



**B794
Research Methods and Design
PhD Seminar
Fall 2016 Course Outline**

**Human Resources and Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This seminar course provides an exposure to research design and methodologies in business with particular emphasis on examples from human resources and management, information systems and marketing. Course material will equip students with basic skills to critically evaluate and design research projects.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Isik U. Zeytinoglu
DSB 405, ext. 23957
zeytino@mcmaster.ca

Dr. Catherine Connelly
DSB 418, ext. 23954
connell@mcmaster.ca

Seminar meeting dates and locations:
Tuesdays 1-4pm, DSB 421

COURSE DESCRIPTION

This seminar provides an exposure to issues and techniques of questionnaire and survey development, instrument design and selection, psychometrics, and qualitative and quantitative methods in the context of a research project. A research proposal by the end of course is required.

COURSE FORMAT

This course is designed in a seminar format. Each meeting will have a specified focus for discussion and will require a selected student to take the responsibility for leading the discussion. The selected student will specify the issues for discussion based on a thorough review of the assigned readings and will keep the discussion focused on the selected topic.

PERFORMANCE EVALUATION

Class preparation, presentation and participation	50%
Research Proposal	50%

Class presentation and participation: Students are expected to read the required material on time and be prepared to discuss with minimum facilitation. Contributions to class discussions will be assessed on the basis of the student's ability to comprehend, analyze, synthesize and evaluate the assigned readings.

Research Proposal: Each student will select a topic of interest and will prepare a research grant proposal complete with a justified research plan, budget calculations, time estimates and ethics forms. The SSHRC Standard Research Grant forms will be used for the research proposal.

Readings for research proposal:

Steinberg, J. (2004). Obtaining a research grant: A granting agency's view. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.) *The Compleat Academic: A Career Guide*: 153-168. Second Ed., New York: Random House.

Sternberg, R. J. (2004). Obtaining a research grant: The applicant's view. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.) *The Compleat Academic: A Career Guide*: 169-184. Second Ed., New York: Random House.

Zeytinoglu, I.U. (2006) How to prepare a successful SSHRC grant application: A repeat grantee views. *ORS Research Application Workshop Presentation*, McMaster University.

Grading

Letter Grade	Percent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	60 - 69
F	00 - 64

ACADEMIC DISHONESTY

Please note that the University Senate Resolutions on Academic Dishonesty applies to students in this course. The policy states: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, lab reports, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining admission or credits; and forging or falsifying McMaster University documents. No excuses for violation of this policy, including ignorance of the policy, are accepted. For more detailed information see the University web site.

<http://www.mcmaster.ca/academicintegrity>

REQUIRED COURSE MATERIALS AND READINGS

APA (2009). *Publication Manual*. 6th Ed. Washington, D.C.: APA. (<http://www.apastyle.org/>)

Recommended texts:

- Bickman, L. & Rog, D.J. (Eds.) (2009). *The Sage Handbook of Applied Social Research Methods*. 2nd Ed. Thousand Oaks: Sage.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: Sage Publ.
- Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.) (2004). *The Compleat Academic: A Career Guide*. Second Ed., New York: Random House.
- Fowler, F. J., Jr. (2013). *Survey Research Methods* (5th Ed). Applied Social Research Methods Series. Newbury Park, CA: Sage.
- Huff, A.S. (1999). *Writing for Scholarly Publication*. Thousand Oaks, CA: Sage.
- Lee, T.W. (1999). *Using Qualitative Methods in Organizational Research*. Thousand Oaks: Sage.
- Pedhazur, E.J. & Pedhazur Schmelkin, L. (1991). *Measurement, Design, and Analysis: An Integrated Approach*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Rogelberg, S.G. (Ed.) (2004). *Handbook of Research Methods in Industrial and Organizational Psychology*. Malden, MA: Blackwell Publishers.
- Whitfield, K. & Strauss, G. (Eds.) (1998). *Researching the World of Work: Strategies and Methods in Studying Industrial Relations*. Ithaca & London: ILR Press, Cornell University.

Recommended Readings:

See “From the editors” seven-part series published in the *Academy of Management Journal* starting with February 2011 issue. Also see George, G. (2012) “From the editors Publishing in *AMJ* for non-U.S. Authors” *Academy of Management Journal*, 55(5): 1023-1026.

RESEARCH INVOLVING HUMAN SUBJECTS

If your hands-on exercise involves collecting data from human subjects and/or organizations you must obtain prior approval from the Research Ethics board. Further information is provided below.

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

COURSE SCHEDULE

READING LIST

Session and Topic	Articles
<p>Week 1: Introduction: Research Design Issues (Isik – September 13)</p>	<p>Bartunek, J.M., Rynes, S.L. & Ireland, R.D. (2006). What makes management research interesting and why does it matter? <i>Academy of Management Journal</i>, 49(1): 9-15.</p> <p>Van Maanen, J., Sorenson, J.B. & Mitchell, T.R. (2007). The interplay between theory and method. <i>Academy of Management Review</i>, 32(4): 1145-1154.</p> <p>Kochan, T.A., Guillen, M.F., Hunter, L.W. & O’Mahony, S. (2009). Introduction to a special research forum- public policy and management research: finding the common ground. <i>Academy of Management Journal</i>, 52(6): 1088-1101.</p> <p>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>. 4th ed. Thousand Oaks, CA: Sage Publ. (Chapters 1-3)</p> <p>Bickman, L. & Rog, D.J. (2009). Applied research design: A practical approach. In Bickman, L. & Rog, D.J. (Eds.) <i>Handbook of Applied Social Research Methods</i>, 2nd ed.: pp. 3-43 (Chapter 1). Thousand Oaks: Sage.</p>
<p>Week 2: Research Ethics (Isik – September 20)</p>	<p>Aguinis, H & Henle, C. A. (2004). Ethics in research. In Rogelberg, S.G. (Ed.) <i>Handbook of Research Methods in Industrial and Organizational Psychology</i>: 34-56. Malden, MA: Blackwell Publishers.</p> <p>Broad, W. & Wade, N. (1982). Betrayers of the truth: Cases of fraud in the idealized world of science. <i>Equinox</i>, 85-94.</p> <p>Rosenthal, R. (1994). Science and ethics in conducting, analyzing and reporting psychological research. <i>Psychological Science</i>, 5, 127-134.</p> <p>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>. 3rd ed. Thousand Oaks, CA: Sage Publ. (Chapter 4)</p> <p>Honig, B. & Bedi, A. 2012. The fox in the hen house: A critical examination of plagiarism among members of the academy of management. <i>Academy of Management Learning and Education</i>, 11(1):101-123.</p> <p>Research ethics exercise (will be explained in class the week before). Also, briefly read this article for class discussion: http://www.nytimes.com/2011/11/03/health/research/noted-dutch-psychologist-stapel-accused-of-research-fraud.html</p> <p>Drug trial gone wrong: http://www.reuters.com/article/us-france-health-test-idUSKCN0UT131</p>

<p>Week 3: Research Methods: Qualitative Research Design and Techniques (Interviews, Focus Groups, Case Study) <i>(Isik – September 27)</i></p>	<p>Maxwell, J. A. Designing a qualitative study. Bickman, L. & Rog, D.J. (Eds.) (2009). <i>The Sage Handbook of Applied Social Research Methods.</i>, 2nd Ed. (Chapter 7). Thousand Oaks: Sage.</p> <p>Cunliffe, A. (2012). Crafting Qualitative Organizational Research. CARMA. (View video presentation and read ppt slides). IMPORTANT: REGISTER at: https://razor.med.und.edu/carma/video Cunliffe presentation is: http://capture.med.und.edu/Mediasite/Play/c88da5df-49c9-4bbc-bb94-37640c7f016b</p> <p>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches.</i> 3rd ed. Thousand Oaks, CA: Sage Publ. (Chapters 5-7 & 9)</p> <p>Walsh, I., Holton, J.A., Bailyn, L., Fernandez, W., Levina, N. & Glaser, B. (2015). What grounded theory is ... A critically reflective conversation among scholars. <i>Organizational Research Methods</i>, 18(4): 581-599.</p> <p>Easterby-Smith, M., Golden-Biddle, K. & Locke, K. (2008). Working with pluralism: Determining quality in qualitative research. <i>Organizational Research Methods</i>, 11(3): 419-429.</p> <p>Rubenstein, P. (2011). Why (and how) the growth of social media has created opportunities for qualitative research in organizational development. <i>The Industrial-Organizational Psychologist</i>, 49(2): 19-26.</p> <p>Sample reading (for class discussion purposes): Vaccaro, A. & Palazzo, G. (2015). Values against violence: Institutional change in societies dominated by organized crime. <i>Academy of Management Journal</i>, 58(4): 1075-1101.</p>
<p>Week 4: Mixed Methods Research & Participatory Action Research <i>(Isik – October 4)</i></p>	<p>Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches.</i> 3rd ed. Thousand Oaks, CA: Sage Publ. (Chapter 10)</p> <p>Turner, S.F., Cardinal, L.B., & Burton, R. M. (2015). Research design for mixed-methods: A triangulation-based framework and roadmap. <i>Organizational Research Methods</i>, (see first Online, November 25, 2015). DOI:10.1177/1094428115610808</p> <p>Tashakkori, A. & Teddlie, C. (2009). Integrating qualitative and quantitative approaches to research. In Bickman, L. & Rog, D.J. (Eds.) <i>Handbook of Applied Social Research Methods</i>, 2nd ed.: (Chapter 9). Thousand Oaks: Sage.</p> <p>Sample reading for triangulation: Mathias, B.D. & Smith, A.D. (2016). Autobiographies in organizational research: Using leaders' life stories in a triangulated research design. <i>Organizational Research Methods</i>, 19(2): 204-230.</p> <p>Whyte, W.F., Greenwood, D.J. & Lazes, P. (1991). Participatory action research: through practice to science in social research. In Whyte, W.F. (ed). <i>Participatory Action Research</i>. Thousand Oaks: Sage. (Chapter 2).</p>

	<p>Huxham, C. & Vangen, S. (2003). Researching organizational practice through action research: case studies and design choices. <i>Organizational Research Methods</i>, 6 (3): 383-403.</p> <p>Khanlou, N. & Peter, E. (2005). Participatory action research: considerations for ethical review. <i>Social Science & Medicine</i>, 60: 2333-2340.</p> <p>Sample reading for participatory action research: Hajdukowski-Ahmed, M., Pond, M., Zeytinoglu, I.U. & Chambers, L. (1999). "We are making a difference": The women's worksite action group, a participatory action research project. In Denton, M., Hajdukowski-Ahmed, M., O'Connor, M., & Zeytinoglu, I.U., (Eds.), <i>Women's Voices in Health Promotion</i>: 122-137. Toronto: Canadian Scholars' Press.</p> <p>Review papers for research proposal</p>
<p>Week 5: Foundations for Quantitative Research 1: Reliability, Validity, and Power (Catherine–October 11)</p>	<p>MacKenzie, S.B., Posakoff, P.M., & Podsakoff, N.P. (2011). Construct measurement and validation procedures in MIS and behavioral research: Incorporating new and existing techniques. <i>MIS Quarterly</i>, 35, 293-334.</p> <p>Tonidandel, S., Williams, E.B., & LeBreton, J.M. (2014). Size matters... just not in the way that you think: Myths surrounding sample size requirements for statistical analyses. <i>More Statistical and Methodological Myths and Urban Legends</i>. C.E. Lance & R.J. Vandenberg. New York: Routledge. 162-184.</p> <p>Aguinis, H. & Harden, E.E. (2009). Sample size rules of thumb: Evaluating three common practices. <i>Statistical and Methodological Myths and Urban Legends</i>. C.E. Lance & R.J. Vandenberg. New York: Routledge. 267-285.</p> <p>Cortina, J.M. & Landis, R.S. (2009). When small effect sizes tell a big story, and when large effect sizes don't. <i>Statistical and Methodological Myths and Urban Legends</i>. C.E. Lance & R.J. Vandenberg. New York: Routledge. 287-308.</p>
<p>Week 6: Samples and method biases (Catherine–October 18)</p>	<p>Landers, R.N. & Behrend, T.S. (in press). An inconvenient truth: Arbitrary distinctions between organizational, mechanical Turk, and other convenience samples. <i>Industrial and Organizational Psychology</i>.</p> <p>Podsakoff, P.M., MacKenzie, S.B, Lee, J.Y., & Podsakoff, N.P. (2003). Common method bias in behavioral research: A critical review of the literature and recommended remedies. <i>Journal of Applied Psychology</i>, 88, 879-903.</p> <p>Burton-Jones, A. (2009). Minimizing method bias through programmatic research. <i>MIS Quarterly</i>, 33, 445-471.</p> <p>Highhouse, S. & Gillepsie, J.Z. (2009). Do samples really matter that much? <i>Statistical and Methodological Myths and Urban Legends</i>. C.E. Lance & R.J. Vandenberg. New York: Routledge. 247-266.</p>

<p>Week 7: Quantitative Research Methods: Multi-level Research (Catherine–October 25)</p>	<p>Chan, D. (1998). Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. <i>Journal of Applied Psychology</i>, 83(2), 234-246.</p> <p>LeBreton, J. M., & Senter, J. L. (2008). Answers to 20 questions about interrater reliability and interrater agreement. <i>Organizational Research Methods</i>, 11(4), 815-852. doi: 10.1177/1094428106296642</p> <p>Kozlowski, S.W.J. & Klein, K.J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. <i>Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions</i>. K.J. Klein & S.W.J. Kozlowski (Eds.) San Francisco: Jossey-Bass. 3-90.</p>
<p>Week 8: Quantitative Research Methods: Experiments (Catherine–November 1)</p>	<p>Highhouse, S. (2009). Designing experiments that generalize. <i>Organizational Research Methods</i>. 12(3), 554-566.</p> <p>Filion, F. & Johnston, C.C. (2010). When sugar is not so sweet: Camera Shyness and Intentional Cointervention almost Derail a Study. <i>When Research Goes Off the Rails</i>. New York: The Guilford Press. 191-198.</p> <p>Maxwell, S.E. & Delaney, H.D. (2004). The logic of experimental design. <i>Designing Experiments and Analyzing Data</i> (2nd Ed.). 3-33.</p> <p>Aguinis, H. & Bradley, K.J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. <i>Organizational Research Methods</i>, 17(4), 351-371.</p>
<p>Week 9: Experience Sampling (Catherine–November 8)</p>	<p>Beal, D.J. & Weiss, H.M. (2003). Methods of Ecological Momentary Assessment in Organizational Research. <i>Organizational Research Methods</i>. 6(4), 440-464.</p> <p>Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. <i>Annual Review of Psychology</i>. 54:579–616</p> <p>Kahneman, D., Krueger, A.B., Schkade, D.A., Schwarz, N., & Stone, A.A. (2004). A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method. <i>Science</i>. 306, 1776-1780.</p> <p>Nikolas, D., Ilies, R., & Judge, T.A. (2013). Experience sampling methodology. <i>Modern Research Methods for the Study of Behavior in Organizations</i>. J.M. Cortina & R.S. Landis (Eds.). New York: Routledge. 319-348.</p>
<p>Week 10: Quantitative Research Methods: Survey research</p>	<p>Rogelberg, S.G, Church, A. H., Waclawski, J. & Stanton, J.M. (2004). Organizational Survey research. In Rogelberg, S.G. (Ed). <i>Handbook of Research Methods in Industrial and Organizational Psychology</i>:</p>

<p>design: (Isik – November 15)</p>	<p>141-160. Malden, MA: Blackwell Publishers. Creswell, J. W. (2014). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>. 3rd ed. Thousand Oaks, CA: Sage Publ. (Chapter 8). Fowler, Jr., F. J. & Cosenza, C. (2009). Design and evaluation of survey questions. Bickman, L. & Rog, D.J. (Eds.) <i>Handbook of Applied Social Research Methods</i>, 2nd ed.: (Chapter 12). Thousand Oaks: Sage. Ployhart, R. E. (2007). Longitudinal data analysis. CARMA. (View video presentation and read ppt slides). (Go to Video Library) http://capture.med.und.edu/Mediasite/Play/58dc560c-bfc9-4248-9916-1c08985df8f7 Information on Statistics Canada and other data sources will be provided.</p>
<p>Week 11: Survey research techniques: (Isik – November 22)</p>	<p>Pedhazur, E.J. & Pedhazur Schmelkin, L. (1991). <i>Measurement, Design, and Analysis: An Integrated Approach</i>. Hillsdale, NJ: Lawrence Erlbaum Associates. (read Chapters 14 & 15: Nonexperimental designs and Introduction to sampling) Fowler, Jr., F. J. (2013). <i>Survey Research Methods</i> (5th Ed). Applied Social Research Methods Series, Vol. 1. Newbury Park, CA: Sage. (review all, read particularly Chapters 6-10) Rogelberg, S.G. (2006). Non-response to organizational surveys. CARMA. (View video presentation and read ppt slides). https://razor.med.und.edu/carma/ (go to Video Library) Reips, U-D & Birnbaum, M.H. (2011). Behavioural Research and Data Collection via the Internet. In K.P.L. Vu & R.W. Proctor, <i>Handbook of Human Factors in Web Design: 563-585</i>. (2nd ed.) Boca Raton, FL: CRC Press. Sample online survey application: LimeSurvey https://www.limesurvey.org/en/</p>
<p>Week 12: Managing the Research, Writing, & Publication Process (Catherine–November 29)</p>	<p>Bolker, J. (1998). <i>Writing your dissertation in fifteen minutes a day</i>. New York: Henry Holt and Company. Darley, J. M., Zanna, M. P., & Roediger, H. L. (Eds.) (2003). <i>The Compleat Academic: A Career Guide</i>. Second Ed., New York: Random House. Chapters 10 & 11. Barley, S. R. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. <i>Academy of Management Journal</i>, 49(1): 16-20.</p>
<p>Week 13: Research Proposals December 6</p>	<p>One-on-one meetings.</p>
<p>Research Proposals are due December 19, 2016, 9am.</p>	