

University of North Carolina Charlotte
BDBA8130-U01: Intro to Business Theory 1
Semester 2

Lead Instructor Prof. Justin Webb

Course: *Advanced Business Research I*

Room: *Center City Building TBD*

Meeting Time: *8:00 am to 5:00 pm on Jan 11, Feb 8, Mar 8, Apr 12, May 10*

Office Hours: *By appointment*

Contact Information:

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Focus of the Course: Review of macro- and meso-theories and research developed in the fields of strategic management, strategic marketing and strategic operations and supply chain. Macro- and Meso-level theoretical foundation for research in the field of management, marketing, operations management and information systems.

Objectives

Knowledge-oriented goals

1. To review and synthesize fundamental meso-related themes in strategic management
2. To review and synthesize fundamental meso-related themes in marketing
3. To review and synthesize fundamental meso-related themes in operations and supply chain management
4. To develop an appreciation of data analysis
5. To explore the latest ideas for doing empirical research

Skills-oriented goals:

To increase theory-building skills, in particular to enhance the following abilities:

1. to articulate theoretically interesting, well-focused topics
2. to develop logical argumentation in support of a model
3. to define internally consistent theoretical constructs and identify non-trivial relationships among them
4. to identify critical assumptions and boundary conditions for a theory
5. to write compelling research questions or propositions

Expectations

1. To
 - understand the core research questions and methods embodied in a particular stream of literature,

- evaluate the theoretical significance and methodological rigor of the material,
 - frame relevant questions and critique
 - identify logical next steps in the research stream.
2. To write an empirical or theoretical paper that makes a theoretical contribution within the domain of the topic area.
 3. To draft the above paper in a manner that permits submitting it to a regional or national meeting.
 4. To integrate research.

Course Design

Meetings discussions

We will meet once a month for 5 months. Each class day is led by a faculty member in either marketing, information systems or management. Each meeting will follow the outlined procedure:

- Check in
- For most classes doctoral students are assigned to guide the discussion.
- Each student is expected to identify and discuss major themes and subtopics – What are the key contributions of each paper? What are the methodological issues in studying this topic?

Bibliography

Core readings for each topic are identified/listed in Canvas. Please feel free to explore the topic further using the references in the assigned papers. There is always much more literature than one can assign in a seminar.

Conceptual Map

Pick a topic based on one the readings presented in class. Review this topic and provide a conceptual map of 30-40 studies that highlights the novelty and interestingness of the student's proposed research questions. Maps will be submitted in Microsoft Word format, one-page maximum length (12-pt Times New Roman font, 1-in margins) in Canvas by the posted due date.

Pre-Class Reading Exercise

For each class session, students are expected to read the posted articles and then write a one-page (max length) paper in Microsoft Word and upload it to Canvas (due 24 hours before class starts) that contains the following:

First paragraph: Description (including definition and citations) of a research idea/variable that the student is interested in (any topic)

Second paragraph: Description (including definitions and citations) of a research idea/variable appearing in at least one or more of the papers assigned for the day.

Third paragraph: Statements of logic that explain a potential relationship between the student's topic from the first paragraph and the variable described in the second paragraph. Finish it by including a formal hypothesis statement or research question.

Fourth paragraph: Description (including definitions and citations) of a second research idea/variable appearing in at least one or more of the papers assigned for the day.

Fifth paragraph: Statements of logic that explain a potential relationship between the student's topic from the first paragraph and the variable described in the fourth paragraph. Finish it by including a formal hypothesis statement or research question.

Grading

Grades will be based on the following weights:

50% Conceptual Map

50% Pre-Class Exercises and Participation (5 at 10% each)

Course Information Guidelines

1. **Statement on Diversity.** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. It celebrates diversity that is beneficial to both employers and society at large. Students are encouraged to actively appropriately share their views in class discussions, time permitting.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructors privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** Instructors will conduct this class in an atmosphere of mutual respect. We encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including the instructors, is welcome. However, instructors will exercise the responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.
6. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these

requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

7. **Materials.** All materials submitted as part of course requirements become the property of the instructors. Students desiring to retain copies of their work should make such copies before turning in their materials.
8. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Students are permitted to use computers during class for note-taking and other class-related work only

Tentative Schedule

Class Day	Date	Schedule
1	<i>January 11</i>	Dr. Sunil Erevelles
2	<i>February 8</i>	Dr. Moutaz Khouja
3	<i>March 8</i>	Dr. Dongsong Zhang
4	<i>April 12</i>	Dr. Justin Webb
5	<i>May 10</i>	Dr. Jennifer Ames Stuart
--	<i>See Canvas</i>	Conceptual Map Due
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Reading List for each class session is posted on Canvas