

Tuesdays, 1:15pm–4:15pm, CSOM 1-114

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Course Introduction

Mgmt 8101 (taught in term A) and its new companion Mgmt 8104 (taught in term B) are two 2-credit PhD courses that adopt the methods of engaged scholarship to develop a research proposal, as would be necessary to undertake a research project or a dissertation. Mgmt 8101 focuses on the problem formulation and theory building sections of a research proposal. Mgmt 8104 focuses on research design, measurement and problem solving sections of a research proposal. The two courses are geared for doctoral students in the social and behavioral sciences--especially those wanting to become proficient in conducting research on managerial and organizational topics. MGMT 8101 and 8104 are core methods courses for PhD students in the Strategic Management & Entrepreneurship, Work & Organizations, and Supply Chain doctoral programs, and by courtesy for PhD students in other social science disciplines.

Course Goals

The outcome-based education objective of this course is to develop a good research proposal that you would submit to a research foundation, sponsor or doctoral dissertation committee. A good research proposal is defined as one that covers all the bases of the Engaged Scholarship "Diamond Model" shown in the figure, and measured in terms of the criteria presented in Table 1. This model, which serves as the organizing framework for the course, focuses on four key activities in any research project: problem formulation, theory building, research design, and problem solving.

Each class session examines one of these four activities in the diamond model. Each session begins with a discussion of comments or questions that students are asked to submit on a Google form before each class on the assigned video lectures and readings on the course web site. In class, students will lead discussions of these questions, as well as engage in exercises and presentations of the issues involved in performing each research activity. Working knowledge of the subject matter is also gained by developing a research proposal on a problem or issue of the student's choosing. The instructor and peer students will review and provide feedback on ways to improve research proposals. You will be asked to revise your proposal several times until it is judged to be of sound conceptual quality and operational clarity. After the outcome-based learning objective is achieved in this course, it is expected you will actually implement your research proposal either as a research project or as an initial draft of your dissertation.

Prerequisites

Upon entering the course we expect you to have a research question, problem, or topic in mind that you will use to develop a research proposal during the course. As one student stated, "I would have made far more progress in this course and felt much better had I come in with a fairly well defined problem to examine." You need a research problem/question in order to get on with the tasks of learning and practicing skills of theory building and research design in one semester. This research problem does NOT have to be your dissertation. In fact it is better to select a less important and less-challenging problem on which you can practice your research skills. During the first class, you will be asked to introduce yourself to others by describing the research question, problem, or topic you intend to pursue during the course.

We also assume that you have taken a graduate-level course in statistics, since there is no intent to cover the analysis of variance or regression techniques that are related to theory building and research design. Instead, the intention is to apply some of these tools for designing social research. In addition, time limitations prevent us from getting too deeply into applied statistical methods of measurement and various multivariate procedures for data analysis, hypothesis testing, and hypothesis generation. However, due to the nature of the subject matter, it is not possible to completely ignore these topics. You may have to take further courses or projects to become conversant in these techniques.

Course Expectations and Grading

The course is designed to encourage learning among peers as much as with the instructor. Having fun, good humor, open communications, and supportive colleagues enhance the learning community. Course assignments and grading procedures are intended to promote cooperative (not competitive) behavior. We want everyone to seek and give feedback for the purpose of learning, not for "proving" your competence. Feedback seeking and giving must be constructive. We want "put-ups," not "put-downs." A critical, but constructive open attitude is essential for learning. Negative and destructive comments destroy any learning environment, and will be sanctioned. Be an involved learner in class sessions. Attend and participate actively in class discussions, exercises, and projects. Come prepared to each class by submitting on the Google form a question and comment about the assigned video lectures and readings by no later than one day before class. Class participation represents 30% of your grade for the course.

You are also asked to submit two papers during the two seven-week terms that include progressive parts of your research proposal for studying a problem or issue of your own choosing:

Reports during Term A on Theory Building:

- Week 3 on research problem and question
- Week 6 on theory building

Reports during Term B on Research Design:

- Week 3 on research design
- Week 6 on measurement and problem solving

These papers will be evaluated using the relevant evaluation criteria listed in Table 1. In each iteration, you are asked to revise those sections on which you received feedback, and draft the new assigned section of the research proposal. In each submission, please indicate and highlight the specific revisions you have made since the previous draft of your proposal.

Since I am often not an expert in the subject matter that you propose to study, I strongly encourage you to seek substantive advice from your faculty advisor while developing the research proposal in this course.

Announcements and Web Resources

All course video lectures, assignments, notes, presentation slides, exercises, and some readings are available on the MGMT 8101 and MGMT 8104 web pages at the following URL: z.umn.edu/mgmt8101.

I recommend you place a bookmark to this web page. Most browsers should have no trouble viewing it, but I recommend using Google Chrome as your browser for viewing this site. Changes or updates in class assignments and notes will be posted regularly throughout the semester. Therefore, be sure to visit the course web page before and after each class session. In addition, please contribute to the web site resources and links that facilitate learning course topics and methods.

Reading Materials

The required textbook for the course is Van de Ven, A. H., *Engaged Scholarship: A Guide for Organizational and Social Research*, Oxford: Oxford Univ. Press, 2007.

In addition, three recommended books are available in electronic and hard-copy forms at the U of MN Wilson Library, and/or for purchase at the U of M Bookstore. These books are NOT required for purchase. They are useful references to supplement and gain a stronger background in course topics and methods.

1. Yin, R., *Case Study Research: Design and Methods*, 6th edition, Newbury Park, CA: Sage, 2017.
2. Shadish, W.R., Cooke, T.D. and Campbell, D.T., *Experimental and Quasi- Experimental Designs for Generalized Causal Inference*. Boston: Houghton Mifflin Co. 2002.
3. Poole, M.S., A. H. Van de Ven, K. Dooley, and M. Holmes, *Organizational Change and Innovation Processes: Theory and Methods for Research*, New York: Oxford Univ. Press, 2000.

All readings for this course (except text books) have been placed on electronic reserve at the University of Minnesota Libraries, accessible at reserves.lib.umn.edu.

You will need to enter your U of M internet ID and your password; then select Mgmt 8101. Most of these readings can also be downloaded from University Libraries Periodical indexes, such as Business Source Premier. Finally, the papers to which Van de Ven retains copyrights can be downloaded directly from the course web site.

In addition to these texts and assigned course readings and texts, a Library Course Page for MGMT 8101 and 8104 has been created with the help of University of Minnesota Libraries at lib.umn.edu/course/MGMT/8101.

I hope you will access this library course page often. It provides a virtual treasury of resources and information, and as best as I know, represents the richest knowledge infrastructure available anywhere for theory building and research design.

University Policy Statements

Academic Misconduct Policy

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see the [Board of Regents policy on student conduct](#).

Accommodations for Students with Disabilities

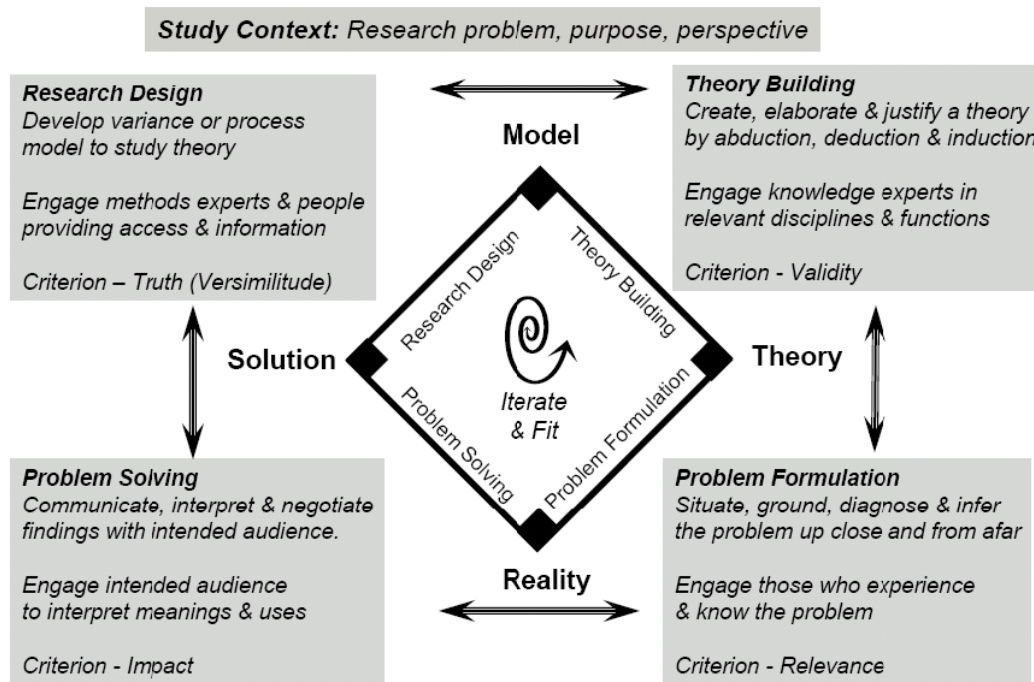
Any student who may need some academic accommodations due to a physical or mental disability should inform me during the first week of class. The UofM Office of Disabilities Services will help arrange any necessary instructional accommodations. See: [Office of Disability Services](#) You can also learn more about a broad range of confidential mental health services available on campus via the Student Mental Health Website: mentalhealth.umn.edu.

Academic Freedom and Responsibility

For courses that involve students in research academic freedom is a cornerstone of the University. Within the scope and content of this course, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Engaged Scholarship Diamond Model



Source: A. Van de Ven (2007). Engaged Scholarship: A Guide for Organizational and Social Research. Oxford University Press, p. 10.

Table 1. Criteria for Evaluating a Research Proposal

1. Statement of the research problem:

- is grounded in reality by addressing journalist's question up close and from afar.
- the problem is clearly diagnosed to identify important researchable question.
- the research question permits more than one plausible answer.

2. The research proposition (theory):

- is clearly stated and compared with alternative status quo answer to research question.
- has a logical argument (i.e., claim, reasons, evidence, assumptions & reservations).
- directly addresses the research question and problem.

3. The research design clearly spells out:

- key design elements of a variance or process model.
- definitions and measurement procedures for variables or events.
- threats to internal, statistical, external, & construct validities.

4. Research implementation and problem solving:

- clearly states research contributions/implications for science AND practice.
- clearly states how research findings will be used and applied.
- A practical schedule is presented for implementing the study.

MGMT 8101 Theory Building (2 credits)

Spring Term A (January 18 - March 1) 2022 on Tuesdays 1:15pm – 4:15 pm in CSOM 1-114

Sessions	Topics
1. Jan. 18	Introduction to Engaged Scholarship and Research Proposal (complete worksheet)
2. Jan.25	Philosophy of Science Underlying Engaged Scholarship
3. Feb. 1	Formulating the Research Problem or Question
4. Feb. 8	Grounded Methods of Problem Formulation (submit research problem report)
5. Feb.15	Theory Creation and Construction
6. Feb. 22	Theory Construction and Justification (Submit research problem and theory report)
7. Mar. 1	Presenting Research Proposals

MGMT 8104 Research Design (2 credits)

Spring Term B (March 15 – April 26) 2022 on Tuesdays 1:15pm – 4:15 pm in CSOM 1-114

Sessions	Topics
1. Mar. 15	Two Modes of Thought: Variance and Process Models
2. Mar. 22	Variance Research Designs (complete variance design worksheet)
3. Mar. 29	Causal Modeling (complete modeling design worksheet)
4. Apr. 5	Process Research Designs (complete process design worksheet)
5. Apr. 12	Constructing Measurement Instruments (submit research design)
6. Apr. 19	Communicating, Writing and Reviewing Research
7. Apr. 26	Practicing and Presenting Research Designs

Mgmt 8101 Term A

Mgmt 8101 Session 1 - Introduction to Engaged Scholarship and Research Proposal

Topics

Why would you want to take this course? - To develop a good research proposal.

1. Introduction to Engaged Scholarship
2. Basic components of a research proposal Cover the bases of the "Diamond Model."
3. Students introduce themselves and their research topic/problem

Assignments before class:

Browse: web sites of [MGMT 8101](#) and Answer questions on this [Worksheet](#)

- Student example of research proposal worksheet by Hanu Tyagi, 2021
- [Feedback Notes](#) on Developing a Research Proposal.

Read

1. *Engaged Scholarship*, Chapter 1.
2. Whetten, "What Constitutes a Theoretical Contribution," AMR, 1989.
3. Hambrick, "[Too much of a good thing?](#)" AMJ, 2007
4. Supplementary Readings
 - a. Davis & Parker, "Writing the Doctoral Dissertation," NY: Barron's, 1997, Chapters 2 & 8

View Video Lectures

- [Course Introduction](#) at <https://www.youtube.com/watch?v=dCXMp50zN3o>
- [Engaged Scholarship Overview](#) at <https://www.youtube.com/watch?v=C0Ejr5Ole5U>
- [Research Proposal Questions](#)
- [Being reflexive - the 5th question](#)

Notes: Class [Slides](#) on Course Overview and [Slides on Research Proposal](#)

Submit a brief statement about the research problem/topic on which you will develop a research proposal during the course for [Session 1, Engaged Scholarship](#)

Mgmt 8101 Session 2 - Philosophy of Science Underlying Engaged Scholarship

Topics

What philosophy of science are you practicing?

1. Positivism
2. Relativism and Postmodernism
3. Pragmatism
4. Critical Realism

View Video Clip: [Philosophies of Science](#)

Read

- *Engaged Scholarship*, Chapter 2.
- Supplementary Readings:
 - o Azevedo, "[Updating organizational epistemology](#)," in Baum (2002), pp. 715-732.
 - o Alvesson & Skoldberg, "Reflexive Methodology," 2000, [Chapters 1 and 7](#)
 - o Mirvis, Mohrman & Worley, [Doing Relevant Research](#), 2021. (Annotated)

Notes: [Class slides](#) on philosophy of science

Exercise: Design research proposal in response to [this NIH RFP](#) from different philosophical positions

Submit your questions/comments about video lectures and readings for [Session 2, Philosophy of Science](#)

Mgmt 8101 Session 3 - Formulating the Research Problem

Topics

What problem and question do you want to study?

1. Situating the problem
2. Grounding the problem in reality
3. Diagnosing the problem
4. Problem solving by formulating the crucial question

View Video Lectures:

- [Research Problem Formulation part 1](https://www.youtube.com/watch?v=QzQPOTdLs): What is a problem? at <https://www.youtube.com/watch?v=QzQPOTdLs>
- [Diagnosing a Problem](https://www.youtube.com/watch?v=akmMNUHfwA) at <https://www.youtube.com/watch?v=akmMNUHfwA>
- [Problem Selection and Exercises](https://www.youtube.com/watch?v=NeYat0p_Mzo) at https://www.youtube.com/watch?v=NeYat0p_Mzo

Read

- *Engaged Scholarship*, Chapter 3
- Supplementary Readings
 - o Davis, "[That's Interesting](#)," (1971) and "[That's Classic!](#)" (1986).
 - o Edmondson, [Crossing Boundaries to Investigate Problems in the Field](#), 2011
 - o Eden & Jones (1983) "[Messing About in Problems](#)," pp. 39-59.
 - o Van de Ven & Delbecq, "[The Nominal Group as a Research Instrument...](#)" *AJPH*, 1972.

Notes: [Class Slides](#) on Problem Formulation

Exercise: Complete this [Problem Formulation Exercise](#), and bring to class for discussion.

Submit your questions/comments about video lectures and readings for [Session 3, Research Problem](#)

Mgmt 8101 Session 4 - Grounded Methods of Problem Formulation

Topics

In what reality is your research problem grounded?

1. Grounded methods for problem formulation and theory building
2. Case study strategy and methods
3. Problem formulation is a grounded theory building process
4. What are the consequences of your problem statement for theory and practice?

View Video Lectures

- [Grounded problem & theory building](#)
- [Case studies](#)
- [Triangulation](#)

Read

- Yin, *Case Study Research: Design and methods*, Sixth Edition, Sage, 2017.
- Shrestha, He, Puranam & von Krogh, [Algorithm Supported Induction for Theory Building](#), OS 2021
- Supplementary reading
 - o Eisenhardt, "Building theory from Case Study Research," AMR, 1989.
 - o Glaser & Strauss, "The discovery of grounded theory," 1967, chpts. 1-3 & 5.
 - o Gioia, Corley & Hamilton, "Seeking qualitative rigor..." ORM 2012

Notes: Class Slides on [Grounded Problem and Theory Building](#).

Exercise: Review your problem statement with another student and provide one another feedback.

For examples of formulating good problem statement

see Christopher Winchester (2021)

Submit research problem and question report.

- Place this [Evaluation Form 1](#) on the cover page.

Submit your questions/comments about video lectures and readings for [Session 4, Grounded Theory](#)

Mgmt 8101 Session 5 - Building a Theory - Part 1

Topics

What is your answer to your research question?

1. Conceiving a theory
2. Constructing the theory
3. Justifying the theory

View Video Lectures:

- [Theory Creation Part 1: https://www.youtube.com/watch?v=WydHB_YaBlc](https://www.youtube.com/watch?v=WydHB_YaBlc)
- [House TV Show example of abductive reasoning](#) (Jump to minutes 36:41 to 40:05 to view example)
- [Abductive Theory Creation](#): at <https://www.youtube.com/watch?v=APCEXyPU1ZU>

Read

- Van de Ven, *Engaged Scholarship*, Chapter 4
- Supplementary Readings
 - o Weick, "[Theory construction as disciplined imagination](#)," AMR, 1989.
 - o Poole & Van de Ven, "[Using Paradox to Build ... Theories](#)," AMR 1989.
 - o Saetre & Van de Ven, "[Creating Theory Through Abduction](#)," 2020

Exercise: What is going on in this [picture](#)?

Complete [this worksheet](#) on creating a theory

Notes: Class slides on [Theory Creation class slides](#)

Submit your questions/comments about video lectures and readings for [Session 5, Theory Creation](#)

Mgmt 8101 Session 6 - Building a Theory - Part 2

Topics

Why should anyone believe your answer to your research question?

1. Characteristics of research propositions and hypotheses.
2. Develop a plausible answer to your research question.
3. Develop a "crucial" proposition that juxtaposes two plausible answers.
4. Identify the assumptions: domain, time, space where proposition holds.
5. State a few hypotheses that derive from your proposition.

View Video lecture:

- [Illustration of a Theory](#)
- [Theory Construction Elements](#):
- [Propositions & Hypotheses](#)
- [Theory Justification, Part 1](#)
- [Theory Justification, Part 2](#)

Supplementary Readings

- Bacharach, "[Organizational theories: Some criteria for evaluation](#)," AMR 1989.
- Rousseau, "[Issues of Level in Organization Research](#)," ROB, Vol. 7, 1985.
- Stinchcombe, "[Constructing Social Theories](#)", New York: Harcourt, 1968, Ch. 2, pp 15-56
- Corley & Gioia, "Building Theory about Theory Building," AMR, 2011.

Submit: Theory report with revisions of research problem section.

- Mark (with pen) the revisions you made in your paper from last draft.
- Attach your "old" problem report with my assessment (so I can remember what I said).
- Place [Evaluation Form 2](#) on the cover page.

Notes

- Class slides on [theory construction](#).
- Example of good report by Adrianto (2021).

Exercise: Peer group workshop reviewing one-another's theories/arguments.

- Based on peer feedback in class, revise your paper and submit it next class

Submit your questions/comments about video lectures and readings for [Session 6, Theory Construction](#)

Mgmt 8101 Session 7 - Research Proposal Presentations

Topics

Students present tree-diagrams of their research proposal

Read

- Ramage & Bean, "[Writing Arguments](#)," Boston, Allyn & Bacon, 1995

Exercise

- [Tree Diagram exercise](#)

Submit your written research proposal (as a Word file, >20 pages, 12-pt. font, 1" margins)

Submit your questions/comments for improving this course for [Session 7](#)

Mgmt 8104 Term B

Mgmt 8104 Session 1 -Two Modes of Thought: Variance and Process Model

Topics

Do you want to study how or why something happens?

1. Variance (causal) and process (narrative) reasoning
2. Assumptions of variance and process theorizing

View Video Lectures

- [Variance and Process Model](#)
- [Two Views of Reality](#)

Read

- *Engaged Scholarship*, Chapter 5
- Supplementary Readings
 - o Bruner, [Two Modes of Thought](#), Ch. 2 in *Actual Minds, Possible Worlds*, 1986.
 - o Mohr, [Variance and Process Theories](#) in *Explaining Organizational Behavior*, 1982.

Notes: [Class slides](#) on variance and process theorizing.

Review this [worksheet](#) to design a variance and a process study.

- Bring to next class for presentation & discussion.

Submit your questions/comments about video lectures and readings for [Session 1 on Research Models](#)

Mgmt 8104 Session 2- Variance Research Designs

Topics

Show us the evidence that X causes Y.

1. Variance research question & unit of analysis
2. Causal, contingent, and interacting relationships
3. Randomized, quasi, and non-experimental studies.
4. Sampling and sample size.
5. Causal or path analytic models.
6. Factors threatening internal, external, statistical, and construct validities.

View Video lecture on [Variance Research Models](#)

Read

- *Engaged Scholarship*, Chapter 6
- Supplementary reading
 - o Shadish, Cooke & Campbell, Ch. 1-3 in *Experimental and Quasi-Exp. Designs*, 2002.

- o Bettis, et al., [Creating repeatable cumulative knowledge in strategic management](#), SMJ, 2016.
- o Bamberger, & P Miller, C., [Exploring emergent and poorly understood phenomena AMD](#), 2017. (link to Bamberger-Miller Replications FTE)

Notes: [Class slides](#) on variance research design

Exercise: Complete this [worksheet](#) to design a variance study of your research topic.

- Bring it to the next class for discussion.
- Example of variance model design by Yeonjoo Lee (2021)

Submit your questions/comments about video lectures and readings for [Session 2 on Variance Design](#)

Mgmt 8104 Session 3 - Causal Modeling & Simulation Designs

Topics:

Theoretical and empirical modeling

Formal modeling and computer simulation

- a model is a model (Knudsen, Levinthal & Puranam, 2019)
- agent-based, systems dynamics, & cellular automata models (Harrison, et al, 2007)
- bounded rationality models (Puranam, Stiglitz, Osman & Pillutla, 2015)
- NK modeling example (Chen, Kaul & Wu, 2017)

Complex Adaptive Systems (CAS) models (Dooley, 2021)

- empirical modeling of dynamical systems and far-from-equilibrium (FFE) empirical models
- periodicity, chaos, white noise and colored noise based on dimensionality & interdependence
- empirical modeling example (Cheng & Van de Ven, 1996)

Machine learning algorithms

- algorithmic induction for theory building (Shrestha, He, Puranam & von Krogh, 2020)

Required Readings

1. Thorbjørn Knudsen, Daniel A. Levinthal, Phanish Puranam (2019) Editorial: A Model Is a Model. *Strategy Science* 4(1):1-3.
2. Harrison et al, Simulation modeling in organizational and management research, *AMR* 2007
3. Puranam, P., Stieglitz, N., Osman, M., & Pillutla, M. M. (2015). Modelling bounded rationality in organizations: Progress and prospects. *Academy of Management Annals*, 9(1), 337-392.
4. Chen, Kaul & Wu, Adaptation across multiple landscapes, *SMJ* 2019
5. Cheng, Y & Van de Ven, A.H. (1996) Learning the innovation journey: Order out of chaos? *Organization Science*, 7, 6: 593-614.

6. Dooley, Conceptualizing Org. Change through ... Complexity Science, 2021.
7. Shrestha, Y.R., He, V.F., Puranam, P. & von Krogh, G. (2020) Algorithm supported induction for building theory: How can we use prediction models to theorize? *Organization Science*,

Supplementary Readings:

1. Albert, D. & Ganco, M. 2021. Landscape models of complex change, Handbook 2021
2. Bentler, Multivariate ... causal modeling, *Ann Rev. Psychology* 1980
3. Csaszar, F. A. (2018). A note on how NK landscapes work. *Journal of Organization Design*, 7(1), 15.
4. Choudhury, P., Allen, R.T. & Endres, M.G., (2021) Machine learning for pattern discovery in management research, *Strategic Management Journal*, 42, 1: 30-57
5. Dooley K.J. & Van de Ven, A.H. (1999) Explaining complex organizational dynamics, *Organization Science*, 10, 3: 358-372.
6. Hannah, D. P., Tidhar, R., & Eisenhardt, K. M. (2020). Analytic models in strategy, organizations, and management research: A guide for consumers. *Strategic Management Journal*.
7. Kaul, A. & Luo, J. (2018). An economic case for CSR: The comparative efficiency of for-profit firms in meeting consumer demand for social goods. *Strategic Management Journal*, 39: 1650-1677.
8. Macal & North, Tutorial on agent-based modeling and simulation, 2005
9. Ross, D. G. (2018). Using cooperative game theory to contribute to strategy research. *Strategic Management Journal*, 39(11), 2859-2876.

View videos on modeling

- STR PDW on formal modeling Aug. 2020: <https://youtu.be/0xATtwjXA28>
- ODC Webinar on machine learning Dec. 17 2020 - <https://orgdesigncomm.com/news/9431904>

Complete worksheet on designing a simulation model

- Example of simulation design by Jooyoun Shin (2021)

Submit your questions/comments about video and readings for Session 3 on Modeling

Mgmt 8104 Session 4 - Process Research Designs

Topics

Show us the evidence for your story of how this process unfolded.

1. Process theory questions focus on order and sequence of events.
2. Narrative study designs.
3. Defining and measuring events or incidents.
4. Analyzing temporal patterns in event sequence data.

View Video lecture on [Process Research Models](#)

Listen to audio narration by Scott Poole on [Building Process Theories, part one](#) and [part two](#)

Read

- *Engaged Scholarship*, Chapter 7

- Langley et al., [Process Studies](#), AMJ, 2013
- Garud et al Qualitative Approaches for Studying Innovation as Process, 2017
- Supplementary readings
 - o Polkinghorne, Narrative Knowing and the Human Sciences, Ch. [1](#), [2](#) & [7](#), 1988.
 - o Pentland, "[Building Process Theory with Narrative](#)," AMR 1999.

Notes: [Class slides](#) on process research design

Exercise: Complete this [worksheet](#) to design a process study of your research topic.

- Bring it to the next class for discussion.
- [Example](#): Process research proposal by Yi Tang of 2017 class.

Submit your questions/comments about video lectures and readings for [Session 3 on Process Designs](#)

Mgmt 8104 Session 5 - Constructing Measurement Instruments

Topics

Measurement is fundamentally a problem of conceptualization.

1. Questionnaires, interviews, archival data, & field notes.
2. Frames of Reference in a measurement instrument.
3. Measurement reliability and validity.

View Video lectures:

- [Constructing Quantitative Measures](#)
- [Constructing Qualitative Measures](#)
- [Triangulation](#)
- [Evaluating Measures](#)

Read

- Hinkin, "[Tutorial on Development of Measures for Use in Survey Questionnaires](#)," ORM 1998.
- Mathison, "[Why Triangulate?](#)" *Ed Researcher*, 1988.
- Meyer, "[Visual Data in Org Research](#)," *Org Science*, 1991.
- Supplementary reading
 - o Bass et al., "[...Estimates of Frequency & Amount](#)," *JAP*, 1974.
 - o Lazarsfeld & Menzel, "[Relation Between Individual & Collective Properties](#)," 1969.
 - o Van de Ven & Ferry, "[Measuring and Assessing Organizations](#)," Chapter 3, 1980

Notes: [Class slides](#) on constructing and evaluating measures
[Nisbett's attribution theory research](#) for measurement.

Submit Research Design (with revised problem and theory) report

- Attach a copy of [Evaluation Form 3](#) placed on top of the cover page.
- Based on peer feedback in class, revise your report & submit it by the end of week.

- Clearly identify any revisions made in report, and attach the last version of your report.

Exercise: Develop operational definitions and measures of key constructs in your research proposal.

- Bring them to the next class for presentation and discussion.

Submit your questions/comments about video lectures and readings for [Session 4 on Measurements](#)

Mgmt 8104 Session 6 - Communicating, Writing & Reviewing Research

Topics

- Knowledge for whom? For what?
- How do you intend to have your research findings understood and used by your audience?
- How do you plan to communicate your research findings?

Exercise: Complete this [tree diagram](#) of your research proposal, and present it in class.

View Video lecture on [Problem Solving](#)

View Video lecture on [Writing and Reviewing Papers](#)

Read

- *Engaged Scholarship*, Chapter 8
- Supplementary readings
 - Huff, "[Learning to be a good writer](#)," 2002.
 - Pratt, "[...Tips on writing up \(and reviewing\) qualitative research](#)," AMJ, 2009
 - Meyer, "[Balls, Strikes, and Collisions on the Base Path](#)," 1995.
 - Miller & Van de Ven, "[Peer review, root canals, and other amazing life events](#)," AMD 2015

Notes: [Class slides](#) on communicating research and [Writing and Publishing Norms](#)

Submit your questions/comments about video lectures and readings for [Session 6 on Writing](#)

Mgmt 8104 Session 7 - Practicing Engaged Scholarship

Topics

What have we learned? Research ethics. Engaged scholarship.

View Video lecture on:

[Learning to be an Engaged Scholar](#)

[A Little Scholarly Advice](#)

Read

- *Engaged Scholarship*, Chapter 9
- Research proposal examples by [Licht](#), [Dhanorkar](#), and [Giddens](#) (past MGMT 8101 students).
- Supplementary readings
 - o Brief, "[Still servants of power](#)," JMI, 2000.

Notes: [class slides](#) on practicing engaged scholarship

Submit Your final research proposal

- Place a copy of [Evaluation Form 4](#) on the cover page.

Submit your questions/comments/suggestions about this course for [Session 7 on course assessment](#)

Presentations and discussions of Student Reports with tree diagrams.

AHV December 31, 2021