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**Process of Research in Business Course Plan**

**Course Co-ordinator: Professor Robert Faff (UQBS)**

**Course Presenter: professor Kathy Walsh (UTS)**

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**Course Venue: UTS Business School**

**Background**

Traditionally, the “process of research” is a “life skill” that academics assimilate somewhat haphazardly and imperfectly, in a piecemeal fashion over many years during their academic career. Even in more recent times, while particular key elements of the process are covered formally or informally in PhD coursework, doctoral students have a highly varied experience in this regard. In this course, I outline the full spectrum of the research process with a mindset of quantitative empirical work. My core focus is developing an understanding of the many dimensions of the process of research and how to translate this into long-term strategies for a successful academic career. Key elements of the research process include:

* strategies for generating and pitching new research ideas;
* understanding research design trade-offs;
* data management in the C21;
* ethical clearance & research integrity;
* strategies for identifying “value-adds” to research topics;
* the art of research writing;
* the art of research presentations;
* the art of giving and receiving constructive research feedback;
* understanding the journal refereeing process and the quality rating of journals;
* the art of research mentoring;
* the art of research networking;
* developing strategies for sustainable publishing success beyond the PhD.

The course is divided into **three** 2-day modules (predominantly weekends) and some relevant details for each are provided on the following pages:

* Module #1: Challenges and Strategies for Starting Research
* Module #2: Challenges and Strategies for Progressing Research
* Module #3: Challenges and Strategies for Finishing Research & Beyond

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| **Description** | **Scheduled Weeks** | **Scheduled Days** | **Scheduled Start Time** | **Scheduled End Time** | **Venue** |
| Process of Research: MOD#1 | 10th March | Saturday | 9:00 AM | 5:00 PM | UTS Business School |
| Process of Research: MOD#1 | 11th March | Sunday | 9:00 AM | 5:00 PM | UTS Business School |
| Process of Research: MOD#2 | 7th April | Saturday | 9:00 AM | 5:00 PM | UTS Business School |
| Process of Research: MOD#2 | 8th April | Sunday | 9:00 AM | 5:00 PM | UTS Business School |
| Process of Research: MOD#3 | 4th May | Friday | 9:00 AM | 5:00 PM | UTS Business School |
| Process of Research: MOD#3 | 5th May | Saturday | 9:00 AM | 5:00 PM | UTS Business School |

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| **Module #1: Challenges and Strategies for Starting Research** | | | | | |
| **Date: Saturday 10 March, 2018** | | | | | |
| **#** | **Time** | **Session Style** | **Topic** | **Assessment Task?** | **Leader** |
| #1.1 | 9-10.30am | Seminar | Introduction/Generating Research ideas | No | Faff/Walsh |
| #1.2 | 11am-12.30pm | Group Work | Relating to Topic #1.1 | No | Faff/Walsh |
| #1.3 | 1.30-3pm | Seminar | Pitching Research\* | No | Faff/Walsh |
| #1.4 | 3.30-5pm | Group Work | Relating to Topic #1.3 | No | Faff/Walsh |
| **Date: Sunday 11 March, 2018** | | | | | |
| **#** | **Time** | **Session Style** | **Topic** | **Assessment Task?** | **Leader** |
| #1.5 | 9-10.30am | Seminar | Advanced Pitching\* | No | Faff/Walsh |
| #1.6 | 11am-12.30pm | Group Work | Relating to Topic #1.5 | No | Faff/Walsh |
| #1.7 | 1.30-3pm | Seminar | A Primer on “Problematization” | No | Faff/Walsh |
| #1.8 | 3.30-5pm | Group Work | Relating to Topic #1.7 | No | Faff/Walsh |

\* linked to presentation assessment in Module #2

**Pre-reading**

Alon, U., (2009), “How to Choose a Good Scientific Problem”, Cell.

Alvesson, M. and Sandberg, J., (2011), “Generating Research Questions through Problematization”, *Academy of Management Review* 36, 247-271.

Faff, Robert W., Pitching Research® (2017). Available at SSRN: http://ssrn.com/abstract=2462059 or <http://dx.doi.org/10.2139/ssrn.2462059> [latest version]

Faff, R., Ali, S., Atif, M., Brenner, M., Chowdhury, H., Crudas, L., Joubet, A., Malik, I., Nagar, V., Mi, L., Pullen, T., Siegrist, M., Smythe, S., Stephenson, J., Zhang, B., and Zhang, K., (2017), “Fantasy Pitching”, *Journal of Accounting and Management Information Systems* 16(2), 360-379.

Faff, Robert; Ann Wallin; Mark Brosnan; Naiara Carrillo; Dhani Darmawan; Alana Dorris; Martin Groen; Nurlia Listiani; Victor Maxwell; Felix Orole; Anh Pham; Imam Salehudin; Matt Simons; Duy To; Jemaine Tsoi; Charlane Wong; Keegan Woods; Nirma Yossa; Kate Zhaunerchyk, (2016), “Fantasy Pitching II: Star Wars vs. Pokemon vs. R&D vs. Uber” (August 22, 2016). Available at SSRN: <http://ssrn.com/abstract=2827425>

Faff, Robert W., Carrick, Robin, Chen, Angel, Escobar, Marisol, Khong, Bo Xuan Matthew, Nguyen, Bao Hoang and Tunny, William, (2017b), “Fantasy Pitching III: UQ Summer Research Scholars – the Role of “Money” in the 21st Century” (January 26, 2017). Available at SSRN: <https://ssrn.com/abstract=2906617>

Faff, Robert W., Baladi, Joe, Buce, Daniela, Du Plessis, Graham, Du Plessis, Carol, Dwyer, Bruce, Honey, Karina, Melton, Dirk, Oktaviani, Fitri, Shen, Suqin, Steele, Laura, Suhodo, Diah, Tanner, Mark, Unger, Corrine, Wong, Sabrina, Xu, Jessica Jia, and Zou, Sarine, (2017), “Fantasy Pitching IV: Batman, Donald Duck, Fast Food, Superpowers, Self-Determination” (March 23, 2017). Available at SSRN: <https://ssrn.com/abstract=2939489>

Margaret Kiley & Gina Wisker, (2009), “Threshold concepts in research education and evidence of threshold crossing”, Higher Education Research & Development, 28:4, 431-441.

Stokes, D., (2013), “Generating Innovative Research Ideas”, *Journal of Accounting and Management Information Systems*, 12, No. 2, 145-155.

**Other References**

Faff, R., (2016c), “Mapping “Pitching Research” Tasks into the RSD7 Framework: A Pedagogic Perspective”. Available at SSRN: <http://ssrn.com/abstract=2724451>

Faff, R. and Godfrey, K. and Teng, J., (2016), Pitching Research Evolution: An Illustrative Example on the Topic of 'Innovation and Financial Dependence' (May 7, 2016). Available at SSRN: http://ssrn.com/abstract=2776959 or <http://dx.doi.org/10.2139/ssrn.2776959>

Faff, Robert W. and Shao, Xuefeng David and Alqahtani , Faisal A. and Atif, Muhammad and Białek-Jaworska, Anna and Chen, Angel and Duppati, Geeta and Escobar, Marisol and Finta, Marinela and Li, Ya and Machado, Marcio Andre Veras and Nguyen, Bao Hoang and Noh, Jae-Eun and Sakawa, Hideaki and Vaportzis, Eleftheria and Widyawati, Luluk and Wijayana, Singgih and Wijesooriya, Chinthake and Ye, Qiaozhi and Zhou, Qing, (2017), “Increasing the Discoverability of Non-English Language Research Papers: A Reverse-Engineering Application of the Pitching Research Template”. Available at SSRN: <https://ssrn.com/abstract=2948707>

Davies, M., (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter? Higher Education 62(3), 279-301.

Also, browse issues of Annual Review of Financial Economics [or an “Annual Reviews” area closer to your thesis topic], eg:

Frydman, C. and Jenter, D., (2010), “CEO Compensation”, Annual Review of Financial Economics 2, pp. 75-102.

Graham, J. and Leary, M., (2011), “A Review of Empirical Capital Structure Research and Directions for the Future”, Annual Review of Financial Economics 3, pp. 309-345.

**Plus, bring along a recent daily newspaper (eg Australian Financial Review) or Business Magazine (eg In the Black, Forbes).**

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| **Module #2: Challenges and Strategies for Progressing Research** | | | | | | | | |
| **Date: Saturday 7 April, 2018** | | | | | | | | |
| **#** | **Time** | | **Session Style** | | **Topic** | | **Asses Task?** | **Leader(s)** |
| #2.1 | 9-10.30am | | Seminar | | Research Integrity | | No | Dolnicar (video)\*\* |
| #2.2 | 11am-12.30pm | | Student  Presentations | | Pitch presentations  (Mod #1 homework (Item A)) | | 10% |  |
| #2.3 | 1.30-3pm | | Seminar | | Social Media in Academia\* | | No | Kastelle (video)\*\* |
| #2.4 | 3.30-5pm | | Student  Presentations | | Pitch presentations  (Mod #1 homework (Item A)) | | 10% |  |
| **Date: Sunday 8 April, 2018** | | | | | | | | |
| **#** | | **Time** | | **Session Style** | | **Topic** | **Assessment Task?** | **Leader(s)** |
| #2.5 | | 9-10.30am | | Seminar | | Data Management, Metrics and Predatory Publishers | No | Whiteway (video)\*\* |
| #2.6 | | 11am-12.30pm | | Student  Presentations | | Pitch presentations  (Mod #1 homework (Item A)) | 10% |  |
| #2.7 | | 1.30-3pm | | Seminar | | Writing Craft in Academic Research | No | Walsh |
| #2.8 | | 3.30-5pm | | Student  Presentations | | Pitch presentations  (Mod #1 homework (Item A)) | 10% |  |

\* linked to presentation assessment in Module #3 (also worth 10%)

\*\* YouTube videos:

Sara Dolnicar (Research Integrity)

<https://www.youtube.com/watch?v=XhNvucy6NnM>

Tim Kastelle (“visibility”/blogging)

<https://youtu.be/Hr9hKoO4DYA>

Michael Whiteway (Data Management, Metrics and Predatory Publishers)

<https://www.youtube.com/watch?v=bT2UD2Am1vo>

**Readings**

Dunleavy, P., (2014), “Why do Academics Choose useless Titles for Articles and Chapters? Four Steps to a Better Title”, <http://bit.ly/1b1KPzl>

Grant, Adam M. and Pollock, Timothy G., (2011), “Publishing in AMJ-Part 3: Setting the Hook”, Academy of Management Journal, Vol. 54 Issue 5, 873-879.

Medium.com, (2015) How to Write Paragraphs in research texts (articles, books and PhDs) <http://bit.ly/1AGSKva>

Medium.com, (2015) Designing ‘attention points’ in academic work Four principles for improving how you display tables, graphs, charts and diagrams <http://bit.ly/1EK5fLZ>

Ragins, B. R., (2012), “Editor's Comments: Reflections on the Craft Of Clear Writing”, Academy of Management Review, Vol. 37 Issue 4, 493-501.

Taylor, D. and Procter, M., “The Literature Review: A Few Tips on Conducting it”, University of Toronto, http://www.writing.utoronto.ca/images/stories/Documents/literature-review.pdf

The Writing Center, (2015), “Additional Handouts and Resources”, <http://writingcenter.unc.edu/handouts/>

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| **Module #3: Challenges and Strategies for Finishing Research & Beyond** | | | | | |
| **Date: Saturday 4 May, 2018** | | | | | |
| **#** | **Time** | **Session Style** | **Topic** | **Assessment Task?** | **Leader(s)** |
| #3.1 | 9-10.30am | Seminar | Pitching Research for Engagement & Impact | No | Walsh\* |
| #3.2 | 11am-12.30pm | Seminar | Tips for building an Online Research Profile | No | Benckendorff |
| #3.3 | 1.30-3pm | Seminar | What are examiners, journal editors & referees looking for? | No | Walsh |
| #3.4 | 3.30-5pm | Seminar | “Tips & tricks with Endnote & Evernote” | No | Karina Honey (tbc)  Daniela Buce (tbc) |
| **Date: Sunday 5 May, 2018** | | | | | |
| **#** | **Time** | **Session Style** | **Topic** | **Assessment Task?** | **Leader(s)** |
| #3.5 | 9-10.30am | Seminar | Credibility/Reproducibility Crisis | No | Walsh |
| #3.6 | 11am-12.30pm | Student  Presentations | Pitch presentations  (Mod #2 homework (Item C)) | 10% |  |
| #3.7 | 1.30-3pm | Seminar | Essential strategies for research career success | No | Walsh |
| #3.8 | 3.30-5pm | Student Presentations | Pitch presentations  (Mod #2 homework (Item C)) | 10% |  |

\* Kastelle YouTube: <https://youtu.be/QaetiUyxbp0>

**Reading**

Bradbury, M., (2012), “Why you don’t get Published: An Editor’s View”, Accounting and Finance, 52, 343–358.

Clarkson, P., (2012), “Publishing: Art or Science? Reflections from an Editorial Perspective”, Accounting and Finance 52, 359–376.

Faff, Robert W. and Kastelle, Tim, Pitching Research for Engagement and Impact (July 22, 2016). Available at SSRN: <http://ssrn.com/abstract=2813096>

Mullins, G. and Kiley, M., (2002), “‘It's a PhD, Not a Nobel Prize’: How Experienced Examiners Assess Research Theses”, *Studies in Higher Education* 27, 369-386.

Munafo, M., et al. (2017), “A Manifesto for Reproducible Science”, *Nature Human Behaviour* 1, 0021.

Rekker, S., (2016), “Converting planetary boundaries into action, a new approach to meeting global greenhouse gas targets: A pitch”, Journal of Accounting and Management Information Systems 15, No. 1, 160-167.

Unda, L., (2015), “Board of Directors Characteristics and Credit Union Financial Performance: A Pitch”, *Accounting & Finance* 55, 353-360.

Wallin, A. and Spry, A., (2016), “The role of corporate versus product brand dominance in brand portfolio overlap: A Pitch”, *Journal of Accounting and Management Information Systems* 15, No. 2, 434-439.

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| **#** | **Assessment Item/Deliverables** | **Due Date** | **Assessment Weight** |
| A | **Reverse Engineered pitch template on Key Paper:** using **PitchMyResearch.com** reverse engineer a pitch based on the **most relevant empirical paper** to your main research interest or potential thesis topic, recently published in a quality journal.  **Deliverable(s):** completed 2-page template & presentation in Mod #2. | **Template:** 6 April  **Presentation** (8-10 mins)**:** 7-8 April | 10%  10% |
| B | **Reverse Engineered pitch template on Seminal paper:** using **PitchMyResearch.com** reverse engineer a pitch based on a “**seminal**” paper most relevant to your main research interest or potential thesis topic.  **Deliverable(s):** completed 2-page template. | **Template:** 16 April | 10% |
| C | **Personal pitch template:** using **PitchMyResearch.com** write a **new** original “pitch” relating to (**a part of**) your thesis & email to Faff (using 2-page template from Faff (2017))  **Deliverable(s):** completed 2-page template & presentation in Mod #3. | **Template:** 3 May  **Presentation** (8-10 mins)**:** 4-5 May | 10%  10% |
| D | **Writing craft etc/ Module#2-related assignment:** write up a summary of a topic chosen (pre-confirmed by Faff) from relevant tweets sourced from Twitter (eg @FaffRobert)[[1]](#footnote-1) & give associated in-class presentation (send email seeking confirmation of topic by 30 April)  **Deliverable(s):** completed 2-page summary of assigned topic. | **2-pager:** 13 May | 10% |
| E | **Social Media & academic visibility assignment:** choosing at least one relevant social media forum (eg LinkedIn, Twitter, …) choose a scholarly theme VERY closely related to your primary research interest(s), and create a social media “presence”. Your goal is to create an online visibility around how you would like the academic community (initially your RBUS cohort) to perceive your scholarly ‘existence’/‘footprint’. For example, this could be built around re-tweeting interesting relevant tweets that have underlying helpful content (eg articles, posts, tools, resources); creation of your own “content-driven” posts and/or tweets of your posts, and so on. NB: on average you should **NOT** devote more than 30-minutes per day on this task, aiming to (where possible) re-capture some of those “lost” minutes that we all have each day (eg standing in a coffee queue). | **Deliverable:** an accumulated body of relevant and meaningful tweets, posts, social media interactions, … located within your chosen social media forum(s)  **Due:** 1-month window (ending no later than 15 June) | 10% |
| F | **Journal submission:** “Pitching Research Letters” journal submission  Using Unda (2015), Rekker (2016), Wallin & Spry (2016) as guides,\*\* write up a 6-page journal “letter” built around the template delivered in either assessment item #A or #B or #C above. The reflective narrative part of the letter should convey the “story” that includes as relevant context, the RBUS6914 “experience”.  **Deliverable:** completed 6-page letter & submission to Journal of Accounting and Management Information Systems | 15 June 12 noon | 30% |
|  |  | **TOTAL** | 100% |

1. Also: @WriteThatPhD; @LSEImapctBlog; @SUWTues; @PhDForum; @FromPhDLife; @phdwriteup; @online\_academic; @ThomspnPat; #phdchat; #ecrchat; #acwri; #phdadvice [↑](#footnote-ref-1)