



**SLOAN WORK AND FAMILY
RESEARCH NETWORK**
BOSTON COLLEGE

Work-Family Curriculum Guide

Module 2:

Surveying the “Best of the Best:” A Seminar Based on Research Articles
Nominated for the Rosabeth Moss Kanter Award for Work-Family Research

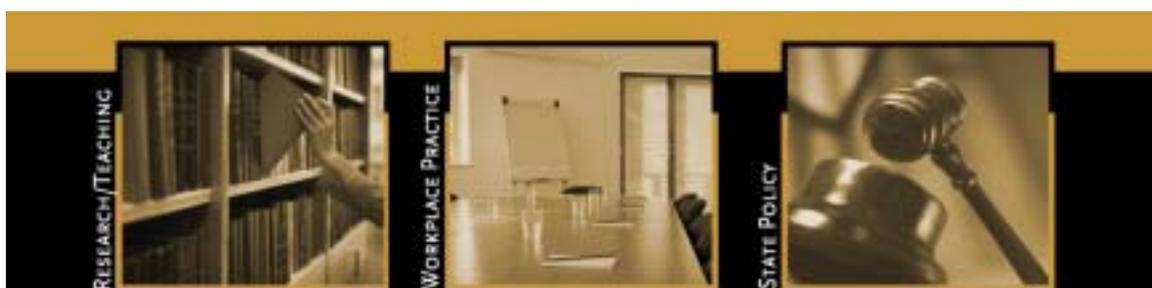
A Teaching Module Developed by the
Curriculum Task Force of the Sloan Work and Family Research Network

www.bc.edu/wfnetwork

Ellen Ernst Kossek, Michigan State University
Carrie Leana, University of Pittsburgh
Shelley MacDermid, Purdue University
Marcie Pitt-Catsoupes, Boston College
Patricia Raskin, Teachers College at Columbia University
Mary Secret, University of Kentucky
Stephen Sweet, Ithaca College

2006

Prepared with the help of Judi C. Casey, Karen Corday, and Christina Matz
of the Sloan Work and Family Research Network





**Module 2: Surveying the “Best of the Best:” A Seminar Based on Research Articles
Nominated for the Rosabeth Moss Kanter Award for Work-Family Research**

Table of Contents

| | Page |
|---|-----------|
| Section I: Goals and Learning Objectives | 3 |
| • <i>Goals and Focus.</i> | 3 |
| • <i>Student Learning Objectives.</i> | 4 |
| Section II: Class Sessions. | 5 |
| • <i>Introduction.</i> | 5 |
| • <i>Class 1: What is the work-family area of study?</i> | 5 |
| ▪ Class Lecture Topics. | 5 |
| ▪ Key Concepts. | 5 |
| ▪ Teaching Notes | 6 |
| ▪ Suggestions for Reading Assignments. | 11 |
| ▪ Suggestions for Class Activities and Assignments. | 13 |
| • <i>Class 2: The Rosabeth Moss Kanter Award- A marker of the coming of age of the work-family area of study.</i> | 14 |
| ▪ Class Lecture Topics. | 14 |
| ▪ Key Concepts. | 14 |
| ▪ Teaching Notes | 15 |
| ▪ Suggestions for Reading Assignments. | 20 |
| ▪ Suggestions for Class Activities and Assignments. | 20 |
| • <i>Class 3: Building the body of knowledge.</i> | 22 |
| ▪ Class Lecture Topics. | 22 |
| ▪ Key Concepts. | 22 |
| ▪ Teaching Notes | 22 |
| ▪ Suggestions for Reading Assignments. | 25 |
| ▪ Suggestions for Class Activities and Assignments. | 27 |
| • <i>Class 4: Reviewing the “Best of the Best”.</i> | 27 |
| ▪ Class Lecture Topics. | 27 |
| ▪ Key Concepts. | 27 |
| ▪ Teaching Notes | 27 |
| ▪ Suggestions for Reading Assignments. | 28 |
| ▪ Suggestions for Class Activities and Assignments. | 30 |
| Section III: Module Summary. | 32 |
| Section IV: Suggested Resources. | 32 |
| • <i>Online References.</i> | 32 |
| • <i>Publications.</i> | 33 |



www.bc.edu/wfnetwork

Note: This module should be used in conjunction with:
1) What is the Work-Family Area of Study? (PowerPoint), 2) The Rosabeth Moss Kanter Award (PowerPoint), and 3) Building the Body of Knowledge (PowerPoint)

Module 2: Surveying the "Best of the Best": A Seminar Based on Research Articles Nominated for the Rosabeth Moss Kanter Award for Work-Family Research

Section 1: Goals and Learning Objectives

Goals and Focus

This module offers students opportunities to examine the theories and research associated with a range of different disciplines that focus on relationships between family life and work life.

The module is organized around articles that have been nominated for the Rosabeth Moss Kanter Award for Work-Family Research. This award process identifies exemplary work-family research articles published over the course of the previous year. Each of these articles has been subjected to two separate peer review processes:

1. The peer review of the manuscript prior to being accepted and published by a scholarly journal; and
2. The peer review process associated with the annual Rosabeth Moss Kanter Award for Work-Family Research.

The module's contents provide information related to:

- Similarities and differences in the theoretical perspectives of a range of social science disciplines.
- The connections between research questions and data collection methodologies in different disciplines.
- Characteristics of exemplary research.
- The peer review tradition in scientific knowledge-building.



www.bc.edu/wfnetwork

The contents of the module are appropriate for a graduate level seminar taught in most social science departments. However, the module could be adapted for an upper level undergraduate class.

The contents of the module have been structured for four class meetings. The suggested assignment could be completed at the end of the four class sessions.

Faculty interested in developing an entire course based on articles nominated for the Rosabeth Moss Kanter Award for Work-Family Research should consult the course syllabus, "Families and Workplaces" prepared by Dr. Shelley MacDermid of Purdue University. This course syllabus is posted on the website of the Sloan Work and Family Research Network at:

<http://wfnetwork.bc.edu/template.php?name=syllabi>

Student Learning Objectives

Students will:

- ▶ Understand the multi-disciplinary nature of the field of work-family studies.
- ▶ Compare and contrast the theoretical underpinnings of studies conducted by researchers trained in different disciplines.
- ▶ Compare and contrast the data collection methodologies conducted by researchers trained in different disciplines.
- ▶ Be able to articulate an analytic framework for reviewing academic articles that present the findings of empirical research.
- ▶ Be familiar with the peer review process.



Module 2: Surveying the “Best of the Best”: A Seminar Based on Research Articles Nominated for the Rosabeth Moss Kanter Award for Work-Family Research

Section II: Class Sessions

Introduction to Class Sessions

The content of this module has been divided into four class sessions.

Class 1 provides students with an overview of the multi-disciplinary area of work-family study, introducing students to the theories, assumptions, lines of inquiry, and measures adopted by researchers trained in different disciplines.

Class 2 focuses on the Rosabeth Moss Kanter Award for Work-Family Research. This class introduces students to the importance of establishing standards of excellence for research. Information about the peer review process is presented.

Class 3 compares and contrasts some of the quantitative and qualitative data collection methods used by researchers trained in different disciplines and considers how these methods contribute to the work-family knowledge base.

Class 4 is devoted to a review of selected work-family articles nominated for the Rosabeth Moss Kanter Award for Work-Family Research.

Class 1: What is the work-family area of study?

▲ Class Lecture Topics

Three topics are addressed in this class:

- The multi-disciplinarity of the work-family area of study
- Accessing the work-family knowledge base
- The evolution of the work-family area of study.

▲ Key Concepts

1. Work-family knowledge base
2. Multi-disciplinarity



www.bc.edu/wfnetwork

▲ Teaching Notes

Note: The content of the lectures outlined below correspond to PowerPoint slides: **What Is the Work-Family Area of Study?**

How does the multi-disciplinary nature of the work-family field contribute to the knowledge base?

| Key Points | Suggestions for Faculty |
|---|---|
| <p>What is knowledge?</p> <p>Scholars of philosophy and those who study the way that knowledge is developed (scholars of the sociology of knowledge) suggest that there are three criteria for knowledge: it must be “true,” it must be believed to be “true,” and there must be justification for the “truth.”</p> | <p>Students who have not had extensive exposure either to philosophy or the sociology of knowledge might be interested in doing some reading about epistemology.</p> |
| <p>What is “the knowledge base”?</p> <p>Academics often refer to “the knowledge base” when they discuss the theoretical, empirical, and practical information that contribute to understanding and insight about a substantive scholarly domain.</p> <p>Although the knowledge bases of academic disciplines tend to expand and deepen somewhat organically (that is, without a single “master plan”), leading scholars in those disciplines make efforts to link theories and empirical studies.</p> <p>Furthermore, the culture of scholarship expects that the addition of “new” knowledge builds on previous knowledge, even if the new knowledge represents a radical departure from existing knowledge.</p> | <p>Faculty might ask their students to consider:</p> <p>How can researchers design studies to test and refine existing theories?</p> <p>How might the findings of research studies stimulate the articulation of new theories?</p> <p>What might researchers do if their findings are not those predicted/explained by existing theories in their own discipline?</p> |
| <p>What disciplines have contributed to the work-family area of study?</p> <p>Researchers from a number of different disciplines</p> | <p>A range of social science disciplines have contributed to the knowledge base of the work-family area of study. According to The Social Science Encyclopedia, social</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|---|
| <p>(particularly social science disciplines), professions and areas of study have contributed to the work-family body of knowledge. Researchers from the following academic departments have contributed to the work-family body of knowledge:</p> <ul style="list-style-type: none"> ▶ Anthropology ▶ Business & Management ▶ Economics ▶ Education ▶ Family and Children's Studies ▶ Gerontology ▶ Industrial Relations ▶ Law ▶ Medicine ▶ Political Science ▶ Psychology ▶ Social Work ▶ Sociology ▶ Women's Studies <p>Although every discipline has a specific focus, it is important to acknowledge that there is often as much diversity of perspectives within a discipline as there is when comparing one discipline with another.</p> <p>Each discipline has one or more primary areas of focus which distinguish them from other disciplines.</p> | <p>sciences refer to "...the set of disciplines of scholarship which deal with aspects of human society...As commonly understood, the social sciences include, centrally, economics, sociology (and anthropology) and political science. At their boundaries, the social sciences reach into the study of the individual (social psychology) and of nature (social biology, social geography). Methodologically, they straddle normative (law, social philosophy, political theory) and historical approaches (social history, economic history). In terms of university departments, the social sciences have split up into numerous areas of teaching and research, including not only the central disciplines, but also such subjects as industrial relations, international relations, business studies, social (public) administration."</p> <p>Dahrendorf, R. (1989). Social science. In A. Kuper and J. Kuper (Eds.). <i>The Social Science Encyclopedia</i>. London: Routledge.</p> <p>How do different disciplines look at work-family issues? What might be different in the perspectives of researchers from these different disciplines?</p> <p>For chapters about different disciplines, see: Pitt-Catsoupes, M., Kossek, E.E. & Sweet, S. (2006). (Eds.). <i>The work and family handbook: Multi-disciplinary perspectives and approaches</i>. Mahwah, NJ: Lawrence Erlbaum and Associates Publishers.</p> <p>Faculty may want to encourage students to</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|---|--|
| | brainstorm the types of questions that might be relevant to researchers from different disciplines. |
| <p>What is multi- disciplinary?</p> <p>The extent of multi-disciplinarity of a body of knowledge is determined by the degree to which the knowledge has been generated from scholars trained in the theory, empirical studies, and methods of different disciplines.</p> <p>At one end of the multi-disciplinarity continuum, a multi-disciplinary area of study might share theoretical traditions or perspectives associated with more than one discipline. For example, many social sciences have scholars who espouse an ecological or person-in-environment perspective. At the other end of the continuum, some areas of study not only draw from several disciplines but oftentimes their scholarship may result from collaborations among researchers from more than a single discipline.</p> | <p>An excellent source on the integration of multi-disciplinary approaches is Neal, M.B., Hammer, L.B., & Morgan, D.L. (2006). Using mixed methods in research related to work and family. In M. Pitt-Catsoupes, E.E. Kossek, & S. Sweet (Eds.), <i>Work and family handbook: Multidisciplinary perspectives and approaches</i> (pp. 587-610). Mahwah, NJ: Lawrence Erlbaum and Associates Publishers.</p> |
| <p>How does multi-disciplinarity offer advantages and challenges to the development of the work-family body of knowledge?</p> <p>Examples of advantages: Rich understandings of work-family experiences emerge as similar research questions are pursued using the perspectives of different disciplines.</p> <p>Work-family issues become more salient in the academy as scholarship is embedded in the curriculum of different departments.</p> <p>Examples of challenges: Scholars experience difficulty keeping up with academic publications published in journals outside of their own discipline and those archived in library databases (often organized for specific disciplines).</p> | <p>Faculty might ask students to discuss the advantages and disadvantages of multi-disciplinarity.</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|---|-------------------------|
| Scholars from different disciplines are likely to attend different academic conferences, making it more difficult to build social networks that facilitate familiarity with new studies, new measures, and new paradigms. | |

Accessing the Work-Family Knowledge Base

| Key Points | Suggestions for Faculty |
|---|--|
| <p>The multi-disciplinary nature of the work-family area of study introduces some special challenges to scholars interested in keeping current with the research and scholarly literature:</p> <ol style="list-style-type: none"> 1. Most scholarly library databases are organized by discipline or allied disciplines. Although some journals are included in more than a single database and some databases are starting to establish cross-database search capabilities, the articles of many journals can be identified only if academics search in a particular database. 2. Work-family scholars find that they can miss important publications unless they search a number of different academic databases, for example: Business Source Premier, Econlit, Expanded Academic ASAP, JSTOR, LexisNexis Academic, PsychInfo, Social Work Abstracts, and Sociology Abstracts. | |
| <p>The Alfred P. Sloan Foundation supported the creation of the Sloan Work and Family Research Network, in part, to address some of the challenges of the multi-disciplinarity of the work-family area of study.</p> <p>One of the resources available on the website of the Sloan Work and Family Research Network is the Work-Family Literature Database. This database contains the citations/annotations (and, in some cases, access to full text) of work-family research articles that have been published in journals in a range of different disciplines.</p> | <p>In the Spring of 2006, there more than 7,300 citations and annotations of scholarly work-family publications included in the Work-Family Literature Database developed by the Sloan Work and Family Research Network.</p> <p>See http://library.bc.edu/F?func=find-b-O&local_base=BCL_WF.</p> |



www.bc.edu/wfnetwork

The Evolution of Work-Family as an Area of Study

| Key Points | Suggestions for Faculty |
|--|--|
| <p>What has been the history of the work-family area of study?</p> <p>There are references to work-family issues in academic literature dating back to the Industrial times in classical sociological publications as well as in early psychology.</p> <p>In the U.S., many people point to the 1977 publication of Kanter's monograph, <i>Work and family in the United States: A critical review and agenda for research and policy</i>.</p> <p>The academic study of work-family paralleled (although not necessarily mirrored) the emergence of work-family (later work/life) practice at the workplace.</p> <p>Some timelines of key events and benchmark activities of the work-family field can be found on the website of the Sloan Work and Family Research Network at: http://wfnetwork.bc.edu/template.php?name=wftimeline</p> | <p>Kanter, R. M. (1977). <i>Work and family in the United States: A critical review and agenda for research and policy</i>. New York, NY: Russell Sage Foundation.</p> |
| <p>Over the years, the work-family area of study has become institutionalized as a distinct area of scholarship. There are indicators that this area of study has developed the following characteristics and (some would contend) could be considered a new field:</p> <ul style="list-style-type: none"> ▶ The work-family area of study has an identifiable and distinct focus (i.e., purpose or goal). ▶ The work-family knowledge base is founded on theory and has empirical research connected to that theory. ▶ Scholars interested in the work-family area of study have established structures for building knowledge (e.g., journals that publish work-family articles; listservs). | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>▶ A culture of a community of knowledge builders exists (e.g., rituals – such as conferences – for sharing ideas).</p> | |
| <p>In an attempt to clarify scholarship that could be considered to be part of the work-family area of study, a group of scholars created a working paper, "Mapping the Work-Family Area of Study" available on the website of the Sloan Work and Family Research Network http://wfnetwork.bc.edu/encyclopedia_entry.php?id=219&area=academics</p> | |

⤴ Suggestions for Reading Assignments

Selected Classic Resources

Kanter, R. M. (1977). *Work and family in the United States: A critical review and agenda for research and policy*. New York, NY: Russell Sage Foundation.

Kuhn, T. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago, IL: University of Chicago Press.

Selected Publications Suggested for Graduate Students

Drago, R., & Kashian, R. (2003). Mapping the terrain of work/family journals. *Journal of Family Issues*, 24 (4), 488-512.

Pitt-Catsouphes, M. & Christensen, K. (2004). Unmasking the taken for granted. *Community, Work & Family*, 7 (2), 123-142.

Pitt-Catsouphes, M., Kossek, E.E. & Sweet, S. (2006). Charting new territory: Advancing multi-disciplinary perspectives, methods, and approaches in the study of work and family. In M. Pitt-Catsouphes, E.E. Kossek, and S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives and approaches* (pp. 1-16). Mahwah, NJ: Lawrence Erlbaum and Associates Publishers.

History

Boris, E., & Lewis, C. (2006). Caregiving and wage-earning: A historical perspective on work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 73-97). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.



www.bc.edu/wfnetwork

Demography

Riche, M.F. (2006). Demographic implications for work-family research. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 125-140). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Child and Family Studies

Zvonkovic, A.M., Notter, M.L., & Peters, C.L. (2006). Family studies: Situating everyday family life at work, in time, and across contexts. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 141-164). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Psychology

Deutsch, F.M. (2006). Experimental social psychology and the study of work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 223-236). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Thompson, C.A., Beauvais, L.L., & Allen, T.D. (2006). Work and family from an industrial/organizational psychology perspective. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 283-307). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Policy Studies

Feldblum, C. R. & Appleberry, R. (2006). Legislatures, agencies, courts, and advocates: How laws are made, interpreted and modified. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 627-650). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Kelley, E.L. (2006). Work-family policies: The United States in international perspective. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 99-123). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Sociology

Gerstel, N., & Sarkisian, N. (2006). Sociological perspectives on families and work: The import of gender, class and race. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 237-265). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.



www.bc.edu/wfnetwork

Sweet, S. & Moen, P. (2006). Advancing a career focus on work and the family: Insights from the life course perspective. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 189-208). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Economics

Drago, R. & Golden, L. (2006). The role of economics in work-family research. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 267-282). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Professional Schools

Kossek, E. E. & Friede, A. (2006). The business case; Managerial perspectives on work and the family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 611-626). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Pitt-Catsouphes, M. & Swanberg, J. (2006). Connecting social work perspectives to work-family research and practice. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 327-359). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Still, M.C. & Williams, J. C. (2006). A legal perspective on family issues at work. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 309-326). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

^ **Suggestions for Class Activities and Assignments**

Option 1

1. Go to the homepage of the Sloan Work and Family Research Network.
www.bc.edu/wfnetwork
2. Click onto the "Literature Database" on the top navigation bar which will bring you to:
http://library.bc.edu/F?func=find-b-O&local_base=BCL_WF
3. Using key words, search the Work-Family Literature Database for topics of the students' interest.
4. Select two research articles from the output of one of the searches.



www.bc.edu/wfnetwork

5. Annotate the article, commenting on the primary focus of the study, sample, methods (including selected measures and approaches to data collection), and key findings.
6. Use the Matrix of the Work Family Area of Study included in the working paper, "Mapping the Work Family Area of Study," to shade those areas of the matrix that are addressed directly by the study. The matrix can be accessed at:
http://wfnetwork.bc.edu/encyclopedia_entry.php?id=219&area=academics

Option 2

1. Organize students into study groups with 2-4 students per group.
2. Each student in the group should select one of the chapters in Part II of the Work-Family Handbook to read and summarize:
 - Key area of focus of the discipline/profession.
 - Primary research questions addressed by the discipline/profession.
 - One or more theories associated with the discipline/profession.
 - Example of one or more work-family research studies conducted by a scholar from that discipline/profession.
3. Students should meet before class to compare and contrast the different disciplinary approaches. As a group, they prepare the conclusion to the group paper which includes a discussion of the similarities and differences in the disciplines/professions selected by the students.

Class 2: The Rosabeth Moss Kanter Award – A Marker of the Coming of Age of the Work-Family Area of Study

▲ Class Lecture Topics

Class 2 addresses three primary issues:

- Building the knowledge base
- The peer review process
- The Rosabeth Moss Kanter Award

▲ Key Concepts:

1. Standards of excellence for contributions to the knowledge base
2. Peer review process



www.bc.edu/wfnetwork

▲ Teaching Notes

Note: The content of the lectures outlined below correspond to PowerPoint slides: **The Rosabeth Moss Kanter Award**

How does information get into the knowledge base?

| Key Points | Suggestions for Faculty |
|---|-------------------------|
| <p>New information and insights are most often recorded and archived so that the new information can be:</p> <ol style="list-style-type: none"> 1) disseminated to other scholars; and 2) accessed by other scholars who want to either critique and/or build on the information. <p>Traditionally, new information has been published in one of four academic formats: 1) working papers; 2) reports; 3) books; or 4) scholarly journals. Each of these formats is associated with advantages and disadvantages.</p> <p>"Gray Literature" Librarians refer to working papers and reports as "gray literature." Unlike books and journals which are registered with the Library of Congress, gray literature often stays beneath the radar screen of librarians, making it difficult for scholars to know that these publications are indeed available. Furthermore, access to these publications depends on locating the authors or sponsoring organization.</p> <p>The publication of working papers makes it possible for new information to be disseminated quickly so that other scholars can become aware of current and recently completed studies. The disadvantage is that working papers usually have not been through a rigorous review process.</p> <p>Reports often contain the information of commissioned studies. An advantage of reports is that the information is sometimes more accessible (and often times directly</p> | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>disseminated to) people and organizations outside of the academy. Like working papers, one disadvantage of reports is that they usually have not been through a rigorous review process.</p> <p>For centuries, books have, of course, been the medium-of-choice for academics. Until the end of the 20th century, book archives were the backbone of library systems and information contained in books was the easily retrieved by scholars. Books also have the advantage of being able to present comprehensive discussions of complicated issues. In the past, the primary disadvantage associated with books has been that they are not typically scrutinized through a rigorous peer review process (although the chapters of edited volumes are increasingly subjected to peer review) and that the production time for some books is lengthy. In recent years, with the advent of electronic media, some scholars find it easier to access articles in journals than information contained in books.</p> <p>Scholarly journals are recognized as the gold standard for information that becomes part of the knowledge base. The primary advantage of peer reviewed journals is that all articles accepted for publication are reviewed and critiqued by other scholars with expertise in the area. The advent of academic databases that include access to the full text of articles has increased the ease with which many journal articles can be retrieved.</p> <p>Although different journals adopt different structures for the presentation of information contained in articles, a typical structure is: abstract, keywords (to facilitate the effectiveness of search engines), introduction (overview of the issue and focus of the article), literature review (connecting the article to the current knowledge base), hypotheses (if empirical study), methods (if an empirical study; includes discussion of sample, measures and data collection processes), findings (including statements about relationship of findings to hypotheses), discussion, conclusion, references, and authors' bios.</p> | |



www.bc.edu/wfnetwork

The Peer Review Process

| Key Points | Suggestions for Faculty |
|--|--|
| <p>Scholars recognize that all information is not equal.</p> <p>Each discipline, field, and areas of study evolve criteria for assessing new information and perspectives that might (or might not) add to the theoretical or empirical understandings that are incorporated into the knowledge base.</p> <p>Since the scientific process was accepted as a cornerstone to the building of the knowledge base, academics have adopted the peer review.</p> <p>What is peer review?</p> <p>Peer review is, quite simply, the process whereby the work of one scholar is reviewed by one or more other scholars who possess the expertise to gauge the quality of the information included in the article.</p> | <p>Faculty might want student to consider:</p> <p>How can authors benefit from the peer review process?</p> <p>How do reviewers benefit from participating in the peer review process?</p> <p>What are the standards of excellence that could be used to assess the quality of an article?</p> |
| <p>What is double blind review?</p> <p>Double blind review refers to a situation where the author does not know the identity of the people who have reviewed the work submitted nor do the reviewers know the identity of the author.</p> | |

The Rosabeth Moss Kanter Award for Work-Family Research

| Key Points | Suggestions for Faculty |
|---|-------------------------|
| <p>Why do awards contribute to the building of the knowledge base?</p> <p>Awards for excellence celebrate the accomplishments of individual scholars. However, there are also other important outcomes of such awards. Properly implemented, awards for excellence can:</p> <ol style="list-style-type: none"> 1. Reinforce (and make explicit) standards of | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>excellence for a specific discipline or field.</p> <ol style="list-style-type: none"> 2. Engage the interest of scholars who review the publications and then nominate some for the award. 3. Provide a mechanism to focus the attention of scholars in the discipline/field to articles that might not have been noticed by them (particularly if they address issues outside of the scholars' particular areas of interest). | |
| <p>The Rosabeth Moss Kanter Award was founded in 2000 by Shelley MacDermid, Ph.D., who is a professor at Purdue University and the Director of the Center for Families at Purdue University.</p> <p>On the website of the Center for Families, Dr. MacDermid explains the purpose of the Kanter Award:</p> <p>“Over the past few decades there has been an explosion of research on the relationships between work and non-work life. Researchers studying these issues come from many disciplines and professions, resulting in fragmented awareness of one another’s work. In addition, exchanges of research information among scholars, consultants and corporate practitioners are limited. Many research studies are not well-grounded in theory, slowing the generation of new knowledge. As a result, it has been difficult to develop shared standards for research quality and to avoid redundancy in the research literature. Some excellent studies have failed to have impact because of lack of awareness.</p> <p>This award raises awareness of high quality work-family research among the scholar, consultant and practitioner communities. It fosters debate about what the standards of quality for work-family research should be, and ultimately will raise those standards. And it identifies the ‘best of the best’ on which to base future research.”</p> <p>http://www.cfs.purdue.edu/CFF/pages/kanter/award_procedures.html</p> | |
| <p>Dr. MacDermid has adopted the following procedures to facilitate the selection of articles that present the</p> | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>findings of excellent work-family research:</p> <p>Structure of the Review Committee: “The committee is chaired by Shelley M. MacDermid. Reviewers are invited to serve by the committee chair...reviewers are selected to represent a variety of scientific fields and institutions. International representation is desirable. Each year, nominees and winners from the prior year are invited to serve on the committee. ...”</p> <p>Journals Reviewed: In 2005, articles from 60 different scholarly journals were reviewed for the Kanter competition.</p> <p>Qualifying Articles: “The Kanter award is given to the authors of the best work-family research article published during a calendar year. No external nominations are accepted for the award. Instead, every article published in a large number of peer-reviewed scientific journals is scrutinized. The articles must be data-based and innovative (i.e., not summaries of existing research). Both qualitative and quantitative analyses are eligible.”</p> <p>Dr. MacDermid has established a three staged peer review process:</p> <ol style="list-style-type: none"> 1. Initial Pool of Nominees: “Each reviewer is responsible for examining all articles published during the calendar year in 3-5 scientific journals. Each journal examined by at least two reviewers, who nominate the articles they felt were deserving candidates for the Kanter award. Reviewers also are encouraged to nominate articles that they knew about through other sources.” 2. Second Round: “Each of the nominated articles is sent to three or four reviewers, who score it according to several standard criteria. Total scores are used to select the Kanter Top 20; the top 5 articles became finalists for the award.” | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|---|-------------------------|
| <p>3. Final Round: "In the final round, all reviewers score each of the finalist articles. After the winners are chosen, reviewers are asked (as they are each year) to recommend revisions to the award process for the following year."</p> | |
| <p>Criteria</p> <p>The criteria used by the reviewers is posted on the web pages of the Kanter Award: http://www.cfs.purdue.edu/CFF/pages/kanter/award_procedures.html.</p> | |

▲ Suggestions for Reading Assignments

Brown-Syed, C. (2000-2003). *What is a peer reviewed journal?* Retrieved February 1, 2006, from <http://valinor.ca/peer-review.html>.

MacDermid, S. (2002). *The best of the best: The 2001 Rosabeth Moss Kanter Award for Excellence in Work-Family Research*. West Lafayette, IN: Center for Families at Purdue University. Retrieved April 12, 2006, from http://www.cfs.purdue.edu/CFF/pages/kanter/kanter_publications.html.

MacDermid, S. with Behnke, A., Christiansen, A., Faber, A., Y Kwon, Y.N. (2003). *Best of the best: The 2002 Rosabeth Moss Kanter Award for Excellence in Work-Family Research*. West Lafayette, IN: Center for Families at Purdue University. Retrieved April 12, 2006, from http://www.cfs.purdue.edu/CFF/pages/kanter/kanter_publications.html.

MacDermid, S. with Behnke, A., Christiansen, A., Faber, A., Y Kwon, Y.N. (2004). *Best of the best: The 2003 Rosabeth Moss Kanter Award for Excellence in Work-Family Research*. West Lafayette, IN: Center for Families at Purdue University. Retrieved April 12, 2006, from http://www.cfs.purdue.edu/CFF/pages/kanter/kanter_publications.html.

MacDermid, S. with Karakurt, G., Richardson, B., Vaught, K. Christiansen, A.T., Tang, C-Y., Schultheis, M.K., Kwon, Y.N., & Schwarz, R. (2004). *Best of the best: The 2004 Rosabeth Moss Kanter Award for Excellence in Work-Family Research*. West Lafayette, IN: Center for Families at Purdue University. Retrieved April 12, 2006, from http://www.cfs.purdue.edu/CFF/pages/kanter/kanter_publications.html.

▲ Suggestions for Class Activities and Assignments



www.bc.edu/wfnetwork

1. Students should review the first five years of the Kanter Awards' Summary Reports.
2. Ask students to identify trends in content (e.g, topics, overarching themes) and methodology
3. Based on the highlights included in the Kanter Award Summary Reports, students should select one article per year to read. In a table, such as the one below, students should highlight:

| | Article 1 | Article 2 | Article 3 | Article 4 | Article 5 |
|--|-----------|-----------|-----------|-----------|-----------|
| Short description of the study (focus, description of participants/ respondents, etc.) | | | | | |
| Key research questions | | | | | |
| Short description of data collection methods | | | | | |
| Key findings | | | | | |
| Student's assessment of how article contributes to the work-family knowledge base | | | | | |

Students should prepare a summary sheet about the trends and whether the articles they selected exemplify those trends, or not. The summary sheet should be attached to the table summarizing the articles selected.



www.bc.edu/wfnetwork

Class Session 3: Building the Body of Knowledge

▲ Class Lecture Topics

This class session concentrates on quantitative and qualitative methods that have been used to build the work-family area of study.

▲ Key Concepts

1. Empirical studies
2. Data collection methods

▲ Teaching Notes

Note: The content of the lectures outlined below correspond to PowerPoint slides: **Building the Body of Knowledge.**

Quantitative Research Methods Used to Expand the Body of Work-Family Knowledge

| Key Points | Suggestions for Faculty |
|---|--|
| <p>What are Quantitative Methods?</p> <p>Quantitative methods are designed to explore the statistical relationships between experiences and conditions. By applying numerical codes to events and contexts, researchers are able to test for the existence of predicted relationships. In this manner, quantitative methods are especially suited to deductive approaches, whereby hypotheses are critically evaluated. The approach offers a means of gauging the extent to which observed differences between workers or organizations may be attributed to chance, the concern of determining statistical significance.</p> <p>Quantitative data come in a variety of forms, and in some instances contextual information can be subject to categorization, even when the original information was not statistical in nature. Numbers can represent categorizations of nominally coded conditions (e.g.,</p> | <p>To introduce quantitative methods, ask students to develop a series of questions, that might be posed on a survey, which asks respondents to report some of the following:</p> <ul style="list-style-type: none"> • Job satisfaction • Alienation • Stress <p>Students should consider not only what is asked (question phrasing) but also how to develop categories and codes (1-5 likert scales, 0-100 scales, yes/no responses, etc) for the responses. Implications for data analysis could be discussed here.</p> <p>Students can then be asked to go to the website for the General Social Survey to see how the Roper organization designed</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|---|---|
| <p>occupations, gender), ranked orders and counts (e.g., number of jobs held, number of children in the household), or continuums (e.g., age or work hours).</p> <p>Recent developments in quantitative methods are pushing researchers to bridge levels of analyses through hierarchical analytic methods. In addition to examining, for instance, the job satisfaction of women, researchers are now asking how organizational context may shape their accounts as well.</p> | <p>similar questions and gauge their variable constructions with those of the GSS.</p> <p>http://webapp.icpsr.umich.edu/GSS/</p> <p>Limitations of all approaches can be considered.</p> |
| <p>Limits of Quantitative Methods.</p> <p>Although quantitative methods offer a means of testing relationships, they are far less conducive to creating rich, thick descriptions of social life. Because of the reliance on categorization, where categories sometimes do not fit, they have also been criticized as constructing, rather than reflecting, some realities. An example is the use of “balancing work and family” scales, whereby individuals are asked to rate their success on a scale of 0-100. Individuals are capable of providing the numbers, when asked, but commonly they do not frame their personal lives in this manner, and are more apt to consider their “busyness.”</p> | |

Qualitative Research Methods Used to Expand the Body of Work-Family Knowledge

| Key Points | Suggestions for Faculty |
|--|--|
| <p>What are Qualitative Methods?</p> <p>In contrast to quantitative methods, qualitative approaches are more strongly focused on providing rich descriptive accounts of experiences, situations, and events. Rather than numerical indicators, the products of qualitative analyses are ethnographies and narrative accounts of lives in context. While these methods can offer tests of hypotheses, they tend to be more attuned to inductive logic and the building of perspectives on work and family</p> | <p>One of the best texts on the variety of methodological concerns that stem from qualitative methods is found in:</p> <p>Berg, B. (2003.) <i>Qualitative research methods for the social sciences</i>. Boston: MA: Allyn and Bacon.</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>Qualitative data are non-numeric representations of information, which come from a wide variety of sources, including narratives, photographs, graphics, and film. Qualitative researchers can use a number of different data collection methods including:</p> <ol style="list-style-type: none"> 1. Recording behaviors observed 2. Recording of responses to open ended questions during interviews or focus groups 3. Filming interactions 4. Recording conversations 5. Analyzing written descriptions and accounts <p>Of late, a variety of data management systems have been developed to assist in the study of qualitative data, including nudist (N6), ethnograph, and askSam.</p> | |
| <p>Limitations of qualitative methods.</p> <p>Qualitative data tend to be limited by the concerns of sample size and the ability to generalize findings beyond the groups studied, which tend to be small. Researchers also may be involved with their subjects, which in turn can shape their perspectives and ability to be impartial observers (which may not be a bad thing in all instances).</p> | |

Mixed Methods Used to Expand the Body of Work-Family Knowledge

| Key Points | Suggestions for Faculty |
|---|--|
| <p>What are Mixed Methods?</p> <p>Mixed methods research is a procedure for collecting and analyzing both quantitative and qualitative data in a single study or in a series of studies, based on priority and sequence of information (Creswell, 2003).</p> <p>Greene, Caracelli, Graham (1989) propose that there are five purposes for mixed methods: 1) triangulation (seeks convergence, corroboration, correspondence of results from different methods); 2) complementarity (seeks</p> | <p>Greene, J., Caracelli, V.J., & Graham, W.F. (1989). Towards a conceptual framework for mixed-method evaluation designs. <i>Education, Evaluation and Policy Analysis</i>,</p> |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|---|---|
| <p>elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method); 3) development (seeks to use the results from one method to develop or inform the other method- including sampling and implementation as well as measurement issues); 4) initiation (seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions from one method to another); and 5) expansion (seeks to extend the breadth and range of inquiry by using different methods for different inquiry components. (Green, Caracelli, & Graham, 1989).</p> | <p>11(3), 255-274.</p> <p>An excellent text book on mixed methods design in general is: Tashakkori, A., & Teddlie, C. (Eds.). (2003). <i>Handbook on mixed methods in the behavioral and social sciences</i>. Thousand Oaks, CA: Sage Publications.</p> <p>An excellent source on mixed methods approaches in work-family research is: Neal, M.B., Hammer, L.B., & Morgan, D.L. (2006). Using mixed methods in research related to work and family. In M. Pitt-Catsoupes, E.E. Kossek, & S. Sweet (Eds.), <i>Work and family handbook: Multidisciplinary perspectives and approaches</i> (pp. 587-610). Mahwah, NJ: Lawrence Erlbaum and Associates Publishers.</p> |
| <p>Limitations of Mixed Methods</p> <p>Mixed methods tend to be more time consuming and expensive than either qualitative or quantitative methods alone. Also, it can be difficult for a single researcher to carry out both qualitative and quantitative research and oftentimes requires a research team. Also, researchers need to be properly trained in both approaches and need to understand how to appropriately combine them.</p> | |

▲ Suggestions for Reading Assignments

Quantitative Methods (selected chapters)

Bond, J.T. & Galinsky, E. (2006). Using survey research to address work-life issues. In M. Pitt-Catsoupes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 411-433). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Crouter, A.C. & Pirretti, A.E. (2006). Longitudinal research on work and family issues. In M. Pitt-Catsoupes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-*



www.bc.edu/wfnetwork

disciplinary perspectives, methods and approaches (pp. 451-468). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Lambert, S.J. (2006). Both art and science: Employing organizational documentation in workplace-based research. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 503-525). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Schneider, B. (2006). In the moment: The benefits of the experience sampling methods. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 469-488). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Sweet, S. & Strand, K. [Eds.]. (2006.) *Special Issue of Teaching Sociology: Cultivating Quantitative Literacy*. Washington DC: American Sociological Association.

Swisher, R. (2006). Hierarchical models for work-family and life course research. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 551-565). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Qualitative Methods (selected chapters)

Darrah, C.N. (2006). Ethnography and working families. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 367-385). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Lewis, S., da Dores Guerreiro, M., & Brannen, J. (2006). Case studies in work-family research. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 489-502). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Ochs, E., Graesch, A.P., Mittman, A., Bradbury, T., and Repetti, R. (2006). Video ethnography and ethnoarchaeological tracking. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 387-410). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Neal, M.B., Hammer, L.B., & Morgan, D.L. (2006). Using mixed methods in research related to work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 587-606). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.



www.bc.edu/wfnetwork

Richardson, P. (2006). The anthropology of the workplace and the family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 165-188). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Mixed Methods

Neal, M.B., Hammer, L.B., & Morgan, D.L. (2006). Using mixed methods in research related to work and family. In M. Pitt-Catsouphes, E. E. Kossek, & S. Sweet (Eds.), *The work and family handbook: Multi-disciplinary perspectives, methods and approaches* (pp. 587-606). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

▲ Suggestions for Class Activities and Assignments

(No assignment developed for this class.)

Class 4: Reviewing the “Best of the Best”

▲ Class Lecture Topics

This class session focuses on the responsibilities of the scholarly community for the peer review process. [No PowerPoint slides have been developed for this class session.]

▲ Key Concepts

1. Standards of excellence.
2. Responsibilities of editors, reviewers, and authors.

▲ Teaching Notes

Reviewing Scholarly Articles

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>What are the responsibilities of journal editors?</p> <ul style="list-style-type: none"> ▪ Provide authors with clear guidelines for submission. ▪ Obtain qualified reviewers for manuscripts accepted for review. ▪ Ensure that authors and reviewers remain anonymous to each other. ▪ Provide reviewers with clear guidelines for the review | |



www.bc.edu/wfnetwork

| Key Points | Suggestions for Faculty |
|--|-------------------------|
| <p>process (specifying criteria as appropriate).</p> <ul style="list-style-type: none"> ▪ Manage the review process so that the review is completed in a timely fashion. ▪ Maintain communication so that authors understand the status of their manuscript. | |
| <p>What are the reviewers' responsibilities?</p> <ul style="list-style-type: none"> ▪ Review manuscripts only if the topic is relevant to the reviewer's area of expertise. ▪ Be familiar with journal guidelines for submission. ▪ Be familiar with (or create) criteria for evaluating the quality of the manuscript. ▪ Prepare the review in a timely manner. | |
| <p>What are the authors' responsibilities?</p> <ul style="list-style-type: none"> ▪ Submit manuscripts to a journal only if they are appropriate for the focus of the journal. ▪ Submit manuscripts to a journal only if it conforms to the journal's guidelines. ▪ Submit a particular manuscript only to a single journal at a time. ▪ If the editors invite the author to revise and resubmit a manuscript, attach a letter specifying what has been changed in response to reviewers' recommendations. If no change is made to a particular part of the manuscript, provide a detailed explanation why the reviewers' suggestions were not accepted. | |

^ Suggestions for Reading Assignments

Students could select 4 of the following articles nominated for the 2004 Kanter Award:

Arthur, M. M. & Cook, A. (2004). Taking stock of work-family initiatives: How announcements of "family-friendly" human resource decisions affect shareholder values. *Industrial and Labor Relations Review*, 57(4), 599-613.



www.bc.edu/wfnetwork

- Berg, P., Appelbaum, E., Bailey, T., & Kalleberg, A. L. (2004). Contesting time: International comparisons of employee control of working time. *Industrial and Labor Relations Review*, 57(2), 331-349.
- Berger, L. M. and Waldfogel, J. (2004). Maternity leave and the employment of new mothers in the United States. *Journal of Population Economics*, 17, 331-349.
- Budd, J.W. & Mumford, K. (2004). Trade unions and family-friendly policies in Great Britain. *Industrial and Labor Relations Review*, 57(2), 204-222.
- Glass, J. (2004). Blessing or curse? Work-family policies and mother's wage growth over time. *Work and Occupations*, 31(3), 367-394.
- Hammer, T. H., Saksvik, P. O., Nytrø, K., Torvatn, H., & Bayazit, M. (2004). Expanding the psychosocial work environment: Workplace norms and work-family conflict as correlates of stress and health. *Journal of Occupational Health Psychology*, 9(1), 83-97.
- Heymann, J., Earle, A., & Hanchate, A. (2004). Bringing a global perspective to community, work and family: An examination of extended work hours in families in four countries. *Community, Work & Family*, 7(2), 247-272.
- Judge, T. A. & Colquitt, J. A. (2004). Organizational justice & stress: The mediating role of work-family conflict. *Journal of Applied Psychology*, 89(3), 395-404.
- Judge, T. A. & Ilies, R. (2004). Affect and job satisfaction: A study of their relationship at work and home. *Journal of Applied Psychology*, 89(4), 661-673.
- Kinnunen, U., Geurts, S., & Mauno, S. (2004). Work-to-family conflict and its relationship with satisfaction and well-being: a one-year longitudinal study on gender differences. *Work & Stress*, 18(1), 1-22.
- Lichter, D. T. & Crowley, M. L. (2004). Welfare reform and child poverty: effects of maternal employment, marriage, and cohabitation. *Social Science Research*, 33, 385-408.
- Miner-Rubino, K. & Cortina, L. M. (2004). Working in a context of hostility toward women: Implications for employees' well-being. *Journal of Occupational Health Psychology*, 9(2), 107-122.



www.bc.edu/wfnetwork

Naz, G. (2004). The impact of cash-benefit reform on parents' labor force participation. *Journal of Population Economics*, 17, 369-383.

Peeters, M. C. W., de Jonge, J., Janssen, P. P. M., & van der Linden, S. Work-home interference, job stressors, and employee health in a longitudinal perspective. *International Journal of Stress Management*, 11(4), 305-322.

Roxburgh, S. (2004). 'There just aren't enough hours in the day': The mental health consequences of time pressure. *Journal of Health and Social Behavior*, 45, 115-131.

Sayer, L. C., Bianchi, S. M., & Robinson, J. P. (2004). Are parents investing less in children? Trends in mothers' and fathers' time with children. *American Journal of Sociology*, 110(1), 1-43.

Swanberg, J. (2004). Illuminating gendered organization assumptions: An important step in creating a family-friendly organization: a case study. *Community, Work & Family*, 7(1), 3-28.

Szinovacz, M. & Davey, A. (2004). Retirement transitions and spouse disability: Effects on depressive symptoms. *Journal of Gerontology: Social Sciences*, 59B(6), S333-S342.

▲ **Suggestions for Class Activities and Assignments**

1. Ask students to select 4 articles nominated for the most recent Kanter Award.
2. Using the scoring sheet developed by Dr. MacDermid for the Kanter Award (below), ask students to critique and score the articles.



Article Scoring Sheet for Kanter Award for Excellence in Research on Work and Family

CRITERIA FOR ROUNDS 2 AND 3

| | | | | | |
|---|--|--|--|--|--|
| Paper Authors AND Journal: | | | | | |
| CRITERIA | | | | | |
| Awareness and intelligent use of existing theory and/or research to build a context for the present research Maximum 20 points | | | | | |
| Methodological soundness (e.g., fit between research questions and analyses, rigor) Maximum 20 points | | | | | |
| Theory enriching characteristics (rigor of thought, quality of interpretation) Maximum 20 points | | | | | |
| Overall quality of presentation Maximum 10 points | | | | | |
| ORIGINALITY/CREATIVITY of contribution to the work-family literature Maximum 15 points | | | | | |
| IMPORTANCE of contribution to the work-family literature Maximum 15 points | | | | | |
| TOTAL points out of 100 | | | | | |



www.bc.edu/wfnetwork

Module 2: Surveying the “Best of the Best:” A Seminar Based on Research Articles Nominated for the Rosabeth Moss Kanter Award for Work-Family Research

Section III: Module Summary

The module is organized around articles that have been nominated for the Rosabeth Moss Kanter Award for Work-Family Research.

This module has introduced students to:

- Similarities and differences in the theoretical perspectives of a range of social science disciplines.
- The connections between research questions and data collection methodologies in different disciplines.
- Characteristics of exemplary research.
- The peer review tradition in scientific knowledge-building.

Faculty and students interested in exploring these and other work-family issues in more depth might consider other teaching modules prepared by the Curriculum Task Force of the Sloan Work and Family Research Network.

Module 2: Surveying the “Best of the Best:” A Seminar Based on Research Articles Nominated for the Rosabeth Moss Kanter Award for Work-Family Research

Section IV: Suggested Resources

Online References

There are several online resources that could be of assistance. As appropriate, each of the Work-Family Curriculum Modules suggests specific online resources. In addition, we recommend that you consider using the resources posted on the website of the Sloan Work and Family Research Network (www.bc.edu/wfnetwork).



www.bc.edu/wfnetwork

- **Database of academic work-family literature.** Citations for over 7,000 work-family publications are in this database. You (and your students) can get access to full-text articles published in some of the journals that often publish work-family manuscripts. (Contact the Sloan Network at wfnet@bc.edu for a password to access full texts of articles). The Network's database of work-family literature can be accessed at: http://libtest.bc.edu/F?func=find-b-0&local_base=BCL_WF.
- **Class activities.** Academics around the country have developed a wide variety of teaching activities and assignments that you can use. The list of these activities is available at: <http://wfnetwork.bc.edu/activities.php>.
- **Work-Family Encyclopedia.** Scholars from around the world have written nearly 60 articles which have been accepted to the peer-reviewed *Work-Family Encyclopedia*. The entries present overviews for a wide range of topics. The contents of the *Encyclopedia* can be accessed from: <http://wfnetwork.bc.edu/encyclopedia.php?mode=nav>.
- **Sample course syllabi.** A number of faculty members have kindly shared their course syllabi. These can be accessed at: <http://wfnetwork.bc.edu/template.php?name=syllabi>.

Publications

In addition to the publications suggested in the Work-Family Curriculum Modules, the following publications can be used as teaching reference materials.

- **Case Studies.** Four of the case studies developed by the Wharton Work/Life Integration Project are available online at: http://wfnetwork.bc.edu/activities_template.php?id=804.
 1. Bankert, Ellen; Lee, Mary Dean; & Lange, Candace (2001). *SAS Institute: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "SAS.Wharton.pdf" below to download). [Focuses on capturing the essential elements that define the SAS Institute culture: employee-centered values, employee interdependence, a spirit of risk-taking, freedom, challenging work, richness of resources, and the company's physical surroundings. (Includes a teaching note.)]
 2. Friedman, Stewart D.; Thompson, Cynthia; Carpenter, Michelle; & Marcel, Dennis (2001). *Proving Leo Durocher wrong: Driving work/life change at Ernst & Young*. (Click on "ernstyoung.pdf" below to download). [Presents a case study that focuses on a firm that has developed new approaches to addressing the life balance challenges. The case describes two of the main prototypes, including the work/life practices.]
 3. Lobel, Sharon (2001). *Allied Signal: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "alliedsignal.pdf" below to download). [Presents a case study that revolves around a leader's ability to integrate



www.bc.edu/wfnetwork

an unyielding demand for bottom-line results with a focus on the whole person. (Includes a teaching note.)]

4. Siegel, Phyllis (2001). *Seagate Technology: A case study on the role of senior business leaders in driving work/life cultural change*. (Click on "seagate.pdf" below to download). [Examines the core team change initiative in the context of achieving employee work/life balance. In particular, the case examines: the role of key individuals in managing the change process; initial outcomes with respect to the TTM objective; initial outcomes with respect to the work/life balance objective; and remaining challenges. (Includes a teaching note.)]

Ken Giglio has prepared case studies describing flexible work options at the following companies which can be accessed on the website of the Sloan Work and Family Research Network at: <http://wfnetwork.bc.edu/template.php?name=casestudy>.

- ▶ [ARUP Laboratories and the Seven-On/Seven-Off Schedule](#)
- ▶ [Cisco Systems and Telework](#)
- ▶ [KPMG LLP and Job Sharing](#)
- ▶ [MITRE's Flexible Work Arrangement](#)
- ▶ [PRO Group's School Leave Policy](#)
- ▶ [Rossetti and Flexible Schedules](#)
- ▶ [RSM McGladrey and the Flexyear Option](#)
- ▶ [Sojourner House and Flexible Schedules](#)
- ▶ [Texas Instruments and Flexibility](#)
- ▶ [Timberland and the Path of Service](#)
- ▶ [The Detroit Regional Chamber's Flexible Work Schedules](#)
- ▶ [The University of North Carolina and Phased Retirement](#)
- ▶ [Ward's Furniture and Flexible Schedules](#)
- ▶ [Xerox and Social Service Leave](#)

- **Teaching Reference Publications.** The following work-family references that are particularly appropriate for teaching are available in hard-copy.
 1. Friedman, S., DeGroot, J., & Christensen, P. (Eds.). (1998). *Integrating work and life. The Wharton Resource Guide*. San Francisco, CA: Jossey-Bass/Pfeiffer. [The Wharton



www.bc.edu/wfnetwork

Resource Guide contains information appropriate for a range of work-family topics. Ideas for exercises are included.]

2. Pitt-Catsouphes, M., Kossek, E., & Sweet, S. (Eds.). (2006). *Work and family handbook: Multi-disciplinary perspectives*. Mahwah, NJ: Erlbaum Publishers. [This handbook provides an overview of different disciplinary perspectives about work and family issues, includes chapters on a range of methodological approaches to the study of work and family experiences, and considers the implications of linking scholarship, practice, and policy.]
3. Stebbins, L.F. (2001). *Work and family in America*. Santa Barbara, CA: ABC-CLIO, Inc. [As noted by the publishers, "... *Work and Family in America* examines the changing cultures of the workplace, family, and home. This extensive overview of this burgeoning field includes everything from a detailed history and statistics comparing trends in the United States and abroad to key legislation and legal cases."]