

# **MANA 8345 Seminar in Research Methodologies (cross –listed as PSYC 6351)**

## **RESEARCH METHODS**

Room: 313 Melcher Hall  
Course: Spring 2012.  
Time: 1:00-4:00pm, Wednesday.  
Professor: Dr. Steve Werner  
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Office Hours: Wednesday 4pm-5pm.

## **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 overviews of statistical methods, overview of qualitative methods, how to publish, and ethical issues in business research.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The Center for Students with Disabilities provides a wide variety of academic support services to all currently-enrolled UH students who have any type of mental or physical disability of either a temporary or permanent nature. These services include assistance with course accommodations, adaptive equipment, individualized exam administration, taped textbooks, wheelchair repair, library needs, registration, handicapped parking, accessible housing and transportation, as well as many other needs. If you feel you may need assistance of this nature, you should call the Center at 743-5400. In addition, you should let me know about any special needs as soon as possible.

## **ACADEMIC HONESTY POLICY**

The CBA is proud of the high quality of our students and our academic programs. We recognize the importance of academic honesty in maintaining our high standards. In the rare situation where there may be a breach of academic honesty, we would appreciate your assistance in bringing the situation to our attention. We will, of course, take appropriate action in all cases. If you have questions about the Academic Honesty Policy, it is included in the Student Handbook. The staff of the Dean of Students Office are also available to answer questions.

## **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.

**REQUIRED TEXTS AND MATERIALS**

Hair, Joseph, F. Jr., Black, William C. Babin, Barry J., Anderson, Rolph E., and Tatham, Ronald L. *Multivariate Data Analysis, 7<sup>th</sup> Edition*. Englewood Cliffs, NJ: Prentice Hall, 2010.

Rosenthal, R., and Rosnow, R.L. *Essentials of Behavioral Research: Methods and Data Analysis, 3<sup>rd</sup> Ed.* Boston, MA: McGraw-Hill, 2008, ISBN-13: 9780073531960.

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

***SPSS GRADUATE PACK*****REFERENCE TEXTS**

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

Bobko, Philip. *Correlation and Regression: Principles and Applications for IO Psychology and Management*. New York: McGraw Hill, 1995.

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.

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, 3<sup>rd</sup> Edition*. Fort Worth, TX: Harcourt Brace College Publishers, 1997.

Tabachnick, Barbara G., and Fidell, Linda S. *Using Multivariate Statistics, 3<sup>rd</sup> Edition*. New York: Harper Collins Publishers, 1996.

## DETERMINANTS OF THE TERM GRADE

### PERCENTAGES

Term paper	= 30%
Mid-term exam	= 15%
Contribution	= 10%
Presentations	= 20%
Homework Assignments	= 25%
<hr/>	
Total	= 100%

### POINTS

Term paper.....	60 points
Mid-term.....	30 points
Contribution.....	20 points
Presentations.....	40 points
Homework assignments.....	50 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 April 25<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*, February, 2007, Volume 50, Number 2, pp 472-475.). The manuscript will be a scholarly research article -- including a literature review, hypotheses, methods, results and discussion sections. Page requirements are flexible, but the journals usually limit papers to 30-40 (12cpi-font) pages. An A paper will: 1) meet the stated requirements; 2) follow the *Academy of Management* or APA 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. Students may use the literature review, hypotheses, and methods sections of the paper in MANA 8330 or a different class.

## **MID-TERM EXAMS**

One mid-term exam will be given worth 30 points. 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 exam 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 and absenteeism will negatively affect your contribution grade. Contribution is worth 20 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 either 2 or 3 presentations. Presentations are expected to last 30 minutes, including question/answers and discussion. Presentations are worth 40 points. Presentations will be graded on timeliness, professionalism, overheads, non-verbal communication, verbal communication, organization, relevance, and content. Presentation content should be at least one study that uses the statistical method students will use in the following week's homework assignment. Presenters should provide each student a copy of the paper presented. After the presentation, the presenter will assume leadership of the day's discussion of the statistical method. To assist students in improving their presentations, I will use a presentation evaluation form, as shown on the following page.

## **HOMEWORK ASSIGNMENTS**

Ten homework assignments will be given throughout the semester worth 5 points each for a total of 50 points. Assignments will involve actually doing statistical analysis on the students' data set. Statistical method used will change from week to week. See **Assignment Schedule** for which analysis is to be used. Students must turn in a Table reporting their results and the SPSS output used to create the Table. The Table should look like Tables published in top-tier journals.

## PRESENTATION EVALUATION

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

DIMENSION	Score	COMMENTS:
Timeliness		
Professionalism		
Overheads Consistency 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>		Out of 20 points

## ASSIGNMENT SCHEDULE

Date   Topic   Readings  
 Jan. 18 Introduction to course  
           *HOMEWORK DUE: None*  
           No Readings

### **Quantitative Research Methods**

Jan. 25 T-tests and ANOVA  
           *HOMEWORK DUE: None*  
           *Presentation: T-tests*

- Rosenthal & Rosnow, chapters 10, 13-18.
  - Hair et al., chapters 1, 2, & 7.
  - Leong & Austin, chapter 1.
- Roth, P.L. 1994. Missing Data: A conceptual review for applied psychologists. *Personnel Psychology*, 47: 537-560.
- Tsikriktsis, N. 2005. A Review of Techniques for Treating Missing Data in OM Survey Research. *Journal of Operations Management*, 24: 53-62.
- Bodner, T.E. 2006. Missing Data: Prevalence and Reporting Practices. *Psychological Reports*, 99(3): 675-680.
- Orr, J.M., Sackett, P.R., & Dubois, C.L.Z. 1991. Outlier Detection and Treatment in I/O Psychology: A Survey of Researcher Beliefs and an Empirical Illustration. *Personnel Psychology*, 44: 473-486.
- Kerren, R.J., & Barringer, M.W. 2002. A review and analysis of the policy-capturing methodology in organizational research: Guidelines for research and practice. *Organizational Research Methods*, 5(4): 337-361.
- Spector, P.E., and Brannick, M.T. 2011. Methodological Urban Legends: The Misuse of Statistical Control Variables. *Organizational Research Methods*, 14(2): 287-305.
- Atinc, G., Simmering, M.J., and Kroll, M.J. 2012. Control Variable Use and Reporting in Macro and Micro Management Research. *Organizational Research Methods*, 15(1): 57-74.

Feb. 1 Correlation, Regression and Multiple Regression  
           *HOMEWORK #1 DUE: T-Test: One sample and independent samples.*  
           *Presentation: ANOVA.*

- Rosenthal & Rosnow, chapter 11
  - Hair et al., chapter 4.
- Bobko, P. Multivariate Correlational Analysis. *Handbook of Industrial Organizational Psychology*. Dunnette & Hough (Eds.). 1992: 637-686.
- Weinzimmer, L.G., Mone, M.A., and Alwan, L.C. 1994. An examination of perceptions and usage of regression diagnostics in organizations studies. *Journal of Management*, 20(1); 179-192.
- Aguinis, H. 1995. Statistical power problems with moderated multiple regression in management research. *Journal of Management*, 21: 1141-1158.
- Ganzach, Y. 1998. Nonlinearity, multicollinearity and the probability of type II error in detecting interaction. *Journal of Management*, 24: 615-622.

## ASSIGNMENT SCHEDULE continued

Feb 8 Factor Analysis and Other Advanced Techniques

*HOMEWORK #2 DUE: ANOVA -- one way and simple factorial.*

*Presentation: Linear Multiple Regression.*

- Rosenthal & Rosnow, chapter 20.
  - Hair et al. chapters 3, 5, 6, & 9.
- Hurley, Amy E. et al. 1997. Exploratory and Confirmatory Factor Analysis: Guidelines, Issues, and Alternatives. *Journal of Organizational Behavior*, 18: 667-683.
- Cortina, Jose M. 2002. Big things have small beginnings: An assortment of “minor” methodological misunderstandings. *Journal of Management*, 28: 339-362.
- Conway, J.M., & Huffcutt, A.I. 2003. A review and evaluation of exploratory factor analysis practices in organizational research. *ORM*, 6(2): 147-168.
- Hoetker, G. 2007. The Use of Logit and Probit Models in Strategic Management Research: Critical Issues. *Strategic Management Journal*, 28: 331-343.

Feb 15 Meta-Analysis and Other Relatively New Techniques

*HOMEWORK #3 DUE: Multiple Regression.*

*Presentation: Logistic Regression.*

- Rosenthal & Rosnow, chapter 21.
  - Hair et al, chapters 12-15.
  - Leong & Austin, chapter 21.
- Shook, C.L, Ketchen, D.J.Jr., Cycota, C.S., & Crockett, D. 2003. Data Analytic trends and training in strategic management. *Strategic Management Journal*, 24: 1231-1237.
- Schmidt, F. 2008. Meta-Analysis: A Constantly Evolving Research Integration Tool, *Organizational Research Methods*, 11(1): 96-113.
- Aguinis, H., et al., 2010. Meta-Analytic Choices and Judgment Calls: Implications for Theory Building and Testing, Obtained Effect Sizes, and Scholarly Impact. *Journal of Management* 37: 5-38.
- Aguinis, H., et al., 2011. Debunking Myths and Urban Legends About Meta-Analysis. *Organizational Research Methods*, 14(2): 306-331.



**ASSIGNMENT SCHEDULE continued****Qualitative Research Methods**

Feb 22 Introduction to Qualitative Research.

*HOMEWORK #4 DUE: Logistic Regression.*

*Presentation: Factor Analysis.*

- Leong & Austin, chapter 17.
- Jick, Todd D. 1979. Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24: 602-611.
- Yin, Robert K. The case study crisis: Some answers. *ASQ*, 1981, 26: 58-65.
- Weick, K.E. 2007. The Generative Properties of Richness. *AMJ*, 50(1) 14-19.
- Siggelkow, N. 2007. Persuasion with Case Studies. *AMJ*, 50(1): 20-24.
- Eisenhardt, K.M., & Graebner, M.E. 2007. Theory Building from Cases: Opportunities and Challenges. *Academy of Management Journal*, 50(1): 25-32.
- Fendt, J., & Sachs, W. 2008. Grounded Theory Method in Management Research: Users' Perspectives. *Organizational Research Methods*, 11(3): 430-455.
- Cunliffe, A.L., 2010. Retelling Tales of the Field: In Search of Organizational Ethnography 20 Years On. *Organizational Research Methods* 13: 224-239.
- Zickar, M.J., and Carter, N.T. 2010. Reconnecting With the Spirit of Workplace Ethnography: A Historical Review. *Organizational Research Methods* 13: 304-319.
- Bansal, P., and Corley, K. 2011. The Coming of Age for Qualitative Research: Embracing the Diversity of Qualitative Methods. *Academy of Management Journal*, 54:233-237.

February 29 Paper work day – NO CLASS

March 7 Publishing and Evaluating Qualitative Research

*HOMEWORK #5 DUE: Factor Analysis -- Varimax, Oblimin, and Scree plots.*

*Presentation: Clustering.*

- Miles, Matthew B. 1979. Qualitative Data as an Attractive Nuisance: The Problem of Analysis. *Administrative Science Quarterly*, 24; 590-601.
- Pratt, M.G. 2008. Fitting Oval Pegs into Round Holes: Tensions in Evaluating and Publishing Qualitative Research in Top-Tier North American Journals. *Organizational Research Methods*, 11(3): 481-509.
- Savall, H., Zardet, V., Bonnet, M., & Peron, M. 2008. The Emergence of Implicit Criteria Actually Used by Reviewers of Qualitative Research Articles: The Case of a European Journal. *Organizational Research Methods*, 11(3): 510-540.
- Amis, J.M., & Silk, M.L. 2008. The Philosophy and Politics of Quality in Qualitative Organizational Research. *Organizational Research Methods*, 11(3): 456-480.
- Easterby-Smith, M., Golden-Biddle, K., & Locke, K. 2008. Working with Pluralism: Determining Quality in Qualitative Research. *Organizational Research Methods*, 11(3): 419-429.
- Pratt, M.G. 2009. For the Lack of a Boilerplate: Tips on Writing Up (and Reviewing) Qualitative Research. *Academy of Management Journal*: 52(5): 856-862.
- Cunliffe, A.L. 2011. Crafting Qualitative Research: Morgan and Smirchich 30 Years On. *Organizational Research Methods*, 14(4): 647-673.

March 14 Spring Break – NO CLASS

**ASSIGNMENT SCHEDULE continued****Ethical Issues in Management Research**

March 21 General Ethical Issues

*HOMEWORK #6 DUE. Clustering - K means, and Hierarchical*

*Presentation: Multinomial Logistic Regression.*

- Rosenthal & Rosnow, chapter 3.  
Ethical Conduct in Academic Research and Scholarship: A Policy of University of Houston.  
*University of Houston*. December 1989.
- Dill, D.D. 1982. The Structure of the Academic Profession: Toward a Definition of Ethical Issues. *Journal of Higher Education*, 53: 255-267.
- The Academy of Management Code of Ethical Conduct. *Academy of Management Journal*, 1990, 33: 901-908.
- The APA Code of Ethics. 2002. <http://www.apa.org/ethics/code2002.pdf>
- Sieber, J.E. 1992. General Ethical Principals of Research on Humans, Basic Ethical Issues in Social and Behavioral Research, and Risk/Benefit Assessment and Planning. In *Planning Ethically Responsible Research*, Newbury, CA: Sage Publications, 18-108.
- Rosenthal, R. 1995. Ethical Issues in Psychological Science: Risk, Consent, and Scientific Quality. *Psychological Science*, September, 6: 322-323.
- Nippa, M., & Markoczy, L. 2007. Economic Pressure and the Deterioration of Research Ethics. *Academy of Management Proceedings*.

March 28 Ethical Issues in Publishing and Research

*HOMEWORK #7 DUE : Multinomial Logistic Regression.*

*Presentation: Scale Reliabilities.*

- Campbell, D.J. 1987. Ethical Issues in the Research Publication Process. In *Ethical Dilemmas for Academic Professionals*, Payne, S.L, and Charnov, B.H. (Eds.), Springfield Illinois: Charles C. Thomas Publisher, 69-85.
- Carland, J., Carland, J.W., and Aby, C.D.Jr. 1992. Proposed Codification of Ethicacy in the Publication Process. *Journal of Business Ethics*, 11: 95-104.
- Vincent, V.C., and Merville, W.D. 1993. Ethical Considerations for Streaming Business Publications. *Journal of Business Ethics*, 12: 37-43.
- Elms, A.C. 1994. Keeping Deception Honest: Justifying Conditions for Social Scientific Research Strategems. In *Ethical Issues in Scientific Research*, Erwin, E., Gendin, S., and Kleiman, L., Eds. New York: Garland Publishing Inc., 121-140.
- Borkowski, S.C., & Welsh, M.J. 1998. Ethics and the Accounting Publishing Process: Author, Reviewer, and Editor Issues. *Journal of Business Ethics*, 17: 1785-1803.
- Beattie, R.S., Hay, G.K., Munro, P., & Livingstone, R. 2002. The methodological and ethical issues of conducting management research in the voluntary sector. *Public Management Review*, 4: 1191-27.
- Bell, E., & Bryman, A. 2007. The Ethics of Management Research: An Exploratory Content Analysis. *British Journal of Management*, 18: 63-77.
- Schminke, M. The Better Angels of Our Nature – Ethics and Integrity in the Publishing Process. *Academy of Management Review*, 34(4): 586-591.
- Ireland, R.D. 2009. When is a “New” Paper Really New? *Academy of Management Journal*: 52(1): 9-10.
- Kacmar, K.M. 2009. An Ethical Quiz. *Academy of Management Journal*: 52(3):432-434.

**ASSIGNMENT SCHEDULE continued**  
**Publishing Research**

Apr. 4 **MIDTERM**

Apr. 11 Journals and Their Editors.

*HOMEWORK #8 DUE :Scale Reliabilities .*

*Presentation: Non-Parametrics*

- Graham, J.W., and Stablein, R.E. 1985. A Funny Thing Happened on the Way to Publication: Newcomers' Perspectives on Publishing in the Organizational Sciences. In Publishing in the Organizational Sciences, Cummings, L.L., and Frost, P.J. (Eds.). Homewood, IL: Irwin, 138-154.
- Toppins, A.D., Henson, K.T., and Solezio, E. 1988. What Editors Want. *Training and Development Journal*, 42(3): 26-29.
- Smyth, D.J. 1994. How not to get Your Article Published. *Eastern Economic Journal*, 20(4): 471-473.
- Vecchio, R. 1999. From the outgoing editor. *Journal of Management*, 25, 485-490.
- Feldman, D.C. 2004. The Devil is in the Details: Converting Good Research into Publishable Articles. *Journal of Management*, 30(1): 1-6.
- Rynes, S.L. et al. 2005. From the Editors: Everything you've always wanted to know about AMJ. *Academy of Management Journal*: 48(5): 732-737.
- Feldman, D.C. 2005. Conversing With Editors: Strategies for Authors and Reviewers. *Journal of Management*, 31(5): 649-658.
- Harzing, Anne-Wil. 2006. Journal Quality List. [www.harzing.com](http://www.harzing.com).
- Kilduff, M. 2006. Editor's Comments: Publishing Theory. *Academy of Management Review*, 31(2): 252-255.
- Kilduff, M. 2007. The Top Ten Reasons Why Your Paper Might Not Be Sent Out for Review. *Academy of Management Review*, 32(3): 700-702.
- Rindova, V. 2008. Editor's Comments: Publishing Theory When You Are New to the Game. *Academy of Management Review*, 33(2): 300-303.

This schedule is tentative and may be changed.

**ASSIGNMENT SCHEDULE continued**

## Apr. 18 Reviews and Reviewers

*HOMEWORK #9 DUE: Non-Parametrics - Chi-squared, and Mann-Whitney U.*

*Presentation: Other Technique: Ordinal regression, PLS, or 2-Stage Least Squares.*

- Leong & Austin, chapter 26.
- Daft, R.L. 1985. Why I Recommended that Your Manuscript be Rejected and What You can Do about It. In *Publishing in the Organizational Sciences*, Cummings, L.L., and Frost, P.J. (Eds.). Homewood, IL: Irwin, 193-209.
- Fiske, D.W. & Fogg, L. 1990. But the Reviewers are Making Different Criticisms of My Paper!: Diversity and Uniqueness in Peer Review. *American Psychologist*, 45:591-8.
- Campion, M.A. 1993. Article Review Checklist: A criterion checklist for reviewing research articles in applied psychology. *Personnel Psychology*, 46: 705-718.
- Feldman, D.C. 2004. Being A Developmental Review: Easier Said Than Done. *Journal of Management*, 30(2): 161-164.
- Seibert, S.E. 2006. Anatomy of an R&R (or Reviewers Are An Author's Best Friends...). *Academy of Management Journal*, 49(2):203-207.
- Rynes, S.L. 2006. Observations on "Anatomy of an R&R" and Other Reflections. *Academy of Management Journal*, 49(2): 208-214.
- Agarwal, R., Echambadi, R., Franco, A.M., & Sarkar, MB. 2006. Read Rewards: Maximizing Benefits From Reviewer Comments. *AMJ*, 49(2): 191-196.
- Miller, C.C. 2006. Peer Review in the Organizational and Management Sciences: Prevalence and Effects of Reviewer Hostility, Bias, & Dissensus. *AMJ*, 49: 425-432.
- Carpenter, M.A. 2009. Mentoring Colleagues in the Craft and Spirit of Peer Review. *Academy of Management Review*, 34(2): 191-195.
- Lepak, D. 2009. What is Good Reviewing? *Academy of Management Review*, 34(3): 375-381.
- Colquitt, J.A., & Ireland, R.D. 2009. Taking the Mystery Out of AMJ's Reviewer Evaluation Form. *Academy of Management Journal*: 52(2): 224-228

April 25 Other Issues in Publishing: **TERM PAPER DUE**

*HOMEWORK #10 DUE: Other Technique: Ordinal regression, PLS, or 2-Stage Least Squares.*

- Leong & Austin, chapters 23, 25.
- Floyd, S.W., Schroeder, D.M., and Finn, D.M. 1994. "Only If I'm First Author": Conflict over Credit in Management Scholarship. *AMJ*, 37: 734-747.
- Locker, K.O. 1994. The Challenge of Interdisciplinary Research. *Journal of Business Communication*, 31(2): 137-151.
- Gomez-Mejia, Luis R. & Balkin, David B. 1992. Determinants of Faculty Pay: An Agency Theory Perspective. *Academy of Management Journal*, 35(5); 921-955.
- Green, Stephen G., and Bauer, Talya N. 1995. Supervisory mentoring by advisers: Relationships with Doctoral Student Potential, Productivity, and Commitment. *Personnel Psychology*, 48: 537-561.
- Byrnes, J.P. 2007. Publishing Trends of Psychology Faculty During Their Pretenure Years. *Psychological Science* 18(4): 283-286.
- Glick, W.H., Miller, C.C., & Cardinal, L.B. 2007. Making a Life in the Field of Organization Science. *Journal of Organizational Behavior*, 28: 817-835.
- Evanschitzky, H., et al, 2007. Replication Research's Disturbing Trend, *Journal of Business Research*, 60, 411-415.