Current Issues in Management:

Open Organizations and Organizing Openness

Friday, 9.00-12.00, bi-weekly
Room: 1.240 and 1.181

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Tesla, IBM, and the Wikipedia are just a few examples of *open organizations*. In one way or the other these organizations are more transparent and inclusive than others. When *organizing openness*, these organizations allow for emergence and question the necessity of traditional boundaries. In this course we discuss *openness* as a current issue in management and organization studies. The goal of the course is to provide an overview about different theoretical approaches to openness (e.g., transparency, participation and inclusion) and to use these concepts to explore empirical phenomena (e.g. Open Source, Open Innovation, Open Strategy).

Learning objectives:

The students will be able to discuss the concept of organizational openness from various theoretical perspectives (e.g. transparency, inclusion, participation). Further they will be able to differentiate and describe empirical phenomena of open organizing (e.g. Open Source, Open Innovation, Open Strategy). At the end of the course students will be able to analyze the empirical phenomena using theoretical concepts of openness.

Course design:

The course comprises eight sessions, each with a duration of 180 minutes. The first part of the course (sessions one to four) covers various theoretical concepts related to openness. The second part of the course (sessions five to eight) covers different manifestations of openness in terms of empirical phenomena described as open, such as open source software, open innovation, open strategy or open government. Please be aware that not every session takes place in the same room.

Course requirements:

This class is all about understanding organizational openness as a set of theoretical concepts as well as a set of empirical phenomena. To facilitate our conversation, you are required to submit a short reading response prior to each session (mandatory). Your final grade will be composed of a short research essay (50%) as well as a final exam (50%).

- *Reading response:* We would like to discuss the weekly readings along the issues that you find the most interesting to inquire further. You are therefore expected to come up with one discussion point for each of the readings each week. The discussion points may, e.g., challenge key arguments of the text, explore specific thoughts, or ask for the transferability of insights. The questions are due **6pm the day before class.** The questions must be entered into the Etherpad that has been set up to facilitate an open discussion in this class:

  https://yourpart.eu/p/Open_Organizing_and_Organizing_Openness

  Please read the introductory notes on top of the pad, insert your questions in time, and an acronym with the first two letters of your first and family name respectively in brackets to your question (e.g., "MaHe" for "Maximilian Heimstädt"). We will use the questions as a starting point for our discussion in class.

- *Research essay:* You will have to write a short research essay (2000-3000 words), applying one or two of the theoretical concepts introduced in the lecture to one of the empirical phenomena. In the final session, you will have the opportunity to present your work-in-progress essay to the class and receive feedback on your idea. The essay is due one week before the final exam.

- *Final exam:* The final exam covers all readings of the course. Handing in the essay is a requirement for participating in the exam.

Managing the workload:

This is a course that requires you to work outside of class on an ongoing basis. For most of the bi-weekly sessions you will have to read four academic papers. Academic papers are usually more challenging to read than textbook chapters, but they provide you with intense and first-hand impressions how openness research is done in practice. When reading the papers, you do not have to understand every detail (e.g., why they chose one method over another), but it is more essential that you grasp the core message of each paper. We recommend planning your readings in advance (e.g. put "Reading for openness seminar" in your weekly timetable!). Participation in class will enhance your reading comprehension and vice versa. Hence it is essential that you read and participate continuously. We highly recommended making notes while reading the material for each week's seminar. You can use these notes for your reading responses, our discussion in class, for writing your essay, and for your exam preparation.

Schedule

Session 1: Introduction & Openness as a Paradigm
April 21; Room: 1.240

Pomerantz, J., & Peek, R. (2016). Fifty shades of open. *First Monday*, *21*(5).

Tkacz, N. (2012). From open source to open government: a critique of open politics. *Ephemera: Theory and Politics in Organization*, 12 (4), 386-405

Armbrüster, T., and Gebert, D. (2002). Uncharted territories of organizational research: The case of Karl Popper's open society and its enemies. *Organization Studies*, 23(2), 169-188

Session 2: Openness and Boundaries & Openness and Transparency
May 5; Room: 1.240

Hernes, T. (2004). Studying composite boundaries: A framework of analysis. *Human Relations*, 57(1), 9-29

Santos, F. M., and Eisenhardt, K. M. (2005). Organizational boundaries and theories of organization. *Organization Science*, 16(5), 491-508

Fenster, M. (2015). Transparency in search of a theory. *European Journal of Social Theory*, 18(2), 150-167

Heimstädt, M. (2017) Openwashing: A decoupling perspective on organizational transparency. *Technological Forecasting and Social Change*

Session 3: Openness and Participation & Openness and Inclusion
May 12; Room: 1.240

Dachler, H. P., and Wilpert, B. (1978). Conceptual dimensions and boundaries of participation in organizations: A critical evaluation. *Administrative Science Quarterly*, 1-39

Mantere, S., and Vaara, E. (2008). On the problem of participation in strategy: A critical discursive perspective. *Organization Science*, 19(2), 341-358

Dobusch, L. (2014). How exclusive are inclusive organisations?. *Equality, Diversity and Inclusion: An International Journal*, 33(3), 220-234

Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37(4), 1262-1289

Session 4: Openness and Emergence & Open Collaboration
June 2; Room 1.181

Dew, N., Sarasvathy, S. D., and Venkataraman, S. (2004). The economic implications of exaptation. *Journal of Evolutionary Economics*, 14(1), 69-84

Mintzberg, H., and Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal*, 6(3), 257-272

Jemielniak, D. (2016). Wikimedia movement governance: the limits of a-hierarchical organization. *Journal of Organizational Change Management*, 29(3)

Haklay, M., & Weber, P. (2008). Openstreetmap: User-generated street maps. *IEEE Pervasive Computing*, 7(4), 12-18.

Session 5: Open Source Software & Open Science
June 16; Room: 1.240

Benkler, Y. (2002). Coase's Penguin, or, Linux and" The Nature of the Firm". *Yale Law Journal*, 369-446

O'Mahony, S. (2007). The governance of open source initiatives: what does it mean to be community managed? *Journal of Management & Governance*, *11*(2), 139-150.

Bartling, S., & Friesike, S. (Eds., 2014): Opening Science: The Evolving Guide on How the Web is Changing Research, Collaboration and Scholarly Publishing.

Fecher, B., & Friesike, S. (2014). Open Science: One term, five schools of thought. In S. Bartling & S. Friesike (Eds.), *Opening Science* (pp. 17–47). Cham/ Heidelberg/ New York /Dordrecht/ London: Springer.

Session 6: Open Government & Guest lecture
June 30; Room: 1.240

Janssen, M., Charalabidis, Y., & Zuiderwijk, A. (2012). Benefits, adoption barriers and myths of open data and open government. *Information Systems Management*, 29(4), 258-268

Kornberger, M., Meyer, R. E., Brandtner, C., & Höllerer, M. A. (2017). When Bureaucracy Meets the Crowd: Studying "Open Government" in the Vienna City Administration. *Organization Studies*, *38*(2), 179-200.

In this session, there will be a guest lecture by Magdalena Künkel. Ms. Künkel is a public-sector consultant with a focus on government innovation. She is a graduate of the University of Cambridge and lives in London.

Session 7: Open Innovation & Open Strategy
July 14; Room 1.181

Sieg, J. H., Wallin, M. W., & Von Krogh, G. (2010). Managerial challenges in open innovation: a study of innovation intermediation in the chemical industry. *R&D Management*, 40(3), 281-291

Piller, F. T., & Walcher, D. (2006). Toolkits for idea competitions: a novel method to integrate users in new product development. *R&D Management*, *36*(3), 307-318.

Stieger, D., Matzler, K., Chatterjee, S., & Ladstaetter-Fussenegger, F. (2012). Democratizing Strategy. *California Management Review*, 54(4), 44-68

Luedicke, M. K., Husemann, K. C., Furnari, S., & Ladstaetter, F. (2016). Radically open strategizing: how the premium cola collective takes open strategy to the extreme. *Long Range Planning*.

Session 8: Feedback session for essay expose & Exam preparation
July 28; Room 1.181

As you will have learned in the session on open source software production, "given enough eyeballs, all bugs are shallow" (Linus's Law). In this session, you are therefore invited to present the idea and status quo of your research essay to the class. There will be no grade for your presentation and its sole purpose is for you to receive feedback and input from your peers, to improve your work and to "fix bugs" early on. After the presentations, we will provide you with some more guidance on how to write a compelling essay and we will also speak about the format and content of the upcoming exam.