COMPARATIVE RESEARCH DESIGN

Program Packet

COMPARATIVE RESEARCH DESIGN

Globalisation, Talent Mobility, Challenges to the Welfare State and Innovative Solutions

SDC Yangqihu Campus

August 28-31, September 3-4.

The university partnership Denmark – China

PhD Course Title: Comparative Research Design

Sub Title: Globalisation, Talent Mobility, Challenges to the Welfare State and Innovative Solutions

August 28th, 29th, 30th, 31st and September 3rd and 4th.

Sino Danish Center, Yangqihu Campus.

Course responsible RUC:

Shahamak Rezaei (shre@ruc.dk)

Kristian Sund (sund@ruc.dk)

Peter Triantafillou (triant@ruc.dk)

Johannes Kabderian Dreyer (jodreyer@ruc.dk)

Slobodan Kacanski (kacanski@ruc.dk)

Matias Thuen Jørgensen (matiastj@ruc.dk)

Course responsible UCAS:

Zhao Hong (zhaohong@ucas.ac.cn)

Jiang Yu (yujiang@casipm.ac.cn)

Contents

Course Objectives:

This course aims to provide PhD students with an in depth introduction to the basic elements of comparative research design at the doctoral level. The course goes beyond that of a sole methodological course by applying methods to practice through separate modules educating participants on issues of strategic importance for Denmark's current and future academic, economic and political relationship with China. The modules will focus on globalization, talent mobility, challenges to the welfare state and demographic trends, while keeping academic focus on available methods and elaborating on comparative research methods that will allow the PhD students to strengthen and apply comparative research methods in their thesis. The PhD course will include exploratory, interactive workshops reflecting existing SDC funded projects, which will further build on the strengths of the SDC faculty and associates.

The course has the following objectives:

1. Provide the participants with an understanding of the importance of formulating research questions in comparative research, and how to frame and develop the literature review
2. Make the participants acquainted with how to formulate a comparative research strategy
3. Introductions to multidisciplinary theoretical and empirical approaches
4. Ensure that participants are familiar with the professional practices and role of social sciences in the Nordic Countries and China
5. Familiarize participants with the challenges and dilemmas of professional research ethics and values in social sciences in Nordic countries and China
6. For SDC PhD Students: To familiarize the participating SDC PhD students on the double degree and special requirements related to the double degree as stated by UCAS.

Course Design and Overview:

This course is designed to train and engage PhD students in the basic elements of methodology and research design through assigned readings for preparation, introductory lectures for learning and reflection, and student reflection and discussion. All sessions will contain a combination of Danish and Chinese professors and associate professors, and all sessions will be interactive, demanding discussion and active participation from all PhD students.

The course will be 6 days in length (not including the weekend 1st and 2nd of September). All participating students are required to have read the necessary material, have handed in a written assignment prior to the course and to participate actively during the course in order to achieve 5 ECTS (135 hours).

Preparation and required work:

1 week before course start, each PhD student must submit a paper. This could either be a description of your project, something which is suitable if you are early in your project. Or, it could be a draft article for an academic conference or journal. If you go for the project description paper, it should be 6 to 8 pages, 1.15 line spacing, and account for your research problem / research question, the main relevant theoretical literature, and your preliminary ideas about (comparative) methods. If instead you write a conference or journal paper, it should be 8 to 10 pages, 1.15 line spacing and account for your research problem / research question, the main relevant literature / theory, the methods you use, a brief indication of the data that you analyze, and a (tentative) conclusion.

The text should be written in English and sent to shre@ruc.dk by the **13th of August.**

All course readings must be completed one day BEFORE the session in which they will be discussed.

Detailed Time schedule:

Time	Tues 28th	Wed 29th	Thurs 30th	Fri 31st	Mon 3rd	Tues 4th
09:00 - 10:00 **10:00 - 11:00** **11:00 - 12:00**	Research Design Lecturer(s): Peter Triantafillou	Quantitative Lecturer(s): Johannes K. Dreyer Slobodan Kacanski	Qualitative Document analysis Lecturer(s): Matias T. Jørgensen Peter Triantafillou	Mixed Methods Lecturer(s): Olivier Rubin Shahamak Rezaei	Comparative methods Lecturer(s): Slobodan Kacanski	How to write and submit an academic article Research Ethics Lecturer(s): Kristian Sund
13:00 - 14:30 **14:30 - 16:00**	Workshop 1 Challenges to the Welfare State, Welfare State Development/Management and Innovative Solutions Lecturer(s): Peter Triantafillou	Workshop 2 Globalization, Global Talent Mobility and Innovation Lecturer(s): Johannes K. Dreyer Kristian Sund Shahamak Rezaei	Workshop 3 Demographic Trends and Consequences and Innovative Solution Lecturer(s): Kristian Sund Johannes K. Dreyer Matias T. Jørgensen	Workshop 4 Innovation, Entrepreneurship Lecturer(s): Shahamak Rezaei Zhao Hong Yu Jiang	SDC PHD Mandatory Lecture Lecturer(s): Shahamak Rezaei Zhao Hong Yu Jiang	Summary and end Lecturer(s) Shahamak Rezaei Zhao Hong Yu Jiang

Course Contents by Session:

1. *Social Science Research Design (Peter Triantafillou, 09.00-12.00)*

Tuesday 28th of August

This session will introduce to some of the basic elements in research design. We will focus on three areas: The introduction of your PhD, your research question, and the literature review.

The students are encouraged to purchase or borrow the following book:

- Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J. and W.T. Fitzgerald (2016) *The Craft of Research*. 4th ed. Chicago: Chicago University Press. (The BCW book)

Introducing your research 09.00-10.00

The importance of introducing your research is often underestimated. We will discuss different ways of introducing your research, who your audience are and how they may be reached.

Literature:

- Booth, Colomb and Williams (2016), chap. 1 and 16, pp. 1-26 and 232-247

Exercise:

In groups of 2 students, discuss the introduction of your PhD project outline based on chapter 16 in the BCW book.

Developing your research question(s) 10.00-11.00

This session examines why and how you need to identify a research problem (a puzzle), and how you may formulate a manageable research question.

Literature:

- BCW book (2016), chap. 3 and 4, pp. 27-64.
- Goertz, G. and J. Mahoney (2006) *A Tale of Two Cultures*: Contrasting Quantitative and Qualitative Research', *Political Analysis*, 14: 227-249.

Exercise:

In groups of two students, revisit and discuss whether your paper clearly defines and describes a good research problem. Based on this discussion, write down 2 or 3 points of possible revisions further clarifying the research problem in your project.

Using and situating your work in the academic literature 11.00-12.00

This session accounts for the importance of the literature review. It then presents different types of literature reviews, and finally provides some practical suggestions for undertaking and focusing the review.

Literature:

- BCW book (2016), chap. 5 and 6, pp. 65-104.
- Maria J. Grant & Andrew Booth (2009) 'A typology of reviews: an analysis of 14 review types and associated methodologies', *Health Information and Libraries Journal,* 26, pp.91–108

Workshop 1: Challenges to the Welfare State, Welfare State Development/Management and Innovative Solutions (Peter Triantafillou, 13:00-16:00)

The idea is that one student should present a paper, while another student opens the discussion with a few key questions to the text focusing on the key political challenges to the development and sustainability of the welfare state in Western Europe and China respectively. I expect to spend around half an hour for each paper.

The reference of the two papers are:

- Wolfgang Streeck (2013) The Politics of Public Debt**.** Neoliberalism, Capitalist Development, and the Restructuring of the State. *MPIfG Discussion Paper* 13/7.
- Richard Herd (2013) 'The Evolution of China's Social Policies', *Economic Change and Restructuring*, 46:109–141.

2. Quantitative Methods (Johannes K Dreyer and Slobodan Kacanski, 09:00-12:00)

Wednesday 29th of August

This session will start with a brush up into simple and multiple regressions (introduction level) and afterwards reflect upon the issue of endogeneity in social sciences and the consequent need of applying instrumental variables (IV) and the so-called Generalized Method of Moments (GMM) to account for this problem.

Literature:

- Brush up part: James T. McClave, P. George Benson and Terry Sincich, Statistics for Business and Economics, 12th International Edition, Pearson, ISBN13: 978-1-292-02329-8, ISBN10: 1-292-02329-5: Chapters 11 and 12 (Simple and Multiple Regressions).

- An introduction to the Generalized Method of Moments: Dreyer, J. K., Saving-Based Asset Pricing Models: A contribution to the Solution of the Equity Premium Puzzle, Appendix 6, pages 157 - 169 (copies will be provided by the teacher).

- Dreyer, J. K., Schneider, J., Smith, B. T. (2013). Saving-Based Asset-Pricing, *Journal of Banking and Finance*, 37, 9, 3704-3715.

- Dreyer, J. K., Schmid, P. A. (2017). Growth effects of EU and EZ memberships: Empirical findings from the first 15 years of the Euro, *Economic Modelling* 67, 45-54

Brush-Up session on Simple and Multiple Regressions 09.00-10.00
The idea of this session is to provide a fast review on these topics so that students can follow the upcoming discussion.

An introduction to Endogeneity and the GMM: 10:00-11:00

Students will be introduced to the endogeneity issue in time series both for the linear and nonlinear setting and possible ways to overcome this problem through the GMM.

Examples of Endogeneity and Research Applications of the GMM: 11:00-12:00
Examples of the Application of the GMM both linear and non-linear will be discussed in class according to the two articles mentioned in the literature.

Workshop 2: Globalization, Global Talent Mobility and Innovation (Johannes Dreyer and Shahamak Rezaei, 13:00-16:00)

In this session, students will discuss papers dealing with the European Union and the Euro as examples of economic innovation. Characteristics of Optimal Currency Areas (OCA) such as mobility of people, mobility of capital and fiscal federalism are frequently challenged.

Further, the Workshop will deal with the "Global Flows of Talent and the 'Race for Talent'. The session will provide a critical view on what are the main directions and patterns of talent mobility and migration in contemporary society. This workshop will ask participants to consider questions such as; How has transnational communities, and entrepreneurship and global talent flows evolved and to what effects? Why is there an increasing race for global talent? How does talent choose their destinations? And what are the risks of unmanaged talent mobility and migration (e.g. brain drain, care drain). How can these negative effects be avoided or at least mitigated?

<u>Literature</u>

In preparation of the session, students will need to read the following papers, paying special attention to the quantitative method used:

Macroeconomic Innovation and Growth:

- Growth effects of EU and EZ memberships: Empirical findings from the first 15 years of the Euro, Dreyer, J. K. & Schmid, P. A. 2017 In : Economic Modelling. 67, p. 45-54

Fiscal Federalism as innovation in the EU:

- Fiscal Federalism in Monetary Unions: Hypothetical Fiscal Transfers within the Euro-zone, Dreyer, J. K. & A. Schmid, P. 4 Jul 2015 In : International Review of Applied Economics. 29, 4, p. 506-532

Transnational Entrepreneurship:

- Portes, A., Haller, W., & Guarnizo, L. 2002. Transnational entrepreneurs: An alternative form of immigrant economic adaptation. American Sociological Review, 67(2): 2787-2298.

Transnational Communities:

- Saxenian, A. 2002. "Transnational communities and the evolution of global production networks: The cases of Taiwan, China and India." Industry and Innovation 9,3: 183-202.

Talent Mobility:

- Shachar, Ayelet 2006, "The Race for Talent. Highly Skilled Migrants and Competitive Immigration Regimes." NYU Law Review 81(1): 148-206.

Preparation

One student will be assigned to present each paper. That student will prepare a 10 minutes oral presentation (with or without slides), focusing on (1) the research question, (2) the research design, (3) the methodology used, and (4) the results.

Two students will act as opponents, and will prepare a 3-5 minute critique/review of the paper. The critique should focus on the methodology.

Each paper will therefore be studied during the workshop for approximately 30 minutes, with 10 minutes presentation, 2 x 5 minutes critique, and 10 minutes plenary discussion.

3. Introduction to qualitative research at the PhD level (Matias Thuen Jørgensen and Peter Triantafillou, 09.00-12.00)

Thursday 30th of August

This session will introduce you to the basics of qualitative research at the PhD level. The advantages of qualitative research methods will first be presented, then key concepts relating to qualitative research philosophy, approaches, strategies and methods are introduced, finally an in-depth introduction to one qualitative research tool is given, namely document analysis.

Qualitative research philosophy and advantages of qualitative research 09.00–10.00 (Matias Thuen Jørgensen)

The basics of ontology, epistemology and main paradigms in qualitative research are covered. Then the advantages of qualitative approaches as opposed to quantitative ones are discussed.

Literature:

- Guba, Egon G., and Yvonna S. Lincoln. 1994. "Competing Paradigms in Qualitative Research." In Handbook of Qualitative Research, edited by Norman K. Denzin and Yvonna S. Lincoln, 1994:105–17. Thousand Oaks, CA: US: Sage Publications (https://eclass.uoa.gr/modules/document/file.php/PPP356/Guba%20%26%20Lincoln%201994.pdf)

The qualitative research lens – paradigm, phenomenon, approach, methods 10.00-11.00 (Matias Thuen Jørgensen)

Based on the qualitative research lens concept, the methodological levels of qualitative research are covered.

Exercise: Critically reflect on the methodological approach you have chosen for your thesis. Why have you chosen this approach instead of another? Use the research lens as a basis for your reflection, to ensure that you include thoughts on research philosophy/paradigm, approach, strategy and data collection methods. Explain why your approach is superior to the alternatives for your purpose.

- Lincoln, Yvonna S., and Egon G. Guba. 1985. "Establishing Trustworthiness." In Naturalistic Enquiry, 1985:289–327. Beverly Hills, CA: Sage

(https://eclass.uoa.gr/modules/document/file.php/PPP356/Guba%20%26%20Lincoln%201994.pdf)
- Seale, Clive. 1999. 'Quality in Qualitative Research'. Qualitative Inquiry 5 (4): 465–78. https://doi.org/10.1177/107780049900500402

Document studies 11.00-12.00 (Peter Triantafillou)

Documents are used for a wide range of purposes in social science analysis. After a brief presentation of key ways of using documents, we will discuss how to critically address and use the contents of documents for your analysis.

Exercise:

On the basis of the methodological criteria established by Platt, discuss in groups of 2 or 3 the validity of the Osborne and Gaebler chapter.

Literature:

- Platt, J. (2011) 'Evidence and proof in documentary research: I – some specific problems of documentary research', in: Prior, Lindsay (Ed.) (2011) Using documents and records in social research. Vol. I. London: Sage, pp. 121-138.
- Osborne, D. and T. Gaebler (1992) How the Entrepreneurial Spirit is Transforming the Public Sector. Reading, Mass: Addison-Wesley, pp. 49-75

Workshop 3: Demographic Trends and Consequences and Innovative Solutions (Kristian Sund 13:00-16:00)

In this session students will discuss a range of papers dealing with demographic trends – and in particular the ageing population trend seen in many countries in Europe and Asia, including in both Denmark and China. These papers apply a variety of methods.

Literature
In preparation of the session, students will need to read the following papers, paying special attention to the research methods used:

- Boksberger, P. E., Sund, K. J., & Schuckert, M. R. (2009). Between past, present and future–implications of socio-demographic changes in Tourism. In Trends and Issues in Global Tourism 2009 (pp. 29-36). Springer, Berlin, Heidelberg.
- Bloom, David E., et al. "Macroeconomic implications of population ageing and selected policy responses." The Lancet 385.9968 (2015): 649-657.
- Bloom, D. E., Canning, D., & Fink, G. (2010). Implications of population ageing for economic growth. Oxford review of economic policy, 26(4), 583-612.
- Jaimovich, N., & Siu, H. E. (2009). The young, the old, and the restless: Demographics and business cycle volatility. American Economic Review, 99(3), 804-26.
- Kohlbacher, F., Herstatt, C., & Levsen, N. (2015). Golden opportunities for silver innovation: how demographic changes give rise to entrepreneurial opportunities to meet the needs of older people. Technovation, 39, 73-82.

Preparation
One student will be assigned to present each paper. That student will prepare a 10 minute oral presentation (with or without slides), focusing on (1) the research question, (2) the research design, (3) the methodology used, and (4) the results.

Two students will act as opponents, and will prepare a 3-5 minute critique/review of the paper. The critique should focus on the methodology, and could for example include commenting on how appropriate the method is, validity and reliability issues, epistemological considerations, or other relevant topics.

Each paper will therefore be studied during the workshop for approximately 30 minutes, with 10 minutes presentation, 2 x 5 minutes critique, and 10 minutes plenary discussion.

4. Mixed Methods (Shahamak Rezaei and Olivier Rubin, 09:00-12:00)

Friday 31st of August

Mixed methods has become increasingly popular both in the social sciences and among practitioners. This session offers students an opportunity to add value to the quality of their research designs and analyses and to their ability to work with multiple methods in a reflexive and versatile manner in practice. We will cover core concepts in mixed method research such as triangulation, sequencing and pacing, nested approach, sampling, qualitative- and quantitative-led integration and grounded theory.

09.00-10.00 The Nuts and Bolts of mixed methods research design

Many societal challenges are best studied by combining methods and by relying on diverse data-sources. This is the raison d'être of mixing methods. Effectively addressing key societal problems such as crime, poverty and health often demands the integration of both quantitative and qualitative data as well as analysis. Crime statistics in isolation, for instance, does not bring us much closer to devising solutions to the problem. By the same token, interviews with victims and perpetrators of crime are less valuable if not backed by crime statistics. We will explore the benefits and challenges of using mixing methods as research design. We will present good practices when it comes to mixed method research design and identify the pitfalls.

Literature:

- Mahoney, J., & Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. Political analysis, 14(3), 227-249.
- Morse, J. M. & Niehaus, L. (2009): Mixed Method Design: Principles and Procedures. London and New York: Routledge. Chapter 1: Mixed Method Design: Who Needs It? pp. 13-22
- Morse & Niehaus (2009), Ahmed, A., & Sil, R. (2012). When multi-method research subverts methodological pluralism—or, why we still need single-method research. Perspectives on Politics, 10(4), 935-953.

10.00-11.00 Qualitative- and quantitative-driven mixed methods

Mixed methods can be driven by qualitative and quantitative approaches. The theoretical drive for quantitatively-driven mixed method design is deductive whereas the qualitatively-driven approach is primarily inductive and explorative. The methodological orthodoxy (mixed methods favor quantitative methodologies) will be laid out and strategies to circumvent this orthodoxy will be presented. Some strategies relate to 'meshing' or 'linking' data and methods rather than mixing them to develop multi-nodal approaches

Literature:

- Morse, J. M. & Niehaus, L. (2009): Mixed Method Design: Principles and Procedures. London and New York: Routledge. Chapter 8: Qualitatively-Driven Mixed Method Designs, pp 85-116 and Chapter 9: Quantitatively-Driven Mixed Method Designs pp 117-140.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. Qualitative research, 6(1), 9-25.
- Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. Qualitative Inquiry, 16(6), 455-468.

11.00-12.00 Nested Approach

Here we will focus on an attempt to systematize a unified 'mixed method' approach to comparative research, namely the nested analysis. The nested approach draws on large-n and small-n simultaneously (through different venues down a theoretical tree). Scholars should not only incorporate lessons from both methods but the nested approach draws on both analytical methods simultaneously. We will apply the nested approach to a concrete case, and discuss the limitations of this approach.

Literature:

- Lieberman, E. S. (2005). Nested analysis as a mixed-method strategy for comparative research. American Political Science Review, 99(03), 435-452.
- Rohlfing, I. (2008). What You See and What You Get Pitfalls and Principles of Nested Analysis in Comparative Research. Comparative Political Studies, 41(11), 1492-1514.

Workshop 4: Innovation, Entrepreneurship (Yu Jiang, Zhao Hong and Shahamak Rezaei, 13:00-16:00)

Entrepreneurship & Innovation Revisited: in this workshop we will briefly introduce to the classical and contemporary theories within entrepreneurship and innovation and lead the discussion toward challenges and potentials that societies are facing and various state-run programs that governments across the globe are launching in order to enhance the entrepreneurial spirit of their citizens and make societies more innovative and competitive. Further, we will discuss the foundations in Innovation and Talent Mobility and focus on what is the importance of talent mobility and flows of knowledge and ideas for innovation and growth. This workshop will ask participants to consider questions such as: How do innovation clusters emerge and remain successful? What is the importance of temporary flows vs. permanent migration of talent? How does transnational entrepreneurship promote innovation, growth and economic development and facilitate the global mobility and migration of talent?

Doing Innovation and Strategy Research under Emerging Contexts (Yu Jiang, 13:00-14:30)

Entrepreneurship in a Globalized World (Shahamak Rezaei 14:30-15:15)

What we should pay more attentions if we do research in Emerging countries, compared with developed countries? This module will equip the student with the concept, and analytical tools and logics to explore the Innovation and Strategy research design and logic under the Emerging Contexts

Literature:

- R.Hoskisson; L Eden;C Lau (2000) Strategy in Emerging Economies. Academy of Management Journal Vol. 43, No. 3 Articles
- T Altenburg, H Schmitz, A Stamm Breakthrough? China's and India's transition from production to innovation - World development, 2008 - Elsevier
- P. Soh; J Yu (2010) Institutional environment and complementary assets. Asia Pac J Manag (2010) 27:647–675
- Porter, Michael E. 1998, “Clusters and the Economics of Competition”. Harvard Business Review 76(6): 77-90.
- Bathelt, Harald et al 2004, “Clusters and Knowledge.” Progress in Human Geography 28(1): 31-56.
- Crevoisier, Olivier 1996, “Proximity and Territory Versus Space in Regional Science.” Environment and Planning A 28: 1683-97.
- Honig, Benson et al 2010 (eds.), Transnational & Immigrant Entrepreneurship in a Globalized World, University of Toronto Press.

Global Female Entrepreneurship and Innovation – OBOR related initiatives with case study (Zhao Hong, 15:10-16:15)

- Female Entrepreneurship
- Empowerment and talent development
- Entrepreneurship for Inclusive Community Building and Innovation
- Talent Mobility and Regulation

Literature: TDB

5. Comparative Research Methods (Slobodan Kacanski, 09:00-12:00)

Monday 3rd of September

This session will introduce students to the basics of comparative research methods at the PhD level. It intends to enable students to acquire relevant understanding of the main characteristics of the comparative research methodology. During the session, the main concepts will first be presented, which will be followed by the philosophy, approaches, strategies and research methods. The discussion on how to practically utilize comparative methods will finalize the session.

Framing of comparative research - epistemology, logics and goals 9:00 – 10:00

The aim of the first part of the lecture is to provide an introduction to the idea of comparative research methods by looking at the ontological and epistemological assumptions that determine researcher’s standpoint. This session will also introduce the comparison, as a basic mental operation, together with goals of comparison.

Locating comparative research with other research designs 10:00 – 11:00

During the second part of the lecture, students will be introduced to the paradigm of comparative research and advantages that it has over the other approaches and research designs.

Comparative research design – case selection, data collection and analytical procedures 11:00 – 12:00

The session will end with a discussion about "what is a case of comparative research design?". Based on the concepts and methodology introduced, the discussion about the case selection, data collection process and analytical procedures that are required by the use of these methods will wrap up the lecture

Literature

- Lijphart, A. (1975) 'The comparable-cases strategy in comparative research', Comparative Political Studies 8(2): 158-177 (download)
- Chapters 2 and 3 (18 – 51) of: Pennings, P., Keman, H. and Kleinnijenhuis, J. (1999) Doing research in political science. an introduction to comparative methods and statistics. London: Sage Publications. (book is available for download)
- Goertz, G. and Mahoney, J. (2006) The Possibility Principle: choosing negative cases in comparative research in: Goertz, G., (Ed.) Social science concepts: a user's guide, pp. 177-210 (download)
- Thomann, E. and A. Manatschal. 2016. Identifying context and cause in small-N settings: A Comparative Multilevel Analysis. Policy Sciences 49(3): 335-348. (download)

Workshop 5 – SDC PhD Mandatory Seminar (Zhao Hong, Yu Jiang and Shahamak Rezaei, 13:00-16:00)

Literature: SDC Double Degree Handbook UCAS (Will be circulated)

This seminar will aim to educate the SDC PhD students on the special regulations involved in completing a double degree PhD at the Sino Danish Centre. Themes covered will include

- How to plan the mandatory 12 months in China
- How to divide and plan mandatory teaching/ supervision hours between SDC and your Danish Institution – Requirements from RUC
- Opening Speech
- Visa and Residence Permit
- Two Published Articles Requirement

In addition, the Professors will guide you through the UCAS list of accepted journals and and BFI/SSCI list, and educate you on how you can ensure that your articles are published in journals approved of by both UCAS and your Danish Institution. Last but not least, the Professors will discuss how to best collaborate with both your Chinese supervisors and supervisors at your Danish Institutions, and ways to make sure your supervisors are communicating together.

6. *How to Write and Submit an Academic Article & Research Ethics (Kristian Sund, 09:00-12:00)*

Tuesday 4th of September

This session will introduce students to how to write and structure an academic paper, and to some of the ethical considerations of conducting and reporting your research.

How to structure a paper 09.00-10.00
During the first part of the morning, we will examine how to structure a research paper. We will discuss the various sections of the typical research paper, and how to achieve a structure and language that reviewers will recognize, and respond positively to.

<u>Literature:</u>
- Ragins, B. R. (2012). Reflections on the craft of clear writing. Academy of Management Review, 37(4), 493-501.
- Publishing in Academy of Management Journal — Parts 1 - 7

Mastering the review process
Writing and submitting a paper for review is only step 1 of the journey. The aim is to get your work published, and this often requires convincing reviewers that your work is good enough to publish. In this second part of the morning we will discuss the review process. What do reviewers look for? What does the process look like? If I get the opportunity to re-submit, how do I answer reviewers?

<u>Literature:</u>
- Shaw, J. D. (2012). FROM THE EDITORS RESPONDING TO REVIEWERS. Academy of Management Journal, 55(6), 1261-1263.
- Seibert, S. E. (2006). Anatomy of an R&R (or, reviewers are an author's best friends...). The Academy of Management Journal, 49(2), 203-207.

Research ethics 11.00-12.00
Research ethics are an increasingly important consideration, as more and more universities, funding organizations, and journal editors ask researchers to consider and document ethical implications of their work. Junior and senior scholars alike often struggle to keep up with the at times shifting ethical norms of research. We will discuss ethical norms, share experiences, debate the latest code of ethics of the Academy of Management, and discuss implications for researchers in management, economics, and other social sciences. We will attempt to answer questions like: When does a person deserve to have their name on a paper, and in what order? Under what conditions can I submit the same paper in several places? Can I re-use passages from old papers? Can I re-use the same data for multiple papers? Participants will also have the opportunity to ask their own questions and share their experiences.

<u>Literature:</u>
- Academy of Management Code of Ethics.
- Honig, B., & Bedi, A. (2012). The fox in the hen house: A critical examination of plagiarism among members of the Academy of Management. Academy of Management Learning & Education, 11(1), 101-123.

Summary and End

Practical Information:

Useful addresses:

Campus Address:

Sino-Danish Center

Eastern Yanqihu campus

University of Chinese Academy of Sciences

380 Huaibeizhuang, Huairou district, Beijing

In Chinese:

北京市怀柔区怀北镇怀北庄 380 号中国科学院大学雁栖湖校区东区中丹中心大楼

Time difference:

Local time in Copenhagen is 6 hours behind Beijing

Money

It is highly recommended that you exchange your money/ buy Chinese currency at Kastrup Airport in Denmark, as there is currently an increase of fake Chinese Yuan (Chinese currency) in China. You can however also take out money from most ATMs in China, the recommended bank is Bank of China.

1 DKK= 1,0508 CNY

100 DKK = 105,08 CNY

Weather:

Weather in Beijing in end of August is (from experience) warm, mostly sunny, ranging from 25-30 degrees. Can get cool in the evening, so bring a jacket just in case

For more information about the Sino Danish Center:

http://sdc.university/

For any questions, please contact:

Shahamak Rezaei (shre@ruc.dk)

Birte Hansen (bihansen@ruc.dk)

Phone: (DK) 42563919 (CN) 0086 155 0113 2238 Wechat ID: birtelalahansen