



I. 基本信息

课程代码	311457	学分/学时	3/48
先修课程	管理学(本科)	并修课程	无
开课学期	2023-2024 学年第一学期		

II. 教师信息

主讲教师：陈志俊

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III. 课程描述

In-depth study of the foundations of management research using examples from organizational behavior and other related management disciplines. Overall, I hope that before taking this course, students are curious in asking a lot of questions about current practices of research in management and related field, e.g., psychology, sociology, economics, political science, etc., such as:

- ✧ What is science? Is behavioral science a kind of science? Is research in management scientific enough?
- ✧ Why sometimes we have to reject null hypotheses (e.g., in regression analyses), but sometimes we have to confirm hypotheses (e.g., in CFA and SEM)?
- ✧ All theories are about causality. But... what exactly is causality?
- ✧ Why are the research practices and requirements always changing? Why different disciplines, different journals have different research practices and requirements? Which one is the best?
- ✧ What is “mainstream”? What is “mainstream” in behavioral science? What is “mainstream” in management?
- ✧ Why many students do not believe that they can improve their managerial skills by reading more academic articles?

At the end, I hope that students can at least have good and sound answers to these kinds of questions.

IV. 教学资料

其它包括:

1. 案例和其他资料

教材名称	主编	出版单位	出版时间	ISBN 号
Engaged scholarship: A guide for organizational and social research.	Van de Ven, A. H.	Oxford University Press	2007	9780199226306

2. 学员可以在学校的 BB (BlackBoard) 系统上下载到课程资料, 包括教学大纲、教学进度、阅读资料和有电子版授权的教学案例。

参考阅读

1. Salsburg, D. *The lady tasting tea: How statistics revolutionized science in the twentieth century*
2. Schultz, D. P., & Schultz S. E. *A history of modern psychology*

期刊列表

管理学 (国际A或A-):

1. Journal of Applied Psychology (A)
2. Academy of Management Journal (A)
3. Academy of Management Review (A)
4. Administrative Science Quarterly (A)
5. Organization Science (A)
6. Strategic Management Journal (A)
7. Organizational Behavior and Human Decision Processes (A-, usually A in more disciplinary based department such as Columbia)
8. Journal of International Business Studies (A-, A in some schools such as CUHK)
9. Management Science (A)
10. Journal of Personality and Social Psychology (A)
11. Psychological Science (A)
12. Journal of Management (A-, A in some schools and is increasing in status)

相关学科(国际A):

1. American Sociological Review (Sociology)
2. American Journal of Sociology

- (Sociology)
3. Econometrica (Economics)
4. Quarterly Journal of Economics (Economics)
5. American Economic Review (Economics)
6. Psychological Review (Psychology: Multidisciplinary)
7. Psychological Bulletin (Psychology: Multidisciplinary)
8. Science (Science: Multidisciplinary)
9. Nature (Science: Multidisciplinary)
10. Proceedings of the National Academy of Sciences of the United States of America (Science: Multidisciplinary)
11. Cognition (Psychology: Experimental)
12. Journal of Experimental Psychology: General (Psychology: Experimental)
13. MIS Quarterly (Information System)
14. Journal of Marketing Research (Marketing)
15. Journal of Consumer Research (Marketing)

V. 课程学习目标 (CLOs):

通过本课程学习，希望可以帮您在以下方面获得能力提升：

- CLO 1. 介绍管理学尤其是组织行为学的思想脉络，并把脉未来发展趋势
- CLO 2. 针对管理学的主要理论与概念，提出有趣的研究问题
- CLO 3. 清楚表达研究问题，包括撰写高质量研究论文的能力和技巧
- CLO 4. 针对研究问题，具有建设性的建议意见，成为一名出色的审稿人
- CLO 5. 通过知识分享、工作分担和共同成长，成为一个受欢迎的合作者

通过本课程，学员将达到以下几个方面的提升：

课程学习目标 (CLO)	项目学习成果指标 (LO)
CLO 1. 介绍管理学尤其是组织行为学的思想脉络，并把脉未来发展趋势	LO 5.1
CLO 2. 针对社会心理学的主要理论与概念，提出有趣的研究问题	LO 5.1
CLO 3. 清楚表达研究问题，包括撰写高质量研究论文的能力和技巧	LO 5.2
CLO 4. 针对研究问题，具有建设性的建议意见，成为一名出色的审稿人	LO 2.3;
CLO 5. 通过知识分享、工作分担和共同成长，成为一个受欢迎的合作者	LO 3.1

VI. 教学活动 (TLAs)

TLA 1. 互动式授课

教师在课堂上讲解高级社会心理学领域的关键概念和理论，启发学生思考；同时，教师也会邀请和鼓励分享看法和研究计划。

TLA 2. 课堂练习

基于具体授课专题的内容，教师会在课堂上让学生参与一些个人练习（如对某主题论文的点评与分析），以此加深学生对相关概念和理论的理解以及利用理论解决实际问题的能力。在分享练习结果的过程中，学生的表达能力、倾听能力以及多角度思维和创新思维也会得到提高。

TLA 3. 专题讨论

教师给每个授课专题配备相应的学术论文或专著章节，要求学生提前阅读并根据教师给出的问题进行分析 and 小组讨论。课堂上，各小组将在教师的引导下分享各自的分析和讨论结果，最后由教师进行点评和总结。专题分析与讨论既是一个知识、经验整合与应用的过程，又是不同观点碰撞与融合的过程，学生的判断力、决策力以及逻辑思维和创新思维都会得到提高。

TLA 4. 个人作业

每位学生会按照课程安排撰写小点子报告。要求学生能够结合所阅读的文献的提出具有理论意义的重要问题和研究计划，并开展研究设计。

TLA 5. 自学

要求学生按照课程进度阅读推荐教材中的相应章节和其他阅读资料。

各项教学活动所需学时及工作量

教学活动	预期学时	占总工作量的百分比
TLA 1. 互动式授课	14	30%
TLA 2. 课堂练习	10	22%
TLA 3. 专题讨论	8	17%
TLA 4. 个人作业	8	17%
TLA 5. 自学	6	13%
合 计	46	100%

VII. 评分方式

序号 评分方式 权重 对应的课程学习目标

1	课堂参与 (Class participation)	15%	CLO 3、4
2	引导讨论 (Discussion leader)	15%	CLO 2、4
3	小点子 (Thought paper X 2)	20%	CLO 1、2
4	论文审稿 (Paper review)	15%	CLO 1、2、3
5	课程论文 (Term paper X 1)	25%	CLO 1、2、4
6	加分项： 引导讨论时表现出领导力 2% 与同学合作完成高质量小点子或课程论文 2% 用实验、深度访谈或 Scenario experiment 的方式对一项研究进行 replicate 6%	10%	CLO 1、2、3、4

VIII. 课程规则

本课程不允许学生的任何学术不端行为。一经确认，该项成绩以零分计。本课程所指的学术不端行为包括 (但不限于)抄袭和作弊。

IX. 教学计划

Session	Topic	Preparation
1	Introduction & Philosophy of Science	Engaged Scholarship Chapter 2
2	Why theory?	See reading list on BB & Engaged Scholarship Chapter 3
3	Reasoning & Problematization	See reading list on BB
4	Grounded Methods of Problem Formulation	See reading list on BB
5	From Inductive -> Deductive (i.e., inductive generates constructs and/or hypotheses)	See reading list on BB
6	From Deductive -> Inductive -> Deductive	See reading list on BB
7	Develop a Research Proposal	See reading list on BB & Submit research problem & proposal recipe
8	Building a Theory	Turnover literature
9	Justifying & Falsifying a Theory	See reading list on BB
10	Evaluating and Improving Research Designs	See reading list on BB & Submit research design
11	Implementing Research and Problem Solving	See reading list on BB
12	TBD	
13	TBD	
14	Writing & Publishing Crafts;	JoM example
15	Reviewing and Evaluating Research Proposals	JBR example + JAP example
16	In-class Presentation	

X. 课程评分标准

序号	主题	权重	说明
1	课堂参与 (Class participation)	15%	1% * 15
2	引导讨论 (Discussion leader)	15%	
4	小点子 (Thought paper X 2)	20%	每篇小点子论文 10%
5	论文审稿 (Paper review)	15%	同学小点子论文 5% + 同学课程论文 10%
6	课程论文 (Term paper X 1)	25%	
7	加分项	10%	引导讨论时表现出领导力 2% 与同学合作完成高质量小点子 或课程论文 2% 用实验、深度访谈或 Scenario experiment 的方式对一项研 究进行 replicate 6%

我的期望与评分标准¹

课堂参与和引导讨论

Becoming a scholar requires that doctoral students be able to *ask and answer* complex, thought-provoking and interesting questions. Therefore, class participation provides an important opportunity for developing these professional skills. The class participation grade will depend on your contribution to class discussions throughout the course.

Notes to leaders...

Please review the list of topics and readings carefully to determine which sessions you would like to lead. The leader role requires you to: (1) provide a brief overview of the discussion topic at the beginning of the class, (2) prepare a set of discussion questions for class discussion, (3) regulate the class flow and discussion, (4) solicit input from all students, and (5) promote discussion across articles and across weeks.

Each student should try to serve as discussion leader at least twice throughout the semester, such that we would have at least two discussion leaders during each class session. Here are some key duties of the discussion leaders:

- *Discussion leaders should ensure our discussion doesn't have any dead spots* – in other words, discussion leaders should think up enough “backup” questions that are likely to inspire discussion among the students, should discussion of the articles (and research ideas) stop before the end of class. (Note: this can include the discussion leader discussing how to apply the week's theory to his/her own research idea, and getting feedback from the class on it.)

- *Discussion leaders should circulate a 2-4 page summary of the week's readings.* The purpose of this is to provide a quick sheet people can look at and get the gist of the week's readings, without having to go back to the paper to re-read it in its entirety (think of it as a cheat-sheet for comps). Focus on what the “big ideas” or takeaway points are in each paper, and, where applicable (i.e. for empirical articles), the findings.

- *Discussion leaders can use any other presentation tools they like*, such as PowerPoint and/or additional handouts (as appropriate – i.e., don't use PowerPoint just for the sake of using PowerPoint if a handout would work instead).

¹ 这部分就不用中文翻译了

- Performance as a discussion leader will become part of your participation grade.

Notes to participants...

When you are not facilitating, you should still be prepared for each session. You should read assigned articles and chapters, be prepared to answer discussion questions, and generate your own questions. High quality contributions involve actively working during class to apply, analyze, synthesize, and evaluate course material.

Careful reading and preparation for each class should include:

- ✧ Ability to define key theoretical terms and constructs
- ✧ Ability to identify and explain key underlying theoretical mechanisms
- ✧ Ability to summarize research findings for each article
- ✧ Ability to synthesize across articles and across weeks.

A key element in a PhD education is to think critically – i.e., you should not just take whatever article you read and accept it and then move on to a different article and read it wholly independent of what the other article said. The articles you read each week can have implications for the other articles in each week – think about how each article in the week’s readings could be used to enhance (or criticize) the other week’s readings. As we move through the semester, try to do some “big picture” thinking about the readings across weeks, including be able to relate work in a particular week to work in other weeks already discussed. What are the parallels, differences, comparisons, contrasts? Do the various papers create similar findings, or different? How would you integrate that week’s readings with any of the various readings we’ve discussed so far?

A lot of literatures are developed in isolation from each other, so being able to bridge various theories via this “big picture” thinking can be very generative in terms of providing integration to the field and inspiring new research ideas.

Be respectful of your classmates.

It is our goal to create a classroom climate that is supportive, inclusive, and conducive to learning. Given the importance of participation to class discussion for this course, it is also important to be respectful of others' opinions. We would benefit from an open learning environment through which our understanding of the issues will become enriched by multiple perspectives.

小点子

Throughout this semester, every four weeks you need to submit a 1 page (single-spaced) “thought paper” regarding the readings. You are expected to describe one potential idea that has the potential to turn into a solid submission to top-tier journal. This idea can be inspired by the readings (including the “big picture” ideas mentioned above), and/or critiques of the readings. Deadlines of each thought idea can be found in the course plan above. Name your Word file with the theory or topic of that week and your name (e.g., Selfperception_Zhijunchen). Your 1st thought paper will be shared with 1 classmate so that s/he can provide constructive suggestions to you.

小点子 – 审稿

You are expected to score one thought paper submitted by your classmates with 10 indicating that a given paper is “Extremely thoughtful and well-written”. The scores of each thought paper should be submitted to me based on the deadline (see course plan above).

Note for being a constructive reviewer

The professional review process both hones your ability to think critically about your own work and assists others in crafting quality manuscripts. When you write your review, please: a) succinctly summarize the paper (e.g., theory and contributions); b) identify the strengths (conceptual and/or methodological); c) identify the weaknesses (theoretical and/or methodological); d) suggest how the piece can be improved (theoretically and/or methodologically) and extended (in terms of new, interesting ideas for future research). Please place more emphasis on c) and d). Your review should be around 1-2 pages (single-spaced and printed on both size of a paper).

When I read your review, here are what I am looking for:

- ✧ Thoroughly identify conceptual strengths and problems in the paper
- ✧ Focused on key substantive issues (as opposed to only the minor but obvious problems)

- ✧ Constructively suggest changes
- ✧ Provide useful feedback for your classmates to revise the thought paper and term paper

课程论文

The term paper will consist of an APA/AMJ-type paper that 1) reviews and synthesizes literature, 2) critiques literature, 3) proposes new theory or extends an existing theory and 4) clearly describes how the theory may be tested including a) research design, b) construct operationalization, c) variable measurement, d) proposed statistical tests and e) expected results. The relationship of this paper to the content of this course should be clear. The final paper is due on Nov 14th. During the last two class meetings, you will present your preliminary ideas in class. We'll provide feedbacks to help you to improve. The goal is to generate a paper that is potentially publishable at a good journal.

Your term paper will be evaluated according to the following standards:

a. Conceptual Adequacy

- ✧ How effective is the conceptual frame provided for the study?
- ✧ How creative are the research questions posed—to what extent does the study address interesting, important but unanswered questions or unexplored areas? To what extent does the study open up new areas for research?
- ✧ How logically do the hypotheses fit with the existing research and the new ideas suggested?
- ✧ How appropriate is the literature review given the study's purpose and hypotheses?
- ✧ How well are key constructs defined/explained?
- ✧ How tight is the logic in integrating previous research and new ideas?
- ✧ To what extent are superfluous topics/ideas discussed? (These should not be included.)
- ✧ How well are the study's limitations addressed in the discussion section?

b. Technical Adequacy

- ✧ To what extent do the procedures actually test the hypotheses proposed?
- ✧ How internally valid is the study design? What mechanisms/procedures are used to control for confounds? To what extent does the study

methodology complicate/facilitate interpretation of possible study results?

✧ **How appropriate are the planned statistical tests?**

c. Clarity/Organization/Professionalism

✧ **How closely does the proposal adhere to professional writing standards?
How closely does the paper adhere to AMJ submission standards?**

✧ **How precise is the author's word use? How many spelling errors are in the manuscript?**

✧ **How logical/orderly is the flow of ideas throughout the paper?**

Another goal of the course is to improve your writing and analytic skills. Academic careers hinge on the ability to write well and resilience in obtaining negative/critical feedbacks. This also entails having the stamina to endure the review/revision process. Feedback will be provided to you to improve your initial proposal (submit your proposal before Oct 24th). I will return the proposal with comments by the next week or so to ensure that you have over a month to revise the proposal. You must prepare a typewritten, point-by-point response to the reviews and submit this with a cover letter and your final version at 4pm Nov 14th, 2019.

Research proposals, submission letters, and responses to the reviewers will be evaluated according to their conceptual adequacy; technical adequacy; and clarity, organization, and professionalism.

Penalty for late submissions

Scores for late submissions will be discounted 10% point per every 6-hour period after the due time (e.g., If a paper is submitted at 5:15pm, 10% of the score of that paper would be taken off. If a paper is submitted at 1:11am, 20% of the score of that paper would be taken off.)