
Methods and Design in Management Research

Course No : 02814540

Program : Graduate

Credit : 3

Instructor : Liu Zhi

Prerequisite : None

Semester : 2015 Fall

Instructor's resume/brief introduction(Within 500 words):

Zhi Liu is an assistant professor in Organization Management at Guanghua School of Management, Peking University. She received her Ph.D. in Management at Columbia Business School, Columbia University. Her research focuses on two themes: ethics and culture. Her research on ethics includes topics such as leaders' unethical behaviors, bribery and corruption at the individual level and organizational level, and organizational justice. Her research on culture includes topics such as cross-cultural differences in judgment and decision-making in and outside the workplace, inter-cultural communication and interactions, cultural belief systems such as polyculturalism and multiculturalism, and social norms and implicit theories. She examines these topics using an interdisciplinary approach by integrating theories and methodologies from organizational behavior, social psychology, culture psychology, cultural sociology, and behavioral economics. She has published at top-tier peer-reviewed academic journals such as Organizational Behavior and Human Decision Processes, Annual Review of Psychology, and Journal of Experimental Social Psychology.

Instructor's contact information :

The email address at Guanghua and office number are to be determined.

TA's contact information:

To be determined.

Office hour:

By appointment.

Program Learning Goals and Objectives

- 1 **Learning Goal 1** Graduates will be thoroughly familiar with the specialized knowledge and theories required for the completion of academic research.
 - 1.1 Objective 1 Graduates will have a deep understanding of basic knowledge and theories in their specialized area.
 - 1.2 Objective 2 Graduates will be familiar with the latest academic findings in their specialized area and will be knowledgeable about related areas.
 - 1.3 Objective 3 Graduates will be familiar with research methodologies in their specialized area, and will be able to apply them effectively.
- 2 **Learning Goal 2** Graduates will be creative scholars, who are able to write and publish high-quality graduation dissertation and research papers.

- 2.1 Objective 1 Graduates will write and publish high-quality graduation dissertation and research papers
 - 2.2 Objective 2 Graduates will be critical thinkers and innovative problems solvers.
- 3 **Learning Goal 3** Graduates will have a broad vision of globalization and will be able to communicate and cooperate with international scholars
- 3.1 Objective 1 Graduates will have excellent oral and written communication skills
 - 3.2 Objective 2 Graduates will be able to conduct efficient academic communication in at least one foreign language
- 4 **Learning Goal 4** Graduates will be aware of academic ethics and will have a sense of social responsibility.
- 4.1 Objective 1 Graduates will have a sense of social responsibility.
 - 4.2 Objective 2 Graduates will be aware of potential ethical issues in their academic career.
 - 4.3 Objective 3 Graduates will demonstrate concern for social issues.

Course Overview

This course addresses the fundamentals of research in the social sciences in general and of research in management and organization in particular. As an integral part of the Ph.D. training, the course aims to introduce to students what research is about and the skills and knowledge each stage of the research process requires. Students will be exposed to a broad (though not comprehensive) range of research methods and techniques that are commonly used in major social science disciplines. The goal is to develop the critical and creative thinking, broaden the methodological perspectives and the skill pool, and prepare students for being able to initiate and manage a research project that leads to a publication in top international journals.

Course Objectives

This course is designed to introduce students to issues in research design and philosophy of science. The primary emphasis will be on conceptualization of the research process, understanding empirical research designs and strategies, and understanding the practical implications of scientific research. By the end of the course you should be able to:

- Develop a research question
- Develop a theory and formulating hypotheses
- Evaluate and integrate past literature
- Know the pros and cons of major research methods
- Design a study to test the hypotheses
- Design data collection instruments and measures
- Determine the techniques for data analysis
- Know how to write up study results
- Present a study clearly and persuasively in the written format and in oral presentation
- Understand the publication and review process

Detailed Course Plan

This is a tentative outline. Contents are subject to change. Details of the syllabus (such as reading materials, questions for discussion) will be updated before 8/31. Materials will be posed online before and after each class.

Course Outline

Week & Date	Topic
Week 1 (9/14)	Overview of the Course
Week 2 (9/21)	Science, Paradigms, & Theory
Week 3 (9/28)	Research Questions & Hypotheses
Week 4 (10/5)	National Day Break!
Week 5 (10/12)	Literature Review
	DUE by 10/18: Paper 1 – Theory & Hypotheses
Week 6 (10/19)	Constructs & Variables
Week 7 (10/26)	Reliability & Validity
Week 8 (11/2)	Survey, Interviews, & Archival Data
Week 9 (11/9)	Quasi, Lab, & Field Experiment
Week 10 (11/16)	Mediation & Moderation
	DUE by 11/22: Paper 2 – Study Design
Week 11 (11/23)	Qualitative Research
Week 12 (11/30)	Data Analysis & Result Report
Week 13 (12/7)	Writing
Week 14 (12/14)	Publishing
Week 15 (12/21)	Academic Talk
	DUE by 12/27: Research Proposal
Week 16 (12/28)	Research Proposal Presentations
Week 17 (1/4)	Research Proposal Presentations

Final Exam

An open-book in-class final exam will be held in the end of the semester (date to be determined).

Teaching Methods

This course is in the form of seminar. Student discussion will dominate the class, which will be facilitated by the instructor. In each class the instructor will first briefly introduce the background, key concepts, and issues of the topics. Then the majority of the time will be devoted to discussion and/or presentations. The instructor will end the class with some concluding remarks.

Reading materials are provided for each class. The “required readings” must be read by all students prior to class. The “additional readings” are supplementary materials that students can choose to read or not. Questions for discussion are provided for each class to assist preparation. Students are strongly encouraged to raise their own questions before and in class.

The language for this course will be English, meaning that all verbal and written formats of communication should be in English. In discussion Chinese terms are allowed when the speaker does not know the corresponding English terms. For written assignments, English writing with clarity and minimum grammatical and spelling errors is expected.

1. **Class Participation:** You are expected to come fully prepared to each class session. This means you should have read each of the assigned articles thoroughly and thought about it as well. You should be articulate and forceful in presenting your position to the class on the issues discussed. In addition to the readings, discussion questions and written assignments may also be handed out to help you to understand the material better. Your response to these assignments will also count toward the class participation grade.
2. **Student-Lead Discussion:** Each student will lead at least one discussion. Each class will have one or two students leading the discussion of assigned reading materials. The student should briefly summarize the readings, organize the class to discuss around the questions provided in advance, and raise questions for further discussion. However, this by no means exempts any student from the responsibility of reading the materials and actively contributing to the discussion.
3. **Four Group Assignments:** Students will be organized into four- or five-person groups. For each assignment, group members work collectively, turn in one copy of writing or presentation, and receive the same grade. Three assignments will be conducting “mini” studies (such as a survey, an experiment, a qualitative study), analyzing the data, and presenting the results. The fourth assignment will be writing a peer review (from the editor/reviewer’s perspective) of a published or unpublished paper. Members should contribute equally to the group. Detailed instruction will be provided in the description of each group assignment.
4. **Two Individual Papers:** You will independently work on two papers. One is to raise a research question, review relevant literature, and develop your theory and hypotheses. The other is to develop an empirical strategy to test the hypotheses. The two papers are to prepare you for the research proposal well ahead. I will review each of your papers and provide comments. Detailed instruction will be provided in the description of each paper.
5. **Research Proposal:** This paper will build on the two short papers you have submitted in class. In this formal research proposal you will review relevant literature, develop your theory and hypotheses, select a method (or methods) to test your hypotheses, suggest the data analysis strategies, describe the expected results, and discuss the implications of your potential findings. The research proposal should reflect the various considerations in the research process discussed during the semester. Every student will be required to present his or her research proposal in class. Copies of the proposal should be distributed to all class participants. I will provide comments on the proposal. Detailed instruction will be provided in the description of this task.

Please note that no late submission of any assignment will be accepted.

IT tools to be used in the classroom

Projector, PC with Internet connection, and Portable microphone.

Textbooks

Required Textbook:

Singleton, Royce A. Jr. and Bruce C. Straits, Approaches to Social Research, 2005, Oxford University Press.

References & Readings

Supplementary Textbooks:

Cooper, D. R., & Schindler, P. S. (2006). revised by Sun, Jianmin. Business research methods. (9th ed.), Boston: McGraw-Hill. Reprinted with copyright transfer by China Renmin University Press.

David A. de Vaus. (2001). Research Design in Social Research. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed Methods approaches, 4th Edition. Thousand Oaks, CA: SAGE Publications.

Kuhn, T.S. (1970). The structure of scientific revolutions. Chicago: University of Chicago Press.

Brewerton, P. & Millward, L. (2001). Organizational research methods: A guide for students and researchers. Thousand Oaks, CA: Sage Publications.

Pedhazuer, E. J., & Schmelkin, L. P. (1991). Measurement, design, and analysis: An integrated approach. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Chen X.-P., Tsui, A., & Farh, J.-L.. (2008). Empirical methods in organization and management research. Beijing: Peking University Press (in Chinese) 陈晓萍, 徐淑英, 樊景立. (2008). 组织与管理研究的实证方法. 北京大学出版社.

Other Readings:

The detailed reading list will be provided for each class.

Videos, CD-ROMs and other adjunct learning resources used

None.

Rules students must follow

All registered students are expected to

- 1) Attend every class and be punctual. Any student who misses three classes without advanced permissions will fail the course.

- 2) Read the assigned materials before every class and be fully prepared for class discussion.
- 3) Actively participate in class discussion.
- 4) Complete every individual and group assignment on time. Late submissions will not be graded unless permission is granted in advance under special circumstances.
- 5) Contribute fairly to group assignments. Free-riders will be penalized.
- 6) All written assignments should be typed, using font size of 12, double-spaced, and one-inch margins. English writing with high clarity and minimal grammatical and spelling errors is expected.

Course Assessment

Class Participation	10% (including attendance, classroom etiquette, and contribution to class discussion)
Student-Lead Discussion	10%
Group Assignments	20% (5% x 4, members of the same group will get the same grade)
Individual Papers	10% (5% x 2)
Research Proposal	30%
Final Exam	20%