Syllabus
2026 - 2027

TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Teorización y revisión de la literatura / Theorization and literature review
Subject code	E000014097
Mainprogram	Máster Universitario en Métodos de Investigación para Gestión Empresarial, Economía y Finanzas / Master in Research Methods for Management, Economics and Finance por la Universidad Pontificia Comillas [MIGEEF 25]
Involved programs	Máster Universitario en Métodos de Investigación para Gestión Empresarial, Economía y Finanzas [First year]
Level	Posgrado Oficial Master
Quarter	Semestral
Credits	4,0 ECTS
Type	Obligatoria
Department	Departamento de Marketing
Coordinator	Carmen Valor Martínez
Course overview	Este curso otorga al alumno/a las herramientas para formular una pregunta de investigación que dé lugar a una contribución teórica. Se enseña al alumno/a la lectura, localización y gestión de fuentes para su análisis, así como la referenciación. El/la alumno/a aprende también a realizar diferentes tipos de revisión de literatura, a formular modelos conceptuales y a desarrollar estrategias de teorización en un campo o área de trabajo.

Teacher Information	
Teacher	
Name	Isabel Carrero Bosch
Department	Departamento de Marketing
Office	Alberto Aguilera 23 [OD-403]
EMail	icarrero@icade.comillas.edu
Phone	2451
Teacher	
Name	María del Carmen Valor Martínez
Department	Departamento de Marketing
Office	Alberto Aguilera 23 [OD-402]
EMail	cvalor@icade.comillas.edu
Phone	2291

Syllabus
2026 - 2027

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject

Contribution to the professional profile of the degree

The student is taught how to read, locate, and manage sources for analysis, as well as how to reference them. This course provides students with the tools to formulate a research question that makes a theoretical contribution. The student also learns to conduct different types of literature reviews, formulate conceptual models, and develop theorization strategies in a field or area of work.

Competencies - Objectives

Competences

Conocimientos o contenidos	
CN01	Los fundamentos, controversias, retos y contextos del trabajo de investigación, desde principios y valores democráticos, de justicia y de cuidado y con orientación hacia el logro de los Objetivos de Desarrollo Sostenible.
CN03	Los principios y elementos integrantes del diseño de una investigación en el ámbito de la Gestión, la Economía y la Empresa.
Competencias	
CM01	Identificar y formular de modo claro, fundamentado y consistente problemas de investigación relevantes tanto desde la perspectiva científico-académica como social, desde los principios y valores democráticos y el marco de los Objetivos de Desarrollo Sostenible como referentes.
CM02	Desarrollar el proceso completo de diseño y ejecución de un proyecto de investigación (en elementos y fases del proceso), consistentes con el problema de investigación, generadores de contribución científica relevante, y orientados por el impacto social.
CM03	Aplicar enfoques, métodos, análisis y técnicas de investigación propios de las áreas de Gestión Economía y Finanzas de modo consistente y coherente, desde principios y valores democráticos y con orientación hacia el logro de los Objetivos de Desarrollo Sostenible.
CM04	Reportar y difundir resultados fundamentados de la investigación a través de una comunicación eficaz, oral y escrita, tanto a la comunidad de investigadores y de profesionales relacionados con las problemáticas estudiadas, como a una diversidad de públicos no especializado.
Habilidades o destrezas	
HA02	Apreciar las implicaciones de los enfoques metodológicos alternativos (y sus fundamentos onto-epistemológicos y axiológicos) sobre el diseño de la investigación, sobre el análisis, interpretación y reporte de datos, y sobre la construcción de teorías.
HA03	Evaluar críticamente los diversos métodos y técnicas de investigación, así como discernir su utilidad para cada contexto de investigación.

HA04	Ser consistentes en el uso de las herramientas de investigación en el conjunto dentro del diseño y el contexto de un proyecto de investigación.

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

Module 1. Scientific Information and Information Sources

- **Searching for Scientific Information in Databases**
- **Indicators of Scientific Research Quality**
- **Citation Styles and Reference Management**
- **Information Management Strategies**
- **Systematic Review Methodology**
- **The Use of AI in Systematic Reviews**

Module 2. Formulation of research questions and strategies for theorizing

- **Theorizing Strategies**
- **The Structure of Science**
- **Approaches to Causality**
- **Requirements, Origins, and Contributions of Research Questions**
- **Strategies for Formulating Research Questions**
- **Types of Theory**
- **Strategies for Conceptualization**

TEACHING METHODOLOGY

General methodological aspects of the subject

A combination of lectures, workshops, reflective activities, and individual research assignments will be used, through which students are expected to develop their competencies under the guidance of the instructors. Students are also expected to work independently outside the classroom by completing the assigned readings and preparing the assessment tasks.

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
AF15. Sesiones tutoriales (virtual). Orientación personal o virtual síncrona que el docente realiza con los/as estudiantes y que consiste en una ayuda particular integrada dentro del proceso formativo, ayudando así al avance en el proceso formativo.	AF12. Ejercicios y resolución de casos y de problemas (virtual). Sesiones síncronas en las que los/as docentes realizan de manera individual o junto con los/as estudiantes problemas, casos o cualquier tipo de ejercicio pertinente vinculado con la actualidad de la materia y/o con empresas u organizaciones reales, para la adquisición de competencias de las asignaturas.	AF1. Lecciones de carácter expositivo. Sesiones en las que los/as docentes exponen contenidos concretos, que pueden estar apoyados o no por recursos tecnológicos, en la que existirán periodos de explicación a cuestiones o dudas planteadas por los/as estudiantes.

2.00	12.00	14.00
NON-PRESENTIAL HOURS		
AF7. Estudio y lectura organizada. Tiempo de estudio por parte del estudiante dedicado a preparar, profundizar y analizar en los contenidos de las asignaturas o materias, así como realizar ejercicios prácticos.	AF8. Trabajos monográficos y de investigación, individuales o colectivos. Los/as estudiantes trabajan de manera individual o colectiva un tema objeto de estudio relacionado con una asignatura o materia y/o con empresas u organizaciones reales, mediante la búsqueda de información, el análisis y la elaboración de documentos.	
40.00	60.00	
ECTS CREDITS: 4,0 (128,00 hours)		

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
Final assignment	Rubric	50
Individual assignments	Assessment rubric	30
Workshops in class	Attendance and rubric	20

Ratings

Assessment

Students' final grade will be calculated by weighting the **Information Sources module** at **37.5%**, with the remaining percentage corresponding to the activities completed in the **Theorization Strategies module**. Both modules must be passed independently. Each module must be passed separately. If a student fails one of the modules (Theorization or Information Sources Management), the final course grade will be the **lowest grade obtained**.

Students must attend at least 66**% of classes** in order to be assessed in the first examination period. In addition, within each module, both the final assignment and in-class assessments must be passed.

If a student fails the first examination period, any components that have been passed will be carried forward to the second (resit) examination period, meaning the student will only need to resubmit or repeat the failed assignments.

PLEASE READ THE UNIVERSITY REGULATIONS ON PLAGIARISM CAREFULLY. IMPROPER REPRODUCTION OF OTHER PEOPLE'S WORK IS CONSIDERED A SERIOUS OFFENCE (SEE UNIVERSITY REGULATIONS).

This course is classified as **Level 3 (AI permitted with special conditions)** according to the Institutional AI Assessment Scale (Perkins et al., 2024). This means that students may use Artificial Intelligence (AI) tools to support specific tasks, provided that they:

1. Critically evaluate and revise any AI-generated content.
2. Fully document and disclose their use of AI.

Unrestricted or unmonitored use of AI is not permitted. Students must demonstrate critical judgment in order to ensure both academic integrity and their own learning.

For **non-generative AI**, students must specify:

- Which tools were used;
- Which parts of the assignment involved these tools;
- The keywords used, where applicable.

For **generative AI**, students must specify:

- Which tools were used;
- The prompts provided to the AI system;
- The exact sections of the assignment in which AI contributed.

Students are permitted to use AI tools to support the **search and retrieval of information sources**, as discussed in class. AI may also be used to assist in the creation of **tables, figures, and images**, provided that these visual elements are based entirely on the student's own original data and analyses.

However, the use of **generative AI to produce written text, generate research ideas, or critique the literature is prohibited**, as it prevents students from developing the critical and abstract thinking skills that are core learning objectives of the course.

The inappropriate use of ChatGPT or other generative AI platforms will be considered a serious academic offence under **Article 168.2.e of the University General Regulations**, namely: *"engaging in actions intended to falsify or undermine systems for assessing academic performance."* Consequences may include:

- Temporary suspension of up to three months;
- Prohibition from sitting examinations in the examination period immediately following the sanction, in one or more enrolled courses;
- A failing grade (0) in the relevant course;
- Ineligibility to take the course examination in the subsequent examination period.

Accordingly, the use of ChatGPT or other generative AI tools in completing coursework will be considered inappropriate (and therefore prohibited) whenever such use substantially compromises the ability of assessment methods to evaluate the student's acquisition of the course competencies. Nevertheless, instructors may authorize specific uses of generative AI. The conditions under which such uses are permitted will be explicitly stated in the assignment instructions.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

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.

MacInnis, D.J. (2008). Clarifying the role of theory. 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.hBacharach, 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