carlos RIVERA CARRENO, TRIANGLE, U. Lyon 2
 Libérer les banques pour encourager l'égalité : les origines républicaines de la banque libre de Courcelle-Seneuil (1830-1840)

Discutant enseignant - Philippe SOLAL, GATE, UJM
 Discutant doctorant - Aliou OLOFINDJIN, GATE, UJM

Présentation - Cyril CHAMBEFORT, GATE, UJM
 Fintech versus traditional banks : A war of distance ?

Discutant enseignant - Michael ZEMMOUR, TRIANGLE, U. Lyon 2
 Discutant doctorant - Carlos RIVERA CARRENO, TRIANGLE, U. Lyon 2

Présentation - Laura BONINO, TRIANGLE, U. Lyon 2
 Money as a Means of Social Resistance: The History of the Maria Theresa Thaler in the Italian Colony of Eritrea (1890-1941)

Discutant enseignant - Lise CLAIN-CHAMOSSET-YVRARD, GATE, U. Lyon 2
 Discutant doctorant - Cyril CHAMBEFORT, GATE, UJM

PAUSE**15h30 - 16h - Salon des Symboles Nord****SESSION PLÉNIÈRE****16h-17h30 - Salle 7**

Enquête sur l'emploi des docteurs 2022
 Isabelle ROYER, Directrice ED SEG

Les attendus pour les carrières académiques en sciences de gestion
 Maud DAMPERAT, COACTIS, U. Lyon 2

Les attendus pour les carrières académiques en sciences économiques
 Philippe SOLAL, GATE, UJM

Processus de recrutement et attendus des écoles privées
 Camille PFEFFER, ESDS Business School

Devenir consultante indépendante après une thèse
 Sabina TARTEA, Consultante

- **ED - Bloc1 U2 - Ethique et intégrité scientifique**
 - ED- Bloc1 U2 -Ethique et intégrité scientifique (12 heures) (4 Crédits/Points)
 - **ED - Bloc1 U1 - Formation interdisciplinaire**
 - ED- Bloc1 U1A - Economics and Management of Organizations: An Experimental Emphasis (21 heures) (7 Crédits/Points)
 - ED- Bloc1 U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter (21 heures) (7 Crédits/Points)
 - **ED - Bloc1 U3 - Formation internationale**
 - ED- Bloc1 U3a - Formation internationale - Qualitative Research Design (12 heures) (4 Crédits/Points)
 - ED- Bloc1 U3b - Formation internationale - Writing and publishing a paper (12 heures) (4 Crédits/Points)
 - ED- Bloc1 U3c - Formation internationale - Qualitative Research Methodology in Organization and Management Analyses (12 heures) (4 Crédits/Points)
 - ED-Bloc1 U3d - Formation internationale - Conducting within-person research in OB-HRM (12 heures) (4 Crédits/Points)
 - **Bloc3 U4 - Cours ED (autre que validé dans bloc 1)**
 - ED- Bloc3 U4a - Applied Econometrics (18 heures) (4 Crédits/Points)
 - ED- Bloc3 U4b -Epistémologie des sciences de gestion (18 heures) (4 Crédits/Points)
 - ED- Bloc3 U4c - Méthodes quantitatives (18 heures) (4 Crédits/Points)
 - **ED - Bloc 1W - Workshop**
 - ED- Bloc 1W - Workshop (13 Crédits/Points)
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ED - Bloc1 U2 - Ethique et intégrité scientifique

ED- Bloc1 U2 -Ethique et intégrité scientifique

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 30 janvier 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Astrid HOPFENSITZ (emlyon)

Programme :

U2 Formation à l'éthique (12h)

Title: Ethics for Researchers in Economics and Management

Intervenant: Astrid Hopfensitz, EMLyon

Astrid Hopfensitz joined EMLyon as a professor in 2021. She is an experimental and behavioral economist who studies the influence of emotions and psychological dimensions on economic decision making and behavior. For this she uses economic experiments in combination with psychological methods and has been collaborating with researchers from various disciplines (e.g. psychology, anthropology, political science). Her works has been published in international journals like Economic Journal, European Economic Review, Experimental Economics or the British Journal of Psychology. She received the bronze medal in economics from the CNRS in 2017 and was elected junior member at the Institute Universitaire de France. She has been member of various ethics committees concerning experimental research and is part of the Ethical Review Board at EMLyon.

Objective:

This course will give an overview of how academic research works in economics and management. It will highlight good scientific practice and how to prevent and avoid ethical pitfalls. Part of the course will consist of a critical self-evaluation of the research you plan to conduct and of preparing you to do your research in line with ethical guidelines.

Before the class:

Watch this movie:

“On being a scientist”

<https://youtu.be/tCgZSjoxF7c>

“On Being a Scientist” is a fictional movie made by Leiden University that tackles some key issues in science, especially research ethics in science. The movie is about science and what it is like to be a scientist.

Course outline

Session 1

Welcome to academia: what's next?

The lifecycle of research: from idea to publication

Ethics in academia

How to write and cite correctly

Activity: Initial self-assessment of research methods and potential pitfalls

Session 2

Stakeholders in academia

How do academic journals work and what do editors and referees do?

Activity: Is this journal good?

Problems and proposals for solutions in the current system.
Good scientific practice

Activity: What is a pre-registration?

Session 3

Ethics in human subjects' research
What is an IRB (internal review board)?

Activity: Evaluate a proposal

Ethics in experimental economics
Ethics when doing field work
Personal data: what can you ask and what not?
How to safely store and handle data

Session 4

Communicating your research: twitter, newspapers etc.
How to react if things backfire?
Now you know what to do: what happens if you know others that don't adhere (whistleblowing)?
Ethics once you are looking for jobs.

Final activity: Self-assessment regarding own research objectives

Principal references:

- All European Academies (2017). The European Code of Conduct for Research Integrity. Berlin: Germany. ISBN 978-3-00-055767-5. www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf
- Charness, G., Samek, A., & van de Ven, J. (2021). What is considered deception in experimental economics? *Experimental Economics*, 1-28. doi.org/10.1007/s10683-021-09726-7
- European Commission (2013). Ethics for researchers Facilitating Research Excellence in FP7 Luxembourg: Publications Office of the European Union. ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf
- Fanelli, D. (2009). How Many Scientists Fabricate and Falsify Research? A Systematic Review and Meta-Analysis of Survey Data. *PLoS ONE* 4(5): e5738. doi.org/10.1371/journal.pone.0005738
- Martinson, B. C., Anderson, M. S. and De Vries, R. (2005). Scientists behaving badly. *Nature*, 435(7043): 737–738. doi.org/10.1038/435737a

ED - Bloc1 U1 - Formation interdisciplinaire

ED- Bloc1 U1A - Economics and Management of Organizations: An Experimental Emphasis

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 3 mai 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Brice CORGNET et Gordon Sayre (emlyon)

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Programme :

U1 Formation interdisciplinaire (21H)
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Titre: Economics and Management of Organizations: An Experimental Emphasis

Intervenants : Brice CORGNET & Gordon SAYRE

Objectifs:

- 1/ Acquiring general knowledge about the experimental method
- 2/ Understanding the commonalities and differences in terms of how the experimental method is integrated in the fields of psychology and economics
- 3/ Understanding how the experimental method could be used in for one's own research

Résumé:

Where do economics and management/psychology converge and diverge?

This course examines this question by examining how both fields have used the experimental methods to study:

- (a) Incentives and Motivation,
- (b) Social Incentives and Ethical Behavior,
- (c) Stress and Occupational Health.

The opening session is jointly taught serves to present the overarching methodology.

Plan de cours :

Introduction

Session 1. Experimental Methods in Economics and Psychology

Incentives and Motivation

Session 2. Incentives and Motivation in Economics

Session 3. Intrinsic Motivation in Psychology

Social Incentives and Ethical Behavior

Session 4. Social Incentives in Economics

Session 5. Ethical Behavior

Stress, Competition and Occupational Health

Session 6. Stress and Competition in the Economics Literature

Session 7. Stress and Health at Work

ED- Bloc1 U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 1^{er} mars 2023

Langue de l'intervention : français

Public prioritaire : 1^{ère} année

Equipe pédagogique : Caroline Hussler, Université Jean Moulin Lyon 3 et Muriel Dal Pont Legrand, Université de Nice

Programme :

U1 Formation interdisciplinaire (21H)
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Titre : Schumpeter en économie et en gestion

Intervenants :

Muriel Dal-Pont -Legrand, professeure en sciences économiques, Université Côte d'Azur

Caroline Hussler, professeure en sciences de gestion, Université Jean Moulin Lyon 3

Objectifs : 1/ Questionner l'interdisciplinarité entre économie et gestion autour d'un auteur commun

2/ Discuter les particularismes de chaque discipline

Résumé :

Présentation des travaux de Schumpeter sur la dynamique du capitalisme (cycles, développement économique, stagnation) et sur sa méthode. Découverte de ses contributions à l'analyse de l'innovation et de l'entrepreneuriat.

Principales références :

Une liste de références consultable sera fournie en cours, mais il n'est demandé aucune lecture préalable.

Plan de cours

Séance 1 (6h)

- Schumpeter, sa vision « macroéconomique », ses fondements microéconomiques
 - *Theory of Economic Development* (TED), 1911
 - *Business Cycles*, 1939
- Les grands concepts
 - Entrepreneur, innovation, crédit
 - Le concept de destruction créatrice
- Les implications en termes de politique économique : Schumpeter, un liquidationniste ?

- Une résonnance des travaux de Schumpeter dans l'analyse macroéconomique récente (récession productive versus pouvoir de récupération du capitalisme)

Séance 2 (6h)

- Schumpeter, sa vision du capitalisme : stagnation versus déclin
- Schumpeter et la démocratie
- Schumpeter, sa méthode et sa vision des sciences sociales unifiées
- Schumpeter, son héritage scientifique et son impact

Séance 3 :

- Schumpeter, père de la gestion de l'innovation
- Schumpeter et l'entrepreneur : son originalité et ses impensés

Séance 4 :

- Finalement, l'économie, la gestion et les auteurs historiques
- Evaluation de la formation

ED - Bloc1 U3 - Formation internationale

ED- Bloc1 U3a - Formation internationale - Qualitative research from design to contribution

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 27 février 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Emmanuel Josserand, University of Technology, Sydney

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Qualitative research from design to contribution

Name / first name: Emmanuel Josserand, Institute for Sustainable Futures, University of Technology, Sydney

Objectives of the seminar:

- Provide an overview of qualitative designs and methods,
- Support students in their reflection about the design of their qualitative research,

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

- Help students explore various pathways from theory to demonstrating contribution through proper data analysis/data presentation.

Summary:

The course will focus on how theory is derived from data for different qualitative designs. We will also review the designs of individual students and reflect on how they can lead to strong contribution. For each type of design, key decisions to be made will be discussed and the facilitator will also present key “tricks of the trade”.

Readings:

Specific readings may be requested and will be communicated to the participants before the session. No specific text book will be associated with the course. Supplementary readings will be provided in the form of references after each session.

Details of sessions

Session 1: From design to contribution, an overview

This session will provide an overview of the main qualitative designs and the type of questions that they can help answer.

Before class: Come ready to do a short presentation of your research project.

Session 2: Qualitative design 1

This session will cover a first set of specific qualitative designs, the type of analysis that can be associated with these and how to derive a strong contribution from each design.

Session 3: Quantitative design 2

This session will be similar to session 2, covering a second set of qualitative designs.

Session 4: Writing up and publishing your qualitative research

Before class, mandatory readings (provided before the session): 2 versions of a published paper + 3 reviews

+ answer to reviewers' comments.

ED- Bloc1 U3b - Formation internationale - Writing and publishing a paper

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 27 février 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Elaine Mosconi, Université de Sherbrooke

Programme :

2022 – 2023 academic year

U3 International Seminar in Economics and Management (12H)
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Title of the seminar: Writing and publishing a paper

Name / first name: Elaine Mosconi, Professeure - École de gestion - Université de Sherbrooke, 2500, Boul. de l'Université Local K1 4015 Tel. (819) 821-8000 #63397 – J1K 2R1 Sherbrooke, Quebec

Objectives of the seminar:

Introducing students to developing a writing mindset by understanding the process of writing.
Exposing students to the importance of selecting a research topic and justifying their choices (theory, methods, sample, etc.).
Discussing the importance of being part of the conversation in our research topic.
Discussing the relevance and efforts of each section in a paper and defining ways to overcome the challenges.
Exposing the importance of understanding the collaboration (co-authors), reviewing (answering to reviewers), and publishing process (journal choice and editor relationship).

Summary: This seminar presents a general overview of the writing process of a research paper and the challenges of getting the paper published.
On attending this seminar, students will be expected to understand how the writing process can be fuzzy and how it is essential to be aware of each phase to succeed. You will also be expected to know the various ways to overcome typical challenges and errors. Finally, you will also be expected to understand the importance of negotiating and keeping the conversation with all parties participating in the process.

Readings: see below

Details of sessions

Session 1: Understanding the process of writing a paper.

Before class: Mandatory readings

- Ragins, B. R. 2012. Editor's comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37: 493–501
- Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: topic choice. *Academy of management journal*, 54(3), 432-435.
- Barney, J. 2018. Editor's comments: Positioning a theory paper for publication. *Academy of Management Review*, 43: 345–348.

Extra readings

- Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of management review*, 36(2), 247-271.
- Rai, A. 2017. "Avoiding Type I/II Errors: Formulating Research Problems That Matter," *MIS Quarterly* (41:2), pp. iii-vii.

Session 2:

Before class: Mandatory readings

- Bono, J. E., & McNamara, G. (2011). Publishing in AMJ—part 2: research design. *Academy of management journal*, 54(4), 657-660.
- Grant, A. M., & Pollock, T. G. (2011). Publishing in AMJ—Part 3: Setting the hook. *Academy of management journal*, 54(5), 873-879.

Extra readings

- Cornelissen, J., Höllerer, M. Seidl, D. (2021). From the editor. What theory is and can be: Forms of theorizing in organizational scholarship, *Organization Theory*, 2, 1-19.

Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS quarterly*, xiii-xxiii.

Session 3:

Before class: Mandatory readings

- Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—part 4: grounding hypotheses. *Academy of Management Journal*, 54(6), 1098-1102.
- Zhang, Y., & Shaw, J. D. (2012). Publishing in AMJ—Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8-12.
- Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ—part 6: Discussing the implications. *Academy of management journal*, 55(2), 256-260.

Extra readings

Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research?. *Academy of management Journal*, 55(3), 509-513.

Young, A. G., Majchrzak, A., & Kane, G. C. (2021). Reflection on writing a theory paper: How to theorize for the future. *Journal of the Association for Information Systems*, 22(5), 1212-1223.

Session 4:

Before class: Mandatory readings

- Lange, D., & Pfarrer, M. D. 2017. Editors' comments: Sense and structure: The core building blocks of an AMR article. *Academy of Management Review*, 42: 407–416.
- Campbell, J. T., & Aguilera, R. V. (2022). Why I rejected your paper: Common pitfalls in writing theory papers and how to avoid them. *Academy of Management Review*, 47(4), 521-527.
- Thatcher, S. M., & Fisher, G. (2022). From the editors—The nuts and bolts of writing a theory paper: A practical guide to getting started. *Academy of Management Review*, 47(1), 1-8.

Extra readings

Pratt, M. G. (2009). From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of management journal*, 52(5), 856-862.

Lee, A. S. 1995. "Reviewing a Manuscript for Publication," *Journal of Operations Management* (13:1), pp. 87-92. *Ecole Doctorale*

ED- Bloc1 U3c - Formation internationale - Qualitative Research Methodology in Organization and Management Analyses

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 24 janvier 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Jesper Strandgaard Pedersen, Copenhagen Business School

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Doctoral Seminar: Qualitative Research Methodology in Organization and Management Analyses

Name / first name: Jesper Strandgaard Pedersen, Department for Organization, Copenhagen Business School, Kilevej 14 A, DK-2000, Frederiksberg, Denmark

Prerequisite requirements:

Participants are required to hand in a 5-page description of your project including: a) introduction to the topic explaining research interest and research question, and 2) motivation for the research, 3) research design (data and methods planned or applied), and 4) theoretical framing.

The 5-pages exclude references and a front page with participant's name and affiliation.

Objectives of the seminar:

The objective of the Doctoral seminar is to make participants aware of the many choices they are bound to make and to provide input into how to achieve consistency between those choices in view of conducting a coherent project (i.e., linking research question(s), the theoretical framework, data generation and analysis, and the composition of the thesis).

Summary:

The course will address issues concerned with a) research design and focusing the study and ways to make a research question interesting. Furthermore, the course will look at b) different ways to use theory in a study. Finally, the course will address c) the case study approach and strategies for case selection as well as how to be persuasive in qualitative research, when writing up your research.

Readings:

Alvarez, J.L., Mazza, C., Strandgaard Pedersen, J. and Svejenova, S. (2005). Shielding Idiosyncrasy from Isomorphic Pressures: Towards Optimal Distinctiveness in European Film Making. *Organization*, 12 (6): 863-888.

Barley, S.R. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49(1), 16-20.

Corley, K.G., & Gioia, D.A. (2011). Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review*, 36(1), 12-32.

Davis, M.S. (1971). That's interesting! Towards a phenomenology of sociology and sociology of phenomenology. *Philosophy of the Social Sciences*, 1(2), 309-344.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-24. Sage.

Gioia, D.A., Corley, K.G., & Hamilton, A.L. (2012). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16, 15–31.

Grant, A.M. & Pollock, T.G. (2011). From the editors. Publishing in AMJ - part 3: Setting the hook. *Academy of Management Journal*, 54(5), 873–879.

Meyer, R. Zilber, T.B. (2022). Positioning and Fit in Designing and Executing Qualitative Research. *JABS methodology corner*. (pp. 1-16).

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information* 22, 63–75. IOS Press.

Suddaby, R. (2006). From the editors: What grounded theory is not. *Academy of Management Journal*, 49(4), 633–642.

Details of sessions

Session 1:

Research Question and Focus – ways to help making a Research Question more interesting

Before class: Mandatory readings

Davies (1971), Grant & Pollock (2011), Barley (2006),

Session 2:

Research Design

Before class: Mandatory readings

Meyer & Zilber (2022); Gioia et al. (2012);

Session 3:

Case study approaches and case selection strategies

Before class: Mandatory readings

Flyvbjerg (2006); Suddaby (2006); Gioia et al. (2012)

Session 4:

Writing up your dissertation

Before class: Mandatory readings

Corley & Gioia (2011); Shenton (2004) ; Alvarez et al. (2005).

ED- Bloc1 U3d - Formation internationale - Conducting within-person research in OB-HRM

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 26 juin 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Silvia Dello Russo, Luiss University, Department of Business and Management

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Conducting within-person research in OB-HRM

Name / first name: Silvia Dello Russo, Luiss University, Department of Business and Management

Objectives of the seminar:

The seminar is aimed at:

- Introducing students to within-person research, its uniqueness and differences from between-person research in organizational behavior and human resource management
- Exposing students to the specific theorizing of within-person relationships and the way theory informs empirical choices with respect to research designs
- Presenting students with within-person research design options with a special focus on diary studies, and the associated analytical tools.

- Assisting students in envisioning the inclusion of a within-person component in one of their current projects, advising on research designs, theories and empirical/analytical choices to make.

Summary:

This seminar focuses on quantitative research methodologies that capture within-person differences and outcomes rather than (more traditional) between-person differences and outcomes.

The three main topics addressed in the seminar will be: Within-person Theorizing, Research Designs & Data Collection, and Data Analysis.

The first session will cover issues of theorizing, that pertain mostly to the matter of time. Many theories in the OB-HR literature still offer limited predictions with respect to the timing of occurrence of certain predicted effects, as well as the duration or the evolution over time of the phenomena of interest.

The second session will tap into the research designs for answering within-person research questions. Attention will be dedicated to longitudinal studies, including diary studies (e.g., Experience Sampling Methods, ESM), that are a specific type of intensive longitudinal designs. However, because the tendency is to (incorrectly) equate within-person designs with diary studies, we will also discuss different forms of research designs such as within-person experimental designs.

The third session will be dedicated to an understanding of the data analysis methodologies that prove most appropriate for within-person data. Three analyses that are most commonly used in this domain will be discussed, namely Repeated Measures General Linear Models, Random Coefficient Modeling and Latent Growth Modelling. We will examine their main assumptions and practical aspects while not entering technical details of any software syntax (hence, no previous knowledge of any software is required).

Readings: See below

Details of sessions

Session 1: Monday June 26 14h30-17h30

Introduction to within-person research and theoretical challenges

Before class: Mandatory readings

Hamaker, E. L. (2012). Why researchers should think "within-person": A paradigmatic rationale. In M. R. Mehl & T. S. Conner (Eds.), *Handbook of research methods for studying daily life* (pp. 43–61). The Guilford Press.

Ployhart, R. E., & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management*, 36(1), 94-120.

Roe, R. A. (2008). Time in applied psychology: The study of "what happens" rather than "what is.". *European Psychologist*, 13(1), 37.

Vantilborgh, T., Hofmans, J., & Judge, T. A. (2018). The time has come to study dynamics at work. *Journal of Organizational Behavior*, 39(9), 1045-1049.

Extra readings

Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. *Academy of Management Review*, 42(2), 233-258.

Mitchell, T. R., & James, L. R. (2001). Building better theory: Time and the specification of when things happen. *Academy of Management Review*, 26(4), 530-547.

Morgeson, F. P., Mitchell, T. R., & Liu, D. (2015). Event system theory: An event-oriented approach to the organizational sciences. *Academy of Management Review*, 40(4), 515-537.

Session 2: Tuesday June 27 9h30-12h30

Research designs for within-person research

Before class: Mandatory readings

Aguinis, H., & Bradley, K. J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods*, 17(4), 351-371.

Gochmann, V., Ohly, S., & Kotte, S. (2022). Diary studies, a double-edged sword? An experimental exploration of possible distortions due to daily reporting of social interactions. *Journal of Organizational Behavior*. First published: 06 May 2022. <https://doi.org/10.1002/job.2633>

Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research: An introduction and some practical recommendations. *Journal of Personnel Psychology*, 9(2), 79.

Podsakoff, N. P., Spoelma, T. M., Chawla, N., & Gabriel, A. S. (2019). What predicts within-person variance in applied psychology constructs? An empirical examination. *Journal of Applied Psychology*, 104(6), 727.

Extra readings

Dello Russo, S., Antino, M., Zaniboni, S., Caetano, A., & Truxillo, D. (2021). The effect of age on daily positive emotions and work behaviors. *Work, Aging and Retirement*, 7(1), 9-19.

Spence, J. R., & Keeping, L. M. (2010). The impact of non-performance information on ratings of job performance: A policy-capturing approach. *Journal of Organizational Behavior*, 31(4), 587-608.

Session 3: Wednesday June 28 9h30-12h30

Analytical methods for within-person research

Before class: Mandatory readings

Bliese, P. D., & Ployhart, R. E. (2002). Growth modeling using random coefficient models: Model building, testing, and illustrations. *Organizational Research Methods*, 5(4), 362-387.

Curran, P. J., & Bauer, D. J. (2011). The disaggregation of within-person and between-person effects in longitudinal models of change. *Annual Review of Psychology*, 62, 583-619.

Extra readings

Chen, G., Ployhart, R. E., Thomas, H. C., Anderson, N., & Bliese, P. D. (2011). The power of momentum: A new model of dynamic relationships between job satisfaction change and turnover intentions. *Academy of Management Journal*, 54(1), 159-181.

Dello Russo S., Mayrhofer W., Caetano A., Passos A. (2022). High-commitment HRM practices during the financial crisis in Portugal: Employees' and HR perspectives. Under review (will be provided)

Dobrow Riza, S., & Higgins, M. C. (2019). The dynamics of developmental networks. *Academy of Management Discoveries*, 5(3), 221-250.

Martin, R., Ono, M., Dello Russo, S., Legood, A., & Thomas, G. (2022). How and when leader-follower relationship quality impacts follower well-being: A daily diary study. Under review (will be provided)

Session 4: Thursday June 29 9h30-12h30

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Discussion of specific contributions/innovations of within-person studies to the literature and tutoring on students' projects

Before class: Mandatory readings

Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, 22(4), 969-1006.

Wang, M., Beal, D. J., Chan, D., Newman, D. A., Vancouver, J. B., & Vandenberg, R. J. (2017). Longitudinal research: A panel discussion on conceptual issues, research design, and statistical techniques. *Work, Aging and Retirement*, 3(1), 1-24.

Extra readings

Chong, S., Huang, Y., & Chang, C. H. D. (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology*, 105(12), 1408-1422.

Petrou, P., Demerouti, E., & Schaufeli, W. B. (2018). Crafting the change: The role of employee job crafting behaviors for successful organizational change. *Journal of Management*, 44, 1766-1792.

Shockley, K. M., Gabriel, A. S., Robertson, D., Rosen, C. C., Chawla, N., Ganster, M. L., & Ezerins, M. E. (2021). The fatiguing effects of camera use in virtual meetings: A within-person field experiment. *Journal of Applied Psychology*, 106(8), 1137.

Woolum, A., Foulk, T., Lanaj, K., & Erez, A. (2017). Rude color glasses: The contaminating effects of witnessed morning rudeness on perceptions and behaviors throughout the workday. *Journal of Applied Psychology*, 102(12), 1658.

Bloc3 U4 - Cours ED (autre que validé dans bloc 1)

ED- Bloc3 U4a -Applied Econometrics

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 21 mars 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Florence Goffette-Nagot, GATE Lyon Saint-Etienne

Programme :

U4 Formations de spécialités (18H)

Title: Applied Econometrics

Name: Florence Goffette-Nagot, GATE Lyon Saint-Etienne

Prerequisite requirements: Connaissances de base en économétrie : modèle de régression linéaire, méthodes d'estimation par MCO, endogénéité des variables explicatives, méthode d'estimation par variables instrumentales.

Objectives: The goal of this course is to focus on the identification of causal impacts in econometrics. Applications in urban economics and economic geography with strong endogeneity concerns will be provided as case studies.

Summary: We will review some applied econometric models in the field of regional and urban economics. The focus is on the identification of causal impacts in three cases: agglomeration economies, neighborhood effects and spatial mismatch, place-based policies. In the three cases, strong endogeneity issues lead to the development of different strategies for the identification of causal impacts. The course will be divided in three parts dealing with each of these cases.

Readings:

- Baum-Snow, N., Ferreira, F., 2015, Causal inference in urban economics, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 3–68.
- Ciccone, A., Hall, R.E., 1996. Productivity and the density of economic activity. Am. Econ. Rev. 86, 54–70.
- Combes P.-P., Duranton G., Gobillon L., 2008, Spatial Wage Disparities : Sorting Matters !, Journal of Urban Economics 63, 723-742 (2008).
- Combes P.-P., Gobillon L., 2015, The empirics of agglomeration economies, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 247–348.
- Hanson, G.H. (1997) - Increasing returns, trade, and the regional structure of wages. Econ. J. 107, 113–133.
- Moretti, E., 2013. Real wage inequality. Am. Econ. J. Appl. Econ. 5, 65–103.
- Neumark D., Simpson H., 2015, Place-based policies, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 1197-1282.
- Redding, S., Sturm, D. (2008) - The costs of remoteness: evidence from German division and reunification. Am. Econ. Rev. 98, 1766–1797.

Course outlines

Assessing a causal impact: agglomeration economies

1. The mechanisms of agglomeration economies
 - a. Basic model

- b. Aggregated versus individual data
 - c. Determinants of agglomeration effects
- 2. Empirical issues: endogeneity
 - a. Sources of endogeneity
 - b. Remedies to endogeneity: fixed effects, instrumentation, natural experiments
- 3. Further developments
 - a. Agglomeration economies, employment and firm location choices
 - b. Identification of mechanisms
 - c. Estimation of urban costs

Assessing a causal impact: neighborhood effects and spatial mismatch

- 1. Mechanisms
 - a. Spatial mismatch
 - b. Neighborhood effects
 - c. Location endogeneity issue
- 3. Identification strategies in urban economics
 - a. Instrumental variables
 - b. Exogenous variations in locations
 - c. Assumptions on selection into locations
 - d. Selection at different aggregation levels

Assessing a causal impact: place-based policies

- a. Evidence on theoretical motivations and behavioral hypotheses
- b. Identifying the effects of place-based policies
- c. Evidence on impacts of policy interventions
- d. Unanswered questions and research challenges

ED- Bloc3 U4b -Epistémologie des sciences de gestion

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 7 juin 2023

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Martine Séville, Professeure à l'Université Lumière Lyon 2

Programme :

Epistémologie des sciences de gestion

Objectifs du séminaire :

Montrer en quoi les recherches et développements en épistémologie au cours du temps, en sciences humaines et sociales, permettent d'appréhender de plusieurs manières les objets de recherche en sciences de gestion.

Sensibiliser les doctorants à l'importance de chacune des questions soulevées par l'épistémologie pour faire avancer leur recherche en les amenant à réfléchir, dans le cadre des sciences de gestion en général et pour leur sujet de thèse en particulier, à celles-ci.

Plan du séminaire

Introduction : Sciences et connaissances scientifiques en sciences humaines et sociales

Chapitre 1 : Choisir un/des paradigme(s) épistémologique(s) pour sa thèse : quelle importance ?

Chapitre 2 : La définition de son objet de recherche et de sa problématique : une façon voir et de concevoir la réalité et les phénomènes observés

Chapitre 3 : Le choix des théories, du modèle conceptuel et des hypothèses pour se doter d'une grille de lecture et de concevoir le monde

Chapitre 4 : Le choix du design de recherche : le choix d'une façon « d'agir » en tant que chercheur envers son objet de recherche

Chapitre 5 : Le challenge de la preuve en sciences humaines et sociales

Mode d'évaluation

Les doctorants sont invités à rédiger, à la fin du séminaire, un petit projet synthétisant leurs choix épistémologiques en fonction de leur sujet de thèse.

ED- Bloc3 U4c -Méthodes quantitatives

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 19 juin 2023

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : CLOAREC Julien, Université Jean Moulin Lyon

Programme :

Title of the seminar: Méthodes quantitatives - R for Data Science

Objectives of the seminar:

Develop a foundational understanding of the R programming language, including its basic syntax, data structures, and functions.

Gain hands-on experience in manipulating and visualizing data using R packages such as dplyr and ggplot2.

Understand and apply Natural Language Processing (NLP) techniques for text mining and preprocessing, including advanced techniques such as sentiment analysis and topic modeling.

Develop an understanding of Structural Equation Modeling (SEM) as a statistical framework for analyzing complex relationships between variables, and learn how to specify and estimate SEM models in R using the lavaan package.

Gain practical experience in working with panel data, a specialized type of data where the same individuals, firms, or other units are observed over time, using the plm package in R.

Summary:

This course introduces R for data analysis and visualization. Students will learn how to manipulate and visualize data using R packages such as dplyr and ggplot2. The course will also cover advanced topics such as Natural Language Processing (NLP) techniques for text mining and text preprocessing, Structural Equation Modeling (SEM) for analyzing complex relationships between variables, and working with panel data.

Readings:

R for Data Science (website): <https://r4ds.had.co.nz/>

Humphreys, A., & Wang, R. J. H. (2018). Automated Text Analysis for Consumer Research. *Journal of Consumer Research*, 44(6), 1274-1306.

Berger, J., Humphreys, A., Ludwig, S., Moe, W. W., Netzer, O., & Schweidel, D. A. (2020). Uniting the tribes: Using text for marketing insight. *Journal of Marketing*, 84(1), 1-25.

lavaan (website): <https://lavaan.ugent.be/>

Rosseel, Y. (2012). lavaan: An R Package for Structural Equation Modeling. *Journal of Statistical Software*, 48(2), 1-36.

Croissant, Y., & Millo, G. (2008). Panel Data Econometrics in R: The plm package. *Journal of Statistical Software*, 27(2), 1-43.

Details of sessions

Session 1: Introduction to R

Students are introduced to R programming language and its basic syntax, data structures, and functions. Students also learn how to manipulate and visualize data using R packages such as dplyr and ggplot2.

Reading

- R for Data Science (website): <https://r4ds.had.co.nz/>

Sessions 2 and 3: Natural Language Processing

These sessions focus on Natural Language Processing (NLP) techniques for text mining and text preprocessing. Students learn how to work with text data in R using advanced NLP techniques such as sentiment analysis and topic modeling.

Readings

- Humphreys, A., & Wang, R. J. H. (2018). Automated Text Analysis for Consumer Research. *Journal of Consumer Research*, 44(6), 1274-1306.
- Berger, J., Humphreys, A., Ludwig, S., Moe, W. W., Netzer, O., & Schweidel, D. A. (2020). Uniting the tribes: Using text for marketing insight. *Journal of Marketing*, 84(1), 1-25.

Sessions 4 and 5: Structural Equation modeling

In these sessions, students are introduced to Structural Equation Modeling (SEM) as a statistical framework for analyzing complex relationships between variables. Students learn how to specify and estimate SEM models in R using the lavaan package, and advanced SEM techniques such as mediation, moderation, and multiple group analysis.

Readings

- lavaan (website): <https://lavaan.ugent.be/>
- Rosseel, Y. (2012). lavaan: An R Package for Structural Equation Modeling. *Journal of Statistical Software*, 48(2), 1-36.

Session 6: Panel Data

This session covers panel data as a specialized type of data where the same individuals, firms, or other units are observed over time. Students learn how to work with panel data in R using the plm package.

Reading

- Croissant, Y., & Millo, G. (2008). Panel Data Econometrics in R: The plm package. *Journal of Statistical Software*, 27(2), 1-43.

ED - Bloc 1W - Workshop

ED- Bloc 1W - Workshop

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 3 avril 2023

Langue de l'intervention : français ou anglais

Public prioritaire : A partir de la 2ème année

ATELIER 1

9h-10h30 - Salle 103

MODÉLISATION RICHESSE ET MARCHÉS

Président : Stéphane LOISEL, SAF, U. Lyon 1

Présentation : Charles MINIER, SAF, U. Lyon 1

Modèle de by-claims faisant intervenir des processus INAR

Discutant enseignant : Olivier LECOURTOIS, emlyon Business School

Discutant doctorant : Sébastien DOUSTALY, GATE, U. Lyon 2

Présentation : Etienne RAYNAL, SAF, U. Lyon 1

Risk-averse reinforcement learning in long-term asset allocation with hidden markov models

Discutant enseignant : Guillaume COQUERET, emlyon Business School

Discutant doctorant : Laurent PATAILLLOT, GATE, U. Lyon 2

Présentation : Laurent PATAILLLOT, GATE, U. Lyon 2

Dance to the market beat: emergent rhythm and information in algorithmic trading patterns

Discutant enseignant : Stéphane LOISEL, SAF, U. Lyon 1

Discutant doctorant : Eleonore BLANCHARD, SAF, U. Lyon 1

ATELIER 2

9h-10h30 - Salle 107

DÉVELOPPEMENT DURABLE

Présidente : Stéphanie SOUCHE-LE-CORVEC, LAET, U. Lyon 2

Présentation : Manon LAMBERT, COACTIS, U. Lyon 2

« Développement durable fort » et « soutenabilité forte » : Une Revue Systématique à la croisée des disciplines pour établir un cadre de réflexion complet à destination des entreprises

Discutant enseignant : Hervé GOY, MAGELLAN, U. Lyon 3

Discutant doctorant : Prince Valnis Kester MOLOUMBA MOKANGO, MAGELLAN, U. Lyon 3

Présentation : Noé KIRCH, TRIANGLE, U. Lyon 2

L'économie et le monstre : une philosophie économique de l'anthropocène à partir de John Dewey

Discutant enseignant : Izabela JELOVAC, GATE, U. Lyon 2

Discutant doctorant : Stéphanie BAUMGARTNER, GATE, U. Lyon 2

Présentation : Carla MORVAN, GATE, U. Lyon 2

Natural disasters and voter gratitude: What role for prevention policies ?

Discutant enseignant : Stéphanie SOUCHE-LE-CORVEC, LAET, U. Lyon 2

Discutant doctorant : Noé KIRCH, TRIANGLE, U. Lyon 2

ATELIER 3

9h-10h30 - Salle 108

RÉGLEMENTATION, NORMES ET CERTIFICATIONS

Présidente : Martine SEVILLE, COACTIS, U. Lyon 2

Présentation : Nourelhouda NOUARI, MAGELLAN, U. Lyon 3

Revue systématique de la littérature sur le contrôle interne : 20 ans de recherche depuis l'adoption de la loi SOX en 2002

Discutant enseignant : François-Régis PUYOU, emlyon Business School

Discutant doctorant : Andréas MAITRE-FERRI, MAGELLAN, U. Lyon 3

Présentation : Jean-Philippe TOPPIA, COACTIS, UJM

De la soft RSE à la hard RNE Les évolutions du cadre normatif applicables à l'aune de l'évolution numérique

Discutant enseignant : Jérôme CHABANNE-RIVE, MAGELLAN, U. Lyon 3

Discutant doctorant : Charlotte HIPPIY, MAGELLAN, U. Lyon 3

Présentation : Charlotte HIPPIY, MAGELLAN, U. Lyon 3

La transformation des organisations vers la durabilité à travers la certification B-Corp : Une approche par les paradoxes

Discutant enseignant : Martine SEVILLE, COACTIS, U. Lyon 2

Discutant doctorant : Jean-Philippe TOPPIA, COACTIS, UJM

ATELIER 4

9h-10h30 - Salle 109

PARTENARIATS ET COOPÉRATION

Président : Frédéric PERDREAU, COACTIS, UJM

Présentation : Marcin JAWORSKI, Erasmus+, U. Lodz

SMEs, platforms and an innovation business model

Discutant enseignant : Isabelle PRIM-ALLAZ, COACTIS, U. Lyon 2

Discutant doctorant : Aurélie MONROSE, COACTIS, UJM

Présentation : Edgar REBOLLEDO TORO, MAGELLAN, U. Lyon 3

Value destruction in intermunicipal-cooperation. Using SEAM to create public value knowledge

Discutant enseignant : Frédéric PERDREAU, COACTIS, UJM

Discutant doctorant : Juhua CUI, COACTIS, U. Lyon 2

Présentation : Andréas MAITRE-FERRI, MAGELLAN, U. Lyon 3

Conceptualisation et mesure de la performance globale intégrée dans l'économie sociale et solidaire à travers le déploiement de démarches RSE - Cas d'un projet de partenariat inter-organisationnel dans le domaine de la protection sociale et du logement de l'éducation

Discutant enseignant : Caroline TAHAR, MAGELLAN, U. Lyon 3

Discutant doctorant : Mustapha BAHASSI, COACTIS, UJM

10h30/11h

PAUSE

Salon des Symboles Nord

ATELIER 5

11h-12h30 - Salle 103

MODÉLISATION TEMPORELLE

Présidente : Sonia PATY, GATE, U. Lyon 2

Présentation : Benjamin COTTREAU, LAET, U. Lyon 2

Spatio-temporal patterns of the impact of COVID-19 on public transit: an exploratory analysis from Lyon, France

Discutant enseignant : Florence GOFFETTE-NAGOT, GATE, U. Lyon 2

Discutant doctorant : Adrien ROUGIER, TRIANGLE, U. Lyon 2

Présentation : Oleksandr SOROCHYNSKYI, SAF, U. Lyon 1

Predicting personal injury insurance claim severity from free-form medical reports

Discutant enseignant : Olivier LECOURTOIS, emlyon Business School

Discutant doctorant : Benjamin COTTREAU, LAET, U. Lyon 2

Présentation : Zhining YUAN, COACTIS, U. Lyon 2

A Dynamic Multi-strategy by a Sparse Principal Component Analysis

Aggregation of Notorious Portfolios using Reinforcement Learning

Discutant enseignant : Frédéric PLANCHET, SAF, U. Lyon 1

Discutant doctorant : Etienne RAYNAL, SAF, U. Lyon 1

ATELIER 6

11h-12h30 - Salle 107

MONNAIE ET MARCHÉS

Président : Mohamed KHENISSI, MAGELLAN, U. Lyon 3

Présentation : Eleonore BLANCHARD, SAF, U. Lyon 1

Bayesian Inference of Hidden Markov Models for Financial Quantitative Strategies

Discutant enseignant : Guillaume COQUERET, emlyon Business School

Discutant doctorant : Zhining YUAN, COACTIS, U. Lyon 2

Présentation : Alexandre ANGELLOZ-NICOUD, GATE, U. Lyon 2

Money, inflation and stocks: A new monetarist explanation

Discutant enseignant : Mathieu COUTTENIER, ENS de Lyon

Discutant doctorant : Matéo TEIXEIRA, TRIANGLE, U. Lyon 2

Présentation : Matéo TEIXEIRA, TRIANGLE, U. Lyon 2

Did french economists ask for inflation to reduce public debt at the end of world war two

Discutant enseignant : Camille CORNAND, GATE, ENS de Lyon

Discutant doctorant : Alexandre ANGELLOZ-NICOUD, GATE, U. Lyon 2

program

ATELIER 7

11h-12h30 - Salle 108

STRATÉGIE EN PME

Président : Hervé GOY, MAGELLAN, U. Lyon 3

Présentation : Aurélie MONROSE, COACTIS, UJM

A multi-perspective configurational approach of slack - innovations relationships

Discutant enseignant : Ludvine CHALENCON, MAGELLAN, U. Lyon 3

Discutant doctorant : Marcin JAWORSKI, Erasmus+, U. Lodz

Présentation : Prince Valnis Kester MOLOUMBA MOKANGO, MAGELLAN, U. Lyon 3

Anticiper pour se pérenniser: une escale dans les petites et moyennes entreprises familiales congolaises

Discutant enseignant : Marc FRECHET, COACTIS, UJM

Discutant doctorant : Nourelhouda NOUARI, MAGELLAN, U. Lyon 3

Présentation : Mustapha BAHASSI, COACTIS, UJM

L'impact de l'accompagnement à l'internationalisation des PME marocaines sur leur internationalisation en Afrique : État de l'art et modélisation

Discutant enseignant : Hervé GOY, MAGELLAN, U. Lyon 3

Discutant doctorant : Edgar REBOLLEDO TORO, MAGELLAN, U. Lyon 3

ATELIER 8

11h-12h30 - Salle 109

INTELLIGENCE ARTIFICIELLE

Présidente : Laure AMBROISE, COACTIS, UJM

Présentation : Alexandra YOUSSEFI, COACTIS, U. Lyon 2

Antecedents, outcomes, and contingency factors of a technology-enhanced hotel experience: An exploratory study in the upscale segment

Discutant enseignant : Caroline BAYART, U. Lyon 1

Discutant doctorant : Alan LUBART, MAGELLAN, U. Lyon 3

Présentation : Alan LUBART, MAGELLAN, U. Lyon 3

When a discount offered in a negotiated exchange within physical reality affects the intention of engaging in a reciprocal exchange within hybrid-reality

Discutant enseignant : Maud DAMPERAT, COACTIS, U. Lyon 2

Discutant doctorant : Alexandra YOUSSEFI, COACTIS, U. Lyon 2

Présentation : Ali ZAHER, MAGELLAN, U. Lyon 3

Artificial intelligence in recruitment process: A systematic literature review

Discutant enseignant : Laure AMBROISE, COACTIS, UJM

Discutant doctorant : Manon LAMBERT, COACTIS, U. Lyon 2

12h30/14h

PAUSE DÉJEUNER

Salon des Symboles Nord

ATELIER 9

14h-15h30 - Salle 103

CHAMPS, INSTITUTIONS ET LEURS DISCOURS

Président : Marc FRECHET, COACTIS, UJM

Présentation : Adrien ROUGIER, TRIANGLE, U. Lyon 2

Différences et différends entre économistes. Le cas français de « la nouvelle section » (2010-2015)

Discutant enseignant : Valérie REVEST, MAGELLAN, U. Lyon 3

Discutant doctorant : Carla MORVAN, GATE, U. Lyon 2

Présentation : Marc-Emilien PONCET, COACTIS, U. Lyon 2

Homeopathy and Boiron in the maelstrom of discourse & practice: a Foucauldian-Certalian discussion

Discutant enseignant : Benoit CRET, CRDMS, U. Lyon 3

Discutant doctorant : Natalia AGREL, MAGELLAN, U. Lyon 3

Présentation : Natalia AGREL, MAGELLAN, U. Lyon 3

Performing Institutional Maintenance and Change Work in Concert at the Bocuse d'Or Haute Cuisine Contest

Discutant enseignant : Marc FRECHET, COACTIS, UJM

Discutant doctorant : Marc-Emilien PONCET, COACTIS, U. Lyon 2

program

RELATIONS AU TRAVAIL

Président : Grégor BOUVILLE, MAGELLAN, U. Lyon 3

Présentation : Stéphanie BAUMGARTNER, GATE, U. Lyon 2

Diversity of Social Norms in the Workplace

Discutant enseignant : Astrid HOPFENSITZ, emlyon Business School

Discutant doctorant : Oleksandr SOROCHYNSKYI, SAF, U. Lyon 1

Présentation : Samuel HEVIN, COACTIS, U. Lyon 2

Le dialogue social coopératif, un accord imparfait ?

Discutant enseignant : Didier VINOT, MAGELLAN, U. Lyon 3

Discutant doctorant : Joachim PINOCHET LOBOS, MAGELLAN, U. Lyon 3

Présentation : Joachim PINOCHET LOBOS, MAGELLAN, U. Lyon 3

Les représentations sociales de la QVT des personnels universitaires - Une étude exploratoire au sein d'une université française

Discutant enseignant : Martine SEVILLE, COACTIS, U. Lyon 2

Discutant doctorant : Samuel HEVIN, COACTIS, U. Lyon 2

ATELIER 11

14h-15h30 - Salle 108

INFORMATION ET DÉSINFORMATION EN LIGNE

Présidente : Marie SCHILL, COACTIS, UJM

Présentation : Juhua CUI, COACTIS, U. Lyon 2

The evolution of young Chinese consumers' purchasing behaviour for luxury goods in the post-COVID 19 era - Exploratory research on the purchasing behaviour and brand relationship of young Chinese consumers

Discutant enseignant : Caroline BAYART, U. Lyon 1

Discutant doctorant : Marine FOUCHER, MAGELLAN, U. Lyon 3

Présentation : Marine FOUCHER, MAGELLAN, U. Lyon 3

Understanding a disinformation campaign by sampling of clues and traces :**Why a simple approach is not enough**

Discutant enseignant : Wilfrid AZAN, COACTIS, U. Lyon 2

Discutant doctorant : Ali ZAHED, MAGELLAN, U. Lyon 3

ATELIER 12

14h-15h30 - Salle 109

INÉGALITÉ ET QUESTIONS SOCIALES

Présidente : Véronique DUTRAIVE, TRIANGLE, U. Lyon 2

Présentation : Sébastien DOUSTALY, GATE, U. Lyon 2

Pharmaceutical price negotiations in a differentiated duopoly

Discutant enseignant : Antoinette BAUJARD, GATE, UJM

Discutant doctorant : Charles MINIER, SAF, U. Lyon 1

Présentation : Charlotte ISEPPI, TRIANGLE, U. Lyon 2

Commerce et subsistance : Étude des lettres de Turgot à Terray (1769-1770)

Discutant enseignant : Julien ALBERTINI, GATE, U. Lyon 2

Discutant doctorant : Ignacio HAUSER, GATE, UJM

Présentation : Ignacio HAUSER, GATE, UJM

Welfare, State, and Values: The winding road of the normative approach to inequality measurement (1912-1970)

Discutant enseignant : Véronique DUTRAIVE, TRIANGLE, U. Lyon 2

Discutant doctorant : Charlotte ISEPPI, TRIANGLE, U. Lyon 2

SE PRÉPARER À LA RECHERCHE D'EMPLOI

Isabelle ROYER, Directrice ED SEG :

Enquête sur l'emploi des docteurs 2021 et nouveaux attendus sur le doctorat

Jean-Fabrice LEBRATY, PU, U. Lyon 3 :

Les attendus pour les carrières académiques en sciences de gestion

Julien SALANIE, PU, UJM :

Les attendus pour les carrières académiques en sciences économiques

Stéphanie HAVET-LAURENT, INSEEC Lyon :

Processus de recrutement et attendus des écoles privées

Jean-Régis KUNEGEL, Juriste, Nuvisan GmbH (Allemagne) :

Valoriser son doctorat auprès des employeurs hors enseignement-recherche

Catalogue des formations de l'année 2021 - 2022

- **ED - U2 - Ethics for Researchers in Economics and Management**
- **ED - U1b - Formation interdisciplinaire**
 - Innovation et croissance en économie et en gestion : la contribution de Schumpeter (21 heures)
- **ED - U3 - Formation internationale**
 - ED- U3a - Formation internationale - Qualitative Research in Management :Theorizing from (and with) Qualitative Data (12 heures)
 - ED- U3b - Formation internationale - Advanced course in Experimentation : Neuroscience and Information Technologies (12 heures)
 - ED- U3c - Formation internationale - The Process of Publishing Research: Moving from Research to Manuscript Preparation to Submission to Diffusion of Research (12 heures)
 - ED- U3d - Formation internationale - Mixed Methods-based Approaches and Conceptual Mapping (12 heures)
- **U4 - Cours ED**
 - ED- U4b -Epistémologie des sciences de gestion (18 heures)
 - ED- U4c - Méthodes quantitatives – Modèles d'équations structurelles (18 heures)
- **ED - Workshop**
 - Workshop

ED - U2 - Ethique et intégrité scientifique

ED- U2 -Ethique et intégrité scientifique

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Astrid HOPFENSITZ (emlyon)

Programme :

U2 Formation à l'éthique (12h)

Title: Ethics for Researchers in Economics and Management

Intervenant: Astrid Hopfensitz, EMLyon

Astrid Hopfensitz joined EMLyon as a professor in 2021. She is an experimental and behavioral economist who studies the influence of emotions and psychological dimensions on economic decision

making and behavior. For this she uses economic experiments in combination with psychological methods and has been collaborating with researchers from various disciplines (e.g. psychology, anthropology, political science). Her works has been published in international journals like Economic Journal, European Economic Review, Experimental Economics or the British Journal of Psychology. She received the bronze medal in economics from the CNRS in 2017 and was elected junior member at the Institute Universitaire de France. She has been member of various ethics committees concerning experimental research and is part of the Ethical Review Board at EMLyon.

Objective:

This course will give an overview of how academic research works in economics and management. It will highlight good scientific practice and how to prevent and avoid ethical pitfalls. Part of the course will consist of a critical self-evaluation of the research you plan to conduct and of preparing you to do your research in line with ethical guidelines.

Before the class:

Watch this movie:

“On being a scientist”

<https://youtu.be/tCgZSjoxF7c>

“On Being a Scientist” is a fictional movie made by Leiden University that tackles some key issues in science, especially research ethics in science. The movie is about science and what it is like to be a scientist.

Course outline

Session 1

Welcome to academia: what's next?

The lifecycle of research: from idea to publication

Ethics in academia

How to write and cite correctly

Activity: Initial self-assessment of research methods and potential pitfalls

Session 2

Stakeholders in academia

How do academic journals work and what do editors and referees do?

Activity: Is this journal good?

Problems and proposals for solutions in the current system.

Good scientific practice

Activity: What is a pre-registration?

Session 3

Ethics in human subjects' research

What is an IRB (internal review board)?

Activity: Evaluate a proposal

Ethics in experimental economics

Ethics when doing field work

Personal data: what can you ask and what not?
How to safely store and handle data

Session 4

Communicating your research: twitter, newspapers etc.

How to react if things backfire?

Now you know what to do: what happens if you know others that don't adhere (whistleblowing)?

Ethics once you are looking for jobs.

Final activity: Self-assessment regarding own research objectives

Principal references:

All European Academies (2017). The European Code of Conduct for Research Integrity. Berlin: Germany. ISBN 978-3-00-055767-5. www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf

Charness, G., Samek, A., & van de Ven, J. (2021). What is considered deception in experimental economics? *Experimental Economics*, 1-28. doi.org/10.1007/s10683-021-09726-7

European Commission (2013). Ethics for researchers Facilitating Research Excellence in FP7 Luxembourg: Publications Office of the European Union. ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf

Fanelli, D. (2009). How Many Scientists Fabricate and Falsify Research? A Systematic Review and Meta-Analysis of Survey Data. *PLoS ONE* 4(5): e5738. doi.org/10.1371/journal.pone.0005738

Martinson, B. C., Anderson, M. S. and De Vries, R. (2005). Scientists behaving badly. *Nature*, 435(7043): 737–738. doi.org/10.1038/435737a

ED - U1 - Formation interdisciplinaire

ED- U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Caroline Hussler, Université Jean Moulin Lyon 3 et Muriel Dal Pont Legrand, Université de Nice

Programme :

U1 Formation interdisciplinaire (21H)
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Titre : Schumpeter en économie et en gestion

Intervenants : Muriel Dal-Pont -Legrand, professeure en sciences économiques, Université Côte d'Azur et Caroline Hussler, professeure en sciences de gestion, Université Jean Moulin Lyon 3

Objectifs :

- 1/ Questionner l'interdisciplinarité entre économie et gestion autour d'un auteur commun
- 2/ Discuter les particularismes de chaque discipline

Résumé :

Présentation des travaux de Schumpeter sur la dynamique du capitalisme (cycles, développement économique, stagnation) et sur sa méthode. Découverte de ses contributions à l'analyse de l'innovation et de l'entrepreneuriat.

Principales références :

Une liste de références consultable sera fournie en cours, mais il n'est demandé aucune lecture préalable.

Plan de cours**Séance 1 (6h)**

- Schumpeter, sa vision « macroéconomique », ses fondements microéconomiques
 - *Theory of Economic Development* (TED), 1911
 - *Business Cycles*, 1939
- Les grands concepts
 - Entrepreneur, innovation, crédit
 - Le concept de destruction créatrice
- Les implications en termes de politique économique : Schumpeter, un liquidationniste ?
- Une résonance des travaux de Schumpeter dans l'analyse macroéconomique récente (récession productive versus pouvoir de récupération du capitalisme)

Séance 2 (6h)

- Schumpeter, sa vision du capitalisme : stagnation versus déclin
- Schumpeter et la démocratie
- Schumpeter, sa méthode et son projet de science sociale unifiée

Séance 3 :

- Schumpeter, père de la gestion de l'innovation
- Schumpeter et l'entrepreneur : son originalité et ses impensés

Séance 4 :

- Finalement, l'économie, la gestion et les auteurs historiques
- Evaluation de la formation

ED - U3 - Formation internationale

ED- U3a - Formation internationale - Qualitative Research in Management: Theorizing from (and with) Qualitative Data

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Laure Cabantous, Bayes Business School (formerly Cass), City, University of London.

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Qualitative Research in Management: Theorizing from (and with) Qualitative Data

Name / first name: Laure Cabantous, Bayes Business School (formerly Cass), City, University of London.

Prerequisite requirements: Some experience in collecting, analysing and reporting data from qualitative research (e.g., interviews, observation).

Objectives of the seminar:

This course is a seminar in qualitative research in management. The aims of the course can be summarized as:

Introducing students to problematization and theorization in qualitative research in management

Exposing students to insights in the practice of qualitative research, through discussing the use of templates for data analysis (e.g., Gioia), and reflecting on the values and limitations on interviews.

Discussing the importance of understanding the ontological and epistemological assumptions of qualitative research, and their implications for your practice as a qualitative researcher; i.e., the fit between paradigm/theory and methods.

Summary: This module covers one important aspect of qualitative research in management: the question of theorizing with (and from) qualitative data. This question will be explored through a discussion of the following points: i) How do qualitative scholars theorize and problematize their research? ii) The importance of aligning paradigms (and philosophical assumptions) with practices of qualitative researchers in management -i.e., the “paradigm-theory-method” fit. (This specific question will be illustrated, by way of example through a discussion of one specific paradigm: the post-structural paradigm). iii) A reflection on the use of templates for analysing qualitative data (an interview data), and the specificities of interview data.

On completion of this module, you will be expected to understand how qualitative researchers in management approach the issue of problematization; and how they theorize from qualitative data. You will also be expected to be aware of current discussions on the use of templates for data analysis and the various ways in which interviews can be used and analysed. Finally, you will also be expected to be aware of the importance of understanding the philosophical assumptions that (more or less explicitly) inform practices of qualitative research in management and to reflect on the fit between theory/paradigm and methods.

Readings: see below

Details of sessions

The course will consist of four three-hour sessions, as follows. Sessions will be led by one student, who will be responsible for organizing the discussion during the session.

Session 1: Problematization and forms of theorizing in qualitative research in management

Before class: Mandatory readings

Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36, 247–271.

Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1, 309–344.

Extra readings:

Cabantous, L., & Gond, J.-P. (2011). Rational decision-making as 'performative praxis': Explaining rationality's éternel retour. *Organization Science*, 22, 573–586.

*Note: this paper will be used to illustrate a form of theorizing and to discuss the question of problematization.

Cornelissen, J., Höllerer, M. Seidl, D. (2021). From the editor. What theory is and can be: Forms of theorizing in organizational scholarship, *Organization Theory*, 2, 1-19.

Session 2: Theorizing from (and with) qualitative data: Reflection on the use of templates for data analysis.

Before class: Mandatory readings

Langley, A. (1999). Strategy for theorizing from process data. *Academy of Management Review*, 24, 4, 691-710.

Langley, A., & Abdallah, C. (2011). Templates and turns in qualitative studies of strategy and management. In D. D. Berg & D. J. Ketchen (Eds.), *Research Methodology in Strategy and Management: Vol. 6. Building Methodological Bridges* (pp. 201–235). Bingley, UK: Emerald Group Publishing Limited.

Illustration of Eisenhardt's method: Eisenhardt (1989). Making fast strategic decision in high velocity environment. *Academy of Management Journal*, 32(4), 543–576.

Illustration of Gioia's method: Mezziani, N., & Cabantous, L. (2020). Acting intuition into sense: How film crews make sense with embodied ways of knowing. *Journal of Management Studies*, 57, 1384–1419.

* Note: these two papers will be used to illustrate two templates discussed in Langley and Abdallah, namely, Eisenhardt's method, and Gioia's method.

Extra readings:

Mees-Buss, J., Welch, C., & Piekkari, R. (2020). From templates to heuristics: How and why to move beyond the Gioia methodology. *Organizational Research Methods*, 1094428120967716.

Pratt, M. G., Sonenshein, S., & Feldman, M. S. (2020). Moving beyond templates: A bricolage approach to conducting trustworthy qualitative research. *Organizational Research Methods*, 1094428120927466.

Session 3: Understanding paradigms and their implications for qualitative research in management - The example of post-structuralism (and performativity)

Before class: Mandatory readings

Oswick, C., Fleming, P., & Hanlon, G. (2011). From borrowing to blending: Rethinking the processes of organizational theory building. *Academy of Management Review*, 36, 318–337.

Hassard, J., & Cox, J. W. (2013). Can sociological paradigms still inform organizational analysis? A paradigm model for post-paradigm times. *Organization Studies*, 34, 1701–1728.

Extra readings:

Gond, J.-P., Cabantous, L., Harding, N., & Learmonth, M. (2016). What do we mean by performativity in organizational and management theory? The uses and abuses of performativity. *International Journal of Management Reviews*, 18, 440–463.

* Note: this article will be used to illustrate various processes of theory building used in management research and to reflect on the importance of understanding the (often too implicit) ontological and epistemological assumptions of some “turns” (e.g., practice turn, socio-material turn, performativity turn) on practices of qualitative researchers in management.

Session 4: On the uses of interviews data in qualitative research in management

Before class: Mandatory readings

Alvesson, M. (2003). Beyond neopositivist, romanticism, and localism: A reflexive approach to interview in organizational research. *Academy of Management Review*, 28, 13–33.

Langley, A., & Meziani, N. (2020). Making Interviews Meaningful. *The Journal of Applied Behavioral Science*, 56, 370–391.

Extra readings

Lamont, M., & Swidler, A. (2014). Methodological pluralism and the possibilities and limits of interviewing. *Qualitative Sociology*, 37, 153–171.

ED- U3b - Formation internationale - Advanced Course in Experimentation: Neuroscience and Information Technologies

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Dr Pierre-Majorique Léger, HEC Montréal

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Advanced Course in Experimentation: Neuroscience and Information Technologies

Name / first name: Dr Pierre-Majorique Léger, HEC Montréal, Tech3Lab & Department of IT, 3000 Chemin de la Cote-Sainte-Catherine, Montréal, Québec, Canada., H3T 2A7

Prerequisite requirements: Basic knowledge of experimental methods will be helpful

Objectives of the seminar: This seminar exposes doctoral students to the apply neuroscience tools and theories in organizational research, and more specifically in information systems and electronic commerce research. The objective is to help students to develop a comprehensive and in-depth understanding of this research area and help them develop their research skills. At the end of this course, students will:

- Understand the main neuroscience methods used in organizational research, and more specifically information system research
- Understand the contribution of applied neuroscience
- Be competent to develop a neuroscience experiment

Summary: The seminar includes research based on various types of neurophysiological tools, such as functional magnetic resonance imaging, electroencephalography and physiological measures. The seminar covers conceptual and empirical works to themes such as trust, technostress, technology adoption, human-computer interaction, emotional and cognitive processes in IT usage.

Readings:

Details of sessions

Session 1: Measures of peripheral nervous system (PNS) and Eye-tracking measures

Introduction

This unit gives an introduction on how the use of neuroscience and neurophysiological tools and knowledge can be apply to better understand the development, use, and impact of information and communication technologies.

Theme 1: Measures of peripheral nervous system (PNS)

In this unit, we introduce measures of peripheral nervous system (PNS). Specifically, this unit covers the electrodermal activity and automated facial coding, two non-intrusive measures that offer great research potential in IS research. Moreover, the unit also discusses how these measures work, the benefits and limitations of these tools, and selected experimental designs and statistical techniques. Then, we review how PNS measurement has contributed to IS

research. Specifically, we will apply the electrodermal activity and automated facial coding to study emotional reaction during the interaction with an IT artefact.

Theme 2: Eye-tracking measures

Eye-tracking concerns the biometric measurement of the condition and movements of the eye. Generally, even though a person feels as if he or she is controlling eye movements, many micro-movements and pupil-size modifications occur without conscious awareness. The unit discusses how oculometry works, the benefits and limitations of this tool, and selected experimental designs and statistical techniques. We then discuss how oculometry has contributed to IS research. Specifically, we apply the eyetracking methods to the topic of online in electronic commerce research.

Before class: Mandatory readings

- Dimoka, Angelika, Fred D. Davis, Alok Gupta, Paul A. Pavlou, Rajiv D. Banker, Alan R. Dennis, Anja Ischebeck et al. "On the use of neurophysiological tools in IS research: Developing a research agenda for NeuroIS." *MIS quarterly* (2012): 679-702.
- Giroux-Huppé, Caroline, Sylvain Sénécal, Marc Fredette, Shang Lin Chen, Bertrand Demolin, and Pierre-Majorique Léger. "Identifying psychophysiological pain points in the online user journey: the case of online grocery." In *International Conference on Human-Computer Interaction*, pp. 459-473. Springer, Cham, 2019.
- Giroux, Félix, Jared Boasen, Sylvain Sénécal, Marc Fredette, Armel Quentin Tchanou, Jean-François Ménard, Michel Paquette, and Pierre-Majorique Léger. "Haptic Stimulation with High Fidelity Vibro-Kinetic Technology Psychophysically Enhances Seated Active Music Listening Experience." In *2019 IEEE World Haptics Conference (WHC)*, pp. 151-156. IEEE, 2019.
- Desrochers, C., Léger, P. M., Fredette, M., Mirhoseini, S., & Sénécal, S. (2019). The arithmetic complexity of online grocery shopping: the moderating role of product pictures. *Industrial Management & Data Systems*.
- Etco, Matthew, Sylvain Sénécal, Pierre-Majorique Léger, and Marc Fredette. "The influence of online search behavior on consumers' decision-making heuristics." *Journal of Computer Information Systems* 57, no. 4 (2017): 344-352.

Session 2: Functional Magnetic Resonance Imaging (fMRI) and Electroencephalography (EEG)

Theme 3: Functional Magnetic Resonance Imaging (fMRI)

This unit gives an overview of Functional Magnetic Resonance Imaging (fMRI). This technology builds upon magnetic resonance imaging (MRI) scanning technology which measures blood oxygenation in the brain and exploits the different magnetic properties of oxygenated and deoxygenated blood. The unit discusses how fMRI works, the benefits and limitations of this tool, and selected experimental designs and statistical techniques. We then discuss how fMRI has contributed to IS research. Specifically, we apply fMRI method to the topic of trust and security in information system research.

Theme 4: Electroencephalography (EEG)

In this unit, we will use EEG to discuss how neuroscience can inform with precise temporal resolution on the automatic and unconscious cognitive process during an IT task. Electroencephalograms, commonly called EEGs, are recordings of the electrical activity of neurons within the cerebral cortex. The unit discusses how using electrodes placed on the scalp, EEG measures, with a very high temporal precision (milliseconds), the summation of synchronous postsynaptic action potentials produced by a population of neurons in the brain.

We then review how EEG has contributed to IS research with example on IS use and and misuse.

Before class: Mandatory readings

- Vance, A., Jenkins, J. L., Anderson, B. B., Bjornn, D. K., & Kirwan, C. B. (2018). Tuning Out Security Warnings: A Longitudinal Examination of Habituation Through fMRI, Eye Tracking, and Field Experiments. *MIS Quarterly*, 42(2), 355-380.
- Riedl, René, Peter NC Mohr, Peter H. Kenning, Fred D. Davis, and Hauke R. Heekeren. "Trusting humans and avatars: A brain imaging study based on evolution theory." *Journal of Management Information Systems* 30, no. 4 (2014): 83-114.
- Pauna, Horea, Pierre-Majorique Léger, Sylvain Sénécal, Marc Fredette, Élise Labonté-Lemoyne, François Courtemanche, Renaud Legoux, and Jean-François Ménard. "The effects of a high fidelity vibro-kinetic multisensory experience on implicit and explicit brand recognition." *Journal of Neuroscience, Psychology, and Economics* 12, no. 1 (2019): 18.
- Courtemanche, Francois, Elise Labonté-LeMoyne, Pierre-Majorique Léger, Marc Fredette, Sylvain Senecal, Ann-Frances Cameron, Jocelyn Faubert, and François Bellavance. "Texting while walking: an expensive switch cost." *Accident Analysis & Prevention* 127 (2019): 1-8.

ED- U3c - Formation internationale - The Process of Publishing Research: Moving from Research to Manuscript Preparation to Submission to Diffusion of Research

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Denise POTOSKY, The Pennsylvania State University, USA

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: The Process of Publishing Research: Moving from Research to Manuscript Preparation to Submission to Diffusion of Research

Name / first name: Denise POTOSKY, Ph.D., The Pennsylvania State University, Great Valley School of Graduate Professional Studies, Management Division, 30 E. Swedesford Road, Malvern, PA 19355 USA

Prerequisite requirements:

Students should be involved in a research project that they hope to one day publish in a scholarly journal.

Students should bring the best article they have read that was published in 2021 in a top journal in their field of interest.

Optional: Students can bring a draft research paper of their own (sole- or co-authored).

Objectives of the seminar:

Knowledge of the research publication process: Students will explore and develop answers to the questions “Why, What, When, Who, How, and Where” with respect to publishing their research

Strategic thinking and skills development: Students will develop a publication plan for their current or anticipated research papers

Critical analysis, knowledge, and skills development: In order to gain insight into the publication process, students will practice reviewing papers from a variety of research designs, different epistemological perspectives, and methodological approaches.

Summary: The focus of this seminar is on the process of publishing research in scholarly journals, with additional consideration of conference proceedings and edited book chapters as publication outlets. Key topics include developing productive research streams, choosing appropriate publication outlets, preparing manuscripts for submission, and developing a strategic approach to the review, revision, and rejection or publication of research papers.

Readings:

Step by step guide to reviewing a manuscript. Available at <https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/step-by-step-guide-to-reviewing-a-manuscript.html>

Organizing Your Social Sciences Research Paper. Available at <https://libguides.usc.edu/writingguide/researchdesigns>

Difference Between Ontology and Epistemology. Available at <http://www.differencebetween.net/science/health/difference-between-ontology-and-epistemology/>

CNRS Journal Ranking in Economics and Management June 2020. Available at https://www.gate.cnrs.fr/IMG/pdf/categorisation37_liste_juin_2020-2.pdf

Qualitative Research: Common Paradigms. <http://www.qualres.org/HomePhil-3514.html>

Scimago Journal and Country Rank. Available at <http://www.scimagojr.com/journalrank.php?category=1408>

Gregor, S. (2006). The nature of theory in information systems. *MIS Quarterly*, 30(3), 611-642. Available at https://openresearch-repository.anu.edu.au/bitstream/1885/19681/2/01_Gregor_The_Nature_of_Theory_in_2006.pdf

Klein, H. & Potosky, D. 2019. Making a Conceptual Contribution in Human Resource Management Review. *Human Resource Management Review*, 29, 299-304.

Rocco, T. S., & Plakhotnik, M. S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130. Available at <https://www.researchgate.net/file.PostFileLoader.html?id=59457a76dc332db56b4aef09&assetKey=AS%3A506311842713600%401497725558315>

Examples of different types of papers discussed in class:

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Jennings, R. E., Lanaj, K., Koopman, J., & McNamara, G. (2021). Reflecting on one's best possible self as a leader: Implications for professional employees at work. *Personnel Psychology*. DOI: 10.1111/peps.12447

Jiraporn, P., Potosky D. & Lee, S. 2019. Corporate governance and lesbian, gay, bisexual, and transgender-supportive human resource policies from corporate social responsibility, resource-based, and agency perspectives. *Human Resource Management*, 58, 317–336. <https://doi.org/10.1002/hrm.21954>

Potosky, D., Godé, C., & Lebraty, J.F. 2021. A Team Feedback Process Model for Coordinating Action: Prevalent Practices and Relevant Sources. *Group and Organization Management*. <https://doi.org/10.1177/10596011211018017>

ED- U3d - Formation internationale - Mixed Methods-based Approaches and Conceptual Mapping

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : CLOUTIER, Martin, University of Quebec at Montreal (Canada)

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Mixed Methods-based Approaches and Conceptual Mapping

Name / first name: CLOUTIER, Martin, Department of Analytics, Operations and Information Technologies, University of Quebec at Montreal (Canada), Email: cloutier.martin@uqam.ca

Website: professeurs.uqam.ca/professeur/cloutier.martin/

Prerequisite requirements: This course will be interactive and students are expected to be involved in the process of producing qualitative and quantitative data (session 2), analyzing data (session 3), and interpreting data (session 4). The GroupWisdom platform will be used for that purpose and access will be provided.

Objectives of the seminar:

The objective of the seminar is twofold. First, to provide doctoral students with a methodological overview of mixed methods-based approaches in the social sciences, with a focus on economics, management sciences, and policy. Second, to provide doctoral students with a practical application of how a particular mixed method, namely, group concept mapping (GCM), that uses both qualitative (e.g., group discussions, brainstorming sessions) and quantitative methods (multidimensional scaling analyses, cluster analyses) produces visual representations (e.g., concept maps, pattern matches, etc.) to display group knowledge, representations, and perceptions. Issues in social and environmental responsibility will be used as an underlying context to illustrate/apply innovatively during the course, in a stepwise process, GCM from an economics, management sciences, and policy perspectives.

Summary:

- 1). Overview of concept mapping approaches (e.g., top-down, bottom-up); Overview of mixed research designs (e.g., sequential (explanatory, explanatory, transformative); concurrent (triangulated, nested, transformative)); Conducting mixed research; Quality criteria
- 2). Foundations of mixed research designs with, by and for groups
- 3). Group Concept Mapping (GCM): foundations and steps
- 4). Group Concept Mapping (GCM): results and knowledge production

Readings:

- Berg, S., Cloutier, L.M., & Bröring, S. (2018). Collective stakeholder representations and perceptions of drivers of novel biomass-based value chains. *Journal of Cleaner Production*, 200, 231–241.
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Inquiry*, 6, 97-113.
- Cloutier, L.M., Larivière, D., & Tremblay, G. (2019). Field-oriented contextualization of the Group Concept Mapping Method: illustrations in the health sector in France; and Canada, The United States and The United Kingdom. In F. Chevalier, L.M. Cloutier, & N. Mitev (Eds.). *Research Methods for the DBA* (p. 527–553). Caen, France: Éditions EMS.
- Creswell, J. W. (2015). Chapter 1. Basic Features of Mixed Methods Research. *A Concise Introduction to Mixed Methods Research*. Thousand Oaks, CA: SAGE.
- Creswell, J.W., & Creswell, J.D. (2018). Chapter 10: Mixed methods procedures. *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*, fifth edition (p. 213-245). Thousand Oaks, CA: SAGE.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112–133.
- Kane, M., & Rosas, S.R. (2018). *Conversations about Group Concept Mapping: Applications, Examples, and Enhancements*. Thousand Oaks, CA: SAGE.
- Rosas, S.R. (2017). Group concept mapping methodology: toward an epistemology of group conceptualization, complexity, and emergence. *Quality and Quantity*, 51(3), 1403–1416.
- Trochim, W.M. (2017) 'Hindsight is 20/20: reflections on the evolution of concept mapping. *Evaluation and Program Planning*, 60, 176–185.
- Trochim, W.M.K., & Cabrera, D. (2005). The complexity of concept mapping. *Emergence: Complexity and Organization*, 7(1), 11–22.
- Trochim, W.M., & McLinden, D. (2017). Introduction to a special issue on concept mapping. *Evaluation and Program Planning*, 60, 166-175.

Details of sessions

Session 1: Overview of mixed methods-based approaches

Before class (Mandatory reading): Creswell (2015); Creswell & Creswell (2018); Johnson et al. (2007).

Extra readings: Bryman (2006).

Session 2: Foundations of mixed research designs with, by and for groups, and conceptual mapping

Before class (Mandatory readings): Cloutier et al. (2019); Berg et al. (2018).

Extra readings: Trochim (2017).

Session 3: Group Concept Mapping (GCM): foundations and steps

Before class (Mandatory readings): Kane & Rosas (2018).

Extra readings: Trochim & McLinden (2017).

Session 4: Group Concept Mapping (GCM): results and knowledge production

Before class (Mandatory readings): Rosas (2017).

Extra readings: Trochim & Cabrera (2005).

U4 - Cours ED

U4b -Epistémologie des sciences de gestion

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes et Blandine Ageron, Professeur des Universités, IUT de Valence, Université Grenoble Alpes.

Programme :

U4 Formations de spécialités (18h sur 3 jours)

Titre: Epistémologie des sciences de gestion

Intervenants: Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes et Blandine Ageron, Professeur des Universités, IUT de Valence, Université Grenoble Alpes.

Objectifs :

- Montrer l'importance centrale de la réflexion épistémologique dans toute recherche d'intention scientifique et familiariser les étudiants avec ce type de réflexion ;
- Donner aux étudiants les moyens de décider de manière informée sur le cadre épistémologique dans lequel ils conduiront leur recherche doctorale ;
- Présenter les principaux paradigmes épistémologiques mobilisés dans les recherches contemporaines en Sciences de Gestion et du Management ; faire comprendre que le but de la connaissance, la forme des connaissances et les modes de justification des savoirs élaborés dépendent du cadre épistémologique dans lequel sa recherche s'inscrit.
- Expliquer comment se construit la rigueur scientifique d'une recherche menée dans les différents cadres épistémologiques.

Résumé:

Le séminaire sera structuré en trois interventions séquentielles :

Partie 1 : O. Lavastre : Introduction à l'Épistémologie des Sciences de Gestion et du Management.

Partie 2 : O. Lavastre : Les paradigmes épistémologiques positivistes et les démarches hypothético-déductives.

Partie 3 : B. Ageron : Les paradigmes épistémologiques constructivistes et les démarches inductives.

L'objectif des interventions sera de présenter ces paradigmes et de comprendre leurs implications pour les pratiques de recherche.

Principales références:

Ouvrages de « méthodes » :

GAVARD-PERRET, M.L., GOTTELAND, D., HAON, C., JOLIBERT A. (2018), *Méthodologie de la recherche en sciences de gestion*, Pearson, 3ème édition.

ROMELAER, P., KALIKA, M. (2016), *Comment réussir sa thèse - Définir un sujet, conduire une recherche, soutenir sa thèse*, Dunod, 3ème édition.

THIETART, R.-A. (coord.) (2014), *Méthodes de recherche en Management*, Coll. Gestion Sup., Dunod, 4^{ème} édition.

Ouvrages et articles de « réflexion » et d'approfondissement :

CHALMERS, A.F. (1988). *Qu'est-ce que la science ?* Paris : La Découverte (trad. française).

GLASERSFELD, E. von, (2001), The radical constructivist view of science, *Foundations of Science*, special issue on Impact of Radical Constructivism on Science, 6/1-3: 31-43.

GUBA, E. G., LINCOLN, Y. S. (1989), *Fourth Generation Evaluation*, Sage, London.

GUBA, E. G., LINCOLN, Y. S. (2007), "Paradigmatic Controversies, Contradictions, and Emerging Confluences", in N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research*, Sage, London, p. 191-215.

KLEIN, H., MYERS, M. (1999), "A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems", *MIS Quarterly*, vol 23, n°1, p.67-94.

MARTINET, A.-C., PESQUEUX, Y. (2013). *Épistémologies et sciences de gestion*. FNEGE, Vuibert.

MINGERS, J. (2004). Real-izing information systems: critical realism as an underpinning philosophy for information systems. *Information and organization*, 14(2), 87-103.

MYERS, M. D., KLEIN, H. K. (2011), "A Set of Principles for Conducting Critical Research in Information Systems", *MIS Quarterly*, vol. 35, n° 1, p. 17-36. SANDBERG, J. (2005), "How Do We Justify Knowledge Produced with Interpretive Approaches?", *Organizational Research Methods*, vol. 8, n° 1, pp. 41-68

TSOUKAS, H. (1989), "The Validity of Idiographic Research Explanations", *Academy of Management Review*, vol. 14, n° 5, p. 551-561.

WALSH, I. (2015). *Découvrir de nouvelles théories*. Collection Business Science Institute. EMS Editions.

Articles synthétiques :

DAVID, A. (1999), « Logique, épistémologie et méthodologie en sciences de gestion », *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 23 pages. <https://basepub.dauphine.fr/bitstream/handle/123456789/3186/david.pdf>

DUMEZ, H. : *Le Libellio* d'Aegis : <http://lelibellio.com/> : revue scientifique avec des numéros spéciaux, et notamment celui-ci-dessous :

=> <http://lelibellio.com/libellio-vol-6-n4-hiver-2010-numero-special/> : Éléments pour une épistémologie de la recherche qualitative en gestion Ou que répondre à la question : « quelle est votre posture épistémologique ? »

=> <http://lelibellio.com/wp-content/uploads/2015/10/vol.-7-n%C2%B01-Pages-39-%C3%A0-52-Avenier-M-J.-2011-Pourquoi-jeter-le-b%C3%A9n%C3%A9-avec-leau-du-bain....pdf>

MBENGUE, A., VANDANGEON-DERUMEZ, I (1999), "Positions épistémologiques et outils de recherche en management Stratégique", *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 22 pages. <https://f.hypotheses.org/wp-content/blogs.dir/2413/files/2015/02/mbengue.pdf> [cet article est certes pédagogique, mais peut être discuté].

Articles illustratifs de recherches conduites dans les différents paradigmes épistémologiques :

ALBERT, M.-N., COUTURE, M.-M. (2013), "The Support to an Entrepreneur: From Autonomy to Dependence", *SAGE Open*, 3, Published 13 June 2013. => Exemple de recherche dans le constructivisme pragmatique <http://sgo.sagepub.com/content/3/2/2158244013492779>.

CAO M., & ZHANG, Q. (2011). Supply chain collaboration: Impact on collaborative advantage and firm performance. *Journal of Operations Management*, 29(3), 163-180. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PANAYIDES, P. M., & VENUS LUN, Y. V. (2009). The impact of trust on innovativeness and supply chain performance. *International Journal of Production Economics*, 122(1), 35-46. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PASCAL, A., THOMAS, C., ROMME, G. L. (2013), "Developing a Human-centred and Science-based Approach to Design: The Knowledge Management Platform Project", *British Journal of Management*, vol. 24, n° 2, p. 264-280. => Exemple de recherche dans le réalisme critique

YOUNG, M.-L., KUO, F.-Y., MYERS, M. D. (2012), "To Share or not to Share: A Critical Research Perspective on Knowledge Management Systems", *European Journal of Information Systems*, vol. 21, p. 496-511. => Exemple d'étude critique.

Plan de cours

I- Introduction à l'Épistémologie en Management (Intervenant : O. Lavastre)

1 – L'intérêt d'enracinements épistémologiques d'une recherche ?

2 – Typologie des paradigmes épistémologiques.

Illustration et discussion de différents points par le biais d'exemples ou d'articles de recherche.

II- Les approches positivistes et hypothético-déductives (Intervenant : O. Lavastre)

1 - Définition et adoption d'un cadre épistémologique positiviste : le statut accordé aux données, la relation entre théorie et données, la valeur de la connaissance produite, les critères de scientificité,

2 - Définition et adoption d'une démarche hypothético-déductive : "le chercheur dans sa tour d'ivoire ?"

En parallèle des deux parties de l'intervention, discussions autour d'articles de recherche et autour des approches qu'ont adoptées les étudiants de l'ED.

III - Les autres principaux paradigmes épistémologiques (Intervenant : B. Ageron)

1 - Définition et adoption d'un cadre épistémologique constructiviste : le statut accordé aux données, la relation entre théorie et données, la valeur de la connaissance produite, les critères de scientificité,

2 - Définition et adoption d'une démarche inductive : « L'ancrage dans le terrain ! »

Les éléments abstraits présentés dans cette formation seront systématiquement mis en relation avec les questions méthodologiques que les participants se posent dans leurs thèses.

Il sera régulièrement demandé aux participants d'illustrer les notions et principes présentés par des exemples tirés de leur travail de thèse.

U4c - Méthodes quantitatives – Modèles d'Equations Structurelles

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : William SABADIE, Université Lyon 3, Laboratoire Magellan et Laure AMBROISE, Université Jean Monnet Saint Etienne, Laboratoire Coactis

Programme :

Intitulé du cours : Méthodes quantitatives – Modèles d'Equations Structurelles

Intervenants : William SABADIE, Université Lyon 3, Laboratoire Magellan et Laure AMBROISE, Université Jean Monnet Saint Etienne, Laboratoire Coactis

Pré requis : Maîtrise des statistiques de bases, des tests statistiques paramétriques, de l'analyse factorielle et de la régression linéaire

Résumé du cours:

Le cours présente les spécificités des équations structurelles. Des applications sur AMOS et PLS seront réalisées.

Sommaire :

Le cours abordera les points suivants :

- Démarche générale de modélisation (variable manifeste/latente, indicateur réflexif/formatif, variable exogène/endogène, etc.)
- Principes sous-jacents aux MES et différentes approches (LISREL / PLS)
- Modèle de mesure : qualité psychométrique des construits

- Modèle structurel : validation de relations causales et de modèles complexes
- Analyses de médiation et de modération avec les MES

Bibliographie :

Byrne M.B. (2016), *Structural Equation Modeling with Amos*, Routledge.

Hair J.F., Sartstedt M. et Ringle C.M. (2017), *Advanced Issues in Partial Least Squares Structural Equation Modeling*, Sage.

Shanthi R. (2019), *Multivariate data analysis: Using SPSS and AMOS*, MJP Publisher.

Pré-requis :

- Fernandes V. (2012). (Re) discovering the PLS approach in management science, *M@n@gement*, 15(1), 102-123.
- Hair J. F., Ringle C. M., & Sarstedt M. (2011), PLS-SEM: Indeed a silver bullet, *Journal of Marketing theory and Practice*, 19(2), 139-152.
- Iacobucci D. (2009), Everything you always wanted to know about SEM (structural equations modeling) but were afraid to ask, *Journal of Consumer Psychology*, 19 (2009) 673–680.

ED - Bloc 1W - Workshop

ED- Workshop

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Date de début de la formation : 11 avril 2022

Langue de l'intervention : français ou anglais

Public prioritaire : A partir de la 2ème année

ATELIER 1 9h - Salle 102**SANTÉ ET POLITIQUES PUBLIQUES**

Présentation : Jordan NAGADZINA-SANCHEZ, GATE-LSE, UJM
 An axiomatic foundation of universal income based on intergenerational cooperation
 Relecteur enseignant : Stéphane SOUCHE, LAET, U. Lyon 2
 Relecteur étudiant : Juliette BLAYAC, TRIANGLE, U. Lyon 2

Présentation : Paul PASQUIER, COACTIS, UJM
 Des interprétations inattendues des politiques publiques de responsabilisation : le cas des consommateurs de médecines alternatives.
 Relecteur enseignant : Caroline BAYART, SAF, U. Lyon 1
 Relecteur étudiant : Claire BASSIN, Magellan, U. Lyon 3

Présentation : Léonie LE BASTARD, SAF, U. Lyon 1
 Coherent extrapolation of mortality rates at high ages applied to Long Term Care
 Relecteur enseignant : Izabela JELOVAC, GATE LSE, U. Lyon 2
 Relecteur étudiant : Samuel STOCKSIEKER, SAF, U. Lyon 1

ATELIER 2 9h - Salle 103**RISQUES ET ASSURANCES**

Présentation : Sarra GHADDAB, SAF, U. Lyon 1
 Extreme Severity Modeling using a GLM-GPD Combination: Application to an Excess of Loss Reinsurance Treaty
 Relecteur enseignant : Stéphane GONZALEZ, GATE-LSE, UJM
 Relecteur étudiant : Silvia FARONI, COACTIS, U. Lyon 2

Présentation : Tachfine EL ALAMI, SAF, U. Lyon 1
 Risk aggregation under IFRS 17: An ultimate run-off adaptation of Solvency 2 elliptic aggregation
 Relecteur enseignant : Béatrice REY-FOURNIER, GATE LSE, U. Lyon 2
 Relecteur étudiant : Haifa TALBI, SAF, U. Lyon 1

Présentation : Silvia FARONI, COACTIS, U. Lyon 2
 VaR or TCE? Explaining the Preferences of Regulators
 Relecteur enseignant : Frédéric PLANCHET, SAF, U. Lyon 1
 Relecteur étudiant : Sarra GHADDAB, SAF, U. Lyon 1

ATELIER 3 9h - Salle 104**MODÉLISATION**

Présentation : Amal BEN HAMIDA, SAF, U. Lyon 1
 Health Insurance pricing based on machine learning methods: A comparison with standard GLM
 Relecteur enseignant : Izabela JELOVAC, GATE LSE, U. Lyon 2
 Relecteur étudiant : Mathias VALLA, SAF, U. Lyon 1

Présentation : Mathias VALLA, SAF, U. Lyon 1
 Longitudinal trees: an overview of tree-based models for longitudinal analysis with time-varying covariates
 Relecteur enseignant : Guillaume COQUERET, emlyon business school
 Relecteur étudiant : Amal BEN HAMIDA, SAF, U. Lyon 1

10h30/11h **PAUSE** Salon des Symboles Nord**ATELIER 4** 11h - Salle 102**CHANGEMENT ET TRAVAIL EN ÉQUIPE**

Présentation : Manon MICHAL, Magellan, U. Lyon 3
 Revue de littérature systématique, la place du manager intermédiaire dans la construction de la déviance constructive
 Relecteur enseignant : Jean-Michel DEGEORGE, COACTIS, UJM
 Relecteur étudiant : Stéphane ANDRIANJAKA, Magellan, U. Lyon 3

Présentation : Yuan LI, COACTIS, U. Lyon 2
 Scientific knowledge production of blockchain: A boundary object or a disruptive change?
 Relecteur enseignant : Jean-Fabrice LEBRATY, Magellan, U. Lyon 3
 Relecteur étudiant : Eunice CASCANT, Magellan, U. Lyon 3

Présentation : Verena HESS, Magellan, U. Lyon 3
 Le travail d'équipe dans le contexte de la transformation numérique - Une revue de littérature
 Relecteur enseignant : Martine SEVILLE, COACTIS, U. Lyon 2
 Relecteur étudiant : Hamidreza KHODAVERDI, COACTIS, U. Lyon 2

ATELIER 5 11h - Salle 103**INVESTISSEMENTS ET MARCHÉS**

Présentation : Fidèle BALUME, Magellan, U. Lyon 3
 L'apport des facteurs cognitifs et transactionnels à l'explication de la défaillance des entreprises rachetées par LBO
 Relecteur enseignant : Wilfrid AZAN, COACTIS, U. Lyon 2
 Relecteur étudiant : Pauline GIBARD, Magellan, U. Lyon 3

Présentation : Rayane VIGNERON, SAF, U. Lyon 1
 Stochastic Gradient Descent to Improve the non-bayesian multisensor quickest detection problem
 Relecteur enseignant : Guillaume COQUERET, emlyon business school
 Relecteur étudiant : Léonie LE BASTARD, SAF, U. Lyon 1

Présentation : Haifa TALBI, SAF, U. Lyon 1
 The Impact of uncertainties on the interactions between green bonds and financial markets
 Relecteur enseignant : Jean-François GAJEWSKI, Magellan, U. Lyon 3
 Relecteur étudiant : Tachfine EL ALAMI, SAF, U. Lyon 1

ATELIER 6 11h - Salle 104**QUALITÉ ET AUGMENTATION DES DONNÉES**

Présentation : Pierre CHATELAIN, SAF, U. Lyon 1
 Integrating data quality into GLM for Insurance pricing
 Relecteur enseignant : Béatrice REY-FOURNIER, GATE LSE, U. Lyon 2
 Relecteur étudiant : Léa FABRE, LAET, U. Lyon 2

Présentation : Samuel STOCKSIEKER, SAF, U. Lyon 1
 Data Augmentation for Unbalanced Regression
 Relecteur enseignant : Olivier LE COURTOIS, emlyon business school
 Relecteur étudiant : Marie Aurélie LAPIERRE, GATE LSE, U. Lyon 2

12h30/14h **PAUSE DEJEUNER** Salon des Symboles Nord

ATELIER 7

14h - Salle 102

MINORITÉS ET ENTREPRENEURIAT

Présentation : Juliette BLAYAC, TRIANGLE, U. Lyon 2
 Jessica Peixotto criticism of the U.S. Thrift culture during the Progressive Era
 Relecteur enseignant : Philippe SOLAL, GATE-LSE, UJM
 Relecteur étudiant : Jordan NAGADZINA-SANCHEZ, GATE-LSE, UJM

Présentation : Pauline GIBARD, Magellan, U. Lyon 3
 Le choix d'une investisseuse pour la bienveillance, et d'un investisseur pour l'ambition : Quand les jeunes femmes entrepreneurs ont une vision stéréotypée des femmes et des hommes en tant que financeur
 Relecteur enseignant : Céline BERARD, COACTIS, U. Lyon 2
 Relecteur étudiant : Verena HESS, Magellan, U. Lyon 3

Présentation : Eunice CASCANT, Magellan, U. Lyon 3
 Opportunity recognition, an influence on refugees and asylum seekers social entrepreneurship in host countries: from the lens of the mixed embeddedness and effectual frameworks
 Relecteur enseignant : Alexs CATANZARO, COACTIS, UJM
 Relecteur étudiant : Yuan LI, COACTIS, U. Lyon 2

ATELIER 8

14h - Salle 103

IT ET COMPORTEMENTS

Présentation : Hamidreza KHODAVERDI, COACTIS, U. Lyon 2
 How to engage users to change their behaviors through empowerment? The role of gamification (qualitative study)
 Relecteur enseignant : Sonia CAPELLI, Magellan, U. Lyon 3
 Relecteur étudiant : Manon MICHAL, Magellan, U. Lyon 3

Présentation : Léa FABRE, LAET, U. Lyon 2
 The Potential of Wi-Fi Data to Estimate Bus Passenger Mobility
 Relecteur enseignant : Florence GOFFETTE-NAGOT, GATE LSE, U. Lyon 2
 Relecteur étudiant : Rayane VIGNERON, SAF, U. Lyon 1

Présentation : Stéphane ANDRIANJAKA, Magellan, U. Lyon 3
 Etude de la construction de l'audit IT dans une banque à Madagascar : recrutement d'un auditeur interne IT à l'externalisation de l'audit IT
 Relecteur enseignant : Wilfrid AZAN, COACTIS, U. Lyon 2
 Relecteur étudiant : Fidèle BALUME, Magellan, U. Lyon 3

ATELIER 9

14h - Salle 104

INTERACTIONS DANS LA SPHÈRE PUBLIQUE

Présentation : Claire BASSIN, Magellan, U. Lyon 3
 La loi PACTE une menace pour la qualité de l'audit ? le point de vue des auditeurs légaux français.
 Relecteur enseignant : Ivana VITANOVA, COACTIS, U. Lyon 2
 Relecteur étudiant : Paul PASQUIER, COACTIS, UJM

Présentation : Marie Aurélie LAPIERRE, GATE LSE, U. Lyon 2
 Neighbourhood effects and Job search behaviours
 Relecteur enseignant : Patrick BONNEL, LAET, U. Lyon 2
 Relecteur étudiant : Pierre CHATELAIN, SAF, U. Lyon 1

15h30/16h PAUSE

Salle 3

SESSION PLENIERE

16h - Salle 3

SE PRÉPARER À LA RECHERCHE D'EMPLOI : DU PORTFOLIO AUX ATTENDUS DES RECRUTEURS

- Isabelle ROYER, Directrice ED SEG
Enquête sur l'emploi des docteurs 2020
- Fablen CANOLLE, MCF université Grenoble Alpes
Le portfolio
- Laure AMBROISE, PU Université Saint-Etienne
Les attendus pour les carrières académiques en sciences de gestion
- Michaël A SSOUS, PU Université Lyon 2
Les attendus pour les carrières académiques en sciences économiques
- Marie LAURICELLA, Chargée de veille et d'analyses, Institut français de l'Education
Valoriser son doctorat en sciences économiques hors carrières académiques
- Nils LANG, Investment Manager at High-Tech Gründerfonds, Allemagne
Job opportunities in management outside academia

Contact :

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Catalogue des formations de l'année 2020 - 2021

- **ED - U2 - Ethics for Researchers in Economics and Management**
 - **ED - U1 - Formation interdisciplinaire**
 - U1A - Economics and Management of Organizations: An Experimental Emphasis (21 heures)
 - U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter (21 heures)
 - **ED - U3 - Formation internationale**
 - ED- U3a - Formation internationale - Qualitative Research Design (12 heures)
 - ED- U3b - Formation internationale - Economic growth and development (12 heures)
 - ED- U3c - Formation internationale - Various Approaches to Study a Case (12 heures)
 - **U4 - Cours ED**
 - ED- U4a - Applied Econometrics (18 heures)
 - ED- U4b - Epistémologie des sciences de gestion (18 heures)
 - ED- U4c - Méthodes quantitatives – Modèles d'équations structurelles (18 heures)
 - ED- U4d - Programming for experiences (18 heures)
 - **ED - Workshop**
 - Workshop
-

ED - U2 - Ethique et intégrité scientifique

ED- U2 -Ethique et intégrité scientifique

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Lionel Garreau, Université Paris-Dauphine, PSL

Programme

Session 1

What is Research Ethics?

Research misconducts

Application: Self plagiarism

Session 2

Ethics and stakeholders of the academic world

Application: the art of reviewing

Application: libgen and Sci-hub

Session 3

Ethics and stakeholders for the 'real' world

Application: Managing the relation with the field

Session 4

Ethics and reflexivity

Application: develop your self-assessment of ethical risks you may face in your research project (** evaluation**)

Please read the articles and illustrations in the following folder before the sessions:

<https://www.dropbox.com/sh/6j6g24zdm55xrhm/AADSyimJazNYO50qQnG2iBZ1a?dl=0>

Lionel Garreau is an associate professor at Université Paris-Dauphine, PSL. His work deals with strategy practices and processes, as well as organizational sensemaking. His research also aims at improving qualitative methods for organization studies. His work has been published in international journals like *Strategic Organisation*, *British Journal of Management* and *Information & Organization*, and French speaking journals like *Management International*, *Revue Française de Gestion* or *Finance, Contrôle, Stratégie*. He is the head of the Executive Doctorate in Business Administration program in Université Paris-Dauphine and is the vice-director of the Chair in Strategic intelligence.

ED - U1 - Formation interdisciplinaire

ED- U1A - Economics and Management of Organizations: An Experimental Emphasis

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Brice CORGNET & Philippe JACQUART

Programme :

U1 Formation interdisciplinaire (21H)
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Titre: *Economics and Management of Organizations: An Experimental Emphasis*

Intervenants : Brice CORGNET & Philippe JACQUART

Objectifs :

- 1/ Acquiring general knowledge about the experimental method
- 2/ Understanding the commonalities and differences in terms of how the experimental method is integrated in the fields of psychology and economics
- 3/ Understanding how the experimental method could be used in for one's own research

Résumé:

Where do economics and management/psychology converge and diverge?

This course examines this question by examining how both fields have used the experimental methods to study:

- (a) Incentives and Motivation,
- (b) Social Incentives and Ethical Behavior,
- (c) Power and Leadership.

The opening session is jointly taught serves to present the overarching methodology.

Plan de cours :

Introduction

Session 1. Experimental Methods in Economics and Psychology

Incentives and Motivation

Session 2. Incentives and Motivation in Economics

Session 3. Intrinsic Motivation in Psychology

Social Incentives and Ethical Behavior

Session 4. Social Incentives in Economics

Session 5. Ethical Behavior

Power and Leadership

Session 6. Power and Influence in the Economics Literature

Session 7. Leadership

ED- U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Caroline Hussler, Université Jean Moulin Lyon 3 et Muriel Dal Pont Legrand, Université de Nice

Programme :

U1 Formation interdisciplinaire (21H)
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Titre: Schumpeter en économie et en gestion

Intervenants:

Muriel Dal-Pont -Legrand, professeure en sciences économiques, Université Côte d'Azur

Caroline, Hussler, professeure en sciences de gestion, iaelyon, Université de Lyon Jean Moulin

Objectifs : 1/ Questionner l'interdisciplinarité entre économie et gestion autour d'un auteur commun 2/ Discuter les particularismes de chaque discipline

Résumé:

Présentation des travaux de Schumpeter sur la dynamique du capitalisme (cycles, développement économique, stagnation) et sur sa méthode. Découverte de ses contributions à l'analyse de l'innovation et de l'entrepreneuriat.

Principales références:

Une liste de références consultable sera fournie en cours, mais il n'est demandé aucune lecture préalable.

Plan de cours

Séance 1

- Schumpeter, sa vision « macroéconomique », ses fondements microéconomiques
 - *Theory of Economic Development* (TED), 1911
 - *Business Cycles*, 1939
- Les grands concepts
 - Entrepreneur, innovation, crédit
 - Le concept de destruction créatrice
- Les implications en termes de politique économique : Schumpeter, un liquidationniste?
- Une résonance des travaux de Schumpeter dans l'analyse macroéconomique récente (récession productive versus pouvoir de récupération du capitalisme)

Séance 2:

- Schumpeter, sa vision du capitalisme : stagnation versus déclin
- Schumpeter et la démocratie
- Schumpeter, sa méthode et son projet de science sociale unifiée

Séance 3:

- Schumpeter, père de la gestion de l'innovation
- Schumpeter et l'entrepreneur : son originalité et ses impensés

Séance 4:

- Finalement, l'économie, la gestion et les auteurs historiques
- Evaluation de la formation

ED - U3 - Formation internationale

ED- U3a - Formation internationale - Qualitative Research Design

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Emmanuel Josserand, University of Technology, Sydney

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Qualitative research design

Name / first name: Emmanuel Josserand, Centre for Business and Social Innovation, University of Technology, Sydney

Objectives of the seminar:

- Provide an overview of qualitative design and methods,
- Support students in their reflection about the design of the qualitative research,
- Apply some of the techniques of data collection and/or treatment.

Summary:

The course will go through the different stages of qualitative research projects, including research question, framing, sampling, data collection, data treatment and writeup. At each stage the key decisions to be made will be discussed and the facilitator will also present key “tricks of the trade”.

Readings:

Specific readings may be requested and will be communicated to the participants before the session. No specific text book will be associated with the course. Supplementary readings will be provided in the form of references after each session.

Details of sessions

Session 1: From literature review to design

Before class: Come ready to do a short presentation of your research project.

Session 2: Collecting qualitative data

Before class: No mandatory reading

Session 3: Quantitative and qualitative treatment of qualitative data

Before class: No mandatory readings

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Session 4: Writing up and publishing your qualitative research

Before class, mandatory readings (provided before the session): 2 versions of a published paper + 3 reviews

+ answer to reviewer

ED- U3b - Formation internationale - Economic growth and development

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Vincenzo Lombardo, University of Naples Parthenope

Programme :

Title of the seminar: Economic growth and development

Name / first name: Prof. Vincenzo Lombardo, University of Naples Parthenope, Department of Business and Economics

Prerequisite requirements: Basic knowledge of neoclassical growth theory: Solow model and first generations of endogenous growth models

Objectives of the seminar:

- Understanding of the causes of the contemporary divergence in income per capita across countries
- Study of the determinants of the process of very long-run economic development
- Analysis of deep factors at the root of the divergence in development path and income per capita
- Inequality and Economic Development (Tentative, if time permits)

Summary: The course focuses on the effects and determinants of the process of economic development analyzing the very long-run determinants of the contemporary divergence in income per capita across and within countries. In the light of the unified growth theory, theoretical aspects are analyzed with particular attention to fertility, physical and human capital accumulation as well as technological progress. Then, empirical applications are surveyed with an emphasis on the deep factors at the source of the contemporary divergence in incomes, especially focusing on the role of institutions, culture and geography. Finally, the course offers insights on the link between distribution (income, wealth, land) and economic development.

Readings: Please see below the set of mandatory readings for this module.

Details of sessions:

Session 1 – a) Introduction: Overview of long-run evolution of income and inequality from the epoch of Malthusian stagnation to the modern economic growth. **b) The Malthusian theory**

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Mandatory readings:

- Galor, O., 2011 (**book**), *Unified Growth theory*, Princeton University Press, ch.1-2;
- Ashraf, Q. & Galor, O., “Dynamics and Stagnation in the Malthusian Epoch”, *The American Economic Review*, 2011, 101 2003–204

Before class: Review of overlapping generation models: Acemoglu, D. (**book**), *Introduction to Modern Economic Growth*, Princeton University Press, ch. 9.2-9.3

In class:

- Galor (**book**): ch. 1-2;
- Ashraf, Q. & Galor, O., “Dynamics and Stagnation in the Malthusian Epoch”, *The American Economic Review*, 2011, 101 2003–2041

Supplementary reading:

- Galor, O., 2011 (**book**), *Unified Growth theory*, Princeton University Press, ch.3
 - Weil, D., *Economic Growth*, Routledge, ch. 1,4
-

Session 2 – Unified growth theory

Mandatory readings: Galor, O., “The 2008 Lawrence R. Klein Lecture - Comparative Economic Development: Insights from Unified Growth Theory”, *International Economic Review*, 2010, Vol. 51(1), pp. 1-44

Before class:

In class: Galor, O., “The 2008 Lawrence R. Klein Lecture - Comparative Economic Development: Insights from Unified Growth Theory”, *International Economic Review*, 2010, Vol. 51(1), pp. 1-44

Supplementary reading:

- Galor, O. & Weil, D. N., “Population, Technology, and Growth: From Malthusian Stagnation to the Demographic Transition and beyond”, *The American Economic Review*, 2000, 90, 806-828
 - Galor, O., 2011 (**book**), *Unified Growth theory*, Princeton University Press, ch. 5-6
 - Lagerlöf, N.-P., “The Galor-Weil model revisited: A quantitative exercise”, *Review of Economic Dynamics*, 2006, 9, 116-142
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Session 3 – Deep factors at the origin of the contemporary: Institutions, Culture and Geography**Mandatory readings:**

- Alesina, A. and Giuliano, P., “Culture and Institution”, *Journal of Economic Literature*, *Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program*

2015, 53(4), pp. 898-944

- Nunn, N., "Historical development", in Aghion, Philippe and Durlauf, Steven N. (eds.), *Handbook of Economic Growth*, 2014, Vol. 2A, ch. 7, pp. 347-402
- Spolaore, E. and Wacziarg, R., "How Deep Are the Roots of Economic Development?", *Journal of Economic Literature*, 2013, 51(2), 325–369

Before class:

- Alesina, A. and Giuliano, P., "Culture and Institution", *Journal of Economic Literature*, 2015, 53(4), pp. 898-944
- Nunn, N., "The Importance of History for Economic Development", *Annual Review of Economics*, 2009, 1, pp. 65-92

In class:

Institutions:

- Acemoglu, D., Johnson, S. & Robinson, J.A., "The Colonial Origins of Comparative Development: An Empirical Investigation", *The American Economic Review*, 2001, Vol. 91(5), pp. 1369-1401
- Michalopoulos, S. and Papaioannou, E., "Pre-Colonial Ethnic Institutions and Contemporary African Development", *Econometrica*, 2013
- Michalopoulos, S. and Papaioannou, E., "National Institutions and Subnational Development in Africa", *Quarterly Journal of Economics*, 2014
- Putterman, L. and Weil, D., "Post-1500 Population Flows and The Long-Run Determinants of Economic Growth and Inequality", *Quarterly Journal of Economics*, 2010

Culture:

a) Religion

- Becker, Sascha O. and Wößmann, Ludger, "Was Weber wrong? A human capital theory of protestant economic history", *Quarterly Journal of Economics*, 2009.
- Caicedo, Felipe Valencia, "The Mission: Human Capital Transmission, Economic Persistence and Culture in South America", *Quarterly Journal of Economics*, 2018
- Chaney, Eric, "Revolt on the Nile: Economic shocks, religion, and political power", *Econometrica*, 2013.
- Belloc, M, Drago F, Galbiati, R, "Earthquakes, Religion, and Transition to Self-Government in Italian Cities", *Quarterly Journal of Economics*, 2016
- Benabou, Ticchi and Vindigni, "Forbidden Fruits: The Political Economy of Science, Religion, and Growth", 2015, NBER wp 21105

b) Social structure and the family

- Tabellini, Guido, "Culture and institutions: economic development in the regions of Europe", *Journal of the European Economic Association*, 2010.
- Buggle, J. & Durante, R. Climate Risk, Cooperation, and the Co-Evolution of Culture and institutions, *Economic Journal*, 2021, forthcoming
- Alesina, A. and Giuliano, P., "Family Ties", in Aghion, Philippe and Durlauf, Steven N. (eds.), *Handbook of Economic Growth*, 2014
- Nunn, Nathan and Alesina, Alberto and Giuliano, Paola, "On the Origins of Gender Roles: Women and the Plough", *Quarterly Journal of Economics*, 2013.
- Gorodnichenko, Yuriy and Gerard Roland, "Culture, Institutions and the Wealth of Nations", *Review of Economics and Statistics*, 2016

c) Diversity

- Alesina, Alberto and Devleeschauwer, Arnaud and Easterly, William and Kurlat, Sergio and Wacziarg, Romain, "Fractionalization", *Journal of Economic Growth*, 2003.
- Ashraf, Q. & Galor, O., "Cultural Diversity, Geographical Isolation, and the Origin of the Wealth of Nations", 2011, NBER

Geography:

- Bleaney, M. & Dimico, A., “Biogeographical conditions, the transition to agriculture and long-run growth”, *European Economic Review*, Elsevier, 2011, 55, 943-954
- Olsson, O. & Hibbs Jr, D. A., “Biogeography and long-run economic development”, *European Economic Review*, Elsevier, 2005, 49, 909-938
- Alsan, Marcella, “The Effect of the Tsetse Fly on African Development,” *American Economic Review*, 2015, 105 (1), pp. 382-410

Supplementary reading:

- Acemoglu, D., Johnson, S. & Robinson, J. Institutions as a Fundamental Cause of Long-Run Growth, *Handbook of Economic Growth*, 2005
- Acemoglu, D., Johnson, S. & Robinson, J. The Rise of Europe: Atlantic Trade, Institutional Change, and Economic Growth, *The American Economic Review*, 2005, Vol. 95(3), pp. 546-579
- Acemoglu, D., Johnson, S. & Robinson, J.A., Reversal of fortune: geography and institutions in the making of the modern world income distribution, *The Quarterly Journal of Economics*, 2002, Vol. 117(4), pp. 1231-1294
- Alesina, A. & La Ferrara, E., Ethnic Diversity and Economic Performance, *Journal of Economic Literature*, 2005, XLIII, 762-800
- Alesina, A. & Giuliano, P., The Power of Family, *Journal of Economic Growth*, 2010.
- Alesina, A., Michalopoulos, S. and Papaioannou, E., Ethnic Inequality, *Journal of Political Economy*, 2016
- Algaan, Y. & Cahuc, P., Inherited Trust and Growth, *The American Economic Review*, 2010, 100, 2060-2092
- Algan, Y., & Cahuc, P. (2013). Trust and Growth. *Annual Review of Economics*, 5(1), 521–549.
- Akerlof, George A. and Kranton, Rachel E., Economics and Identity, *Quarterly Journal of Economics*, 2000.
- Ang, J. B., Agricultural legacy and individualistic culture, *Journal of Economic Growth*, Springer, 2019, 1-29
- Banerjee, A. V. and Iyer, L., History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India, *American Economic Review*, 2005
- Barro, Robert J., and Rachel M. McCleary, “Religion and Economic Growth across Countries.”, *American Sociological Review*, 2003, 68 (5), pp. 760–81
- Bentzen, J., Acts of God? Religiosity and natural disasters across subnational world Districts, *The Economic Journal*, 2019, 129, 2295-2321
- Bockstette, V, Chanda & Putterman, States and Markets: The Advantage of Early Starts, *Journal of Economic Growth*, 2002.
- Borcan, O., Olsson, Ola and Putterman, Louis, State history and economic development: evidence from six millennia, *Journal of Economic Growth*, 2018, 23 (1), pp. 1-40
- Buggle, J. C., Growing Collectivism: Irrigation, Group Conformity and Technological Divergence, *Journal of Economic Growth*, 2020, 25, 147-193
- Chanda, Areendam and Putterman, Louis, Early Starts, Reversals and Catch-up in the Process of Economic Development, *Scandinavian Journal of Economics*, 2007, 109, 387-413.
- Chaney, Eric, Revolt on the Nile: Economic shocks, religion, and political power, *Econometrica*, 2013.
- Chen, M. Keith, The Effect of Language on Economic Behavior: Evidence from Savings Rates, Health Behaviors, and Retirement Assets, *American Economic Review*, 2013.
- Djankov, S, The Regulation of Entry, *Quarterly Journal of Economics*, 2002.
- Galor, O. & Özak, Ö. The Agricultural Origins of Time Preference, *American Economic Review*, 2016, 106, 3064-3103
- Gennaioli, N. & Rainer, I., The modern impact of precolonial centralization in Africa, *Journal of Economic Growth*, 2007, 12, 185-234
- Glaeser, E. L. and La Porta, Rafael and Lopez-de-Silanes, Florencio and Shleifer, Andrei, “Do Institutions Cause Growth?”, *Journal of Economic Growth*, 2004.

- Greif, A., Cultural Beliefs and the Organization of Society: A Historical and Theoretical Reflection on Collectivist and Individualist Societies, *The Journal of Political Economy*, 1994.
- Guiso, Luigi and Sapienza, Paola and Zingales, Luigi, The Role of Social Capital in Financial Development, *American Economic Review*, 2004
- Guiso, Luigi and Sapienza, Paola and Zingales, Luigi, Does Culture Affect Economic Outcomes?, *The Journal of Economic Perspectives*, 2006.
- Guiso, Luigi and Sapienza, Paola and Zingales, Luigi, Cultural Biases in Economic Exchange? *Quarterly Journal of Economics*, 2009.
- Guiso, Luigi and Sapienza, Paola and Zingales, Luigi, Long Term Persistence, 2014.
- Hibbs, D. A. & Olsson, O., "Geography, biogeography, and why some countries are rich and others are poor", *Proceedings of the national academy of sciences of the United States of America*, 2004, 101, 3715-3720
- Iyer, L, Direct Versus Indirect Colonial Rule in India: Long-Term Consequences, *Review of Economics and Statistics*, 2010
- La Porta, R.; Lopez-de-Silanes, F. & Shleifer, A., The economic consequences of legal origins, *Journal of economic literature*, 2008, 46, 285-332
- Litina, A., Natural Land Productivity, Cooperation and Comparative Development, *Journal of Economic Growth*, 2016, 1-58
- Litina, A., The Geographical Origins of Early State Formation, 2013
- Nunn, Nathan, The historical roots of economic development, *Science*, 2020, 367
- Nunn, N. & Puga, D., Ruggedness: The blessing of bad geography in Africa, *Review of Economics and Statistics*, MIT Press, 2012, 94, 20-36
- Nunn, N. & Wantchekon, L., The Slave Trade and the Origins of Mistrust in Africa, *American Economic Review*, 2011, 101, 3221-3252
- Olsson, O. & Paik, C., Long-run cultural divergence: Evidence from the Neolithic Revolution, *Journal of Development Economics*, 2016, 122, 197 – 213
- Squicciarini, Mara P. 2020. "Devotion and Development: Religiosity, Education, and Economic Progress in Nineteenth-Century France." *American Economic Review*, 110 (11): 3454-91.
- Tabellini, Guido, Presidential address: institutions and culture, *Journal of the European Economic Association*, 2008.

Session 4 – Inequality and Economic development (Tentative, if time permits)

Mandatory readings:

- Galor, O., "Inequality, Human Capital Formation, and the Process of Development", in Hanushek, E. A.; Machin, S. & Woessmann, L. (Eds.), *Handbook of The Economics of Education*, 2011, Vol. 4, ch. 5, 441-493

In class:

- Cinnirella, Francesco, Hornung, Erik, "Landownership Concentration and the Expansion of Education", *Journal of Development Economics*, 2016
- Galor, O., "Inequality, Human Capital Formation, and the Process of Development", in Hanushek, E. A.; Machin, S. & Woessmann, L. (Eds.), *Handbook of The Economics of Education*, 2011, Vol. 4, ch. 5, 441-493
- Galor, O., Moav, O. & Vollrath, D., "Inequality in Landownership, the Emergence of Human-Capital Promoting Institutions, and the Great Divergence", *Review of Economic Studies*, 2009, Vol. 76, pp. 143-179

Supplementary reading:

- Cinnirella, Francesco, Hornung, Erik, “Landownership Concentration and the Expansion of Education”, *Journal of Development Economics*, 2016
- Galor, O., “Inequality, Human Capital Formation, and the Process of Development”, in Hanushek, E. A.; Machin, S. & Woessmann, L. (Eds.), *Handbook of The Economics of Education*, 2011, Vol. 4, ch. 5, 441-493
- Galor, O. & Zeira, J., “Income Distribution and Macroeconomics”, *Review of Economic Studies*, 1993, Vol. 60(1), pp. 35-52
- Galor, O. & Moav, O., “From Physical to Human Capital Accumulation: Inequality and the Process of Development”, *Review of Economic Studies*, 2004
- Galor, O. & Moav, O., “Das Human-Kapital: A theory of the demise of the class structure”, *Review of Economic Studies*, 2006, Vol. 73, pp. 85-117
- Galor, O., Moav, O. & Vollrath, D., “Inequality in Landownership, the Emergence of Human-Capital Promoting Institutions, and the Great Divergence”, *Review of Economic Studies*, 2009, Vol. 76, pp. 143-179
- Moav, O., “Income distribution and macroeconomics: the persistence of inequality in a convex technology framework”, *Economics Letters*, 2002, Vol. 75, pp. 187-192

ED- Bloc1 U3c - Formation internationale - Various Approaches to Study a Case

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Jean-Pascal Gond, University of London

Programme :

Title of the seminar: Introduction to Case Study Research

Name / first name: Prof. Jean-Pascal Gond, The Business School, City, University of London, UK, 106 Bunhill row, EC1Y BTZ

Prerequisite requirements:

Participants are required to have some previous knowledge on epistemology and qualitative research methods. The course will focus on the construction and publication of papers using qualitative research in academic journals. Most of the readings are supposed to be completed before the course.

Objectives of the seminar:

- Basic understanding of underlying assumptions of the case study method

- Ability to evaluate critically, understand and perform case study type of qualitative research designs and methods in academic papers published in good standing journals
- Competence in designing a case research project oriented toward publication
- Basic knowledge of how to get a case study qualitative paper published in an international academic journal

Summary:

This intensive 12 hours course (three sessions of 4 hours) gives an introduction to qualitative research methods, and more specifically the case study method. It also covers the challenges inherent to the publication of this type of study, relying on the case of management journals. Through the lens of international journal publication, we discuss how to select, collect, analyse and present qualitative data for the study of organizational phenomena, with illustrations from organizational theory and the CSR / sustainability field.

In the process of analysis, we dig deeper into selected case study papers to understand their underlying assumptions as well as the challenges and the opportunities they present for journal publication.

Readings: Please see below the set of mandatory readings for this module. 7 papers in total, and three complete review processes to be analysed.

Details of sessions:

Session 1 – Introducing the foundational principles of case study research

Mandatory readings (to be completed prior to the course):

Eisenhardt, K. M. 1989. Building theory from case study research. ***Academy of Management Review***, 14(4): 532–550. [18 pages]

Eisenhardt, K. M. & Graebner, M. E. 2007. Theory building from cases: Opportunities and challenges. ***Academy of Management Journal***, 50(1): 25–32. [7 pages]

Before class: Read carefully these two papers that introduce and update the case study method. Please make notes of the key stages of the process of conducting a case study and of the different approaches to case writing.

In class: Be prepared to discuss in group and in class the value, challenges and limitations of the case study method in management.

Supplementary reading:

Burawoy, M. 1998. The extended case method. ***Sociological Theory***, 16: 4–33.

Creswell, J. W. 2012, ***Qualitative Inquiry and Research Design: Choosing among Five Approaches***, Sage.

Yin, R. K. 2009 ***Case Study Research. Design and Methods***, 4th Edition, London: Sage.
See extract of the prior edition at the link below:
<https://pdfs.semanticscholar.org/89c8/30dc397c4d76c8548b8f5f99def607798feb.pdf>

Session 2 – Analysis of case study research methods in published studies

Before class: analyze the methods of 3 of the 5 articles listed below, (see the attached tables assigning papers to participants), using the questions below:

1. Which type of **journal** is this article published in?
2. What is the **proposed contribution** of the article?
3. Which **audience** is being targeted?
4. Which **case study method** is used to generate insight?
 - 4.1. How have/has the case(s) been **selected**?
 - 4.2. How is the **sampling** of case(s) **justified**?
 - 4.3. **How many cases** are used? And why?
 - 4.4. How are/is the case(s) **analyzed**?
 - 4.5. How are/is the case(s) **presented**?
 - 4.6. How are **organized the findings section**?
 - 4.7. How **theory built / developed** out of the cases?

In class: identify **common patterns** and **unique features** of the different research methods and present the result visually. Discuss the key differences you observed between these papers in the organization and presentation of the method sections.

Mandatory readings – readings have to be completed prior to the course (please see the Excel spreadsheet with your two assigned readings):

- Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. ***Journal of Management***, 41(2): 441–470.
- Gond, J.-P., Boxenbaum, E. 2013. The glocalization of responsible investment: Contextualization work in France and Québec. ***Journal of Business Ethics***, 115(4): 707–721.

Slager, R., & Gond, J.-P., 2020. The politics of reactivity: Ambivalence in corporate responses to corporate social responsibility ratings. **Organization Studies**, published online, doi: 10.1177/0170840620964980

Whiteman, G. M., & Cooper, W. H. 2011. Ecological Sensemaking. **Academy of Management Journal**, 54(5): 889–911.

Wright, C. & Nyberg, C. 2017. An inconvenient truth: How organizations translate climate change into business as usual. **Academy of Management Journal**, 60(5): 1633–1661.

Session 3 – Unpacking the publication process of case study research

Before class: Analyze the articles at its various stages and the letters / answers. Each person is assigned one of three review processes (see the attached tables assigning papers to participants).

In class: analyze how reviewer comments and editorial letters seem to have influenced the methods. Identify the main changes in the Methods and data presentation resulting from the review process.

Mandatory readings (to be completed prior to the course):

- **Full set of reviews and responses** from *Journal of Management*, for Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. **Journal of Management**, 41(2): 441-470.
- **Full set of reviews and replies** from *Journal of Business Ethics* for Gond, J.-P., Boxenbaum, E. 2013. The glocalization of responsible investment: Contextualization work in France and Québec. **Journal of Business Ethics**, 115(4): 707- 721.
- **Full set of reviews and replies** from *Organization Studies* for Slager, R., & Gond, J.-P. 2020. The politics of reactivity: Ambivalence in corporate responses to corporate social responsibility ratings. **Organization Studies**, published online, doi: 10.1177/0170840620964980

Other optional readings – Case study type of research from the Lecturer (2010-2017)

I would be of course delighted to discuss with you any my publications that relies on some of form of case study method. Please find below the list of my publications using, partially or completely, a form of case study method.

Gond, J.-P. & Brès, L. 2020. Designing the tools of the trade: How corporate social responsibility consultants and their tool-based practices created market shifts. **Organization Studies**, 41(5): 703–726.

Slager, R., Gond, J.-P., & Crilly, D. 2020. Reactivity to sustainability metrics: A configurational study of motivation and capacity. **Business Ethics Quarterly**. Published online, doi: [10.1017/beq.2020.20](https://doi.org/10.1017/beq.2020.20)

Demers, C. & Gond, J.-P. 2020. The moral microfoundations of institutional complexity: Sustainability implementation as compromise-making at an oil sands company. **Organization Studies**, 41(4): 563–586.

- Ben-Khaled, W. & Gond, J.-P. 2020. How do external regulations shape the design of ethical tools in organisations? An open polity and sociology of compliance perspective. **Human Relations**, 73(5): 653–681.
- Acosta, P., Acquier, A., & Gond, J.-P. 2019. Revisiting politics in political CSR: How coercive and deliberative dynamics operate through institutional work in a Colombian company. **Organization Studies**, doi: 10.1177/0170840619867725.
- Gond, J.-P., Cabantous, L. & Krikorian, F. 2018. How do things become strategic? 'Strategifying' corporate social responsibility. Strategic Organization, **Strategic Organization**, 16(3): 241-272.
- Esper, S., Cabantous, L., Barin Cruz, L. & Gond J.-P. 2017. Supporting alternative organizations? Exploring scholars' involvement in the performativity of workerrecovered companies. **Organization**, 24(5): 671-699.
- Whelan, G. & Gond, J.-P. 2017. Meat your enemy: Animal rights, alignment and radical change. **Journal of Management Inquiry**, 26(2): 123-138.
- Barin Cruz, L., Delgado, N., Leca, B. & Gond, J.-P. 2016. Organizational resilience in extreme operating environments: The role of institutional work. **Business and Society**, 55(7): 970-1016.
- Giamporcaro, S. & Gond, J.-P. 2016. Calculability as politics in the construction of markets: The case of socially responsible investment in France. **Organization Studies**, 37(4): 465-485.
- Gond, J.-P., Barin Cruz, L., Raufflet, E. & Charron, M. 2016. To frack or not to frack? The interaction of justification and power in a sustainability controversy. **Journal of Management Studies**, 53(3): 330-363.
- Cabantous, L. & Gond, J.-P. 2015. The resistible rise of Bayesianism in management research: Historical lessons from decision analysis. **Journal of Management**, 41(2): 441-470.
- Brès, L. & Gond, J.-P. 2014. The visible hands of consultants in the construction of the markets for virtue: Translating issues, negotiating boundaries and enacting responsive regulations. **Human Relations**, 67(11): 1347–1382.
- Leca, B., Gond, J.-P. & Barin Cruz, L. 2014. Building 'critical performativity engines' for deprived communities: The construction of popular cooperative incubators in Brazil. **Organization**, 21(5): 683-712.
- Gond, J.-P., Piani, V. 2013. Enabling institutional investors' collective action: The roles of the Principle for Responsible Investment Initiative. **Business and Society**, 52(1): 64-104.
- Slager, R., Gond, J.-P. & Moon, J. 2012. Standardization as institutional work: The regulatory power of a responsible investment standard. **Organization Studies**, 33(5-6): 763-790.
- Patriotta, G., Gond, J.-P. & Schultz F. 2011. Managing legitimacy: Controversies, orders of worth and public justification. **Journal of Management Studies**, 48(8): 1804-1836.
- Cabantous, L., Gond, J.-P. & Johnson-Cramer, M. 2010. Decision theory-as-practice: Crafting economic rationality in organizations. **Organization Studies**, 31(11): 1531-1566.

U4 - Cours ED

U4a - Applied Econometrics

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Florence Goffette-Nagot, Université Lyon 2

Title: Applied Econometrics

Name: Florence Goffette-Nagot, GATE Lyon Saint-Etienne

Prerequisite requirements: Connaissances de base en économétrie : modèle de régression linéaire, méthodes d'estimation par MCO, endogénéité des variables explicatives, méthode d'estimation par variables instrumentales.

Objectives: The goal of this course is to focus on the identification of causal impacts in econometrics. Applications in urban economics and economic geography with strong endogeneity concerns will be provided as case studies.

Summary: We will review some applied econometric models in the field of regional and urban economics. The focus is on the identification of causal impacts in three cases: agglomeration economies, neighborhood effects and spatial mismatch, place-based policies. In the three cases, strong endogeneity issues lead to the development of different strategies for the identification of causal impacts. The course will be divided in three parts dealing with each of these cases.

Readings:

- Baum-Snow, N., Ferreira, F., 2015, Causal inference in urban economics, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 3–68.
- Ciccone, A., Hall, R.E., 1996. Productivity and the density of economic activity. Am. Econ. Rev. 86, 54–70.
- Combes P.-P., Duranton G., Gobillon L., 2008, Spatial Wage Disparities : Sorting Matters !, Journal of Urban Economics 63, 723-742 (2008).
- Combes P.-P., Gobillon L., 2015, The empirics of agglomeration economies, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 247–348.
- Hanson, G.H. (1997) - Increasing returns, trade, and the regional structure of wages. Econ. J. 107, 113–133.
- Moretti, E., 2013. Real wage inequality. Am. Econ. J. Appl. Econ. 5, 65–103.

- Neumark D., Simpson H., 2015, Place-based policies, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 1197-1282.
- Redding, S., Sturm, D. (2008) - The costs of remoteness: evidence from German division and reunification. Am. Econ. Rev. 98, 1766–1797.

Course outlines

Assessing a causal impact: agglomeration economies

1. The mechanisms of agglomeration economies
 - a. Basic model
 - b. Aggregated versus individual data
 - c. Determinants of agglomeration effects
2. Empirical issues: endogeneity
 - a. Sources of endogeneity
 - b. Remedies to endogeneity: fixed effects, instrumentation, natural experiments
3. Further developments
 - a. Agglomeration economies, employment and firm location choices
 - b. Identification of mechanisms
 - c. Estimation of urban costs

Assessing a causal impact: neighborhood effects and spatial mismatch

1. Mechanisms
 - a. Spatial mismatch
 - b. Neighborhood effects
 - c. Location endogeneity issue
3. Identification strategies in urban economics
 - a. Instrumental variables
 - b. Exogenous variations in locations
 - c. Assumptions on selection into locations
 - d. Selection at different aggregation levels

Assessing a causal impact: place-based policies

- a. Evidence on theoretical motivations and behavioral hypotheses
- b. Identifying the effects of place-based policies
- c. Evidence on impacts of policy interventions
- d. Unanswered questions and research challenges

U4b -Epistémologie des sciences de gestion

Lieu : à distance (visio)

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes et Blandine Ageron, Professeur des Universités, IUT de Valence, Université Grenoble Alpes.

Programme :

U4 Formations de spécialités (18H)

Titre: Epistémologie des sciences de gestion

Intervenants:

Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes.

Blandine Ageron, Professeur des Universités, IUT de Valence, Université Grenoble Alpes.

Objectifs :

- Montrer l'importance centrale de la réflexion épistémologique dans toute recherche d'intention scientifique et familiariser les étudiants avec ce type de réflexion ;
- Donner aux étudiants les moyens de décider de manière informée du cadre épistémologique dans lequel ils conduiront leur recherche doctorale ;
- Présenter les principaux paradigmes épistémologiques mobilisés dans les recherches contemporaines en sciences sociales ; faire comprendre que le but de la connaissance, la forme des connaissances, les modes de justification des savoirs élaborés dépendent du cadre épistémologique dans lequel sa recherche s'inscrit.
- Expliquer comment se construit la rigueur scientifique d'une recherche menée dans les différents cadres épistémologiques.

Résumé:

Le séminaire sera structuré en trois interventions séquentielles :

Partie 1 : O. Lavastre : Introduction à l'Epistémologie des Sciences de Gestion.

Partie 2 : O. Lavastre : Les paradigmes épistémologiques positivistes et les démarches hypothético-déductives.

Partie 3 : B. Ageron : Les paradigmes épistémologiques constructivistes et les démarches inductives.

L'objectif des interventions sera dans un premier temps de présenter ces paradigmes et dans un second temps de comprendre leurs implications pour les pratiques de recherche.

Principales références:

Ouvrages de « méthodes » :

GAVARD-PERRET, M.L., GOTTELAND, D., HAON, C., JOLIBERT A. (2018), *Méthodologie de la recherche en sciences de gestion*, Pearson, 3ème édition.

ROMELAER, P., KALIKA, M. (2016), *Comment réussir sa thèse - Définir un sujet, conduire une recherche, soutenir sa thèse*, Dunod, 3ème édition.

THIETART, R.-A. (coord.) (2014), *Méthodes de recherche en Management*, Coll. Gestion Sup., Dunod, 4^{ème} édition.

Ouvrages et articles de « réflexion » et d'approfondissement :

- CHALMERS, A.F. (1988). *Qu'est-ce que la science ?* Paris : La Découverte (trad. française).
- GLASERSFELD, E. von, (2001), The radical constructivist view of science, *Foundations of Science*, special issue on Impact of Radical Constructivism on Science, 6/1-3: 31-43.
- GUBA, E. G., LINCOLN, Y. S. (1989), *Fourth Generation Evaluation*, Sage, London.
- GUBA, E. G., LINCOLN, Y. S. (2007), "Paradigmatic Controversies, Contradictions, and Emerging Confluences", in N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research*, Sage, London, p. 191-215.
- KLEIN, H., MYERS, M. (1999), "A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems", *MIS Quarterly*, vol 23, n°1, p.67-94.
- MARTINET, A.-C., PESQUEUX, Y. (2013). *Epistémologies et sciences de gestion*. FNEGE, Vuibert.
- MINGERS, J. (2004). Real-izing information systems: critical realism as an underpinning philosophy for information systems. *Information and organization*, 14(2), 87-103.
- MYERS, M. D., KLEIN, H. K. (2011), "A Set of Principles for Conducting Critical Research in Information Systems", *MIS Quarterly*, vol. 35, n° 1, p. 17-36.
- SANDBERG, J. (2005), "How Do We Justify Knowledge Produced with Interpretive Approaches?", *Organizational Research Methods*, vol. 8, n° 1, pp. 41-68
- TSOUKAS, H. (1989), "The Validity of Idiographic Research Explanations", *Academy of Management Review*, vol. 14, n° 5, p. 551-561.
- WALSH, I. (2015). *Découvrir de nouvelles théories*. Collection Business Science Institute. EMS Editions.

Articles synthétiques :

- DAVID, A. (1999), « Logique, épistémologie et méthodologie en sciences de gestion », *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 23 pages. <https://basepub.dauphine.fr/bitstream/handle/123456789/3186/david.pdf>
- DUMEZ, H. : *Le Libellio d'Aegis* : <http://lelibellio.com/> : revue scientifique avec des numéros spéciaux, et notamment celui-ci-dessous :
- => <http://lelibellio.com/libellio-vol-6-n4-hiver-2010-numero-special/> : Éléments pour une épistémologie de la recherche qualitative en gestion Ou que répondre à la question : « quelle est votre posture épistémologique ? »
- => <http://lelibellio.com/wp-content/uploads/2015/10/vol.-7-n%C2%B0-1-Pages-39-%C3%A0-52-Avenier-M-J.-2011-Pourquoi-jeter-le-b%C3%A9b%C3%A9-avec-leau-du-bain....pdf>
- MBENGUE, A., VANDANGEON-DERUMEZ, I (1999), "Positions épistémologiques et outils de recherche en management Stratégique", *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 22 pages. <https://f.hypotheses.org/wp-content/blogs.dir/2413/files/2015/02/mbengue.pdf> [cet article est certes pédagogique, mais peut être discuté].

Articles illustratifs de recherches conduites dans les différents paradigmes épistémologiques :

ALBERT, M.-N., COUTURE, M.-M. (2013), "The Support to an Entrepreneur: From Autonomy to Dependence", *SAGE Open*, 3, Published 13 June 2013. => Exemple de recherche dans le constructivisme pragmatique <http://sgo.sagepub.com/content/3/2/2158244013492779>.

CAO M., & ZHANG, Q. (2011). Supply chain collaboration: Impact on collaborative advantage and firm performance. *Journal of Operations Management*, 29(3), 163-180. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PANAYIDES, P. M., & VENUS LUN, Y. V. (2009). The impact of trust on innovativeness and supply chain performance. *International Journal of Production Economics*, 122(1), 35-46. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PASCAL, A., THOMAS, C., ROMME, G. L. (2013), "Developing a Human-centred and Science- based Approach to Design: The Knowledge Management Platform Project", *British Journal of Management*, vol. 24, n° 2, p. 264-280. => Exemple de recherche dans le réalisme critique

YOUNG, M.-L., KUO, F.-Y., MYERS, M. D. (2012), "To Share or not to Share: A Critical Research Perspective on Knowledge Management Systems", *European Journal of Information Systems*, vol. 21, p. 496-511. => Exemple d'étude critique.

Plan de cours

I- Introduction à l'Epistémologie en Management (Intervenant : O. Lavastre)

1 – L'intérêt d'enracinements épistémologiques d'une recherche ?

2 – Typologie des paradigmes épistémologiques.

Illustration et discussion de différents points par le biais d'exemples ou d'articles de recherche.

II- Les approches positivistes et hypothético-déductives (Intervenant : O. Lavastre)

1 - Définition et adoption d'un cadre épistémologique positiviste : le statut accordé aux données, la relation entre théorie et données, la valeur de la connaissance produite, les critères de scientificité,

2 - Définition et adoption d'une démarche hypothético-déductive : "le chercheur dans sa tour d'ivoire ?"

En parallèle des deux parties de l'intervention, discussions autour d'articles de recherche et autour des approches qu'ont adoptées les étudiants de l'ED.

III - Les autres principaux paradigmes épistémologiques (Intervenant : B. Ageron)

1 - Définition et adoption d'un cadre épistémologique constructiviste : le statut accordé aux données, la relation entre théorie et données, la valeur de la connaissance produite, les critères de scientificité,

2 - Définition et adoption d'une démarche inductive : 'L'ancrage dans le terrain !'

Les éléments abstraits présentés dans cette formation seront systématiquement mis en relation avec les questions méthodologiques que les participants se posent dans leurs thèses.

Il sera régulièrement demandé aux participants d'illustrer les notions et principes présentés par des exemples tirés de leur travail de thèse.

U4c - Méthodes quantitatives – Modèles d'équations structurelles

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : William SABADIE, Université Lyon 3, Laboratoire Magellan et Laure AMBROISE, Université Lyon 2, Laboratoire Coactis

Programme :

Titre: Méthodes quantitatives – Modèles d'Equations Structurelles

Intervenants:

William SABADIE, Université Lyon 3, Laboratoire Magellan

Laure AMBROISE, Université Lyon 2, Laboratoire Coactis

Prérequis: Maîtrise des statistiques de bases, des tests statistiques paramétriques, de l'analyse factorielle et de la régression linéaire

Objectifs : Le cours présente les spécificités des équations structurelles. Des applications sur AMOS et PLS seront réalisées.

Le cours abordera les points suivants :

- Modélisation
- Les principes sous-jacents aux MES
- Le modèle de mesure : problèmes de fiabilité et validité
- Le modèle structurel
- Analyses de médiation et de modération avec les MES

Principales références:

Byrne M.B. (2016), Structural Equation Modeling with Amos, Routledge.

Hair J.F. et al. (2013), Multivariate Data Analysis, Pearson.

Hair J.F. et al. (2016), A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), Sage.

Hair J.F. et al. (2017)., Advanced Issues in Partial Least Squares Structural Equation Modeling, Sage.

Tabachnik B.G. and Fidell L.S (2012), Using Multivariate Statistics, Pearson.

Ecole Doctorale Sciences Economiques et de Gestion - University of Lyon – PhD program

Fernandes, V. (2012). (Re) discovering the PLS approach in management science. *M@n@gement*, 15(1), 102-123.

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, 19(2), 139-152.

Iacobucci, D. (2009). Everything you always wanted to know about SEM (structural equations modeling) but were afraid to ask, *Journal of Consumer Psychology*, 19 (2009) 673–680.

U4d - Programming for experiences

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Quentin Thévenet, CNRS, Laboratoire GATE

Programme :

Session 1

Computer science: essential notions to understand what programming is.

- computer architecture (processeur, ram, rom...)

- network (TCP/IP, client/server...):

 - What is a network?

 - How does it work?

 - Usage

- programming:

 - What is programming?

 - Different programming languages

 - install a development environment

 - Algorithm vocabulary and notions:

 - Control flow

 - Variable

 - Operator

Session 2

Algorithm: complementary notions.

- Array / list: use and utility

- Function: Resolution of classical problems

Session 3

Web experiment:

- Web language (HTML, CSS, JavaScript, PHP)

- Otree (Python)

Initiation to SQL database

Session 4

Programming an experiment

Participants have to come with a computer running on windows, we will do some practical work in different language (Ztree, JAVA, Python)

ED - Bloc 1W - Workshop

ED- Workshop

Lieu : en visio conférence

Date de début de la formation : 8 avril 2021

Langue de l'intervention : français ou anglais

Public prioritaire : A partir de la 2ème année

WORKSHOP 2021

SOMMAIRE

9h00

- META-ORGANISATIONS ET TERRITOIRES
- SANTÉ
- APPROCHES EXPERIMENTALES DES COMPORTEMENTS

11h15

- SURVIE
- CYCLES, CROISSANCE ET STABILITE
- PRATIQUES ET TACTIQUES DE LEGITIMITE

14h00

- EXPERIENCES ET REPRESENTATIONS DU CONSOMMATEUR
- MODELISATION ET OPTIMISATION
- LEADERS ET MANAGERS

16h00

- LES PROCESSUS DE RECRUTEMENTS POUR LES CARRIÈRES ACADÉMIQUES ET NON ACADÉMIQUES

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m969af7a9db93018667e135283c24cb57>

META-ORGANISATIONS ET TERRITOIRES

Oriane Lafuente-Sampietro, Université Lyon 2

Convertible local currency and localization, findings from a French convertible local currency user survey and network analysis

Discutant enseignant-chercheur : Julien Albertini, Université Lyon 2

Discutant doctorant : Yoann Ducoux, Université Lyon 3

Yassine Mehros, Université de Saint-Etienne

Ecosystème d'innovation et opportunité entrepreneuriale : une première approche dynamique des acteurs

Discutant enseignant-chercheur : Marie-Christine Chalus-Sauvannet, Université Lyon 3

Discutant doctorant : Fabio Rizzi, Université Lyon 3

Karim El Asmar, Université Lyon 3

Analyse des Méta-Organisations dans le contexte de systèmes alimentaires du milieu : Vers une gestion de la compétence à l'échelle d'une méta-organisation territoriale

Discutant enseignant-chercheur : Emilie Lanciano, Université Lyon 2

Discutant doctorant : Oriane Lafuente-Sampietro, Université Lyon 2

<https://univlyon3.webex.com/univlyon3/j.php?MTID=md9120cc291b7e4bfc45893cc1a01c5b7>

SANTÉ

Kamel Ismail, Université Lyon 2

Revisiting the nexus between health and poverty in South Africa

Discutant enseignant-chercheur : Mathieu Couttenier, ENS de Lyon

Discutant doctorant : Samuel Piveteau, Université Lyon 1

Teresa Valderas Tercero, Université Lyon 3

Quelle(s) tension(s) de rôle pour le patient acteur des systèmes de santé : du cadre conceptuel à des propositions méthodologiques, application à des personnes atteintes d'insuffisance rénale chronique

Discutant enseignant-chercheur : Laure Ambroise, Université de Saint-Etienne

Discutant doctorant : Sophie Le Lédan, Université Lyon 3

Sophie Le Lédan, Université Lyon 3

Management du personnel administratif en milieu hospitalier : une ressource sous-évaluée

Discutant enseignant-chercheur : Didier Vinot, Université Lyon 3

Discutant doctorant : Teresa Valderas Tercero, Université Lyon 2

<https://univlyon3.webex.com/univlyon3/j.php?MTID=mb2e65e33c421303a7055dabb8c96c6be>

APPROCHES EXPERIMENTALES DES COMPORTEMENTS

Maria Erazo Diaz, Université Lyon 2

Elicitation Method to Measure Betrayal Aversion and Disentangle Social Ambiguity from Strategic Uncertainty

Discutant enseignant-chercheur : [Caroline Hussler](#), Université Lyon 3

Discutant doctorant : [Amélie Joassard](#), Université Lyon 3

Prince Teye, Université Lyon 3

How Nudges May Promote Professional Skepticism in Audit ?

Discutant enseignant-chercheur : [Camille Cornand](#), Université Lyon 2

Discutant doctorant : [Rachid Achbah](#), Université de Saint-Etienne

Amélie Joassard, Université Lyon 3

Et si un advergaming était efficace sans avoir besoin d'y jouer ? L'impact de la légitimité perçue d'un advergaming sur les attitudes et intentions de téléchargement

Discutant enseignant-chercheur : [Catherine Viot](#), Université Lyon 1

Discutant doctorant : [Clara Calaudi](#), Université Lyon 2

11h15

<https://univlyon3.webex.com/univlyon3/j.php?MTID=ma4173625e214fd419da0004ad6711cb1>

SURVIE

Samuel Piveteau, Université Lyon 1

Mortality Time series Clustering by K-LC

Discutant enseignant-chercheur : [Izabela Jelovac](#), Université Lyon 2

Discutant doctorant : [Kamel Ismail](#), Université Lyon 2

Rachid Achbah, Université de Saint-Etienne

Effective Turnaround for SMEs: Interaction between Insolvency Proceedings and Retrenchment Strategies

Discutant enseignant-chercheur : [Hervé Goy](#), Université Lyon 3

Discutant doctorant : [Prince Teye](#), Université Lyon 3

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m08ef1235cc093440aa85d520de892469>

CYCLES, CROISSANCE ET STABILITE

Vincent Carret, Université Lyon 2

And yet it rocks! Fluctuations and growth in Ragnar Frisch's rocking horse model

Discutant enseignant-chercheur : Philippe Solal, Université de Saint-Etienne

Discutant doctorant : Yao Thibaut Kpegli, Université Lyon 2

Behzad Alimoradian, Université Lyon 1

Modèle de gestion actif-passif pour les fonds de type stable value

Discutant enseignant-chercheur : Béatrice Rey-Fournier, Université Lyon 2

Discutant doctorant : Kevin Techer, Université de Saint-Etienne

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m2560c285eae1f9a30e7e3bfcaf854ff1>

PRATIQUES ET TACTIQUES DE LEGITIMITE

Clara Calaudi, Université Lyon 2

Les pratiques marketing au service de l'innovation durable

Discutant enseignant-chercheur : David Vallat, Sciences-Po Lyon

Discutant doctorant : Charlotte Cadieu, Université Lyon 3

Yoann Ducoux, Université Lyon 3

Étude exploratoire sur l'intégration de la gestion des avis-employeur à la stratégie de marque employeur

Discutant enseignant-chercheur : Catherine Viot, Université Lyon 1

Discutant doctorant : Codjovi Rodrigue Dogble, Université de Saint-Etienne

12h15/14h00 pause déjeuner

14h00

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m23af5c9c3b2da3a39de177aff9ff53b1>

EXPERIENCES ET REPRESENTATIONS DU CONSOMMATEUR

Charlotte Cadieu, Université Lyon 3

Transparency, control, and the personalization-privacy paradox

Discutant enseignant-chercheur : Margherita Pagani, emlyon business school

Discutant doctorant : Salma André-Boukhriess, Université Lyon 3

Codjovi Rodrigue Dogble, Université de Saint-Etienne

Représentations sociales et identité sociale dans la consommation des produits alimentaires : clarification sémantique des produits « sains » et/ou « bons »

Discutant enseignant-chercheur : Lionel Sitz, emlyon business school

Discutant doctorant : Karim El Asmar, Université Lyon 3

Salma André-Boukhriess, Université Lyon 3

The influence of robot face and body anthropomorphism in frontline service

Discutant enseignant-chercheur : Maud Damperat, Université de Saint-Etienne

Discutant doctorant : Maria Erazo Diaz, Université Lyon 2

<https://univlyon3.webex.com/univlyon3/j.php?MTID=ma8a8a00377740545e936223a9af56d5e>

MODELISATION ET OPTIMISATION

Yao Thibaut Kpegli, Université Lyon 2

All at Once! A Comprehensive and Tractable Semi-Parametric Method to Elicit Prospect Theory Components

Discutant enseignant-chercheur : Eric André, emlyon business school

Discutant doctorant : Natalia Bou Sakr, Université Lyon 1

Kevin Techer, Université de Saint-Etienne

Marginalism, Egalitarianism and Multi-efficiency in Multi-Choice Games

Discutant enseignant-chercheur : Benoit Tarroux, Université Lyon 2

Discutant doctorant : Behzad Alimoradian, Université Lyon 1

Natalia Bou Sakr, Université Lyon 1

Uncertain impact of prevention on the classical risk model

Discutant enseignant-chercheur : Olivier Lecourtois, emlyon business school

Discutant doctorant : Vincent Carret, Université Lyon 2

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m5aefa22ccd43453f714b850e45220e49>

LEADERS ET MANAGERS

Fabio Rizzi, Université Lyon 3

A Case Study on How Line Managers Empower Employees of Generation Z

Discutant enseignant-chercheur : Céline Bérard, Université Lyon 2

Discutant doctorant : Jona Krutaj, Université Lyon 2

Jona Krutaj, Université Lyon 2

The role of leaders in promoting or impeding change in social norms

Discutant enseignant-chercheur : Laurent Vilanova, Université Lyon 2

Discutant doctorant : Charles Revue, Université Lyon 3

Charles Revue, Université Lyon 3

Le management empêche-t-il les leaders de se montrer vulnérables ?

Discutant enseignant-chercheur : Benjamin Dubrion, Sciences-Po Lyon

Discutant doctorant : Yassine Mehros, Université de Saint-Etienne

16h00

<https://univlyon3.webex.com/univlyon3/j.php?MTID=m648074899acdb385ff8fc7ed43ded601>

SESSION PLÉNIÈRE :

LES PROCESSUS DE RECRUTEMENTS POUR LES CARRIÈRES ACADÉMIQUES ET NON ACADÉMIQUES

Corentin Curchod, Senior Lecturer in Strategic Management & Organisation, University of Edinburgh

Michaël Assous, Professeur des Universités, laboratoire Triangle, Université Lyon 2

Jérôme Rive, Professeur des Universités, centre de recherche Magellan, Université Lyon 3

Pierrick Piette, Actuaire tarification, Seyna,

Dorian Debrand, Directeur établissement de santé

Catalogue des formations de l'année 2019 - 2020

- **ED - U1 - Formation interdisciplinaire**
 - U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter (21 heures)
 - **ED - U3 - Formation internationale**
 - ED- U3b - Formation internationale - Experiments in Society: Framing Social Experiments at the Boundaries of Economics (12 heures)
 - ED- U3d - Formation internationale - Advanced Course in Experimentation: Neuroscience and Information Technologies (12 heures)
 - **U4 - Cours ED**
 - ED- U4a -Applied Econometrics (18 heures)
 - ED- U4b -Epistémologie des sciences de gestion (18 heures)
 - **ED - Workshop**
 - Workshop
-

ED - U1 - Formation interdisciplinaire

ED- U1B - Innovation et croissance en économie et en gestion : la contribution de Schumpeter

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Caroline Hussler, Université Jean Moulin Lyon 3 et Muriel Dal Pont Legrand, Université de Nice

Programme :

U1 Formation interdisciplinaire (21H)

Titre: Schumpeter en économie et en gestion

Intervenants:

Muriel Dal-Pont -Legrand, professeure en sciences économiques, Université de Nice et Caroline, Hussler, professeure en sciences de gestion, iaelyon, Université de Lyon Jean Moulin

Objectifs : Questionner l'actualité et l'interdisciplinarité (économie et gestion) des travaux d'un auteur commun, pour éclairer les spécificités de chaque discipline

Résumé: Schumpeter est un auteur de référence, tant dans les travaux d'économistes que les travaux de gestionnaires. Où résident ces principales contributions dans les deux champs ? Qu'en est-il de son héritage dans les deux disciplines ? En quoi ses travaux éclairent-ils les spécificités de chaque discipline ?

Principales références:

Schumpeter (1911, 1934), *Théorie de l'évolution économique: recherches sur le profit, le crédit, l'intérêt et le cycle de conjoncture*, Dalloz, Paris

Schumpeter (1939), *Business Cycles*, Philadelphia

Schumpeter (1942), *Capitalism, Socialism, Democracy*, Harper, NY.

Schumpeter (1949), *Economic Theory and entrepreneurial history*, Harvard University Press, Cambridge MA

Plan de cours

Séance 1 (10 février)

- Schumpeter, sa vision « macroéconomique », ses fondements microéconomiques
 - *Theory of Economic Development* (TED), 1911
 - *Business Cycles*, 1939
- Les grands concepts
 - Entrepreneur, innovation, crédit
 - Le concept de destruction créatrice
- Les implications en termes de politique économique : Schumpeter, un liquidationniste?
- Une résonance des travaux de Schumpeter dans l'analyse macroéconomique récente (récession productive versus pouvoir de récupération du capitalisme)

Séance 2: (13 février)

- Schumpeter, sa vision du capitalisme : stagnation versus déclin
- Schumpeter et la démocratie
- Schumpeter, sa méthode et son projet de science sociale unifiée

Séance 3: (12 mars)

- Schumpeter, père de la gestion de l'innovation
- Schumpeter et l'entrepreneur : son originalité et ses impensés

Séance 4: (13 mars)

- Finalement, l'économie, la gestion et les auteurs historiques
- Evaluation de la formation

ED - U3 - Formation internationale

ED- U3b - Formation internationale - Experiments in Society: Framing Social Experiments at the Boundaries of Economics

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1^{ère} année

Equipe pédagogique : Evelyn Forget, University of Manitoba

Programme :

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Experiments in society: framing social experiments at the boundaries of economics

Name / first name: Evelyn Forget, Department of Community Health Sciences at the University of Manitoba and Academic Director of the Manitoba Research Data Centre

Elinor Ostrom (August 7, 1933 – June 12, 2012) was an American political economist whose empirical work on behalf of low-income communities in the tradition of the New Institutionalism shared the Nobel Prize in 2009. Esther Duflo (b. 25 October 1972) shared the Nobel Prize in 2019 for the use of randomized controlled trials to study poverty interventions in low-income countries. This course identifies these two economists as leading figures of two distinct epistemological traditions in social science research, and traces the roots of each approach to the dawn of the 20th century.

1. Elinor Ostrom and Esther Duflo as exemplars of two distinct methodological traditions

Labrousse, A., 2016. Not by technique alone. A methodological comparison of development analysis with Esther Duflo and Elinor Ostrom. *Journal of Institutional Economics*, 12(2), pp.277-303.

Boettke, P., Palagashvili, L. and Lemke, J., 2013. Riding in cars with boys: Elinor Ostrom's adventures with the police. *Journal of Institutional Economics*, 9(4), pp.407-425.

Duflo, E., 2017. Richard T. Ely Lecture: The Economist as Plumber. *American Economic Review*, 107(5), pp.1-26.

Duflo, E. Social Experiments to Fight Poverty. Ted Talk.

https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty

2. RCTs and social experimentation in high income countries

Deaton, A. and Cartwright, N., 2018. Understanding and misunderstanding randomized controlled trials. *Social Science & Medicine*, 210, pp.2-21.

Ioannidis, J.P., 2018. Randomized controlled trials: Often flawed, mostly useless, clearly indispensable: A commentary on Deaton and Cartwright. *Social Science & Medicine* (1982), 210, p.53.

3. Basic Income Experiments

De Wispelaere, Jurgen, Antti Halmetoja, and Ville-Veikko Pulkka. "The rise (and fall) of the basic income experiment in Finland." In *CESifo Forum*, vol. 19, no. 3, pp. 15-19. München: ifo Institut–Leibniz-Institut für Wirtschaftsforschung an der Universität München, 2018.
<https://www.econstor.eu/handle/10419/186082>

Forget, Evelyn L. "The town with no poverty: The health effects of a Canadian guaranteed annual income field experiment." *Canadian Public Policy* 37, no. 3 (2011): 283-305.
https://www.researchgate.net/publication/227387994_The_Town_with_No_Poverty_The_Health_Effects_of_a_Canadian_Guaranteed_Annual_Income_Field_Experiment

Widerquist, Karl. "The Devil's in the Caveats: A Brief Discussion of the Difficulties of Basic Income Experiments." In *CESifo Forum*, vol. 19, no. 3, pp. 30-35. München: ifo Institut–Leibniz-Institut für Wirtschaftsforschung an der Universität München, 2018.
<http://hdl.handle.net/10419/186084>

4. Designing a Basic Income Experiment

5. A rebellion against expertise.

Forget, EL, 2019. Experiments in Society. Framing Social Experiments at the boundary between social work and sociology. Working Paper.
https://www.researchgate.net/publication/337364655_EXPERIMENTS_IN_SOCIETY_Framing_social_experiments_at_the_boundary_between_social_work_and_sociology

Naples, N.A., 1998. Toward a multiracial, feminist social-democratic praxis: Lessons from grassroots warriors in the US war on poverty. *Social Politics: International Studies in Gender, State & Society*, 5(3), pp.286-313.

Gross, M., 2009. Collaborative experiments: Jane Addams, Hull House and experimental social work. *Social Science Information*, 48(1), pp.81-95.

Schneiderhan, E., 2011. Pragmatism and empirical sociology: the case of Jane Addams and Hull-House, 1889–1895. *Theory and Society*, 40(6), p.589.

6. Society as experiment: the sociological foundations of an alternative to RCTs

Ansell, C., 2013. What is a "democratic experiment"? *Democratic Experimentalism*, pp.159-180.

Gross, M. and Krohn, W., 2005. Society as experiment: sociological foundations for a self-experimental society. *History of the Human Sciences*, 18(2), pp.63-86.

ED- U3d - Formation internationale - Advanced Course in Experimentation: Neuroscience and Information Technologies

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Dr Pierre-Majorique Léger

Programme

U3 International Seminar in Economics and Management (12H)

Title of the seminar: Advanced Course in Experimentation: Neuroscience and Information Technologies

Name / first name: Dr Pierre-Majorique Léger, HEC Montréal, Tech3Lab & Department of IT, Montréal, Québec, Canada.

Prerequisite requirements:

Basic knowledge of experimental methods will be helpful

Objectives of the seminar:

This seminar exposes doctoral students to the apply neuroscience tools and theories in organizational research, and more specifically in information systems and electronic commerce research. The objective is to help students to develop a comprehensive and in-depth understanding of this research area and help them develop their research skills. At the end of this course, students will:

- Understand the main neuroscience methods used in organizational research, and more specifically information system research
- Understand the contribution of applied neuroscience
- Be competent to develop a neuroscience experiment

Summary:

The seminar includes research based on various types of neurophysiological tools, such as functional magnetic resonance imaging, electroencephalography and physiological measures. The seminar covers conceptual and empirical works to themes such as trust, technostress, technology adoption, human-computer interaction, emotional and cognitive processes in IT usage.

Details of sessions

Introduction

This unit gives an introduction on how the use of neuroscience and neurophysiological tools and knowledge can be apply to better understand the development, use, and impact of information and communication technologies.

Reading before class

- Dimoka, Angelika, Fred D. Davis, Alok Gupta, Paul A. Pavlou, Rajiv D. Banker, Alan R. Dennis, Anja Ischebeck et al. "On the use of neurophysiological tools in IS research: Developing a research agenda for NeuroIS." *MIS quarterly* (2012): 679-702. [\[link\]](#)

Session 1: Measures of peripheral nervous system (PNS)

In this unit, we introduce measures of peripheral nervous system (PNS). Specifically, this unit covers the electrodermal activity and automated facial coding, two non-intrusive measures that offer great research potential in IS research. Moreover, the unit also discusses how these measures work, the benefits and limitations of these tools, and selected experimental designs and statistical techniques. Then, we review how PNS measurement has contributed to IS research. Specifically, we will apply the electrodermal activity and automated facial coding to study emotional reaction during the interaction with an IT artefact.

- Giroux-Huppé, Caroline, Sylvain Sénécal, Marc Fredette, Shang Lin Chen, Bertrand Demolin, and Pierre-Majorique Léger. "Identifying psychophysiological pain points in the online user journey: the case of online grocery." In *International Conference on Human-Computer Interaction*, pp. 459-473. Springer, Cham, 2019. [\[link\]](#)
- Giroux, Félix, Jared Boasen, Sylvain Sénécal, Marc Fredette, Armel Quentin Tchanou, Jean-François Ménard, Michel Paquette, and Pierre-Majorique Léger. "Haptic Stimulation with High Fidelity Vibro-Kinetic Technology Psychophysiologicaly Enhances Seated Active Music Listening Experience." In *2019 IEEE World Haptics Conference (WHC)*, pp. 151-156. IEEE, 2019. [\[link\]](#)

Sessions 2: Eye-tracking measures

Eye-tracking concerns the biometric measurement of the condition and movements of the eye. Generally, even though a person feels as if he or she is controlling eye movements, many micro-movements and pupil-size modifications occur without conscious awareness. The unit discusses how oculometry works, the benefits and

limitations of this tool, and selected experimental designs and statistical techniques. We then discuss how oculometry has contributed to IS research. Specifically, we apply the eyetracking methods to the topic of online in electronic commerce research.

Reading before class :

- Desrochers, C., Léger, P. M., Fredette, M., Mirhoseini, S., & Sénécal, S. (2019). The arithmetic complexity of online grocery shopping: the moderating role of product pictures. *Industrial Management & Data Systems*. [\[link\]](#)
- Etco, Matthew, Sylvain Sénécal, Pierre-Majorique Léger, and Marc Fredette. "The influence of online search behavior on consumers' decision-making heuristics." *Journal of Computer Information Systems* 57, no. 4 (2017): 344-352. [\[link\]](#)

Session 3: Functional Magnetic Resonance Imaging (fMRI)

This unit gives an overview of Functional Magnetic Resonance Imaging (fMRI). This technology builds upon magnetic resonance imaging (MRI) scanning technology which measures blood oxygenation in the brain and exploits the different magnetic properties of oxygenated and deoxygenated blood. The unit discusses how fMRI works, the benefits and limitations of this tool, and selected experimental designs and statistical techniques. We then discuss how fMRI has contributed to IS research. Specifically, we apply fMRI method to the topic of trust and security in information system research.

Reading before class:

- Vance, A., Jenkins, J. L., Anderson, B. B., Bjornn, D. K., & Kirwan, C. B. (2018). Tuning Out Security Warnings: A Longitudinal Examination of Habituation Through fMRI, Eye Tracking, and Field Experiments. *MIS Quarterly*, 42(2), 355-380. [\[link\]](#)
- Riedl, René, Peter NC Mohr, Peter H. Kenning, Fred D. Davis, and Hauke R. Heekeren. "Trusting humans and avatars: A brain imaging study based on evolution theory." *Journal of Management Information Systems* 30, no. 4 (2014): 83-114. [\[link\]](#)

Session 4: Electroencephalography (EEG)

In this unit, we will use EEG to discuss how neuroscience can inform with precise temporal resolution on the automatic and unconscious cognitive process during an IT task. Electroencephalograms, commonly called EEGs, are recordings of the electrical activity of neurons within the cerebral cortex. The unit discusses how using electrodes placed on the scalp, EEG measures, with a very high temporal precision (milliseconds), the summation of synchronous postsynaptic action potentials produced by a population of neurons in the brain. We then review how EEG has contributed to IS research with example on IS use and misuse.

- Pauna, Horea, Pierre-Majorique Léger, Sylvain Sénécal, Marc Fredette, Élise Labonté-Lemoyne, François Courtemanche, Renaud Legoux, and Jean-François Ménard. "The effects of a high fidelity vibro-kinetic multisensory

experience on implicit and explicit brand recognition." Journal of Neuroscience, Psychology, and Economics 12, no. 1 (2019): 18. [\[link\]](#)

- Courtemanche, Francois, Elise Labonté-LeMoyne, Pierre-Majorique Léger, Marc Fredette, Sylvain Senecal, Ann-Frances Cameron, Jocelyn Faubert, and François Bellavance. "Texting while walking: an expensive switch cost." Accident Analysis & Prevention 127 (2019): 1-8. [\[link\]](#)

U4 - Cours ED

U4a - Applied Econometrics

Lieu : à distance (visio)

Langue de l'intervention : anglais

Public prioritaire : 1ère année

Equipe pédagogique : Florence Goffette-Nagot, Université Lyon 2

U4 Formations de spécialités (18H)

Title: Applied Econometrics

Name: Florence Goffette-Nagot, GATE Lyon Saint-Etienne

Prerequisite requirements: Connaissances de base en économétrie : modèle de régression linéaire, méthodes d'estimation par MCO, endogénéité des variables explicatives, méthode d'estimation par variables instrumentales.

Objectives: The goal of this course is to focus on the identification of causal impacts in econometrics. Applications in urban economics and economic geography with strong endogeneity concerns will be provided as case studies.

Summary: We will review some applied econometric models in the field of regional and urban economics. The focus is on the identification of causal impacts in three cases: agglomeration economies, neighborhood effects and spatial mismatch, place-based policies. In the three cases, strong endogeneity issues lead to the development of different strategies for the identification of causal impacts. The course will be divided in three parts dealing with each of these cases.

Readings:

- Baum-Snow, N., Ferreira, F., 2015, Causal inference in urban economics, in Handbook of Urban and Regional Economics vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 3–68.

- Ciccone, A., Hall, R.E., 1996. Productivity and the density of economic activity. *Am. Econ. Rev.* 86, 54–70.
- Combes P.-P., Duranton G., Gobillon L., 2008, Spatial Wage Disparities : Sorting Matters !, *Journal of Urban Economics* 63, 723-742 (2008).
- Combes P.-P., Gobillon L., 2015, The empirics of agglomeration economies, in *Handbook of Urban and Regional Economics* vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 247–348.
- Hanson, G.H. (1997) - Increasing returns, trade, and the regional structure of wages. *Econ. J.* 107, 113–133.
- Moretti, E., 2013. Real wage inequality. *Am. Econ. J. Appl. Econ.* 5, 65–103.
- Neumark D., Simpson H., 2015, Place-based policies, in *Handbook of Urban and Regional Economics* vol. 5, G. Duranton, V. Henderson and W. Strange (eds.), Elsevier-North Holland, Amsterdam, 1197-1282.
- Redding, S., Sturm, D. (2008) - The costs of remoteness: evidence from German division and reunification. *Am. Econ. Rev.* 98, 1766–1797.

Course outlines

Assessing a causal impact: agglomeration economies

1. The mechanisms of agglomeration economies
 - a. Basic model
 - b. Aggregated versus individual data
 - c. Determinants of agglomeration effects
2. Empirical issues: endogeneity
 - a. Sources of endogeneity
 - b. Remedies to endogeneity: fixed effects, instrumentation, natural experiments
3. Further developments
 - a. Agglomeration economies, employment and firm location choices
 - b. Identification of mechanisms
 - c. Estimation of urban costs

Assessing a causal impact: neighborhood effects and spatial mismatch

1. Mechanisms
 - a. Spatial mismatch
 - b. Neighborhood effects
 - c. Location endogeneity issue
3. Identification strategies in urban economics
 - a. Instrumental variables
 - b. Exogenous variations in locations
 - c. Assumptions on selection into locations
 - d. Selection at different aggregation levels

Assessing a causal impact: place-based policies

- a. Evidence on theoretical motivations and behavioral hypotheses
- b. Identifying the effects of place-based policies
- c. Evidence on impacts of policy interventions
- d. Unanswered questions and research challenges

U4b – Epistémologie des sciences de gestion,

Lieu : Université Jean Moulin Lyon 3 - Manufacture des Tabacs

Langue de l'intervention : français

Public prioritaire : 1ère année

Equipe pédagogique : Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes et Marie-José Avenier, Directeur de Recherche CNRS honoraire, associée au CERAG, Université Grenoble Alpes.

Programme

U4 Formations de spécialités (18H)

Titre: Epistémologie des sciences de gestion

Intervenants:

Olivier Lavastre, Professeur des Universités, Grenoble IAE, Université Grenoble Alpes.

Marie-José Avenier, Directeur de Recherche CNRS honoraire, associée au CERAG, Université Grenoble Alpes.

Prérequis:

Lecture nécessaire avant l'intervention de Mme Avenier :

AVENIER, M. J., THOMAS, C. (2015). Finding one's way around various methodological guidelines for doing rigorous case studies: A comparison of four epistemological frameworks. *Systèmes d'information & management*, 20/1, 61-98.

Objectifs :

- Montrer l'importance centrale de la réflexion épistémologique dans toute recherche d'intention scientifique et familiariser les étudiants avec ce type de réflexion ;
- Donner aux étudiants les moyens de décider de manière informée du cadre épistémologique dans lequel ils conduiront leur recherche doctorale ;
- Présenter les principaux paradigmes épistémologiques mobilisés dans les recherches contemporaines en sciences sociales ; faire comprendre que le but de la connaissance, la forme des connaissances, les modes de justification des savoirs élaborés dépendent du cadre épistémologique dans lequel on inscrit la recherche.
- Expliquer comment se construit la rigueur scientifique d'une recherche menée dans les différents cadres épistémologiques.

Résumé:

Le séminaire sera structuré en trois interventions séquentielles :

Partie 1 : O. Lavastre : Introduction à l'Épistémologie des Sciences de Gestion.

Partie 2 : O. Lavastre : Les paradigmes épistémologiques positivistes et les démarches hypothético-déductives.

Partie 3 : M.J. Avenier : Les paradigmes épistémologiques réaliste critique, constructiviste pragmatique et interprétativiste.

L'objectif des interventions sera dans un premier temps de présenter ces paradigmes et dans un second temps de comprendre leurs implications pour les pratiques de recherche.

Principales références:

Ouvrages de « méthodes » :

GAVARD-PERRET, M.L., GOTTELAND, D., HAON, C., JOLIBERT A. (2018), *Méthodologie de la recherche en sciences de gestion*, Pearson, 3ème édition.

ROMELAER, P., KALIKA, M. (2016), *Comment réussir sa thèse - Définir un sujet, conduire une recherche, soutenir sa thèse*, Dunod, 3ème édition.

THIETART, R.-A. (coord.) (2014), *Méthodes de recherche en Management*, Coll. Gestion Sup., Dunod, 4^{ème} édition.

Ouvrages et articles de « réflexion » et d'approfondissement :

CHALMERS, A.F. (1988). *Qu'est-ce que la science ?* Paris : La Découverte (trad. française).

GLASERSFELD, E. von, (2001), The radical constructivist view of science, *Foundations of Science*, special issue on Impact of Radical Constructivism on Science, 6/1-3: 31-43.

GUBA, E. G., LINCOLN, Y. S. (1989), *Fourth Generation Evaluation*, Sage, London.

GUBA, E. G., LINCOLN, Y. S. (2007), "Paradigmatic Controversies, Contradictions, and Emerging Confluences", in N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research*, Sage, London, p. 191-215.

KLEIN, H., MYERS, M. (1999), "A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems", *MIS Quarterly*, vol 23, n°1, p.67-94.

MARTINET, A.-C., PESQUEUX, Y. (2013). *Épistémologies et sciences de gestion*. FNEGE, Vuibert.

MINGERS, J. (2004). Real-izing information systems: critical realism as an underpinning philosophy for information systems. *Information and organization*, 14(2), 87-103.

MYERS, M. D., KLEIN, H. K. (2011), "A Set of Principles for Conducting Critical Research in Information Systems", *MIS Quarterly*, vol. 35, n° 1, p. 17-36. SANDBERG, J. (2005), "How Do We Justify Knowledge Produced with Interpretive Approaches?", *Organizational Research Methods*, vol. 8, n° 1, pp. 41-68

TSOUKAS, H. (1989), "The Validity of Idiographic Research Explanations", *Academy of Management Review*, vol. 14, n° 5, p. 551-561.

WALSH, I. (2015). *Découvrir de nouvelles théories*. Collection Business Science Institute. EMS Editions.

Articles synthétiques :

DAVID, A. (1999), « Logique, épistémologie et méthodologie en sciences de gestion », *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 23 pages. <https://basepub.dauphine.fr/bitstream/handle/123456789/3186/david.pdf>

DUMEZ, H. : *Le Libellio* d'Aegis : <http://lelibellio.com/> : revue scientifique avec des numéros spéciaux, et notamment celui-ci-dessous :

=> <http://lelibellio.com/libellio-vol-6-n4-hiver-2010-numero-special/> : Éléments pour une épistémologie de la recherche qualitative en gestion Ou que répondre à la question : « quelle est votre posture épistémologique ? »

=> <http://lelibellio.com/wp-content/uploads/2015/10/vol.-7-n%C2%B01-Pages-39-%C3%A0-52-Avenier-M-J.-2011-Pourquoi-jeter-le-b%C3%A9-C3%A9-avec-leau-du-bain....pdf>

MBENGUE, A., VANDANGEON-DERUMEZ, I (1999), "Positions épistémologiques et outils de recherche en management Stratégique", *Actes de la 8ème Conférence Internationale de Management Stratégique*, 26-28 mai, Ecole Centrale Paris, 22 pages. <https://f.hypotheses.org/wp-content/blogs.dir/2413/files/2015/02/mbengue.pdf> [cet article est certes pédagogique, mais peut être discuté].

Articles illustratifs de recherches conduites dans les différents paradigmes épistémologiques :

ALBERT, M.-N., COUTURE, M.-M. (2013), "The Support to an Entrepreneur: From Autonomy to Dependence", *SAGE Open*, 3, Published 13 June 2013. => Exemple de recherche dans le constructivisme pragmatique <http://sgo.sagepub.com/content/3/2/2158244013492779>.

CAO M., & ZHANG, Q. (2011). Supply chain collaboration: Impact on collaborative advantage and firm performance. *Journal of Operations Management*, 29(3), 163-180. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PANAYIDES, P. M., & VENUS LUN, Y. V. (2009). The impact of trust on innovativeness and supply chain performance. *International Journal of Production Economics*, 122(1), 35-46. => exemple de recherche dans le positivisme avec une démarche hypothético-déductive.

PASCAL, A., THOMAS, C., ROMME, G. L. (2013), "Developing a Human-centred and Science- based Approach to Design: The Knowledge Management Platform Project", *British Journal of Management*, vol. 24, n° 2, p. 264-280. => Exemple de recherche dans le réalisme critique

YOUNG, M.-L., KUO, F.-Y., MYERS, M. D. (2012), "To Share or not to Share: A Critical Research Perspective on Knowledge Management Systems", *European Journal of Information Systems*, vol. 21, p. 496–511. => Exemple d'étude critique.

Plan de cours

I- Introduction à l'Épistémologie en Management (Intervenant : O. Lavastre)

1 – L'intérêt d'enracinements épistémologiques d'une recherche ?

2 – Typologie des paradigmes épistémologiques.

Illustration et discussion de différents points par le biais d'exemples ou d'articles de recherche.

II- Les approches positivistes et hypothético-déductives (Intervenant : O. Lavastre)

1 - Définition et adoption d'un cadre épistémologique positiviste : le statut accordé aux données, la relation entre théorie et données, la valeur de la connaissance produite, les critères de scientificité,

2 - Définition et adoption d'une démarche hypothético-déductive : "le chercheur dans sa tour d'ivoire ?"

En parallèle des deux parties de l'intervention, discussions autour d'articles de recherche et autour des approches qu'ont adoptées les étudiants de l'ED.

III - Les autres principaux paradigmes épistémologiques (Intervenant : M.J. Avenier)

1 - Présentation comparative des 3 autres paradigmes épistémologiques solidement argumentés, et des modes de justification dans chacun d'entre eux.

2 - Lever certaines confusions relatives à l'épistémologie.

Les éléments abstraits présentés dans cette formation seront systématiquement mis en relation avec les questions méthodologiques que les participants se posent dans leurs thèses.

Il sera régulièrement demandé aux participants d'illustrer les notions et principes présentés par des exemples tirés de leur travail de thèse.

ED - Bloc 1W - Workshop

ED- Workshop

Lieu : en visio conférence

Date de début de la formation : 14 avril 2020

Langue de l'intervention : français ou anglais

Public prioritaire : A partir de la 2ème année

9h00

Approches néo-institutionnelles de l'entreprise

Julie-Céline GROBON, COACTIS

Le travail institutionnel d'un réseau d'entreprise pour repérer et diffuser des pratiques d'innovation sociale chez des PME-TPE- Le cas du Centre des Jeunes Dirigeants (CJD)

Discutant enseignant chercheur : Caroline HUSSLER

Discutant doctorant : Adrien BÉZIER

Sébastien WINSTON, MAGELLAN

Fifteen years of corporate governance lawmaking in France: A mixed-design analysis of institutional discourses and political contention

Discutant enseignant chercheur : Véronique DUTRAIVE

Discutant doctorant : Julie-Céline GROBON

Adrien BEZIER, MAGELLAN

Firmes multinationales, pauvreté et pays développés : à la recherche d'un cadre théorique adapté / Les apports de l'approche néo-institutionnelle appliqués aux grandes entreprises pharmaceutiques

Discutant enseignant chercheur : Emilie LANCIANO

Discutant doctorant : Sébastien WINSTON

9h00

Diverses approches du risque

Sorravich KINGSUWANKUL, GATE-LSE

Risk taking with unethical money: an experiment

Discutant enseignant chercheur : Sonia CAPELLI

Discutant doctorant : Anthony CHUNG

Samuel PIVETEAU, LSAF

Partitionnement des séries de mortalité pour le modèle Lee-Carter

Discutant enseignant chercheur : Béatrice REY-FOURNIER

Discutant doctorant : David LOWING

David LOWING, GATE-LSE

A value for multi-choice games with a permission structure

Discutant enseignant chercheur : Stéphane LOISEL

Discutant doctorant : Samuel PIVETEAU

9h00

Monnaie et valorisation

Maxens BERRE, MAGELLAN

A systematic review of the literature on start-up valuation drivers

Discutant enseignant chercheur : Yan ALPEROVYCH

Discutant doctorant : Wael DAMMAK

Wael DAMMAK, LSAF

Pricing of european currency options in presence of the dynamic information costs

Discutant enseignant chercheur : Lorenz SCHNEIDER

Discutant doctorant : Maxens BERRE

Kamal ARMEL, LSAF

Utilisation de modèles de taux de type CIR pour évaluer la valeur économique des contrats d'épargne en € ?

Discutant enseignant chercheur : Eric ANDRE

Discutant doctorant : David SWAN

11h00

Digitalisation

Elen GRIGORYAN, MAGELLAN

Yandex Taxi et Big Data : un cas d'usage effectif

Discutant enseignant chercheur : Hervé GOY

Discutant doctorant : Mariana Vazquez PACHO

Tinhinane TAZAIRT, COACTIS

Le rôle du client et de la digitalisation dans l'amélioration de la proposition de valeur servicielle : définition et conditions de mise en œuvre

Discutant enseignant chercheur : Sonia CAPELLI

Discutant doctorant : Laure GUIGARD CHAMBOST

Laure GUIGARD CHAMBOST, MAGELLAN

La perception par les managers commerciaux des bénéfices et des menaces de la digitalisation de la force de vente B to B

Discutant enseignant chercheur : Laure AMBROISE

Discutant doctorant : Tinhinane TAZAIRT

Anne-Sophie BARBE, MAGELLAN

« You can stand under my umbrella » A bottom-up systematic literature review methodology

Discutant enseignant chercheur : Valérie REVEST

Discutant doctorant : Julie ELAMBERT

11h00

Ressources Humaines et stratégie

Lucie DENIS, MAGELLAN

Supporting the acceleration of internationalization through empowering initiatives

Discutant enseignant chercheur : Emilie LANCIANO

Discutant doctorant : Silvéne ARNAUD-CLEMENS

Joëlle BEDAT, MAGELLAN

The impact of board members' representations on HR strategy in the organization - When your HR champion stands behind the CEO

Discutant enseignant chercheur : Caroline HUSSLER

Discutant doctorant : Lucie DENIS

Silvéne ARNAUD-CLEMENS, COACTIS

Le care, stabilisateur organisationnel dans les entreprises hybrides. Le cas d'une start-up de l'ESS

Discutant enseignant chercheur : Marc VALAX

Discutant doctorant : Camille PFEFFER

11h00

Questions macroéconomiques

Loipa MUNIZ DUARTE, TRIANGLE

Le groupe de recherche macroéconomique à l'origine du modèle STAR : un outil macroéconomique singulier pour comprendre la France des années 1970

Discutant enseignant chercheur : Aurélien EYQUEM

Discutant doctorant : Swar KHELIFA

Ibrahim SAVADOGO, LAET

Evaluation of the potential impacts of off-hour deliveries

Discutant enseignant chercheur : Frédéric PLANCHET

Discutant doctorant : Loipa MUNIZ DUARTE

Swar KHELIFA, GATE-LSE

Migration as a response to aggregate income risk in rural China

Discutant enseignant chercheur : Patrick BONNEL

Discutant doctorant : Ibrahim SAVADOGO

14h00

Valeur du temps

Alix LE GOFF, LAET

Values of time for Carpool Commuting : a discrete choice experiment

Discutant enseignant chercheur : Izabela JELOVAC

Discutant doctorant : Kamal ARMEL

David SWAN, GATE-LSE

Chaque seconde compte-elle vraiment ? Le délai d'intervention comme indicateur fondamental de la valorisation socio-économique des services d'incendie et de secours

Discutant enseignant chercheur : Charles RAUX

Discutant doctorant : Alix LE GOFF

Anthony CHUNG, MAGELLAN

When to win back a lost customer ? The importance of timing in regain management

Discutant enseignant chercheur : Laure AMBROISE

Discutant doctorant : Sorravich KINGSUWANKUL

14h00

Travail et mobilité

Jocelyn MAILLARD, GATE-LSE

Heterogeneity, rigidity and convergence of labor markets in the Euro Area

Discutant enseignant chercheur : Benjamin DUBRION

Discutant doctorant : Benjamin BESNARD

Camille PFEFFER, MAGELLAN

Peut-on être partout ? Analyse de la double coprésence du salarié à distance, en espace de coworking

Discutant enseignant chercheur : Céline BÉRARD

Discutant doctorant : Joëlle BEDAT

Benjamin BESNARD, LAET

La rupture de la demande de transport à longue distance en France

Discutant enseignant chercheur : Christian DE PERETTI

Discutant doctorant : Jocelyn MAILLARD

13h30

Dialogue social

Pierre JEAN, TRIANGLE

Dialoguer avec Marx à l'ISEA, François Perroux et les études de marxologie de Maximilien Rubel

Discutant enseignant chercheur : Eric FAY

Discutant doctorant : Benjamin BISCAFE

Mariana VAZQUEZ PACHO, MAGELLAN

Identifying the mutual value creation logic behind MNCs business models at BoP

Discutant enseignant chercheur : Martine SÉVILLE

Discutant doctorant : Elen GRIGORYAN

Benjamin BISCAFE, MAGELLAN

Éléments pour le développement d'une culture du dialogue social

Discutant enseignant chercheur : Olivier BACHELARD

Discutant doctorant : Pierre JEAN

Julie ELAMBERT, TRIANGLE

The power of crowdwork platforms : what implications in terms of economic incentives for workers?

Discutant enseignant chercheur : Katia LOBRE

Discutant doctorant : Anne-Sophie BARBE

16h00

SESSION PLÉNIÈRE :

Le recrutement après la thèse en universités, écoles et entreprises

Philippe SOLAL, Professeur des Universités en sciences économiques, Gate LSE

Isabelle PRIM-ALLAZ, Professeur des Universités en sciences de gestion, COACTIS

Grégoire CROIDIEU, Professeur Associé, EM LYON business school

Lusine ARZUMANYAN, autoentrepreneur, consultante en management International

Damien NESME, Consultant en financement de l'innovation, FI-group.