



**New York University Leonard N. Stern School of Business
Department of Management & Organizations**

**Syllabus for MGMT-GB.3193
Research Design & Development
Fall 2025-Spring 2026**

Professor: Lisa M. Leslie
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Office hours: By appointment

Fall: Tuesdays, 12:30pm-3:30 pm
Spring: Wednesdays, 9:15am-12:15pm
Classroom: Tisch 720

DESCRIPTION & OBJECTIVES

This course has two goals. The first is to further develop your research skills by helping you acquire a systematic approach to identifying and formulating interesting research questions, locating them within existing theoretical conversations, formulating and justifying empirically testable implications (i.e., hypotheses), and designing studies to empirically investigate your research questions. The course also covers writing, presenting, and ethics. While some of the course content applies to social sciences research in general, the course places particular emphasis on norms specific to the field of management. The second is to help you make progress on your second-year paper (second-year students) and dissertation proposal (third-year students). To achieve this objective, the course includes written assignments related to your research ideas. Before most class meetings, you will hand in a short assignment (two pages) in which you will discuss the topic for that week as it relates to your research project. Toward the end of the spring semester, you will present your research project in class. A written draft of your research project is due one week before our final class meeting.

This course is broader than a typical research methods course. We will revisit some of the topics covered in the research methods course you took in your first year (e.g., validity types); however, it is assumed you already have a working knowledge of these topics and will build on what you learned in research methods by focusing on how these topics play out in the field of management (e.g., common threats to validity). We will also cover additional topics not typically included in research methods courses. This is not a statistics course. We will focus on the fundamentals of research design, but it is assumed you are taking additional, specialized courses that will enable you to analyze data.

SCHEDULE OF CLASSES

Fall Semester

Topic	Date
1. Picking a Research Question	Sept 16
2. Articulating a Contribution	Sept 30
3. Developing Theory and Hypotheses	Oct 21
4. Construct Validity and Operationalization	Nov 11
5. Internal Validity and Causation	Nov 25
6. External Validity and Sampling	Dec 9

Spring Semester

Topic	Date (tentative)
7. Mechanisms + Methodological Fit	Feb 11
8. Ethics + Application to Your Work	Feb 25
9. Writing	Mar 11
10. Presentation Workshop I	Apr 8
11. Presentation Workshop II	Apr 15
12. Writing Workshop*	Apr 29

**We may need to divide into two groups for the writing workshop, depending on the number of students in the class. If so, one group will meet during our regular class time and the other will meet at a different time.*

COURSE PREPARATION & ASSIGNMENTS

Preparation & participation (40% of grade). The goals of this course can only be achieved through a great deal of reading, processing, and writing. It is therefore critical that you read the assigned material before each class. But reading is only the beginning; you must also spend time reflecting on and processing what you read. In most weeks you will have a set of main readings that touch on general principles of effective management research, as well as several example readings (all readings are posted on the course website). Each week, students should read all main articles and two of the three example articles. There is also a list of additional readings for each topic posted on Brightspace. You are not required to read any of the additional articles.

Students should come to class prepared to discuss to what extent the principles discussed in the main readings were followed in the example readings. Each of the example readings was selected because it is interesting in some way, was published in a high-quality outlet, and has some external marker of success (e.g., won an award or is highly cited). But that does not mean the example readings are without flaws. You should focus on both the strengths and the weaknesses of each article, why the authors may have decided to prioritize some principles of good research design over others, and why the article likely made it through the publication process, despite any weaknesses. More specific discussion questions you should think about while reading the main and example articles are provided for each class.

The example articles sample broadly from the field of management, in that they include papers that contribute to the literatures on organizational behavior, organization theory, and strategy. The papers are also methodologically diverse, in that they include quantitative research (both experimental and field-based), qualitative research, and theory/review papers. You should read the example papers carefully, even if they fall outside your research area or do not use your favored methodology. Understanding what “good” research looks like across different areas and methodologies will make you a better scholar.

In addition to being prepared, it is essential that you attend each class meeting, arrive on time, and actively participate. Much of the learning that takes place in this course occurs during class meetings. To facilitate this, everyone needs to attend class and be mentally engaged. This means engaging in a lively, thoughtful discussion about the readings, as well as your own and your classmates’ research projects. What you will get out of this course is directly proportional to what you (and your classmates) put in.

Written assignments (60% of grade). You will complete a short, written assignment (two pages) prior to most class meetings (due by the start of the relevant class). The goals of these assignments are to both help you master key principles of research design and to help you make progress on your second-year paper or dissertation proposal. At the start of the fall semester:

- Second year students should have finalized the basic idea for their second-year paper. Your specific hypotheses, and thus what you write about each week, may evolve over the course of the semester.
- Third year students may still be trying out different dissertation ideas, but should have narrowed it down to two (or maybe three) ideas. Feel free to write about different topics from week to week.

For each assignment, please describe the project at the beginning of the assignment. For example, if you are designing a study, please provide a **brief** reminder (no more than 1-2 sentences) of the research question/hypotheses. The vast majority of the assignment should be dedicated to answering the assignment questions. Please note that even if the specific idea/hypothesis you write about in the fall does not end up being part of your final second-year paper/dissertation, there is still great value in these assignments. They will give you an opportunity to grapple with key research design issues and do so in the context of a research question you personally find interesting.

During the spring semester, you will be working toward a draft of your second-year paper or dissertation proposal. The last three classes will be devoted to giving feedback on presentations and written versions of these projects. The written draft is due one week before our final class meeting. Second-year students will turn in a full draft that includes a general introduction, background and theory development sections, methodology and results sections that describe at least one study that has been conducted, and a discussion section. Third year students have more flexibility in what the final paper will look like (e.g., a literature review and hypotheses for a few different dissertation ideas). Third year students should reach out regarding their final deliverable in early March.

All assignments should be written with Times New Roman 12-point font and be double-spaced with 1-inch margins. *You must follow all assignment page limits.* Becoming a good writer means being able to convey your ideas clearly and concisely. As a result, overly long assignments will not be accepted. In the words of Blaise Pascal, “If I had more time, I would have written a shorter letter.” *You must answer the specific questions provided for each assignment.* Pushing your own research forward is an important goal of the class, but so is mastering key principles of research design. As a result, assignments that do not answer the questions provided, will not be accepted. All assignments should be submitted via email (lleslie@stern.nyu.edu).

Use of Generative AI. The goals of this course are to help you develop a deep understanding of principles of good research design and to hone your ability to think critically about research design in general as well as how it applies to your own work. These goals will only be achieved if you do the work yourself. For that reason, you are expected to do all course readings and write all assignments yourself, instead of outsourcing these tasks to others, including generative AI.

I am also curious regarding how students are using generative AI and want to better understand how we can integrate it into our research in ways that make us better scholars.

For this reason, in each assignment include a statement regarding whether and how you used generative AI. You are not permitted to use it as a substitute for reading the articles or writing the first of your assignments; however, ways you might integrate it into your work include using AI to brainstorm ideas or suggest revisions for your writing. I will likely give you feedback regarding whether your use of AI seems to be enhancing versus limiting your development as a scholar, but there will be no judgment or negative repercussions, as long as your use of generative AI falls within these guidelines. We will discuss use of generative AI during the course and may revise this policy as needed.

STERN COURSE POLICIES

Academic Integrity. We take pride in our well-rounded education and approach our academics with honesty and integrity. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Academic Integrity Policies as well as the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

Code of Conduct. The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses. For graduate students, information can be found here: <https://www.stern.nyu.edu/uc/codeofconduct>. To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

General Conduct & Behavior. Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations for Graduate and Undergraduate students (<https://www.stern.nyu.edu/current-students/undergraduate/academics/academic-policies>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

Student Accessibility. If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed

accommodation. For more information, visit the CSA website:
<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

Name Pronunciation & Pronouns. NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

Student Wellness. Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <http://www.nyu.edu/students/health-and-wellness/counseling-services.html> Graduate students can also reach out to the Academic Advising team at academicaffairs@stern.nyu.edu if you would like to receive more information or further support.

Religious Observances. NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance. NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

Inclusion Statement. This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

CLASS 1: PICKING A RESEARCH QUESTION

Objectives. This week I will introduce the course, describe what we will be doing this year, and talk about how to come up with research questions that are important and interest you.

Main readings

- Ashford, S.J. 2013. Having scholarly impact: The art of hitting academic home runs. *Academy of Management Learning and Education*, 12: 623-633.
- Baer, M., & Shaw, J. D. 2017, Falling in love again with what we do: Academic craftsmanship in the management sciences. *Academy of Management Journal*, 60: 1213-

1217.

- Colquitt, J. A., George, G. 2011. Publishing in AMJ-Part 1: Topic choice. *Academy of Management Journal*, 54: 432-435.
- Davis, M. 1971. That's Interesting! Towards a Phenomenology of Sociology and a Sociology of Phenomenology. *Philosophy of the Social Sciences*, 1: 309-344.
- Davis, G. F. 2015. Editorial essay: What is organizational research for? *Administrative Science Quarterly*, 60: 179-188.

Example readings

- None for this class

Discussion questions. What makes a research idea interesting? To what extent do the readings present convergent versus divergent perspectives? Do contributions have to be counterintuitive to be interesting and important?

Assignment. Third year students, come to class ready to pitch 2-3 dissertation ideas. Your pitches should be at a high level and not take more than five minutes to explain. Second year students, you will be evaluating these pitches for novelty and interestingness so be sure to keep this in mind when you do the main readings. There is no written assignment for this class.

CLASS 2: ARTICULATING A CONTRIBUTION

Objectives. The objective for this week is to develop competence in identifying a meaningful contribution, situating that contribution within an existing body of work (“problematizing” a literature), and writing the introduction of a manuscript in a way that the contribution is clear.

Main readings

- Alvesson, M., & Sandberg, J. 2011. Generating research questions through problematization. *Academy of Management Review*, 36: 247–271.
- 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.
- Grant, A.M. & Pollock, T.G. 2011. From the Editors, Publishing in AMJ–Part 3: Setting the hook. *Academy of Management Journal*, 54: 873-879.
**Skim to refresh your memory; you read this in your OB seminar*
- Turco, C. 2011. Deconstructing scholarly work.

Example readings (pick two, focus on the front end up to the methodology)

- Bernstein, E. 2012. The transparency paradox: A role for privacy in organizational learning and operational control. *Administrative Science Quarterly*, 57: 181-216.
- Detert, J. R., & Edmondson, A. C. 2011. Implicit voice theories: Taken for granted rules of self-censorship at work. *Academy of Management Journal*, 54: 461-488.
- Laursen, K. & Salter, A. 2006. Open for innovation: The role of openness in explaining innovation performance among manufacturing firms. *Strategic Management Journal*, 27, 131-150.

Discussion questions. What is the main contribution of each example paper you read? Is it clear to you? To what extent did the author’s follow Grant and Pollocks’ advice in writing the introduction? To what broader conversation do the authors seek to contribute?

Assignment. Think about the question of interest in your second-year paper (second year students) or dissertation (third-year students). Using that research question, answer the questions posed by Grant and Pollock. You can write this as a series of answers to each of their questions rather than a fully formed paper introduction. It is okay if you end up changing topics during the semester, particularly for a dissertation, but this will give you some practice with thinking about dissertation questions and their potential contribution. This is a written assignment due prior to the start of this class. It should be two pages in length.

CLASS 3: DEVELOPING THEORY & HYPOTHESES

Objectives. In this class we will focus on the construction of theory and what a “good” explanation looks like. We will discuss the importance of construct clarity, how to use broader theoretical perspectives/frameworks to ground theory, how to build persuasive logic, and how to write a hypothesis.

Main readings

- Bamberger, P. A. 2018. AMD—Clarifying what we are about and where we are going. *Academy of Management Discoveries*, 4: 1-10.
- Shaw, J. D. 2017. Advantages of starting with theory. *Academy of Management Journal*, 60: 819-822.
- Sparrow, R.T & Mayer, K.J. 2011. From the editors, Publishing in AMJ—Part 4: Grounding hypotheses. *Academy of Management Journal*, 54: 1098-1102.
- Suddaby, R. 2010. Construct clarity in theories of management and organization. *Academy of Management Review*, 35: 346-357.
- Sutton, R. I., & Staw, B. M. 1995. What theory is not. *Administrative Science Quarterly*, 40: 371-384. *Skim to refresh your memory; you read this in your OB seminar

Example readings (pick two, focus on the front end up to the methodology)

- Alonso, N. M., & O’Neill, O. 2022. Going along to get ahead: The asymmetric effects of sexist joviality on status conferral. *Organization Science*, 33: 1794-1815.
- Carpenter, M. A., & Westphal, J. D. 2001. The strategic context of external network ties: Examining the impact of director appointments on board involvement in strategic decision making. *Academy of Management Journal*, 4: 639-660.
- Tilcsik, A. 2014. Imprint-environment fit and performance. *Administrative Science Quarterly*, 59: 639-668.

Discussion questions. Come to class prepared to discuss the quality of the theory in the example articles. Think about the extent to which the authors grounded their arguments in a broader framework, the quality of their explanatory logic, and their hypothesis statements.

Assignment. Develop the explanatory logic and formal hypothesis statement for at least one (potential) hypothesis for your second-year paper or dissertation proposal. Ideally your hypothesis will flow naturally from your Class 2 assignment (if you write about the same topic, which you are not required to do). This is a written assignment due prior to the start of this class. It should be two pages in length.

CLASS 4: CONSTRUCT VALIDITY & OPERATIONALIZATION

Objectives. Our theories are rooted in constructs. We cannot measure these directly, but instead measure variables which are proxies for (concrete representations of) those constructs. This week we will talk about how to operationalize constructs in a way that maximizes validity and ensures that they are reasonable representations of the underlying constructs of interest.

Main readings

- Shadish, W. R., Cook T. D., & Campbell, D. T. 2001. *Experimental and quasi-experimental designs for causal inference*. *These readings are a refresher on what you learned in research methods.*
 - Chapter 2: Statistical conclusion validity and internal validity, pp. 33-42 (validity).
 - Chapter 3: Construct Validity and External Validity, pp. 64-82 (construct validity).
- Boyd, B. K., Gove, S., & Hitt, M. A. 2005. Construct measurement in strategic management research: Illusion or reality? *Strategic Management Journal*, 26: 239-257.
- Hinkin, T. R. 1998. A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1: 104-121.

Example readings (pick two)

- Harrison, D. A., & Klein, K. J. 2007. What's the difference? Diversity constructs as separation, variety, or disparity in organization. *Academy of Management Review*, 32: 1199-1128.
- Piazza, A., & Jourdan, J. 2018. When the dust settles: The consequences of scandals for organizational competition. *Academy of Management Journal*, 61: 165-190.
- Smith, E. B. 2011. Identities as lenses: How organizational identity affects audiences' evaluation of organizational performance. *Administrative Science Quarterly*, 56: 61-94.

Discussion questions. What role does construct validity play in the advancement of science? What issues do each of the readings raise regarding operationalization and construct validity? How might these issues inform your own work?

Assignment. Take the hypothesis you developed for the last class (Class 3). How would you operationalize these constructs? Be concrete and specific. Where will the data come from? Would you take any steps to validate the measures on your own or is existing evidence of their validity sufficient? This is a written assignment due prior to the start of this class. It should be two pages in length.

CLASS 5: INTERNAL VALIDITY & CAUSATION

Objectives. This week we will be discussing how to maximize internal validity and establish causation. It is assumed you have a working understanding of internal validity from your research methods course and we will focus on threats to internal validity common in management research. We will discuss issues around use of experiments, endogeneity, omitted and control variables, selection, spurious correlations, and common method/single source bias. Experiments are often considered the gold standard of internal validity; however, our goal here is not to focus on this one method but rather to practice evaluating the internal validity of any research design.

Main readings

- Shadish, W. R., Cook T. D., & Campbell, D. T. 2001. *Experimental and quasi-experimental*

designs for generalized causal inference. These readings are a refresher on what you learned in research methods.

- Chapter 1: Experiments and generalized causal inference, pp. 3-18 (causation & experiment description sections)
- Chapter 2: Statistical conclusion validity and internal validity, pp. 53-63 (internal validity section)
- Bascle, G. 2008. Controlling for endogeneity with instrumental variables in strategic management research. *Strategic Organization*, 6: 285-327.
- Becker et al. 2016. Statistical control in correlational studies: 10 essential recommendations for organizational researchers. *Journal of Organizational Behavior*, 37: 157-167.
- Podsakoff, P. M., MacKenzie, S. B., Lee, H.-Y., & 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.

Example readings (pick two, focus on the methodology)

- Castilla, E. J. 2015. Accounting for the gap: A firm study manipulating organizational accountability in pay decisions. *Organization Science*, 26: 311-333.
- Flammer, C. & Bansal, P. 2017. Does a long-term orientation create value? Evidence from a regression discontinuity. *Strategic Management Journal*, 38: 1827-1847.
- Leigh, A. Melwani, S. 2022. “Am I next?” The spillover effects of mega-threats on avoidant behaviors at work. *Academy of Management Journal*, 65: 720-748.

Discussion questions. Evaluate internal validity in the example readings. Do you have concerns regarding selection, endogeneity, common method variance, omitted variables, etc.? What could be done to address these concerns? How can you connect method bias and use of control variables to the threats to internal validity you read about?

Assignment. Think about the hypothesis you developed in Class 3 (or a new hypothesis). Design a study that you would like to conduct to test that hypothesis. Your study does not necessarily have to be an experiment and, ideally, will be a study you have conducted or are likely to conduct for your second-year paper or dissertation. What concerns might others raise regarding internal validity and what could be done to address those concerns? This is a written assignment due prior to the start of this class. It should be two pages in length.

CLASS 6: EXTERNAL VALIDITY & SAMPLING

Objectives. This week we will focus on designing research studies that maximize external validity and are thus likely to generalize to other settings. We will discuss strategies for dealing with common threats to external validity in management research (e.g., laboratory settings, use of online participant pools, non-response, range restriction, etc.). We will also briefly touch on related issues surrounding sampling, power, and statistical conclusion validity.

Main readings

- Shadish, W. R., Cook T. D., & Campbell, D. T. 2001. *Experimental and Quasi-Experimental Designs for Causal Inference.* These readings are a refreshing on what you learned in research methods.
 - Chapter 3: Construct Validity and External Validity, pp. 83-93 (external validity)
 - Chapter 2: Statistical conclusion validity and threats, pp. 42-52 (statistical

conclusion validity)

- Cohen, J. 1992. A power primer. *Psychological Bulletin*, 112: 155-159.
- Mitchell, G. 2012. Revisiting truth or triviality: The external validity of research in the psychological laboratory. *Perspectives on Psychological Science*, 7: 109-117.
- Small, M. 2009. How many cases do I need? On science and the logic of case selection in field-based research. *Ethnography*, 10: 5-38.

Example readings (pick two, focus on the methodology)

- Grant, A. M. 2012. Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leaders. *Academy of Management Journal*, 55: 458-476.
- Kaplan, S. 2008. Framing contests: Strategy making under uncertainty. *Organization Science*, 19: 729-752.
- Thebaud, S. 2015. Business as Plan B: Institutional foundations of gender inequality in entrepreneurship across 24 industrialized countries. *Administrative Science Quarterly*, 60: 671-711.

Discussion questions. Evaluate the external validity of the example readings. Do you have any concerns regarding external validity and generalizability? What do you think about the sampling strategy? Does it pose any limitations and how would you address them? How can you connect issues of power, sampling, and nonresponse to external validity?

Assignment. Build on what you wrote about for Class 5 by describing the sampling approach for your study (or briefly propose a new one). Where will you recruit participants from and how many will you recruit? How would you justify the generalizability of your study to readers? To what extent and for what populations can we be reasonably confident that your findings will hold? This is a written assignment due prior to the start of this class. It should be two pages in length.

CLASS 7: MECHANISMS & METHODOLOGICAL FIT

Objectives. This week we will focus on two topics. First, we will discuss designing research studies that test for mechanisms. Our primary focus will be on designing studies that provide rigorous tests of mechanisms, but we will also touch on conceptual issues related to isolating mechanisms. Second, we will discuss the importance of aligning theory and methodology, the tradeoffs associated with different methodological approaches, and the strengths and weaknesses of conducting multi-method research.

Main readings

Mechanisms

- Anderson, P. J. J., Blatt, R., Christianson, M. K., Grant, A. M., Marquis, C., Neuman, E. J., Sonenshein, S., & Sutcliffe, K. M. 2006. Understanding mechanisms in organizational research: Reflections from a collective journey. *Journal of Management Inquiry*, 15: 102-113.
- Hackman, J. R. 2003. Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24: 905-922.

Methodological Fit

- Edmondson, A. C. & McManus, S. E. 2007. Methodological fit in management

field research. *Academy of Management Review*, 32: 1155-1179.

- 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.

Example readings (pick two, focus on mechanisms + theory/method alignment)

- Chatterji, A. K. 2009. Spawned with a silver spoon? Entrepreneurial performance and innovation in the medical device industry. *Strategic Management Journal*, 30: 185-206.
- Rosette, A. S., & Tost, L. P. 2010. Agentic women and communal leadership: How role prescriptions confer advantage to top women leaders. *Journal of Applied Psychology*, 95: 221-235.
- Wilmers, N. 2020. Job turf or variety: Task structure as a source of organizational inequality. *Administrative Science Quarterly*, 65: 1018-1057.

Discussion questions. How well does each example reading isolate the theoretical mechanism? What alternative design or analyses could have been used to address any concerns regarding mechanism? What is the connection between a moderator and a mediator? Are they orthogonal? Related? The same thing? How do this week's readings on mechanism relate to our earlier discussion on theory development?

In each example reading, is the research design appropriate? Does it fit the research question and theory? Why and when is multimethod research (not) a good idea? How should one navigate tradeoffs between internal and external validity?

Assignment. Pick one of the two following options for your written assignment this week. Regardless of which option you choose, this is a written assignment due prior to the start of this class. It should be two pages in length.

- Option #1: Revisit the hypothesis and study you wrote about for our earlier classes (or propose new ones). More fully flesh out what the mechanism is and how you will test it. What concerns might others have and how might you address them?
- Revisit your previous study design. (Or briefly propose a new one in 1-2 sentences.) Is your study a good methodological fit for your theory and question? Why or why not? What changes could you make and/or different studies could you run to improve methodological fit? This is a written assignment due prior to the start of this class. It should be two pages in length.

You will each read a book on writing and do a "book report" to share with the class (due for the writing class). Email me your ranked top 3 choices from the list in the section for the class on writing prior to today's class. Be sure to select a book you have not read before. Final book assignments will be sent via email.

CLASS 8: ETHICS & APPLICATION TO YOUR WORK

Objectives. This week we will be discussing ethics in research. In class we will discuss various ethical issues and how to handle them. We will also review where we have been and discuss how you can use the content we have covered so far to push your project forward.

Main Readings

- Hollenbeck, J. R. & Wright, P. M. 2017. Harking, sharking, and tharking: Making the case for post hoc analysis of scientific data. *Journal of Management*, 43: 5-18.
- 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.
- Tihanyi, L. 2020. Academy of Management Journal in 2020 and beyond. *Academy of Management Journal*, 63: 1-6.
- Popular press article/blog post on ethics scandal (articles may be updated prior to class):
 - (1) <https://www.nytimes.com/2023/09/30/business/the-harvard-professor-and-the-bloggers.html>
 - (2) <http://datacolada.org/109>
 - (3) <https://www.theatlantic.com/magazine/archive/2025/01/business-school-fraud-research/680669/>

Example readings

- None for this class

Discussion questions. Think about the ethical issues raised in the readings. What are the implications for your second-year paper/dissertation and how you will carry out your own research more broadly?

Assignment. For this week’s written assignment, second-year students have one option and third-year students have two options. For both options, this is a written assignment due prior to the start of this class. It should be two pages in length.

- Option #1 (second- and third-year students): Briefly review where you are in your second-year paper/dissertation proposal process (1-2 sentences). Which aspects of your project design and development need the most work? Think back about everything we have discussed so far. Use the course material to come up with three concrete next steps you can take to improve your second-year paper/dissertation proposal.
- Option #2 (third-year students): If you feel confident about your dissertation topic, feel free to go with option #1. If you are deciding between different topics, you can instead pitch a few different topics. Briefly describe each idea you are currently considering.

Regardless of which option you choose, come to class ready to discuss where you are in your second-year paper/dissertation proposal, what issues you are struggling with, and what are the most important next steps in terms of pushing the project forward. For option #1 this might involve discussing a specific issue (e.g., ways to deal with threats to internal validity). For option #2 this might involve pitching different ideas to the class. We will discuss each project and collectively brainstorm how to improve it and help move it forward. Come to class ready to talk about what aspects of your project you would like help with and that is where we will focus our energy and attention. ***Please plan to present for 5 minutes only so we have plenty of time for discussion.***

Reminder! You should be spending considerable time on your second-year paper/dissertation proposal, which is due one week before our last class. Third year students, be sure to reach out ASAP regarding the format of your final paper if you have not already done so.

CLASS 9: WRITING

Objectives. This week we will discuss the specifics of writing for management journals and more general advice and tips for writing.

Main readings

- Johanson, L. M. 2007. Sitting in your reader's chair: Attending to your academic sensemakers. *Journal of Management Inquiry*, 16: 290-294.
- Ragins, B. R. 2012. Editor's comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37: 493-501.

Example readings & discussion questions

- None for this class

Assignment readings (each of you will read one of these books)

- Anne Lamott. *Bird by bird*.
- Anne Sigismund Huff. *Writing for scholarly publication*.
- Barbara Sarnecka. 2019. *The writing workshop: Write more, write better, be happier in academia*.
- Betsy Lerner. *The forest for the trees*.
- Bruce Thyer. *Successful publishing in scholarly journals*.
- Dani Shapiro. *Still writing*.
- Eviatar Zerubavel. *Clockwork muse: A practical guide to writing theses, dissertations, and books*.
- George Gopen. *The sense of structure: Writing from the reader's perspective*.
- Gerald Graff & Cathy Birkenstein. *They say, I say: The moves that matter in academic writing*.
- Helen Sword. *Stylish academic writing*.
- Joseph Williams. *Style: Toward clarity and grace*.
- Joshua Schimel. *Writing science*.
- Louise Desalvo. *Art of slow writing*.
- Nicole Gulotta, *Wild words*.
- Patricia Goodson. *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*.
- Paul Silvia. *How to write a lot*.
- Robert Boice. *How writers journey to comfort and fluency*.
- Robert Boice. *Professors as writers: A self-help guide to productive writing*.
- Robert Sternberg, *Guide to publishing in psychology journals*
- Stephen King. *On writing*.
- Steven Pinker. *Sense of style*.
- Wendy Belcher. *Writing your journal article in 12 weeks: A guide to academic publishing success*.
- William Zinsser. *On writing well*.
- William Zinsser. *Writing to learn: How to write and think clearly about any subject at all*.

Assignment. In addition to writing, an important way to improve your writing is by reading about writing. Reading about writing is useful for giving you ideas, discovering your preferences

and obstacles, and providing different perspectives on the writing process. For this class, you will each read a book on writing, write a short report on your impressions of the book, and come to class prepared to discuss it. This is not intended to be a traditional book report, where you simply report what the book says. Instead, the reports should emphasize what you have learned about your writing from reading the books and reflect on something you might try to change about your writing. This is a written assignment due prior to the start of this class. It should be two pages in length. In addition to the written assignment, come to class prepared to present what you learned about writing from the book and how you might use that information moving forward. You are encouraged to use slides.

Reminder! You should continue to spend considerable time on your second-year paper/dissertation proposal, which is due one week before our last class.

CLASS 10: PRESENTATION WORKSHOP I

Objectives. In this class, second-year students will present their projects and get feedback from the rest of the class. Everyone should do the main readings prior to class. If you are presenting this week, you should use the readings and the tips they include to develop your presentation.

Main readings

- Calarco, J. 2019. Conference talks.
<http://www.jessicacalarco.com/tips-tricks/2018/7/31/conference-talks>
- Edwards, P. N. 2014. How to give an academic talk.
<http://pne.people.si.umich.edu/PDF/howtotalk.pdf>

Example readings and discussion questions

- None for this class

Assignment. Come to class ready to present your research (this session or next) and to comment thoughtfully on others' presentations. Email your presentation to me before class.

You should continue to spend considerable time on your second-year paper/dissertation proposal, which is due one week before our last class.

CLASS 11: PRESENTATION WORKSHOP II

Objectives. In this class, third-year students will present their projects and get feedback from the rest of the class. Everyone should do the main readings prior to class. If you are presenting this week, you should use the readings and the tips they include to develop your presentation.

Main readings

- Calarco, J. 2019. Conference talks.
<http://www.jessicacalarco.com/tips-tricks/2018/7/31/conference-talks>
- Edwards, P. N. 2014. How to give an academic talk.
<http://pne.people.si.umich.edu/PDF/howtotalk.pdf>

Example readings and discussion questions

- None for this class

Assignment. Come to class ready to present your research (this session or the prior one) and to comment thoughtfully on others' presentations. Email your presentation to me before class.

You should continue to spend considerable time on your second-year paper/dissertation proposal, which is due one week before our last class.

CLASS 12: WRITING WORKSHOP

Objective. This week we give feedback on each other's papers. We may split into two smaller writing groups, depending on class size. The feedback will focus on both writing and the research itself.

Readings and discussion questions. None for this class, with the expectation that you will be devoting considerable time to getting your second-year paper/dissertation proposal in the best shape possible.

Assignment. You will send a draft of your second-year paper/dissertation proposal to the class one week before this session, along with a paragraph of context letting your classmates know what help you would like with the manuscript. For second-year students, you should have a draft of the general introduction, a background and theory development section that includes at least some of your hypotheses, a method and results section that describes at least study you have conducted, and a discussion section. Third year students should have been in touch regarding the format of their final paper.

You will read the papers written by the other students in your writing group and send them written feedback to them prior to class. The feedback should focus on both aspects of the research itself and the quality of the writing.

The assignment will serve as your final deliverable for the class. You will receive considerable feedback during class, as well as written feedback from your peers before class and written feedback from me after class. You do not need to integrate the feedback for the purposes of this class, but the hope is that the feedback will be useful as you continue to work on your second-year paper/dissertation.

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