Course Prescription

An advanced seminar on recent developments in the application of quantitative methods in business research. Prepares students for advanced research.

Prerequisite: BUSINESS 710 and 704, or permission of the Department.

Programme and Course Advice

The course takes an in-depth look at the conceptual and methodological issues in behavioural research. This is an advanced course intended for students enrolled in the Ph.D. programmes.

Goals of the Course

To introduce Ph.D. students to the underlying theory and current best practices in quantitative methods for behavioural research. A major purpose of this course is to help students to develop a thorough and formal research (dissertation) proposal.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. understand the underlying theory in quantitative methods for organizational research;
2. understand the current best practices in quantitative methods for organizational research;
3. apply knowledge of quantitative research methods to evaluate the research of others critically;
4. prepare and present a thorough and formal research proposal with appropriate structure, research question, hypothesis, sampling, measurements and data analysis approaches to address the hypothesis and research question.
Graduate Profile

1. **Disciplinary knowledge and practice**
   Graduates will be able to demonstrate an advanced understanding of theory and practice and apply this in current management contexts.

2. **Critical thinking**
   Graduates will be able to synthesise and critically evaluate ideas and information from multiple sources to develop coherent and evidence-based arguments.

3. **Solution seeking**
   Graduates will be able to creatively and systematically address complex business and management issues and develop practical and innovative solutions.

4. **Communication and engagement**
   Graduates will be able to work effectively in teams and engage diverse audiences by communicating professionally using multiple formats.

5. **Independence and integrity**
   Graduates will be able to work professionally and ethically as well as demonstrate self-management in complex situations.

6. **Social and environmental responsibility**
   Graduates will be able to demonstrate respect for the principles underpinning the Treaty of Waitangi, as well as diversity, equity and sustainability, when operating in a global business environment.

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**Teaching Staff**

**Gordon Cheung**

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**Learning and Teaching**

To achieve the objectives of the course a variety of teaching approaches will be utilised including lectures, class discussions, written assignments, and presentations. The class typically meets for three hours a week. Students are expected to use at least ten additional hours each week reading and preparing for class. Active participation is essential, and students will be expected to master material assigned in readings, presented in class lectures, discussions, presentations, assignments and in their research proposals.
Content Outline

- Basic Concepts in Research
- Validity issues in Experimental Design and Quasi-Experimentation
- Control Variables
- Measurement and Questionnaire Design
- Significance Tests and Statistical Power
- Cross-Cultural Research
- Moderators and Mediators
- Testing Interaction Effects
- Introduction to Meta-Analysis
- Introduction to Multi-Level Research and Hierarchical Linear Models
- More Statistical and Methodological Myths and Urban Legends

Reading List

Basic Concepts in Research


Statistical and Methodological Issues in Organizational Research

Measurement & Questionnaire Design


Control Variables


Significance Tests & Statistical Power


Cross-cultural research


Moderators and Mediators


**Testing Interaction Effects**


**Introduction to Meta-Analysis**


**Introduction to Multi-level Research and Hierarchical Linear Models**


**Cronbach’s alpha, Common Method Variance and Missing Data**


Course Schedule

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<td>Week 1</td>
<td>Basic Concepts in Research</td>
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<td>Week 1</td>
<td>Statistical and Methodological Issues in Organizational Research</td>
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<td>Week 2</td>
<td>Measurement and Questionnaire Design</td>
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<td>Week 4</td>
<td>Testing Interaction Effects</td>
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<td>Week 5</td>
<td>Introduction to Meta-Analysis</td>
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<td>Week 5</td>
<td><strong>Feedback on Research Proposal</strong></td>
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<td>Week 6</td>
<td>Introduction to Multi-Level Research and Hierarchical Linear Models</td>
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<td>Week 6</td>
<td>More Statistical and Methodological Myths and Urban Legends</td>
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**Note:** Classes on 13 and 15 August will be rescheduled due to time conflict to the Academy of Management Conference.

Assessment

- Participation: 20%
- Research Proposal: 50%
- Take Home Test: 30%

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Participation (20%)

Students are expected to have read all the reading materials before coming to the class. They are also supposed to actively participate in the class discussions.

Grades will be determined by an evaluation of student performance by the instructor. The quality of contributions that will be monitored. It should be noted that students must contribute actively in discussions to receive passing grades for participation. The active contribution will be assessed on quality, not quantity. Active participation involves:

- Being fully prepared;
- Showing engagement with the material;
- Offering insightful comments and questions;
- Building on others’ contributions;
- Giving constructive criticism of others’ contributions;
- Contributing to the shaping of the discussion;
- Integrating what others have said;
- Effective and brief communication

Research Proposal (50%)

(First draft (20%) due on 15 August, Final proposal (30%) due on 3 September)

A major purpose of this class is to help you develop a thorough and formal research (dissertation) proposal. In the proposal, you’ll design an empirical investigation in which you test conceptual or substantive hypotheses that interest you. The hypotheses can deal with accounting, marketing, information systems, or management theories – whatever your discipline is. The hypotheses must reflect that your study is a behavioral study, which involves constructs such as attitudes, perceptions, values, personalities, behavioral intentions and behaviors. The hypotheses must be based on a careful, exhaustive review and analysis of published literature. That analysis will also contain a comprehensive methodological critique of existing literature using the principals we cover in class.

Proposals should include traditional Literature Review, Conceptual Analysis, and Hypotheses chapters. Your proposal must also contain a complete Methods chapter, which is typical of a dissertation proposal. This chapter must include all of the important choices you made about how to conduct your research, and the corresponding rationales for those choices. It must also include most of the details of your proposal procedure. The methods should be spelled out so clearly that another graduate student could pick up your proposal and know how to carry out your research. Following the Methods, your proposal must contain an Analysis chapter as a substitute for the typical Results chapter. In this chapter, you should carefully describe how you will analyze the data from your research design in a way that clearly tests your hypotheses.

All proposals must be prepared according to the dissertation format prescribed by the Graduate School. You may also refer to the American Psychological Association (APA) Publication Manual, 7th Edition, or by the Style Guide for the Academy of Management. The Academy Style Guide is at the back of the first issues of Academy of Management.
Journal in any of the past few years. The text of the proposal (i.e., not counting tables, figures, and appendices) should not exceed 20 pages of double-spaced, Times New Roman 12-pitch font, with 1-inch margin on each side.

You will receive comments from me on the first draft of your submission. My evaluations of your submission will largely follow the Academy of Management Journal's Reviewer Evaluation Form (http://amj.aom.org/site/misc/ReviewerEvaluationForm.pdf). Then you’ll have about 2 weeks to revise and resubmit your submission. When you hand in your final submission, you need to include a summary of changes you have made to your submission in response to each of my comments. This process is simulating the journal paper submission process that you will encounter in your future academic career.

**Take Home Test (30%)** (23 August)

The take home test is a review of a published article. Students will utilize what they have learnt from the course to review and criticize a given article. It will be a take home test and students will have 24 hours to submit the review report.

**Academic Integrity**

Attention is drawn to University policy and regulations on honesty and integrity in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at https://www.auckland.ac.nz/en/about/learning-and-teaching/policies-guidelines-and-procedures/academic-integrity-info-for-students/about-academic-integrity.html

Students are required to submit a statement that they are aware of these policies, regulations, guidelines and procedures with each version of the research proposal.

**Feedback**

Feedback will be sought at the end of the course. Any other feedback about the course can be given to the instructor at any time either face to face, by email or by anonymously placing feedback in the instructor’s letter box.