



B794
Research Methods and Design, PhD Seminar
Winter 2019 Course Outline
Six Weeks: Quantitative Component
January 9-Feb. 13, 2019
Rick D. Hackett, PhD

COURSE OBJECTIVE

This seminar provides exposure to research design and methods in business, psychology and the behavioural sciences more generally, with an emphasis on developing skills fundamental to designing and critically evaluating research projects, with an emphasis on a positivist and empirical paradigm.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Rick D. Hackett
RJC 424
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Seminar meeting dates and locations:

Wednesdays 1-4pm, DSB 421, January 9- Feb. 13 (inclusive)

COURSE DESCRIPTION

This half-course seminar provides an exposure to, and overview of, key issues, methods and approaches to conducting research from a positivist, empirical perspective. Six weeks constrains me to providing a highly selective readings list, with concentration on issues merit attention based on my several years in my capacity as reviewer, Associate Editor, and Editor of peer-reviewed journals in the organizational and behavioral sciences. For those of you in the HR & Management Stream, there will be additional readings assigned to prepare you for the Comprehensive Exam. It is also quite typical for graduate students to “self-school” in methods and analyses tailored to their thesis and longer-term program of research, with learning taking place in “real-time” and as addressed specifically to their own research projects. In-class discussions contribute importantly to the value you gain from this seminar, so it is essential that you come prepared, having read, and reflected on, the assigned manuscripts.

COURSE FORMAT

During each class meeting one of you will select a reading for which you will serve as the lead discussant. I leave it to you to decide how best to distribute the articles such that over the six weeks of this course

there is a fair allocation of responsibilities. As lead discussant please prepare a **slide deck** and distribute to me and your classmates no later than one hour prior to class. Use the slide deck to structure your presentation around the key “take-aways” of your article, and to stimulate discussion. Also, work out time allocations with other students presenting the same day (see my comments in margins of weekly readings).

PERFORMANCE EVALUATION

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

Class presentation and participation: You are to read the required material on time and be prepared to facilitate discussion. Contributions to class discussions will be assessed based on your ability to comprehend, analyse, synthesize, evaluate and present the material from the assigned readings. An important part of your presentation will be facilitating discussion (see above - “Course Format”).

Research Proposal: Please prepare a research proposal, double-spaced, and not exceeding 30 pages of text, including figures, but not references. Your proposal should be guided by the “Publishing in AMJ” Editor writings, and the articles assigned throughout this seminar. Please write it as a Results-Blind Review manuscript submission to the Journal of Business & Psychology <https://jbp.uncc.edu/>

Indeed, you might well make an actual submission to JB&P.

Grading

Letter Grade	Percent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	60 - 69
F	00 - 59

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

See weekly assigned readings.

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><u>Week 1:</u> Research Ethics</p> <ul style="list-style-type: none"> • Publishing in AMJ: Editor Reflections <p>2 students to present a <u>single consolidated</u> presentation & discussion of HARKing.</p> <p>2 students to present a <u>single consolidated</u> presentation & discussion of Honig series.</p> <p>Single student to present on Colquitt & George.</p> <p>Allocate time for 3-hour class, with 15-minute half-time break.</p>	<p><u>Required</u></p> <p>Kerr, N.L., (1998). HARKing: Hypothesizing after the results are known. <i>Personality and Social Psychology Review</i>, 2:3, 196-217.</p> <p>Murphy, K.R. & Aguinis, H. (2017) HARKing: How badly can cherry-picking and question trolling produce in published results? <i>Journal of Business and Psychology</i>.</p> <p>Vancouver, J.B. (2018). In Defense of HARKing. <i>Industrial & Organizational Psychology</i>, 11:1, 73-80.</p> <p>Honig B, Lampel J, Siegel D, Drnevich P. (2017). Special Section On Ethics in Management Research: Norms, Identity, and Community in the 21st Century. <i>Academy of Management Learning & Education</i>, 16(1): 84 – 93.</p> <p>Honig B. et al. (2018). Reflections on Scientific Misconduct in Management: Unfortunate Incidents or a Normative Crisis? <i>Academy of Management Perspectives</i>, 32:4, 412-442.</p> <p>Honig, F. & 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>Colquitt, J.A., George, G., (2011). From the Editors: Publishing in AMJ – Part 1: Topic Choice, <i>Academy of Management Journal</i>, 54:3, 432-435</p>
<p><u>Week 2:</u> Foundations for Quantitative Research 1: Reliability, Validity, and Construct Validation, & Scale Construction</p>	<p><u>Required</u></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>Van Dierendonck, D. & Juijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. <i>Journal of Business & Psychology</i>, 26: 249-267.</p>

<ul style="list-style-type: none"> • Publishing in AMJ: Editor Reflections <p>One student to select <u>one</u> of the four articles. Allocate time among you, allowing for 15-minute half time break.</p>	<p>Wang, G. & Hackett, R.D. (2016). Conceptualization and measurement of virtuous leadership: Doing well by doing good. <i>Journal of Business Ethics</i>, 137:2, 321-345.</p> <p>Bono, J.E., & McNamara, G. (2011). From the Editors: Publishing in AMJ-Part 2: Research Design. <i>Academy of Management Journal</i>, 54:4, 657-660.</p>
<p><u>Week 3:</u> Sampling</p> <ul style="list-style-type: none"> • Publishing in AMJ: Editor Reflections <p>One student to select <u>one</u> of the 4 articles to lead, allocating time for presentation and discussion, while allowing 15-minute half-time break.</p>	<p><u>Required</u></p> <p>Landers, R.N. & Behrend, T.S. (2015). An inconvenient truth: Arbitrary distinctions between organizational, Mechanical Turk, and other convenience samples. <i>Industrial and Organizational Psychology</i> (2015; March), 1-23.</p> <p>Cheung, J.H., Burns, D.K., Sinclair, R.R., & Sliter, M. (2017). Amazon Mechanical Turk in Organizational Psychology: An evaluation and practical recommendations. <i>Journal of Business & Psychology</i>, 32:4, 347-361.</p> <p>Uy, M.A., Foo, M-D., & Aquinis, H. (2010). Using experience sampling methodology to advance entrepreneurship theory and research. <i>Organizational Research Methods</i>, 13:1, 31-54.</p> <p>Grant, A.M. & Pollock, T.G. (2011). Publishing in AMJ – Part 3: Setting the Hook. <i>Academy of Management Journal</i>, 54:5, 873-879.</p>
<p><u>Week 4:</u> Methodological Issues: Method Bias, control variables</p> <ul style="list-style-type: none"> • Publishing in AMJ: Editor Reflections • <p>Two students to give a <u>single</u> coordinated presentation of articles on common method variance</p> <p><u>One</u> student to present on statistical controls.</p>	<p><u>Required</u></p> <p>Burton-Jones, A. (2009). Minimizing method bias through programmatic research. <i>MIS Quarterly</i>, 33, 445-471.</p> <p>Conway, J.M. & Lance, C.E. (2010). What reviewers should expect from authors regarding common method bias in organizational research. <i>Journal of Business & Psychology</i>, 25: 325-334.</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>Spector, P.E. & Brannick, M.T. (2011). Methodological urban legends: The misuse of statistical control variables. <i>Organizational Research Methods</i>, 14:2, 287-305.</p>

<p><u>One</u> student to present Sparrow & Mayer</p>	<p>Sparrow, R.T. & Mayer, K.J. (2012). From the Editors: Publishing in AMJ-Part 4, Grounding Hypotheses. <i>Academy of Management Journal</i>, 54:6, 1098-1102.</p>
<p><u>Week 5:</u> Multi-Level Issues</p> <p>One student to take up one of each of the four articles.</p> <ul style="list-style-type: none"> • Publishing in AMJ: Editor Reflections 	<p><u>Required</u></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>Johnson, R.E., Rosen, C.C. & Chang, C-H (2011). To aggregate or not to aggregate: Steps for developing and validating higher-order multidimensional constructs. <i>Journal of Business & Psychology</i>, 26: 241-248.</p> <p>Edwards, J.R. (2011). The fallacy of formative measurement, <i>Organizational Research Methods</i>, 14:2, 370-388.</p> <p>Zhang, Y. & Shaw, J.D. (2012). From the Editors: Publishing in AMJ-Part 5: Crafting the Methods and Results. <i>Academy of Management Journal</i>, 55:1, 8-12.</p> <p><u>Recommended: Supplementary</u></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>Klein, K.J., Dansereau, F. & Hall, R.J. (1994) Levels issues in theory development, data collection and analysis. <i>Academy of Management Review</i>, 19:2, 195-229.</p>
<p><u>Week 6:</u> Moderation and Mediation and longitudinal research</p> <p>One student for each article, <u>except</u> one student to take-up both the “Publishing in AMJ articles”. Distribute time accordingly (3-hour class, with 15-minute half-time</p>	<p><u>Required</u></p> <p>Dawson, J.F. (2014). Moderation in management research: what, why, when and how. <i>Journal of Business & Psychology</i>, 29:1, p. 1-19.</p> <p>MacKinnon, D.P., Coxe, S. & Baraldi, A.N. (2012). Guidelines for the investigation of mediating variables in business research. <i>Journal of Business & Psychology</i>, 27, 1-14.</p> <p>Ployhart R.E. & Ward, A-K. (2011). The quick start guide for conducting and publishing longitudinal research. <i>Journal of Business & Psychology</i>, 26: 413-422.</p>

<p>break).</p> <ul style="list-style-type: none"> • Editor Reflections, AMJ & JB&P 	<p>Geletkanycz, M. Tepper, B.J. (2012). Publishing in AMJ-Part 6: Discussing the implications. <i>Academy of Management Journal</i>, 55:2, 256-260.</p> <p>Gansal, P. & Corely, K. Publishing in AMJ-Part 7: What’s different about qualitative research? <i>Academy of Management Journal</i>, 55:3, 509-13</p> <p>Rogelberg, S.G., Adelman, M. & Askay, D. (2009). Crafting a successful manuscript: lessons from 131 reviews. <i>Journal of Business & Psychology</i>, 24:117-121.</p> <p><u>Recommended</u></p> <p>Ployhart RE & Vandenberg RJ. (2010). Longitudinal research: The theory, design, and analysis of change. <i>Journal of Management</i>, 36(1): 94-120.</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 experiences: The day reconstruction method. <i>Science</i>, 306, 1776-1780.</p> <p>Nikolas, D. Illies, 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>Braun MT, Kuljanin G & DeShon RP. (2017). Special considerations for the acquisition and wrangling of big data. <i>Organizational Research Methods</i>. DOI: 10.1177/1094428117690235</p>
<p>Research Proposals</p>	<p>One-on-one meetings.</p>
	<p>Research Proposals are due April 24, 2018, 9am.</p>