University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **DBA 810 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Measurement and Research Design in Business

**25-Character Abbreviation:** Research Design

**Sponsor(s):** K. Praveen Parboteeah

**Department(s):** Management

**College(s):**

# **Consultation took place**: [x]  NA [x]  Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **None**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

[x]  NA [x]  Yes [ ]  will be at future meeting

**Prerequisites:** Admitted into DBA program

**Grade Basis:** [x]  Conventional Letter [ ]  S/NC or Pass/Fail

**Course will be offered:** [ ]  Part of Load [x]  Above Load

 [x]  On Campus [ ]  Off Campus - Location

**College:**  **Dept/Area(s):** DBA

**Instructor:** K. Praveen Parboteeah

 *Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

[ ]  Technological Literacy Requirement [ ]  Writing Requirement

[ ]  Diversity [ ]  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 64

Number of credits: 4 Total contact hours: 64

**Can course be taken more than once for credit? (Repeatability)**

[x]  No [ ]  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

This course is necessary to provide students with the necessary skills to conduct their own original research. In addition to research designs, the course will discuss theory and hypothesis testing, measurement of constructs, publication strategies, and various special topics in empirical research. The main objectives of this course are to (a) provide students with an overview of key concepts relevant to the design and conduct of organizational research, (b) help students develop critical thinking skills to evaluate the study designs of other researchers, (c) enhance students' knowledge and skills for ultimately designing and conducting their own research in order to conduct their own original business research.

**Relationship to program assessment objectives:**

Since this course will be one of the core courses of the DBA degree, all students entering the program will be required to take this course. In doing so, it will familiarize all students with how to conduct their own research.

This course will satisfy many of the key objectives of the degree. First, it will provide students with an understanding of how to design their own research in order to conduct their own original study. This is important so that they can demonstrate advanced research skills in order to conduct original research. Furthermore, students will also need to have the ability to contribute to knowledge applying research to practice. This course addresses these leaning objectives by exposing students to such areas. The course will address the following student learning outcomes:

* Students are able to demonstrate expertise in key concepts related to design and conduct of organizational applied research.
* Students are able to develop critical skills to assess other research designs.
* Students are also expected to use the exposed material to develop their own original research agendas.

**Budgetary impact:**

* **Staffing**:- the course will be staffed by a College of Business and Economics faculty that is Academically Qualified (AQ) and has Grad Faculty status.
* **Academic unit library and service & supply budget:** - no budgetary impact.
* **Campus instructional resource units**:- impact is minimal; students will require the use of D2L and that is already available.
* **Laboratory/studio facilities:**- No budgetary impact
* **Classroom space:**- A classroom is anticipated to be required in Hyland Hall to teach the class. The class will meet for 2 and half days one weekend per month..
* **Evaluation of adequacy of current library holdings, recommendations for acquisitions, and impact of the course on the academic unit library allocation budget:** - No impact. The library already has the articles on which this course is based..
* **Explanation if the course is simply replacing another course, either entirely or in the cycle:**- This is a new course for the DBA degree, and does not replace any other courses.

**Course description:** (50 word limit)

This course main goal is to provide students with the necessary skills to conduct original research. The course will provide an overview of key concepts relevant to the design and conduct of organizational research and to help them develop critical thinking skills to evaluate the study designs of other researchers.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

N/A

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )
N/A

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)
N/A

**Course objectives and tentative course syllabus:**

DBA 810 Syllabus

**Measurement and Research Design**

Instructor: K. Praveen Parboteeah

Office: Hyland 4515

Office Phone: 262-472-3971

Email: parbotek@uww.edu

Office Hours: Monday, Tuesday and Thursday - 2-6pm

**Required Text:** Babbie, E. (2007). *The Practice of Social Research, 11th ed.* Belmont, CA: Wadsworth.

**Course Description:**

This course provides an overview of the topics in business research areas from a measurement and research design perspective. The course is necessary to provide students with the necessary skills to conduct their own original research. In addition to research designs, the course will discuss theory and hypothesis testing, measurement of constructs, publication strategies, and various special topics in empirical research.

**Course Objectives**

* Provide students with an overview of key concepts relevant to the design and conduct of organizational research
* Help students develop critical thinking skills to evaluate the study designs of other researcher
* Enhance students' knowledge and skills for ultimately designing and conducting their own research in order to conduct their own original business research.

**Course Assignments**

* You will be evaluated based on how well prepared you are for classes and the frequency and quality of your in-class contributions. You are expected you to take an active role in your learning, as well as in the learning of your classmates. As such, you should come to class having thoroughly read and thought about the assigned readings. This means you should come to class prepared with questions about the topics of discussion and with answers to anticipated questions. Consider the following questions before each class: What questions do you have about the material? How does it relate to your other coursework and research activities? What did you find particularly interesting? Did you have any revelations? Do you disagree with anything you read? Participation will be 30% of your grade.
* For each assigned weekend session, students will individually prepare a five-page summary of the assigned readings. This summary should include a critique of the readings of the week and the major lessons for you. This will be worth 30% of your final grade.
* Students will also develop a research proposal (of about 15-20 pages) based on their person research interests. You will be asked to select a (narrow) area of research to evaluate, ideally related to your anticipated dissertation topic. You will read a minimum of seven empirical articles from that literature and write a paper that describes (a) the topic of interest, (b) the research designs and methods researchers have used to examine the topic, (c) the strengths and weaknesses of those designs/methods, and (d) recommendations for addressing the weaknesses in future research. The specific assignments for this project are as follows:

 1. A one-page proposal of your research design critique.

 2. A draft paper of your critique.

 3. An in-class presentation of your critique.

 4. A final version of your paper, along with the draft version of the paper and detailed responses to my initial feedback.

 The goals of this component of the course are to (a) increase your knowledge about a particular area of research, (b) enhance your critical thinking about research design features, and (c) stimulate ideas for addressing the limitations of prior research in the conduct of your own studies. This will be worth 40% of your grade.

**Grade Breakdown:** Participation 30%

Paper 40%

Summary of assigned readings 30%

**Grade distribution:** A 93-100% C 71-74.9%

A- 90-92.9% C- 68-70.9%

B+ 87-89.9% D+ 65-67.9%

B 81-86.9% D 61-64.9%

B- 78-80.9 D- 58-60.9%

 C+ 75-77.9 F Below 58

**CLASS SESSIONS AND ASSIGNMENTS**

**Session 1:** Course introduction and overview; Theory and Hypothesis Testing Refresher; Ethics in research; human subjects protection

Review IRB approval process

Babbie: Preface, xv-xxi

Part 1, An introduction to inquiry, p. 3-84

1: Human inquiry and science

2: Paradigms, theory, and social research

3: The ethics and politics of social research

Sutton, R., & Staw, B. (1995). What a theory is not. *Administrative Science Quarterly*, 40: 371-384.

Pfeffer, J. (1993). Barriers to the advancement of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18: 599-620.

Weick, K. (1995). What theory is Not, Theorizing is, *Administrative Science Quarterly*, 40,385-390.

Daft R. L., (1983). Learning the Craft of Organizational Research, *Academy of Management Review*, 8 (4) pp. 539-546.

Whetton, D.A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14, 490-495.

Feldman, D. (2004). What are we talking about when we talk about theory? *Journal of Management, 30*, 565-567.

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

DiMaggio, P. J. (1995). Comments on “What theory is not.” *Administrative Science Quarterly, 40*, 391-397.

The Academy of Management code of ethical conduct. Found on the Academy of Management website

**Session 2: Research Design, Conceptualization and Measurement, Reliability and Validity**

Babbie - Part 2, The structuring of inquiry, 85

4: Research design, 86-117

5: Conceptualization, operationalization, and measurement, 118-149

Edwards, J. R., & Bagozzi, R. P. (2000). On the nature and direction of relationships between constructs and measures. *Psychological Methods*, 5, 155-174.

Vandenberg, R.J. (2006). Statistical and methodological myths and urban legends: Where, pray tell, did they get this idea? *Organizational Research Methods*, 9, 194-201.

Bagozzi, R. P., & Edwards, J. R. (1998). A general approach for representing constructs in organizational research. *Organizational Research Methods, 1*, 45-87.

Schmidt, F. L., & Hunter, J. E. (1996). Measurement error in psychological research: Lessons from 26 research scenarios. *Psychological Methods, 1*, 199-223.

Boyd, B. K., Gove, S., & Hitt, M. A. (2005). Construct measurement in strategic management research: Illusion or reality? *Strategic Management Journal, 26*, 239-257.

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1: 104-121

Peter, J.P. (1979). Reliability: A review of psychometric basics and recent marketing practices. *Journal of Marketing Research*, 16, 6-17.

Cortina, J. (1993). What is Coefficient Alpha? An Examination of Theory and Applications*. Journal of Applied Psychology*, 78: 98-104.

Peter, J. P. (1981). Construct validity: A review of basic issues and marketing practices. *Journal of Marketing Research*, 18, 133-145.

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

**Session 3: Indexes, scales, and typologies; Sampling; Experimental and survey research**

Babbie

Part 2, The structure of inquiry

6: Indexes, scales, and typologies, 150-177

7: The logic of sampling, 178-218

Part 3, Modes of observation, 219

8: Experiments, 220-242

9: Survey research, 243-284

Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey

questionnaires. *Organizational Research Methods, 1*, 104-121. \*\*On reserve\*\*

Cortina (1993). What is coefficient alpha? An examination of theory and applications.

*Journal of Applied Psychology, 78*, 98-104.

Williams, L.J., & Podsakoff, P.M. (1989). Longitudinal field methods for studying reciprocal relationships in OB research: Toward improved causal analysis. *Research in* *Organizational Behavior*, 11, 247-293.

Meyer, B. (1995), Natural and Quasi-Experiments in Economics, *Journal of Business and Economic Statistics*, (13:2), pp. 151-161.

Bartunek, J.M., Bobko, P., & VenKatraman, N. (1993). Toward innovation and diversity in management research methods. *Academy of Management Journal*, 36, 1362-1373.

Schmitt, N. (1994). Method bias: The importance of theory and measurement. *Journal of Organizational Behavior*, 15, 393-398.

James, L.R., Mulaik, S.A., & Brett, J.M. (2006). A tale of two methods. *Organizational Research Methods*, 9, 233-244.

Greenberg, J., & Tomlinson, E.C. (2004). Situated experiments in organizations: Transplanting the lab to the field. *Journal of Management*, 30(5), 703-724.

**Session 4: Experimental and Survey Research; Questionnaire Design; Quantitative and Qualitative Research and Publishing your Research**

Babbie

Part 3, Modes of observation, 219

8: Experiments, 220-242

9: Survey research, 243-284

Part 3, Modes of observation

10: Qualitative field research, 281-317

11: Unobtrusive research, 318-347

12: Evaluation research, 348-374

13: Qualitative data analysis, 377-403

Podsakoff, P. and Organ, D. (1986). Self-Reports in Organizational Research: Problems and Prospects. *Journal of Management,* 12: 531-544

Feldman, J.M., & Lynch, J.C. (1988). Self-generated validity and other effects of measurement on belief, attitude, intention, and behavior. *Journal of Applied Psychology*, 73, 421 – 435.

Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y, and Podsakoff, N.P. (2003). Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies. *Journal of Applied Psychology*. 88, 5, 879-903.

Doty, D.H., and Glick, W.H. (1998). Common Methods Bias: Does Common Methods Variance Really Bias Results? *Organizational Research Methods*, 1(4): 374-406.

Eisenhardt, K. M. & Graebner, M.E. (2007). Theory building from cases: Opportunities and challenges. *Academy of Management Journal*, 50:25-32

Siggelkow, N. (2007). Persuasion with case studies. *Academy of Management Journal*, 50:20-24

Lee, A.S. (1991). Integrating positivist and interpretive approaches to organizational research. *Organization Science*, 2: 342-365

Feldman, D. (2004). The devil is in the details: Converting good research into publishable

articles. *Journal of Management, 30*, 1-6.

Feldman, D. (2004). Negotiating the revision process. *Journal of Management, 30*, 305-307.

Ketchen, D. (2002). Some candid thoughts on the publication process. *Journal of Management, 28*, 585-590.

Fiske, D.W., & Campbell, D.T. (1992). Citations do not solve problems. *Psychological Bulletin*, 112, 393-395.

Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5: 127-134.

Berado, F., (1989). Scientific Norms and Research Publication Issues and Professional Ethics, *Sociological Inquiry* 59:3, 249-266.

Kerr, N.L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, 2 (3): 196-217.

*The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details, please refer to the Schedule of Classes, the “Rights and Responsibilities” section of the undergraduate catalog; the Academic Requirements and Policies and the Facilities and Services sections of the graduate catalog; and the “Student Academic Disciplinary Procedures (UWS Chapter 14); and the “Student Non-academic Disciplinary Procedures” (UWS Chapter 17).*