MGMT 8332-01
RESEARCH METHODS II
SPRING 2018

W
4:40-7:10 P.M.
Room: ECOBE 121 Edinburg Campus

FACULTY:

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OFFICE HOURS:

Wednesday 3:15-4:15 P.M. and Thursday 3:40-6:40 P.M. Other hours by appointment.

REQUIRED MATERIALS:


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1 I am grateful for all professors who posted their syllabi at the Research Methods Division of the Academy of Management. They were extremely helpful in designing this syllabus.

**RECOMMENDED MATERIALS:**


**PHILOSOPHY AND GOALS:**

This course is designed to train Ph.D. students to conduct high quality research and to write a strong research paper publishable in a Type A/Premium scholarly journal. To achieve these objectives, we will study the research process and methodologies in-depth. In addition, students are required to analyze and critique published studies in their field to gain expanded appreciation of how high quality research is conducted and disseminated. Students are also required to write and present a high quality research paper. This class is a Ph.D. seminar and, therefore, is an intensive learning experience. A necessary but not sufficient condition for success in this course is a commitment to excellence on the student’s part.

**PERFORMANCE OBJECTIVES AND LEARNING GOALS:**

At the completion of the course, you should

- Have a strong understanding of the concepts, definitions and terminology of research design and methodology;
- Be able to identify and recognize the significance of the major steps of a research project;
- Be cognizant of the limitations, advantages, and implications of different research designs, methodologies, and measurement approaches;
- Be fully aware of the importance of a well developed theoretical framework;
- Be capable of evaluation and analysis of research in your discipline;
- Be knowledgeable about research literature in your field;
- Be capable of writing a strong research paper.
- Be prepared to initiate a career of challenging and exciting research.

<table>
<thead>
<tr>
<th>PhD Learning Goals</th>
<th>This course contributes to the following PhD learning objectives:</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline knowledge</td>
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<tr>
<td>Advanced theoretical or practical research skills for the specialization</td>
<td>✔</td>
<td>Discussions, assignments, research paper</td>
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<td>Preparation for teaching responsibilities</td>
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COMPUTER APPLICATIONS:

Assignments may require the use of a statistical package (e.g., SPSS) and a word processing program (e.g., Microsoft Word). It is the responsibility of the student to become familiar with these programs.

WRITTEN AND ORAL COMMUNICATION SKILLS:

In a doctoral seminar class, the instructor is responsible for basic coordination of topics and facilitating class discussion. You are expected to be thoroughly prepared for each and every class. Your written and oral work will be evaluated weekly.

All written assignments will be typed and double-spaced in a 12-point, Times New Roman font with one-inch margins on all sides. Only letter quality DeskJet or laser printer output is acceptable. Written assignments having grammatical or spelling errors will be heavily penalized. Students are required to adhere to the following guidelines in their written assignments:

1. The paper should be properly stapled or bound so as to insure that all pages remain securely in place.

2. The paper should be neatly typed, double spaced.

3. Use headings and subheadings. They improve organization and readability.

4. Grammatical errors:
   a. Sentence fragments,
   b. Subject-verb agreement,
   c. Spelling,
   d. Misuse of words: their-there, its-it’s, from-form,
   e. Run-on sentences,
   f. Run-on paragraphs,
   g. One-sentence paragraphs.

5. Vague, unclear, and/or awkward wording.

6. The paper should include a complete bibliography listing all sources used and cited in the text of the paper.

7. Formatting errors, such as spacing.

8. Use of informal words, such as etc. and get.
9. Use of sexist and other biased language that is or may be interpreted as denigrating to ethnic or other groups.

10. Content errors:
   a. Contradictions,
   b. Failure to provide adequate support for a position or a decision,
   c. Statements contrary to fact,
   d. Plagiarism,
   e. Logic/conceptual/theoretical errors,
   f. Lack of citation. If the paper as a whole lacks citation, the authors are guilty of plagiarism.

The ability to articulately express your ideas is critical for your success as an academician. Therefore, your oral presentation skills and class discussion will be evaluated weekly. It is extremely important that you participate in class discussion or a failing grade will be assigned.

LIBRARY ASSIGNMENTS:

Success in this course requires an extensive use of library resources in all your assignments as discussed in the “Performance Measures and Rewards Section.” It is the students’ responsibility to become familiar with the use of the library. If you have any problems with utilization of technology and resources, please contact me as soon as possible so that I can schedule an appointment with a librarian to help you.

PERFORMANCE MEASURES AND REWARDS:

Attendance Policy:

Each student is expected to attend every class meeting. Grades are positively correlated with class attendance. Students are responsible for all announcements and assignments made in class and all course material distributed and covered, regardless of their presence or absence from any class. Furthermore, because 15 percent of your grade is based on your class participation, absenteeism from classes may affect grades negatively. Excessive absenteeism and tardiness may result in dropping the student from the course. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any
work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Reading List (Tentative course outline shows which readings will be discussed each week):**


Colquitt, J. A. 2013. From the editors: Data overlap policies at AMJ. *Academy of Management Journal*, 56: 331-333.


**Assignment for 1/24:**

1. **List of Top Tier Journals:** Prepare a presentation not to exceed 10 minutes. This presentation should identify top tier journals in your field. Include a brief description of the criteria by which journals are rated, the content area of the publications and the type of research methods and data used.

2. **Current Topic:** Submit a list of major current topics in your field. Sources can be top tier journals, dissertations, conference proceedings and so on. Identify at least 10 topics and write a few sentences about each with respect to research strategies used. Prepare a presentation on your findings.

**Article Critiques:**

Some weeks as indicated in your syllabus you will analyze and critique an article published in a Type A/Premium journal in your field. When we discuss a particular research strategy, that research strategy must be used to investigate the research questions in the article you chose. When we discuss issues related to research such as “research and practice,” your article should be an example of a research paper that addresses the issue (e.g., a research study in your field that strongly discusses practical relevance of the study). Do not forget to include a citation of the article you are analyzing in your written report. The article critiques are not complete unless a copy of the article is attached. Each student will provide a copy of the critique to each member of the class. Discuss the following issues under the appropriate headings and subheadings:

1. Your general assessment of the study (e.g., purpose of the study, overall contribution to the research and practice, the extent to which it was clearly written and presented).
2. Did the authors identify and discuss the purpose of their study, research gaps and problems, significance of their research, research questions?

3. Is the theory development adequate? Is the literature review up-to-date and comprehensive? Does the literature review lead to the suggested hypotheses? Are the suggested hypotheses consistent with the research questions?

4. Is research methodology the correct methodology to investigate the research questions, and to test the suggested hypotheses? Target sample and sample size? Measures? Validity and reliability issues?

5. How were hypotheses tested? Is the data analysis correct? What are the results?

6. Did the authors discuss their findings consistent with the results?

7. Did the authors discuss limitations of the study and further research questions? Do you agree with them? Why or why not?

**Research Paper:**

You will write and present a formal research paper on an approved topic in your field. You can build your paper on your previous research, but your study should be original. You cannot submit a paper with which you are collaborating with a faculty member. The quality of the research paper will be consistent with the high standards expected by Type A/Premium journals. I recommend that you identify a strong paper published in a Type A/Premium journal in your field to use as a framework. The paper will consist of the following milestones:

1. A formal research paper topic proposal and bibliography. The typed research paper topic proposal will concisely delineate the proposed paper’s topics, research gaps and problems, contribution of your research, organization and content of your paper. The research proposal will not be graded. However, its quality will be factored into the overall grade of the research paper;

2. Introduction;

3. Revised introduction, literature review including testable hypotheses;

4. Research methodology;

5. Paper presentations; and

6. The final paper.

Your paper should consist of the following sections:

I. An abstract of up to 150 words summarizing the content of the research paper.

II. Introduction
   - Identify research gaps leading to the research problem
• Clearly articulate
  — the purpose of your research and the research questions (including your research variables)
  — the contribution of your study to theory and practice (managerial relevance)

**** Introduction section should not exceed 2 ½ pages.

III. Theoretical background and hypotheses development
• Clearly define your research variables at the beginning (What?)
• Draw from theories within or outside of your field
• Use tables to summarize the literature
• Make sure that your literature review is up-to-date, broad, and covers the studies from a wide base of journals
• A solid literature review should contain both an in-depth analysis and a synthesis of the existing literature
• Discuss existing literature cohesively and concisely
• Don’t report the published studies one by one. It should go beyond reporting each article. Synthesize the literature leading to each hypothesis and supporting your research model (How and Why?).

IV. Research methodology
• Research design and methods of data collection (justify your choice of research design and of data collection method)
• Target population and sample size (justify your choice of target population and sample size)
• Operational definition of variables (measures)
• Address each validity issue
  — Statistical conclusion validity
  — Internal validity
  — Construct Validity
  — External validity

V. Data analysis
• Describe the statistical procedures you will use to test each of your hypotheses

VI. Discussion
• Clearly discuss the significant implications of your results for researchers and practitioners assuming all of your hypotheses are supported.
• Compare and contrast your research results to the findings of extant literature.

VII. Conclusion, limitations and further research directions
• Every research has limitations, discuss them!
• Future research questions
  — should be based on the findings of your study.
What are the challenging unanswered questions that the findings of your research make apparent?

VIII. References

IX. Tables and figures as needed

Grading:

Your final grade will be determined using the following weights:

- Written assignments 25% of course grade
- Presentations 10% of course grade
- Participation 15% of course grade
- Final Paper & Presentation 50% of course grade

100% of course grade

REWARD SYSTEM:

100-90 = A
89-80 = B
79-70 = C
69-0 = F

CALENDAR OF ACTIVITIES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 15</td>
<td>MLK Holiday and Day of Service</td>
</tr>
<tr>
<td>January 16</td>
<td>First day of class for full semester</td>
</tr>
<tr>
<td>January 19</td>
<td>Last day to add a class for spring 2018 semester</td>
</tr>
<tr>
<td>March 12-17</td>
<td>Spring break, no classes</td>
</tr>
<tr>
<td>March 30-31</td>
<td>Easter Holiday, no classes</td>
</tr>
<tr>
<td>April 12</td>
<td>Last day to drop a class; will count toward the 6-drop rule</td>
</tr>
<tr>
<td>May 2</td>
<td>Last day of classes for full semester</td>
</tr>
<tr>
<td>May 3</td>
<td>Study day, NO classes</td>
</tr>
<tr>
<td>May 4-10</td>
<td>Final exams</td>
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<tr>
<td>May 11-12</td>
<td>Commencement</td>
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STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Class members are expected to treat other students with courtesy and respect. Display, disclosure, discovery or intimation of possession of a concealed weapon will not be allowed and will result in an automatic ‘F’ grade for the course.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted via email with further instructions. Online evaluations will be available April 11 – May 2, 2018. Students who complete their evaluations will have priority access to their grades.

COURSE OUTLINE:

The tentative class schedule is attached. The professor reserves the right to change this schedule as circumstances may dictate. All changes will be announced in class. Students not attending class are responsible for obtaining this information.
# Tentative Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>1/17</td>
<td>Course Introduction</td>
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</tr>
<tr>
<td>1/24</td>
<td>A List of Top Tier Journals Current Topics</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>1/31</td>
<td>Elements of Research Design Research Strategies</td>
<td>S&amp;S, Chapter 4</td>
</tr>
<tr>
<td>2/28</td>
<td>Survey Research (Continued)</td>
<td>ARTICLE CRITIQUE AND PRESENTATION RESEARCH PAPER – INTRODUCTION DUE</td>
</tr>
<tr>
<td>3/14</td>
<td>SPRING BREAK – NO CLASSES</td>
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<tr>
<td>3/21</td>
<td>Field Research (Continued)</td>
<td>ARTICLE CRITIQUE AND PRESENTATION</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENT</td>
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<tr>
<td>3/28</td>
<td>Research Using Available Data</td>
<td>S&amp;S, Chapter 12 ARTICLE CRITIQUE AND PRESENTATION RESEARCH PAPER – REVISED</td>
</tr>
<tr>
<td>4/4</td>
<td>Multiple Methods</td>
<td>S&amp;S, Chapter 13 ARTICLE CRITIQUE AND PRESENTATION</td>
</tr>
<tr>
<td>4/11</td>
<td>Multiple Methods (Continued)</td>
<td>ARTICLE CRITIQUE AND PRESENTATION</td>
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<tr>
<td>4/18</td>
<td>Research Ethics</td>
<td>S&amp;S, Chapter 3 RESEARCH PAPER – RESEARCH METHODOLOGY DUE</td>
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<td>Tuskegee Syphilis Experiment</td>
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<tr>
<td>4/25</td>
<td>First Round Research Presentations</td>
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<td>5/2</td>
<td>RESEARCH PRESENTATIONS</td>
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</tr>
<tr>
<td>5/9</td>
<td>RESEARCH PRESENTATIONS (Continued)</td>
<td>RESEARCH PAPERS DUE</td>
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Optional readings are marked with an *