Instructor
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Office hours: Tue & Thu 12:30-3:30

Course Overview
This course is designed to provide a functional understanding of a range of methodologies used to conduct research on various processes and phenomena within Management. We will seek to master core concepts such as hypothesis generation and testing, literature searches, the scientific method, sampling, research ethics, and the logic of hypothesis testing. We will also consider specific methodological approaches such as survey research, experimentation, quasi-experimentation, case study, meta-analysis, simulation, and questionnaire studies. I am viewing this course as an introductory practicum in which I try to provide useful information at a hands-on level about opportunities, challenges, limitations, and realities of some of the more prominent methodological approaches in Management, as well as strategies for designing, refining, and publishing research. Although this is not a statistics course, we will also be considering general strategies for analyzing data relative to different methodological approaches and research designs. Major course activities will include lecture, discussion, readings, assignments, and presentations.

Objectives
1. To develop and demonstrate mastery of selected methodological concepts and practices.
2. To enhance your understanding of the logic and practical application of selected common statistical techniques used in concert with differing methodologies.
3. To enhance your ability to evaluate and understand research.
4. To enhance professional skills important to the research enterprise such as project planning, paper writing, and research presentation.
5. To encourage you to identify, develop, and/or refine a personal research program over the course of the semester.
6. To enhance your collegial ability to work with others on research projects and providing feedback on research.

Texts

[Note: This is useful as a brief introduction to key concepts, which we will supplement with additional readings. Feel free to consult me for more comprehensive text options if desired.]

Additional Readings
Most weeks, we will have additional readings from journal articles and book chapters. Reading lists will be provided at least one week prior to the class in question. The bulk of readings will be available full-text via the library databases.
Course Assignments and Grades

1. **Research Proposal** (100 points). The major assignment for the course is a comprehensive research proposal. This may or may not include actual data. It will consist of a complete manuscript with introduction, method section, results or analysis strategy section, discussion section, and a complete list of references. If you do an excellent job on the proposal you will have a viable research project that you can run right after the course ends (or if you collect the data during the semester you will have a paper suitable for eventual conference or journal submission). Note that if you submit your complete paper at least two weeks prior to the deadline, I will provide written feedback that you can use to improve it prior to your final submission (see Schedule for due dates). A sample evaluation form is attached. Important: Your paper for this class must be unique and differ substantial from any papers you have completed or are working on for other classes. If you have any doubts about whether your paper meets this criterion, ask.

2. **Presentation of Research Proposal** (30 points). At the end of the semester, you will be asked to make a 20-30 minute presentation of your research proposal to the class. The presentation is intended to be similar to a paper presentation you might make at a regional or national conference. Prepare well and make good use of visual aids. A sample evaluation form is attached.

3. **Assignments** (30 points; 10 assignments, 3 points each). Most weeks, some type of assignment will be due, such as reading articles and reporting on what you learned, critiquing the methodology used in prior studies, working on major portions of your research proposal, drafting working questionnaires, or writing brief analytical papers about controversies in the literature. These will be scored as good to excellent (3), marginal (0, but with one chance to revise), or unacceptable (0). Marginal assignments may be revised and resubmitted within one week.

4. **Participation** (10 points). This will be scored based on the quality and quantity of your contributions to class discussions. Note that quality is the most important factor here. A single insightful comment or question that takes the discussion to a new level or in a new direction is often a valuable contribution. To assist me in evaluating your participation, you will be asked to complete a self-assessment form near the end of the semester.

Total: 170 points.

Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>153-170</td>
<td>A</td>
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<td>136-152</td>
<td>B</td>
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<td>119-151</td>
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<td>102-118</td>
<td>D</td>
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<tr>
<td>0-101</td>
<td>F</td>
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90.00-100.00% = A
80.00-89.99% = B
70.00-79.99% = C
60.00-69.99% = D
0.00-59.99% = F

Course Policies

1. **Preparation, attendance, and in-class participation.** Regular attendance is vital to your learning and performance. Careful preparation for each session is expected and essential to stimulating class sessions.

2. **Late assignments.** Please turn everything in on or before deadline. Late research proposals will be penalized 20 points per day, and late assignments will be penalized 1 point per day.

3. **Professionalism.** Class members are expected to conduct themselves with courtesy and professionalism at all times. In our discussions, feel free to debate and criticize ideas actively, but please avoid personalizing your comments and focus instead on the ideas.

4. **Syllabus Attachment.** Please visit the link below and review the information carefully: [http://pvcaaa.siu.edu/index1/Syllabus%20Attachment_Fall2014-12.pdf](http://pvcaaa.siu.edu/index1/Syllabus%20Attachment_Fall2014-12.pdf)

5. **Possible Changes to Syllabus and Course Schedule.** This syllabus represents my best reasonable expectations. However, changes may be made to accommodate our interests or time constraints.
BA 574 - Feedback and Evaluation Form for Research Proposal

Name:

Items below use the following scale:

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>not at all descriptive</td>
<td>somewhat descriptive</td>
<td>very descriptive</td>
<td></td>
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</tbody>
</table>

1. ____ Abstract includes the key details of the study, methodology, results, and implications.
2. ____ Abstract is well written.
3. ____ Start of the Introduction highlights the importance of the issue and clarifies the major goals of the current research.
4. ____ Introduction provides a strong theoretical base for the research.
5. ____ Introduction reviews prior research clearly and concisely.
6. ____ Conclusions drawn about prior research and theory in the Introduction appear justified and reasonably accurate.
7. ____ Introduction is well organized.
8. ____ Introduction is generally well written.
9. ____ Hypotheses are clearly stated and precise (i.e., the direction of predicted differences and the exact nature of predicted patterns are specified).
10. ____ Rationale for each hypothesis is clear.
11. ____ Method section is well organized and uses appropriate headings.
12. ____ Details about the sample and selection strategy are clear.
13. ____ Procedures for the proposed research are clear.
14. ____ Variables, measures, and manipulations (if any) are clearly stated and given clear operational definitions.
15. ____ Information regarding reliability and validity of measures is provided (if applicable).
16. ____ Method section is generally written in a concise, accurate fashion.
17. ____ Analysis strategy is clearly stated.
18. ____ Results (or predicted results) are clearly and accurately stated.
19. ____ Results section is free from unnecessary information.
20. ____ Results section is generally clear and precise.
21. ____ Discussion highlights the unique (or potentially unique) contribution of the research.
22. ____ Discussion provides accurate interpretations of the results (or expected results).
23. ____ Discussion acknowledges all major limitations of the research and the methodology used.
24. ____ Discussion highlights potential implications for research, theory, and practice.
25. ____ Conclusions drawn are reasonable and do not reach beyond what can logically be concluded from the research.
26. ____ A complete list of references is included in either APA or Academy of Management format.
27. ____ Tables (if any) are necessary, useful, clear, properly labeled, and include relevant information.
28. ____ Figures (if any) are necessary, useful, and clear.
29. ____ Appendices (if any) are necessary and clear.
30. ____ Paper follows a consistent, standardized format.

Additional comments:
### BA 574 Feedback and Evaluation Form for Presentations

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>not at all</td>
<td>somewhat</td>
<td>descriptive</td>
<td>very</td>
<td>descriptive</td>
</tr>
</tbody>
</table>

1. Speaker was clear and articulated words cleanly.
2. Speaker presented with confidence.
3. Speaker refrained from awkward verbal utterances (umm, uh, er, you know, etc.).
4. Speaker refrained from distracting, repetitive movements.
5. Speaker spoke actively and did not just read passively from notes.
6. Speaker made eye contact with audience members.
7. Text on slides was clearly visible.
8. Slides were well organized.
9. Slides contained the right amount of information (neither too little nor too much).
10. Presentation was well paced.
11. Purpose of the research was clear.
12. Key prior research and theory was highlighted.
13. Methodology was clear.
14. Reasons behind the key methodological choices were clear.
15. Source and internal consistency (if relevant) of measures was clear.
16. Results or analysis strategy was clear.
17. Unique contributions of the research were highlighted.
18. Major limitations of the research were acknowledged.
19. Speaker answered questions well.
20. Presentation was polished and professional.

Score (out of 30):
Course Schedule

**Foundations** (Aug 19)
- Course Introduction
- Ways of Knowing
- Assumptions About Business Research
- Basic and Applied Research

**Philosophy of Science** (Aug 26)
- Key Concepts
- Competing Schools of Thought
- Implications for Management

**The Scientific Understanding of Behavior** (Sep 2)
- Causality
- The Logic of Hypothesis Testing
- Independent, Dependent, and Control Variables
- Types of Studies – Pros and Cons
- Validity

**Theory and Hypothesis Development** (Sep 9)
- Hypothesis Generation
- Theory Development
- Criteria for Evaluating Theory
- Grounded Theory
- The Literature Review
- Exploratory Research and Pilot Studies

**Writing and Presenting Research** (Sep 16)
- Parts of a Manuscript
- Effective Writing Strategies
- The Publishing Process
- Keys to effective research presentations

**Experimental and Quasi-Experimental Research, Part 1** (Sep 23)
- Designing Manipulations
- Operationalizing Constructs
- Dependent and Control Variables
- Threats to Internal Validity
- Artifacts

**Experimental and Quasi-Experimental Research, Part 2** (Sep 30)
- External Validity Issues
- Field Experimentation
- Data Analysis: ANOVA, ANCOVA, Moderated Regression
- Moderation and Mediation
- Experimental Research on Groups and Teams

**Survey Research in Organizations** (Oct 7)
- Survey Design and Implementation
- Sampling Issues
- Testing Theory and Hypotheses in Less Controlled Settings
- Control Variables and Strategies
[Oct 14 – Fall break, no classes]

**Measurement and Questionnaire Design** (Oct 21)
- Observational, Attitudinal, and Personality Measures
- Questionnaire Development
- Questionnaire Validation
- Reliability, Validity, and Sensitivity
- Convergent and Divergent Validity
- Item Analysis and Factor Analysis

**Case Study** (Oct 28)
- Goals and Strategies
- Theory Testing
- Selecting Cases
- Strengths and Limitations

**Archival Research and Meta-Analysis** (Nov 4)
- Secondary and Archival Data
  - Strengths and Weaknesses
  - Finding Secondary Data
  - Using Secondary Data
- Meta-Analysis
  - Comparison with Narrative Literature Reviews
  - Uses
  - Overview of Procedures
  - Strengths and Weaknesses

[Nov 11 – Veteran’s day, no classes]

**Simulation and Scenario-Based Research** (Nov 18)
*Deadline for Submitting Research Proposal for Feedback (optional but recommended)*
- Simulation Research
  - Using complex business simulations
  - Using computer simulations to refine theory
- Scenario-Based Research
  - Strategies
  - Strengths and Limitations

**Research Ethics** (Nov 25)
- Philosophy and research ethics
- Risks of research
- Rights of participants
- Cost/benefit analysis
- Professional codes of ethics
- Working with Internal Review Boards (IRBs)

**Research Presentations** (Dec 2)
*Research Proposal due*