
Advances in Entrepreneurship

Period: a.y. 2021/22 – II sem.

Class times: Tuesdays –
Thursdays 10:20-11:50

Instructor:

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Course description

In this course we will explore recent research related to entrepreneurship to understand the aspects of entrepreneurship that scholars have engaged with in leading research journals.

Course structure

Each session will be 90 minutes long. I will not be lecturing; instead, we will have a discussion of the papers. Participants must read all the papers.

In each session we will spend:

- (a) 20 minutes per paper X 3 papers per session = 1 hour. During this time one of the students will present the paper for 10 minutes and we will discuss the paper for the remaining 10 minutes. During the discussion, I will request students to comment on the definition of key concepts, assumptions, theoretical arguments, and their justification, conclusions, and theoretical/empirical significance of results, evaluation of the papers' strengths and weaknesses, identified linkages to other papers, concepts and models.
- (b) 30 minutes to discuss research ideas. Each week, before class (previous day by midnight) students must submit a 500-word research proposal based on the readings. These write-ups should clearly state the question, how it follows from the readings, and how answering such a question may advance our understanding of the issues at hand. If you don't have a research question, you can use this space to share your critiques and questions about the week's readings. You may also use this space to discuss boundary conditions of the readings. We will discuss the submitted research ideas in the final 30 minutes.

Students must also prepare a book report. By the second session, students must select one of the books from the list provided at the end of the document. The report must provide a 1000 word summary of the book and a 1500 word discussion of research avenues that ideas presented in the book motivates.

Tentative list of topics

Session 1: Introduction

Agarwal, R., & Shah, S. K. (2014). Knowledge sources of entrepreneurship: Firm formation by academic, user and employee innovators. *Research policy*, 43(7), 1109-1133.

Stuart, T. E., & Ding, W. W. (2006). When do scientists become entrepreneurs? The social structural antecedents of commercial activity in the academic life sciences. *American journal of sociology*, 112(1), 97-144.

Klepper, S. (2007). Disagreements, spinoffs, and the evolution of Detroit as the capital of the US automobile industry. *Management science*, 53(4), 616-631.

Session 2: Performance

Ganco, M., & Agarwal, R. (2009). Performance differentials between diversifying entrants and entrepreneurial start-ups: A complexity approach. *Academy of Management Review*, 34(2), 228-252.

Chatterji, A., Delecourt, S. M., Hasan, S., & Koning, R. (2018). When does advice impact startup performance?. *Strategic Management Journal*

Gonzalez-Uribe, Juanita, and Michael Leatherbee. "The effects of business accelerators on venture performance: Evidence from Start-Up Chile." *The Review of Financial Studies* 31.4 (2017): 156

Session 3: Teams

Lazar, M., Miron-Spektor, E., Chen, G., Goldfarb, B., Erez, M., & Agarwal, R. (2021). Forming Entrepreneurial Teams: Mixing Business and Friendship to Create Transactive Memory Systems for Enhanced Success. *Academy of Management Journal*,

Beckman, C. M., & Burton, M. D. (2008). Founding the future: Path dependence in the evolution of top management teams from founding to IPO. *Organization science*, 19(1), 3-24.

Lyngsie, J., & Foss, N. J. (2017). The more, the merrier? Women in top-management teams and entrepreneurship in established firms. *Strategic management journal*, 38(3), 487-505.

Session 4: Historical approaches

Wadhvani, R. D., Kirsch, D., Welter, F., Gartner, W. B., & Jones, G. G. (2020). Context, time, and change: Historical approaches to entrepreneurship research. *Strategic Entrepreneurship Journal*, 14(1), 3-19.

Braguinsky, S., & Hounshell, D. A. (2016). History and nanoeconomics in strategy and industry evolution research: Lessons from the Meiji-Era Japanese cotton spinning industry. *Strategic Management Journal*, 37(1), 45-65.

Pillai, S.D., Goldfarb, B. and Kirsch, D.A., 2020. The origins of firm strategy: Learning by economic experimentation and strategic pivots in the early automobile industry. *Strategic Management Journal*, 41(3), pp.369-399.

Session 5: Environment

Tolbert, P. S., David, R. J., & Sine, W. D. (2011). Studying choice and change: The intersection of institutional theory and entrepreneurship research. *Organization Science*, 22(5), 1332-1344.

Starr, E., Balasubramanian, N., & Sakakibara, M. (2018). Screening spinouts? How noncompete enforceability affects the creation, growth, and survival of new firms. *Management Science*, 64(2), 552-572.

Greenberg, J., & Mollick, E. (2017). Activist choice homophily and the crowdfunding of female founders. *Administrative Science Quarterly*, 62(2), 341-374.

Session 6: Scaling

DeSantola, A., & Gulati, R. (2017). Scaling: Organizing and growth in entrepreneurial ventures. *Academy of Management Annals*, 11(2), 640-668.

Baum, J. R., & Bird, B. J. (2010). The successful intelligence of high-growth entrepreneurs: Links to new venture growth. *Organization Science*, 21(2), 397-412.

Khair, M. (2010). Young and no money? Never mind: The material impact of social resources on new venture growth. *Organization Science*, 21(1), 168-185.

List of books

Goldfarb, B., & Kirsch, D. A. (2019). *Bubbles and crashes: The boom and bust of technological innovation*. Stanford University Press.

Klepper, S. (2015). *Experimental capitalism*. Princeton University Press.

Arthur, W. B. (2009). *The nature of technology: What it is and how it evolves*. Simon and Schuster.

Greenstein, S. (2015). *How the internet became commercial*. Princeton University Press.

Hounshell, D. (1985). *From the American system to mass production, 1800-1932: The development of manufacturing technology in the United States* (No. 4). JHU Press.

Neff, G. (2012). *Venture labor: Work and the burden of risk in innovative industries*. MIT press.

Nee, V., & Opper, S. (2012). *Capitalism from below*. Harvard University Press.

Assessment Methods.

Effective class participation includes attendance in the sessions and making an active and constructive contribution to the discussion, asking questions, making constructive comments, and having a positive attitude toward learning.

Students will be evaluated as follows:

Paper presentations: 10%

Weekly ideas: 30%

Book report: 30%

Class participation: 20%

Faculty Bio.

[See here](#)