



MOTIVATION

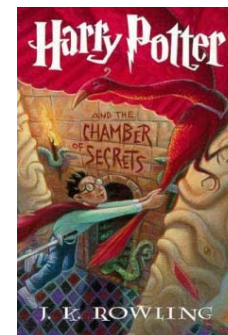
If a pretty poster and a cute saying are all that it takes to motivate you, you probably have a very easy job. The kind robots will be doing soon.

grantad@wharton.upenn.edu
www.management.wharton.upenn.edu/grant



Staying Focused

- Sequencing
 - Slot 1-3 projects per week
 - Start in the morning with most important and exciting projects, save meetings for afternoons
- Writing: planning > enactment
- Self-reward (and punish) based on progress



Goal-Setting

- Identify target # of papers published per year, and then write 2-3x as many
- Create small wins
 - Sample goal: 2 “A” papers in a year
 - Target number to write: 6
 - Months allotted per paper: 2
 - Days allotted per paper: 60

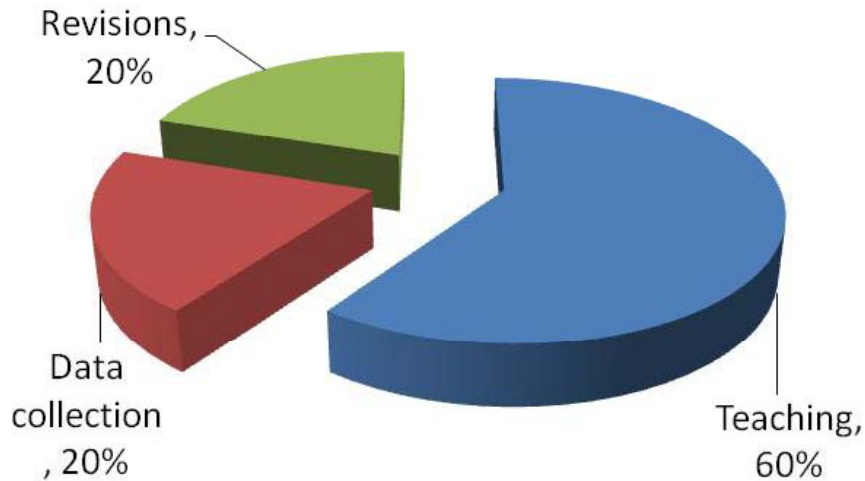


A Typical Week

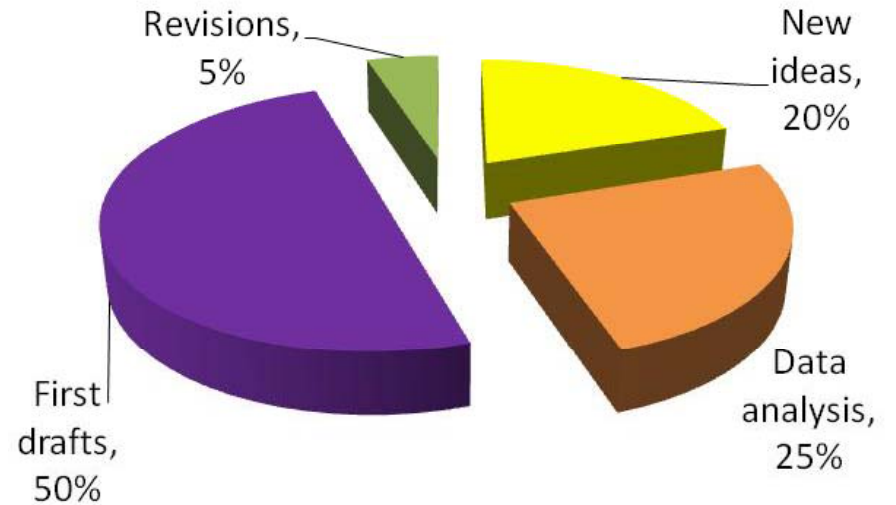
	M	Tu	W	Th	F	Sa	Su
7-10 am	Research Email	Teaching prep	Research	Email Office hours	Meetings	Research	Family
10am-12pm	Meetings	Teaching	Research	Teaching	Meetings	Research	Family Grading
12-5 pm	Office hours Meetings	Teaching	Research Email Exercise	Teaching	Meetings	Research	Exercise Grading
5-7pm	Family	Family	Family	Family	Family	Family	Family
7-10 pm	Family Research Email	Family Research Email	Family Research Email	Family Research Email	Family	Family	Teaching prep Email Research

Allocating Time in Cycles

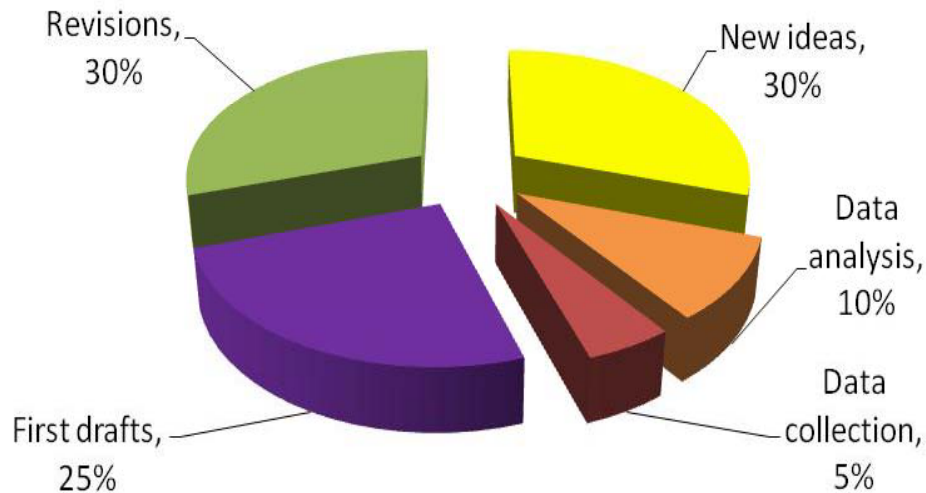
Fall



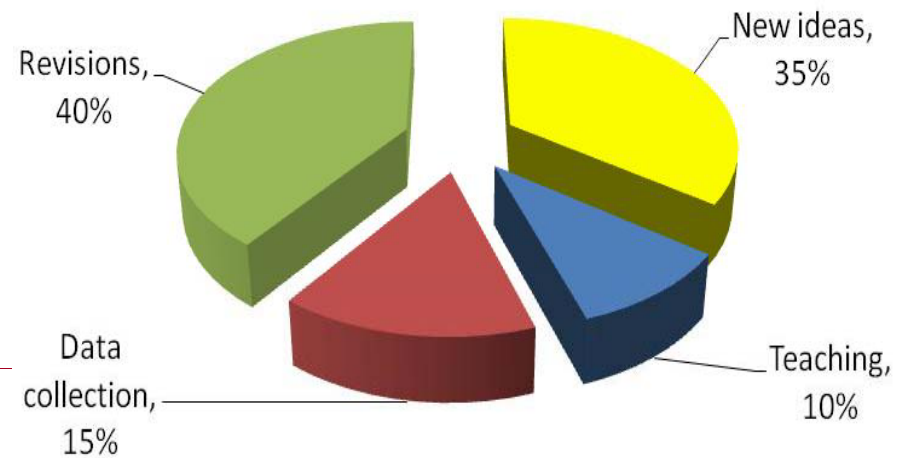
Winter



Spring



Summer



Getting Access to Field Sites

- Letters and emails
 - Hire undergrad RAs to send them to hundreds of orgs
 - Valuable opportunity to develop influence skills
- Teaching
 - Invite guest speakers whose orgs you'd like to study
 - Mention to your students that you're always interested in studying and consulting for new orgs
 - Teach execs
- Propose field experiments, not just surveys
- More advice
 - Grant & Wall 2009 *ORM* (pgs. 674-678)

Collecting Field Data

- Assumption: more is better
- Reality: less is more
 - Have multiple papers in mind (different IVs & DVs)
 - Run power analyses
 - Develop separate surveys and different studies



The Art of Introduction

- Paragraph 1: who cares?
 - Why this topic or question matters in theory and practice
- Paragraph 2: what do we know?
 - Key theoretical perspectives and/or empirical studies that have informed this question
- Paragraph 3: what don't we know?
 - Gaps, controversies, or puzzles that need to be addressed
- Paragraph 4: what's your point?
 - How are you filling the gap, resolving the controversy, or solving the puzzle, and how does this advance our understanding?

Increasing Acceptance Rates

- Writing: choosing your citations carefully
- Submitting: requesting editors and reviewers
- R&Rs: contacting the editor to discuss major dilemmas and concerns

NOISE TO SIGNAL
Rob Cottingham



Miscellany

- Choosing coauthors: optimal distinctiveness
- Publishing experimental research in management journals: contributions and design choices
- Leaving papers unfinished on purpose: Zeigarnik & unconscious thought
- Intrinsic and prosocial motivation: productivity is a means, not an end

