

# MANA 8330 Seminar in Management Research

## **RESEARCH METHODS**

Room: 313 Melcher Hall  
Course: Section #10890, Fall 2009.  
Time: 1:00pm - 4:00pm, Monday.  
Professor: Dr. Steve Werner  
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Office Hours: 5:00pm to 6:00pm, Mondays or by appointment.

## **COURSE DESCRIPTION**

The course is designed to teach students the fundamentals of research in the social sciences. The course is designed for doctoral students who intend to conduct empirical research publishable in scholarly journals. Topics include philosophy of social science, theory building, causality analysis, overviews of statistical methods, overview of qualitative methods, and an overview of psychometric theory.

## **ACADEMIC HONESTY**

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook, which can be found at <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

## **COURSE EVALUATIONS**

The CBA has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and the CBA through the evaluation process.

## **CLASSROOM CIVILITY**

As students enrolled in courses offered by the Bauer College, you are expected to adhere to the ethical principles described in the Bauer Code of Ethics and Professional Conduct (Bauer Code), in addition to those required by the UH Student Handbook. You may review the Bauer Code by clicking on the following link - <http://www.bauer.uh.edu/BCBE/BauerCode.htm>. You may obtain a copy of the UH Student Handbook from the Dean of Students Office located in room 252 of the University Center, or by visiting the publications webpage on the Dean of Student's website at <http://www.uh.edu/dos/pub.html>. Students are expected to conduct themselves as follows:

- Timely arrivals and departures – It is expected that you arrive on time and prepare to leave after class has been dismissed.
- Attention during class – It is expected that you provide your full attention during class. This means that you should avoid unnecessary discussions with fellow students; using your computer to surf the internet, play games, or check email; read newspapers or magazines; or other activities not directly related to the classroom instruction.
- Unauthorized use of cell phones or beepers during class – Please turn your cell phones and beepers off before coming to class. If you find it necessary to keep your phone turned on, please put it on vibrate mode.
- Respect for other students – Everyone is encouraged to participate in class discussion. While doing so, it is important to allow everyone to fully express his or her opinion. The classroom environment must be operated in a manner that encourages full participation from each student.
- Preparation for class – You are expected to prepare for class by reading all assignments. Your preparation will show by the quality of your questions and comments.
- Harassment – Making harassing or obscene comments or gestures to other students, faculty, or staff members will not be tolerated. This includes sending harassing or obscene email or voice messages to other Bauer students, faculty, or staff.
- Instructor responsibilities – As an instructor, my responsibility is to:
  1. Start and end class on time
  2. Treat all students with courtesy and respect
  3. Be open to constructive input from students in the course.
  4. Ensure that opportunities to participate are enjoyed equally by all students in the course.

### **REQUIRED TEXTS**

Leong, F.T.L. & Austin, J.T. (Eds.) *The Psychology Research Handbook*. Thousand Oaks, CA: Sage, 2006. (ISBN 0-7619-3022).

Rosenthal, R., and Rosnow, R.L. *Essentials of Behavioral Research: Methods and Data Analysis*, 2<sup>nd</sup> Ed. Boston, MA: McGraw-Hill, 1991.

### **REFERENCE TEXTS**

APA. *Publication Manual of the American Psychological Association*, 5<sup>th</sup> Ed., Wash. D.C.: APA.

Cohen, J., & Cohen, P. *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences*, 2<sup>nd</sup> Ed. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1983.

Cohen, J. *Statistical Power Analysis for the Behavioral Sciences*, 2<sup>nd</sup> Ed. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1988.

Dillman, D.A. *Mail and Internet Surveys*, 2<sup>nd</sup> Ed. New York, NY: John Wiley & Sons, 2000.

Hair, Joseph, F. Jr., Black, William C., Babin, Barry J., Anderson, Rolph E., and Tatham, Ronald L. *Multivariate Data Analysis*, 6<sup>th</sup> Edition. Englewood Cliffs, NJ: Prentice Hall, 2006.

Kerlinger, Fred N. *Foundations of Behavioral Research*, 3<sup>rd</sup> Editions. Fort Worth, TX: Harcourt Brace College Publishers. 1986.

Neter, John, Kutner, Michael H., Nachtsheim, Christopher J., and Wasserman, William. *Applied Linear Regression Models*, 3<sup>rd</sup> Edition. Chicago, IL: Irwin, 1996.

Nunnally, Jum C., and Bernstein, Ira H. *Psychometric Theory*, 3<sup>rd</sup> Ed. New York, NY: McGraw-Hill, Inc. 1994.

Pedhazur, Elazar J., and Schmelkin, Liora P. *Measurement, Design, and Analysis: An Integrated Approach*. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1991.

Pedhazur, Elazar J. *Multiple Regression in Behavioral Research: Explanation and Prediction*, 2<sup>nd</sup> Edition. Fort Worth, TX: Harcourt Brace College Publishers, 1982.

Schmitt, N.W., and Klimoski, R.J. *Research Methods in Human Resources Management*. Located in management department storage room, course file cabinet.

Weisberg, Herbert, F., Krosnick, Jon A., and Bowen, Bruce D. *An Introduction to Survey Research, Polling, and Data Analysis*, 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage, 1996.

## **DETERMINANTS OF THE TERM GRADE**

### **PERCENTAGES**

Term paper	= 30%
Two mid-term exams	= 20%
Contribution	= 20%
Presentations	= 15%
Homework Assignments	= 15%
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Total	= 100%

### **POINTS**

Term paper.....	60 points
Mid-terms.....	40 points
Contribution.....	40 points
Presentations.....	30 points
Homework assignments.....	30 points
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Total.....	200 points

### **GRADES**

A .....	186.0 - 200.0 points
A-.....	180.0 - 185.9 points
B+.....	174.0 - 179.9 points
B .....	166.0 - 173.9 points
B-.....	160.0 - 165.9 points
C+.....	154.0 - 159.9 points
C .....	146.0 - 153.9 points
C-.....	140.0 - 145.9 points
D+.....	134.0 - 139.9 points
D .....	126.0 - 133.9 points
D-.....	120.0 - 125.9 points
F .....	000.0 - 119.9 points

## **TERM PAPER**

One original term paper is due from each student on Monday, November 30<sup>th</sup>. The paper is worth 60 points. Late papers will be penalized by one full grade (6 pts) per day late -- no exceptions. The paper should resemble a manuscript that is to be submitted for publication. The format should follow the APA manual or the Style Guide for Authors (*Academy of Management*, October, 2003, Volume 46, Number 5, pp 665-671). The manuscript will be the first half of a scholarly research article -- including a literature review, hypotheses, and methods section. Page requirements are flexible, but the journals usually limit papers to 30 (12cpi-font) pages. An A paper will: 1) meet the stated requirements; 2) follow the *Academy of Management* style guide; 3) be well-written; 4) be well-organized; 5) be free of spelling, grammar, and punctuation errors; 6) be well-referenced, 7) contribute new ideas rather than just rehash the read material; and 8) will be methodologically sound. The paper should be turned in via WebCT's assignment function. It will be submitted to turnitin.com to be analyzed for plagiarism. Go to [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html) to learn more about plagiarism and how to prevent it.

## **MID-TERM EXAMS**

Two mid-term exams will be given worth 20 points each. The purpose of the exams is to test students' knowledge of the assigned material as well as to give students familiarity with the nature of comprehensive exams given to doctoral students. The exams will consist of three essay questions. Students will be given three hours to answer the questions.

## **CONTRIBUTION**

Because this course is taught as a seminar, classroom participation is a vital part of this course. A seminar is not a lecture, although presentations will be made throughout the course. Generally an analysis of the readings will be used to guide our discussion, but the format will be free-flowing and may vary considerably. In a seminar we collectively share ownership and responsibility for the success of the course. A minimum requirement for each class meeting is to have read the assigned material from the texts and articles, and to express opinions, comments, and insights relative to the discussion topic. Students are also expected to participate in all class activities. Excessive tardiness or absenteeism will negatively affect your contribution grade. Contribution is worth 40 points.

## **PRESENTATIONS**

Because one presentation will be given at the beginning of every class period, the number of presentations each student will give depends upon the number of students enrolled. I estimate that each student will be required to give between 2 and 4 presentations. Presentations are expected to last 30 minutes, including question/answers and discussion. Presentations are worth 30 points. Presentations will be graded on timeliness, professionalism, overheads, non-verbal communication, verbal communication, organization, relevance, and content. Presentation content should educate the class on recent advances and issues of some aspect of the discussion topic of the day. Thus, the content should be mainly based on readings not listed in this syllabus, which students have discovered through their own research. After the presentation, the presenter will assume leadership of the day's discussion. To assist students in improving their presentations, I will use a presentation evaluation form, as shown on the following page.

## **HOMEWORK ASSIGNMENTS**

Students will be given homework assignments worth a total of 30 points. Students will be given at least a one-week notice for any homework assignment. Assignments will involve actually doing some aspect of research such as literature searches, data collection, data entry, statistical analysis or presenting results.

**PRESENTATION EVALUATION**

Name \_\_\_\_\_

Date \_\_\_\_\_

Time Start \_\_\_\_\_

Time Finish \_\_\_\_\_

DIMENSION	Score	COMMENTS:
Timeliness		
Professionalism		
Overheads Neatness Clarity Typos Aesthetics Other		
Non-Verbal Communication Eye-contact Movement Hands Other		
Verbal Communication Verbal pauses Conversational Tone Other		
Organization Title Roadmaps Conclusion Other		
Content Relativity Scope Integrated Informative Accuracy		
<b>TOTAL GRADE</b>		

## ASSIGNMENT SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
August 24 <sup>th</sup>		<i>Introduction to course - Presentation expectations</i>
August 31 <sup>st</sup>	<i>Social Science, Organizational Science and the Scientific Approach</i>	<ul style="list-style-type: none"> <li>* Rosenthal, chpt. 1.</li> <li>* Schmitt and Klimoski, chpt. 1.</li> <li>Burrell and Morgan, 1979. <i>Sociological Paradigms and Organizational Analysis</i>. London: Heinemann, pp.1-37.</li> <li>Tsoukas, H. 1989. The Validity of Idiographic Research Explanations. <i>Academy of Management Review</i>, 14(4);551-561.</li> <li>Lee, A.S. 1991. Integrating Positivist and Interpretive Approaches to Organizational Research. <i>Organization Science</i>. 2(4); 342-365.</li> <li>Calas, M.B., and Smircich, L. 1999. Past Postmodernism? Reflections and Tentative Directions. <i>Academy of Management Review</i>, 24(4): 649-671.</li> <li>Oswick, C., Keenoy, T., &amp; Grant, D. 2002. Metaphor and Analogical Reasoning in Organization Theory: Beyond Orthodoxy. <i>AMR</i>, 27, 294-303.</li> <li>Weber, R. 2004. The Rhetoric of Positivism Versus Interpretivism: A Personal View. <i>MIS Quarterly</i>, 28: iii-xii.</li> </ul>
Sept. 7 <sup>th</sup>	LABOR DAY HOLIDAY	<i>No Class</i>
Sept. 14 <sup>th</sup>	<i>What is Theory?</i>	<ul style="list-style-type: none"> <li>• Rosenthal, Chapter 2.</li> <li>• Leong &amp; Austin, chapter 32.</li> <li>Whetten, D.A. 1989. What Constitutes a Theoretical Contribution? <i>Academy of Management Review</i>, 14;490-495.</li> <li>Bacharach, S.B. 1989. Organizational Theories: Some Criteria for Evaluation. <i>Academy of Management Review</i>, 14;496-515.</li> <li>Sutton, Robert I., &amp; Staw, Barry M. 1995. What Theory is Not <i>Administrative Science Quarterly</i>, 40; 371-384.</li> <li>Weick, Karl E. 1995. What Theory Is Not, Theorizing Is. <i>ASQ</i>, 40; 385-390.</li> <li>Langley, A. 1999. Strategies for Theorizing from Process Data. <i>Academy of Management Review</i>, 24(4): 691-710.</li> <li>Zaheer, S., Albert, S., and Zaheer, A. 1999. Time Scales and Organizational Theory. <i>Academy of Management Review</i>, 24(4): 725-741.</li> <li>Feldman, D.C. 2004. What are we talking about when we talk about theory? <i>Journal of Management</i>, 30(5): 565-567.</li> <li>Ghoshal, S. 2005. Bad management theories are destroying good management practices. <i>Academy of Management Learning and Education</i>, 4: 75-91.</li> <li>Hambrick, D.C. 2005. Just how bad are our theories? A response to Ghoshal. <i>Academy of Management Learning and Education</i>, 4: 104-107.</li> <li>Kilduff, M. 2006. Editor's Comments: Publishing Theory. <i>Academy of Management Review</i>, 31(2): 252-255.</li> </ul>

Date	Topic Readings
Sept. 21 <sup>st</sup>	<p data-bbox="380 310 594 342"><i>Theory Building</i></p> <p data-bbox="380 352 1539 415">Weick, K.E. 1989. Theory Construction as Disciplined Imagination. <i>Academy of Management Review</i>, 14; 516-531.</p> <p data-bbox="380 426 1539 489">Eisenhardt, K.M. 1989. Building Theories from Case Study Research. <i>Academy of Management Review</i>, 14(4); 532-550.</p> <p data-bbox="380 499 1539 562">Gioia, D.A., &amp; Pitre, E. 1990. Multiparadigm Perspectives on Theory Building. <i>Academy of Management Review</i>, 15;584-602.</p> <p data-bbox="380 573 1539 678">Morgeson, F.P., and Hofmann, D.A. 1999. The Structure and Function of Collective Constructs: Implications for Multilevel Research and Theory Development. <i>Academy of Management Review</i>, 24(2): 249-265.</p> <p data-bbox="380 688 1539 793">Dansereau, F., Yammarino, F.J., and Kohles, J.C. 1999. Multiple Levels of Analysis from a Longitudinal Perspective: Some Implications for Theory Building. <i>Academy of Management Review</i>, 24(2): 346-357.</p> <p data-bbox="380 804 1539 867">Lewis, M.W., and Grimes, A.J. 1999. Metatriangulation: Building Theory from Multiple Paradigms. <i>Academy of Management Review</i>, 24(4): 672-690.</p> <p data-bbox="380 877 1539 940">Weick, K.E. 1999. Theory Construction as Disciplined Reflexivity: Tradeoffs in the 90s. <i>Academy of Management Review</i>, 24(4): 797-806.</p> <p data-bbox="380 951 1539 1014">Mitchell, T.R., &amp; James, L.R. 2001. Building Better Theory: Time and the Specification of When Things Happen. <i>Academy of Management Review</i>, 26: 530-547.</p> <p data-bbox="380 1024 1539 1087">Cornelissen, J.P. 2005. Beyond compare: Metaphor in organization theory. <i>Academy of Management Review</i>, 30(4): 751-764.</p> <p data-bbox="380 1098 1539 1161">Lado, A.A., Boyd, N.G., Wright, P., &amp; Kroll, M. 2006. Paradox and theorizing within the resource-based view. <i>Academy of Management Review</i>, 31: 115-131.</p> <p data-bbox="380 1171 1539 1234">Shah, S.K., &amp; Corley, K.G. 2006. Building better theory by bridging the quantitative-qualitative divide. <i>Journal of Management Studies</i>, 43: 1821-1832.</p>
Sept. 28 <sup>th</sup>	<p data-bbox="380 1276 951 1308"><i>Causality, Hypotheses, and Hypotheses Testing.</i></p> <ul data-bbox="380 1318 1539 1864" style="list-style-type: none"> <li data-bbox="380 1318 740 1350">• Rosenthal, chapter 19.</li> <li data-bbox="380 1360 1539 1423">Cortina, J.M., and Folger, R.G. When is it Acceptable to Accept a Null Hypothesis: No Way, Jose. <i>Organizational Research Methods</i>, 1998,1(3): 334-350.</li> <li data-bbox="380 1434 1539 1539">Mazen, A.M., Graf, L.A., Kellog, C.E., and Hemmasi, M. 1987. Statistical Power in Contemporary Management Research. <i>Academy of Management Journal</i>, 30(2), 369-380.</li> <li data-bbox="380 1549 1539 1581">Cohen, J. 1994. The Earth is Round (p&lt;.05). <i>American Psychologist</i>, 49(12): 997-1003.</li> <li data-bbox="380 1591 1539 1696">Cashen, Luke H., and Geiger, Scott W. 2004. Statistical power and the testing of null hypotheses: A review of contemporary management research. <i>Organizational Research Methods</i>, 7(2): 151-167.</li> <li data-bbox="380 1707 1539 1812">Aguinis, H., Werner, S., Abbot, J., Angert, C., Park, J.H., &amp; Kohlhausen, D. 2009. Customer Centric Science: Reporting Significant Results with Rigor, Relevance, and Impact in Mind. <i>Organizational Research Methods</i>.</li> <li data-bbox="380 1822 1539 1864">Wood, R.E., Goodman, J.S., Beckmann, N., &amp; Cook, A. 2007. Mediation Testing in Management Research. <i>Organizational Research Methods</i>, 10.</li> </ul>

Date \_\_\_\_\_ Topic Readings  
**Designs and Types of Research**

- October 5<sup>th</sup> *Designing Interesting Research*
- \* Leong & Austin, Chapters 1 and 6.
  - Davis, Murray S. That's Interesting! *Philosophy of Social Science*, 1, 309-344, 1971.
  - Daft, R.L. Learning the Craft of Organizational Research. *Academy of Management Review*, 1983, 8, 539-546.
  - Sackett, P.R., and Larson, J.R. Jr. Research strategies and tactics in industrial and organization psychology. *Handbook of Industrial Organizational Psychology*, Dunnette and Hough (Eds.), 1992: 419-489.
  - Werner, S. Ten Questions to Ask About Compensation and Benefits Research. *ACA Journal*, Summer, 1997.
  - Scandura, T.A., & Williams, E.A. 2000. Research Methodology in Management: Current Practices, Trends, and Implications for Future Research. *Academy of Management Journal*, 43: 1248-1264.
  - Bartunek, J.M., Rynes, S.L., & Ireland, R.D. 2006. What makes research interesting, and why does it matter? *Academy of Management Journal*, 49: 9-15.
  - Barley, S.R. 2006. When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49: 16-20.
  - Dutton, J.E., & Dukerich, J.M. 2006. The relational foundation of research: An underappreciated dimension of interesting research. *Academy of Management Journal*, 49: 21-26.
  - Buchanan, D.A., & Bryman, A. 2007. Contextualizing methods choice in organizational research. *Organizational Research Methods*, 10(3): 483-501.
- October 12<sup>th</sup> *Experimental and Quasi-experimental Designs*
- Rosenthal, chapters 4-6.
  - Schmitt and Klimoski, chapter 11.
  - Stretch, D.D. 1995. Experimental Design. In *Psychological Research Methods and Statistics*, A.M. Colman (Ed.) New York: Longman
  - Seashore, S.E. Field Experiments with Formal Organizations. *Human Organization*, 1964, 23, 164-170.
  - Fisher, C.D. Laboratory Experiments. In *Method and Analysis in Organizational Research*, Bateman, T.S., and Ferris, G.R. (Eds.) 1984, 169-185.
  - Highhouse, S. 2007. Designing Experiments that Generalize. *Organizational Research Methods*, 10.
  - Colquitt, J.A. 2008. From the Editors: Publishing laboratory research in AMJ-A question of when, not if. *Academy of Management Journal*, 51: 616-620.
- October 19<sup>th</sup> Exam Review Day (no formal class)

Date	Topic	Readings
October 26 <sup>th</sup>	<b>MIDTERM #1</b>	

## Measurement

- Nov. 2<sup>nd</sup> *Overview of Measurement & Reliability of Measures*
- \* Rosenthal, Chapter 3.
  - \* Schmitt and Klimoski, chpts. 3, 6-7.
  - \* Leong & Austin, chapter 7.
- Peterson, R.A. 1994. A Meta-analysis of Cronbach's Coefficient Alpha. *Journal of Consumer Research*, 21:381-391.
- Wanous, J.P. & Hudy, M.J. 2001. Single-Item Reliability: A replication and extension. *Organizational Research Methods*, 4: 361-375.
- LeBreton, J.M., & Senter, J.L. 2007. Answers to 20 Questions About Interrater Reliability and Interrater Agreement. *Organizational Research Methods*, 10.
- Nov. 9<sup>th</sup> *Validity and the Development of Valid Measures*
- Leong & Austin, chapter 9.
- Podsakoff, P.M., and Organ, D.W. Self-reports in organizational research: Problems and prospects. *Journal of Management*, 1986, 12(4): 531-544.
- Hinkin, T.R. A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1998, 1(1): 104-121.
- Austin, J.T., Boyle, K.A., and Lualhati, J.C. Statistical Conclusion Validity for Organizational Science Researchers: A Review. *Organizational Research Methods*, 1998, 1(2): 164-208.
- Stanton, J.M. Sinar, E.F., Balzer, W.K., & Smith, P.C. 2002. Issues and Strategies for Reducing the Length of Self-Report Scales. *Personnel Psychology*, 55: 167-194.
- Nov. 16<sup>th</sup> *Data Collection Procedures*
- Rosenthal, chapters 7-10.
  - Schmitt & Klimoski, chapter 10
  - Leong & Austin, chapter 10.
- Webb, Eugene & Weick, Karl E. Unobtrusive Measures in Organizational Theory: A Reminder. *Administrative Science Quarterly*, 1979, 24, 650-659.
- Avolio, B.J., and Bass, B.M. Identifying common methods variance with data collected from a single source: An unresolved sticky issue. *Journal of Management*, 1991, 17(3): 571-587.
- 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. *Journal of Applied Psychology*, 88(5): 879-903.
- Gist, M.E., Hopper, H., and Daniels, D. 1998. Behavioral Simulation: Application and Potential in Management Research. *ORM*, 1(3): 251-298.
- Church, A.H. 2001. Is There a Method to Our Madness? The Impact of Data Collection Methodology on Organizational Survey Results. *Personnel Psychology*: 54: 937-969.

Date	Topic Readings
Nov. 23 <sup>rd</sup>	<p data-bbox="378 233 480 264"><i>Surveys</i></p> <p data-bbox="378 270 402 302">*</p> <p data-bbox="570 275 1052 306">Leong &amp; Austin, chapters, 8, 13, &amp; 14.</p> <p data-bbox="475 312 1520 380">Hosseini, J.C., and Armacost, R.L. 1993. Gathering Sensitive Data in Organizations. <i>American Behavioral Scientist</i>, 36(4):443-471.</p> <p data-bbox="475 386 1520 453">Roth, P.L., and BeVier, C.A. 1998. Response Rates in HRM/OB Survey Research: Norms and Correlates, 1990-1994. <i>Journal of Management</i>, 24(1) 97-117.</p> <p data-bbox="475 459 1520 527">Stanton, J.M. 1998. An Empirical Assessment of Data Collection Using the Internet. <i>Personnel Psychology</i>, 51: 709-725.</p> <p data-bbox="475 533 1520 642">Simsek, Z., and Veiga, J.F. 2000. The Electronic Survey Technique: An Integration and Assessment. <i>Organizational Research Methods</i>, 3(1): 92-114.</p> <p data-bbox="475 648 1520 758">Rogelberg, S.G., Fisher, G.G., Maynard, D.C., Hakel, M.D., &amp; Horvath, M. 2001. Attitudes Towards Surveys: Development of a Measure and its Relationship to Respondent Behavior. <i>Organizational Research Methods</i>, 4: 3-25.</p> <p data-bbox="475 764 1520 873">Stanton, J.M., &amp; Rogelberg, S.G. 2001. Using Internet/Intranet Web Pages to Collect Organizational Research Data. <i>Organizational Research Methods</i>, 4: 200-217.</p> <p data-bbox="475 879 1520 968">Werner, S., Praxedes, M., and Kim, H.G. 2007. The reporting of nonresponse analysis in survey research. <i>Organizational Research Methods</i>, 10(2): 287-295.</p>
Nov. 30 <sup>th</sup>	<p data-bbox="378 1010 578 1041"><b>MIDTERM #2</b></p> <p data-bbox="378 1052 659 1083"><b>TERM PAPER DUE</b></p>

Note: This schedule is tentative and may be changed to due situational factors.