

Academic Writing Skills - From PhD Paper to Publication for Business School Students



COURSE INFORMATION

VU GRADUATE WINTER SCHOOL

9 JANUARY – 13 JANUARY 2023

Course Details

Title	Academic Writing Skills - From PhD Paper to Publication for Business School Students
Coordinator(s)	Janina Klein, Vrije Universiteit Amsterdam (j.klein@vu.nl)
Teacher(s)	Janina Klein, Vrije Universiteit Amsterdam Ashley Metz, Tilburg University Alyssa Liang, Washington University in St. Louis Georg Reischauer, WU Vienna, University of Economics and Business Christopher Wickert, Vrije Universiteit Amsterdam
Study credits	3 ECTS
Form(s) of tuition	Interactive seminars (morning session, 2 hours) – on specific topics in the writing process (e.g. how to write an introduction, how to write the theory section, etc.) Practical writing sessions (afternoon session, 3 hours) – participants work on their own papers, integrating the learning from the morning session (1,5 hours), give feedback to each other (1,2 hours per group) and receive feedback from the teachers (0,3 hour per group)
Approximate contact hours	17,5 hours (five 2-hour interactive live sessions via Zoom in the mornings and five 1,5-hour interactive feedback moments in the afternoon)
Approximate self-study hours	66,5 hours (30 hours pre-course reading, 7,5 hours working on the various sections of the paper during the practical writing sessions of the course, 10 hours working on the various sections of the paper outside the practical writing sessions of the course, 8,5 hours post-course reflection and integration, 10 hours preparing the assignment)

Course description

This course will run over the course of 5 days and you will be working on one of your PhD papers during the course. We will have 2-hours interactive live sessions in the morning (via Zoom) and 3-hour practical writing sessions in the afternoon during which you will work on your own paper, give feedback to each other, and have an opportunity to receive feedback from the teachers. The overall goal of the course is to help you improve your academic writing skills and improve one of your PhD papers which you aim to publish in a top journal.

On the first day, you will learn about how to engage in academic conversations and how to target varied audiences. Day two will be all about how to write an effective introduction. The introduction is arguably the most important part of a paper, and you will learn about and apply a template for writing introductions. On the third day you will learn more about how to write theory sections and improve the current version in your own paper. Day four will focus on the methods section. You will learn how to ensure your methods are consistent and reliable. Finally, on day five, you will learn about the revision process at journals and how to respond to reviewers' comments. In the afternoon of the last day, we will go through an exemplary revision process based on a paper published in the Academy of Management Journal.

The course draws on Huff's (2008) book "Designing Research for Publication" as well as various articles on academic writing. A detailed reading list can be found below.

During the practical writing sessions in the afternoon, you will be working on the respective sections of your own paper covered in the morning. You will also give other course participants feedback on their section and receive feedback, thus enhancing the learning process. You will also have an opportunity to receive feedback from the teachers. At the end of the week, you will have revised the introduction, theory, and methods sections of your paper.

Learning objectives

At the end of this course you will

- Signal to readers which academic conversations you are joining and contributing to
- Be able to write effective introductions based on a step-by-step model
- Understand how to select and critically review literature and be able to write effective theory sections
- Be able to write effective methods sections in terms of appropriateness, consistency and reliability of the methods chosen
- Be able to draw on various tips and lessons learned in the review process

Literature List

The list below contains the mandatory course reading which is available on Canvas. I highly recommend that you buy your own copy of the book by Huff (2009).

Day 1: How to engage in academic conversations and target varied audiences

- Colquitt, J. A. & George, G. (2011). "Publishing in AMJ—Part 1: Topic Choice", Academy of Management Journal, 54(3): 432-435.
- Huff, A. S. (2009). "Designing Research for Publication". London: SAGE.
 - Chapter 1 (Finding the Right Conversation)
 - Chapter 2 (Criteria for Contribution)

Day 2: How to write effective introductions

- Barney, J. (2018). "Positioning a theory paper for publication", *Academy of Management Review*, 43(3): 345–348.
- Grant, A.M. & Pollock, T.G. (2011). "Publishing in AMJ – Part 3: Setting the hook", *The Academy of Management Journal*, 54 (5): 873-879.

Day 3: How to write the theory section

- Huff, A. S. (2009). "Designing Research for Publication". London: SAGE.
 - Chapter 8 (Literature Review)
- Zuckerman, E.W. (2017). "On Genre: A few more tips to article-writers", MIT Sloan School of Management.

Qualitative:

- Bansal, P. & Corley, K. G. (2012). "Publishing in AMJ—part 7: What's different about qualitative research?", *Academy of Management Journal*, 55(3): 509-513. (For qualitative researchers)

Quantitative:

- Sparrowe, R. T. & Mayer, K. J. (2011). "Publishing in AMJ-Part 4: Grounding hypotheses", *Academy of Management Journal*, 54(6): 1098-1102. (For quantitative researchers)

Day 4: How to write the methods section

- Bono, J. E. & McNamara, G. (2011). "Publishing in AMJ – Part 2: Research design", *The Academy of Management Journal*, 54 (4): 657–660.
- Edmondson, A. C., & McManus, S. E. 2007. "Methodological fit in management field research", *Academy of Management Review*, 32 (4): 1155-1179.
- Huff, A. S. (2009). "Designing Research for Publication". London: SAGE.
 - Chapter 9 (Qualitative, Quantitative, and Mixed Methods)

Qualitative (implications for findings section)

- Howard-Grenville, J., Nelson, A., Vough, H., & Zilber, T. B. (2021). From the Editors—Achieving Fit and Avoiding Misfit in Qualitative Research. *Academy of Management Journal*, 64(5), 1313-1323.

Day 5: Journal revision processes and how to respond to reviewer's comments

- Crane, A., Henriques, I., Husted, B. W. & Matten, D. (2017). "Twelve Tips for Getting Published in Business & Society", *Business and Society*, 56(1): 3-10.
- Patriotta, G. (2017). "Crafting papers for publications: novelty and convention in academic writing", *Journal of Management Studies*, 54 (5): 747-759.

For afternoon session

- Klein, J. & Amis, J. M. (2021). "The dynamics of framing. Image, emotion and the European migration crises", *Academy of Management Journal*, 64(5): 1324–1354.
- In addition to this paper, participants will receive reviewers' and editors' comments as well as earlier versions of this paper as it went through the review process (available on Canvas)

Additional readings for those interested (optional, also available on Canvas):

- Graf, G. & Birkenstein, C. (2018). "They say, I say, the moves that matter in academic writing". W. W. Norton & Company; Fourth edition.
- Huff, A. S. (2009). "Designing Research for Publication". London: SAGE.
 - Other chapters not covered as part of the course
- Pollock, T.G. & Bono, J.E. (2013). "Being Scheherazade: the importance of storytelling in academic writing", The Academy of Management Journal, 56 (3): 629-634.
- Ragins, B.R. (2012). "Reflections on the craft of clear writing", The Academy of Management Review, 37(4): 493-501.
- Various blog posts on writing (available on Canvas)
- Wallwork, A. (2016). "English for Academic Research: Grammar, usage and style". London: Springer.
- Wallwork, A. (2016). "English for Academic Research: Writing Exercises". London: Springer.
- Wallwork, A. (2011). "English for Writing Research Papers". London: Springer.

Course Schedule

All times below are in Central European Standard Time (CET), Amsterdam

Day	Date	Theme/ topics
Monday, 09.01.2023	Morning session: 09:30-11:00	How to engage in academic conversations and target varied audiences <i>Teacher: Janina Klein</i>
	Afternoon session: 14:00-17:10	Practical writing session <i>Teacher: Janina Klein</i>
Tuesday, 10.01.2023	Morning session: 09:00-11:00	How to write effective introductions <i>Teacher: Janina Klein</i>
	Afternoon session: 14:00-18:00	Practical writing session <i>Teacher: Janina Klein</i>
Wednesday, 11.01.2023	Morning session 1: 09:00-10:00	How to write the theory section – qualitative* <i>Teacher: Ashley Metz</i>
	Morning session 2: 10:00-11:00	How to write the theory section – quantitative* <i>Teacher: Alyssa Liang</i>
	Afternoon session: 14:00-17:00	Practical writing session <i>Teachers: Ashley Metz and Alyssa Liang</i>
	Morning session 1: 09:00-10:00	How to write the methods section – qualitative* <i>Teacher: Georg Reischauer</i>
	Morning session 2:	How to write the methods section – quantitative*

Thursday, 12.01.2023	10:00-11:00	<i>Teacher: Alyssa Liang</i>
	Afternoon session: 14:00-17:00	Practical writing session <i>Teachers: Georg Reischauer and Alyssa Liang</i>
Friday, 13.01.2023	Morning session: 09:00-11:00	Journal revision processes and how to respond to reviewer's comments – Tips from editors <i>Teacher: Christopher Wickert (Associate editor of JMS)</i>
	Afternoon session: 14:00-17:00	Final practical writing session, practical review session (based on an example from AMJ) and wrap up of the course <i>Teacher: Janina Klein</i>

* Please note that you only need to attend the mornings sessions that are relevant for you (qualitative or quantitative) – but you are of course more than welcome to attend both.

Morning sessions will be **recorded in Zoom**. You will thus have an opportunity to watch the recording at a later stage in case you missed a session. The recording will be uploaded to Canvas after the session along with any slides used.

The structure of the afternoon sessions (practical writing sessions on days 1 - 4) is as follows:

- 14:00-15:30: Participants work independently on the various sections of their own paper covered in the morning session
- 15:30-17:00*: Participants review and provide feedback on each other's revised sections (roughly 60-70 minutes) and can book a feedback slot with a teacher for feedback (around 20 – 30 minutes per peer group)

*Please note: The ending time of the afternoon sessions on Monday and Tuesday can be later depending on the timing of your feedback slot. You are free to take a break of course as you need.

The structure of the last afternoon session (Practical review session and final practical writing session on day 5) is as follows:

- 14:00-15:30: Participants work independently on the various sections of their own paper – they can choose which section they would like to work on and/ or can arrange a final round of peer feedback with their group
- 15:30-16:30: We go through an exemplary review process using the example of a recently published paper in the Academy of Management Journal – participants will also receive various earlier versions of the published paper along with editor's and reviewers' comments
- 16:30-17:00: Course Wrap Up

Assignment(s) and Grading

The assessment takes the form of a written assignment, the revised introduction of your paper, which has to be handed in via Canvas by **Sunday, January 22nd 2023 at 23:59**.

The assignment is used to evaluate to what extent you are able to signal clearly to readers which **academic conversations** you are joining and contributing to and are able to write an introduction that outlines **what is known** in this conversation by selecting relevant previous work and pointing out what **gap** the paper addresses. You are also assessed based on your ability to write an **effective introduction** which follows a **clear structure** and **logical argumentation**.

Assessment Criteria

Criterion	Insufficient (≤ 5.5)	Sufficient (6.0 / 6.5)	Good (7.0 / 7.5)	Very Good (8.0 / 8.5)	Excellent (> 8.5)	Weight
Academic conversation	The positioning of the paper and which academic conversation is being contributed to remains unclear.	The paper is positioned in a named body of literature but the boundaries remain rather vague and the academic conversation could be clearer.	Clear positioning of the paper in a defined body of literature; it is clear which academic conversation is being joined and contributed to.	Very clear positioning of the paper in a defined body of literature; it is clear which academic conversation is being joined and contributed to and how the paper extends and goes beyond what is known in the respective conversation.	<i>Explanation (if applicable):</i>	30%
State of the academic conversation and theoretical gap	The introduction leaves the reader unclear about the state of the academic conversation and the theoretical gap to be addressed.	The introduction mentions what is known and what is not known in the academic conversation and proposes a gap to be addressed but this remains rather vague or unconvincing.	The introduction clearly outlines what is known and what is not known in the academic conversation and which gap the paper addresses.	The introduction very clearly outlines what is known and what is not known in the academic conversation and which gap the paper addresses; it also is very clear why addressing this gap is relevant and how doing so furthers the academic conversation.	<i>Explanation (if applicable):</i>	40%
Structure and logical argumentation	The introduction is unstructured and does not follow a logical argumentation.	The introduction is structured and mostly follows a logical argumentation yet could be more convincing.	The introduction follows a clear structure and logical argumentation.	The introduction follows a very clear structure, applying a highly logical argumentation with well connected paragraphs throughout.	<i>Explanation (if applicable):</i>	30%

About the Teachers

Course coordinator and teacher



Janina Klein is an Assistant Professor of Organizational Change at Vrije Universiteit Amsterdam, School of Business and Economics. Janina obtained her PhD from the University of Edinburgh Business School and holds a MLitt (Master) in International Business from the University of St Andrews. Her professional background is in change management where she worked for more than twelve years in various roles. In her research, Janina is passionate about understanding how organizations can address societal challenges such as the elimination of poverty, reduction of inequality and move towards responsible production. Her research focusses on hybrid organizations and social enterprises which apply commercial strategies to create social value and in doing so experience unique organizing challenges. She is particularly interested in how these organizations experience organizational change and the role of design, identity, and emotions in this context.

Teachers



Ashley Metz is an Assistant Professor of Organization Studies at Tilburg University. She obtained her PhD from the Hertie School in Berlin and holds an MBA from IESE Business School in Barcelona. During her doctoral studies, she conducted research at the Copenhagen Business School and Stanford University. Prior to academia, Ashley worked in innovation and product management in the location services division of Nokia (now HERE). She is interested in the institutional processes involved in how organizations work to create nonfinancial value, and in possible unintended consequences and alternative futures. She studies organizations and fields with dedicated non-financial goals, such as impact investors and social-purpose organizations; and corporate firms working to create social or environmental value, with a particular interest in the role of technology.



Alyssa Liang is visiting Assistant Professor of Organizational Behavior at Washington University in St. Louis. Alyssa received her PhD from National University of Singapore in 2019. During her PhD study, she also conducted research at Kelley Business School, Indiana University as a visiting doctoral student. Prior to joining academia, Alyssa was an entrepreneur who had worked in Shanghai and Singapore. Alyssa's research lies at the intersection of entrepreneurship and organizational behavior, with a particular focus on how dark personality characteristics manifest themselves in the entrepreneurial process. To this end, Alyssa has investigated the influence of dark personality characteristics (e.g., the dark triad and greed) on opportunity exploitation, personnel selection in entrepreneurial teams, and venture performance.



Georg Reischauer is an Assistant Professor at WU Vienna University of Economics and Business and the Head of the Energy & Strategy Think Tank. His research focuses on the nexus of digital strategy, digital organization, and digital sustainability. In particular, he explores how organizations utilize and respond to digital technologies in order to create business and public value. Georg studies these phenomena in digital markets, digital transformation contexts, and infrastructure contexts. Georg received his PhD in Industrial Management from the Technical University of Vienna. He also holds degrees in Business Administration, Sociology, and Philosophy from the University of Vienna,

WU Vienna University of Economics and Business, and the University of Applied Sciences Wiener Neustadt.



Christopher Wickert is Associate Professor of Ethics & Sustainability in the Department of Management & Organization at VU University Amsterdam. Christopher obtained his PhD in Management from the University of Lausanne in Switzerland in 2013. During his doctoral studies, he has also conducted research and taught at University of Zurich, University of St. Gallen and at IESE Business School in Barcelona. Prior to becoming a researcher, he worked as a consultant with the United Nations Global Compact Office in New York. He holds an MSc degree in business administration from WHU Otto Beisheim School of Management in Vallendar, Germany.

In his research, Christopher explores different patterns of corporate social responsibility implementation in globally integrated companies, paying particular attention to how firm size influences the way companies organize CSR. Furthermore, Christopher has been studying a range of phenomena under the umbrella of CSR, such as the evolvement and diffusion of CSR standards, the influence of organizational identity orientation on the implementation of CSR practices, or the prevalent mismatch between CSR “talk” and CSR “walk” in small and large firms. Furthermore, he has investigated dynamics at the individual level of analysis by looking at CSR professionals inside large corporations and their concomitant struggles when selling CSR issues intra-organizationally. Christopher is also interested in Critical Management Studies (CMS), philosophy of science, business ethics, and social entrepreneurship. Christopher currently serves as associate editor at Journal of Management Studies and on the editorial board of Business & Society.

