

Management
Course Number: 26:620:557
Course Title: Social Science Research Methods

COURSE 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 (), () and () (along with two guest professors in weeks 8 and 9). Most weeks, only one faculty member will be present in the seminar, but during weeks 1 and 14 each of us will participate.

COURSE 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 made available through Canvas

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.

REQUIREMENTS AND GRADING

Class Preparation:

For most class sessions, you will be assigned 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. This preparatory work will be posted on Canvas at the latest a week ahead of time. In most cases, such work will require a written response which you are expected to turn in at the beginning of the relevant class. All assigned preparatory work will be graded by the faculty member leading the session in question, 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 involve constructing an introduction to an academic paper (Writing Assignment), due at the beginning of our week 3 session and graded by Prof. (). The second will be a theory-building assignment (Theory Building Assignment), due at the beginning of our week 5 session and graded by Prof. (). Finally, the third will be a methods-specification assignment (Methods Assignment), due at the beginning of our week 9 session and graded by Prof (). Further details regarding these three assignments may be found on the Canvas website for the class.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large

database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE SCHEDULE

SESSION	CONTENT
Week 1: (Profs. ())	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: (Prof. ())	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: (Prof. ())	Writing and Publishing in the Social Sciences I: <ul style="list-style-type: none"> • Framing papers through the introduction. • The writing process.
Week 4: (Prof. ())	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 5: (Prof. ())	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 6: (Prof. ())	Varieties of Research Design I: Surveys <ul style="list-style-type: none"> • Survey sampling, survey design, survey measures • Internet samples
Week 7: (Prof. ())	Varieties of Research Design II: Laboratory Experiments <ul style="list-style-type: none"> • Laboratory research • Judgement Tasks • Limitations of the lab
Week 8: (Profs. ())	Varieties of Research Design III: Field & Quasi Experiments <ul style="list-style-type: none"> • Field-experiments and quasi-experimental research
Week 9: (Prof. ())	Varieties of Research Design IV: Archival Methods

	<ul style="list-style-type: none"> • Modes of archival research • Levels, materials, methods
Week 10: (Prof. ())	Varieties of Research Design V: Qualitative Research I <ul style="list-style-type: none"> • Three leading approaches to doing qualitative research
Week 11: (Prof. ())	Varieties of Research Design VI: Qualitative Research II <ul style="list-style-type: none"> • The messy reality of having “no template.”
Week 12: (Prof. ())	Ethics in Social Science Research <ul style="list-style-type: none"> • Maintaining high ethical standards • Avoiding questionable research practices
Week 13: (Prof. ())	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: (Prof. ())	Bringing it All Together / Concluding Thoughts <ul style="list-style-type: none"> • The other side of the review process: Serving as a developmental reviewer to others. • Full-cycle organizational research.

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.

Class Preparation

- Article Summary

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. Wagner, D.G. & Berger, J. (1985). Do sociological theories grow? *American Journal of Sociology*, 90, 697-728.
5. Sparrow, R.T & Mayer, K.J. 2011. *From the editors*, Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management Journal*, 54, 1098-1102.
6. Chatman, J.A. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, 14, 333-349

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.
- Corley, K.G.. & Gioia, D.A. (2011). Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review*, 36: 12-32.

Class Preparation

- Article Summary

Week 3 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

Class Preparation

- Nothing beyond that listed above, unless otherwise notified in advance

Due

- Writing Assignment

Week 4 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.

Class Preparation

- Article Summary

Week 5

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.
- Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology, 89*, 845–851.
- **Muller, D., Judd, C. M., & Yzerbyt, V. Y. (2005). When moderation is mediated and mediation is moderated. *Journal of Personality and Social Psychology, 89*, 852-863.**

Class Preparation

- Article Summary

Week 6

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.

- Cychota, 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.

Class Preparation

- Article Summary

Due

- Theory Building Assignment

Week 7

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.
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.

Class Preparation

- Article Summary

Week 8

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. 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
3. Bloom, N., Liang, J., Roberts, J., & Ying, Z. J. (2014). Does working from home work? Evidence from a Chinese experiment. *The Quarterly Journal of Economics*, 130(1), 165-218. (Example)
4. Burbano, V. C. (2016). Social responsibility messages and worker wage requirements: Field experimental evidence from online labor marketplaces. *Organization Science*, 27(4), 1010-1028 (Example)
5. Kim, J. (2019). Halos and egos: Rankings and interspecialty deference in multispecialty U.S. hospitals. *Management Science*. Forthcoming. (Example: Read abstract and “Empirical Approach: Endogeneity Concerns and Empirical Model” (p. 7)

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.
- Rivera, L. A., & Tilcsik, A. (2019). Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation. *American Sociological Review*, 84(2), 248-274.
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American economic review*, 94(4), 991-1013.

Class Preparation

- Article Summary

Week 9

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. George, G., Haas, M.R. & Pentland, A. (2014). Big data and management: From the editors. *Academy of Management Journal*, 57, (2), 321-326.
3. Miller, D.J. & Yang, H-S. (2016). The dynamics of diversification: Market entry and exit by public and private firms. *Strategic Management Journal*, 37(11): 2323-2345. (Example)
4. Kim, B., Kim, E., Miller D.J., & Mahoney, J.T. (2016). The impact of the timing of patents on innovation performance. *Research Policy*, 45(4): 914-928. (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 Earlbaum & 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.

Class Preparation

- Article Summary

Due

- Methods Assignment

Week 10

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)

Class Preparation

- See guidelines in the “Preparation and Written Assignments” folder on Canvas

Week 11

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 (Scan quickly)
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.

Class Preparation

- Nothing beyond that listed above, unless notified otherwise in advance

Week 12

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 Lichtenthaler 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 metamorphose 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

Class Preparation

- Article Summary

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.
4. Jason Shaw (2012). Responding to Reviewers. From the Editors. *Academy of Management Journal*, 55: 1261-1263.

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.
- Submit 1-2 page single-spaced research critique of an article that will be handed out at the end of class in Week 12. Critique will serve in part as the basis of class discussion in Week 14.

Week 14

Bringing It All Together / Concluding Thoughts

Topics Covered

- The other side of the review process: Serving as a developmental reviewer to others.
- Full-cycle organizational research.

Required Reading

1. Colquitt, J. A., & Ireland, R. D. (2009). Taking the mystery out of *AMJ*'s reviewer evaluation form. *Academy of Management Journal*, 52(2): 224–228.
2. Chatman, J.A. & Flynn, F.J. (2005). Full-cycle micro-organizational behavior research. *Organization Science*, 16, 434-447.

Class Preparation

- Nothing, unless notified otherwise in advance

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.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/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.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/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

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

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]