



TOGETHER
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GenBus 933: Beginning a Research Career in Business (Spr 21)

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Office Hrs: by appointment in 4259 Grainger

Class: Thursday 5:00-6:30pm on Zoom (see course page). This is a one credit course.

Canvas: <https://canvas.wisc.edu/courses/243663/modules>

Course Overview and Objectives

This one credit course is required of incoming students in the Wisconsin School of Business PhD program. We would not have admitted you if we did not think you would excel here, despite the very extensive demands of a PhD program. We are here to support you as an individual that we have identified as a high-quality candidate worthy of our valuable time and resources.

Students are often overwhelmed and do not absorb material when offered all at once before they begin their regular courses. This format offers fundamental content about conducting research and academic life that is not specific to a given department in the business school but will help to frame and motivate other studies. This format gives students more time to absorb the content at a point when they can better see how it applies to them.

This seminar also gives students a chance to interact with each other, create more of a cohort, and draw on each other as resources to propel themselves forward in the program. It is an opportunity to network with other PhD students at different stages in the program who can highlight critical resources and knowledge to help chart a path through the program.

Learning Objectives/KDBIN

Our ultimate goal is to help students come up to speed more quickly to become productive researchers who can eventually be placed in excellent research positions. Specific objectives include:

Knowing:

1. Resources/tools: Learn what resources we have available to support researchers (data, software, financial resources, etc.) that are critical to success in the program;
2. Academic careers: Understand the bigger picture of what is required to be a successful academic (tenure process, networking, preparation for the job market, ethical dilemmas ...);
3. Research process: Comprehend the basics of how research is conducted (generating ideas, framing a contribution, responding to reviewers...);
4. PhD Program steps: Understand how to chart a path through PhD program requirements.

Doing

5. Resources/tools: Be able to find and utilize resources we have available as well as the right people to answer key questions.

Being

6. How will you rise to meet the challenges? Exercises and discussion help students to make the transformation between student life and being an academic.

Inspiring

7. By exposing students to the hurdles of an academic career, it seeks to inspire them to conduct publishable and impactful research.

Networking

8. Academic careers: Students will begin to create networks within (and even beyond) the school to serve as a springboard for their careers.

Assignments and Evaluation

Since this is only a one-credit course, we will keep the workload to a minimum. Your main responsibility is to show up and participate. Please let the instructor know via email if you cannot attend that week's session. There will be supplementary readings that go into deeper detail on the resources or topics. Evaluation will generally be based on attendance and participation in the discussion. The objective here is to provide a set of tools that help students align their efforts to perform better throughout the program. Grades are on a satisfactory/unsatisfactory basis and are based almost entirely on regular attendance and participation.

Resources and Readings

We will have a series of short readings on various topics posted on the course page and on the PhD student "Kiosk" that is accessible to all students throughout the program.. In addition, to help students come up to speed on the process of writing a dissertation, we require the following short book as a resource for you:

Davis, G.B., Parker, C.A., and Straub, D.W. 2012. Writing the Doctoral Dissertation: A Systematic Approach (3rd Ed)

Miscellaneous

We know PhD students have little time to reflect. We will do our best to accommodate your schedules and offer some pockets of time to consider what will come down the road for you.

Course Policies

- **Electronics Policy.** WSB policy is that students are not permitted to use personal electronics such as computers, cell phones, recording devices or other hand-held devices in class unless specifically permitted by the instructor. The School recognizes the right of each instructor to determine if and how such devices are allowed. Practically: When the class content requires the use of a computer, students may use their laptops – no other electronic devices will be allowed.
- **Diversity Policy.** Diversity and inclusion are core values of WSB. We believe in the importance of learning from others whose experiences and perspectives differ from our own. Students, faculty and staff are expected to embody inclusive behaviors that create an exemplary learning community. If you would like to learn more, or have suggestions, please contact your instructor or TA directly or the Director of Diversity and Inclusion, Binnu Hill at binnu.palta.hill@wisc.edu.
- **Academic Integrity.** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community in which everyone's academic work and behavior are held to the highest standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Dean of Students Office for additional review.
- **Accommodations for students with disabilities.** The University supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Such accommodations are a shared faculty and student responsibility. Students should inform faculty of their need for accommodations by the end of the 3rd week of the semester or as soon as possible after a disability is known. Faculty will work either with the student or in coordination with the McBurney Center to provide reasonable accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Outline of Session Topics

#	Date	Topic	Guests
1.	1/28	Welcome: Coordination, Q&A, Origin stories (how we got into the research business)	Erwan Quintin (FIN) Andy El-Zayaty(MHR)
2.	2/4	PhD Program: Making it through the hoops (Coursework, Comprehensive exams, Proposing, committee composition, finding resources) and your representatives on the PhD committee	Patrick Stevens PhD Student Representatives: Jason Choi (FIN) & Linette Rousseau (AIS)
3.	2/11	PhD Program: Getting to know my faculty (Most academics are fundamentally introverts – How to connect with faculty I might later want to work with)	
4.	2/18	PhD Program: What is a dissertation? One big study? Three papers? Other models? Framing an overarching contribution and creating a springboard for a research program.	In Gyun Baek (AIS)
5.	2/25	Surviving the first year – panel of students (Students raise issues anonymously and advanced students respond & elaborate)	Srinivas Tunuguntla (FIN/Econ) Lisa Gao (R&I) Aoxiang Yang (FIN)
6.	3/4	Research Process: Strategies for generating research ideas. Research creativity in designing studies and framing a contribution	Evan Polman (MKT)
7.	3/11	Resources/Tools: Productivity tools for PhD Students Citation management: Intro to Zotero, Evernote, Mendeley, Endnote, OneNote, etc.	Jason Choi (FIN)
8.	3/18	Research Process: Presenting research. Tips & discussion of different types of presentations (blitz, conference, brown bag, seminar/job talk, proposal defense, final defense)	Justin Sydnor (R&I)
9.	3/25	Research Process: Publication process. Submitting articles; possible decisions; Responding to reviewer feedback.	Ji Hyun Kim (MHR)
10.	4/1	Academic careers: Tenure Process – What does it look like and implications for your time management & development of a research program	Hessam Bavafa (OIM)
11.	4/8	Academic careers: Ethics & Research. Conflicts of interest, authorship, academic integrity...	
12.	4/15	Academic careers: Preparing for the job market. Job market paper; teaching/research statements, giving a job talk, preparing a vita, preparing for job interviews	Mary Veron (AIS)
13.	4/22	Academic careers: Creating a research culture. @ UW and in your career	
14.	4/29	Class postponed – meet on the terrace during the summer	
15.			