

ACTIVIDAD FORMATIVA/FOCUSED COURSE

Información de la AF	
Título	1.3. FORMULACIÓN DE PREGUNTAS Y ESTRATEGIAS DE CONCEPTUALIZACIÓN
Program	CETIS
ECTS Credits	2,5
University	UNIVERSIDAD PONTIFICIA COMILLAS
Descriptor	Esta actividad formativa capacita al/la alumno/a para formular una pregunta de investigación que dé lugar a una contribución teórica. Tras haber visto lectura, localización y gestión de fuentes para su análisis, así como la referenciación, en esta AF aprende qué es una teoría, sus tipos, las estrategias para hacer buenas preguntas de investigación, a formular modelos conceptuales y a desarrollar estrategias de teorización en un campo o área de trabajo
Profesor(es)	
Nombres	CARMEN VALOR
Departamentos	MARKETING
Despacho	0429
e-mail	cvalor@comillas.edu
Horarios de tutoría	2 horas/semana previa petición por email
Prerrequisitos	
Having completed the literature review module or a similar course	
OBJETIVOS DE APRENDIZAJE Y COMPETENCIAS	
Este curso contribuirá, fundamentalmente, al desarrollo de las competencias CB12: capacidad de concebir, diseñar o crear, poner en práctica y adoptar un proceso sustancial de investigación o creación. CB 14: capacidad de realizar un análisis crítico y de evaluación y síntesis de ideas nuevas y complejas. CB15 Capacidad de comunicación con la comunidad académica y científica, y con la sociedad en general, acerca de sus ámbitos de conocimiento en modos e idiomas de uso habitual en su comunidad científica internacional Al finalizar este seminario, se espera que el alumnado: – Si una pregunta de investigación dará lugar a una contribución empírica o teórica – Tenga recursos para hacer diferentes formas de teorías – Sepa cómo abordar un área para mejorar la teorización sobre la misma	
CONTENIDOS	
1. La estructura de las ciencias 2. Requisitos, origen y contribución de las Preguntas de investigación 3. Estrategias para formular preguntas de investigación 4. Enfoques de causalidad 5. Tipos de teoría 6. Estrategias para la conceptualización	
MÉTODOS DE ENSEÑANZA Y APRENDIZAJE	
Se usará una combinación de clases magistrales, talleres, actividades de reflexión, y trabajos individuales de investigación en los que se espera que los alumnos desarrollen sus competencias con la guía de los profesores. Se espera que los alumnos trabajen fuera del aula de manera autónoma leyendo y preparando las tareas de evaluación	

ACTIVIDADES REALIZADAS EN EL AULA	COMPETENCIAS
Clases magistrales Talleres y resolución de tareas Presentación de trabajos	CB12, CB14, CB15

ACTIVIDADES FUERA DEL AULA	COMPETENCIAS
Lecturas y estudio guiado Elaboración de ensayos y resolución de tareas	CB12, CB14, CB15

METODOS DE EVALUACION		
ACTIVIDAD DE EVALUACIÓN	CRITERIO	PESO
Test o ensayo final	Ver rúbrica en Moodle	50
Trabajos individuales (evaluación formative)	Ver rúbrica en Moodle	30
Participación activa y constructiva	Ver rúbrica en Moodle	20

La no asistencia al 75% de las horas presenciales supone un no apto. Las AF solo tienen una convocatoria. Si no se superan se deberá tomar el curso siguiente.

Se fomenta el uso **responsable y crítico de las herramientas IA**. Solo se permite usar IA para resumir textos. No se permite el uso de IA para la escritura o para la formulación de estrategias.

El uso indebido de ChatGPT u otra IAG será considerado como falta grave, según el Reglamento General de la Universidad. Las consecuencias de ello serán “la expulsión temporal de hasta tres meses o la prohibición de examinarse en la siguiente convocatoria a la imposición de la sanción, en una o en varias asignaturas de las que se encuentre matriculado el alumno, [...] aparte de suponer la calificación de suspenso (0) en la respectiva asignatura, [...] [y] la prohibición de examinarse de esa asignatura en la siguiente convocatoria”. En concreto, en esta asignatura el profesor podrá permitir el uso de IAG para actividades concretas de la asignatura, estando el alumno obligado a lo siguiente.

RESUMEN DEL TRABAJO DEL ESTUDIANTE		
HORAS PRESENCIALES		
CLASES MAGISTRALES	EJERCICIOS Y OTRAS ACTIVIDADES INDIVIDUALES EN EL AULA	EXAMEN O TEST
8	9,5	
OUT OF CLASS HOURS		
ESTUDIO O TRABAJO INDEPENDIENTE	TRABAJO EN GRUPO	
40	10	
CRÉDITOS ECTS :		2,5

RECURSOS DE APRENDIZAJE

- Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving research quality before data collection. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 1(1), 569-595.
- Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of management review*, 32(4), 1265-1281.
- Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36(2), 247-271.
- Alvesson, M., & Sandberg, J. (2013). Have management studies lost its way? Ideas for more imaginative and innovative research. *Journal of Management Studies*, 50(1), 128-152.
- Borsboom, D., van der Maas, H. L., Dalege, J., Kievit, R. A., & Haig, B. D. (2021). Theory construction methodology: A practical framework for building theories in psychology. *Perspectives on Psychological Science*, 16(4), 756-766.
- Boyd, B. K., Gove, S., & Hitt, M. A. (2005). Construct measurement in strategic management research: Illusion or reality?. *Strategic Management Journal*, 26(3), 239-257.
- Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50(6), 1281-1303. (Enbiblioteca)
- Cornelissen, J. (2017). Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate. *Academy of Management Review*, 42(1), 1-19
- Cornelissen, J. P., & Lock, A. R. (2005). The uses of marketing theory: constructs, research propositions, and managerial implications. *Marketing Theory*, 5(2), 165-184.
- Davis, M. S. (1971). That's interesting. *Philosophy of the Social Sciences*, 1(2), 309-344.
- Doty, D. H., & Glick, W. H. (1994). Typologies as a unique form of theory building: Toward improved understanding and modeling. *Academy of Management Review*, 19(2), 230-251
- Giesler, M., & Thompson, C. J. (2016). A tutorial in consumer research: Process theorization in cultural consumer research. *Journal of Consumer Research*, 43(4), 497-508.
- Greenhalgh, T., Thorne, S., & Malterud, K. (2018). Time to challenge the spurious hierarchy of systematic over narrative reviews?. *European journal of clinical investigation*, 48(6). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6001568/>
- Hambrick, D. C. (2007). The field of management's devotion to theory: Too much of a good thing?. *Academy of Management Journal*, 50(6), 1346-1352.
- Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational research methods*, 1(1), 104-121.
- Hulland, J. (2020). Conceptual review papers: revisiting existing research to develop and refine theory. *AMS Review*, 10(1-2), 27-35.
- Hunt, S. D. (2020). Indigenous theory development in marketing: The foundational premises approach. *AMS Review*, 10(1-2), 8-17.
- Jaakkola, E. (2020). Designing conceptual articles: four approaches. *AMS Review*, 1-9. <https://link.springer.com/content/pdf/10.1007/s13162-020-00161-0.pdf> and video: <https://echo360.org.uk/media/730c16b0-f677-44d9-b322-9770b23b6639/public>
- Janiszewski, C., & van Osselaer, S. M. (2022). Abductive theory construction. *Journal of Consumer Psychology*, 32(1), 175-193.
- Janiszewski, C., Labroo, A. A., & Rucker, D. D. (2016). A tutorial in consumer research: knowledge creation and knowledge appreciation in deductive-conceptual consumer research. *Journal of Consumer Research*, 43(2), 200-209.
- Klein, K. J., Tosi, H., & Cannella, A. A. (1999). Multilevel theory building: Benefits, barriers, and new developments. *Academy of Management review*, 24(2), 248-253.
- Kozlenkova, I. V., Warren, C., Kotha, S., Boghrati, R., & Palmatier, R. W. (2024) Conceptual Research: Multidisciplinary Insights for Marketing. *Journal of Marketing*, 00222429241302814.
- Kraus, S., Bouncken, R. B., & Yela Aránega, A. (2024). The burgeoning role of literature review articles in management research: an introduction and outlook. *Review of Managerial Science*, 18(2), 299-314.
- Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management review*, 24(4), 691-710.
- m. *Journal of the Academy of Marketing Science*, 36(2), 157-165. [en scholar o biblioteca]
- MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. *Journal of Marketing*, 75(4), 136-154. [h](#)
- Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of management review*, 14(4), 496-515.
- McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual review of psychology*, 48(1), 1-30.
- Petticrew, M., & Roberts, H. (2008). *Systematic reviews in the social sciences: A practical guide*. John Wiley & Sons.
- Poole, M. S., & Van de Ven, A. H. (1989). Using paradox to build management and organization theories. *Academy of management review*, 14(4), 562-578.
- Sandberg, J., & Alvesson, M. (2011). Ways of constructing research questions: gap-spotting or problematization?. *Organization*, 18(1), 23-44.

- Sandberg, J., & Alvesson, M.(2021). Meanings of theory: Clarifying theory through typification. *Journal of Management Studies*, 58(2), 487-516.
- Simsek, Z., Heavey, C., Fox, B. C., & Yu, T. (2022). Compelling Questions in Research: Seeing What Everybody Has Seen and Thinking What Nobody Has Thought. *Journal of Management*, 01492063211073068.
- Smith, D. C. (2003): The importance and challenges of being interesting. *Journal of the Academy of Marketing Science*, 31(3), 319-322
- Sternthal, B., Tybout, A. M., & Calder, B. J. (1987). Confirmatory versus comparative approaches to judging theory tests. *Journal of Consumer Research*, 114-125.
- 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.
- Wacker, J. G. (1998). A definition of theory: research guidelines for different theory-building research methods in operations management. *Journal of operations management*, 16(4), 361-385.
- Wacker, J. G. (2004). A theory of formal conceptual definitions: developing theory-building measurement instruments. *Journal of Operations Management*, 22(6), 629-650.
- Weber, R. (2012): Evaluating and developing theories in the information systems discipline, *Journal of the Association for Information Systems*, 13(1), 1-30.
- Whetten, D. A. (1989). What constitutes a theoretical contribution?. *Academy of management review*, 14(4), 490-495.

Yadav, M. S. (2010). The decline of conceptual articles and implications for knowledge development. *Journal of Marketing*, 74(1), 1-19

COURSE INFORMATION	
Title	1.3. MAKING GOOD RESEARCH QUESTIONS AND THEORIZING STRATEGIES
Program	CETIS PHD
ECTS Credits	2,5
University	UNIVERSIDAD PONTIFICIA COMILLAS
Descriptor	This activity equips the student to formulate a research question that leads to a theoretical contribution. After having covered reading, locating, and managing sources for analysis, as well as referencing, in this activity the student learns what a theory is, its different types, strategies for developing strong research questions, how to formulate conceptual models, and how to develop theorization strategies within a specific field or area of work.

TEACHERS	
Name	CARMEN VALOR
Department	MARKETING
Office	0429
e-mail	cvalor@comillas.edu
Tutorials	2 horas/semana previa petición por email

Prerequisites
Having completed Literature review or a similar course

LEARNING GOALS
This course will primarily contribute to the development of the following competencies: • CB12: Ability to conceive, design or create, implement, and adopt a substantial research or creative process. • CB14: Ability to carry out critical analysis, evaluation, and synthesis of new and complex ideas. • CB15: Ability to communicate with the academic and scientific community, as well as with society at large, about one's areas of expertise using the modes and languages commonly employed in the international scientific community. By the end of this activity, participants are expected to: • Whether a research question will lead to an empirical or a theoretical contribution • Have the resources to develop different forms of theory • Know how to approach a field in order to improve theorization within it

CONTENTS
1. The structure of the sciences 2. Requirements, origin, and contribution of research questions 3. Strategies for formulating research questions 4. Approaches to causality 5. Types of theory 6. ☐ Strategies for conceptualization

LEARNING AND TEACHING METHOD	
A combination of lectures, workshops, reflective activities, and individual research assignments will be used, in which students are expected to develop their competencies with guidance from the instructors. Students are also expected to work independently outside the classroom by reading and preparing assessment tasks.	
CLASS-BASED ACTIVITIES	COMPETENCIES
Lectures Workshops, including presentations	CB12, CB14, CB15
OUT OF CLASS ACTIVITIES	COMPETENCIES
Guided readings and study Essay writing and completion of assignments	CB12, CB14, CB15

ASSESSMENTS AND ASSESSMENT CRITERIA

ASSESSMENT ACTIVITIES	CRITERIA	WEIGHT
Final test/assignment (sumative evaluation)	See rubric in Moodle	50
Individual assignments (formative evaluation)	See rubric in Moodle	30
Constructive and supportive participation in class discussions	See rubric in Moodle	20

Non-attendance to 75% of the lectures/workshops will imply a non-pass. Students will have to take the AF again the following year, as there is only one sitting.

Responsible and critical use of AI tools is encouraged. AI is only authorized to get summaries of papers. It is not authorized for assisting in writing or generating ideas. Misuse of ChatGPT or other IAG will be considered as serious misconduct, according to the General Regulations of the University. The consequences of this will be 'temporary expulsion for up to three months or a ban on taking examinations in one or several subjects in which the student is enrolled, [...] in addition to a failing grade (0) in the respective subject, [...] [and] a ban on taking examinations in that subject in the following exam session'.

SUMMARY OF STUDENT WORKLOAD		
CLASS BASED HOURS		
LECTURES	ACTIVITY BASED	TESTS
8	9,5	
OUT OF CLASS HOURS		
INDEPENDENT STUDY/WORK	GROUP WORK	
40	10	
ECTS CREDITS:		

RESOURCES

- Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving research quality before data collection. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 1(1), 569-595.
- Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of management review*, 32(4), 1265-1281.
- Alvesson, M., & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36(2), 247-271.
- Alvesson, M., & Sandberg, J. (2013). Have management studies lost its way? Ideas for more imaginative and innovative research. *Journal of Management Studies*, 50(1), 128-152.
- Borsboom, D., van der Maas, H. L., Dalege, J., Kievit, R. A., & Haig, B. D. (2021). Theory construction methodology: A practical framework for building theories in psychology. *Perspectives on Psychological Science*, 16(4), 756-766.
- Boyd, B. K., Gove, S., & Hitt, M. A. (2005). Construct measurement in strategic management research: Illusion or reality?. *Strategic Management Journal*, 26(3), 239-257.
- Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50(6), 1281-1303. (Enbiblioteca)
- Cornelissen, J. (2017). Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate. *Academy of Management Review*, 42(1), 1-19
- Cornelissen, J. P., & Lock, A. R. (2005). The uses of marketing theory: constructs, research propositions, and managerial implications. *Marketing Theory*, 5(2), 165-184.
- Davis, M. S. (1971). That's interesting. *Philosophy of the Social Sciences*, 1(2), 309-344.
- Doty, D. H., & Glick, W. H. (1994). Typologies as a unique form of theory building: Toward improved understanding and modeling. *Academy of Management Review*, 19(2), 230-251
- Giesler, M., & Thompson, C. J. (2016). A tutorial in consumer research: Process theorization in cultural consumer research. *Journal of Consumer Research*, 43(4), 497-508.
- Greenhalgh, T., Thorne, S., & Malterud, K. (2018). Time to challenge the spurious hierarchy of systematic over narrative reviews?. *European journal of clinical investigation*, 48(6). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6001568/>
- Hambrick, D. C. (2007). The field of management's devotion to theory: Too much of a good thing?. *Academy of Management Journal*, 50(6), 1346-1352.
- Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational research methods*, 1(1), 104-121.
- Hulland, J. (2020). Conceptual review papers: revisiting existing research to develop and refine theory. *AMS Review*, 10(1-2), 27-35.
- Hunt, S. D. (2020). Indigenous theory development in marketing: The foundational premises approach. *AMS Review*, 10(1-2), 8-17.
- Jaakkola, E. (2020). Designing conceptual articles: four approaches. *AMS Review*, 1-9. <https://link.springer.com/content/pdf/10.1007/s13162-020-00161-0.pdf> and video: <https://echo360.org.uk/media/730c16b0-f677-44d9-b322-9770b23b6639/public>
- Janiszewski, C., & van Osselaer, S. M. (2022). Abductive theory construction. *Journal of Consumer Psychology*, 32(1), 175-193.
- Janiszewski, C., Labroo, A. A., & Rucker, D. D. (2016). A tutorial in consumer research: knowledge creation and knowledge appreciation in deductive-conceptual consumer research. *Journal of Consumer Research*, 43(2), 200-209.
- Klein, K. J., Tosi, H., & Cannella, A. A. (1999). Multilevel theory building: Benefits, barriers, and new developments. *Academy of Management review*, 24(2), 248-253.
- Kozlenkova, I. V., Warren, C., Kotha, S., Boghrati, R., & Palmatier, R. W. (2024) Conceptual Research: Multidisciplinary Insights for Marketing. *Journal of Marketing*, 00222429241302814.
- Kraus, S., Bouncken, R. B., & Yela Aránega, A. (2024). The burgeoning role of literature review articles in management research: an introduction and outlook. *Review of Managerial Science*, 18(2), 299-314.
- Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management review*, 24(4), 691-710.
- m. *Journal of the Academy of Marketing Science*, 36(2), 157-165. [en scholar o biblioteca]
- MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. *Journal of Marketing*, 75(4), 136-154. [h](#)
- Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of management review*, 14(4), 496-515.
- McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. *Annual review of psychology*, 48(1), 1-30.
- Petticrew, M., & Roberts, H. (2008). *Systematic reviews in the social sciences: A practical guide*. John Wiley & Sons.
- Poole, M. S., & Van de Ven, A. H. (1989). Using paradox to build management and organization theories. *Academy of management review*, 14(4), 562-578.

- Sandberg, J., & Alvesson, M. (2011). Ways of constructing research questions: gap-spotting or problematization?. *Organization*, 18(1), 23-44.
- Sandberg, J., & Alvesson, M.(2021). Meanings of theory: Clarifying theory through typification. *Journal of Management Studies*, 58(2), 487-516.
- Simsek, Z., Heavey, C., Fox, B. C., & Yu, T. (2022). Compelling Questions in Research: Seeing What Everybody Has Seen and Thinking What Nobody Has Thought. *Journal of Management*, 01492063211073068.
- Smith, D. C. (2003): The importance and challenges of being interesting. *Journal of the Academy of Marketing Science*, 31(3), 319-322
- Sternthal, B., Tybout, A. M., & Calder, B. J. (1987). Confirmatory versus comparative approaches to judging theory tests. *Journal of Consumer Research*, 114-125.
- 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.
- Wacker, J. G. (1998). A definition of theory: research guidelines for different theory-building research methods in operations management. *Journal of operations management*, 16(4), 361-385.
- Wacker, J. G. (2004). A theory of formal conceptual definitions: developing theory-building measurement instruments. *Journal of Operations Management*, 22(6), 629-650.
- Weber, R. (2012): Evaluating and developing theories in the information systems discipline, *Journal of the Association for Information Systems*, 13(1), 1-30.
- Whetten, D. A. (1989). What constitutes a theoretical contribution?. *Academy of management review*, 14(4), 490-495.
- Yadav, M. S. (2010). The decline of conceptual articles and implications for knowledge development. *Journal of Marketing*, 74(1), 1-19