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Academic experience: Introduction to issues

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Developing a Personal Research Program

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&
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Who Are You?

- What is the Goal for Your Research/Career?
- What ‘Category’ of Research Do You Want to Undertake?
<table>
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<th>Issues</th>
<th>Developing Knowledge</th>
<th>Defending Knowledge</th>
<th>Disseminating Knowledge</th>
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</thead>
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<td>1. Goal/Objective</td>
<td>• Scientific pursuit of models to explain complex behavior</td>
<td>• Testing hypothesis</td>
<td>• Solve pragmatic management/marketing problems</td>
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<td></td>
<td>• Development of a theory to provide insight into future managerial decisions</td>
<td>• Quantification of theory/proposition</td>
<td>• Assists managers on how to learn to make decisions</td>
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<td></td>
<td></td>
<td>• Application of most applicable statistical methods</td>
<td>• Deal with complexity of reality</td>
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<td>2. Focus/Methods</td>
<td>• Identification of constraints</td>
<td>• Data collection and analysis</td>
<td>• Experience base of research</td>
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<td></td>
<td>• Construct validity and reliability</td>
<td>• Reducing methodological bias</td>
<td>• Observation of others</td>
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<tr>
<td></td>
<td>• Cause and effect relationships</td>
<td>• Producing generalizable findings</td>
<td>• Findings of other researchers</td>
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<td></td>
<td>• Theory development</td>
<td>• Test theory</td>
<td>• Creative insights</td>
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<td></td>
<td>• Structure to complex behavioral processes</td>
<td>• Provide evidence to instill confidences in theory</td>
<td>• Case studies</td>
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<td>3. Value/Contributions</td>
<td>• Relationships between variables</td>
<td>• Provide justification for administrative action</td>
<td>• Solution format for pragmatic problems</td>
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<td></td>
<td>• Establishes what needs to be measured</td>
<td>• Representativeness of targeted population</td>
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<td></td>
<td>• Means for replication</td>
<td>• Time-locked nature of findings</td>
<td></td>
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<tr>
<td></td>
<td>• Theory development detached from practical experience</td>
<td>• Limitations of methods given sample constraints</td>
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<td>4. Problems/Limitations</td>
<td>• Simplification of complexities</td>
<td></td>
<td>• Support from practicing managers/organizations</td>
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<td>• Lack of foundation to allow replication</td>
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<td></td>
<td>• Too idiosyncratic</td>
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<td></td>
<td>• Situations and environments change</td>
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<tr>
<td>5. Outcome/Journal</td>
<td>• A theory base to be applied to complex situations</td>
<td>• Defense/modification of predictive ability of theory</td>
<td>• Assistance to practicing managers to solve pragmatic problems</td>
</tr>
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**The Goal of Academic Inquiry**

- **Developing Knowledge**
  - Scientific pursuit of models to explain complex behavior
  - Development of a theory to provide insight into future managerial decisions
  - Identification of constraints
  - Construct validity and reliability
  - Cause and effect relationships
  - Theory development
  - Structure to complex behavioral processes
  - Relationships between variables
  - Establishes what needs to be measured
  - Means for replication
  - Theory development detached from practical experience
  - Simplification of complexities
  - A theory base to be applied to complex situations

- **Defending Knowledge**
  - Testing hypothesis
  - Quantification of theory/proposition
  - Application of most applicable statistical methods
  - Data collection and analysis
  - Reducing methodological bias
  - Producing generalizable findings
  - Test theory
  - Provide evidence to instill confidences in theory
  - Provide justification for administrative action
  - Representativeness of targeted population
  - Time-locked nature of findings
  - Limitations of methods given sample constraints
  - Defense/modification of predictive ability of theory

- **Disseminating Knowledge**
  - Solve pragmatic management/marketing problems
  - Assists managers on how to learn to make decisions
  - Deal with complexity of reality
  - Experience base of research
  - Observation of others
  - Findings of other researchers
  - Creative insights
  - Case studies
  - Solution format for pragmatic problems
  - Support from practicing managers/organizations
  - Lack of foundation to allow replication
  - Too idiosyncratic
  - Situations and environments change
  - Assistance to practicing managers to solve pragmatic problems
“Many, if not most, Major Scientific Discoveries are Flashes of Perceptual Insight/Creativity and are Not the Result of Following some Rigorously Prescribed Procedure or Research Process.”

(Shelby Hunt)
Discovery vs. Justification

Context of Discovery
- Observation
  - Record Data
  - Classification
    - Induce Generalizations
- Speculation
  - Assumptions
    - Hypothetical Mode
  - Deduce Generalizations
- Eureka!
- Dreams

Context of Justification
- Induce Generalizations
- Laws
- Theories
- Empirical Testing
  - Explanation
- Prediction
  - Understanding
- Formalization
- Control
  - Research Hypotheses
Changes Taking Place in the Research Environment

- Length of Review Process and Consequences for Junior Researchers
- Significant Increase in Requests for Revision and the Resulting Aftermath
- Role of Reviewer (Not Considered Doing Their Job if They are not Negative)
- Reducing Potential Value of the Double-Bind Review Process
Changes Taking Place in the Research Environment (Con’t)

- Consolidation of Ownership of Journals/Outlets (Ramifications)
- Method Becoming the Message
- “Substitution” Effect of Electronic Journals Over Existing Journal Formats Over Time
- Advocates/Zealots vs. Researchers (Emotion vs. Rationality)
- Proliferation of Special Issues
Changes in the Research Environment (cont’)

- “Incrementalism” vs. Innovation
- Globalization of Business Research and the Impact on Researchers/Journals (Number of Submissions)
- Impact of ‘Network of Researchers’ Effect
- Increased Formalization and Role of Gatekeepers that Reduces Innovation and Newness in the Profession
- Increased Utilization of Journal “Lists”…Negative Impact
Creative Self Assessment

- I am Comfortable with Ambiguity
- I am Attuned to the Rhythms of My Intuition
- I Thrive with Change
- I Enjoy Riddles, Puzzles, and "Un-solvable" Problems
- I Spend Sufficient Time on my Own
Creative Self Assessment (con’t)

- I Trust My Intuition
- I am "Comfortable" Balancing Contradictory Ideas in My Mind
- I Delight in Paradox and am Sensitive to Irony
- I Appreciate the Importance of Conflict in Inspiring Creativity
Opportunities for Creativity

- The Unexpected - The Unexpected Success, the Unexpected Failure, the Unexpected Outside Event
- The Incongruity - Between Reality as it Actually is and Reality as it is Assumed to Be or as it “Ought to be”
- Creativity Based on Process Need - Does not Start with a Need in the Environment...It “Perfects” a Process that Already Exists... Replaces a Link that is Weak... Redesigns an Existing Old Process by Supplying the Missing Link
- Changes in Industry Structure or Market Structure - That Catches Everyone Unaware or Unprepared
Demographic Changes - Vital Characteristics of the Marketplace are Different than in the Past

Changes In Perception, Mood and Meaning - The Predisposition of the Customer, Society or Governing Bodies is Modified... Attitude Shift may be Based on Fact or Perception

New Knowledge, both Scientific and Non-scientific - New Technology or Application of Technology to a New Set of Problems
Increasing Your Core Research Capabilities

- Learn to “Read/Speak Latin” and Use it Frequently
- Learn to “Read Music”...Play the Piano Well!
- Learn the “Value” of a Network of Collegial Researchers (Similar Goals/Compatible Capabilities & Competencies)
- Learn to Read Outside Your Discipline...Transmigrate Ideas to Your Field
- Learn to Work through Your Unique Research Process
Increasing Your Core Research Capabilities (con’t)

- Learn to Incorporate Discipline into Your Daily, Weekly, Monthly Research Routines
- Learn to Work at the Intersections of Disciplines
- Learn to Spend the Necessary Time to Accomplish Your Research Goals
- Learn to be Curious and to Use Your Curiosity to Differentiate Your Research from Others
- Learn to Keep Learning During Your Research Program (Need for Guidance during this Process)
Mentoring...a personal relationship in which a more experienced (usually older) group/organizational member acts as a guide, teacher, role model, &/or sponsor of a less experienced (usually younger) member of an organization... mentoring at personal, organizational, and professional levels.
Quality Mentors Provide

- Coaching providing the inspiration to succeed
- Facilitating career opportunities and options
- Counseling about personal, organizational, and professional options and “what if “ scenarios
- Providing access to networks both within and outside the organizations
- Challenging protégé’s ideas, encourage learning and knowledge development and different ways of thinking/unlearning/learning
Quality Mentors Provide

- a developmental prospective for the future and career opportunities/options
- the incentives to broaden horizons and in some cases be the inspiration to the protégé to continue to grow professionally
- assistance and means to cope with set-backs, failures, and change in the organization
- Reduce organizational isolation and act as a soundboard for ideas of the protégé
- Help overcome barriers to personal/professional growth
Mentoring needs to be delivered by someone who is trusted and credible to the protégé.

Mentoring is a long-term process and hence a long-term commitment and perspective is need by the mentor.

Mentoring is a proactive, planned activity designed to improve the protégé and ultimately the organization.

Mentoring should have defined goals.
Qualities Found in Mentoring Relationship (con’t)

- Willingness to allow the protégé to make their own mind-up and in some cases contradicting to the mentors advice

- Provide a learning environment where knowledge, skills and abilities are transferred from one to another

- Protégé recognizing the value and importance of the mentoring relationship and letting the mentor know

- Psychic income becomes one of the primary rewards and/or paybacks to the mentor

- There may be times when ‘reverse/reciprocal mentoring’ is appropriate in the mentoring relationship
You and Your Mentor

- Level of Mentoring: Personal, Organizational and Professional
- Types of Support to Protégé: Cognitive, Network, Social, Emotional, and Political
- Types of Mentors: Traditional, Reverse, and Reciprocal
Mentoring Outcomes (Mentor)

- Internal Satisfaction from Using Accumulated Wisdom & Skills
- Rejuvenation of Careers (Energy of Protégé)
- Source of Recognition from Peers (Success of Protégé)
- Increase Professional Satisfaction and Fulfillment
- Improved Job Performance
- Heightened Job and Career Success
- Inculcating Organizational Culture/Climate
Mentoring Outcomes (Protégé)

- Increase Organizational Visibility
- Increase Probability of Promotion Increase Income
- Increased Job Mobility
- Increased Career Satisfaction
- Increase Organizational Socialization
- Increase Access to Key Organizational Managers
- Increase Level of Self Efficacy
Welcome to a World where Imagination is the Source of Value in the Economy

(Tom Peters)

Success Consists of Going from Failure to Failure without loss of Enthusiasm.

(Winston Churchill)
Developing a Personal Research Program

Michael Harvey
Professor of Global Business
Bond University

“Pay it Forward”
## Proposed Categories of Researchers

<table>
<thead>
<tr>
<th>Stage of the Research Process</th>
<th>Conceptualist</th>
<th>Theorist</th>
<th>Integrationist</th>
<th>Quantificationist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td>Ideas, Concepts</td>
<td>Structure</td>
<td>Supporting Theory Allied Disciplines</td>
<td>Testing</td>
</tr>
<tr>
<td><strong>Throughput</strong></td>
<td>Problem Solving</td>
<td>Definition Causal Relationships and Hypothesis</td>
<td>Relationships</td>
<td>Methods/Techniques</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Identification of Issues</td>
<td>Models/Relationships</td>
<td>New Insight From Allied Theory</td>
<td>Verification</td>
</tr>
</tbody>
</table>
‘Unique’ Research Process

- Development of Multiple Research Streams that Intersect
- Background Reading in General
- Development of an Understanding of the Missing and/or Contradictory Findings
- Development of a General Outline of the Topics to be Covered
- Development of Visual Depiction of What is the ‘Problem Area’
- Deeper Investigation of the Literature that Is Available
- Letting Idea and Insights ‘Bake’ for Some Period of Time
- Development of Detailed Outline of the Paper
- Atmospherics and Writing the Paper
‘Unique’ Research Process (con’t)

- Attempt to Write 80% of the Paper in a Very Short Period of Time (Write for a Specific Journal to Position the Paper)
- Get Coauthors Involved at this Point
- Have Coauthors Make 20% Contribution and Editing
- Review Article for Flow and Strength of Arguments (Edit)
- Send Out for ‘Friendly’ Reviews
- Make Content Changes
- Send to Journal for Review
- Immediately Input Recommendations for Editing Paper
- WAIT!
Potential Trends and Their Impact on Global Business Research

- "Frame-breaking" Consequences of Globalization
- Emerging/Transition Markets
- Hypercompetitive/Dynamic Competition
- Consolidation of Markets and Competition in Global Industries
- Non-evolutionary/Discontinuous Learning
- Greater " Intervention " of Non-interacting Third Parties in Business Activities
Characteristics of Research with The Potential for Long-Run Impact

 Well Grounded Theory
 Subtle and Seemingly Small Independent Variables
 Large Effects on Important Dependent Variables
 Work that Captures the Spirit of the “Times” but Before Other Studies have Done so
 Clever, Realistic, and Innovative Procedures
 Phenomena of Importance to Everyday Interests

Most Importantly, Research that Creates Discomfort with Existing Understanding/Knowledge, Research that is Obnoxious and having a High Discomfort Level!
Developing a Research Program/Plan

- Development of a Research Network of Colleagues (Multiple Goals)
- Development of a ‘Unique’ Research Process
- Development of an Annual Research Plan (Accepted, Under Review, Developmental)
- Development of a Project Tracking Mechanism
- Development of a 3-5 Year Research Program
<table>
<thead>
<tr>
<th>Identification of Problem Area</th>
<th>General Reading</th>
<th>Creative Insight</th>
<th>Literature Review</th>
<th>‘Gap’ Analysis of Literature</th>
<th>General Topic Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
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<tr>
<td>Project 2</td>
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<tr>
<td>Project ‘n’</td>
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<tr>
<td></td>
<td>Maturation of Topic</td>
<td>Development of Exhibit/Tables</td>
<td>First Draft (80%) Coauthor (20%) Editing</td>
<td>Friendly Review Revision Suggestion</td>
<td>External Review R/R Rejection Revision</td>
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Here is to Those Who are Different

Understanding Differences
Here's to the crazy ones
The misfits, the rebels, the troublemakers
The round pegs in the square holes
The ones, who see things differently
They are not fond of rules and they have no
Respect for the *Status Quo*
You can quote them, disagree with them, glorify or vilify them
But the only thing you can't do ... is ignore them
Because they change things
They push the human race forward
And while some may see them as the crazy ones
I see genius because the people who are crazy enough
To think they can change the world and
Are the ones who do!
Select Any Five Reasons that You Want and God Would Not Be Successful Academically

1. He only has one major publication.
2. It was in Hebrew.
3. It had no references.
4. It wasn't published in a preferred journal.
5. Some even doubt he wrote it by himself.
6. It may be true that he created the world, but what has he done since then?
7. His cooperative efforts have been quite limited.
8. The scientific community has had a hard time replicating His results.
9. He never applied to the ethics board for permission to use human subjects.
10. When one experiment went awry, he tried to cover it up by drowning his subjects.
11. When subjects didn't behave as predicted, he deleted them from the sample.
12. He rarely came to class, just told students to read the book.
13. Some say he had his son teach the class.
14. He expelled his first two students for learning.
15. Although there are only 10 requirements, most of his students failed his tests.
16. His office hours were infrequent and usually held on a mountaintop.