EDMP 646 – Applied Advanced Research Analytics
Fall 2012

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Objectives:

This seminar focuses on sharpening student's advanced analytical skills for rigorous, publishable research. The seminar approach is to have students review and critically re-analyze data from published research, and encourage participants develop an appreciation of analytical issues that have wide applicability and relevance. Application to the participant's own research work will be supported by sharing and discussing common themes and problems.

Format and Assignments:

For each residency, an assignment directed by specific questions will be due. All assignments are to be completed independently by each student. Consultation with other students regarding syntax and problems in generating output are permitted, even encouraged. Likewise, discussions among students during and outside the class about interpretation of results and reconciling different perspectives on the cases/material are appropriate. To build a community for posing questions and obtaining answers that are commonly shared and developed, use wsom-edm-2013@case.edu to email questions/comments/suggestions. Do not email the instructor/assistant individually.

However, each student is expected to develop his/her report independently with original contribution.

Moreover, each individual student is strongly encouraged to go beyond the specific assignment questions to develop and address analytical issues, topics and concerns that s/he believes are relevant in the specific assignment but not explicitly noted. Going beyond would involve independent reading of relevant articles and/or implementing analytical procedures to report findings.

Overlaps among student reports in the critical analysis and interpretation are not expected.

Usually and unless otherwise noted, we will go through at least one iteration of submission-feedback-revision for written assignments before arriving on campus for the residency. That is, each student will be expected to revise her/his first submission at least once, more if needed to be bring the submission to acceptable level.

Assignments due dates are shown in the outline below. Typically, the due date for your completed assignment (including tables/figures) and relevant syntax is a Monday, the week before the residency. Feedback will generally be provided by Saturday the week before residency. Participants will be expected to submit the revised version of the assignment by Wednesday or earlier, the week of the residency.

Please submit your homework as a single (1) PDF file on Blackboard. Name your file "Firstname Lastname - Assignment #X.pdf". This will make administration *much* easier and allow us to return homeworks to you faster.

Evaluation:

Each homework assignment will be reviewed and graded. Possible grades are "Good, with minor changes needed" (3 points), "Acceptable with minor/major changes" (2 points), and "Not there yet and needs serious work to be acceptable" (1 point). A score of 1 implies that a serious re-do is needed since the submitted assignment is incomplete, inadequate and/or inappropriate as noted in the feedback provided. Grading of the first submission is not final and is provided for guidance purposes only. All first submisisons will typically need a revision. The final grade of an assignment is the grade of the last submission prior to the respective class. **Student must earn either "2" or "3" scores for every assignment in order to pass the course. Failure to submit assignments on time will earn a score of 0.**

Presentation

Every residency, one or more participants would be invited to make a presentation to the class about their assignment work. The purpose of these presentations is not democratic; rather it is meritocratic. Participants who take risks and creatively experiment with or explore data using modified or new-to-class analytical procedures, or conduct insightful and rigorous analysis with known-to-class-procedures would be asked to make a presentation. Each participant has an opportunity to demonstrate such meritorious work in at least one if not more of the assignments.

Textbooks:

Byrne, B. M. 2009. *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (2nd ed.). New York: Routledge Academic, 416 pages.

Hair, J. F., Jr., Black, W. C., Rabin, B. J., & Anderson, R. E. 2010. *Multivariate data analysis* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Software:

We will be using PASW (SPSS) and AMOS versions 17+. Students are expected to bring laptops to class with the software installed and working properly.

WSOM Statement of Academic Integrity:

All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated in this course. This includes, but is not limited to, consulting with another person during an exam, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. Either ask me about it or consult credible sources of information on the subject. Two useful internet sites are http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and http://www.unc.edu/depts/wcweb/handouts/apa.html. Please remember that you have agreed to Standards Regarding Academic Integrity (a copy of which can be found at http://weatherhead.case.edu/pdpao/policy/policyhome.html), which outlines your responsibility in greater detail.

Residencies

No.	Date	Topics	Assignment Due Date	Feedback by	Revision Due	Required Reading
0	June 13-14	Syntax, Reading correlation matrix, multivariate assumptions & data cleaning, Introduce CFA and Scale Validation	NA	NA	NA	• Hair et al. ch. 2 • Byrne ch. 3-5, 13 • Oh & Berry (2009)
1A	August 22	CFA and Scale Validation: Review and Q&A	Read Assigned Material	NA	NA	• Hair et al. ch 3, 12, & 13 • Byrne ch. 3-5, 13 • Oh & Berry (2009)
1B	August 24	Review CFA, Introduce SEM	8/13 (CFA)	8/18	8/24	• Hair et al. ch. 12, & 14 • Byrne ch. 6 • Lusch and Serpkenci (1990)
2	September 14	Review SEM, Introduce Multi-Group SEM	9/4 (SEM)	9/8	9/12	• Hair et al. pp. 646-659 (Appendix 12c), 743-757 • *Optional*: Byrne ch. 7-9 • Netemeyer (2005)
3 (V)	October 6 3 PM	Own Data Analysis-I (ODAI)	9/24 (Multi-Group)	9/29	10/13	• Hair et al. 735-743 • Optional Byrne ch. 7-9
4	October 26	Review Multi-Goup; Introduce Longitudinal-1	11/5 (Longitudinal 1)	11/10	11/19	• Hair et al. pp. 757-763 • Optional: Byrne ch. 7-9 • Tekleab et al (2005)
5 (V)	November 16-17	Own Data Analysis-2 (ODA2)				• Hair et al. ch. 14 & 15 • Byrne ch. 7-9
6	December 7	Review Longitudinal 1, Introduce Longitudinal 2		In class		• Hair et al. ch. 14 & 15 • Byrne ch. 7-9 • Kim & Malholtra (2005)

- V = Virtual Residency (6 October and 15-16 November)
- Each residency will consist of a) review of topic and assignment form last residency, and b) introduction of a new topic and next assignment

Assignments (Subject to change)

For each assignment you will be expected to reanalyze the data from a published article, and provide your perspective on the conclusions of the authors.

Assignment #1 – CFA

- Oh, I.-S., & Berry, C. M. 2009. The five-factor model of personality and managerial performance: validity gains through the use of 360 degree performance ratings. The Journal of applied psychology, 94(6): 1498-513.

Assignment #2 – SEM

- Lusch, R. F., and Serpkenci, R. R. 1990. "Personal Differences, Job Tension, Job Outcomes, and Store Performance: A Study of Retail Store Managers," Journal of Marketing (54:1), pp. 85-101.

Assignment #3 – Multi-Group SEM

- Netemeyer, R., & III, J. M. 2005. Conflicts in the work-family interface: Links to job stress, customer service employee performance, and customer purchase intent. Journal of Marketing, 69(April): 130-143.

Assignment #4 – Own Data Analysis-1

Assignment #5 – Longitudinal analysis 1

- Tekleab, A. G., Takeuchi, R., & Taylor, M. S. 2005. Extending the Chain of Relationships Among Organizational Justice, Social Exchange, and Employee Reactions: the Role of Contract Violations. Academy of Management Journal, 48(1): 146-157.

Assignment #6 – Longitudinal analysis 2

- Kim, S. S. 2005. A Longitudinal Model of Continued Is Use: An Integrative View of Four Mechanisms Underlying Postadoption Phenomena. Management Science, 51(5): 741-755.

Assignment #7 – Own Data Analysis-2