

**HBS 4070. Design of Field Research Methods (DFRM)**  
**Spring 2014**  
**Course Syllabus**

Prof. Michel Anteby  
Harvard Business School  
Morgan Hall 321  
[manteby@hbs.edu](mailto:manteby@hbs.edu)  
617-495-3756

Assistant: Lara Zimmerman  
Harvard Business School  
Morgan Hall T40A  
[lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)  
617-496-6088

**Wednesdays / 10:00 AM to 1:00 PM / HBS Baker Library B82**

### **Course Description**

Field research involves collecting original data (qualitative and/or quantitative) in field sites. This course combines informal lecture and discussion with practical exercises to build specific skills for conducting field research in organizations. Readings include books and papers about research methodology and articles that provide exemplars and pitfalls of field research. Specific topics covered include: the role of theory in field research, variance versus process models, collecting and analyzing different kinds of data (observation, interview, survey), levels of analysis, construct development and validity, blending qualitative and quantitative data (in a paper, a study, or a career), and writing up field research for publication.

A core aim of the course is to help students develop intuition about the contingent relationship between the nature of the research question and the field research methods used to answer it as a foundation for conducting original field research. Field research is presented as a learning process in which researchers are engaged in a dialogue initially with the phenomena they study and later with a specific audience for their ideas. Course requirements are designed to suit your interests and current stage of research involvement, with the ultimate purpose of advancing your particular research agenda (see “Requirements” below). **Previous course work in research methods is a prerequisite.** Although it is not a focus of this course, students will be expected to understand basic principles of statistical analysis as a foundation for engaging in discussions about effective field research. This is a limited enrollment course. An ongoing research project is required for you to actively participate in the class discussion.

Module I of the course is a two-week introductory module on the nature of grounded and inductive theory building and how this kind of research differs from traditional deductive research methods. Module II focuses on collecting field data and Module III on analyzing them. Module IV concerns writing and reviewing field research for publication in refereed journals.

### **Requirements**

Course requirements include regular class attendance and active participation; experiential exercises, called “Practice Exercises,” in which you will engage in various aspects of field research; write-ups of the exercises; and a final paper. Evaluation in the course will be based on improvement, with a strong emphasis on development over the term of one’s theoretical and practical understanding of field research methods.

Class Participation 20%

The class design is intended to create a developmental and collegial environment that supports mutual learning. Crucial to our success in this regard is everyone's diligent preparation for and active participation in each class.

Practice Exercises 40%

Over the course of the semester, you will undertake the following short practice exercises. The assignments are available on the course platform.

1. Part I of the Research Workbook: "Developing a Research Question" – due **Monday, February 3 by 10:00 am.**
2. Collecting Observational Data – due **Friday, March 21 by 10:00 am.**
3. Collecting Interview Data – due **Friday, March 21 by 10:00 am.**
4. Collecting Survey Data – due **Friday, March 21 by 10:00 am.**
5. Parts II and III of the Research Workbook: "Research Design" and "Returning to Your Research Question" – due **Friday, March 28 by 10:00 am.**
6. Focused Coding of Qualitative Data (may be done in groups of 2 or 3) – due **Monday, April 14 by 10:00 am.**
7. Writing a Review for a Referred Journal – due **Monday, April 28 by 10:00 am.**

Please email your write-up of the exercise by the designated due date to both my assistant, Lara Zimmerman ([lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)) and me ([manteby@hbs.edu](mailto:manteby@hbs.edu)).

I will read and comment on, but not grade, your write-up of each exercise. You have the option of revising any practice exercise based on feedback. At the end of the semester, you will turn in a portfolio that includes the completed practice exercises (including both original and revised versions, if you revise).

Final Paper 40%

There are two options for the final paper, each of which is *due no later than Monday, May 5 at 5:00 pm*. For both options, the practice assignments should facilitate your efforts on the final paper. We will also set times to discuss the final paper on an individual basis.

Option 1: Proposal for a field study on a topical area of interest

This assignment asks you to pose a research question that you think is worth asking and identify/elaborate the literature-based basis as well as motivating practical problem. You should also situate your study in the field methodological landscape, articulate an appropriate design and methodology, and examine issues of dependability and generalizability with reference to the design and data collection method chosen, as well as any other methodological issues posed by your study. 25 page, double-spaced limit for the paper.

### Option 2: Field study

This assignment focuses on collecting and analyzing data for a study you have already (or mostly) designed and executed (or at least begun to execute). You will articulate your design, research question, and literature review in up to 7 pages. The bulk of the paper should present initial and focused data analyses. 40 page, double-spaced limit for the paper. Transcribed data should be placed as an appendix, not counting as part of the page limit.

**Note:** I encourage you to select the assignment that will most help to advance your research, whether your second-year project, qualifying paper, dissertation, or other independent research you are conducting or are planning to conduct.

### Readings

Required and recommended readings for each class and helpful background materials are listed below. Class sessions will involve lecture as well as discussion of readings and exercises. Each week's reading assignment is accompanied by a set of questions to guide your preparation for the class discussion.

### Required Texts

Charmaz, Kathy. (2010) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage Publications.

Lofland, John, David A. Snow, Leon Anderson and Lyn H. Lofland. (2006) *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing Company.

Weiss, Robert S. (1994) *Learning from Strangers: The Art and Method of Qualitative Interview Studies*, New York, NY: The Free Press.

## **Module I: Overview of Field Research Methods**

In this module, we will discuss the nature of grounded and inductive theory-building and how this kind of research differs from traditional deductive research methods. We will unpack the four basic elements of field research – the research question, the theory, the data, and the analysis of data.

### **◆ Week 1: Introductions and Orientation (January 29)**

The first class will be devoted to introductions of concepts and participants. Come prepared to tell us about your background and your current or planned research focus. The assigned reading provides some historical background on the use of field methods to further grounded theory.

### Readings:

Charmaz, Kathy. (2010) Chapter 1: An Invitation to Grounded Theory, and Chapter 6: Reconstructing Theory in Grounded Theory Studies, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage. 1-12, 123-150.

Glaser, B. G. and A. L. Strauss. (2007) Chapters 1 & 2 in *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Hawthorne, NY: Aldine de Gruyter: 1-43.

- Locke, K. (2001) Chapters 1-3 in *Grounded Theory in Management Research*. Thousand Oaks, CA: Sage Publications: 1-43.
- Locke, K. and Golden-Biddle, K. (2002) Chapter 5: An introduction to qualitative research: Its potential for industrial and organizational psychology, S. G. Rogelberg (ed.), *Handbook of Research Methods in Industrial and Organizational Psychology*, Malden, MA: Blackwell Publishers: 99-118.
- Sutton, R. I. and B. M. Staw. (1995) What theory is not, *Administrative Science Quarterly* (40)3: 371-384.
- Van Maanen, J., J. B. Sorensen, and T. R. Mitchell. (2007). The interplay between theory and method, *Academy of Management Review* 32(4): 1145-1154.
- Weick, K. (1995) What theory is not, theorizing is, *Administrative Science Quarterly* (40)3: 385-390.

Questions for class discussion:

- What is theory? How is grounded theory different from other methods with which you may be familiar?
- When would you want to use deductive methods and when would you want to use inductive methods?
- To which research paradigm do you feel most drawn and why?
- How might grounded theory be useful for investigating research questions of interest to you?
- What types of contributions can grounded theory make relative to other approaches?

Assignment: Complete course poll before the session's start.

<https://secure.hbs.edu/poll/taker/pollTaker.jsp?poll=133513>

◆ **Week 2: Research Questions (February 5)**

Assigned readings for this week include two research articles and several chapters on developing a research question. Our focus is on how to develop a research question that is of interest not only to you, but to the field as well. Concerns are threefold: 1) the question's likelihood of providing a theoretical contribution; 2) its level of specificity, and 3) the probability of being able to answer it with the appropriate methodological approach. We will discuss these concerns in relation to the research questions you developed for the Practical Exercise on designing a research question. We will also discuss the difference between process and variance theories as illustrated in the two assigned research articles.

Readings on developing a research question:

- Belcher, Wendy L. "Writing Your Journal Article in 12 Weeks: a Guide to Academic Success." Thousand Oaks; Sage; Advancing your argument, pp.67-98.
- Booth, Wayne C., G.G. Colomb and J.M. Williams (2003) Chapter 3: From topics to questions, and Chapter 4: From questions to problems, *The Craft of Research*, Chicago, IL: The University of Chicago Press: 40-71.
- Glaser, Barney G. and Anselm L. Strauss. (2007) Chapter 3: Theoretical sampling, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Hawthorne, NY: Aldine de Gruyter: 45-77.

Lofland, Snow, Anderson and Lofland. (2005) Chapter 7: Asking questions, *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing Company: 144 – 167.

Silverman, D. and A. Marvasti (2008) Chapter 6: Selecting a topic, *Doing Qualitative Research: A Comprehensive Guide*, Sage Publications: 103-127.

**Readings using field research to frame a research question:**

Eisenhardt, K. M. (1989) Making fast strategic decisions in high velocity environments, *Academy of Management Journal* (32): 543-576.

Hargadon, A. and R. Sutton. (1997) Technology brokering and innovation in a product development firm, *Administrative Science Quarterly*. (42): 716-749.

**Recommended Readings on research Questions (Recommended readings are optional):**

Anteby, M. 2012. Relaxing the Taboo on Telling our Own Stories: Upholding Professional Distance and Personal Involvement, *Organization Science*

**Questions for class discussion:**

- What kinds of research questions are addressed in field research? How do you develop research questions? What is the relationship between a research question and theory?
- What differences do you notice in the research questions guiding the two studies? How do the kinds of data differ? How do the data analyses differ? How do the theories differ?

**Assignment:**

Complete Practice Exercise #1 – Part I of the Research Workbook: “Developing a Research Question.” **Due Monday, February 3 by 10:00 am.** Please email your assignment to my assistant, Lara Zimmerman ([lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)) and to me ([manteby@hbs.edu](mailto:manteby@hbs.edu)).

## **Module II: Data Collection**

This module focuses on tools, contingent relationships, and challenges in field research. The emphasis is on the fit among research questions, methods, and theoretical contributions. We examine methods for *collecting* field data (observation, interview, survey) their strengths and limitations. The objective of the module is to examine how researchers approach challenges encountered in conducting field research, especially those related to construct development and support, establishing validity, and connecting analyses to theory. We also consider explicitly the tension between design and opportunity when conducting field research.

**Assignment:**

You will complete the following three Practice Exercises over the course of this module. The write-ups of these exercises are **due Friday, March 21 by 10:00 am.** (We will debrief these exercises in class after Spring Break on Wednesday, March 27.)

- Practice Exercise #2 – Collecting Observational Data
- Practice Exercise #3 – Collecting Interview Data
- Practice Exercise #4 – Collecting Survey Data

You may begin these exercises at any time. Do the exercises in the order in which they appear above. The topic or setting you choose should ideally, but not necessarily, be one that is related to your research interests. It is best of all if you can relate them to the research question you developed for the first practice exercise and, thus, to the topic of your final paper.

### ◆ Week 3: Collecting Data I – Ethnography (February 12)

This week begins a multi-week focus on the collection of data – using different approaches that vary in obtrusiveness, fidelity, and richness. Each week, we examine special challenges related to using a given method, including practical concerns, potential tradeoffs between validity and reliability, and other issues. We will pair readings on each data collection technique, with readings that provide exemplar use of the technique in question. This way, we will be able to compare prescription and execution.

#### Reading on ethnography:

R. Emerson, R. Fretz & L. Shaw (1995). Fieldnotes in ethnographic research, Chapter 1, In the field: Participating, observing and jotting notes, Chapter 2 and Writing up fieldnotes, Chapter 3 in *Writing Ethnographic Fieldnotes*: 1-65.  
[Note: These chapters are useful references for Practice Exercise #2 – Collecting Observational Data.]

J. Van Maanen (2011). Tales of the Field: On Writing Ethnography (Second Edition), Epilogue, 145-182.

#### Readings using ethnographic methods:

Anteby, M. (2013). Manufacturing Morals: The Values of Silence in Business School Education. (Chicago: University of Chicago Press). Chapter: “Preaching in Silence,” pp. 66-90.

Barley, S. R. (1986) Technology as an occasion for structuring: Observations on CT scanner and other diagnostic technologies, *Administrative Science Quarterly* (31): 78-108.

Barker, J. R. (1993) Tightening the iron cage: Concertive control in self-managing teams, *Administrative Science Quarterly* (38): 408-437.

Perlow, L. A. (1999) The time famine: Toward a sociology of work time, *Administrative Science Quarterly*, (44): 57-81.

#### Questions for class discussion:

- What is ethnography? What kinds of data are collected? How are they presented?
- What are the implications of these data for theory, for the literature, for analysis?
- What are the strengths and weaknesses of ethnographic methodologies? How do you “do” ethnography? When would you choose to do this?
- What did you find convincing or not convincing in the data, analysis, and interpretation of the studies you read?
- What techniques did the authors employ to convince you? Which techniques were effective, and which were less so?

### **Recommended reading on ethnographic methods:**

- Barley, S. R. (1990) Images of imaging: Notes on doing longitudinal field work, *Organization Science* (1)3: 220-247.
- Desmond, M. (2012) Disposable Ties and the Urban Poor. *American Journal of Sociology*, 117: 1295-1335.
- Golden-Biddle, Karen and Karen Locke. (1993) Appealing work: An investigation of how ethnographic texts convince, *Organization Science* (4): 595-616.
- Kellogg, Katherine C. (2009) Operating Room: Relational Spaces and Microinstitutional Change in Surgery, *American Journal of Sociology*, 115 (3): 657-711.
- Rivera, Lauren. (2010) Status distinctions in interaction: Social selection and exclusion at an elite nightclub, *Qualitative Sociology* (33): 229-255.
- Van Maanen, J. and D. Kolb. (1985) The professional apprentice: Observations on fieldwork roles in two organizational settings, in S.B. Bacharach and S. M. Mitchell (Eds.), *Research in the Sociology of Organizations* (4): 1-33. Greenwich, CT: JAI Press.

### **◆ Week 4: Collecting Data II – Interviews (February 19)**

This week we will discuss – and demonstrate – the art and method of interviewing.

### **Readings on interview techniques:**

Weiss, Robert S. (1994) Chapters 3-5 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*, New York, NY: The Free Press: 39-150.

### **Readings using interview data:**

- Anteby, M. (2008) Identity incentives as an engaging form of control: Revisiting leniencies in an aeronautic plant, *Organization Science* 19, no. 2: 202-220
- Ely, R. J and D. A. Thomas. (2001) Cultural diversity at work: The moderating effects of work group perspectives on diversity, *Administrative Science Quarterly* (46): 229-273.
- Ibarra, H. (1999) Provisional selves: Experimenting with image and identity in professional adaptation, *Administrative Science Quarterly* (44)4: 764-791.

### **Recommended readings on interview techniques:**

- Lofland, D., D. Snow, L. Anderson, and L. H. Lofland (2006) Chapter 5: Logging data, *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*: 81-177, especially 99-107
- Patton, M.Q. (2002) Chapter 7: Qualitative interviewing, *Qualitative Research and Evaluation Methods*: 339-427.
- Spradley, J. P. (1979) Asking descriptive questions in *The Ethnographic Interview*: 78-91.

### **Questions for class discussion:**

- What do interview data do well? Not well?
- How do the interview approaches in the two assigned papers differ?
- How do these researchers ensure the rigor of their data collection and analysis? Do you “believe” the interview data presented in these studies? Why or why not?

## ◆ Week 5: Collecting Data III – Surveys (February 26)

In this class, we will discuss what makes for a good survey, strengths and weaknesses of surveys as a source of field data, and when it is most appropriate to use surveys. We will also lightly touch upon field-experiments.

### Readings on survey methods:

- Alderfer, C.P. and D.L. Brown. (1972) Designing an empathic questionnaire for organizational research, *Journal of Applied Psychology*, (56): 456-468.
- Baron, R. M. and D. A. Kenny. (1986) The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations, *Journal of Personality and Social Psychology*, 51(6): 1173-1182.

### Readings using survey data:

- Ely, R.J, I. Padavic, & D.A. Thomas. (2012) Racial Diversity, Racial Asymmetries, and Team Learning Environment: Effects on Performance, *Organization Studies* 33(3): 341-362.
- Simons, T. L. and Peterson, R. S. (2000) Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust, *Journal of Applied Psychology* (85)1: 102-111.
- Tilcsik, András. (2011) Pride and Prejudice in Hiring Discrimination in the United States, *American Journal of Sociology* 117(2). (N.B.: this paper relies on audit, not survey data.)

### Recommended readings on surveys:

- Michael, R. T., J.H. Gagnon, E.O. Laumann and G. Kolata (1994) Appendices A&B in *Sex in America: A Definitive Survey*. Boston, MA: Little Brown: 247-289.
- Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991) Chapter 1: Criteria for scale selection and evaluation, *Measures of Personality and Social Psychological Attitudes*, (1): 1-15. San Diego: Academic Press.

### Questions for class discussion:

- What do survey data do well? Not well?
- How do the survey approaches in the two assigned papers differ?
- How do these papers compare to prescription on collecting survey data? If they fall short, how so?

## ◆ Week 6: Hybrid Research Designs (March 5)

This week focuses on field research at the hypothesis-testing (versus theory-building) end of the spectrum. Hybrid research designs are those that blend different approaches, such as integrating qualitative and quantitative data. This week, we consider how different approaches can be integrated into a single paper.

### Readings on hybrid designs:

- Fine, G.A., and Elsbach, K.D. (2000) Ethnography and experiment in social psychological theory-building: Tactics for integrating qualitative field data with quantitative lab data, *Journal of Experimental Social Psychology* (36): 51-76.



- Jick, T. (1979) Mixing qualitative and quantitative methods, *Administrative Science Quarterly* (24): 602-611.
- Morgan, D. L. (1998). Practical strategies for combining qualitative and quantitative methods: Applications to health research. *Qualitative Health Research*, 8: 362-376.
- Seiber, S. D. (1973). The integration of fieldwork and survey methods. *American Journal of Sociology*, 76(6): 1335-1359.

**Readings using hybrid designs:**

- Edmondson, A. C. (1999) Psychological safety and learning behavior in work teams, *Administrative Science Quarterly* (44): 350-383.
- Ely, R. J. (1995) The power in demography: Social constructions of gender identity at work, *Academy of Management Journal* (95): 589-634.
- Gardner, Heidi K. (2012) "Performance Pressure as a Double-Edged Sword: Enhancing Team Motivation While Undermining the Use of Team Knowledge." *Administrative Science Quarterly* (57): 1-46.

**Questions for class discussion:**

- Why do hybrid research? What are the objectives of a hybrid approach?
- How does this aid in triangulation? What are the challenges involved in using this approach?
- Did the hybrid designs in the two assigned research papers significantly strengthen the research? If so, how? If not, why not?

**REMINDER: PRACTICE EXERCISES #2, #3, AND #4 are due**  
**Friday, March 21 by 10:00 AM**

**◆ Week 7: In-Class Debrief of Practice Exercises #2, #3, and #4 (March 26)**

We will discuss the three Practice Exercises you turned in on the previous Friday, comparing and contrasting the experience of conducting these three methods of data collection—observation, interviews, and surveys—as well as the strengths and weaknesses of each kind of data.

**Questions for class discussion:**

- What did you learn from conducting the three Practice Exercises? What did you find frustrating or satisfying when you were conducting the exercises?
- What do you think about the prescriptive advice offered in the readings?
- What is missing? What does your own experience suggest?
- What flaws are you likely to encounter? How can you anticipate/correct/learn from them?
- How would you refine your techniques? What would you now do differently?
- Which method are you more likely to use? Why?

**Reading on collecting field data:**

Lofland, Snow, Anderson and Lofland. (2005) Chapters 1-5 in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*: 7-117.

## ◆ Week 8: Fundamentals of Field Research: Bringing It All Together (April 2)

In this class, we will examine four basic elements of field research – the research question, the theory, the data, and the analysis of data – and consider the nature of the fit among them. You will also have an opportunity to discuss the work you have done in your Research Workbook and to receive feedback on your research question and design.

### Readings on methodological fit:

Edmondson, A. and S. McManus. (2007) Methodological fit in management field research, *Academy of Management Review*, (32)4: 1155-1179.

Eisenhardt, K.M. (1989) Building theories from case study research, *Academy of Management Review* (14): 532-550.

### Questions for class discussion:

- How can you tell if you have the right method for your research question?
- How do your research concerns and challenges differ when doing early versus late stage research?
- How does the fit of research method and question fit with academic and career temporal cycles?
- How can you use your understanding of fit to make your research interesting to others?

### Assignment:

Complete Practice Exercise #5 – Parts II and III of the Research Workbook: “Research Design” and “Returning to Your Research Question.” **Due Friday, March 28 by 10:00 am.** Please email your assignment to both my assistant, Lara Zimmerman ([lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)) and me ([manteby@hbs.edu](mailto:manteby@hbs.edu)).

## Module III: Analyzing Data

This module is focused on data analysis for theory-building. We will discuss how other scholars approach data coding, identification of mechanisms, and theory construction. We will also conduct several hands-on exercises both in and outside of class to give you experience with the process of coding qualitative data.

## ◆ Week 9: Analyzing Data for Theory Building I: Exploring & Naming (April 9)

In this class, we will use the “Learning to see” chapter by Scudder, assigned below, for an in-class exercise on open-coding, as well as for Practice Exercise #6 on focused-coding and memoing (due Week 10).

### Reading about using qualitative data to build theory:

Becker, Howard S. (1998) Concepts, Chapter 4 in *Tricks of the Trade: How to Think About your Research While You're Doing It*. Chicago, IL: University of Chicago Press: 109-145.

**Readings related to open-coding of qualitative data:**

- Charmaz, Kathy. (2010) Chapter 3: Coding in Grounded Theory Practice, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage Publications: 42-71.
- Locke, K., K. Golden-Biddle, and M. Feldman (2008). Making doubt generative: Rethinking the role of doubt in the research process, *Organization Science*, 19(6): 907 – 918.
- Scudder, S. H. (1997). Learning to see, in J. Hatton and P. B. Plouffe (eds.), *Science and Its Ways of Knowing*.

**◆ Week 10: Analyzing Data for Theory Building II: From Coding and Memoing to Heuristics and Frameworks (April 16)**

This week, we will spend the first half of class debriefing Practice Exercise #5, which involves moving from the open codes you developed in class last week to focused coding and memoing. Here, the emphasis in coding is on categorizing and fitting categories together so as to move toward telling a story or explaining a mechanism (in contrast to analyses that strive to test hypotheses). We will spend the second half of class discussing how one moves from focused coding and memoing to theory development.

**Readings on coding and analyzing field data:**

- Charmaz, Kathy. (2010) Chapter 4: Memo-writing, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage Publications: 72-95.
- Emerson, R., R. Fretz & L. Shaw (1995). Chapter 6: Processing fieldnotes: Coding and memoing, *Writing Ethnographic Fieldnotes*, University of Chicago: 142-168.
- Lofland, Snow, Anderson and Lofland. (2005) Chapter 9: Developing analysis, *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*: 195-219.

**Readings on heuristics and frameworks:**

- Silverman, D., and A. Marvasti (2008) Chapter 7: Using theories, *Doing Qualitative Research: A Comprehensive Guide*: 129-142.
- Strauss, A. L. (1987) Discovering new theory from previous theory, Appendix in *Qualitative Analysis for Social Scientists*: 306-311.
- Vaughan, D. (1992). Chapter 8: Theory elaboration: The heuristics of case analysis, C. Ragin & H. S. Becker (eds.) *What is a Case? Exploring the Foundations of Social Inquiry*.

**Recommended readings on coding and analyzing field data:**

- Feldman, M. (1995) *Strategies for Interpreting Qualitative Data*. Thousand Oaks: Sage Publications.
- Lamont. M. (1992) Appendix III and IV. *Money, Morals, and Manners: The Culture of the French and the American Upper-Middle Class*. Chicago: U. of Chicago Press. 217-231.
- Silverman, D., and A. Marvasti (2008). Chapter 11: Beginning data analysis, and Chapter 12: Developing data analysis, *Doing Qualitative Research: A Comprehensive Guide*, Sage Publications: 189-256.
- Van Maanen, J. (1979) The fact of fiction in organizational ethnography, *Administrative Science Quarterly* (24): 539-550.

**Assignment:**

Complete Practice Exercise #6 – Focused Coding of Qualitative Data. You may wish to conduct this Exercise in groups of 2 or 3. **Due Monday, April 14 by 10:00 am.** Please email your assignment to both my assistant, Lara Zimmerman([lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)) and to me ([manteby@hbs.edu](mailto:manteby@hbs.edu)).

## **Module IV: Conclusion: Writing and Reviewing Field Research**

In this module, we will focus on writing papers based on field research. We will conduct several hands-on exercises to learn how to develop and write up theoretical arguments, including considering what to present up front versus in the discussion section, for theory-building papers. You will also have the opportunity to practice your journal-reviewing skills and to see how the journal-review process unfolds.

### **◆ Week 11: Writing: Theorizing the Storyline (April 23)**

In this class, we will discuss how to write an inductive theory paper based on field research.

**Readings on the writing process:**

Becker, Howard S. (1998) Chapter 2: Imagery, *Tricks of the Trade: How to Think About your Research While You're Doing It*. Chicago, IL: University of Chicago Press: 10-66.

Belcher, Wendy L. "Writing Your Journal Article in 12 Weeks: a Guide to Academic Success." Thousand Oaks; Sage; Strengthening your structure, pp. 171-188.

Charmaz, Kathy. (2010) Chapter 7: Writing the Draft, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage Publications: 151-176.

Golden-Biddle, Karen and Karen Locke. (2007) Introduction and Chapter 1: The Style and Practice of Our Academic Writing, *Composing Qualitative Research*: 1-24.

**Readings on theorizing the storyline:**

Golden-Biddle, K. and K. Locke (2007) Chapter 2: Crafting a theorized storyline, Chapter 3: Developing the theorized storyline, *Composing Qualitative Research*: 25-60.

**Assignment:**

Come to class having deconstructed the theoretical argument in *one* of the four papers listed below (Barley, Ely & Thomas, Ibarra, or Edmondson, each assigned earlier in the course). I recommend picking one that uses the kind of argument you think you will use to frame the study you will write about in your final paper for the course. Examine in detail the choices made by the authors regarding how to present a theoretical argument (sequence of paragraphs in the introductions) and how to connect the argument to the data (sequence of paragraphs in the discussion). Analyze, paragraph by paragraph, the structure of the argument and how the article is put together into sections, as well as within section. Consider these as small decisions made by the authors. You may find it useful to make an outline of the paragraphs' main points to better understand the structure of the argument. Did the authors use any of the four

rhetorical moves identified by Locke and Golden-Biddle (2007) in the assigned chapters (2 and 3) above in the required text?

Barley, S. R. (1986) Technology as an occasion for structuring: Observations on CT scanner and other diagnostic technologies, *Administrative Science Quarterly* (31): 78-108.

Ely, R. J and D. A. Thomas. (2001) Cultural diversity at work: The moderating effects of work group perspectives on diversity, *Administrative Science Quarterly* 46: 229-273. (Week 4)

Ibarra, H. (1999) Provisional Selves: Experimenting with image and identity in professional adaptation, *Administrative Science Quarterly* (44)4: 764-791. (Week 4)

Edmondson, A. C. (1999) Psychological safety and learning behavior in work teams, *Administrative Science Quarterly* (44): 350-383. (Week 6)

Question for Class Discussion:

- Which of the approaches to crafting a theoretical contribution identified in the Locke and Golden-Biddle (2007) article are you likely to use in your final paper for this course?

**◆ Week 12: Writing and Responding to Critiques of Methods in Field Research Papers (April 30)**

This week, you will have the opportunity to practice your journal-reviewing skills and to see how the journal-review process unfolds. We will take this opportunity to focus more explicitly on the paper-crafting-and-reviewing process by reading what scholars have written about these processes and by seeing an example.

**Readings on crafting and reviewing papers:**

Daft, Richard L. (1995) Chapter 9: Why I recommended that your manuscript be rejected and what you can do about it, L.L. Cummings and P. Frost (Eds.), *Publishing in the Organizational Sciences*: 164-182.

Pratt, Michael G. (2009) From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research, *Academy of Management Journal*, (52)5: 856-862.

Zuckerman, Ezra W. 2008. "Tips for Article-Writers"

<http://web.mit.edu/ewzucker/www/Tips%20to%20article%20writers.pdf>

**Paper to review:**

Anteby, Michel. Habits of Trade. "Original" submission to *Administrative Science Quarterly*.

**Recommended reading:**

Locke, Karen and Karen Golden-Biddle. (1997) Constructing opportunities for contribution: Structuring intertextual coherence and 'problematizing' in organizational studies, *Academy of Management Journal*. 40(5):1023-1062.

**Questions for class discussion:**

- What did you think of the reviewers' comments? How did they compare with your comments?

- What did you think of the changes made? How did construct clarity, support and the framing of novelty improve? How were relationships between constructs established?
- What makes a good review? What does this experience teach you about being a good reviewer for others?
- Having seen the whole review process for this paper, what do you take away as lessons about the journal-reviewing process?

**Recommended readings on validity:**

- Bagozzi, R., Y. Yi, and L. Phillips, (1991). Assessing construct validity in organizational research, *Administrative Science Quarterly*, (36): 421-458.
- Campbell, D. T. and Fiske, D. (1959) Convergent and discriminant validation by the multitrait-multimethod matrix, *Psychological Bulletin* (56): 81-105.
- Cook, T. D., and D. T. Campbell (1979). Chapter 2: Validity, Quasi-Experimentation: Design and Analysis Issues for Field Settings . Boston: Houghton-Mifflin: 37-94.
- Editorial. (1993) Article review checklist: A criterion checklist for reviewing research articles in applied psychology, *Personnel Psychology* (46): 705-718.
- Pratt, M. G. (2000) Some thoughts on publishing qualitative research, Research Methods Forum Vol. 5, <[http://division.aonline.org/rm/pratt\\_files/pratt.htm](http://division.aonline.org/rm/pratt_files/pratt.htm)>.

**Assignment:**

Practice Exercise #7 – Writing a Review for a Refereed Journal. **Due Monday, April 28 10:00 am.** Please email your assignment to both my assistant, Lara Zimmerman ([lzimmerman@hbs.edu](mailto:lzimmerman@hbs.edu)) and me ([manteby@hbs.edu](mailto:manteby@hbs.edu)).

After you have turned in your review, you will receive an electronic copy of the actual reviews of this paper, the editorial letter, the revision, and the authors' responses to the reviewers and editors. Please read these materials and come to class prepared to discuss them in class.

### **Additional Recommended Texts on Field Methods, Research, Writing, and Publishing**

- Becker, Howard S. (1986) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. Chicago, IL: University of Chicago Press.
- Becker, Howard S. (1998) *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago, IL: University of Chicago Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams. (1995) *The Craft of Research*. Chicago, IL: University of Chicago Press.
- Cummings, L.L. and Peter J. Frost. (1995) *Publishing in the Organizational Sciences*. Thousand Oaks, CA: Sage Publications.
- Fowler, Jr., F. J. (1995) *Improving Survey Questions: Design and Evaluation*. Thousand Oaks, CA: Sage.
- Glaser, Barney G. and Anselm L. Strauss. (2007) *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Hawthorne, NY: Aldine de Gruyter.
- Golden-Biddle, Karen and Karen Locke. (2007) *Composing Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- Luker, Kristin. (2008) *Salsa Dancing into the Social Sciences: Research in an Age of Info-glut*, Cambridge, MA: Harvard University Press.
- Miles, M., and A. M. Huberman. (1994) *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.
- Spradley, James P. (1979) *The Ethnographic Interview*. Orlando, FL: Harcourt Brace Javonovich College Publishers.
- Strauss, A.L. (1987). *Qualitative Analysis for Social Scientists*. New York: Cambridge University Press.
- Strauss, A. and Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 2<sup>nd</sup> Ed. Thousand Oaks, CA: Sage.
- Weiss, Robert. (1994) *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York, NY: The Free Press.
- Yin, R. K. (1989) *Case Study Research*. Newbury Park, CA: Sage.

### **Recommended Edited Volumes of Field Work Scholarship**

- Elsbach, Kimberly D. (Ed) (2005) *Qualitative Organizational Research: Best Papers from the Davis Conference on Qualitative Research*, Greenwich, CT: Information Age Publishers.
- Morrill, Snow, and White. (2005) *Together Alone: Personal Relationships in Public Spaces*, Berkeley, CA: The University of California Press.
- Van Maanen, John. (Ed). (1998) *Qualitative Studies of Organizations: The Administrative Science Quarterly Series in Organization Theory and Behavior*, Thousand Oaks, CA: Sage Publications.