

## **BA 9002: Scientific Inquiry of Management Research**

Professor: Youngjin Yoo

Monday 10:00 - 12:30

### **Course Overview**

This course focuses on problem formulation, conceptual modeling, research design and theory building. It is geared for the doctoral student in the social and behavioral sciences--especially those wanting to become proficient in conducting research on managerial and organizational problems. The seminar has three specific goals. First, we will explore various philosophical foundations of social sciences that underpin different methods of quantitative and qualitative research. Our objective is to enable students to think critically about the underlying assumptions and day-to-day practices of their and their colleagues' research, and how they affect its relevance, credibility and value. Second, we will explore different modes of scientific inquiry and specific issues related to the design of research in such modes. In particular, we will deal with causality, control and validity in research design. You will learn how design a research study and communicate the results intelligently to the relevant community. The course covers both basic concepts and issues from quantitative and qualitative tradition. Finally, we will discuss what constitutes theoretical contributions and how to communicate and evaluate them in academic research.

Participants in the seminar come from many departments and have a wide variety of backgrounds and research interests. Participants will link the issues raised in the seminar discussions to their own research interests through a semester long project.

### **Course Expectations and Grading**

The course is designed to encourage collegial and respectful learning among peers as much as with the instructor. Students should learn from one another as much as from the instructor. Having fun, good humor, open mind, thoughtful reflections, and supportive colleagues enhance the learning community. I want to promote cooperative (not competitive) behavior and course assignments and grading procedures are intended to do so. We want everyone to seek and give feedback for the purpose of learning, not for "showing off" what you know. Feedback seeking and giving must be constructive and mutually constructive. A critical, but constructive open attitude is essential for learning. One need to actively nurture such attitudes. Negative and destructive comments destroy any learning environment, and will be strongly discouraged. Be an active and engaged learner in class sessions. Class participation 30% of your grade for the course.

You are also asked to submit five papers during the semester that include progressive parts of your research proposal for studying a problem or issue of your own choosing:

- Week 2: Outline of research proposal using the "recipe" on the course web page. (10% of grade)
- Week 5: The research problem and question that you examine (10% of grade)
- Week 8: The theory/argument for addressing the research question (10% of grade)
- Week 13: A research design for examining your research question (10% of grade)
- Week 15: The complete/revised research proposal (20% of grade)

These papers will be evaluated using the relevant evaluation criteria listed in Table 1. In each iteration, you are asked to revise those sections on which you received feedback, and draft the new assigned section of the research proposal. In each submission, please indicate and highlight the specific revisions you have made since the previous draft of your proposal. Since I am often not an expert in the subject matter that you propose to study, I strongly suggest you work with one of the faculty members in your own department.

In addition, you will develop another paper (10% of grade) that examines the “career of” one of the groundbreaking papers in your field. You will analyze what are the scientific contributions of the paper, how the paper is grounded in the literature, and how the core ideas adopted and evolved over time in the literature. The paper is also due on the Week 15.

### Required Texts

- Van de Ven, A. H. *Engaged Scholarship: A Guide for Organizational and Social Research*, New York: Oxford University Press, 2007.
- Chalmers, A. F. *What is This Thing Called Science?* New York: Open University Press, 2001.
- Shadish, W.R., Cooke, T.D. and Campbell, D.T., *Experimental and Quasi- Experimental Designs for Generalized Causal Inference*. Boston: Houghton Mifflin Co. 2002.
- Singleton, R. A., and B. Straits, *Approaches to Social Research, Fourth Edition*, New York: Oxford Univ. Press, 2005.
- Simon, H.A. *The Sciences of the Artificial*, MIT Press, Cambridge, MA, 1981.
- Latour, B. *Science in Action: How to Follow Scientists and Engineers through Society*, Harvard University Press, Cambridge, MA, 1987. (Part I only)
- Burrell, G. and Morgan, G. *Sociological Paradigms and Organizational Analysis*, Ashigate, 1979. (Part 1 only).

### Schedule

Session	Date	Topic
1	Aug. 31	Introduction and Overview
2	Sept. 9 (ALT Day)	Formulating Research Questions
3	Sept. 14	Philosophy of Science
4	Sept. 21	Induction and Falsification
5	Sept. 28	What Makes Theoretical Contributions?
6	Oct. 5	Building Theoretical Arguments
7	Oct. 12	Variance Model: Causation and Control
8	Oct. 19	Variance Model: Measurement and Validity
9	Oct. 26	Variance Model: Experimental Design
10	Nov. 2	Process Model and Qualitative Research
11	Nov. 9	Paradigms and Modes of Scientific Inquiry
12	Nov. 16	Management Scholarship as Artificial Science: H. Simon
13	Nov. 23	Science as Social Practice
14	No. 30	Communicating Your Contributions

Session	Date	Topic
15	Dec. 7	Final Week and Presentations of Proposals

### **Week 1: Introduction and Overview**

No Reading.

Be prepared to share your research topic and why you think they are interesting. Share your inspiration to become a scholar.

### **Week 2: Formulating Research Questions**

Van de Ven: Ch. 1 & 3

Singleton & Straits: Ch. 1

Davis, M. S. (1971). That's interesting: Toward a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 1, 309-344.

Bartunek, Rynes, Ireland 2006, What makes management research interesting and why does it matter, *AMJ*

### **Week 3: Philosophy of Science**

Van de Ven: Ch. 2

Singleton & Straits: Ch. 2 & 3

### **Week 4: Induction, Falsification, and Science as Structure**

Chalmers: Ch. 1-5

### **Week 5: What Makes Theoretical Contributions?**

Sutton R., Staw B., What Theory is Not, *ASQ*, 40, 1995, pp. 371-384

Weick K., What theory is *Not*, *Theorizing Is*, *ASQ*, 40, (1995), pp. 385-390

DiMaggio P., Comments on 'What Theory is Not'. *ASQ*, 40, (1995), pp. 391-397

Weick, K. E. (1989), "Theory Construction as Disciplined Imagination," *AMR*, 14 (4), 516-531

Whetten, D. A. 1989, "What Constitutes a Theoretical Contribution?" *AMR*, 14 (4), 490-495

Backarach, S. "Organizational Theories: Some Criteria for Evaluation" *AMR*, 14(4), 496-515

### **Week 6: Building Theoretical Arguments**

Van de Ven: Ch. 4

Eisenhardt, "Building theory from Case Study Research," *AMR*, 1989.

Tsoukas, "The validity of Idiographic Research Explanation," *AMR*, 1989.

Barley, "Images of Imaging: Notes on doing longitudinal fieldwork," *Organization Science*, 1990.

Eisenhardt and Graeber, Theory Building from Cases: Opportunities and Challenges, *AMJ*, 2007

Suddaby, R. 2006. What grounded theory is not. *AMJ*, 49: 633-642

## **Week 7: Variance Model (1): Causation and Control**

Van de Ven: Ch. 5 & 6

Singleton & Straits: Ch. 4 & 9

Shadish, Cooke & Campbell, Ch. 1-2

Mohr, Variance and Process Theories in Explaining Organizational Behavior, 1982.

## **Week 8: Variance Model (2): Measurement and Validity**

Shadish, Cooke & Campbell, Ch. 3

Singleton & Straits: Ch. 5 & 6

## **Week 9: Variance Model (3): Experimental Design**

Shadish, Cooke & Campbell: Ch. 4-5, 8

Singleton & Straits: Ch. 7 & 8.

## **Week 10: Process Model and Qualitative Research**

Van de Ven: Ch. 7

Singleton & Strait: Ch. 11

Bruner, "The Narrative Construction of Reality," *Critical Inquiry*, 1991: 1-21.

Pentland, "Building process theory with narrative," *Academy of Management Review*, 1999.

Abbott, A. "A primer on sequence methods," *Organization Science* (1:4), Jan 1 1990, pp 375-392.

Van Maanen, J. (1979) 'The Facts of Fiction in Organizational Ethnography', *Administrative Science Quarterly*, 24: 539-50.

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

Webb, Eugene & Weick, Karl E. 1979, Unobtrusive Measures in Organizational Theory: A Reminder.

*Administrative Science Quarterly*, 24, 650-659. Morgan, Gareth, and Linda Smircich. 1980. The case for qualitative research. *Academy of Management Review* 5: 491-500.

Gephart, R. 2004. Qualitative research and the academy of management journal. *AMJ*, 47: 454-462

## **Week 11: Paradigms and Modes of Scientific Inquiry**

Chalmers: Ch. 6-11.

Burrell and Morgan, pp. 1-37.

Deetz S., Describing differences in Approaches to Organization Science: Rethinking Burrell and Morgan and their Legacy, *Organization Science*, 7: 2, 191-207.

## **Week 12: Management Research as Science of Artificial**

Simon: Ch. 1-3, 5

Dahlbom, B. "The idea of an artificial science," in: *Artifacts and Artificial Science*, B. Dahlbom, S.

Beckman and G.B. Nilsson (eds.), Almqvist & Wiksell International, Stockholm, Sweden, 2002, pp. 9-44.

## **Week 13: Science as Social Practice**

Latour: Part I (1-100)

## **Week 14: Communicating Your Contributions**

Starbuck, W., 2002, Fussy Professor Starbuck's Cookbook of Handy-Dandy Prescriptions for Ambitious Academic Authors (<http://www.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>)

Van Maanen, J. 1995. Style as Theory." *Organization Science*, Vol. 6, Iss. 1; pg. 133-143

Sonrenson, C. "This is NOT a paper"

Daft, R. L., 1985, Why I recommended that your manuscript be rejected and what you can do about it, in *Publishing in Organizational Sciences*, Ed. L. L. Cummings & P. J. Frost. Richard D. Irwin Inc.

**Week 15: Final Week and Presentations**

No readings are scheduled for this week.