

**Research Seminar I**

MGMT887201 *taught remotely*

Professor Jean Bartunek Office: Fulton 430C

Spring 2021 Ext: 2-0455

Tuesday 1:00 – 4:00 Office hours Tuesday 4:00 – 5:30

email: bartunek@bc.edu Or by appointment

Syllabus as of January 19, 2021

**Zoom link for class sessions:** [**https://bccte.zoom.us/j/99516978945**](https://www.google.com/url?q=https://bccte.zoom.us/j/99516978945&sa=D&source=calendar&ust=1610223576045000&usg=AOvVaw0hZOzYqCNZgddta6ikJMqC)

***About the special circumstances this semester***

The current semester will be conducted under extraordinary circumstances. Boston College is highly committed to your safety and continued learning. Specifically, this class will be conducted synchronously online, that is we will meet online via Zoom during our regularly scheduled class time. Please be diligent in monitoring class communication via email and Canvas, and be ready to shift learning methods and channels if it becomes necessary.

You are expected to attend all classes, be prepared for class, and participate in a meaningful and productive manner. If you have an access problem on a particular day, please notify me as soon as possible. Students who are unprepared will have this reflected in their final grade. If you need to miss class, please tell me as far in advance as possible.

Assuming I remember to do so and/or that automatic recording actually works, I will record each class session. You may have access to it simply by asking me.

Please remind me to ask one of you to be co-host each class

***Brief introduction to the two research seminars:***

There are two research seminars; each is taught every other year. Both of these are designed to facilitate your more “advanced” work in our program by continuing to develop your professional skills and to facilitate your work on your 3YP and your dissertation. Both include significant amounts of time in which you can ask for help on your work and help your classmates.

**MGMT 8872 Research seminar I** can best be termed as “tools for successful academic practice”. Its purpose is to help you become more proficient in a number of skills you should have and knowledge you should acquire to be successful as an academic, including writing, reviewing, knowledge of journals, and awareness of both your goals and what might disrupt your accomplishing them.

**MGMT 8873 Research seminar II** can best be termed as theory building. Its major purpose is to develop your proficiency in understanding the components of theories and constructing them.

**BOOKS YOU NEED**:

Huff, A. S. 2009. ***Designing research for publication***. Los Angeles: Sage (H below)

Rudestam, K. E., & Newton, R. R. 2014. ***Surviving your dissertation: A comprehensive guide to content and process*** *(4th ed.)*. Newbury Park, CA: Sage. (R&N below)

**Technology Support**

You may call the BC Technology Help Center at (617) 552-HELP (4357), email [help.center@bc.edu](file:///C%3A%5CUsers%5Csadka%5CDownloads%5Chelp.center%40bc.edu), live tech support chat, or visit the Technology Help website at [www.bc.edu/help](file:///C%3A%5CUsers%5Csadka%5CDownloads%5Cwww.bc.edu%5Chelp). Staff at the BC Help Center are always available to help you. You can get technology help regardless of where you buy your computer.

**Accommodations for Students**

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Rory Stein, (617) 552-3470, rory.stein@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations. If you are feeling stressed, having challenges managing your time, sleep, or making choices around alcohol and food, the Office of Health Promotion (OHP) offers Individual and Group Health Coaching appointments with a trained Health Coach. Please reach out by going to the Health Promotion website or, if on campus, go to Gasson 025 and talk with a staff member. University resources can be found at this link: [Accommodations for Students](https://www.bc.edu/sites/accessibility/accommodations/for-students.html).

**Notes**:

- All Class Readings are on our class Canvas site

- If you haven't already joined the Academy of Management, please do so. Student rates are relatively inexpensive.

- Be sure you have gotten your Human Participants review approval from the BC Institutional Review Board before now, cf. https://www.bc.edu/content/bc-web/research/sites/vice-provost-for-research/research-protections/training.html

**Requirements**

All work prepared in conjunction with the class *must* use the Academy of Management style guide.

***Second year students***. With the guidance of a two person committee, each student will design, carry out, and formally present a piece of empirical research throughout the calendar year. The assignment for this course “ends” with the oral presentation of the paper at the beginning of December, 2021. The eventual final written project (to be completed by the end of class in April/May, 2022) should be of sufficiently high quality to submit to a suitable professional journal or meeting, at least after revision and editing.

***Third year students***. With the guidance of a two person committee, each student will successfully complete the written third year paper by the end of the spring semester as part of an independent study course (see grading at end of syllabus). As part of our course, each student will demonstrate serious planning for the dissertation.

Class meetings are designed to facilitate work on these projects and other research. Each class session will be devoted in part to student research projects (under the title “student-led discussion” in the course schedule). Each student will lead two (approximately) 30 minute discussions about their research. That is, classes will have two parts. The first part (approximately two hours) will be devoted to topics for the class and the second (approximately 1 hour) will be devoted to student led discussions and/or presentations.

At least one of the discussions led by second year students must be about the third year paper.

At least one of the discussions led by third year students must be about the proposed dissertation and must provide evidence that the dissertation ideas are seriously begun.

**Notes regarding making materials available**

When you are assigning reading to be done by class members in preparation for the student discussion section of a particular class, the materials must be made available by **Friday** of the preceding week. Otherwise the grade for leadership of part of a class will be lowered.

Other materials due to be discussed in class must be posted in our class shared dropbox by the **Monday** prior to the class.

The simplest way to make materials available for the student discussion portion of the course is to email them to us AND put them in our shared dropbox folder.

**Some suggestions about the student-led portions of the class**

I encourage you to be creative about this use of time. To aid in this, I have included below several suggestions students from prior versions of our class have made that might help with structuring the discussion. *Part of your grade for leadership of a part of the class will depend on how well you have structured the discussion*.

\* It helps if you assign particular questions on which you want assistance.

\* When you conduct this discussion you are welcome to invite faculty members you are working with on your third year project or those whom you expect to be working with on your dissertation to join us.

\* If you spend the entire time presenting you will probably get less help than if you present a bit and spend the bulk of time getting feedback from your classmates.

\* You may want to record your session, or have one of your classmates take notes on it, so that you will be better able to concentrate on the conversation.

\* It is sometimes helpful for the presenter to assign certain parts of the paper in advance. For example, a second year student asking help in a third year paper may ask one classmate to pay special attention to the proposed literature, another to a proposed survey design, etc.

\* Students may wish help with a very small portion of the paper. You may, for example, ask everyone to look just at the conceptual framework. It is not necessary for the class to discuss the entire paper.

\* Those giving assistance need to remember that it is the presenter's paper on which we are working, not the paper they wish the presenter were writing.

\* Those giving assistance can be clear about how they can be helpful and the areas in which they cannot be helpful (e.g. theories they are totally unfamiliar with)

**Course schedule**

**Class 1. February 2**: **Introduction to class and situating your work**

*Readings and preparation*:

R&N, Ch. 1 & 2

H, ch. 1; complete exercise 1, parts 2 and 3

***Third year students only***: H Ch. 2. Complete exercise 5, parts 1 - 3

*To post prior to class:*

Second year students: By Monday evening February 1 second year students email copies of their proposals to all class members and put them in our class dropbox

*In Class*:

**First part**:

Second year students formally present their proposals for their 3YP (about 15 minutes each, using PowerPoint)

Discuss R&N Ch. 1& 2: What is your current metaphor for the 3YP/Dissertation process? Do you still agree with your topic?

Discuss your responses to Exercises 1and 5 (third year students only) in the Huff book

Some class planning for the semester.

**Second part**:

Third year studentsgive wise counsel to the second year students about conducting their research for their 3YP.

**Class 2. February 9 How we write and preparing for reviewing**

*Readings and preparation*

*A. About writing*

R&N, Ch. 10

Becker, H. S. 1983. Freshman English for graduate students: A memoir and two theories.

***Sociological Quarterly***, 24: 575-588.

Huff, A. S. 2002. Learning to be a successful writer. In D. Partington (Ed.), ***Essential skills for management research***, 72-83. London: Sage.

Rampell, C. 2020. Priceless lessons from my sixth-grade English teacher. https://www.washingtonpost.com/opinions/priceless-lessons-from-my-sixth-grade-english-teacher/2020/12/24/ab8842b2-4545-11eb-975c-d17b8815a66d\_story.html

*B. About reviewing*

Go to: <https://aom.org/research/publishing-with-aom/reviewer-resources>, which gives advice about reviewing. Watch the videos by Craig Crossland, Jonathan Bundy, Wendy Smith and Jan Heide discussing developmental reviewing. Also read the papers cited there and my published master’s thesis:

Ballinger, G., & Johnson, R. 2015. Editors’ comments: Your first AMR review. ***Academy of Management Review***, 40: 315-322.

Ragins, B. R. 2015. Editor's Comments: Developing our Authors. ***Academy of Management Review*,** 40: 1 – 8**.**

And read

Bartunek, J., Benton, A., & Keys, C. 1975. Third party intervention and the bargaining behavior of group representatives. ***Journal of Conflict Resolution***, 19: 523-537.

*In class:*

**First Part**

*A. Writing*

Talk about how you write. Honestly (as in the Becker paper).

What have you learned about writing scholarly work? (As in the R&N and Huff chapters)

Based on Huff’s work: whose work provides the foundation for your writing?

Did you have your own “sixth grade” teacher? What impact did s/he have?

*B. Reviewing, part 1.*

During class conduct an informal review of the Bartunek et al. paper (which was based on my master’s thesis). You don’t need to write out a formal review, but you should write out at least an outline of all the points you would make. We will discuss these in class.

As part of this course you will be carrying out a review of a manuscript for a fake journal for which I will be the fake action editor. I will introduce that process during class.

**Second part**: Student-led discussion (2 discussion slots)

**Class 3.** February 16 Ethics issues and Where might you publish?

*Readings and preparation*

*A. For ethics issues*

R&N ch. 13

Colquitt, J. A. 2012. From the editors: plagiarism policies and screening at AMJ. ***Academy of Management Journal***, 55: 749- 751.

Schminke, M. 2009. Editor’s comments: The better angels of our nature- Ethics and integrity in the publishing process. ***Academy of Management Review***, 34, 586-591.

***Academy of Management Code of Ethical Conduct***

*Retractionwatch.com website;*

*Ithenticate.com website*

Log into <https://app.ithenticate.com/en_us/login>with your name and password and check how much and where you have plagiarized in a manuscript you are working on. (They will ALL be partly plagiarized.) We will discuss this in class.

*B. For choosing a journal*

Ashford, S. J. 2013. Having scholarly impact: The art of hitting academic home runs. ***Academy of Management Learning and education***, 12: 623-633.

Bartunek, J. M. 2014. Introduction: What Professor Garfield wrought and what management scholars are attempting to reclaim. ***Academy of Management Learning and Education***, 13: 621-622.

Aguinis, H., Shapiro, D. L., Antonacopoulou, E. P., & Cummings, T. G. 2014. Scholarly impact: A pluralist conceptualization. ***Academy of Management Learning and Education***, 13: 623-639.

The InCites Journal Citation Reports, available through the Web of Science online at the BC library

 The Financial Times list of 50 journals [https://www.ft.com/content/3405a512-5cbb-11e1-](https://www.ft.com/content/3405a512-5cbb-11e1-8f1f-00144feabdc0)

[8f1f-00144feabdc0](https://www.ft.com/content/3405a512-5cbb-11e1-8f1f-00144feabdc0)

Each student will be in charge of a small number of journals (divided up from the list presented below as well as the others that I forgot to list). For each journal you will report on.

* Main aspects of how the journal presents itself on its website
* Who is/are the apparent primary audience(s) for the journal
* The publisher (e.g. an academic or professional association, a university)
* One or more titles of recent articles that seem typical
* Its ranking according to the different ranking sources noted above
	+ - From the Web of Science: its Impact Factor (if it has one)
		- Whether it is on the Financial Times list of top 50 journals
* Is it available online at BC? For which years?
* Its presence on online platforms, such as YouTube
* Should BC doctoral students and faculty attempt to publish in this journal?

*To post prior to class:*

Post in our class dropbox at least one discussion of a retracted social science article on retractionwatch.com

Post a report on a google doc on each of the journals you are assigned

Academy of Management Annals

Academy of Management Discoveries

Academy of Management Journal

Academy of Management Learning and Education

Academy of Management Perspectives

Academy of Management Review

Administrative Science Quarterly

British Journal of Management

California Management Review

Corporate Reputation Review

Group and Organization Management

Harvard Business Review

Human Relations

International Journal of Management Reviews

Academy of Management Annals

Academy of Management Discoveries

Academy of Management Journal

Academy of Management Learning and Education

Academy of Management Perspectives

Academy of Management Review

Administrative Science Quarterly

British Journal of Management

California Management Review

Corporate Reputation Review

Group and Organization Management

Harvard Business Review

Human Relations

International Journal of Management Reviews

Journal of Applied Behavioral Science

Journal of Applied Psychology

Journal of Change Management

Journal of Management

Journal of Management Inquiry

Journal of Management Studies

Journal of Occupational and Organizational Psychology

Journal of Organizational Behavior

Journal of Organizational Change Management

Journal of Vocational Behavior

Leadership Quarterly

Management and Organization Review

Management Learning

MIT Sloan Management Review

Organization

Organization Science

Organization Studies

Organizational Psychology Review

Organizational Behavior and Human Decision Processes

Organizational Dynamics

Organizational Research Methods

Personnel Psychology

Research Policy

Strategic Entrepreneurship Journal

Strategic Management Journal

(and other journals I've forgotten to list and/or that you would like to add)

*In Class*

**First Part**

*A. Ethics issues*

Discuss the readings for today’s class (R&N, Colquitt, Schminke, AOM Ethics Code) and the most salient concerns they raise

Discuss the retractions from retractionwatch.com that you posted

Discuss your experience doing the plagiarism check

Discuss the ethical challenges you personally have encountered

*B. Journal rankings*

Discuss the journal rankings you did and why

**Second part**: Student-led discussion (2 discussion slots)

**Class 4. February 23 Optimistic future plans and coping with obstacles**

*Readings and preparation*

 *A. Optimistic Future plans*

 Staw, B. M. 2016. Stumbling toward a social psychology of organizations: An autobiographical look at the direction of organizational research. ***Annual Review of Organizational Psychology and Organizational Behavior***, 3: 1 – 19.

Rousseau, D. M. 2020. Becoming an organizational scholar. ***Annual Review of Organizational Psychology and Organizational Behavior***, 7: 1 – 23.

Huff, A. S. 2004. Transitions revisited. In R. E. Stablein & P. J. Frost (Eds.), ***Renewing research practice*** (p. 155 – 170). Palo Alto: Stanford Business Books.

(When reading these articles focus on the personal stories and challenges of the authors, not the specifics of their research interests.)

Assume that there are absolutely NO impediments to your doing exactly what you would like as an academic. Prepare your vita as it will look on February 23, 2026 (including where you'll working, in what capacity, publications, classes taught, professional service, etc.).

*B. Coping with obstacles*

Day, N. E. 2011. The silent majority: Manuscript rejection and its impact on scholars. ***Academy of Management Learning and Education***, 10: 704-718.

Ashforth, B. E. 2005. Becoming vanilla pudding: How we undermine our passion for research. ***Journal of Management Inquiry***, 14: 400-403.

Nisbett, R. E. 1990. The anticreativity letters: Advice from a senior tempter to a junior tempter. ***American Psychologist***, 45: 1078 – 1082

Popova, M. Against Self-Criticism: Adam Phillips on How Our Internal Critics Enslave Us, the Stockholm Syndrome of the Superego, and the Power of Multiple Interpretations, Brainpickings, https://www.brainpickings.org/2016/05/23/against-self-criticism-adam-phillips-unforbidden-pleasures/?fbclid=IwAR34ynus\_wmHXdvjra9WDyE8pbSLu%E2%80%A6

Brickson, S. 2011. Confessions of a job crafter: how we can increase the passion within and the impact of our profession***. Journal of Management Inquiry***, 20: 197-201.

*To post prior to class:*

Post your vita on our class dropbox.

Post a summary of which problems discussed in the obstacles readings stand out as issues to be addressed in class

*In class:*

**First part**

A. Discuss and reflect on your vitas

B. Discuss the challenges that are most salient for class members

Discuss possible ways forward

**Second part**: Student-led discussion (2 discussion slots)

**Class 5. March 2 How to compose your dissertation and journal articles successfully**

*Readings and preparation*

R&N ch. 4, 5, 6, 7, 8, 9

Seven “From The Editors” Papers in AMJ About the Publishing Process

Colquitt, J.A., & George, G. 2011. From the Editors: Publishing in *AMJ* – Part 1: Topic

Choice. ***Academy of Management Journal***, 54: 432-435.

Bono, J. E., & McNamara, G. 2011. From the editors: Publishing in *AMJ*—Part 2: Research design. ***Academy of Management Journal***, 54: 657–660

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.

Sparrowe, R. T. & Mayer, K. J. 2011. From the editors: publishing in *AMJ*—Part 4: Grounding hypotheses. ***Academy of Management Journal***, 54: 1098-1102.

Zhang, Y. & Shaw, J. D. 2012. From the editors: Publishing in *AMJ*—PART 5: Crafting the methods and results. ***Academy of Management Journal***, 55: 8 – 12.

Geletkanycz, M. & Tepper, B. J. 2012. From the editors: Publishing in *AMJ*–Part 6:

Discussing the implications. ***Academy of Management Journal***, 55: 256-260.

Bansal, P., & Corley, K. 2012. From the editors: Publishing in *AMJ*—Part 7: What’s

different about qualitative research? ***Academy of Management Journal***, 55: 509-513.

An ***empirical*** article of your choice, as long as it’s one that has been used in a prior class in the doctoral program and has not already been posted by someone else (only one article per student).

Choose any article you wish, as long as it’s different from what others choose, and analyze its construction in terms of the material discussed in R&N and in the papers published in AMJ about the characteristics of well written papers.

*To post prior to class*

Post the questions and issues the R&N chapters suggest to you, especially regarding writing your third year papers and dissertations

Post the empirical article you chose (along with your name).

*In class:*

**First part**

Discuss the issues raised by the R&N chapters based on the material posted in our class dropbox

Analyze each of the empirical papers in terms of the AMJ Recommendations.

**Second part:** Student-led discussion (2 discussion slots)

**Class 6. March 9** **Publishing and** **Reviewing**. ***NOTE: This class will start at 1:30 and go until 4:30 pm***

*Readings and Preparation*:

A. My publishing a paper -- eventually

Our canvas site includes several documents associated with a paper I finally published. Read all these other and prepare to discuss the questions posed in the accompanying document (questions for the class about my research).

What stands out for you about the review process for the paper?

B. Reviewing part 2.

In remote preparation for this class, early in the semester I, acting as a fake editor for a fake journal, will have distributed a paper for which class members will serve as anonymous reviewers.

Students will have completed their individual reviews by the date assigned and emailed them in to me as fake editor. I will write a letter to the author using the same style a non-fake editor would. I will also prepare reviewer feedback. All these materials will have been completed by several days prior to class.

Also, read

Harrison, D. 2002. Obligations and obfuscations in the review process. ***Academy of Management Journal***, 46: 1079-1084.

Miller, C. C. 2006. Peer review in the organizational and management sciences: Prevalence and effects of reviewer hostility, bias, and dissensus. ***Academy of Management Journal***, 49, 425 – 431.

Faems, D., & Hannah, D. R. 2018. A retrospective examination of a successful developmental review process. ***Journal of Management Inquiry***, 27: 144-148.

*In Class*:

**Second part** (which this week will be first) Student-led discussion (2 discussion slots)

**First part**

A. Publishing

Respond to the questions asked about the review process for my paper

B. *Reviewing, part 2*

Discuss the review process for the anonymous article, the reviews, and various issues associated with reviewing and its impacts on individuals and the wider field.

**Class 7. March 16. Reimagining our (understanding of) scholarship**

*Readings and Preparation*: p. 201 - 207

H., ch 10. Carry out exercise 31, #1 and exercise 32, #1 & 2.

Read Part 1, p. 3 – 98 of preprint of

Miris, P. H., Mohrman, S. A., & Worley, C. G. In Press. *Doing relevant research: Reimagining management and organization scholarship*. Northampton, MA: Edward Elgar

Respond to the reflection questions about your ideal research study (p. 14), you as a researcher (p. 50), and models for your work (p. 96).

*To post prior to class:*

Post your responses to the Huff exercises

Post your responses to the Mirvis et al reflections questions

*In class*

**First part**

Discuss your responses to the Huff exercise

Discuss your responses to the reflection questions in the Mirvis et al. book

What are the major issues and questions the Mirvis et al book raises for you?

How stupid is emphasizing the practical impact of scholarly research. Let’s debate this.

**Second part**: Student-led discussion (2 discussion slots)

**Grading**

Current Second year students will receive a "J" grade at the end of the semester. The class grade will be computed after the presentation in December. The grade will depend on

\*how well developed the draft proposal for your second year project is on the first day of class (15%),

\* preparation for and participation in class discussion, including the timeliness and quality of materials posted online prior to class (20%),

\*leadership of class sessions, which includes getting materials to classmates out sufficiently prior to class and structuring the class discussion well (15%)

\* the oral presentation (50%), which of course will depend on the research work done over the course of the year. The grade for the presentation will be given by the chair of the student's committee.

The grade for third year students will be given at the end of the semester. It will depend on

\*student preparation for and participation in class discussion, including the quality of materials posted online prior to class (60%),

\* leadership of class sessions, which includes getting materials to classmates out sufficiently prior to class and structuring the class discussion well (40%). At least one session must address thoughts regarding a dissertation proposal. It is expected that students will have sketched out substantive ideas of an introduction section and some sense of the likely methodology to be used.

***About independent studies associated with your third year paper***. Usually students sign up for a pre-dissertation project course, MGMT889801 associated with their third year paper. The grade is completed when the written third year paper is completed satisfactorily in the spring semester.

**Reminder of weekly due dates**

The **Friday before class** for materials for student-led discussions

The **Monday** before class for materials posted to dropbox that we are discussing in class