

**Current Topics in Management and Business Ethics:
Inequality, Organizations and the Publishing of Qualitative Research**

University of Zurich
18th – 21st September 2023

Location:
Rämistrasse 71, 8006 Zürich, Room: KOL-G-210

Instructor:
Professor John Amis
University of Edinburgh Business School
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For questions regarding the seminar content, please contact John Amis.
The seminar is worth 3 ECTS points.

Schedule and topics:

Monday 18 September

9am-12noon	Session 1: Causes and Mechanisms of Organizational Inequality
1pm-4pm	Session 2: Dimensions of Organizational Inequality
4pm-5pm	Student presentations/Individual feedback

Tuesday 19 September

9am-12noon	Session 3: Consequences of Organizational Inequality
1pm-4pm	Session 4: Responses to Organizational Inequality
4pm-5pm	Student presentations/Individual feedback

Wednesday 20 September

9am-12noon	Session 5: Positioning and Developing a Qualitative Paper
1pm-4pm	Session 6: Thinking about Qualitative Data Analysis
4pm-5pm	Student presentations/Individual feedback

Thursday 21 September

9am-12noon	Session 7: Writing (and Publishing) Your Qualitative paper
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If you are a seminar participant who would like to discuss an idea or paper you are working on, please contact John Amis **before 8 September 2023**.

Note: My profound thanks to the organizers at the University of Zurich for their kind invitation for me to participate in this seminar series, to my predecessors for the structure of the seminar and the course outline – particularly my friend Ruth Aguilera! – and to the participants for your interest and engagement with this subject.

OVERVIEW AND OBJECTIVES OF THIS SEMINAR

In this doctoral seminar we will consider how organizations are centrally implicated in the increases in societal inequality. In so doing, we will consider the mechanisms involved at an organizational level, the different dimensions that we need to consider, the consequences, and some of the responses that have become, or could become, apparent. The intent is that our conversations are generative, developing not just an understanding of the current field of organizational inequality but also where we might profitably pursue future research. To this end, we will also consider how we go about developing and publishing qualitative research papers. We will pay particular attention to different influences on how we set up a paper, what is required in the analysis of qualitative data, and how we can effectively develop and convey theoretical contributions.

Learning Outcomes:

By the end of this seminar, you should:

1. Understand the causes, dimensions, and consequences of organizational inequality and some of the responses to it.
2. Have a better understanding of the research on organizational inequality and how to go about critically engaging with it.
3. Be more aware of what is involved in motivating, constructing, and publishing a qualitative research paper.
4. Have been able to develop your skills as a communicator of academic ideas.

SEMINAR STRUCTURE

In each session we will discuss the four assigned articles. Our discussion will be descriptive, critical, and creative. In the descriptive mode we will explore what the author intended to accomplish and why. In the critical mode we will look at how well the authors did what they set out to do. In the creative mode we will address the question ‘what’s next in this line of research and in this general topic area?’ Thus, beyond an in-depth critique of the assigned articles we will devote time to raising and discussing new research questions.

You are expected to be an active participant throughout the seminar. There will not be lectures of the type you might get in an undergraduate class, but these will be facilitated discussions to which everyone is expected to participate. Participation does not mean dominating all the discussions, but rather giving considered responses at appropriate times. There are no right or wrong answers, and this is a safe space in which you can field-test your thoughts and ideas. Depending on class numbers we may assign one or two people to lead each session, but everyone should prepare to be fully involved. It should be a fun experience for all of us.

GRADING

This seminar is graded as pass-fail. Your learning and the learning of your classmates will depend upon you arriving to class fully prepared and then participating fully in the discussion. A grade of pass for the seminar indicates that your preparation for all the sessions and your participation was excellent throughout.

PREPARING FOR CLASS

Read each assigned reading carefully, taking notes on key points, concepts, theories, and findings. Use the following questions to guide your note taking:

- a. What is the basic argument/point made by the author(s)? What are its strengths?
- b. What are the weaknesses of the argument and/or the empirical method?
- c. What alternative explanations can account for the findings of the authors?
- d. If you disagree with an argument or method, what would it take to convince you?

- e. What are the scope conditions; under what circumstances is the argument meant to apply?
- f. How might the argument in the paper be extended or applied to a different case, another context, or a different theoretical perspective?
- g. The papers that we are using are published in the journals that we are trying to get our own work in, therefore, as you read, also look at the structure of the papers, the way arguments are developed, and the presentation of data. Try to get a feel for how a good paper is constructed and how this might help you in your own work.

PRESENTATIONS

At the end of each afternoon, you will be able to present your work. This can be your dissertation work or a side-project, but it should focus on inequality. Ideally, it will also draw on qualitative methods.

READINGS

Session 1: Causes and Mechanisms of Organizational Inequality

Acker, J. 2006. Inequality regimes: Gender, class and race in organizations. *Gender & Society*, 20(4): 441–464.

Amis, J.M., Mair, J., & Munir, K.A. 2020. The organizational reproduction of inequality. *Academy of Management Annals*, 14: 195–230.

Bapuji, H., Ertug, G., & Shaw, J. D. 2020. Organizations and societal economic inequality: A review and way forward. *Academy of Management Annals*, 14: 60–91.

Dacin, M. T., Munir, K., & Tracey, P. 2010. Formal dining at Cambridge colleges: Linking ritual performance and institutional maintenance. *Academy of Management Journal*, 53(6): 1393–1418.

Session 2: Dimensions of Organizational Inequality

Ashcraft, K. L. 2013. The glass slipper: Incorporating occupational identity in management studies. *Academy of Management Review*, 38(1): 6–31.

Kang, S.K., DeCelles, K.A., Tilcsik, A., & Jun, S. 2016. Whitened résumés: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61: 1–34.

Laurison, D., & Friedman, S. 2016. The class pay gap in higher professional and managerial occupations. *American Sociological Review*, 81: 668–695.

Thatcher, S.M.B., Hymer, C. & Arwine, R. Pushing back against power: Using a multilevel power lens to understand intersectionality in the workplace. *Academy of Management Annals* (forthcoming).

Session 3: Consequences of Organizational Inequality

Cardador, M.T., Hill, P.L., & Salles, A. 2022. Unpacking the status-levelling burden for women in male-dominated occupations. *Administrative Science Quarterly*, 67(1): 237–284.

Cobb, J. A. 2016. How firms shape income inequality: Stakeholder power, executive decision-making, and the structuring of employment relationships. *Academy of Management Review*, 41: 324–348.

Gray, B., & Kish-Gephart, J.J. 2013. Encountering social class differences at work: How “class work” perpetuates inequality. *Academy of Management Review*, 38: 670–699.

Khan, F. R., Munir, K. A., & Willmott, H. 2007. A dark side of institutional entrepreneurship: Soccer balls, child labour and postcolonial impoverishment. *Organization Studies*, 28: 1055–1077.

Session 4: Responses to Organizational Inequality

Amis, J.M., Brickson, S., Haack, P., & Hernandez, M. 2021. Taking inequality seriously. *Academy of Management Review*, 46: 431–439.

Dobbin, F., Kalev, A. 2016. Why diversity programs fail. And what works better. *Harvard Business Review*, July-August.

Leslie, L.M. 2019. Diversity initiative effectiveness: A typological theory of unintended consequences. *Academy of Management Review*, 44: 538-563.

Nishii, L.H., Khattab, J., Shemla, M., & Paluch, R.M. 2018. A multi-level process model for understanding diversity practice effectiveness. *Academy of Management Annals*, 12: 37-82

Session 5: Positioning and Developing a Qualitative Paper

Amis, J. & Silk, M. 2008. The philosophy and politics of quality in qualitative organizational research. *Organizational Research Methods*, 11: 456-480.

Cornelissen, J. 2017. Editor's comments: Developing propositions, a process model, or a typology? Addressing the challenges of writing theory without a boilerplate. *Academy of Management Review*, 42: 1-9.

Langley, A. & Abdallah, C. 2011. Templates and Turns in qualitative studies of strategy and management. In D.D. Bergh & D.J. Ketchen (eds) *Building Methodological Bridges – Research Methodology in Strategy and Management*, pp. 201–35. Bingley, UK: Emerald.

Thatcher, S.M.B., & Fisher, G. 2022. The nuts and bolts of writing a theory paper: A practical guide to getting started. *Academy of Management Review*, 47: 1-8.

Session 6: Thinking about Qualitative Data Analysis

Gioia, D.A., Corley, K.G., & Hamilton, A.L. 2013. Seeking qualitative rigor in inductive research notes on the Gioia methodology. *Organizational Research Methods*, 16: 15–31.

Gioia, D.A., Corley, K., Eisenhardt, K. et al. 2022. A curated debate: On using 'templates' in qualitative research. *Journal of Management Inquiry*, 31: 231-252.

Langley, A. 1999. Strategies for theorizing from process data. *Academy of Management Review*, 24: 691–710.

Locke, K., Feldman, M., & Golden-Biddle, K. 2022. Coding practices and iterativity: Beyond templates for analyzing qualitative data. *Organizational Research Methods*, 25: 262–284.

Session 7: Writing (and Publishing) Your Qualitative paper

Klein, J. & Amis, J.M. 2021. The dynamics of framing: Image, emotion and the European migration crisis. *Academy of Management Journal*, 64: 1324-1354.

Barney, J.B. 2018. Editor's comments: Positioning a theory paper for publication. *Academy of Management Review*, 43: 345–348.

Makadok, R., Burton, R., & Barney, J. 2018. A practical guide for making theory contributions in strategic management. *Strategic Management Journal*. 39: 1530-1545.

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