

#### COURSE DESCRIPTION AND SYLLABUS

# TIME and PLACE

Tuesday, 9:00 a.m. -12:00 p.m., 4.204. I'm going to try to get more boardspace into the room. If I can't, we may move to another room.

# **FACILITATOR**

DAVE HARRISON: 4.242 GSB, 512/471-4930 (work), 512/471-3937 (work fax), 814/321-1866 or

512/354-1072 (cell/home). The work phone is not particularly useful, being corded and all. I prefer using my cell. I only text with my kids and BFFs. My email is <a href="mailto:drdaveharrison@mail.utexas.edu">drdaveharrison@mail.utexas.edu</a>. I read it at least once every business day, but it isn't instantaneous. It's not a good venue for urgent or complex questions (requiring more than 3 or 4-sentence answers). Phone calls and face-to-face meetings are better for those, respectively. Leave a message if I don't answer. I always call back. Still, for most simple communications, e-mail is best. Please call me 'Dave.' 'Dr. Harrison' makes jump into scrubs and run down the hallways trying to stop a Code Blue.

OFFICE HOURS:

 $\underline{\mathbf{M}}$ , W: 2:00 - 3:30 p.m. and other times by appointment. Those other times can be flexible, but I travel a lot for my research work, so the middle of the week and some Fridays are preferable. There will likely be days that I can't make these times. I'll give you advance notice and set up alternatives.

# **OBJECTIVES**

By excelling in this course, you'll build your <u>core set of skills</u> as a Ph.D., those that involve how we come to 'know' things in the social and behavioral science of organizations. That is, you'll have the foundation necessary to do three essential tasks as a doctoral-level professional:

- a) communicate about empirical research with the community of scholars in your field using a common language of methodological principles,
- b) evaluate (critically review) the methods used in empirical studies -- for yourself, for students and peers seeking feedback, or for journal editors, and
- c) design your own research (including a dissertation!) to maximize the possible knowledge to be gained from it, while at the same time recognizing its inherent limitations.

# CONTENT

Specifically, this course gives you a chance to learn about the toolbox of research strategies, designs, and operations you can use, as well as the strengths and weaknesses of each one. We'll repeatedly return to a '3C' theme of methodological *choices*, *constraints*, and *compromises*. By the end of the term, you should get a full appreciation of the complexity of those choices (and how such complexity is

typically hidden in published articles). You should also get a basic appreciation of how each choice is affected by previous choices and factors external to the research itself. Each reasonable choice trades off some handsome advantages against some ugly disadvantages. There are boatloads of bad methods. However, there is no, one, best method for trying to answer a scientific question. Our ongoing premise will be that knowledge about organizational phenomena accrues only through a triangulation of methods, each with its own inherent drawbacks.

Each week we will examine a stage or a step in the research process. We'll start the semester with an overview of that process, and then move to choices in framing "researchable" problems, as well as the hypotheses or theories one might use to address them. Over the length of the semester we'll use the 3C, choices—constraints—compromises, framework to understand many different design steps. They include formulating: theories or hypotheses, general research strategies, specific designs (including classic quasi-experimental formulations and threats laid out by Cook and Campbell), operationalization or measurement techniques, ways to convert raw observations into numerical data, statistical approaches (from an outside-in rather than an inside-out perspective; this won't be a statistics class), and importantly, ethics in the scientific process, including choosing conclusions from one's results. Yes, we "choose" conclusions.

This course was developed jointly with the marketing department at Smeal, and is focused squarely on helping you prepare for a career in a research-oriented academic institution where you publish "behavioral" or "social" (rather than economic or capital markets) studies about organizational phenomena. Throughout the semester, we'll discuss aspects of what it means to work as a professor and the skills necessary for doing so. We'll have a lot to mull over regarding the publication process, and I encourage you to ask questions about that at any time.

# **PREREQUISITES**

This course covers a lot of difficult, *abstract* material. It is designed for Ph.D. students in various administrative sciences, or anyone who will be conducting organizational research. Although the course is not primarily about statistics, we will discuss some statistical procedures in a fairly broad, top-down way. Statistics are just one (large) set of tools in your research toolkit. All students should have taken and had no trouble with a graduate-level statistics course, specifically, one that covers the basics of linear regression. Most MBA programs or masters' programs in science or engineering have such a course. A final prerequisite is an open mind and a high initial interest in doing research. As you've probably been told repeatedly, a Ph.D. is a research degree. Those who learn it have a responsibility to add to what is known about the world, and to pass that knowledge along to others in a lucid way.

# TEXTBOOKS & READING MATERIALS

TEXTS:

McGrath, J.E., Martin, J., & Kulka, R.A. 1982. *Judgment calls in research*. Beverly Hills, CA: Sage. (referred to as MMK; It's out of print, so we'll need to use the pdf version).

Pedhazur, E.J., & Schmelkin, L.P. 1991. *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Erlbaum. (referred to as PS; I wish there was a better version as this is a bit dated in its coverage of statistical analyses; fortunately, statistics is not what this class is about; PS is also an excellent reference beyond this class).

These texts are old, but they are mostly for top-down organizing and template-setting. Most of the reading is from other articles and chapters assigned at specified times. They will be scanned into pdf files and put on a CD for you, available in the first class session and then in the Management Department office. I would appreciate your help in that process if something isn't scanned correctly. I also have a cadre of optional books available if you're interested. Again, they might serve as helpful references later in your careers. They might even help you study for comprehensive exams.

# **FORMAT**

My attire may be formal, but my teaching style is pretty informal. In my career, methods courses were the ones for which I was fortunate and most grateful to have a plain-speaking professor. I'll aspire to that in my own teaching. Unlike the content seminars that you may have had with other professors, I'll spend most of the period lecturing, with significant time spent on class discussions. *Get in on those discussions, but don't do so just to mark your 'air time;' this is not an MBA class.* Participation in intellectual conversation is an important part of your grade and more importantly, your education. Take the opportunity to further your understanding of the issues. The question you ask will likely help the other students in class. Finally, please don't come to class late or leave early. There is only one door and there are not many people in class; to them, it is distracting, disruptive and oftentimes just rude to them.

### EXPECTATIONS FOR CLASS PERFORMANCE

ATTENDANCE: 1

This course material can be difficult, especially if it's your first exposure to the main principles of research methods. It also builds on itself, given that we're taking the step-based or stage-based approach described above. So, it's important that you show up for lectures; I indeed take daily attendance as part of your participation. We only have 15 sessions and I'm jealous of my time with you! If you're not there, you can't discuss or participate. Attendance problems will keep you from doing well.

**DISCUSSION** 

You'll also be responsible for some of the discussion in each class period. Each week

QUESTIONS:

I will email you a discussion question to help you prepare for the next week's class. I will expect you to have prepared an answer to this question that you will be ready to discuss in class. Each week I will pick a different person to lead off the discussion of the question. If you have not adequately prepared an answer to this question and you are called on, not only will it be embarrassing for you, it will affect your class contribution grade. Ouch. To prepare for these discussions, you'll need to read the assigned materials. I've tried to keep those materials from being too "thick." That is, articles and chapters stuffed with Greek symbols have been kept to a minimum. Still, there is a pretty stiff quantitative backbone to what we'll be discussing. The Cook and Campbell terminology can be especially difficult. Note now that we'll be covering it in weeks 5 and 6. Read to get the big picture. Ask questions to fill in the small pictures that make up the big one. Read with applications to research (not to practitioners) in mind. Try to connect what you're reading to research projects you've been on, or to articles you've read. Attendance and Discussion are worth 30 pts of your course grade.

EXERCISE / EXAM

There will be a monster take-home, exercise / exam that I'll grade. It is worth 40 pts., and it will be designed to further embed and illustrate the issues we cover in class. It will be a blend of ways for you to push your final paper forward as well as demonstrate your understanding of the methodological principles we cover. I don't want your semester to be horribly back-end loaded. So, I will hand this assignment out early and you can work on it as we go forward, handing it in somewhere about 2/3rds or 3/4ths of the way through. Your review paper, described below, will be due during finals week.

PAPER:

The final paper is worth 30 points. It isn't just a proposal or "practice" piece. You need to write it in a way that improves its chances of acceptance at a journal or a national conference in your field (including using the proper format and so on). It will involve a review and critique of the theoretical and empirical research (methods used) in a particular area of research in your discipline. The trickiest thing will be to get to the proper scope (not too big, not too small) in terms of the area you're going to cover in the review. I'll help you with that at the beginning of the semester.



There are 100 possible points you can get in the course. I don't bend grades to fit a normal distribution. Instead, I assign them from values in the simple-minded but functional table below:

Α	=	90-100%	=	90-100	pts.
В	=	80-89%	=	80-89	pts.
С	=	70-79%	=	70-79	pts.
D	=	60-69%	=	60-69	pts.
F	=	< 60% =	<	60	pts.

If, as a class, you feel that having a plus/minus system is to your collective benefit, I can make the system more nuanced. If so, it would have to apply to everyone. Because faculty are not allowed to assign an A+ grade, but we can assign A- and B-, I feel that such a system tends to drag GPA's downward for Ph.D. students (in measurement terms, it is "negatively biased"). Let me knowhowyou feel about this, near the start of the term. The same system has to be used for everyone. Points are based on your participation and discussion questions, performance on the four research design exercises, and a formal paper that includes a comprehensive methodological critique of a certain topic of interest to you.

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PARTICIPATION = 15 @ 2 pts = 30 pts.

EXERCISE - EXAM = 1 @ 40 pts = 40 pts.

REVIEW (CRITIQUE) PAPER = 1 @ 30 pts = 30 pts.

TOTAL = 100 pts.
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In terms of participation, we're scheduled to meet from 9:00 sharp to 12:00 on Tuesdays. We'll take a 10-minute break around the midpoint of class. We always have class. I enjoy teaching Ph.D. students too much to ever cancel sessions. But, if some emergency pops up and I have to, I'll reschedule the session for a time that everyone can come that week. Obviously you'll need to read assignments beforehand (see the 'Timetable'), and come to class with a head full of knowledge ready to spill out, as part of participation.

What are those zany discussion questions that are part of participation? I've told you a bit about thiem above. In the past, I've asked students to form queries about the substance of the readings,

and then circulate their questions to me and their classmates the morning before class, each week. I would answer and comment on them, and also move our discussion to them (hence the name), as time permitted. This time I'm going to head in the other direction. Each week, I will ask the discussion question, and you will write a 4-5 sentence (one-paragraph) answer, and send it to me at 10:00 p.m., on the night before the beginning of class. I'll look the answers over then or during break to help steer our discussion toward open or to-be-clarified issues that come up. I'll generally try to make my questions about the big picture, to get you to see connections or integrative themes in the readings. There's no better way to acquaint yourself with the material and digest it. If there is a strong desire for it, we may move to a system of posting these discussion questions to BlackBoard. I haven't used Blackboard-type sytems too much for doctoral-level courses in the past, but I would be happy to do it if you believe it would be helpful.

What is the even zanier exercise-exam? It will be multi-week, multi-part take-home assignment dealing with methodological topic(s) we cover in class. The questions in the assignment will be progressive, building on each other. Their structure should allow you to use the same conceptual domain or phenomenon you want to study in each one. This will help you craft your end-of-semester paper (a research critique) and perhaps even your dissertation. The format will be a mix of an assignment and something like a comp question. After 9:00 a.m. on the Tuesday it is due, the exercise-exam is worth zero points. Harsh, much? Maybe a little. What happened to my sense of humor? Well, deadlines like this permeate your profession. You absolutely have to get things submitted on time. To help me be a more objective grader, please don't put your name on these exercise-exams. Instead, label them with your student ID number. Please bring them as hard copies the next day, in addition to sending them as e-mail attachments the night before.

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#### RESEARCH PAPER / METHODOLOGICAL CRITIQUE

A major purpose of this class is to help you critically review research in your own area of organizational science. Therefore, in your paper, you'll comprehensively summarize and critique empirical investigations that have examined a substantive problem that interests you, using a particular conceptual orientation or theoretical paradigm. The conceptual theory or hypothesis must be one that has been examined in at least 30 or more empirical investigations. You will do a careful, exhaustive review and analysis of that published literature. An example of such a critique, although it is much wider, longer and gloomier than I expect yours to be, is in your supplemental readings: Martocchio and Harrison (1993). What can I say? I was channeling Eeyore. These days I hope I'm more like Tigger.

All papers must be prepared according to the format prescribed by your discipline. Given that we will have marketing, psychology, information systems, supply chain, and management students in class, those formats are covered by the *Chicago Manual of Style, 14<sup>th</sup> Edition, American Psychological Association (APA) Publication Manual, 5<sup>th</sup> Edition (many of the Graduate School's dissertation guidelines are also based on the APA manual), or by the <i>Style Guide for the Academy of Management.* The Chicago and APA Manuals can be found at any bookstore. The Academy Style Guide is in the back of the first issues of either the *Academy of Management Journal* or the *Academy of Management Review* in any of the past few years (2008-2011). If you'd like to see an example paper in either of these formats, your graduate student colleagues and professors have several of them.

Papers should include a *critical view of how investigators have made choices regarding each of the important steps in the research process* that we cover in class. What we're really interested in at each step is how much a single methodological choice dominates the research area, and therefore the errors inherent in such a dominant choice, that might underlie general conclusions about substantive phenomena. To reduce some of ambiguity about what these choices or points of criticism

are, you can use the Martocchio and Harrison (1993) week 2 optional chapter as a very loose guide, and you can take cues from the paper grading sheet that I've attached to this syllabus. The text of the paper (i.e., not counting references, tables, figures, and appendices) should not exceed 30 pages of double-spaced (6 lines per inch, 3 of which contain text), Times-Roman 12-pitch proportional text, with margins that follow APA, AMA, or Academy of Management Guidelines. The paper is due at 9:00 a.m., May  $8^{th}$ , in \*hard copy.\* That's the Tuesday of finals week. During each day the paper is late, its value drops by 33% of the original value (e.g., from Tuesday to Wednesday morning, it's worth 30 - 10 = 20 points instead of 30, then 10 more drop for Thursday, and so on).

We'll talk more about this critique as the semester goes on. As I mentioned above, each of the exercises will also add to the completion of this paper. More importantly, several students have used the paper to gain deep expertise in a topic area, and then publish a meta-analytic summary of the research in that area, using the methodological critique as a guide.

# FINAL COMMENTS

Everyone is capable of A-level work in this class, and it's quite possible that everyone will get an A. It's happened before, but not often, and I sure wouldn't mind if it happened again. I don't force any percentage of B's or C's. Yes, I have given well-deserved C's in the past. I also realize that this course will be hard. I recognize the strains of juggling GTA (GRA) work, and course requirements. Therefore, I've tried to build some flexibility into the course in case we get behind. Each type of reading and assignment should have positive overlap with others, and with the Qualitative Methods course many of you have taken in the fall. However, if things get too wild or too oppressive, let me know. Feedback works best *during* the term, as I can use it to make immediate changes. In that regard, *the syllabus content might change and should be considered tentative*, even though the dates and readings are all laid out.

As I mentioned earlier, a Ph.D. is a research degree. This course is designed to lay the foundation for your scholarly endeavors. I'm here to help you pour a good slab, and anchor your beams with solid piers, and do other stuff that might not fit my corny construction metaphor. If things get boring, tell me. If something doesn't make sense, tell me. If you're having trouble, tell me. If you want to go see one of the Twilight movies, for the love of heaven don't tell me. I'm looking forward to an enjoyable, stimulating semester in this course. I'll do everything I can to make it so. Hey, I *love* teaching this class. It's what I do!



# ACADEMIC DISHONESTY

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University (Sec. 11-801, Institutional Rules on Student Services and Activities). This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student. For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

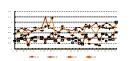
Personally, I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <a href="http://mba.mccombs.utexas.edu/students/academics/honor/index.asp">http://mba.mccombs.utexas.edu/students/academics/honor/index.asp</a> and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

### STUDENTS WITH DISABILITIES

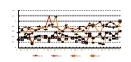
Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <a href="http://deanofstudents.utexas.edu/ssd/index.php">http://deanofstudents.utexas.edu/ssd/index.php</a>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

# MANAGEMENT 390: ORGANIZATIONAL RESEARCH DESIGN



### SEMESTER TIMETABLE

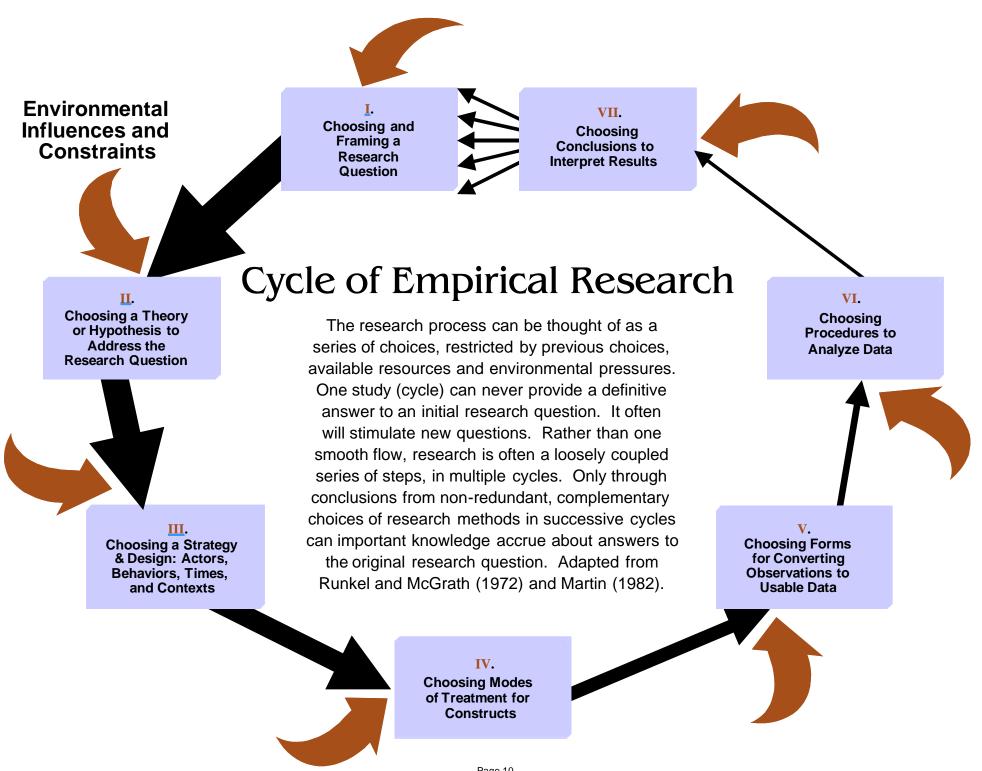
WEEK	DATE	READING ASSIGNMENT	TOPIC
1	1/17	MMK: Ch1-2   Ch3: p69-72 Readings 1	Overview of Stages in the Research Process; Normative (Cyclical) & Descriptive (Garbage Can) Viewpoints
2	1/24	P <u>S</u> : Ch8   Ch9: p180-196 Readings 2	Choosing Problems, Theories, Models, & Hypotheses; Constructs; Relations; Definitions
3	1/31	MMK: Ch3 p72-80   Ch4-5 Readings 3	Choosing Broad Strategies; Interpretive vs. Positivistic Epistemologies; Dilemmas; Types of Validity
4	2/7	PS: Ch10 Readings 4	Choosing Designs; Non-Experimental, Field Study, & Sample Survey-Based Methods;
5	2/14	Readings 5-6	Choosing Designs; Quasi-Experimental Methods and Threats to Validity I; <b>EX-EX HANDED OUT</b>
6	2/21	Readings 5-6	Choosing Designs; Quasi-Experimental Methods and Threats to Validity II
7	2/28	PS: Ch11-12 Readings 7	Choosing Designs; (Lab) Experimental Methods; Social Psychology of Experiments
8	3/13	MMK: Ch3: p80-98 Readings 8	Choosing Modes of Treating Constructs; Manipulation & Randomization; Controlling/Accounting Other Variables
9	3/20	Readings 9	Choosing Time and Methods in Hypotheses, Strategies & Designs
10	3/27	MMK: Ch3: p80-98,98-102 PS: Ch6	Choosing Modes of Treating Constructs; Observation Types; Sources of Data
11	4/3	<u>PS</u> : Ch2   Ch5: 81-88 <u>Readings 11</u>	Choosing Measurement Models I; Measurement Levels; Classical Theory; Reliability
12	4/10	<u>PS</u> : Ch5: 88-117   Ch4 <u>Readings 12</u>	Choosing Measurement Models II; Error, Reliability Estimation; Measurement Validity
13	4/17	<u>PS</u> : Ch15: p322-329 <u>Readings 13</u>	Choosing Data Analyses; Basics; Fitting Statistics to Measures; Sampling Distributions; <b>EX-EX DUE</b>
14	4/24	<u>PS</u> : Ch17-18	Choosing Data Analyses; Inferences; General Linear Model Assumptions, Basics, and Problems
15	5/1	<u>PS</u> : Ch15   Ch9: p336-341, 196-210; <u>Readings 15</u>	Choosing Conclusions and Making Decisions from Analyses; Ethical Considerations
16	5/8		PAPERS DUE

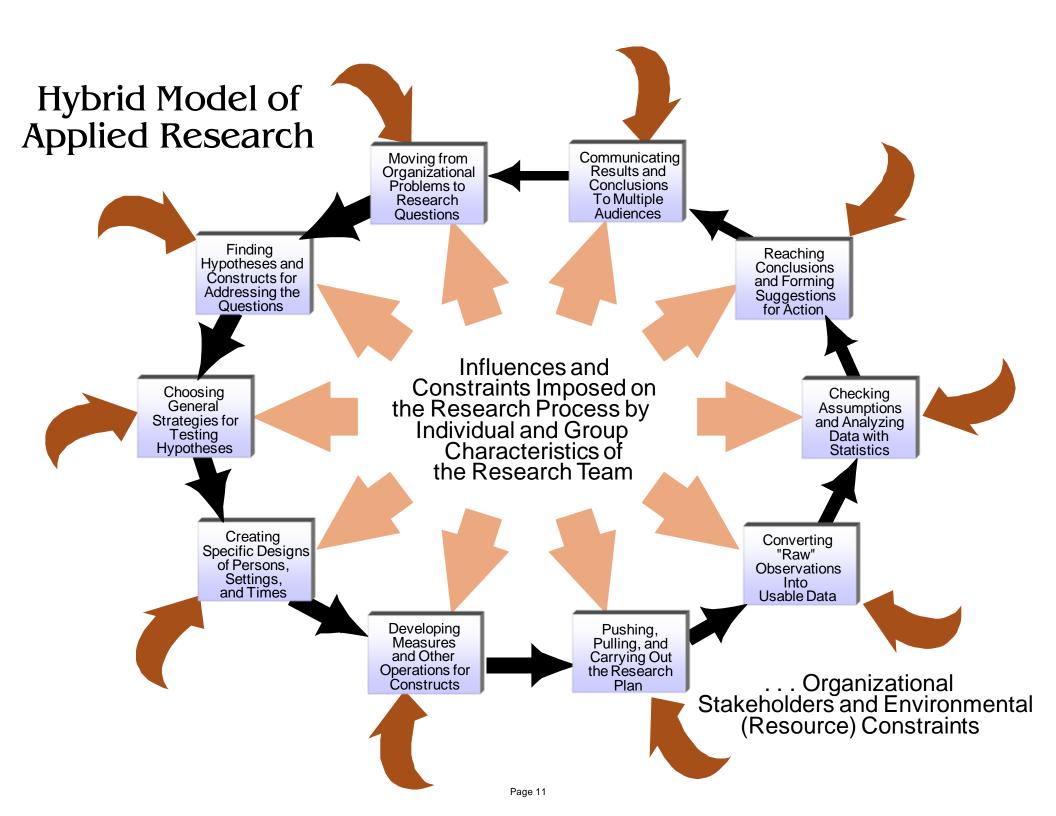


### PAPER EVALUATION

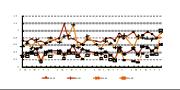
/2.0 pts/0.5/1.5	FORMAT  References Rest of Paper (headings; organization, sequence, citations, etc)  COMMUNICATION (brevity, clarity of expression; transition, flow; jargon-free)
/5.0	INTRODUCTION SECTION
/2.0 /3.0	Statement/Framing of Problem (importance; relevance) Choices of Theories or Hypotheses (definitions; clarity of statement; rationale; presentation; consistency)
/16.0	METHODS CRITIQUE SECTION
/3.0 /2.0 /3.0 /3.0 /1.5 /1.5	Research Strategy (relative uses of Big 8; rationale; + & - 's) Threats to Internal, External Validity Modes of Operation (design; rationale; match to hypothesis) Method(s) of Measurement (self-report, archive, etc.; reliability & construct validity; rationale for choices; use of manipulation checks) Consideration of Time Issues Consideration of Ethics (benefit/harm; informed consent; deception; debriefing; etc.) Statistical Analyses (set-up; match to data; appropriateness for hypothesis; null hypothesis; choice & rationale)
/4.0	DISCUSSION/CONCLUSIONS SECTION
/2.0 /2.0	Most Important Limitations on Current Conclusions Suggestions for Future Research (in light of critique)
/30.0 pts.	GRAND TOTAL

(OTHER WRITTEN COMMENTS WILL BE ON YOUR PAPER)

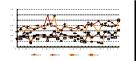




# MANAGEMENT 390: ORGANIZATIONAL RESEARCH DESIGN



McGrath, J. E., Martin, J., & Kulka, R. A. 1982. *Judgment calls in research*. Beverly Hills, CA: Sage.

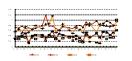


#### Readings 1: Idealized Cycle vs. Garbage Can Writing, Publishing, and Exemplary Methods

- (Note: References for required articles are listed in an order that would generate the best understanding)
- McGrath, J. E. 1984. The joy of prose. Unpublished notes, Foundations of Social Psychology, University of Illinois at Urbana-Champaign.
- Bem, D. 2004. Writing the empirical journal article. In M. P. Zanna, J. M. Darley & H.L. Roediger (Eds.), *The compleat academic: A practical guide for the beginning social scientist (2nd edition)*, 185-219. Random House: New York.
- Sternberg, R. J. 1992. How to win acceptances by psychology journals: 21 tips for better writing. *APS Observer*, 4: 12-18.
- Staw, B.M. 1994. Repairs on the road to relevance and rigor: Some unexplored issues in publishing organizational research. In P. J. Frost & S. M. Taylor (Eds.) *The Rhythms of Academic Life* (pp.85-97). New York: Jossey-Bass.
- Ferber, R. 1979. Editorial: How not to write a prize-winning article. *Journal of Consumer Research*, 5: 303-305.

#### (Optional -- Additional Writing and Career Considerations)

- Meyer, A. D. 1992. Journey 3: From loose coupling to environmental jolts. In P. Frost and R. Stablein (Eds.), *Doing exemplary research*, (pp. 79-112). Newbury Park, CA: Sage.
- Robinson, S. J. 1992. Top 10 things you should know about doing research in an organization. *The Industrial-Organizational Psychologist*, 29: 79-81.
- Fine, M.A. & Kurdeck, L. A. 1993. Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48: 1141-1147.
- Campion, M. A. 1997. Rules for references: Suggested guidelines for choosing literary citations for research articles in applied psychology. *Personnel Psychology*, 50: 165-167.
- Anonymous. 1987. The publication game: Beyond quality in the search for a lengthy vitae. *Journal of Social Behavior and Personality*, 2: 3-12.
- Harrison, D. A. 2003. Obligations and obfuscations in the review process. *Academy of Management Journal*, 46: 1079-1084.
- Holbrook, M. B. 1986. A note on sadomasochism in the review process: I hate when that happens. *Journal of Marketing*, 50: 104-108.
- Bedeian, A. G. 2004. Peer review and the social construction of knowledge in the management discipline. *Academy of Management Learning and Education*, 3: 198-216.

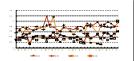


# Readings 2: Choosing Problems, Questions, and Hypotheses

- Organ, D.W., & Bateman, T.B. 1986. Theory and research in organizational behavior. In *Organizational behavior: An applied psychological approach*, (pp. 26-40). Plano, TX: BPI.
- Harrison, D. A. 2007. Pitching fits in organizational research: Making fit methods fit theory. In C. Ostroff & T. Judge (Eds.), *Perspectives on fit in organizations* (part of the SIOP "Frontiers" series), 389-416. Mahwah, NJ: Erlbaum.
- Sparrowe, R. T., & Mayer, K. J. 2011. From the Editors, Publishing AMJ Part 4: Grounding hypotheses. *Academy of Management Journal*, 54: 1098–1102.
- Hahn, U. 2011. The problem of circularity in evidence, argument, and explanation. *Perspectives on Psychological Science*, 6: 172-182.
- Priem, R. L., & Butler, J. E. 2001. Tautology in the resource-based view and the implication of externally determined resource value: Further comments. *Academy of Management Review*, 26: 57-66.
- Muchinsky, P. M. 2003. Boxes and arrows. *The Industrial-Organizational Psychologist*, 41: 130-132. (don't worry, this sixth paper is just for fun, but it's funny enough to put on the "must read" list).

#### (Optional -- Debates and Perspectives on Organizational Science)

- Davis, M. S. (1971). That's interesting! Toward a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the Social Sciences*, 1, 309-344. (this is work repeating from the qualitative methods class)
- Sutton, R. I., & Staw, B. M. 1995. What theory is not. *Administrative Science Quarterly*, 40: 371-384. (I know you've seen this too).
- Malhotra, N. K., Peterson, M., & Kleiser, S. B. 1999. Marketing research: A state-of-the-art review and directions for the twenty-first century. *Journal of the Academy of Marketing Science*, 27: 160-183.
- Martocchio, J.J., & Harrison, D.A. 1993. To be there or not to be there?: Questions, theories, and methods in absenteeism research. *Research in Personnel and Human Resources Management, 11*: 259-328. (helpful for your eventual critique, but in a *broad* way)
- Oldham, G.R. & Hackman, J.R. 2005. How job characteristics theory happened. In K.G. Smith and M.A. Hitt (Eds.) *Great minds in management: The process of theory development*, 151-170. Oxford University Press: New York.
- Klein, K. J., Dansereau, F., & Hall, R. J. 1994. Levels issues in theory development, data collection, and analysis. *Academy of Management Review*, 19: 195-229. (not a debate, and not easy to digest, but a vitally important and widely cited set of prescriptions for the unit of analysis in theorizing).
- Brief, A. P. & Dukerich, J. M. 1991. Theory in organizational behavior: Can it be useful? In B. M. Staw (Ed.), *Research in Organizational Behavior*, 13: 327-352.

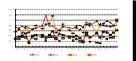


#### Readings 3: Choosing Ontology, Epistemology, & Philosophy: Positivistic versus Interpretive Strategies

- Lee, A.S. 1991. Integrating positivist and interpretive approaches to organizational research. *Organization Science*, 2: 342-365
- Locke, K., & Golden-Biddle, K. 1997. Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40: 1023-1062.
- Wells, W.D. 1993. Discovery-oriented consumer research. Journal of Consumer Research, 19: 489-504.
- Pfeffer, J. 1993. Barriers to the advance of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18: 599-620.
- Cannella, A.A. Jr., & Paetzold, R.L. 1994. Pfeffer's barriers to the advance of organizational science: A rejoinder. *Academy of Management Review*, 19: 331-341.

#### (Optional, inc. advantages of Computational Modeling Strategy)

- Hudson, L. A., & Ozanne, J. L. 1988. Alternate ways of seeking knowledge in consumer research. *Journal of Consumer Research*: 14: 508-521,
- Cacioppo, J. T., Semin, G. R., & Berntson, G. G. 2004. Realism, instrumentalism, and scientific symbiosis: Psychological theory as a search for truth and the discovery of solutions. *American Psychologist*, 59: 214-233.
- Davis, J.P, Eisenhardt, K.M. & Bingham, C.B. 2007. Developing theory through simulation methods. *Academy of Management Review*, 32(2): 480-499
- Harrison, J.R., Lin, Z., Carroll, G.R. & Carley, K.M. 2007. Simulation modeling in organizational and management research. *Academy of Management Review*, 32(4): 1229-1245.
- Abrahamson, E., & Rosenkopf, L. 1993. Institutional and competitive bandwagons: Using mathematical modeling as a tool to explore innovation diffusion. *Academy of Management Review*, 18: 487-517.

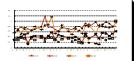


# Readings 4: Choosing Correlational, Sample Survey, and Field-Study Designs

- \*\*Scandura, T. A., & Williams, E. A. 2000. Research methodology in management: Current practices, trends, and implications for future research. *Academy of Management Journal*, 43: 1248-1264. (\*\*this article is critical as an example of critiquing methods using the frameworks we'll use in class)
- Mitchell, T.R. 1985. An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review*, 10: 192-205.
- Dillman, D. A. 1991. The design and administration of mail surveys. *Annual Review of Sociology*, 17: 225-249.
- Rogelberg, S. G. & Stanton, J. M. 2007. Understanding and dealing with survey non-response. *Organizational Research Methods*, 10(2): 195-209.
- Cycyota, C. S. & Harrison, D. A. 2006. What (not) to expect when surveying executives: A meta-analysis of top manager response rates and techniques over time. *Organizational Research Methods*, 9: 133-160.

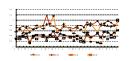
#### (Optional -- Back to Real-World Constraints)

- Harrison, D. A. 1995. Volunteer motivation and attendance decisions: Competitive theory testing in multiple samples from a homeless shelter. *Journal of Applied Psychology*, 80: 371-385. (in-depth field study example; what does it take to get high response plus observations?).
- Gosling, S. D., Vazire, S., Srivastava, S., & John, O. P. 2004. Should we trust web-based studies: A comparative analysis of six preconceptions about internet questionnaires. *American Psychologist*, 59: 93-104.
- Mishina, Y., Pollock, T.G. & Porac, J.F. 2004. Are more resources always better for growth? Resource stickiness in market and product expansion. *Strategic Management Journal*, 25: 1179-1197. (Example of how to deal with bias problems)
- Seidel, M. L., & Westphal, J. D. 2004. Research impact: How seemingly innocuous social cues can lead to change in board of director network ties. *Strategic Organization*, 2: 227-270.
- Westphal, J.D. 1998. Board games: How CEOs adapt to increases in structural board independence from management. *Administrative Science Quarterly*, 43: 511-537. (example of successfully surveying a difficult population)
- Ilies, R., & Judge, T. A. 2002. Understanding the dynamic relationships among personality, mood, and job satisfaction: A field experience sampling study. *Organizational Behavior and Human Decision Processes*, 89: 1119-1139. (a rich, within-entity approach to field studies).



#### Readings 5-6: Choosing Quasi-Experimental Designs

- Grant, A. M., & Wall, T. D. 2009. The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods*, 12: 653-686.
- Cook, T. D., & Campbell, D. T. 1976. The design and conduct of quasi-experiments and true experiments in field settings. In M.D. Dunnette (Ed.) *Handbook of industrial and organizational psychology*, (pp. 223-284, 298-326). Chicago: Rand-McNally.
- Westman, M., & Eden, D. 1997. Effects of a respite from work on burnout: Vacation relief and fade-out. *Journal of Applied Psychology*, 82: 516-527.
- Peterson, S. J., & Luthans, F. 2006. The impact of financial and nonfinancial incentives on business-unit outcomes over time. *Journal of Applied Psychology*, 91: 156-165.
- Pollock, T.G., Fischer, H.M. & Wade, J.B. 2002. The role of power and politics in repricing executive options. *Academy of Management Journal*, 45(6): 1172-1182. (Example of an archival quasi-experiment)
  - (Optional -- Other Types, Examples of Quasi- and True Experimental Designs)
- McWilliams, A., & Siegel, D. 1997. Event studies in management research: Theoretical and empirical issues. *Academy of Management Journal*, 40: 626-657.
- Hui, C., Lam, S. S. K., & Schaubroeck, J. 2001. Can good citizens lead the way in providing quality service? A field quasi experiment. *Academy of Management Journal*, 44: 988-995.
- Morgeson, F. P., & Campion, M. A. 2002. Mimizing tradeoffs when redesigning work: Evidence from a longitudinal quasi-experiment. *Personnel Psychology*, 55: 589-612.
- Cialdini, R. B. 2005. Don't throw in the towel: Use social influence research. *American Psychological Society Newsletter*, 18: 33-34. (a fun little description of a simple, yet potent manipulation of normative information in the field).



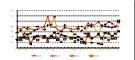
# Readings 7: Choosing Experimental Strategies:

#### Overviews and Controversies

- Ilgen, D.R. 1986. Laboratory research: A question of when, not if. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*, (pp. 257-267). Indianapolis, IN: D.C. Heath.
- Highhouse, S. 2009. Designing experiments that generalize. *Organizational Research Methods*, 12: 554-566.
- Anderson, C. A., Lindsay, J. J., & Bushman, B. J. 1999. Research in the psychological laboratory: Truth or triviality? *Psychological Science*, 8: 3-9.
- Shimp, T. A., Hyatt, E. M., & Snyder, D. J. 1991. A critical appraisal of demand artifacts in consumer research. *Journal of Consumer Research*, 18: 273-283.
- Perdue, B. C., & Summers, J. O. 1986. Checking the success of manipulations in marketing experiments. *Journal of Marketing Research*, 23: 317-326.

#### (Optional – Other Examples of Lab Experiments)

- Marlowe, C. M., Schneider, S. L., & Nelson, C. E. 1996. Gender and attractiveness biases in hiring decisions: Are more experienced managers less biased? *Journal of Applied Psychology*, 81: 11-21.
- Meloy, M.G. 2000. Mood-driven distortion of product information. *Journal of Consumer Research*, 27: 345-359 (a nice, straightforward example of a lab experiment).
- Wiseman, D. B. & Levin, I. P. 1996. Comparing risky decision making under conditions of real and hypothetical consequences. *Organizational Behavior and Human Decision Processes*, 66: 241-250.
- Wager, T. D. 2005. The neural bases of placebo effects in pain. *Current Directions in Psychological Science*, 14: 175-179. (some intriguing physiological evidence about why we need more than a simple control condition in experiments).
- Fischhoff, B. 1996. The real world: What good is it? *Organizational Behavior and Human Decision Processes*, 65: 232-248. (is the sky falling?)



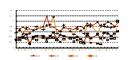
# Readings 8: Choosing Experimental Strategies:

Between-Subject and Within-Subject (Judgment Task) Designs

- Aronson, E., Brewer, M., & Carlsmith, J.M. 1985. Experimentation in social psychology. In L.L. Berkowitz, (Ed.), *Handbook of social psychology*, (Vol. 2, pp. 441-485).
- Greenberg, J, & Eskew, D. E. 1993. The role of role playing in organizational research. *Journal of Management*, 19: 221-241.
- Priem, R.L. & Harrison, D.A. 1994. Exploring strategic judgment: Methods for testing the assumptions of prescriptive contingency theories. *Strategic Management Journal*, 15: 311-324.
- Aiman-Smith, L., Scullen, S. E., & Barr, S. H. 2002. Conducting studies of decision making in organizational contexts: A tutorial for policy-capturing and other regression-based techniques. *Organizational Research Methods*, 5: 388-414.

#### (Optional – Other Examples of Repeated or Judgment Tasks)

- Sapienza, H. J., & Korsgaard, M. A. 1996. Procedural justice in entrepreneur-investor relations. *Academy of Management Journal*, 39: 544-574.
- Harrison, D. A., Mohammed, S., McGrath, J. E., Florey, A. T., & Vanderstoep, S. 2003. Time matters in team task performance: Effects of member familiarity, entrainment, and task discontinuity on speed and quality. *Personnel Psychology*, 56: 633-669.
- Ordoñez, L. D. 1998. The effect of correlation between price and quality on consumer choice. Organizational Behavior and Human Decision Processes, 75: 258-273.
- Turban, D. B., & Greening, D. W. 1996. Corporate social performance and organizational attractiveness to prospective employees. *Academy of Management Journal*, 40: 658-672.

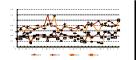


# Readings 9: Choosing Time and Methods

- Kelly, J.R., & McGrath, J.E. 1988. Time and the logic of method. In *On time and method*, (pp. 9-28). Newbury Park, CA: Sage.
- Kelly, J.R., & McGrath, J.E. 1988. Temporal issues in strategy, design, and validity of studies. In *On time and method*, (pp. 29-56). Newbury Park, CA: Sage.
- Kelly, J.R., & McGrath, J.E. 1988. Exploring the X-Y interval: Some tactics for the time structuring of study procedures. In *On time and method*, (pp. 77-96). Newbury Park, CA: Sage.
- Zaheer, S., Albert, S., Zaheer, A. 1999. Time scales and organizational theory. *Academy of Management Review*, 24: 725-741.
- Mitchell, T. R., & James, L. R. 2001. Building better theory: Time and the specification of when things happen. *Academy of Management Review*, 26: 530-547.

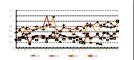
#### (Optional)

- Mosakowski, E., & Earley, P. C. 2000. A selective review of time assumptions in strategy research. *Academy of Management Review*, 25 796-812.
- Harrison, D. A., Virick, M., & William, S. 1996. "Working without a net:" Time, performance, and turnover under maximally contingent rewards. *Journal of Applied Psychology*, 81: 331-345.
- Lucas, R. E. 2005. Time does not heal all wounds: A longitudinal study of reaction and adaptation to divorce. *Psychological Science*, 16: 945-950.
- Chen, G., Hambrick, D.C. & Pollock, T.G. 2008. Puttin' on the Ritz: Pre-IPO enlistment of prestigious affiliates as deadline-induced remediation. *Academy of Management Journal*, 51: 954-975. (example of how time affects organizational actions)



#### Readings 10: Choosing Time and Methods

There are no addition readings for Week 10. Time to crank hard on the exercise-exam.



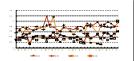
# Readings 11: Choosing, Developing, and Evaluating Measures (no Readings 10)

#### Types of Measures and Construct Validity

- Schwab, D. P. 1999. Measurement foundations: Validity and validation. In *Research methods for organizational studies* (pp. 31-48). Mahwah, NJ: Erlbaum.
- Churchill, G.A. Jr. 1979. A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, 16: 64-73.
- Hinkin, T. R. 1998. A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1: 104-121.
- Kumar, N., Stern, L. W., & Anderson, J. C. 1993. Conducting interorganizational research using key informants. *Academy of Management Journal*, 36: 1633-1651.
- Wall, T. D., Michie, J. M., Patterson, M., Wood, S. J., Sheehan, M., Clegg, C. W., & West, M. 2004. On the validity of subjective measures of company performance. *Personnel Psychology*, 57: 95-118.

#### (Optional)

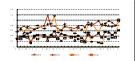
- Boyd, B. K., Gove, S., & Hitt, M. A. 2005. Construct measurement in strategic management research: Illusion or reality? *Strategic Management Journal*, 26: 239-257.
- Duriau, V. J., Reger, R. K. & Pfarrer, M. D. 2007. A content analysis of the content analysis literature: Research themes, data sources, and methodological refinements. *Organizational Research Methods*, 10: 5-34.
- Wade, J.B., Porac, J.F. & Pollock, T.G. 1997. Worth, words and the justification of executive pay. *Journal of Organizational Behavior*, 18: 641-664. (example Study of content analysis and event counts)



#### Readings 12: Choosing, Developing, and Evaluating Measures

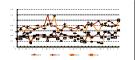
#### Technical and Quantitative Issues

- Traub, R.E., & Rowley, G.L. 1991. Understanding reliability. *Educational Measurement: Issue and Practice*, 10: 37-45.
- Peterson, R.A. 1994. A meta-analysis of Cronbach's coefficient alpha. *Journal of Consumer Research*, 21: 381-391.
- Hughes, M. A., & Garrett, D. E. 1990. Intercoder reliability estimation approaches in marketing: A generalizability theory framework for quantitative data. *Journal of Marketing Research*, 27: 185-195.
- Schmidt, F. L., & Hunter, J. E. 1996. Measurement error in psychological research: Lessons from 26 research scenarios. *Psychological Methods*, 2: 199-223.
- Van Bruggen, G. H., Lilien, G. L., & Kacker, M. 2002. Informants in organizational marketing research: Why use multiple informants and how to aggregate responses. *Journal of Marketing Reseach*, 29: 469-478.



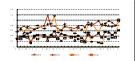
#### Readings 13: Choosing Observations and Data Analyses

- Smith, P. C., Budzeika, K. A., Edwards, N. A., Johnson, S. M., Bearse, L. N. 1986. Guidelines for clean data: Detection of common mistakes. *Journal of Applied Psychology*, 71: 457-460.
- Cohen, J. 1992. A power primer. Psychological Bulletin, 112: 155-159.
- Austin, J. T., Boyle, K. A., & Lualhati, J. C. 1998. Statistical conclusion validity for organizational science researchers: A review. *Organizational Research Methods*, 1: 164-208.
- Currall, S. C., Hammer, T. H., Baggett, L. S., & Doniger, G. M. 1999. Combining qualitative and quantitative methodologies to study group processes: An illustrative study of a corporate board of directors. *Organizational Research Methods*, 2: 5-36.
- Sheth, J. N. 1971. The multivariate revolution in marketing. Journal of Marketing, 35: 13-15.



### Readings 14: Choosing Data Analyses

There are no addition readings for Week 14, but there will be some extra PowerPoints. Time to crank hard on the final paper.



#### Readings 15: Choosing (Un)Ethical Methods

- University of Illinois at Urbana-Champaign Institutional Review Board. 1983. *Handbook for investigators: For the protection of human subjects in research*, 1-61. Champaign, IL.
- Academy of Management. 2011. Academy of Management code of ethics. *Academy of Management Journal*, 54, 1299-1306.
- American Psychological Association. 2002. Ethical principles of psychologists and code of conduct. *American Psychologist*, 57: 1597-1611.
- Levin, J. 1981. Ethical problems in sociological research. In A.J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10: 49-54. San Francisco: Jossey-Bass.
- Suls, J.M., & Rosnow, R. L. 1981. The delicate balance between ethics and artifacts in behavioral research. In A. J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10, 55-67. San Francisco: Jossey-Bass.
- Dirsmith, M., & Katz, J. E. 1987. A fifty-cent test: An approach to teaching integrity. *Advances in Accounting*, 5: 129-141.
- Rosenthal, R. 1994. Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5: 127-134.