



Course and Examination Fact Sheet: Autumn Semester 2017

7,208: Research in Management

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - Presentation (in groups - all given the same grades) (50%)

Central - Written examination (50%, 60 mins.)

Attached courses

Timetable -- Language -- Lecturer

[7,208,1.00 Research in Management](#) -- Englisch -- [Schmid Torsten](#) , [Hildebrand Christian](#)

Course information

Course prerequisites

Developing competence in research methods is like learning a language. It is best done progressively, combining readings, lectures and practical exercises. This course, therefore, requires your continuous engagement and your ambition to discuss research methods not just in the abstract, but to design and apply them in practice. The course is generally driven by an ethos of guided self-learning.

Course content

This course focuses on the design and implementation of high-quality empirical studies in the areas of strategy and management. It serves a dual purpose: The immediate goal is to provide SIM students with the necessary methodical toolkit for their master thesis. The primary goal, however, is to prepare students for an increasingly research-driven management and consulting practice. In fact, we live in a world of evidence-based professions. A successful career in management or consulting today requires sophisticated skills in empirical research methods. Market research routinely uses scientific methods to study the needs and wants of customers, such as focus group interviews, field experiments or consumer observation. Strategic planners analyze industries and competitors applying complex research tools, such as simulations or time series analyses of industries. Consultants convince clients and achieve thought leadership through case studies, surveys and hypothesis testing.

SIM students therefore need to enhance their competencies as producers and consumers of scientific studies. To develop research skills, this course invites students (1) to develop a solid knowledge of core concepts and principles of empirical research; (2) to gain an overview of state-of-art quantitative and qualitative research methods; (3) to develop a deeper knowledge of approaches particularly relevant to a master thesis through deep dive sessions; (4) to train empirical research skills on the basis of interactive in-class workshops and practical assignments; and (5) to learn best practices and scientific conventions from reviewing exemplar studies from top-tier international journals.



Course structure

A major goal of this course is to broaden your range of methodical approaches by building your competencies in both quantitative and qualitative approaches. The course is structured into six sessions. Please note that the detailed outline will be provided during the course.

1. The **introduction** provides an overview of the course and discusses criteria of goodness of a empirical research project (in this session, student teams for the oral exam will be formed!).
2. Two sessions cover **quantitative methods**, including exploratory and confirmatory methods.
3. Two sessions deal with **qualitative methods**, including case study and grounded theory.
4. In the **final session**, student teams present the research design and findings as part of a "mini-conference", also featuring a Q&A session for the written exam.

Course literature

The bibliography provides an extensive overview of important texts. In this course, you will be required to read a highly selective number of methodical papers and book chapters that we consider excellent readings.

Please note that the final bibliography will be provided during the kickoff of the course. If you would like to start reading prior to the kickoff, please contact us for reading guidelines and a starter-kit of readings.

Topic of the year

In the course, you will investigate a particular substantive topic. Last year's topic has been self-leadership. As it spurred very interesting research projects, it is likely that we take it up this year again.

Manz, C. C. (2015). Taking the self-leadership high road: Smooth surface or pot holes ahead? *The Academy of Management Perspectives*, 29 (1): 132-151.

Kick-off

Bryman, A. & Bell, E. (2011): *Business research methods*. Oxford, UK: Oxford University Press. Part 1. Chapter 1.

This chapter introduces students who are **absolute beginners** of empirical research into basic considerations that enter into the process of doing business research, including the purpose of your study (deductive theory testing vs. inductive theory building), underlying research perspectives (e.g., positivism and interpretivism) and basic research strategies (quantitative and qualitative).

Bryman, A. & Bell, E. (2011): *Business research methods*. Oxford, UK: Oxford University Press.p. 39-45.

This excerpt outlines briefly important criteria of goodness, summarizing standard criteria such as validity and reliability, but also the discussion around alternative criteria for qualitative studies.

Quantitative Methods 1

Provost, F. & Fawcett (2013): *Data Science for Business*, 1st edition, O'Reilly. Chapter 1, 2.

James / Witten / Hastie / Tibshirani (2014): *An Introduction to Statistical Learning with Applications in R*, 1st edition, Springer. Chapter 2

Cleveland, W. S., & McGill, R. (1984). Graphical perception: Theory, experimentation, and application to the development of graphical methods. *Journal of the American Statistical Association*, 79(387), 531-554.

Quantitative Methods 2

James / Witten / Hastie / Tibshirani (2014): *An Introduction to Statistical Learning with Applications in R*, 1st edition, Springer.



Chapter 3, 6, 8

Provost, F. & Fawcett (2013): Data Science for Business, 1st edition, O'Reilly. Chapter 3, 4, 5

Qualitative Methods 1

Qualitative Research: Gaining an Overview

Gephart, R. P. (2004): From the editors: Qualitative Research and the Academy of Management Journal. *Academy of Management Journal*, 47 (4), 454-462.

Primer: Qualitative research in Strategic Management, *Strategic Management Journal*, 2014.

These two readings provide an overview of the different traditions, approaches and tools of qualitative research. You will read them to gain an understanding of (1) what qualitative research is, (2) when and why it is used, (3) different research traditions within qualitative research (positivist vs. interpretive research).

Qualitative Research Designs:

Langley, A., Abdallah, C. (2011): Templates and turns in qualitative studies of strategy and management. *Research Methodology in Strategy and Management*, 6: 201-235.

This core texts provides a more detailed overview of qualitative research designs as they are used in strategy research, such as comparative case study research and inductive theory building. Based on this overview, we will deep-dive into one or two specific research designs, reading both method and exemplar papers.

Eisenhardt, K.M. (1989): Building theories from cases. *Academy of Management Review*, 14 (4), 532-550.

Eisenhardt, K. M., Graebner, M. R. & Sonenshein, S. (2016): From the editors – Grand challenges and inductive methods: rigor without rigor mortis. *Academy of Management Journal*, 59 (4): 1113-1123.

Martin, J. A., Eisenhardt, K. M. (2010): Re-wiring: cross-business-unit collaborations in multibusiness organizations. *Academy of Management Journal*, 53 (2): 265-301.

Qualitative Interviews:

Weiss, R.S. (1994): Learning from strangers: The art and method of qualitative interview studies. Chapters 1, 3 and 4.

We will train key research instruments, including how to do a qualitative interview.

Qualitative Methods 2

We will continue with specific research designs:

Gioia, D. A., Kevin, G. C. & Hamilton, A. L. (2012): Seeking qualitative rigor in inductive research: notes on the Gioia method, *Organizational Research Methods*, 16 (1): 15-31.

Vuori, T.O. & Huy, Q.N. (2016): Distributed attention and shared emotions in the innovation process: how Nokia lost the smartphone battle. *Administrative Science Quarterly*, 61(1): 9-51.

Qualitative Data Coding and other Analytic Strategies:

Thornberg, R. & Charmaz, K. (2014): Grounded theory and theoretical coding. In Flick, U. (Ed.): *The SAGE handbook of qualitative data analysis*. Sage: London et al: 153.169.

Atlas.ti Quicktour and tutorials (Atlas.ti Website, Youtube)

Texts on Academic Writing (optional)

Huff, A. S. (1999). *Writing for Scholarly Publication*. Thousand Oaks: Sage.

Quant Studies: Bem, D.J. (1993): Writing an empirical journal article. In: Darley, J.M. et al. (Eds.): *The complete academic: a career guide*. American Psychologist Association.

Qual Studies: 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.

Additional course information

Please do not hesitate to contact us in case of any questions or concerns: torsten.schmid@unisg.ch (course and qualitative methods) or christian.hildebrand@unige.ch (quantitative methods).

Please note that this course will not be open for bidding in the waiting list rounds. Students can bid for the course in the preliminary and main rounds of the bidding only.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - Presentation (in groups - all given the same grades) (50%)

Remark

Oral presentation including written course work

Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

Supplementary aids

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Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Central - Written examination (50%, 60 mins.)

Remark

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Examination-aid rule



Extended Closed Book

The use of aids is limited; any additional aids permitted are exhaustively listed under "Supplementary aids". Basically, the following is applicable:

- At such examinations, all the pocket calculators of the Texas Instruments TI-30 series and mono- or bilingual dictionaries (no subject-specific dictionaries) without hand-written notes are admissible. Any other pocket calculator models and any electronic dictionaries are inadmissible.
- In addition, any type of communication, as well as any electronic devices that can be programmed and are capable of communication such as notebooks, tablets, PDAs, mobile telephones and others, are inadmissible.
- Students are themselves responsible for the procurement of examination aids.

Supplementary aids

None

Examination languages

Question language: English

Answer language: English

Examination content

The **oral exam** (50%) consists of practicing empirical research and reflecting on this experience.

- The oral exam will be realized in teams (to be formed in the first session). Teams receive small assignments for empirical research. They will produce a research report in the form of a presentation. In the final session, teams will present and/or discuss their research based on this report.
- Further details of the oral exam will be provided during the course.

The **written exam** (50%): While questions may vary, the exam typically contains two major parts: (1) General knowledge question that test your knowledge of methodological concepts, frameworks, approaches or challenges; (2) Questions that require students to apply their methodical knowledge, evaluating and/or developing a specific research design.

Examination relevant literature

Exams will be based on lectures, assignments and mandatory readings. Please note that we will define the final list of mandatory readings in the course.



Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc.

When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 24 August 2017
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 16 October 2017
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 06 November 2017

Please look at the fact sheet once more after these deadlines have expired.