

Social Science Research Methods

Term: Fall 2018

Course Number: 26:620:557

Day/Time: Thursdays, 2:30-5:20

Classroom: 1 WP Rm. 502

Office Hours: By appointment

Professor Chao Chen

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Professor Ted Baker

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LEARNING GOALS AND OBJECTIVES

This is an introductory doctoral seminar on social science research methods in management. We will examine basic issues involved in conducting empirical research for publication in scholarly management journals. These issues include the framing of research questions, theory development, the initial choices involved in research design, and basic concerns in empirical testing. We will consider these issues in the context of different modes of empirical research (including experimental, survey, qualitative, and archival). We will discuss readings that address the underlying fundamentals of these modes as well as studies that illustrate how management scholars have used them in their work, mostly separately but sometimes in combination.

At the end of this course, you should have a broad understanding of how social science research is conducted in management and some of its subfields. The course requirements are also intended to provide you with opportunities to develop your own research ideas and abilities, which requires that you engage productively with the current literature. While we will not address data analysis techniques in detail, what you learn in this course should allow you to place techniques you learn in other courses in context. The hope is that this seminar will be engaging, thought-provoking, and useful for you. Accordingly, your suggestions and feedback about class requirements, readings, and procedures are welcome at any time.

FORMAT

The course will follow a traditional seminar format. Students are expected to come to each session having studied the assigned materials, completed any other assignments for the week and prepared to engage in vigorous discussion. Students may be assigned from time to time to lead discussions on particular papers or topics. The course is co-taught by Chao Chen, Oliver Sheldon and Ted Baker (along with two guest professors in weeks 7 and 8). Most weeks, only one faculty member will be present in the seminar, but during weeks 1 and 14 each of us will participate.

ACADEMIC INTEGRITY

Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). We will strongly enforce this Policy and pursue all violations. By remaining in this course, you are agreeing to adhere to the

RU Honor Policy: “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” Plagiarism is a serious violation of academic integrity. See business.rutgers.edu/ai for more details.

ACCOMMODATIONS AND SUPPORT SERVICES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services: <http://veterans.rutgers.edu/>

If you are in need of mental health services, please use our readily available services:
Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>

If you are in need of physical health services, please use our readily available services:
[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>

If you are in need of legal services, please use our readily available services: <http://rusls.rutgers.edu/>

TEXTBOOKS AND READING MATERIALS

There is one required text:

[The Process of Social Research](#), by J.C. Dixon, R.A. Singleton & B.C. Straits. Oxford University Press, 2016. (referred to as DSS in assigned readings)

Other readings (i.e., journal articles and book chapters) will be make available through Blackboard.

REQUIREMENTS AND GRADING

Class Preparation:

For most class sessions, you will be provided with advance discussion questions and/or other preparatory work, in addition to assigned readings, to help you better understand and grapple with the

session's material. These will be posted on Blackboard at the latest a week ahead of time. For each discussion question, you are expected to compose and turn in (at the beginning of the relevant class) a 1-2 paragraph response. These responses and other assigned preparatory work will be graded by the faculty member leading the session, and collectively, will count toward **15% of your overall grade**.

In-Class Participation:

Your contributions in class itself will also be evaluated, and specifically, will count toward **10% of your overall grade**. Contributions are made both through the questions you ask (as a discussion leader or class participant) and the answers you provide. As much as we faculty members love to hear the sound of our own voices, it's important that you also actively participate in the conversation. Participation in intellectual conversation is an important part of your grade and more importantly, your education. Take the opportunity to further your understanding of the issues. The questions you ask will likely help the other students in class. In order to contribute, you need to show up regularly and on time to class and not leave early. Attendance problems will keep you from doing well. To prepare for our in-class discussions, you'll also obviously need to read the assigned materials. *Read to get the big picture*. Ask questions to fill in the small pictures that make up the big one. *Read with applications in mind*.

Written Assignments:

Finally, there will be three formal written assignments over the course of the semester, each of which will count toward 25% of your overall grade (and which will collectively make up **75% of your overall grade**). The first of these will be a theory-building assignment (Theory Assignment), due at the beginning of our week 5 session and graded by Prof Chen. The second will be a methods-specification assignment (Methods Assignment), due at the beginning of our week 8 session and graded by Prof Sheldon. Finally, the third will involve constructing an introduction to an academic paper (Writing Assignment), due at the beginning of our week 12 session. This will be graded by Prof Baker. Further details regarding these three assignments will be provided in class.

COURSE SCHEDULE

SESSION	CONTENT
Week 1: 9/6 (Profs. Chen, Sheldon, & Baker)	Introduction to Social Science Research and Course Overview <ul style="list-style-type: none"> • What is science? What is research? • What's interesting? • Where do research ideas come from? • What are we doing this semester? What are the goals for this course?
Week 2: 9/13 (Prof. Chen)	Theory Development <ul style="list-style-type: none"> • What is theory? What is not theory? • What are components of a theory? • What are the attributes of a good theory?
Week 3: 9/20 (Prof. Chen)	Research Design Choices <ul style="list-style-type: none"> • How do we test our theories? • How do we match our questions, theories and methods? • Units and levels of analysis
Week 4: 9/27 (Prof. Chen)	Empirical Concerns in Quantitative and Qualitative Research <ul style="list-style-type: none"> • Causal Inference • Selection bias, measurement error, omitted variables, endogeneity • Construct validity, reliability, and measurement • Mediators and moderators
Week 5: 10/4 (Prof. Chen)	Varieties of Research Design I: Surveys <ul style="list-style-type: none"> • Survey sampling, survey design, survey measures • Internet samples
Week 6: 10/11 (Prof. Sheldon)	Varieties of Research Design II: Laboratory Experiments <ul style="list-style-type: none"> • Laboratory research • Judgement Tasks • Limitations of the lab
Week 7: 10/18 (Profs. Taussig & Sheldon)	Varieties of Research Design III: Field & Quasi Experiments <ul style="list-style-type: none"> • Field-experiments and quasi-experimental research
Week 8: 10/25 (Prof. Peer)	Varieties of Research Design IV: Archival Methods <ul style="list-style-type: none"> • Modes of archival research • Levels, materials, methods
Week 9: 11/1 (Prof. Baker)	Varieties of Research Design V: Qualitative Research I <ul style="list-style-type: none"> • Three leading approaches to doing qualitative research

Week 10: 11/8 (Prof. Baker)	Varieties of Research Design VI: Qualitative Research II <ul style="list-style-type: none"> • The messy reality of having “no template.”
Week 11: 11/15 (Prof. Sheldon)	Ethics in Social Science Research <ul style="list-style-type: none"> • Maintaining high ethical standards • Avoiding questionable research practices
Week 12: 11/20 (Tuesday) (Prof. Baker)	Writing and Publishing in the Social Sciences I: <ul style="list-style-type: none"> • Framing papers through the introduction. • The writing process.
Week 13: 11/29 (Prof. Baker)	Writing and Publishing in the Social Sciences II: <ul style="list-style-type: none"> • Constructing your contribution in the discussion. • The review and publication process.
Week 14: 12/6 (Profs Chen, Sheldon, & Baker)	Wrap-Up Discussion and Concluding Thoughts

Week 1

Introduction to Social Science Research and Course Overview

Topics Covered

- What is science? What is research?
- Where do research ideas come from?
- Roles of theory, data, practice
- Rigor and relevance
- What are we doing this semester? What are the goals for this course?

Required Reading

1. DSS, Chapters 1 and 2
2. Vermeulen, F. (2007). "I shall not remain insignificant": Adding a second loop to matter more. *Academy of Management Journal*, 50, 754-761.
3. Gulati, R. 2007. Tent poles, tribalism, and boundary spanning: The rigor-relevance debate in management research. *Academy of Management Journal*, 50, 775-782.
4. Ashford, S. J. (2013). Having scholarly impact: The art of hitting academic home runs. *Academy of Management Learning & Education*, 12, 623-633.
5. Pfeffer, J. (2007). A modest proposal: How we might change the process and product of managerial research. *Academy of Management Journal*, 50, 1334-1345.
6. Colquitt, J.A. & George, G. 2011. *From the editors*, Publishing in AMJ—Part 1: Topic choice. *Academy of Management Journal*, 54(3): 432-435.

Week 2 Theory Development

Topics Covered

- What is theory? What is not theory?
- What are components of a theory?
- What are the attributes of a good theory?
- What's interesting?

Required Reading

1. Whetten, D. (1989). What constitutes theory? *Academy of Management Review*, 14: 490-495.
2. Sutton, R. I. & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40: 371-384. (Also comments by Karl E. Weick, "What theory is not, theorizing is" and Paul J. DiMaggio, "Comments on "What theory is not") (*Forum*)
3. Davis, Murray S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of Social Science*, 1, 309-326 (part of article).
4. Stinchcombe, A. L. (1968). *Constructing Social Theories*. Chicago: University of Chicago Press. Excerpts from Chapter 2: "The Structure of Causal Theories"; "Scientific Concepts"; "Levels of Generality in Social Theory", pp. 28-57.
5. Wagner, D.G. & Berger, J. (1985). Do sociological theories grow? *American Journal of Sociology*, 90, 697-728.
6. Sparrow, R.T & Mayer, K.J. 2011. *From the editors*, Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management Journal*, 54, 1098-1102.

Recommended Reading

- Colquitt, J. A. & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. *Academy of Management Journal*, 50: 1281-1303.
- Pillutla, M.M. & Thau, S. (2013). Organizational sciences' obsession with 'that's interesting!' Consequences and an alternative. *Organizational Psychology Review*, 3: 187–194.

Week 3

Research Design Choices

Topics Covered

- How do we test our theories?
- How do we match our questions, theories and methods?
- Units and levels of analysis

Required Reading

1. DSS, Chapter 4
2. Bono, J.A. & McNamara, G. 2011. *From the editors*, Publishing in AMJ—Part 2: Research design. *Academy of Management Journal*, 54(4): 657-660.
3. Edmondson, A. C. & McManus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review*, 32, 1155-1179.
4. Buchanan, D. A. & Bryman, A. (2007). Contextualizing methods choice in organizational research. *Organizational Research Methods*, 10: 483-501.
5. Kozlowski, S. W. J. & Klein, K. J. (2000). A multilevel approach to theory and research in organizations. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions*. San Francisco, CA: Jossey-Bass. Excerpts from Chapter 1: pp. 3-51. (Note: Only the excerpt from pages 3 – 51 is required reading)
6. Ployhart, R. E. & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management*, 36, 94-120.

Recommended Reading

- McGrath, J. E. (1981). Dilemmatics: The study of research choices and dilemmas. In J. E. McGrath, J. Martin, & R. A. Kulka (Eds.), *Judgment Calls in Research*: 69-102. Beverly Hills, CA: Sage Publications.
- Hackman, J.R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24, 905-922.
- Van Maanen, J., Sorensen, J. B., & Mitchell, T. R. (2007). The interplay between theory and method. *Academy of Management Review*, 32, 1145-1154.

Week 4
Empirical Concerns in Quantitative and Qualitative Research

Topics Covered

- Causal Inference
- Selection bias, measurement error, omitted variables, endogeneity
- Construct validity, reliability, and measurement
- Mediators and moderators

Required Reading

1. DSS, Chapters 5 and 6
2. Shadish, W. R., Cook T. D., & Campbell, D. T. (2001). *Experimental and quasi-experimental designs for causal inference*. Chapters 1 and 2: pp. 1 – 63.
3. Edwards, J. R. (2003). Construct validation in organizational behavior research. In J. Greenberg (Ed.), *Organizational Behavior: The State of the Science* (2nd ed., pp. 327-371). Mahwah, NJ: Erlbaum.
4. Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 6: 1173-1182.
5. Staw, B. M. (1975). Attribution of the “causes” of performance: A general alternative interpretation of cross-sectional research on organizations. *Organizational Behavior and Human Performance*, 13: 414-432.

Recommended Reading

- Murphy, K. (2002). Using power analysis to evaluate and improve research. In S. G. Rogelberg (Ed.), *Handbook of research methods in industrial and organizational psychology* (pp. 119-138). Madlen, MA: Blackwell Publishers, Inc.
- Hamann, P. M., Schiemann, L. B., & Guenther, T. W. (2013). Exploring the dimensions of organizational performance: A construct validity study. *Organizational Research Methods*, 16, 67-87.

Week 5
Varieties of Research Design IV: Surveys

Topics Covered

- Survey sampling, survey design, survey measures
- Internet samples

Required Reading

1. DSS, Chapter 8
2. Babbie, E. (1990). *Survey research methods*. Belmont, CA: Wadsworth Publishing. Chapter 5: “The Logic of Survey Sampling”.
3. Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods, 1*: 104-121.
4. Podsakoff, P. M., MacKenzie, S. B., Lee, J., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*: 879-903.
5. Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist, 54*: 93-105.
6. Barsade, S. G. & O’Neill, O. A. (2014). What’s love got to do with it? A longitudinal study of the culture of companionate love and employee and client outcomes in a long-term care setting. *Administrative Science Quarterly, 59*, 551-598. (Example)

Recommended Reading

- Dillman, D. A. 1991. The design and administration of mail surveys. *Annual Review of Sociology, 17*:225-249.
- Mitchell, T.R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Review, 10*: 192-205.
- Cycota, C. S. & Harrison, D. A. (2006). What (not) to expect when surveying executives: A meta-analysis of top manager response rates and techniques over time. *Organizational Research Methods, 9*: 133-160.
- Haas, M. R. & Hansen, M. T. (2005). When using knowledge can hurt performance: The value of organizational capabilities in a management consulting company. *Strategic Management Journal, 26*: 1-24.

Due

Theory Assignment

Week 6

Varieties of Research Design II: Laboratory Experiments

Topics Covered

- Laboratory research
- Judgement tasks and vignette studies
- Limitations of the lab

Required Reading

1. DSS, Chapter 7 (for students who will not rely heavily on experimental methods in their own research)
2. Aronson, E., Wilson, T. D., & Carlsmith, K. (1998). Experimentation in social psychology. In D.T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology*, Volume 2 (4th Ed.): 99-142. New York: McGraw-Hill. (for OM and behavioral marketing students only)
3. Aguinis, H., & Bradley, K. J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods*, 27, 351-371.
4. Colquitt, J.A. (2008). From the editors, Publishing laboratory research in AMJ: A question of when, not if. *Academy of Management Journal*, 51, 616-620.
5. Mitchell, G. (2012). Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7, 109-117.
6. Lount, R.B., Sheldon, O.J., Rink, F. & Phillips, K.W. (2015). How much conflict really exists? Biased perceptions of racially diverse teams. *Organization Science*, 26, 1351-1364. (Example)

Recommended Reading

- Ilgen, D.R. (1986). Laboratory research: A question of when, not if. In E.A. Locke (Ed.), *Generalizing from laboratory to field settings*, (pp. 257-267). Indianapolis, IN: D.C. Heath.
- Highhouse, S. (2009). Designing experiments that generalize. *Organizational Research Methods*, 12, 554-566.
- Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38, 379-387.

Week 7
Varieties of Research Design III: Field & Quasi Experiments

Topics Covered

- Field-experiments
- Quasi-experimental research

Required Reading

1. Bandiera, O., Barankay, I., & Rasul, I. (2011). Field experiments with firms. *Journal of Economic Perspectives*, 25, 63-82.
2. Humphreys, M. 10 Strategies for figuring out if X caused Y. <https://egap.org/methods-guides/10-strategies-figuring-out-if-x-caused-y>
3. Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods*, 12, 653-686
4. Taussig, M. (2018). Participation, government legitimacy, and regulatory compliance in emerging economies. A firm-level field experiment in Vietnam. Working paper. (Example)
5. Bertrand, B. & Mullainathan, S. 2004. Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Review*, 94: 991- 1013. (Example)

Recommended Reading

- King, E.B., Hebi, M.R., Morgan, W.B., & Ahmad, A.S. (2012). Field experiments on sensitive organizational topics. *Organizational Research Methods*, 16, 501-521, 2013.
- Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, 54, 1, pp. 140-143.
- Grant, A.M. & Hofmann, D.A. (2011). It's not all about me: Motivating hand hygiene among healthcare professionals by focusing on patients. *Psychological Science*, 22(12): 1494-1499. (Example of a field quasi-experiment)

Week 8
Varieties of Research Design V: Archival Methods

Topics

- Modes of archival research
- Levels, materials, methods

Required Reading

1. DSS, Chapter 10 (pp.288-327)
2. Wooldridge, J.M. (2012), *Carrying out an empirical project*. In Wooldridge: Introductory Econometrics: A Modern Approach. 5th edition, Chapter 19: 676-702.
3. Etzion, D. Pe'er, A. (2014). Mixed Signals: A Longitudinal Analysis of Automobile Warranty, 1960-2008. *Strategic Management Journal*, 35(11): 1605-1625. (Example)
4. Pe'er, A. Vertinsky, I. & King, A. (2008). Who enters, where, and why? The influence of capabilities and initial resource endowments on the location choices of new enterprises. *Strategic Organization*, 6(2): 119-149. (Example)

Recommended Reading

- Ventresca, M. J., & Mohr, J. W. (2002). Archival research methods. In J. A. C. Baum (ed.), *The Blackwell Companion to Organizations*. Malden, MA: Blackwell. Chapter 35, pp. 805-828.
- Blossfeld, H. P. Golsch, K. & Rohwer, G. (2007). *Event History Analysis with Stata*. Mahwah, NJ: Lawrence Erlbaum & Assoc. Chapter 1, pp 5-13
- Duriau, V. J., Reger, R. K. & Pfarrer, M. D. (2007). A content analysis of the content analysis literature: Research themes, data sources, and methodological refinements. *Organizational Research Methods*, 10, 5-34.

Due

Methods Assignment

Week 9
Varieties of Research Design I: Qualitative Research I

Topics Covered

- Three leading approaches to doing qualitative research

Required Reading

1. Gioia, D, Corley, K, Hamilton, A. (2012). Seeking qualitative rigor in inductive research: Notes on the Gioia Methodology. *Organizational Research Methods, 16*: 15-31.
2. Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review, 14*: 532–550.
3. Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management Review, 24*: 691-710.
4. Gehman, J., Glaser, V.L., Eisenhardt, K.M., Gioia, D.A., Langley, A. & Corley, K.G. (2018). Finding theory-method fit: A comparison of three qualitative approaches to theory building. *Journal of Management Inquiry, 27*: 284-300.
5. DSS, Chapter 9 (Skim)

Week 10
Varieties of Research Design I: Qualitative Research II

Topics Covered

- The messy reality of having “no template.”

Required Reading

1. DSS, Chapter 13 (Skim)
2. Johnny Saldana (2009). *The Coding Manual for Qualitative Researchers*, Sage. Chapters 1-3
3. Ted Baker, E. Erin Powell and Andrew Fultz. (2017). *Whaddya know? Qualitative methods in entrepreneurship*. In Routledge Handbook of Qualitative Research, Sanjay Jain & Raza Mir, editors.
4. Read the methods section and examine the figure depicting the main theoretical model in each of the following three papers:
 - Ted Baker & Reed E. Nelson. (2005). Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage. *Administrative Science Quarterly*, 50:329-366.
 - E. Erin Powell & Ted Baker (2014). It’s what you make of it: Founder identity and enacting strategic responses to adversity. *Academy of Management Journal*, 57(5): 1406-1433.
 - E. Erin Powell & Ted Baker (2017). In the Beginning: Identity processes and organizing in multi-founder nascent ventures. *Academy of Management Journal*: 60(6): 2381-2414.
5. Choose and read a high quality journal article that uses qualitative methods and is important to your own research interests. Compare and contrast its methods section and model to those in the first three papers.

Week 11
Ethics in Social Science Research

Topics Covered

- Maintaining high ethical standards
- Avoiding questionable research practices

Required Reading

(Most of these are short.)

1. DSS, Chapter 3 (pp.39-59)
2. Academy of Management. (2011). Academy of Management Code of Ethics. *Academy of Management Journal*, 54, 1299-1306.
3. Levin, J. (1981). Ethical problems in sociological research. In A.J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10:49-54. San Francisco: Jossey-Bass.
4. Suls, J.M., & Rosnow, R. L. (1981). The delicate balance between ethics and artifacts in behavioral research. In A. J. Kimmel (Ed.), *New Directions for Methodology of Social and Behavioral Science: Ethics of Human Subject Research*, 10, 55-67. San Francisco: Jossey-Bass.
5. Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5, 127-134.
6. Ulrich Lichtenhaler article retractions:
<http://retractionwatch.wordpress.com/2012/07/17/three-papers-by-german-management-prof-retracted-for-duplication-statistical-issues/#more-8733>
7. Colquitt, J.A. (2012). From the Editors: Plagiarism policies and screening at AMJ. *Academy of Management Journal*, 55(4): 749-751.
8. O'Boyle, E., Banks, G., & Gonzalez-Mule, E. (2014). The Chrysalis Effect: How ugly initial results metamorphosize into beautiful articles. *Journal of Management*, 43, 376-399.

Recommended Reading

- Simmons, J. P., Nelson, L. D. & Simonsohn, U. (2011). False- positive psychology: undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, 22, 1359–1366.
- Ledgerwood, A., Soderberg, C. K., & Sparks, J. (in press). Designing a study to maximize informational value. In J. Plucker & M. Makel (Eds.), *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*. Washington, DC: American Psychological Association

Week 12
Writing and Publishing in the Social Sciences I

Topics Covered

- Framing papers through the introduction.
- The writing process.

Required Reading

(Most of these are short.)

1. Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40: 1023-1062.
2. Grant, A.M. & Pollock, T.G. (2011). From the Editors, Publishing in AMJ—Part 3: Setting the hook. *Academy of Management Journal*, 54(5): 873-879.
3. Staw, B.M. (1984). Repairs on the road to rigor and relevance: some unexplored issues in publishing organizational research. Chapter 4 (pages 85-97) in *Publishing in the Organizational Sciences*, L.L. Cummings and P.J. Frost (eds). Sage.
4. Lamott, A. (1994). *Shitty first drafts, in Bird by Bird: Some Instructions on Writing and Life*. New York, NY: Anchor Books: 21-27.
5. Timothy Pollock and Joyce Bono. (2013). From the Editors: The importance of storytelling in Academic Writing. *Academy of Management Journal*, 56: 629–634.
6. DSS Chapter 14 (skim 435-445)
7. Writing blog. <https://projectscrib.org/> ... read at least 5 “interviews” from here.
8. My template for 3-5 paragraph introduction

Due

Writing Assignment

Week 13
Writing and Publishing in the Social Sciences II

Topics Covered

- Constructing your contribution in the discussion.
- The review and publication process.

Required Reading

1. Marta Geletkanycz and Bennett J. Tepper (2012). From the Editors, Publishing in AMJ –Part 6: Discussing the implications. *Academy of Management Journal*, 55: 256–260.
2. William H. Starbuck (2016). 60th Anniversary Essay: How Journals Could Improve Research Practices in Social Science. *Administrative Science Quarterly*, 1–19.
3. Linda M. Johanson (2007). Sitting in Your Reader's Chair: Attending to Your Academic Sensemakers. *Journal of Management Inquiry*, 16: 290.

Class Preparation

Analyze your favorite paper on a topic close to your own interests in terms of:

- a. How the authors discuss the implications.
- b. How they have attended to their readers as sensemakers
- c. How their discussion section bookends in combination with the introduction.
- d. What you think they might have done better in crafting the discussion.

Week 14
Wrap-Up Discussion and Concluding Thoughts