

PhD Program in Management

GENERAL RESEARCH METHODS Summer 2013 – MGMT 708

Instructor: Emmanuelle Vaast
Office Hours: Mondays – Wednesdays, 12pm – 1pm and by appointment
Time: 1:05 PM to 3:55PM, Mondays - Wednesdays

COURSE DESCRIPTION

Academic research is a long journey that involves a series of challenging steps. These steps include selecting a research topic, reviewing the scholarly literature, devising a model, formulating and testing hypotheses and finally, presenting and interpreting the findings. The primary objective of this seminar is to help participants navigate the process of conducting original research in Management. It places emphasis on the diversity and richness of multiple research methods used in various management disciplines. The seminar will balance between quantitative and qualitative, the interpretive, positivist and critical realist, in order to expose participants to the methodology employed within their main research fields and neighboring domains. The course will also highlight the promise and difficulties associated with original research methods. By the end of this course, participants will acquire a foundation from which to understand and apply research methods in their own research projects.

Expected outcomes include:

- Developing an appreciation for the philosophical and theoretical basis of the key research methods in management.
- Building up the abilities to inquire, think, and analyze methodological problems relevant to their fields of study.
- Understanding the fundamentals of research design and methodology, including both qualitative and quantitative approaches.
- Developing a familiarity with many of the practical dimensions of designing and implementing a research study.
- Becoming comfortable with well-established research methods as well as becoming knowledgeable of newer, and more original, methods, and of their respective strengths and areas of applicability.

COURSE OBJECTIVES

The course aims to achieve the following four specific categories of objectives: philosophical, methodological, experimental, and orientation, each of which will be discussed in depth throughout the semester.

Philosophical Goals	<ul style="list-style-type: none">• Research ethics• The nature of knowledge, the nature of facts, laws, generalizations
Methodological Goals	<ul style="list-style-type: none">• Case studies• Quantitative models• Simulations, experiments• Social network analysis• Multi-method
Experimental Goals	<ul style="list-style-type: none">• Developing critical and constructive perspective on papers• Writing research proposal, papers, and review
Orientation Goals	<ul style="list-style-type: none">• Choosing research topics• Submitting manuscripts to academic journals• Managing the entire research process

Note: This is not a course in data analysis or statistics, so no particular expertise in statistics is required, although familiarity with simple correlations and regression analysis would be helpful in dealing with some of the topics to be covered.

EVALUATION

An important dimension of a doctoral seminar is the emphasis on reflecting upon and discussing exemplars of research. Therefore, students should read the assigned readings before each class session and come adequately prepared. This will ensure that they will get the most out of each session and that class discussion will delve deeply into the methods issues associated with the readings.

Grades will be assigned with weights on the following course requirements:

Participation (20%)

As opposed to a lecture course, a seminar builds on active class interaction and participation. Students are expected to contribute intellectually to the discussion of the assigned readings, to reflect upon the development of knowledge in an area, and to engage each other in a dialogic way in order to generate a deeper understanding of the topics. Effective participation cannot be achieved without a deep preparation of the readings. Students are expected to attend class fully prepared to discuss all the readings. The participation grade will be based on the quality of the in-class contributions.

Class facilitation (15%)

A key aspect of preparing for an academic career is the ability to generate and direct an in-depth discussion. Each student will be responsible for leading at least one class session. During the first session, students will sign up for sessions.

Leading a discussion involves preparing the topic beforehand, managing the interaction during class, and preparing a summary after the class session. The discussion leader should become deeply familiar with all the readings and prepare short summaries, syntheses, themes, representations, and questions for class discussion. The responsibilities of the session facilitator include: 1) decide the order of article discussion, 2) manage the time, 3) guide class interaction, and 4) provide a generative framing of the articles, pointing to differences and similarities in theoretical angles, methods, findings, etc. During class, the facilitator will provide an introductory (< 10 minutes) overview of the important themes and issues raised by the readings. S/he will then facilitate the class discussion for the remainder of the session, including reaching closure to the session in the end of the class (last 5 minutes).

Grades for leading a discussion will depend on the level of preparation, the framing of questions, the quality of the documents produced, and how well the discussion was managed.

The class discussion leader will discuss with the professor a week prior to the session for joint preparation and support.

Deliverables include:

- A short handout for framing/guiding/facilitating in-class discussion of the session's theme and readings. Please bring hardcopies for in-class distribution.
- Within 4 days following the session, the leader will distribute (via email) their updated document including reaction to the class discussion focusing on the deepened theoretical understanding generated and summarizing the collective learning. You may shed parts of the earlier document that are no longer effective. Total document length < 4 pages

Reading critiques and paper "finds" (10%)

Each student is required to prepare 2 reading critiques for specific sessions. During the first session, students we will use a signup sheet to select the weeks of interest. The papers (~2 pages) are due at the beginning of class.

These readings critiques will do more than summarize the readings of the session. They will introduce an evaluation of the methods presented in the session, their applicability and their respective advantages and drawbacks for different research objectives and research topics / questions.

Please make enough copies to share with all class participants.

In addition to these two reading critiques, each student is required to bring to class two paper "finds" that present what they believe to be exemplar of high quality applications of methods presented during a particular session. Paper finds may also include what students believe to be poor applications of such methods, in which case the student will

have to find explanations for why this paper was published. Please make sure that all paper finds come from high level publications, obviously.
Students may bring paper finds to more than two sessions.
Please make enough copies to share with all class participants.

Individual research paper and presentation (30%)

Each student is required to develop a project applying a specific research method introduced in the course or, with Faculty permission, another method.

The paper must cover: a) a research question/motivation, b) a discussion of the importance of the issue and a review of the relevant literature, and c) a detailed presentation of the research methods and its justification.

An initial 5-page proposal detailing the topic, research issues and relevant literatures, proposed data source, and analysis approach is due on session 5. The full paper (not to exceed 20 pages) is due on the last day of class, and should expand the proposal by refining the literature review and theoretical model, reporting data analysis results, and discussing the importance of the findings. Students will present their papers in class during session 13.

Students are encouraged to develop a full empirical paper (including data and preliminary analysis). The instructor will help with access to or the collection of data and by helping figure out analysis strategies. This will help students take their work from this seminar and turn it into a conference paper and later into a journal publication.

Co-authoring a research paper and managing the collaboration (25%)

Collaborating with peer is a fundamental – and tricky – aspect of research. Students are therefore asked to pair up with another student (exceptionally, teams of three might be approved) in order to devise and conduct a research project. Teams of students will be formed by session 3.

Deliverables for the co-authored paper are similar to that of the individual research paper. In addition, students will write a 2 to 3 pages report on how they feel they performed in the collaborative research process, what challenges and benefits they encountered, and how they with the other students' motivation, skills, and contributions.

ACADEMIC INTEGRITY

McGill University values integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism, and other academic offences under the Code of Student & Disciplinary Procedures. Please see www.mcgill.ca/integrity for more information.

SCHEDULE

Session	Date	Theme
1	May 6 th	Course introduction
2	May 8 th	Different epistemologies, different methods?
3	May 13 th	Research design and literature review
4	May 15 th	Reliability, Validity, and Generalizability
5	May 22 nd	Case studies
6	May 27 th	Survey Research & Questionnaire Design
7	May 29 th	Simulations and experimentations
8	June 3 rd	Multi-methods approaches (1/2)
9	June 5 th	Multi-methods approaches (2/2)
10	June 10 th	Dealing with non-traditional data and big data in research
11	June 12 th	Managing the research process: collaborations, R&R and the publication cycle
12	June 17 th	Guest speakers' tell all about their methods
13	June 19 th	Presentations of research proposal

READINGS

SESSION 1: COURSE INTRODUCTION

- Presentation of course objectives and logistics
- Introduction of seminar participants and their research interests
- Talk about the research article that you find the most interesting methodologically (Prepare in advance)
- Find your methods! Research game
- Pair up!

SESSION 2: DIFFERENT EPISTEMOLOGIES, DIFFERENT METHODS?

This session will discuss key methodological implications of prevalent epistemologies: positivism, interpretivism, constructivism, and critical realism.

We will discuss methodological principles associated with research adhering to these diverse epistemologies.

Readings

Fairclough, Norman. "Peripheral Vision Discourse Analysis in Organization Studies: The Case for Critical Realism." *Organization studies* 26.6 (2005): 915-939.

Godfrey, Paul C., and Charles WL Hill. "The problem of unobservables in strategic management research." *Strategic Management Journal* 16.7 (2007): 519-533

Klein, H. K., & Myers, M. D. 1999. A set of principles for conducting and evaluating interpretive field studies in information systems. *MIS Quarterly*, 23(1): 67 - 93.

Spicer, A., Alvesson, M., & Karreman, D. 2009. Critical performativity: The unfinished business of critical management studies. *Human Relations*, 62(4): 537-560.

Complementary readings

Alvesson, M., & Deetz, S. 2000. *Doing critical management research*. London: Sage.

Burrell, Gibson, and Morgan, Gareth. 1979. Sociological Paradigms and oganizational Analysis -- Elements of the Sociology of Corporate Life. Heinemann, - ed., Chap. 1-3: Assumptions about the nature of Social Science

Evered, R. and Louis, M. R., "Alternative perspectives in the organizational sciences: Inquiry from the inside and inquiry from the outside", *Academy of Management Review*, 6(3), 1981, (385-395)

Silverman, D. (1993) *Interpreting Qualitative Data. Methods for analysing talk, text and interaction*. London: Sage.

SESSION 3: RESEARCH DESIGN AND LITERATURE REVIEW

Readings

Bartunek, Jean ; Philip Bobko; N. Venkatraman, 1989. "Toward Innovation and Diversity in Management Research Methods." *The Academy of Management Journal*, Vol. 36, No. 6. (Dec., 1993), pp. 1362-1373.

Garcia, Rosanna, and Roger Calantone. "A critical look at technological innovation typology and innovativeness terminology: a literature review." *Journal of product innovation management* 19.2 (2003): 110-132

Grunow, Dieter, 1995. "The Research Design in Organization Studies: Problems and Prospects." *Organization Science*, Vol. 6, No. 1, Focused Issue: European Perspective on Organization Theory, pp. 93-103.

Mullen, Michael R., Desislava G. Budeva, and Patricia M. Doney. "Research Methods in the Leading Small Business–Entrepreneurship Journals: A Critical Review with Recommendations for Future Research." *Journal of Small Business Management* 47.3 (2009): 287-307.

Complementary readings

Chandler, Gaylen N., and Douglas W. Lyon. "Issues of research design and construct measurement in entrepreneurship research: The past decade." *Entrepreneurship Theory and Practice* 25.4 (2001): 101-113.

Davis, Murray S. "That's interesting." *Philosophy of the Social Sciences* 1.2 (1971): 309 – 344,

David A. Whetten, 1989. "What constitutes a theoretical contribution? Academy of Management review, 14. 490-495

SESSION 4: RELIABILITY, VALIDITY AND GENERALIZABILITY

Readings

Bamberger, Peter A., and Michael G. Pratt. "Moving forward by looking back: reclaiming unconventional research contexts and samples in organizational scholarship." *Academy of Management Journal* 53.4 (2010): 665-671.

Cook, T.D. and Campbell, D.T. 1979 "Quasi-Experimentation: Design and Analysis for Field Setting. Boston: Houghton-Mifflin, pp. 37-94

Edwards, Jeffrey R., and James W. Berry. "The presence of something or the absence of nothing: Increasing theoretical precision in management research." *Organizational Research Methods* 13.4 (2010): 668-689.

Lee, Allen S., and Richard L. Baskerville. "Generalizing generalizability in information systems research." *Information systems research* 14.3 (2003): 221-243.

MacKenzie, Scott B., Philip M. Podsakoff, and Nathan P. Podsakoff. "Construct measurement and validation procedures in MIS and behavioral research: Integrating new and existing techniques." *MIS Quarterly* 35.2 (2011): 293-334.

Richard, Pierre J., et al. "Measuring organizational performance: Towards methodological best practice." *Journal of Management* 35.3 (2009): 718-804.

Spreitzer, Gretchen M. "Psychological, empowerment in the workplace: dimensions, measurement and validation." *Academy of management Journal* 38.5 (1995): 1442-1465.

SESSION 5: CASE STUDIES

Readings

Barratt, Mark, Thomas Y. Choi, and Mei Li. "Qualitative case studies in operations management: trends, research outcomes, and future research implications." *Journal of Operations Management* 29.4 (2011): 329-342.

Beverland, Michael, and Adam Lindgreen. "What makes a good case study? A positivist review of qualitative case research published in *Industrial Marketing Management*, 1971–2006." *Industrial Marketing Management* 39.1 (2010): 56-63

Dyer, W. G. et A. L. Wilkins, "Better Stories, Not Better Constructs, to Generate Better Theory: A rejoinder to Eisenhardt", *Academy of Management Journal*, 1991, vol. 16, no 3, p. 613-627

Eisenhardt, K., "Building Theory from Case Study Research", *Academy of Management Review*, 14 (4), 1989, p. 532-550

Complementary readings

Kirk, Jerome and Marc L. Miller. *Reliability and Validity in Qualitative Research*. Newbury Park, CA: Sage Publications, 1986

Lee, A. S., "A Scientific Methodology for MIS Case Studies", *MIS Quarterly*, 1989, p. 33-50

Miles, M., & Huberman, M. (1984). *Qualitative data analysis: A source book for new methods*. Thousand Oaks, CA: Sage Publications

Yin, Robert K. *Case Study Research: Design and Methods*. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994

SESSION 6: SURVEY RESEARCH & QUESTIONNAIRE DESIGN

Readings

Baruch, Yehuda, and Brooks C. Holtom. "Survey response rate levels and trends in organizational research." *Human Relations* 61.8 (2008): 1139-1160.

Brown, Michael E., Linda K. Trevino, and David A. Harrison. "Ethical leadership: A social learning perspective for construct development and testing." *Organizational Behavior and Human Decision Processes* 97.2 (2005): 117-134.

Diamantopoulos, Adamantios, and Judy A. Siguaw. "Formative versus reflective indicators in organizational measure development: A comparison and empirical illustration." *British Journal of Management* 17.4 (2006): 263-282.

Forza, Cipriano. "Survey research in operations management: a process-based perspective." *International Journal of Operations & Production Management* 22.2 (2002): 152-194.

Hinkin, T.R., "A brief Tutorial on the Development of Measures for Use in Survey Questionnaires", *Organizational Research methods*, (1:1) January 1998, pp. 104-121.

Complementary readings

Churchill, Gilbert A., "A Paradigm for Developing Better Measures of Marketing Constructs", *Journal of Marketing Research*, Vol. XVI, February 1979, pp. 64-73.

Dillman, D. A., *Mail and Internet Surveys: The Tailored Design Method*. New York: Wiley, 1999.

Fowler, F. J., *Survey Research Methods*, 2nd ed. Thousand Oaks, CA: Sage Publications, 1993.

Miller, D. C., *Handbook of Research Design and Social Measurement*, 5th ed., Thousand Oaks, CA: Sage Publications, 1991.

SESSION 7: EXPERIMENTATIONS AND SIMULATIONS

Readings

Abrahamson, Eric, and Lori Rosenkopf. "Social network effects on the extent of innovation diffusion: A computer simulation." *Organization science* 8.3 (1997): 289-309.

Grant, Adam M., and Toby D. Wall. "The Neglected Science and Art of Quasi-Experimentation Why-to, When-to, and How-to Advice for Organizational Researchers." *Organizational Research Methods* 12.4 (2009): 653-686.

Kamis, Arnold, Marios Koufaris, and Tziporah Stern. "Using an attribute-based decision support system for user-customized products online: An experimental investigation." *MIS Quarterly* 32.1 (2008).

Romme, A. Georges L., Maurizio Zollo, and Peter Berends. "Dynamic capabilities, deliberate learning and environmental dynamism: a simulation model." *Industrial and Corporate Change* 19.4 (2010): 1271-1299.

Complementary readings

Campbell, D. T. and Stanley, J.C. 1963. "Experimental and Quasi-Experimental Designs for Research." Chicago: Rand-McNally, pp. 1-34

Cook, T.D. and Campbell, D. T. 1979. "Quasi-Experimentation: Design and Analysis for Field Setting." Boston: Houghton-Mifflin, 1979. Chapter 8

Herbert A. Simon, 1992. "The Natural and the Artificial Worlds." *The Sciences of the Artificial*. pp. 17-29

William H. Starbuck, 1983. "Computer simulation of human behavior." *Behavior Science*, 28: 154-165

SESSION 8: MULTIMETHODS (1/2)

Multimethods research supposes the investigation of a research question using a variety of research methods, each of which may contain inherent limitations, with the expectation that combining multiple methods may produce convergent evidence. In these two sessions, we will study the use of multiple strategies approach to data collection, design, and analysis and discuss the pros and cons of mixed methods

Readings

Bryman, Alan. "Integrating quantitative and qualitative research: how is it done?." *Qualitative research* 6.1 (2006): 97-113.

Jick, Todd D. "Mixing qualitative and quantitative methods: Triangulation in action." *Administrative science quarterly* 24.4 (1979): 602-611.

Mingers, J. 2001. Combining IS research methods : Towards a pluralist methodology. *Information Systems Research*, 12(3): 240 - 259.

Sandelowski, Margarete. "Tables or tableaux? The challenges of writing and reading mixed methods studies." *Handbook of mixed methods in social and behavioral research* (2003): 321-350.

Venkatesh, V., Brown, S. A., & Bala, H. Forthcoming. Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in Information Systems. *MIS Quarterly*.

Complementary readings

Brewer, J and A. Hunter *Multimethod Research : A Synthesis of Styles*, Newbury Park, CA: Sage Publications, 1989.

Creswell, John W. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, 2008.

Modell, Sven. "Triangulation between case study and survey methods in management accounting research: An assessment of validity implications." *Management Accounting Research* 16.2 (2005): 231-254.

Noblit, George W. and R. Dwight Hare. *Meta-Ethnography: Synthesizing Qualitative Studies*. Newbury Park, CA: Sage Publications, 1988

SESSION 8: MULTIMETHODS (2/2)

Readings

Fiss, Peer C. "Building better causal theories: A fuzzy set approach to typologies in organization research." *Academy of Management Journal* 54.2 (2011): 393-420.

Navis, C., & Glynn, M. A. 2010. How new market categories emerge: Temporal dynamics of legitimacy, identity, and entrepreneurship in Satellite radio, 1990-2005. *Administrative Science Quarterly*, 55: 439-471.

O'Mahony, S., & Ferraro, F. 2007. The emergence of governance in an open source community. *Academy of Management Journal*, 50(5): 1079-1106.

Ragin, C. C. 1999. Using qualitative comparative analysis to study causal complexity. *HSR - Health Services Research*, 34(5): 1225 - 1239.

Complementary reading:

Ragin, C. C. 2000. *Fuzzy set social science*. Chicago: University of Chicago Press.

SESSION 10: DEALING WITH NON-TRADITIONAL AND BIG DATA

Readings

Ingram, Paul, and Magnus Thor Torfason. "Organizing the in-Between: The Population Dynamics of Network-Weaving Organizations in the Global Interstate Network." *Administrative Science Quarterly* 55.4 (2010): 577-605.

Meyer, Alan D. "Visual data in organizational research." *Organization Science* 2.2 (1991): 218-236.

Tsai, Wenpin. "Social structure of "coopetition" within a multiunit organization: Coordination, competition, and intraorganizational knowledge sharing." *Organization science* 13.2 (2002): 179-190.

Vaast, E., Davidson, E. J., & Mattson, T. Forthcoming. Talking about technology: The emergence of new actors with new media. *MIS Quarterly*.

SESSION 11: MANAGING THE RESEARCH PROCESS: COLLABORATIONS, R&RS, AND THE PUBLICATION CYCLE

This session will talk about fundamental aspects of the research process, including how to deal with collaborators and with the revise and resubmit process.

A very important aspect of a researcher's work is to publish and review manuscripts. In this session we will discuss the manuscript reviewing process and identify what are the elements of a good review, and implications of good and bad reviews. Concepts about writing a paper will be covered. The publication cycle and outcomes will also be addressed.

Readings

Acedo, Francisco Jose, et al. "Co- Authorship in Management and Organizational Studies: An Empirical and Network Analysis*." *Journal of Management Studies* 43.5 (2006): 957-983.

Barley, Stephen R. "When I write my masterpiece: thoughts on what makes a paper interesting." *Academy of Management Journal* 49.1 (2006): 16-20.

Chen, Xiao-Ping. "Author ethical dilemmas in the research publication process." *Management and Organization Review* 7.3 (2011): 423-432.

Miller, C. Chet. "Peer review in the organizational and management sciences: prevalence and effects of reviewer hostility, bias, and dissensus." *Academy of Management Journal* 49.3 (2006): 425-431.

Rynes, Sara L. "Getting on board" with AMJ: balancing quality and innovation in the review process." *Academy of Management Journal* 49.6 (2006): 1097-1102.

Complementary readings

Becker, H. S. 1986. *Writing for social scientists - How to start and finish your thesis, book, or article*. Chicago: The University of Chicago Press.

Starbuck, William H. "How much better are the most-prestigious journals? The statistics of academic publication." *Organization Science* 16.2 (2005): 180-200.

SESSION 12: GUEST SPEAKERS TELL ALL ABOUT THEIR METHODS

During this session, invited guest speakers will talk about how they carried out specific research project, from the initial idea to the original design, data collection and analysis, writing, revising and, finally, publication process.

Readings

TBA

SESSION 13: PRESENTATION OF RESEARCH PROPOSALS