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 (weekend) modules 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Scheduled Dates</th>
<th>Scheduled Days</th>
<th>Scheduled Start Time</th>
<th>Scheduled End Time</th>
<th>Venue</th>
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<tr>
<td>Research Process in Business: MOD#1</td>
<td>22/02/2020</td>
<td>Saturday</td>
<td>9:00 AM</td>
<td>5:00 PM</td>
<td>39A-201 - General Purpose North 3, Collaborative Room</td>
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<td>Research Process in Business: MOD#1</td>
<td>23/02/2020</td>
<td>Sunday</td>
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<td>39A-201 - General Purpose North 3, Collaborative Room</td>
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<tr>
<td>Research Process in Business: MOD#2</td>
<td>4/04/2020</td>
<td>Saturday</td>
<td>9:00 AM</td>
<td>5:00 PM</td>
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<tr>
<td>Research Process in Business: MOD#2</td>
<td>5/04/2020*</td>
<td>Sunday</td>
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<td>16/05/2020</td>
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* suggested date for self-directed study or alternative date agreed by the Course Leader
Module #1: Challenges and Strategies for Starting Research

Date: Saturday 22 February, 2020
Venue: 39A-201 - General Purpose North 3, Collaborative Room

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Session Style</th>
<th>Topic</th>
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<th>Leader</th>
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<tr>
<td>#1.1</td>
<td>9-10.30am</td>
<td>Seminar</td>
<td>Introduction/Generating Research ideas</td>
<td>No</td>
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<td>#1.2</td>
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<td>Group Work</td>
<td>Relating to Topic #1.1</td>
<td>No</td>
<td>Faff</td>
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<tr>
<td>#1.3</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>Pitching Research - Basics</td>
<td>No</td>
<td>Faff</td>
</tr>
<tr>
<td>#1.4</td>
<td>3.30-5pm</td>
<td>Group Work</td>
<td>Relating to Topic #1.3</td>
<td>No</td>
<td>Faff</td>
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Date: Sunday 23 February, 2020
Venue: 39A-201 - General Purpose North 3, Collaborative Room

<table>
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<tr>
<th>#</th>
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<tr>
<td>#1.5</td>
<td>9-10.30am</td>
<td>Seminar</td>
<td>Advanced Pitching &amp; Fantasy Pitching</td>
<td>No</td>
<td>Faff</td>
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<tr>
<td>#1.6</td>
<td>11am-12.30pm</td>
<td>Group Work</td>
<td>Relating to Topic #1.5</td>
<td>No</td>
<td>Faff</td>
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<tr>
<td>#1.7</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>Pitch Sparring, RE Pitching, Assessing …</td>
<td>No</td>
<td>Faff</td>
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<tr>
<td>#1.8</td>
<td>3.30-5pm</td>
<td>Group Work</td>
<td>Relating to Topic #1.7</td>
<td>No</td>
<td>Faff</td>
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Pre-reading
Hale, Rebecca and Kilner, Andrew and Nuicifora, Rebecca and Plath, Caitlin and Wu, Elvis and Zhang, Xinyuan and Faff, Robert W., Applications of ‘Pitching Research’: Insights and Reflections from the 2017 UQ Winter Research Scholars (February 26, 2018). Available at SSRN: https://ssrn.com/abstract=3130029

Other References
Faff, Robert W. and Shao, Xuefeng David and Alqahtani , Faisal A. and Atif, Muhammad and Bialek-Jaworska, Anna and Chen, Angel and Duppatti, 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, Singgh 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

Also, browse issues of Annual Review of Financial Economics [or an “Annual Reviews” area closer to your thesis topic], eg:
Plus, to bring along a recent daily newspaper (eg Australian Financial Review) or Business Magazine (eg In The Black, Forbes).
### Module #2: Challenges and Strategies for Progressing Research

**Date:** Saturday 4 April, 2020  
**Venue:** 39A-201 - General Purpose North 3, Collaborative Room

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<td>#2.1</td>
<td>9-10.30am</td>
<td>Student</td>
<td>RE Pitch presentations</td>
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<td>Presentations</td>
<td>(Mod #1 homework (Item A))</td>
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<td>#2.2</td>
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<td>Student</td>
<td>RE Pitch presentations</td>
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<td>Presentations</td>
<td>(Mod #1 homework (Item A))</td>
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<tr>
<td>#2.3</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>Writing Craft in Academic Research</td>
<td>No</td>
<td>Faff</td>
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<td>#2.4</td>
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<td>Student</td>
<td>RE Pitch presentations</td>
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**Date:** Sunday 5 April, 2020  
**Venue:** self-directed study “offline”, own arrangement

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<th>Topic</th>
<th>Assessment Task?</th>
<th>Leader(s)</th>
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<tr>
<td>#2.5</td>
<td>9-10.30am</td>
<td>Seminar</td>
<td>Research Integrity</td>
<td>No</td>
<td>Dolnicar videos** Gary King Video</td>
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<td>Brian Nosek videos</td>
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<tr>
<td>#2.6</td>
<td>11am-12.30pm</td>
<td>Seminar</td>
<td>Social Media in Academia</td>
<td>No</td>
<td>Kastelle (video)**</td>
</tr>
<tr>
<td>#2.7</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>Data Management, Metrics and</td>
<td>No</td>
<td>Whiteway (video)**</td>
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<td></td>
<td>Predatory Publishers</td>
<td></td>
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<tr>
<td>#2.8</td>
<td>3.30-5pm</td>
<td>Seminar</td>
<td>Tips for building an Online</td>
<td>No</td>
<td>Benckendorff (video)**</td>
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<td></td>
<td></td>
<td>Research Profile</td>
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**YouTube videos:**

Sara Dolnicar (Research Integrity):  
[https://youtu.be/rAmFIRFKmTt](https://youtu.be/rAmFIRFKmTt)  
[https://youtu.be/VtMRsiAlJtg](https://youtu.be/VtMRsiAlJtg)

Gary King Video on “Replication in the Social Sciences” [https://t.co/XbqrTDBRRA?amp=1](https://t.co/XbqrTDBRRA?amp=1)

Brian Nosek: Shifting incentives from getting it published to getting it right [https://youtu.be/0a9MmloTRO4](https://youtu.be/0a9MmloTRO4)


Tim Kastelle (“visibility”/blogging)  
[https://youtu.be/Hr9hKoO4DYA](https://youtu.be/Hr9hKoO4DYA)

Michael Whiteway (Data Management, Metrics and Predatory Publishers)  
[https://www.youtube.com/watch?v=bT2UD2Am1vo](https://www.youtube.com/watch?v=bT2UD2Am1vo)

Pierre Beckendorff (Tips for building an Online Research Profile)  
[https://youtu.be/t06nJglcFQ](https://youtu.be/t06nJglcFQ)

**Readings**


Medium.com, (2015) How to Write Paragraphs in research texts (articles, books and PhDs)  

Medium.com, (2015) Designing ‘attention points’ in academic work Four principles for improving how you display tables, graphs, charts and diagrams  


**Module #3: Challenges and Strategies for Finishing Research & Beyond**

**Date:** Saturday 16 May, 2020  
**Venue:** 39A-201 - General Purpose North 3, Collaborative Room

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Session Style</th>
<th>Topic</th>
<th>Assessment Task?</th>
<th>Leader(s)</th>
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<tbody>
<tr>
<td>#3.1</td>
<td>9-10.30am</td>
<td>Seminar</td>
<td>Pitching Research for Engagement &amp; Impact</td>
<td>No</td>
<td>Faff*</td>
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<tr>
<td>#3.2</td>
<td>11am-12.30pm</td>
<td>Student Presentations</td>
<td>Personal Pitch presentations (Mod #2 homework (Item C))</td>
<td>10%</td>
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</tr>
<tr>
<td>#3.3</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>What are examiners, journal editors &amp; referees looking for?</td>
<td>No</td>
<td>Faff</td>
</tr>
<tr>
<td>#3.4</td>
<td>3.30-5pm</td>
<td>Student Presentations</td>
<td>Personal Pitch presentations (Mod #2 homework (Item C))</td>
<td>10%</td>
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**Date:** Sunday 17 May, 2020  
**Venue:** 39A-201 - General Purpose North 3, Collaborative Room

<table>
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<tr>
<th>#</th>
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<th>Leader(s)</th>
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<tbody>
<tr>
<td>#3.5</td>
<td>9-10.30am</td>
<td>Seminar</td>
<td>Credibility/Reproducibility Crisis &amp; Responsible Science**</td>
<td>No</td>
<td>Faff</td>
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<tr>
<td>#3.6</td>
<td>11am-12.30pm</td>
<td>Student Presentations</td>
<td>Personal Pitch presentations (Mod #2 homework (Item C))</td>
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<tr>
<td>#3.7</td>
<td>1.30-3pm</td>
<td>Seminar</td>
<td>Essential strategies for research career success</td>
<td>No</td>
<td>Faff</td>
</tr>
<tr>
<td>#3.8</td>
<td>3.30-5pm</td>
<td>Student Presentations</td>
<td>Personal Pitch presentations (Mod #2 homework (Item C))</td>
<td>10%</td>
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</table>

* Kastelle YouTube: [https://youtu.be/QaetiUyxbp0](https://youtu.be/QaetiUyxbp0)

** https://rrbm.network/ **

**Reading**


**RBUS6914: Full Assessment Schedule**

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Item/Deliverables</th>
<th>Due Date</th>
<th>Assessment Weight</th>
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</table>
| A  | **A.1 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.  
Email template to: r.faff@business.uq.edu.au | Template (written): 3 April  
PRESENTATION (8-10 min): 4 April | 10%  
10% |
| A  | **A.2 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.  
Email template to: r.faff@business.uq.edu.au | Template (written): 20 April | 10%  
10% |
| A  | **A.3 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.  
Email template to: r.faff@business.uq.edu.au | Template (written): 15 May  
PRESENTATION (8-10 min): 16-17 May | 10%  
10% |
| B  | **B.1 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 (send email seeking confirmation of topic by 25 May)  
Deliverable(s): completed 2-page summary of assigned topic. Email 2-page summary to: r.faff@business.uq.edu.au | 2-page: 1 June | 10%  
10% |
| B  | **B.2 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 22 June) | 10%  
10% |
| C  | **Essay – Pitching Research Letter**:  
Using Unda (2015), Rekker (2016), Wallin & Spry (2016) as guides,** write up a 7-page journal “letter” built around the template delivered in either assessment item #A.1 or #A.2 or #A.3 above. The reflective narrative part of the letter should convey the “story” that includes as relevant context, the RBUS6914 “experience”.  
Deliverable: completed 7-page letter of 2,500-3,000 words  
Email letter to: r.faff@business.uq.edu.au | 22 June 12 noon | 30%  
TOTAL | 100% |

* Possible Alternatives to Items B.2 &/or C Assessment*  
As a general proposition, I am open to a wide variety of reasonable suggestions on this:

* **Item B.2 substitute**: using twitter, identify and summarise (a) meaningful tweet(s) that give insights into one (or more) of the “Pitching Research” elements. For example, see (A) Working Title – see photo; (B) Key Research Question – see photo; (K) Other Considerations – target journal – see https://mobile.twitter.com/FaffRobert/status/104843514964282096  
* **Item B.2 substitute**: - using twitter, identify a reasonable group of tweets that have something (meaningful) to do with your area of PhD topic/interest;  
- summarise in a table this group of tweets eg with columns like date tweeted; tweeted by; broad topic of tweet; (up to 3) key takeaway messages that you gain from the tweet relevant to advancing your thinking about your PhD (dot points only!); rating of the tweet's "importance" for your follow up (eg "low", "moderate", "high");
* **Item C substitute**: substitute PRL with a video of your pitch that could (one day) be uploaded to YouTube and be the subject of a LinkedIn post and/or tweeted about As an example Vishal’s video from S1 2018.  
* **Item B.2+C substitute**: (a) write a PRL that includes 2 pitches - one on the scholarly angle and one on the "engagement and impact" angle => this "supercharged" PRL would count for items B.2 & C combined (ie 40%). As an example, see Maxwell (2017). (b) write a 1st draft of Confirmation (Milestone #1) document that builds on personal pitch (Item A.3)

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¹ Also: @WriteThatPhD; @LSEImpactBlog; @SUWTues; @PhDForum; @FromPhDLife; @phdwriteup; @online_academic; @ThomspnPat; #phdchat; #ecechat; #aecri; #phdadvice