

Name	Email	Phone	Room	Consultation
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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

Description	Scheduled Dates	Scheduled Days	Scheduled Start Time	Scheduled End Time	Venue
Research Process in Business: MOD#1	22/02/2020	Saturday	9:00 AM	5:00 PM	39A-201 - General Purpose North 3, Collaborative Room
Research Process in Business: MOD#1	23/02/2020	Sunday	9:00 AM	5:00 PM	39A-201 - General Purpose North 3, Collaborative Room
Research Process in Business: MOD#2	4/04/2020	Saturday	9:00 AM	5:00 PM	39A-201 - General Purpose North 3, Collaborative Room
Research Process in Business: MOD#2	5/04/2020*	Sunday	9:00 AM	5:00 PM	Self-directed Study
Research Process in Business: MOD#3	16/05/2020	Saturday	9:00 AM	5:00 PM	39A-201 - General Purpose North 3, Collaborative Room
Research Process in Business: MOD#3	17/05/2020	Sunday	9:00 AM	5:00 PM	39A-201 - General Purpose North 3, Collaborative Room

* 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					
#	Time	Session Style	Topic	Assessment Task?	Leader
#1.1	9-10.30am	Seminar	Introduction/Generating Research ideas	No	Faff
#1.2	11am-12.30pm	Group Work	Relating to Topic #1.1	No	Faff
#1.3	1.30-3pm	Seminar	Pitching Research - Basics	No	Faff
#1.4	3.30-5pm	Group Work	Relating to Topic #1.3	No	Faff
Date: Sunday 23 February, 2020					
Venue: 39A-201 - General Purpose North 3, Collaborative Room					
#	Time	Session Style	Topic	Assessment Task?	Leader
#1.5	9-10.30am	Seminar	Advanced Pitching & Fantasy Pitching	No	Faff
#1.6	11am-12.30pm	Group Work	Relating to Topic #1.5	No	Faff
#1.7	1.30-3pm	Seminar	Pitch Sparring, RE Pitching, Assessing ...	No	Faff
#1.8	3.30-5pm	Group Work	Relating to Topic #1.7	No	Faff

Pre-reading

- Alon, U., (2009), "How to Choose a Good Scientific Problem", Cell 35, 726-728.
- Faff, Robert W., Pitching Research® (2018). Available at SSRN: <http://ssrn.com/abstract=2462059> or <http://dx.doi.org/10.2139/ssrn.2462059> [latest version]
- Faff, Robert W., (2017b), Pitching Research®: A Comprehensive Resource Center Supplement (August 14, 2017). Available at SSRN: <https://ssrn.com/abstract=3018939>
- Hale, Rebecca and Kilner, Andrew and Nucifora, 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>
- 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 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.
- Parker, R., (2012), "Skill Development in Graduate Education", Cell 46, 377-381.
- Stokes, D., (2013), "Generating Innovative Research Ideas", *Journal of Accounting and Management Information Systems*, 12, No. 2, 145-155. http://cig.ase.ro/jcig/art/paper_1845.pdf
- Trafford, V. and Leshem, S., (2002), "Starting at the End to Undertake Doctoral Research: Predictable Questions as Stepping Stones", *Higher Education Review* 34 (1), 31-49.

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, 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					
#	Time	Session Style	Topic	Assessment Task?	Leader(s)
#2.1	9-10.30am	Student Presentations	RE Pitch presentations (Mod #1 homework (Item A))	10%	
#2.2	11am-12.30pm	Student Presentations	RE Pitch presentations (Mod #1 homework (Item A))	10%	
#2.3	1.30-3pm	Seminar	Writing Craft in Academic Research	No	Faff
#2.4	3.30-5pm	Student Presentations	RE Pitch presentations (Mod #1 homework (Item A))	10%	
Date: Sunday 5 April, 2020					
Venue: self-directed study "offline", own arrangement					
#	Time	Session Style	Topic	Asses Task?	Leader(s)
#2.5	9-10.30am	Seminar	Research Integrity	No	Dolnicar videos** Gary KingVideo Brian Nosek videos
#2.6	11am-12.30pm	Seminar	Social Media in Academia	No	Kastelle (video)**
#2.7	1.30-3pm	Seminar	Data Management, Metrics and Predatory Publishers	No	Whiteway (video)**
#2.8	3.30-5pm	Seminar	Tips for building an Online Research Profile	No	Benckendorff (video)**

** YouTube videos:

Sara Dolnicar (Research Integrity):

<https://youtu.be/rAmFIRFKmTs>
<https://youtu.be/VtMRsiAlJtg>

Gary King Video on "Replication in the Social Sciences" <https://t.co/XbqrTDBRRa?amp=1>

Brian Nosek: Shifting incentives from getting it published to getting it right

<https://youtu.be/0a9MmloTRO4>

Brian Nosek: What is Replication?

<https://youtu.be/wsRmyW8GmJs>

Tim Kastelle ("visibility"/blogging)

<https://youtu.be/Hr9hKoO4DYA>

Michael Whiteway (Data Management, Metrics and Predatory Publishers)

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

Pierre Beckendorff (Tips for building an Online Research Profile)

<https://youtu.be/t06nJgIcjFQ>

Readings

Dunleavy, P., (2014), "Why do Academics Choose useless Titles for Articles and Chapters? Four Steps to a Better Title", <http://bit.ly/1b1KPzI>

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/>

Module #3: Challenges and Strategies for Finishing Research & Beyond					
Date: Saturday 16 May, 2020					
Venue: 39A-201 - General Purpose North 3, Collaborative Room					
#	Time	Session Style	Topic	Assessment Task?	Leader(s)
#3.1	9-10.30am	Seminar	Pitching Research for Engagement & Impact	No	Faff*
#3.2	11am-12.30pm	Student Presentations	Personal Pitch presentations (Mod #2 homework (Item C))	10%	
#3.3	1.30-3pm	Seminar	What are examiners, journal editors & referees looking for?	No	Faff
#3.4	3.30-5pm	Student Presentations	Personal Pitch presentations (Mod #2 homework (Item C))	10%	
Date: Sunday 17 May, 2020					
Venue: 39A-201 - General Purpose North 3, Collaborative Room					
#	Time	Session Style	Topic	Assessment Task?	Leader(s)
#3.5	9-10.30am	Seminar	Credibility/Reproducibility Crisis & Responsible Science**	No	Faff
#3.6	11am-12.30pm	Student Presentations	Personal Pitch presentations (Mod #2 homework (Item C))	10%	
#3.7	1.30-3pm	Seminar	Essential strategies for research career success	No	Faff
#3.8	3.30-5pm	Student Presentations	Personal Pitch presentations (Mod #2 homework (Item C))	10%	

* Kastle YouTube: <https://youtu.be/QaetiUyxbp0>

** <https://rrbm.network/>

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 Kastle, Tim, Pitching Research for Engagement and Impact (July 22, 2016). Available at SSRN: <http://ssrn.com/abstract=2813096>
- Faff, Robert W., Kastle, Tim, Axelsen, Micheal, Brosnan, Mark, Michalak, Rebecca and Walsh, Kathleen D., Pitching Research for Engagement and Impact – a Simple Tool and Illustrative Examples (January 30, 2020). Available at SSRN: <https://ssrn.com/abstract=3527931>
- King, G., (1995), “Replication, Replication”, *PS: Political Science and Politics* 28, 444-452.
- King, G., (2006), “Publication, Publication”, *PS: Political Science and Politics* 39(1), 119-125.
- 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.
- Munafò, M., et al. (2017), “A Manifesto for Reproducible Science”, *Nature Human Behaviour* 1, 0021.
- Publons (2015), Advice for early career peer reviewers -- A peer review Q&A with Robert Faff, <https://bit.ly/2nQMOb7>
- 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.

RBUS6914: Full Assessment Schedule

#	Assessment Item/Deliverables	Due Date	Assessment Weight
A	<p>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.</p> <p>Deliverable(s): completed 2-page template & presentation in Mod #2. Email template to: r.faff@business.uq.edu.au</p>	<p>Template (written): 3 April Presentation (8-10 min): 4 April</p>	<p>10% 10%</p>
A	<p>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.</p> <p>Deliverable(s): completed 2-page template. Email template to: r.faff@business.uq.edu.au</p>	<p>Template (written): 20 April</p>	<p>10%</p>
A	<p>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))</p> <p>Deliverable(s): completed 2-page template & presentation in Mod #3. Email template to: r.faff@business.uq.edu.au</p>	<p>Template (written): 15 May Presentation (8-10 min): 16-17 May</p>	<p>10% 10%</p>
B	<p>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)</p> <p>Deliverable(s): completed 2-page summary of assigned topic. Email 2-page summary to: r.faff@business.uq.edu.au</p>	<p>2-pager: 1 June</p>	<p>10%</p>
B*	<p>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).</p>	<p>Deliverable: an accumulated body of relevant and meaningful tweets, posts, social media interactions, ... located within your chosen social media forum(s)</p> <p>Due: 1-month window (ending no later than 22 June)</p>	<p>10%</p>
C*	<p>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”.</p> <p>Deliverable: completed 7-page letter of 2,500-3,000 words Email letter to: r.faff@business.uq.edu.au</p>	<p>22 June 12 noon</p>	<p>30%</p>
		<p>TOTAL</p>	<p>100%</p>

* 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/1048435149644292096>

* **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).

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