

**PhD 1506**  
**Research Methods: Introduction and Quantitative<sup>1</sup>**  
**Bentley University**

Instructor: Pierre Berthon                      Time: Monday 11h00 – 14h00  
Email: [pberthon@bentley.edu](mailto:pberthon@bentley.edu)                      Place: AAC 242  
Office Hours: By appointment

**Course Objectives:**

This is an introductory seminar in management and business research. Its main objective is to help seminar participants understand the role of research in an academic community, as well as the quantitative methods of business and management research in particular, and social science research in general. Additionally, the seminar seeks to develop participant motivation to become a contributor to the research communities in the management disciplines by examining:

- The research processes, and overview of research methods
- Quantitative methodologies and strategies
- The management research context
- The nature of organizational sciences research

You will also develop an understanding of the ethical issues raised by different research methods and contexts, and your personal responsibilities in this regard. The course is a mixture of readings, lectures/discussions, and hands-on experience in empirical research.

The orientation of the course is practical rather than philosophical. The research process is presented as a series of choices with alternatives differing in their relative strengths and weaknesses. The matching of research questions and quantitative methods is difficult and conditioned on many aspects of the puzzles, theories, opportunities, skills and preferences involved. Above all, they are dominated by the objectives that you have for your research.

Seminar participants will be expected to have read the core materials assigned for each session, and to constructively participate in class discussions. In each class there will be two or three paper presentations by students, with the other students acting as discussants for these presentations.

**Reading Materials:**

The weekly reading materials for this course comprise a series of seminal articles from top journals. There is no prescribed text (other than the optional summer pre-reading: Creswell, J.W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3<sup>rd</sup> edition. Thousand Oaks, CA: Sage Publications). However you might find the following

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<sup>1</sup> Please note that this syllabus may be subject to change. More information in our first class.

text useful:

Joseph Hair, Mary Wolfinbarger Celsi, Arthur Money, Phillip Samouel and Michael Page. 2011. *Essentials of Business Research Methods*, Hoboken, NJ: Wiley (additional excellent introduction to business research).

### **Grading:**

The grading will have three primary components: your presentation of a two of academic articles, your role as discussant of others presentations and a term paper.

Paper Presentations	40%
Paper Discussant Roles	20%
Term Paper	40%

At the discretion of the instructor, there will be an additional 10% available for those students who make an outstanding contribution to the course.

### **The Seminars:**

During each class, select students will be seminar leaders for the class topic. These students will present seminal research papers as indicated by the class schedule. It is expected that these presentations will be around 30 minutes, and will obviously require students to really master their particular papers. In total, these presentations will account for 40% of your final grade. Please make all electronic materials used available to the students and instructor immediately after the class; do not convert Word or PowerPoint slides to pdf, but post in the original format.

Other select students will be assigned the role of discussants. They will provide critical comments on the presentations. Here they will cover issues such as how well the presentation were done, what was good, what was missed, and any other unique perspectives they might have on the paper/topic/presentation. In total, these discussant roles will account for 20% of your final grade. Please make any electronic or printed materials used available to the study group immediately after the class.

The presenter and discussant should not communicate prior to the event in class. This is to ensure as real and insightful comments and exchanges as possible. In your academic careers you will not know the questions in advance and those questions can be the most helpful and insightful to the progression of your learning and work.

All other students will be required to read all the papers assigned for the day. The instructor, presenter and discussant may address questions on the reading materials to any student.

Sessions will be graded on the following criteria:

- Quality of preparatory materials

- Topic expertise was demonstrated
- The session was clear, concise, and interesting
- Lesson added value to session pre-readings
- Quality of class involvement
- Professionalism/creativity

## **Term Paper: A Theory-Based Empirical Research Project**

You are expected to design, conduct and write-up a theory-based, empirical<sup>2</sup> research study in your chosen business domain. The purpose of the Term Paper assignment is fourfold:

- (1) to develop a paper on a topic of interest to you that incorporates some of the skills you have acquired during the course; ideally this paper should be of publishable standard, either as a conference paper, or for subsequent submission to a peer-reviewed journal
- (2) to apply and integrate the concepts and issues being studied in this course regarding quantitative research design and method
- (3) to gain experience in presenting and defending your paper to others
- (4) to provide the springboard for another/enhanced paper that you can work on for your summer project.

## **Term Paper: The Structure of Your Research Write-up**

1. Cover page (1 page)
  - a. Title of the paper
  - b. Your name
  - c. Abstract of the article
2. Introduction (2-4 pages):
  - a. Identify the purpose(s) of the research project.
  - b. Defend the importance and relevance of the research question(s).
  - c. Articulate the expected scholarly and practical contribution(s).
3. Theory and Hypotheses (5-10 pages)
  - a. Present the appropriate theory, literature and logic.
  - b. Develop testable hypotheses.
4. Research Method (5-10 pages)
  - a. Explain the variables and metrics.
  - b. Present the data sources, data sets, survey or experiment.
5. Results (3-4 pages)
  - a. Analyze the data.
  - b. Defend your choice of statistical testing procedures.
6. Summary and Conclusion (3-4 pages)
  - a. Summarize the contribution of your study to theory and practice.
  - b. Explain the limitations of your study
  - c. Suggest future research arising from your study.

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<sup>2</sup> The data for your paper can come from a myriad of sources, including (but not limited to) online data sets, textual analysis (of articles, videos, etc.), surveys and experiments.

Overall, your manuscript should be around 18-32 pages (double-spaced, one-inch margins, 12-point font) in length.

**SCHEDULE OF TOPICS AND ASSIGNED READINGS**

<b>Class 1</b>	<b>Introduction to the Research Process and Defining the Research Question</b>
Aug 28	<p><i>Each student should be prepared to discuss his/her reason(s) for pursuing a Ph.D., along with his/her initial research interests, to include:</i></p> <ol style="list-style-type: none"> <li><i>1. Motivation and importance of your proposed topical area</i></li> <li><i>2. The types of research problems/questions you would like to investigate and why.</i></li> <li><i>3. The personal dilemmas that you have encountered in your academic career to date and those you envisage encountering during the Bentley PhD program.</i></li> </ol> <p>Creswell, John (2009) "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" 3rd edition. Los Angeles, CA: Sage.</p> <p>C. Wright Mills (1959) On Intellectual craftsmanship. In <i>The sociological Imagination</i>. NY: Oxford Press</p>
Sep 4	Labor Day
<b>Class 2</b>	<b>Rigor and Relevance</b>
Sept 11	<p><i>Designing Research that is Rigorous, Relevant as well as Interesting and Impactful</i></p> <p>Davis, M. (1971) "That's Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology." <i>Philosophy of the Social Sciences</i>, vol.1, pp.309-344.</p> <p>Barley, S. R. (2006) When I write my masterpiece: Thoughts on what makes a paper interesting. <i>Academy of Management Journal</i>, 49, 16-20. (1, 5)<sup>3</sup></p> <p>Bartunek, J.M., Rynes, S.L. &amp; Ireland, R.D. (2006) What makes management research interesting, and why does it matter? <i>Academy of Management Journal</i>, 49: 9-15. (2, 6)</p> <p>Jason A. Colquitt and Gerard George, (2011) Publishing in AMJ—Part</p>

<sup>3</sup> These numbers refer to students' alphabetical listing by last name. The first number refers to the student presenting, the second to the student discussing.

	1: Topic Choice, <i>Academy of Management Journal</i> , 54, 432-435 (3, 7)
<b>Class 3</b>	<b>Understanding the Publication Process</b>
Sept 18	<p><i>Targeting, writing, and revising for peer-reviewed journals</i></p> <p>Pearce II, John A. (2012) Revising Manuscripts for Premier Entrepreneurship Journals, <i>Entrepreneurship: Theory &amp; Practice</i>, 36, 2, 193-203 (4, 8)</p> <p>Grant, Adam M., and Pollock, Timothy G. (2011) Publishing in AMJ-Part 3: Setting The Hook. <i>Academy of Management Journal</i>, 54, 5, 873-879 (5, 9)</p> <p>Landry, Maurice (1995) A Note on the Concept of ‘Problem’ <i>Organization Studies</i>, Vol. 16, N° 2. 315-343 (6, 10)</p>
<b>Class 4</b>	<b>Dilemmas and Complementarity</b>
Sep 25	<p><i>Understanding why any one particular research method is flawed and how different research strategies compliment one another.</i></p> <p>Berthon, P., Pitt, L., Ewing, M., &amp; Carr, C. L. (2002). Potential research space in MIS: A framework for envisioning and evaluating research replication, extension, and generation. <i>Information Systems Research</i>, 13(4), 416-427. (7, 1)</p> <p>Joyce E. Bono and Gerry McNamara, (2011) Publishing in AMJ—Part 2: Research Design, <i>Academy of Management Journal</i>, 54, 657-660 (8, 2)</p> <p>McGrath, Joseph E. (1981) Dilemmatics: The Study of Research Choices and Dilemmas, <i>American Behavioral Scientist</i>, 25, 2, 179-210 (9, 3)</p> <p>Jaworski, Bernard J.; Kohli, Ajay K. (1993) Market orientation: Antecedents and consequences. <i>Journal of Marketing</i>, 57, 3, 53-71.</p> <p>Gorn, Gerald J. (1982) The Effects of Music In Advertising On Choice Behavior: A Classical Conditioning Approach. <i>Journal of Marketing</i>, 46,</p>

	<p>1, 94-101</p> <p>Mintzberg, Henry. (1990) The Manager's Job: Folklore and Fact, <i>Harvard Business Review</i>, March-April, 1-13</p>
<b>Class 5</b>	<b>Abstraction: The Role of Theory in Research</b>
Oct 2	<p><i>An introduction to:</i></p> <ol style="list-style-type: none"> <li>1. <i>Concepts, Constructs and Assumptions</i></li> <li>2. <i>Variables and Measures</i></li> <li>3. <i>Frameworks and Hypotheses</i></li> <li>4. <i>Causality</i></li> </ol> <p>Sutton, R. I. (1995) What theory is not. <i>Administrative Science Quarterly</i> 40 (3): 371-384. (10, 4)</p> <p>Wacker, J. G. (2008) A conceptual understanding of requirements for theory-building research: Guidelines for scientific theory-building. <i>Journal of Supply Chain Management</i> 44 (3): 5-15. (1, 5)</p> <p>Weick, K. E. (1995) What theory is not, theorizing is. <i>Administrative Science Quarterly</i> 40 (3): 385-390. (2, 6)</p> <p>DiMaggio, P. J. (1995) Comments on What Theory is Not. <i>Administrative Science Quarterly</i> 40 (3): 391-397.</p> <p>Please also read: Sparrow, T. R, and Mayer, K. J. (2011) Publishing in AMJ—Part 4: Grounding Hypotheses, <i>Academy of Management Journal</i>, 54:6 1098-1102</p> <p>Langsham, H. (1994) Kant, Hume and our ordinary concept of causation. <i>Philosophy and Phenomenological Research</i> 54(3): 625-647.</p>
<b>Class 6</b>	<b>The Importance of Values</b>
Oct 9	Columbus Day
Oct 16	<p><i>Exploring the critical role that values and ethics play in research</i></p> <p>Stewart, W.W., &amp; Feder, N. (1987). The integrity of the scientific literature. <i>Nature</i>, 325(Jan. 15): 207-214.</p>



	<p>(13, 6)</p> <p>Kenney, M. (1987). The ethical dilemmas of university—industry collaborations. <i>Journal of Business Ethics</i>, 6(2): 127-131. (3, 7)</p> <p>Howard, George S. (1985) The role of values in the science of psychology. <i>American Psychologist</i>, Vol 40 (3), 255-265 (4, 8)</p> <p>Download Academy of Management Code of Ethical Conduct <a href="http://www.aomonline.org/aom.asp?ID=268&amp;page_ID=240">http://www.aomonline.org/aom.asp?ID=268&amp;page_ID=240</a></p>
<b>Class 7</b>	<b>Measurement and Sampling</b>
Oct 23	<p><i>Exploring the importance of who, what, where and when of research and well as the critical how.</i></p> <p>Short, J.C., Ketchen, D.J. Jr., &amp; Palmer, T.B. (2002). The role of sampling in strategic management research on performance: A two-study analysis. <i>Journal of Management</i>, 28(3): 363-385. (5, 9)</p> <p>Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. <i>Organizational Research Methods</i>, 1(1): 104-121. (6, 10)</p> <p>Suhr, D. (2007) Exploratory or confirmatory factor analysis? <i>Statistics and Data Analysis</i>, Paper 200-31, pgs 1-17. (7, 1)</p> <p>Optional</p> <p>Gefen, D. et al. (2000) Structural Equation Modeling Techniques and Regression: Guidelines for Research Practice. <i>Communications of AIS</i> 7 (7): 1-78.</p> <p>Bostic, T. J. et al. (2000) A validation of the subjective vitality scale using structural equation modeling. <i>Social Indicators Research</i> 52 (3): 313-324.</p> <p>Doll, W. et al. (1994) A confirmatory factor analysis of the end-user computing satisfaction instrument. <i>MIS Quarterly</i> 18(4): 453-461.</p>

	Christobol, E. at al. (2007) Perceived e-service quality measurement validation and effects on consumer satisfaction and web site loyalty. <i>Managing Service Quality</i> 17(3): 317-340.
<b>Class 8</b>	<b>Research Project Proposals</b>
Oct 30	<p><i>No class. This is your time to develop (at least) the first two sections of your research project (to be handed in at the beginning of next class) and to prepare a presentation of your proposed research project (to be presented next class).</i></p> <p>Joyce E. Bono and Gerry McNamara, 2011. Publishing in AMJ—Part 3: Setting the Hook (Writing the Introduction), <i>Academy of Management Journal</i>, 54, 5, 873-879</p>
<b>Class 9</b>	<b>Research Proposal Presentations and Discussions</b>
Nov 6	<p><i>Term Paper hand-in assignment:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Theory and Hypotheses</li> </ol> <p><i>Research Project Proposal Presentations</i></p>
<b>Class 10</b>	<b>Scale Development</b>
Nov 13	<p>Churchill, G.A. (1979) A Paradigm for Developing Better Measures of Marketing Constructs, <i>Journal of Marketing Research</i>, 16, 64-73. (8, 2)</p> <p>Parasuraman, A., V.A. Zeithaml and L. L. Berry, (1988) SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality, <i>Journal of Retailing</i>, 64, 1, 12-40. (9, 3)</p> <p>Cronbach, L.J. (1951) Coefficient alpha and the internal structure of tests, <i>Psychometrika</i>, 16, 3, 297-333. (10, 4)</p>
<b>Class 11</b>	<b>Survey Research</b>
Nov 20	Podsakoff, P.M., MacKenzie, S.B., Lee, J-Y., & Podsakoff, N.P. (2003) Common method biases in behavioral research: A critical review of the literature and recommended remedies. <i>Journal of Applied Psychology</i> ,

	<p>88(5): 879-903. (1, 5)</p> <p>Simsek, Z &amp; Veiga, J.F. (2001) A primer on internet organizational surveys. <i>Organizational Research Methods</i>, 4, 218-235. (2, 6)</p> <p>Donaldson, S. and Grant-Vallone, E. (2002) Understanding Self-Report Bias in Organizational Behavior Research. <i>Journal of Business and Psychology</i>, Vol. 17, 2: 245- 260. (3, 7)</p>
<b>Class 12</b>	<b>Experiments</b>
Nov 27	<p>Gino, Francesca and Ariely, Dan. (2012) The Dark Side of Creativity: Original Thinkers Can Be More Dishonest, <i>Journal of Personality &amp; Social Psychology</i>, 102, 3, 445-459 (4, 8)</p> <p>McFerran, Brent, Dahl, Darren W, Fitzsimons, Gavan J, Morales, Andrea C., (2010) Might an overweight waitress make you eat more? How the body type of others is sufficient to alter our food consumption, <i>Journal of Consumer Psychology</i>, 20, 2, 146-151 (5, 9)</p> <p>Zang and Shaw (2012) Publishing In AMJ —Part 5: Crafting The Methods And Results, <i>Academy of Management Journal</i>, Vol. 55, No. 1, 8–12. (6, 10)</p> <p>Optional</p> <p>Goldberg, M. (1990) A quasi-experiment assessing the effectiveness of TV advertising directed to children. <i>Journal of Marketing Research</i> 27(4): 445-454.</p> <p>Xie et al. (2006) Volunteering personal information on the internet: Effects of reputation, privacy notices, and rewards on online consumer behavior. <i>Market Letters</i> 17: 61-64.</p> <p>Ruth, J. A. and A, York. (2004) Framing information to enhance corporate reputation: The impact of message source, information type, and reference point. <i>Journal of Business Research</i> 57: 4-20.</p> <p>Geletkanycz and Tepper (2012) Publishing In AMJ—Part 6: Discussing The Implications, <i>Academy of Management Journal</i>, Vol. 55, No. 2,</p>

	256–260.
<b>Class 13</b>	<b>Research Paper Working Sessions</b>
Dec 4	<i>This is your time to finalize your research paper.</i>
<b>Class 14</b>	<b>Research Paper Presentations</b>
Dec 11	Yadav, M. S. (2010). The decline of conceptual articles and implications for knowledge development. <i>Journal of Marketing</i> , 74(1), 1-19.
<b>Class 15</b>	<b>Research Paper Presentations</b>
Dec 18	Bansal and Corley (2012) Publishing In AMJ—Part 7: What’s Different About Qualitative Research, <i>Academy of Management Journal</i> , Vol. 55, No. 3, 509–513. (pre reading for your course in qualitative research)