



## DOCTORAL RESEARCH METHODS 297E

**Professor Jone L. Pearce**

Spring 2008, Mondays 9-11:50AM  
Classroom SB 111  
Office Hours: 12:00-1:30PM,  
& by appointment

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Jone's Office SB 329

### Course Description

#### Course Objectives

This is a course in the fundamentals of social science research: theory development research design, methods, data management, and writing scholarly research publications. It is designed for doctoral students intending scholarly research careers and will involve hands-on practice in formulating hypotheses and designing research to test the participants' own research ideas, and in conducting journal reviews. This course seeks to help students to begin developing the skills scholars need to be competent members of their scholarly fields, to complete an important dissertation that will increase the chance of securing interviews at the best schools, and to enable participants to do research that attracts fame and fortune throughout their careers. Little background in scientific methods or statistics is assumed.

#### Class Format

The class format will consist of weekly written assignments, discussions of the assigned readings, with the occasional lecture-ette to expand or integrate material from the readings.

#### Readings

There are three textbooks for this course:

Cook, T. D. & Campbell, D. T. (1979) *Quasi-experimentation*. Boston: Houghton Mifflin (C&C).

Huff, A. S. (1999) *Writing for scholarly publication*. Thousand Oaks, CA: Sage (H).

Singleton, R. A. Jr. & Straits, B. C. (2005) *Approaches to social research* (4<sup>th</sup> ed.) New York: Oxford University Press (S&S).

## Doctoral Research Methods 297E, Spring 2009, continued...

Although these books will be placed on reserve in the campus library, I strongly suggest you buy them as future resources.

All articles, with a few exceptions, are available from the campus library system. These exceptions will be sent to participants as email attachments before the first class session.

### Grading

Grades will be assigned as follows:

Active class participation.....	36%
Written class assignments.....	40%
Empirical paper review.....	24%

**Active class participation** will consist of class attendance, having read the assignments, coming to class with all class assignments prepared, and active class participation.

The **written class assignments** are prepared for class each week (see below). Because they must be prepared before you have had a chance to discuss the material, they will be graded based on the brevity and thoughtfulness of your completion of the assignment. Each week's written assignment builds on the previous week's assignment. Therefore, each student is expected to bring enough hard copies (using the Instruction Copy Account) for all class participants each week. In addition, all of us will bring all of the previous assignments to class each week, and we will attach the new one to each student's previous assignments. At the end of the course we will all have a complete set for all students.

For the **empirical paper review** students will be assigned a draft empirical manuscript (I hope, from their own field of research), and will conduct a thorough review of the paper, as if from a first-tier scholarly journal. You must address the quality of its theory (including an analysis of its interestingness using Davis's categories), its hypotheses, the reliability of its measures, and the validity of its design to support its conclusions (see also the checklist in Campion reading for the last class). You should pay particular attention to any alternative interpretations of the results, and the adequacy of the support for any causal claims (explicit or implicit). The review is to be no longer than 6 pages (double-spaced). A hard copy of the review is due to Room 329 (or the instructor's mailbox) by 4:00 PM June 5.

## Class Schedule

### March 30 Introduction. Nature of the Social Sciences

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S&S Chapters 1 and 2.

Davis, M. S. 1971. That's interesting! *Philosophy of the Social Sciences*, **1**: 309-344.

Platt, J. R. (1964) Strong inference. *Science*, **146**: 347-353.

#### Written Class Assignment

What research questions interest you most?

Framing two of your favorite research ideas as scientific questions.

Take at least one of the most prominent theories from your field and categorize it using Davis's framework.

Try framing one of your own scientific questions using Davis's framework. What study could disprove your theory?

#### For In-class Discussion

What is your own view of the possibility of "objectivity" in social science?

#### Further Reading

Christenson, C. (1983) The methodology of positive accounting. *Accounting Review*, **58**: 1-22.

Kaplan, A. (1964) *The conduct of inquiry*. Scranton, PA: Chandler.

Kuhn, T. S. (1970) *The structure of scientific revolutions* (2<sup>nd</sup> ed.) Chicago: University of Chicago Press.

S&S Chapters 3 and 5.

C&C Chapter 1.

Bacharach, S. B. (1989) Organizational theories: Some criteria for evaluation. *Academy of Management Review*, **14**: 496-515.

Welkowitz, J., Ewen. R. B. & Cohen, J. (1971) Introduction to power analysis. pp. 186-199 & Appendices H & I [*emailed to class participants*]

Written Class Assignment (Select one of your scientific questions for the below and subsequent written class assignments)

What is the unit of analysis for your question?

State your questions in the form of a hypothesis.

State the causal relationships for your questions in the form of a single descriptive paragraph summarized by a proposition.

What are the independent and dependent variables for your question?

What is the population for your questions?

#### Further Reading

Cohen, J. (1988) *Statistical power analysis for the behavioral sciences* (2<sup>nd</sup> ed.) New York: Academic Press.

Dillman, D. A. (1991) The design and administration of social surveys. *Annual Review of Sociology*, **17**, 225-249.

Dubin, R. (1976) Theory building in applied areas. In. M. D. Dunnette (Ed.) *Handbook of industrial and organizational psychology*. Chicago: Rand McNally.

Kalton, G. (1983) *Introduction to survey sampling*. Beverly Hills, CA: Sage.

Kinney, W. R., Jr. (1986) Empirical accounting research design for Ph. D. students. *Accounting Review*, **61**: 338-350.

Little, R. J. A. (1995) Modeling the drop-out mechanisms in repeated measures studies. *Journal of the American Statistical Association*, **90**, 1112-1121.

S&S Chapter 4.

C&C Chapter 2.

Clark, L. A. & Watson, D. (1995) Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, **7**: 309-319.

Chen, M., Fahr, J. & MacMillan, I. C. (1993) An exploration of the expertness of outside informants. *Academy of Management Journal*, **36**: 1614-1632.

### Written Class Assignment

Develop two different operational definitions for each of your constructs.

Which do you prefer? Why?

For any self-report measures, create a preliminary item pool for each of your constructs.

### Further Reading

Carmines, E. G. & Zeller, R. A. (1979) *Reliability and validity assessment*. Beverly Hills, CA: Sage.

Cortina, J. M. (1993) What is Coefficient Alpha? An examination of theory and applications. *Journal of Applied Psychology*: **78**: 98-104.

Karren, R. J. & Barringer, M. W. (2002) A review and analysis of the policy-capturing methodology in organizational research: Guidelines for research and practice. *Organizational Research Methods*, **5**, 337-361.

Nunnally, J. (1967) *Psychometric theory*. New York: McGraw-Hill.

Sussman, M. & Robertson, D. U. (1985) The validity of validity: An analysis of validation study designs. *Journal of Applied Psychology*, **71**, 461-468.

*Schedule Week of June 1 Class time and place*

S&S Chapters 6 and 7.

C&C Chapters 3 and 8.

Weick, K. E. (1977) Laboratory experimentation with organizations: A reappraisal. *Academy of Management Review*: **2**, 123-127.

Written Class Assignment

Design either an experiment or a quasi-experiment to test your hypotheses.

How will you assess internal validity?

What are the strengths and weaknesses of this test of your hypotheses?

Further Reading

Campbell, D. T. & Stanley, J. C. (1963) *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.

Iacobucci, D. (2001) Methodological and statistical concerns of the experimental behavioral research. *Journal of Consumer Psychology*, **10**.

S&S Chapters 8 and 9.

Hinkin, T. R. (1995) A review of scale development practices in the study of organizations. *Journal of Management*, **21**, 967-988.

### Written Class Assignment

Design a survey study to test your hypotheses.

How will you insure the reliability and validity of your measures?

What are the strengths and weaknesses of this test?

### For In-class Discussion

Come to class prepared to analyze Colquitt, J. A. 2001. On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, **86**: 386-400.

### Further Reading

Kenny, D. A. (1979) *Correlation and causality*. New York: Wiley.

Fink, A. (2006) *How to conduct surveys: A step-by-step guide* (3<sup>rd</sup> ed.) Thousand Oaks, CA: Sage.

Tosi, H., Aldag, R. & Storey, R. (1973). On the measurement of the environment: An assessment of Lawrence and Lorsch's Environmental Uncertainty Scale. *Administrative Science Quarterly*, **18**: 27-36.

Medesker, G. J., Williams, L. J. & Holahan, P. J. (1994) A review of current practices for evaluating causal models in organizational behavior and human resources management research. *Journal of Management*, **20**: 439-464.

Schriesheim, C. A. & Eisenbach, R. J. (1995) An exploratory and confirmatory factor-analytic investigation of item wording effects on the obtained factor structures of survey questionnaire measures. *Journal of Management*: **21**, 1177-1193.

S&S Chapters 10 and 11.

C&C Chapter 5.

Eisenhardt, K. M. (1989) Building theories from case study research. *Academy of Management Review*, **14**: 532-550.

Dyer, W. G. & Wilkins, A. L. (1991) Better stories, not better constructs, to generate better theory: A rejoinder to Eisenhardt. *Academy of Management Review*, **16**: 613-619.

Eisenhardt, K. M. (1991) Better stories and better constructs: The case for rigor and comparative logic. *Academy of Management Review*, **16**: 620-627.

### Written Class Assignment

Design a field research study to elaborate and develop your theoretical ideas.  
What are the strengths and weaknesses of this approach?

### Further Reading

Cochran, W. G. (1983) *Planning and analysis of observational studies*. New York: Wiley.

Glaser, G. G. & Strauss, A. L. (1967) *The discovery of grounded theory*. New York: Aldine.

Webb, E. J., Campbell, D. T., Schwartz, R. D. & Sechrest, L. (1966) *Unobtrusive measures*. Chicago: Rand McNally.

S&S Chapters 12, 14 and 15.

C&C Chapters 4 & 6.

Baron, R. M. & Kenny, D. A. (1986) The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, **51**: 1173-1182.

### Written Class Assignment

Describe an approach to data analysis for two of your favorite designs.

Why these approaches?

What do you know now about how to do such analyses, and how would you go about filling in any gaps in your knowledge?

If you ran into a problem, where would you go for help?

### Further Reading

Campbell, D. T., & Fiske, D. W. 1959. Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, **56**: 81-105.

Bagozzi, R. P., Yi, Y. & Phillips, L. W. (1991) Assessing construct validity in organizational research. *Administrative Science Quarterly*, **36**: 421-458.

Hoaglin, D. C., Mosteller, F. & Tukey, J. W. (2002) *Understanding robust and exploratory data analysis*. New York: Wiley.

Sage Publications ([www.sagepub.com](http://www.sagepub.com)) carries a large number of brief and affordable small books on many different data analysis approaches.

S&S Chapters 16 and 17.

H Chapters 1 through 4.

Collins, S. H. & Wray-Bliss, E. (2005) Discriminating ethics. *Human Relations*, **58**: 799-824.

Written Class Assignment

H Complete Exercises 10, 11 and 12.

Further Reading

Huff, A. S. (1999) *Writing for scholarly publication*. Thousand Oaks, CA: Sage: Chapter 5 through the Appendices.

White, L. (2005) Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*, **67**, 791-798.

*May 25 Class Does Not Meet: Memorial Day Holiday*

*Time and location of final class meeting to be scheduled during April 20 class*

Ashford, S. J. (1996) The publishing process. In P. J. Frost & M. S. Taylor (Eds.) *Rhythms of academic life*: 119-127. Thousand Oaks, CA, Sage. [*emailed to class participants*]

Johanson, L. M. (2007) Sitting in your reader's chair. *Journal of Management Inquiry*, **16**: 290-294,

Campion, M. A. (1993) Article review checklist: A criterion checklist for reviewing research articles in applied psychology. *Personnel Psychology*, **46**: 705-718.

Glick, W. H., Miller, C. C., & Cardinal, L. B. (2007). Making a life in the field of organization science. *Journal of Organizational Behavior*, **28**: 817-835..

#### For In-class Discussion

Those who have received a blind review should come to class prepared to discuss their reactions to the reviews.

Assuming Glick et al. are accurately describing the state of your own scholarly discipline, what are the action implications for you as a doctoral student and assistant professor.

***Empirical paper reviews due by 4PM Friday June 5 (in Jone's faculty mailbox only – Do not put under door)***