

RSM 3091: OBHRM Workshop

Course Meets: Fall/Winter: Wednesdays, 11AM-1PM (Speaker); Wednesdays, 9AM-12PM (Workshop)
Room: Location for Speaker will be announced; Thursday workshop will be in the 6th floor conference room

Instructor: Matthew Feinberg

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Office Hours: by appointment

Course Objective:

This course seeks to provide a forum in which to learn the process of doing research. The goal of this course is to improve your skills in the consumption and production of academic scholarship.

In the invited seminar series you will have the opportunity to hear and network with speakers from a wide variety of universities presenting work on diverse topics.

The workshop will provide a more hands-on opportunity for participants to hone their research skills by presenting their own research and by providing feedback to others.

The course runs in two parts: *the seminar series* and the *class workshop*.

The Seminar Series. This involves attending the seminars of visiting speakers. During the weeks when an outside speaker is visiting, you are also expected to attend the Ph.D. time with each speaker and to actively engage them in research conversation.

You should attend all possible seminars, even if you don't like the paper or the subject matter is not interesting to you. For one thing, you will learn a lot about presentation styles and answering questions. For another, it helps faculty around you see you as interested and engaged in our field, and is an opportunity to informally interact with faculty you might not see otherwise. You are expected to *occasionally* make high-quality comments or ask high-level questions during the speaker's talk. This can be intimidating, but it is an extremely important hurdle to overcome.

The Workshop. The workshop applies the "learn by doing" approach to research where we will work on improving research skills by focusing on works-in-progress at various stages of development. Each class participants will present their work and emerging research ideas/issues to one another and exchange feedback about research projects. The discussions will be directed at improving the research and making it as strong as possible. By seeing the weaknesses and recommending solutions in one's own and others' research, class participants will improve their ability to foresee likely problems in their own research and to become better consumers of others' research.

The workshop will typically meet on the weeks where there is an outside speaker scheduled. If needed, additional workshop meetings will be scheduled (on Thursday 9-12). Please do not schedule anything else during this time slot. During the workshop meetings, students will be the primary presenters and everyone will discuss their work or emerging research issues. The presenters may ask the other students to read up to two items in preparation for the meeting (*no longer than 1.5 hours total*). These items might be a working paper that the student presenter is writing, and/or materials for a study, dissertation ideas, or the like. Every student must be a presenter at least once per semester.

The responsibilities of the presenters include:

- Send all readings (if necessary) by Monday at 4:00 pm before your presentation date to the workshop. Include a note for the class about what you want them to focus on.
- Think about the concepts and ideas before presenting. This is a good forum for discussing nascent ideas; however, it is the presenters' responsibility to have put enough thought into the idea for a good discussion to emerge. One rule of thumb is that you should not be asking the class to think about your idea for a longer period than you yourself have spent thinking about it.
- At the beginning of the presentation, set an agenda for the discussion.
- Be flexible about your agenda. At the beginning of your presentation, you will describe the agenda you would like to follow, but then class members will chime in about changes they think are necessary. For example, you might want to start with a discussion of how to manipulate a particular variable, but the class might need you to clarify your hypotheses before they can think about that issue.
- Be open-minded and non-defensive about the suggestions the class gives you.

Discussant responsibilities include:

- Carefully read and think about all the materials the presenter has sent. Think about the strengths and weaknesses of the project, and be ready to ask questions and share your ideas during the discussion.
- Make constructive comments during the discussion. Try to focus on suggestions rather than on problems. That is, if you think there is something wrong with what the presenter is proposing, say what you think is wrong, but also suggest an alternative that you think might solve that problem.
- Listen to the comments of other discussants and build off of them.
- If you have written down comments and ideas either while preparing for the meeting or during the meeting, give them to the presenter.

In addition to the above, workshop time will also be available for discussing non-research topics that relate to professional development (e.g., time management, the job market, etc.).