

Management 6933
Doctoral Seminar in Research Design

Spring 2005

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Course Description and Objectives

MAN 6933 is a seminar course in research design. In addition to research designs, we will discuss theory and hypothesis testing, measurement of constructs, publication strategies, and various special topics in empirical research. The main objectives of this course are to (a) provide you with an overview of key concepts relevant to the design and conduct of organizational research, (b) help you develop critical thinking skills to evaluate the study designs of other researchers, and (c) enhance your knowledge and skills for designing and conducting your own research.

This course is designed as a seminar and will incorporate discussion, demonstrations, and presentations. I will begin most classes by providing an overview of the topic area(s) of interest. We will then discuss the assigned readings. I expect you to come to class with issues and questions for discussion; voice your thoughts, ideas, and concerns; and show initiative and effort. The overall goal will be to establish an active, comfortable, and creative environment in which we can all learn from each other.

Required Texts and Readings

Schwab, D. P. (2005). *Research methods for organizational studies* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Rogelberg, S. G. (Ed.) (2002). *Handbook of research methods in industrial and organizational psychology*. Malden, MA: Blackwell Publishing.

In addition to the above texts, you will be required to read a collection of articles and book chapters (see Course Schedule and Readings section below). Unless specified, electronic versions of these readings can be downloaded through the various FSU library databases.

Grading:

Course grades will be based on your performance in the following areas:

Class Preparation and Participation (20%). You will be evaluated based on how well prepared you are for classes and the frequency and quality of your in-class contributions. You will find that I am very open to answering questions about the material and helping students learn in any way I can. At the same time, I expect you to take an active role in your learning, as well as in the learning of your colleagues. As such, you should come to class having thoroughly read and thought about the assigned readings. This does not mean that you have to understand everything you read, but you must try. In addition, you should come to class prepared with questions about the topics of discussion and with answers to anticipated questions. Consider the following questions before each class: What questions do you have about the material? How does it relate to your other coursework and research activities? What did you find particularly interesting? Did you have any revelations? Do you disagree with anything you read? Please feel free to ask me how you are doing with respect to class preparation and participation at any time during the semester.

Research Design Critique (40%). You will be asked to select a (narrow) area of research to evaluate, ideally related to your anticipated dissertation topic. You will read a minimum of seven empirical articles from that literature and write a paper that describes (a) the topic of interest, (b) the research designs and methods researchers have used to examine the topic, (c) the strengths and weaknesses of those designs/methods, and (d) recommendations for addressing the weaknesses in future research. The specific assignments for this project are as follows:

1. A one-page proposal of your research design critique.
2. A draft paper of your critique.
3. An in-class presentation of your critique.
4. A final version of your paper, along with the draft version of the paper and detailed responses to my initial feedback.

The goals of this component of the course are to (a) increase your knowledge about a particular area of research, (b) enhance your critical thinking about research design features, and (c) stimulate ideas for addressing the limitations of prior research in the conduct of your own studies (e.g., your dissertation research). Further details about project guidelines and due dates will be provided early in the semester.

Exams (40%). There will be two examinations, each worth 20% of your course grade. Both exams will be closed book and completed in class. The exams will be given on February 23 and April 20.

Course Schedule and Readings

Please note that the course schedule and readings are subject to change with advanced notice.

January 12: Introduction to the Course

January 19: Introduction to Empirical Research

Schwab Chapters 1, 2, and 21

McCall, M. W., & Bobko, P. (1990). Research methods in the service of discovery. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 2nd ed., Vol. 1 (pp. 381-418). Palo Alto, CA: Consulting Psychologists Press. **On reserve**

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum Associates. Chapter 1—Making claims with statistics (pp. 1-16). **On reserve**

January 26: Theory Building and Hypothesis Testing

Feldman, D. (2004). What are we talking about when we talk about theory? *Journal of Management*, 30, 565-567.

Campbell, J. P. (1990). The role of theory in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 2nd ed., Vol. 1 (pp. 39-73). Palo Alto, CA: Consulting Psychologists Press. **On reserve**

Locke, E. A. (1996). Using programmatic to build a grounded theory. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 99-106). Thousand Oaks, CA: Sage Publications. **On reserve**

Bacharach, S. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14, 496-515.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

DiMaggio, P. J. (1995). Comments on "What theory is not." *Administrative Science Quarterly*, 40, 391-397.

February 2: Measurement: Validity and Reliability

Schwab Chapters 3 and 17

Guion, R. M. (2002). Validity and reliability. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 57-76).

Bagozzi, R. P., & Edwards, J. R. (1998). A general approach for representing constructs in organizational research. *Organizational Research Methods*, 1, 45-87. **On reserve**

Schmidt, F. L., & Hunter, J. E. (1996). Measurement error in psychological research: Lessons from 26 research scenarios. *Psychological Methods*, 1, 199-223.

Boyd, B. K., Gove, S., & Hitt, M. A. (2005). Construct measurement in strategic management research: Illusion or reality? *Strategic Management Journal*, 26, 239-257.

February 9: Measurement: Scale Development and Validation

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1, 104-121. **On reserve**

Cortina (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78, 98-104.

Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 3, 272-299.

Williams, L. J., Ford, L. R., & Nguyen, N. (2002). Basic and advanced measurement models for confirmatory factor analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 366-389).

February 16: Overview of Research Designs

Schwab Chapter 5

Stone-Romero, E. F. (2002). The relative validity usefulness of various empirical research designs. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 77-98).

Sackett, P. R., & Larson, J. R. (1990). Research strategies and tactics. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*, 2nd ed., Vol. 1 (pp. 419-489). Palo Alto, CA: Consulting Psychologists Press. **On reserve**

Short, J., Ketchen, D., & Palmer, T. (2002). The role of sampling in strategic management research on performance: A two-study analysis. *Journal of Management*, 28, 363-385.

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioral research: Methods and data analysis* (2nd ed.). New York: McGraw-Hill. Chapter 10—Considerations in the selection of subjects and stimuli (pp. 205-230). **On reserve**

Murphy, K. R. (2002). Using power analysis to evaluate and improve research. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 119-137).

February 23: Exam I

March 2: Experiments and Quasi-experiments

Schwab Chapter 6

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin. Chapter 2—Statistical conclusion validity and internal validity (pp. 33-63); Chapter 3—Construct validity and external validity (pp. 64-102); and Chapter 8—Randomized experiments: Rationale, designs, and conditions conducive to doing them (pp. 246-277). **On reserve**

Bergh, D., Hanke, R., Balkundi, P., Brown, M., & Chen, X. 2004. An assessment of research designs in strategic management research: The frequency of threats to internal validity. In D. Ketchen & D. Bergh (Eds.), *Research methodology in strategy and management* (pp. 347-363). Elsevier. **On reserve**

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum Associates. Chapter 2—Elementary arguments and the role of chance (pp. 17-38) and Chapter 9—Credibility of Argument (pp. 170-198). **On reserve**

March 2: Questionnaire Research

Schwab Chapters 4 and 7

Rogelberg, S. G., Church, A. H., Waclawski, J., & Stanton, J. M. (2002). Organizational survey research. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 141-160).

Spector, P. E. (1994). Using self-report questionnaires in OB research: A comment on the use of a controversial method. *Journal of Organizational Behavior*, 13, 385-392.

Conway, J. M. (2002). Method variance and method bias in industrial and organizational psychology. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 344-365).

Podaskoff, P., MacKenzie, S., Lee, J-Y, & Podsakoff, N. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88, 879-903.

March 9: Spring Break

March 16: Meta-analysis

Schwab Chapter 14

Huffcutt, A. I. (2002). Perspectives on meta-analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 198-215).

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin. Chapter 13—Generalized causal inferences: Methods for multiple studies (pp. 417-454). **On reserve**

Bobko, P., & Roth, P. L. (2003). Meta-analysis and validity generalization as research tools: Issues of sample bias and degrees of mis-specification. In K. R. Murphy (Ed.), *Validity generalization: A critical review* (pp. 67-90). Mahwah, NJ: Lawrence Erlbaum Associates. **On reserve**

Combs, J. G., Liu, Y., Hall, A. T., & Ketchen, D. J., Jr. (in press). How much do high performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*. **On reserve**

OB/HR meta-analysis article (TBD)

March 23: Special Topics in Research Design

Locke, K., & Golden-Biddle, K. (2002). An introduction to qualitative research: Its potential for industrial and organizational psychology. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 99-118).

Bachiochi, P. D., & Weiner, S. P. (2002). Qualitative data collection and analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 161-183).

Zickar, M. J., & Slaughter, J. E. (2002). Computational modeling. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 184-197).

Hofmann, D. A. (2002). Issues in multilevel research: Theory development, measurement, and analysis. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 247-274).

Additional readings may be assigned on the basis of students' interests

March 30: Publishing your Research

Schwab Chapter 15

Bem, D. L. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The compleat academic: A career guide* (2nd ed., pp. 185-219). Washington, D.C: American Psychological Association. **On reserve**

Desrosiers, E. I., Sherony, K., Barros, E., Ballinger, G. A., Senol, S., & Campion, M. A. (2002). Writing research articles: Update on the article review checklist. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 459-478).

Murphy, K. R. (1996). Getting published. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 129-134). Thousand Oaks, CA: Sage Publications. **On reserve**

Murnighan, J. K. (1996). Revising and resubmitting: Author emotions, editor roles, and the value of dialogue. In P. J. Frost & M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia* (pp. 135-142). Thousand Oaks, CA: Sage Publications. **On reserve**

Feldman, D. (2004). The devil is in the details: Converting good research into publishable articles. *Journal of Management*, 30, 1-6.

Feldman, D. (2004). Negotiating the revision process. *Journal of Management*, 30, 305-307.

Ketchen, D. (2002). Some candid thoughts on the publication process. *Journal of Management*, 28, 585-590.

April 6: Words-of-Wisdom from Faculty and Student Presentations

April 13: Words-of-Wisdom from Faculty and Student Presentations

April 20: Exam II