



Social Work PhD programme

open seminars &
workshops
2024-2025

Hes·so
Haute Ecole Spécialisée
de Suisse occidentale

n|w Fachhochschule Nordwestschweiz
Hochschule für Soziale Arbeit

swissuniversities



General information

Audience

The ITTS *seminars* and *workshops* are each open to specific publics. If nothing else is mentioned, they are open to:

- Scientific collaborators in UAS/ HES/ FH Social work with a MA
- Registered PhD students (in Switzerland and abroad)
- Notified future PhD student of the ITTS

Registration procedure and fees

You may inform our administration service messagerie.itts@unine.ch, which seminar or workshop you would like to attend. Please respect the deadlines of the chosen seminar or workshop.

The *workshops* are free of charge.

For *seminars*: PhD students from universities in French-speaking Switzerland (UniGE, UniL, UniNE, UniFR, UniBE) and HES-SO, pay no tuition fees. All other participants and PhD students may enroll as auditor student at the University of Neuchâtel. You will find more information on this page:

<https://www.unine.ch/unine/home/admission/auditeurs.html>

ECTS and validation

As auditor student you will receive a certificate of attendance (for seminars). You may choose to participate in the examinations and receive a certificate for a successful examination. If you plan to register for your PhD at the ITTS, the successfully passed seminars can be validated as equivalences for credits (up to 6 ECTS).

Practical information

Seminars and workshops are held in Neuchâtel and taught in English.

For all other questions you may contact ophelie.bidet@unine.ch



	Dates
Workshops	
Why am I doing a PhD?	Friday September 19 (14h-17h)
Using AI tools in Academic writing	Friday November 1st (13h45-17h15)
Seminars	
Social Work Theories: epistemologies, classics and current issues	Thursday November 7 & Friday November 8 2024 (full days 9h15-17h15), Thursday December 5 & Friday December 6 2024 (full days 9h15-17h15)
Social Work Theories: decolonizing social work	From Monday February 10 to Friday February 14 2025 (full week)
Making Sense of Data: An introduction to quantitative reasoning in social sciences	Friday October 18 2024 (9h15-12h45) Friday November 1 (9h15-12h45) Friday November 15 (9h15-12h45) Friday November 29 (full day 9h15-17h15) Friday December 13 (full day 9h15-17h15)
Qualitative and mixed methods in social work & social sciences	Friday February 21 2025 (13h45-17h15) Friday March 7 2025 (13h45-17h15) Friday March 21 2025 (13h45-17h15) Friday April 4th 2025 (13h45-17h15) Friday May 2 2025 (full day 9h15-17h15) Friday May 23 2025 (13h45-17h15)
Introduction to survey (experiment) methods in social science research	Friday February 21 2025 (9h15-12h45) Friday March 7 2025 (9h15-12h45) Friday March 21 2025 (9h15-12h45) Friday April 4th 2025 (9h15-12h45) Friday May 16 2025 (full day 9h15-17h15) Friday May 23 2025 (9h15-12h45)
Colloquium on Academic Writing	Friday February 28 2025 (full day 9h15-17h15) Thursday March 13 & Friday March 14 2025 (full days 9h15-17h15) Friday May 9 2025 (9h15-12h15)



Why Am I Doing a PhD?

Impact of Motivations, Expectations and Career Goals on Doctoral Journeys

***Open to all PhD students ***

Thursday September 19, 14h-17h

by Isabelle Skakni, PhD, Head of Researcher Career Development, HES-SO

Ave. 1er mars, 26, room B29, University of Neuchâtel



This research-based workshop aims to provide a rare opportunity to take stock of your doctoral journey and share your experience with peers with similar interests and concerns. Through group discussions and brief written and visual exercises, I will guide you to reflect upon your motivations for undertaking doctoral studies, your expectations for the journey, and the tricky exercise of projecting yourself into the post-PhD stage.

At the end of this workshop, you will

- be more aware of the influence that your goals and expectations have on your overall doctoral journey;
- take a realistic look at your career path and opportunities after the PhD;
- create a sense of community with other doctoral students experiencing situations like yours.

Transferable skills

- Discuss complex issues
- Generate new ideas
- Develop a contact network
- Plan career objectives

Pre-condition & registration

The seminar is free of charge. Confirmation of registration as PhD student. Maximum of 15 participants. Registration **until September 15** at messagerie.itts@unine.ch



Using AI Tools in Academic Writing

Open to all MA and PhD students

Friday November 1st, 13h45-17h15

by Sara Cotelli Kureth, Titular professor, Language Centre/ILCF, UniNE
Ave. 1er mars, 26, room C43, University of Neuchâtel



freepik

Among other AI tools, this workshop will help you understand how ChatGPT and other Generative AI tools work and how these can help you for your academic writing. If not used critically, these tools can be detrimental to learning. In order to enhance critical thinking and analytical skills, it is crucial to be transparent about the strengths, purpose and limitations of AI. It does not replace human thinking, but can help for some precise tasks and thus should not be banned. A discussion will allow students and users to develop a culture of trust and academic integrity.

At the end of this workshop, you will

- Understand how ChatGPT and other tools for writing work, know their strengths and their pitfalls
- Know which tool to use to help with your academic writing

Transferable skills

- Develop a critical understanding of AI tools
- Develop standards of ethics in academic integrity

Registration

This workshop is free of charge. Registration **until October 25** at messagerie.itts@unine.ch



Social Work Theories: epistemologies, classics and current issues (3 ECTS)

Teaching periods

Thursday 7 November & Friday 8 November (9h15-17h15)

Thursday 5 December & Friday 6 December (9h15-17h15)

Teaching team

Barbara Waldis, Professor ITTS, UniNE
& according to each day's programme

Venue

University of Neuchâtel, Rue Breguet 2, room 2.310 (7 & 8 November), Ave. du 1er mars, 26, room B29 (5 & 6 December)

Content of the seminar

Social Work can be considered an action-oriented discipline. Yet the meaning and the implementation of this affirmation needs to be questioned as they depend on traditions of specific, language and approach based scientific communities and on historical as well as socio- and geopolitical positions. The scope of the seminar is to look at this affirmation about social work as from different disciplinary perspectives.

Starting with the anthropological lens on social work as an action-oriented discipline, based on the concept of situated knowledge, the participants will receive inputs by experts, read, present and discuss key texts on current, innovative social work theory; compare epistemological positions of social work founder texts (Canada, France, Germany, Switzerland, UK and USA), on some major disciplinary traditions (community studies, social pedagogy, social welfare, social work) and current innovative orientations (critical social work, global social work, ecological social work).

For academic and professional reasons, it is crucial be able to argue how social action is entangled with professional practice of intervention and of research in social work. Based on major works of social work theories, the least we can affirm is that knowledge is situated, entangled in a power structured field. For the constitution of a scientific community we need to stipulate that understanding different positions is a possible endeavour.

- How do current positions of social work as a scientific discipline conceive of social work as an action science, be it in Anglo-Saxon, French or German scientific communities?
- How do they differ and what historical, disciplinary reasons can be given for it?
- How do the different scholars and social work practitioners create the link between research field and object, social work interventions, beneficiaries and scientific knowledge and discovery?
- Where do different social work perspectives set the focus, on social problems, on concepts, on methods, on political or scientific contexts?

Form of evaluation

Internal evaluation. Read, summarize and critically assess at least six theoretical key texts, present your results at least on three occasions during the seminar.



Learning outcomes

At the end of this seminar, the participants will be able to:

- Critically analyze foundational texts in social work theory;
- explain the development of social work theory from an internationally and comparative perspective;
- Present the societal context of social work theory development in Switzerland;
- Present various schools of thought in social work, pertaining to social work as an action science;
- Argue the relevance of theoretical approaches and concepts to professional practice.

Transferable skills

At the end of this seminar, the participants will be able to:

- Apply the concept of situated knowledge when dealing with theories;
- Include the societal context in theory development;
- Argue the relevance of a theoretical approach for a specific research question.

Pre-condition and registration

Registration as a PhD student at the ITTS, a Swiss university or as auditor in the perspective of being a future PhD student of the ITTS.

Registration at messagerie.itts@unine.ch until October 12.

Documentation & literature

All the documentation will be available on Moodle.

Social Work Theories: decolonizing social work (3 ECTS)

Teaching periods

From Monday 10 February to Friday 14 February 2025

Venue

University of Helsinki, Social Work, Faculty of Social Sciences, Helsinki Finland

Teaching team

Barbara Waldis, Professor ITTS, UniNE

Kris Clarke, Social Work Professor, University of Helsinki

Content of the seminar

The term “decolonizing” is used broadly, still it bears a fundamental, historically rooted critique of power relations in all social work dimensions and in terms of advocacy. Seen in this light, the term is suitable for critically discussing the contradiction that any current social work context deals with: geopolitical (post-)colonial entanglements including mobility, migration and flight, the national legal framework for social work based on social policy, the power structures in organisations and the power relations in connection with the user of social work services.

The seminar sets out from the international definition of social work with the premises of social change for more social justice and the consideration of different types of knowledge and deals with chances, challenges and risks of "decolonizing social work" in the dimensions named above.

The participants will read and critically assess relevant texts in advance, apply it to examples linked to their (professional) context in Switzerland and present these reflections within a Finnish university context of social work. The seminar then turns to further relevant theoretical topical discussions with Kris Clarke as a leading expert for decolonizing social work. The seminar further includes visits of salient social work institutions regarding the issues of decolonizing social work and leads therefore to an international comparison about the indirect colonial entanglements of Western states like Finland and Switzerland.

Form of evaluation

Internal evaluation. Read, assess, present and discuss theoretical concepts applied to examples

Learning outcomes

At the end of this seminar, the participants will be able to:

- Explain the theoretical concept of decolonizing social work with relevant dimensions
- Argue the importance of a decolonizing social work perspective for a specific practice field
- Apply the principles of decolonizing social work features to analyse an example within a specific societal context in Switzerland

Transferable skills

At the end of this seminar, the participants will be able to:

- Explain a theoretically founded perspective of a key concept
- Argue the relevance of a key concept within a given dimension of a discipline
- Apply a theoretical professional model to a given societal context

Pre-condition and registration

Registration as a PhD student at ITTS or as a future PhD student of the ITTS. Registration at messagerie.itts@unine.ch until September 15.

Documentation & literature

All the documentation will be available on Moodle.



Making Sense of Data: An Introduction to Quantitative Reasoning in Social Sciences (3 ECTS)

Teaching periods

Fridays 18.10.24, 01.11.24 & 15.11.24 (9h15-12h45); Fridays 29.11.24 & 13.12.24 (full day – 9h15-17h15)

Venue

Room C43, Main Building of the University of Neuchâtel, Avenue du 1er mars, 26

Teaching team

Michaela Slotwinski, Professor ITTS, UniNE, & teaching assistant

Content of the lecture

Being able to clearly and critically think about quantitative information is key in a data-driven age. Quantitative reasoning and the ability to critically assess quantitative claims are essential skills not only in traditional data-driven areas.

This course is explicitly designed as an introductory course for students not familiar with quantitative methods and reasoning. It does not require any prior knowledge in this area, and is therefore not suited for students with more extensive prior experience.

The course is designed to introduce students to and help them become familiar with tools of quantitative data analysis for the social sciences, providing a starting point from which they can decide to pursue more advanced courses. It follows an intuitive understanding of quantitative methods and becomes formal or technical only where absolutely necessary.

The introductory course has three primary aims: First, the course will lower barriers to reading and understanding quantitative studies and empower students to consider conducting quantitative analyses themselves. Second, students will be introduced to statistical models that researchers and policymakers use to answer social, political, and economic questions. Third, the course will equip students with an initial foundation to use one or more of the discussed techniques in their thesis or dissertation.

Form of evaluation

50% will be based on homework during the semester, 50% will be based on a final take-home assessment (issued on 13 December 2024, due 17 December (noon) 2024) (Examen Intermédiaire).

Learning goals

By the end of the course, students should be able to understand the quantitative tools employed in political, social, and economic research; read and understand quantitative studies; perform basic data analysis using the statistical software STATA and interpret the results; and effectively employ introductory quantitative methods in their dissertation research and subsequent careers.

Transferable skills

- Critically evaluate research methodology
- Adopt proper technical language when reading, analyzing, and presenting quantitative research.
- Acquire basic skills to quantitatively analyze social phenomena.
- Acquire basic coding skills.

Pre-condition and registration

This course does not require any prior knowledge in this area. Registered PhD students (at ITTS and others); registered Master students, notified future PhD student of the ITTS. Registration at messagerie.itts@unine.ch until September 15 2024.

Documentation & literature

All the documentation will be available on Moodle.



Qualitative and mixed methods in social work & social sciences (3 ECTS)

Teaching periods Spring semester 2025

Friday PM, 13h45-17h15: February 21st; March 7th; March 21st; April 4th; May 23rd;
Friday FD, 9h15-17h15: May 2nd

Venue

B29, Avenue du 1er mars, 26, University of Neuchâtel

Teaching team

Barbara Waldis, Professor ITTS, UniNE
Ophélie Bidet, responsable pédagogique ITTS, UniNE

Content of the seminar

Social Work research methods are part of qualitative and quantitative methodologies in social sciences and they draw from anthropology, arts, economy, geography, history, management, pedagogy, politics, psychology and sociology. Yet, they distinguish themselves by the specific orientation of the discipline through indigenous knowledge, user-orientation, participation, advocacy, and the general orientation of the discipline given by the ethics of social justice. In a first phase, the seminar will focus on qualitative method of data collection and data analysis. The seminar will have a strong practical dimension, as it will use data collected by interviews of an ongoing research. This existing data will be used as material to test and apply transcription, anonymization, coding and analyzing methods. Atlas.ti software will also be presented and tested, for transcribing and coding the interviews.

Regarding participative research methods, Trish Hafford-Letchfield, Professor at Social Work Department of University of Glasgow will give a conference on the topic of maximizing inclusion and participation in research. It will be followed by a text-based discussion.

In a second phase, the seminar will focus on mixed methods research design. A selection of literature about mixed methods will be read and presented by participants, followed by discussions. The existing data, the presentations and articles will be the starting point for the building of a research design using mixed methods. As final assignment each participant will elaborate and present her or his own suggestion of a mixed method research design on her or his PhD topic.

Form of teaching

Reading, summarizing, group work, presentations, discussions, peer evaluation

Form of evaluation

Internal evaluation. Readings, summarizing, discussing texts, presentation and discussion of the research design for a possible research project.

Learning outcomes

At the end of this seminar, the participants will be able to:

- Assess the strengths and weaknesses of the major qualitative and mixed research methodologies in social work
- Argue for selecting a relevant methodological approach in selected research texts



- Formulate consistent methodological research frame work for a social work research project
- Articulate the discussed social work research methodologies within the field of social sciences

Transferable skills

At the end of this seminar, the participants will be able to:

- Analyze methodological research texts in social work
- Design comprehensive methodological research frame work for a social work research project

Pre-condition and registration

Registration as a PhD student at the ITTS, a Swiss university or as auditor in the perspective of being a future PhD student of the ITTS. Registration at messagerie.itts@unine.ch until January 31, 2025.

Documentation & literature

All the documentation will be available on Moodle.

Introduction to Survey (Experiment) Methods in Social Science Research (3 ECTS)

Teaching periods

Fridays 21.02.25, 07.03.25, 21.03.2025, 04.04.2025, 23.05.25 (9h15-12h45); Friday 16.05.2025 (full day – 9h15-17h15)

Venue

Room B29, Main Building of the University of Neuchâtel, Avenue du 1er mars, 26

Teaching team

Michaela Slotwinski, Professor ITTS, UniNE

Content of the lecture

Survey methods are a cornerstone of quantitative research in the social sciences, offering valuable insights into human behavior, attitudes, and social trends. As experiments become more prevalent, they complement surveys by enabling researchers to test causal relationships and enhance our understanding of complex social phenomena. This course offers a hands-on introduction to both topics.

This course is designed for PhD (and Master) students interested in mastering survey methods and experimental techniques in quantitative social science research. The course will cover essential topics such as basic experimental design, survey experiments, questionnaire construction, sampling strategies, and the empirical analysis of survey data and experiments. Through practical exercises and real-world examples, students will gain the skills needed to design their own research studies and to critically evaluate academic publications that utilize these methods.

Form of evaluation

The examination will take place during the semester (Examen Intermédiaire).

Presentation:

During the semester, students will develop their own survey experimental design (related to their research) and present it to the group. The design, presentation, slides and performance in the Q&A session will be graded.

Project:

The project is a (research) report of approximately 10 to 15 pages, including tables and figures, reporting the data analysis of a given research question and data set. The report and the submitted code files (do-files) will be graded.

Grades will be composed of students participation during the lectures (10%), the design presentation (50%) and the submitted project (40%).

Learning goals

By the end of the course, students will be able to understand and critically assess academic publications that use survey and experimental methodologies. They will also be equipped with the foundational skills needed to develop and implement their own study designs.



Transferable skills

- Critically evaluate survey and experimental methodology
- Adopt proper technical language when reading, analysing, and presenting survey-based research
- Acquire basic skills to implement survey (experiments)
- Acquire basic coding skills.
- Acquire presentation skills.

Pre-condition and registration

This course requires prior experience with quantitative methods in the social sciences. Participants should have at least passed the 'Making Sense of Data' course offered in the fall or demonstrate an equivalent level of knowledge. Registered PhD students (at ITTS and others); registered Master students, notified future PhD student of the ITTS. Registration at messagerie.itts@unine.ch until January 31st 2025.

Documentation & literature

All the documentation will be available on Moodle.

Colloquium on academic writing (3 ECTS)

Faculty: Emmanuelle Reuter, Professor of Innovation Management, University of Neuchâtel

Venue: Room B29, Avenue 1er mars, 26, University of Neuchâtel

Language: English

Credits: 3 ECTS

Teaching periods: Fri Feb 28 2025, Thur Mar 13, Fri Mar 14 (9h15-17h15) and Fri May 9 (9h15-12h45)

Evaluation: Individual assignments

Content of the seminar

The seminar focuses on writing academic research and on scholarly publication in leading academic journals. The course focuses on key elements of academic papers/ research proposals, on writing academic papers, presenting research, as well as on reviewing and responding to reviews. It is particularly suitable for PhD students in the process of developing their research proposals and/ or an academic paper. It aims to provide guidance on the main questions to ask and decisions to make when researchers develop their paper targeted at publication in a leading academic journal.

Learning objectives

The objective of the course is to develop an understanding of the academic writing process with a key emphasis on the key components of an academic paper. The course covers input sessions, discussions, student presentations and actual writing. It relies on interaction and student participation. Although the course will rely on examples from particular disciplines (e.g. management, marketing, organization studies, social work), the discussions and principles are applicable for PhD students across different domains. The course seeks to equip students with the necessary skills to conceptualize, write, present an academic paper, as well as to review and to respond to reviews.

Form of teaching

This course relies on an “active learning” approach. While the course comprises theory input, a major part of this course invites students to become active in the construction of their learning process as they work on refining their working papers or research proposals.

Form of evaluation

The course is based on an internal evaluation based on the work of the students. It entails the following components: presentation of a paper/ research project; revision of a manuscript; peer-review on a paper of a colleague; presentation of received feedback and response strategies; final revision of manuscript before submission.

Pre-condition

Students need to submit an extended abstract/ introduction (2 pages) of a working paper prior to participating in class. This forms the basis for in-class writing workshops. The abstract should entail the following elements: real world problem, theoretical lens, shortcoming in the literature, research question, research design (if the paper is empirical in nature), central argument, anticipated contribution(s).

Course schedule

Feb 27 th 25 (noon)	Submission of abstract/ introduction	
Frid February 28 th 25 9:15-17.15h Room B29 Av. 1 ^{ier} Mars 26	Day I <ul style="list-style-type: none"> • Course overview and administrative details • Participants' presentations of abstracts • What it takes to get published in leading academic journals • Theory- vs phenomenon-driven research, originality & convention • Key elements of a journal paper (part I) • Analyze model papers 	<u>Course preparation:</u> Mandatory readings <u>Assignments:</u> Pre-course submission of abstract In-class presentations of abstract
March 12 th 25 (noon)	Submission of revised introduction	
Thur March 13 th 25 9:15-17.15h Room B29 Av. 1 ^{ier} Mars 26	Day II: <ul style="list-style-type: none"> • Key elements of the introductions • Participants revise their introductions • The art of reviewing • Peer feedback on introductions, crafting and sharing a review • Responding to reviews • Participants present feedback received and share response strategy • Why revisions get rejected 	<u>Course preparation:</u> Mandatory readings <u>Assignments:</u> Pre-course submission of introduction Submission of peer review In-class presentation of response strategy to the received review
March 13 th (in/ after class)	Submission of peer review	
Frid March 14 th 25 9:15-17.15h Room B29 Av. 1 ^{ier} Mars 26	Day III: <ul style="list-style-type: none"> • Framing the contribution • Peer feedback on contributions • Key elements of a journal paper (part II) • Crafting the discussion • Participants outline/ revise the discussion • Peer feedback on the discussion 	<u>Course preparation:</u> Mandatory readings
May 7 th 25 (noon)	Submission of manuscript and reading of peer's manuscript	
Frid May 9 th 25 9:15-12 :45 Room B29 Av. 1 ^{ier} Mars 26	Day IV: <ul style="list-style-type: none"> • Expert peer reviews on working paper • Revision, submission • Peer feedback on working paper 	<u>Course preparation:</u> Mandatory readings <u>Assignments:</u> Pre-course submission of manuscript Pre-course reading of peers' manuscript
May 26 th 25 (noon)	Submission of final revised manuscript	

Preliminary course readings

Day I

- Colquitt, J. A. and George, G., 2011: Publishing in AMJ—Part 1: Topic Choice. AMJ, 54, 432–435, <https://doi.org/10.5465/amj.2011.61965960>
- Dorobantu, S., Marc Gruber, Davide Ravasi, and Ned Wellman, 2024: The AMJ Management Research Canvas: A Tool for Conducting and Reporting Empirical Research. AMJ, 67, 1163–1174, <https://doi.org/10.5465/amj.2024.4005>
- Kumar, V., Mittal, V., and Morgan, N. 2018, Reflections on Publishing in the Journal of Marketing, Journal of Marketing, 82:6, 1-9, <https://doi.org/10.1177/0022242918805485>
- Tihanyi, L. and DeCelles, K. A. 2021: Publishing Original Research in AMJ: Advice to Prospective Authors. AMJ, 64, 679–683, <https://doi.org/10.5465/amj.2021.4003>
- Von Krogh, G., Rossi-Lamastra, C. & Haefliger, S. 2012. Phenomenon-based research in management and organisation science: When is it rigorous and does it matter?, Long Range Planning, 45(4), pp. 277-298. <https://doi.org/10.1016/j.lrp.2012.05.001>
- Whetten, 1989: What Constitutes a Theoretical Contribution?. AMR, 14, 490–495, <https://doi.org/10.5465/amr.1989.4308371>

Days II & III

- Fernandez, K. V. (2020). PROVE It! A Practical Primer to Positioning Theoretically. Australasian Marketing Journal, 28(1), 57-64. <https://doi.org/10.1016/j.ausmj.2019.12.001>
- Grant, A. M. and Pollock, T. G., 2011, Publishing in AMJ—Part 3: Setting the Hook. AMJ, 54, 873–879, <https://doi.org/10.5465/amj.2011.4000>
- Locke, K., & Golden-Biddle, K. 1997. Constructing Opportunities for Contribution: Structuring Intertextual Coherence and “Problematizing” in Organizational Studies. The Academy of Management Journal, 40(5), 1023–1062. <https://doi.org/10.2307/256926>
- MacKenzie, S. B. 2003. The Dangers of Poor Construct Conceptualization. Journal of the Academy of Marketing Science, 31(3), 323-326. <https://doi.org/10.1177/0092070303031003011>
- Sparrowe, R. T. and Kyle J. Mayer, 2011: Publishing in AMJ—Part 4: Grounding Hypotheses. AMJ, 54, 1098–1102, <https://doi.org/10.5465/amj.2011.4001>
- Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ—Part 6: Discussing the Implications. Academy of Management Journal, 55(2), 256–260. <https://doi.org/10.5465/amj.2012.400>

Day IV

- Bono and McNamara, G. 2011: Publishing in AMJ—Part 2: Research Design. AMJ, 54, 657–660, <https://doi.org/10.5465/amj.2011.64869103>
- Feldman, D. C. (2005). Conversing With Editors: Strategies for Authors and Reviewers. Journal of Management, 31(5), 649-658. <https://doi.org/10.1177/0149206305279051>
- Kohli, A. K. (2011). From the Editor: Reflections on the Review Process. Journal of Marketing, 75(6), 1-4. <https://doi.org/10.1509/jm.75.6.editorial>

Supplementary literature

- Corley, K. J. and Gioia, D. A. (2011). 'Building theory about theory building: What constitutes a theoretical contribution?'. *Academy of Management Review*, 36, 12–32. <https://doi.org/10.5465/amr.2009.0486>
- Crane A., Henriques I., Husted B. W., Matten D. (2016a). Publishing country studies in *Business & Society* or, do we care about CSR in Mongolia? *Business & Society*, 55, 3-10. <https://doi.org/10.1177/0007650315619507>
- Chrisman, J. J., Sharma, P., & Chua, J. (2017). The Mind-Set of Editors and Reviewers. *Family Business Review*, 30(3), 211-218. <https://doi.org/10.1177/0894486517708377>
- Cummings, Frost, 1995, *Publishing in the Organizational Sciences* <https://sk.sagepub.com/books/publishing-in-the-organizational-sciences-2e>
- Fisher, G., Mayer, K. and Morris, K. 2021: From the Editors—Phenomenon-Based Theorizing. *AMR*, 46, 631–639, <https://doi.org/10.5465/amr.2021.0320>
- Gulati, R. 2007: Tent Poles, Tribalism, and Boundary Spanning: The Rigor-Relevance Debate in *Management Research*. *AMJ*, 50, 775–782, <https://doi.org/10.5465/amj.2007.26279170>
- Huff, A. S., 1998. *Writing for Scholarly Publication*. Sage.
- Joireman, and Van Lange. 2015. *How to publish high-quality research*. American Psychological Association.
- Parmigiani, A., & King, E. (2019). Successfully Proposing and Composing Review Papers. *Journal of Management*, 45(8), 3083-3090. <https://doi.org/10.1177/0149206319874875>
- Patriotta, G. 2017, *Crafting Papers for Publication: Novelty and Convention in Academic Writing*. *Jour. of Manage. Stud.*, 54: 747-759. <https://doi.org/10.1111/joms.12280>
- Piedra, L. M. (2022). The mighty abstract: An overlooked element of peer review. *Qualitative Social Work*, 21(3), 475-482. <https://doi.org/10.1177/14733250221095125>
- Zhang, Yan (Anthea) and Jason D. Shaw, 2012: Publishing in *AMJ*—Part 5: Crafting the Methods and Results. *AMJ*, 55, 8–12, <https://doi.org/10.5465/amj.2012.4001>

Course assignments

For Day I: Pre-course submission of extended abstract and presentation in class

Students need to submit an extended abstract/ introduction of a working paper before class and present it in class. Please submit the extended abstract/ introduction to emmanuelle.reuter@unine.ch and lali.giorgidze@unine.ch before Feb 27th 2025 noon.

The extended abstract/ introduction (2 pages, Times New Roman, single-spaced) of a working paper forms the basis for in-class writing workshops. It should entail the following elements: real world problem, theoretical lens, shortcoming in the literature, research question, research design (if the paper is empirical in nature/ it can be conceptual only), central argument, anticipated contribution(s).

The presentation should entail the following elements (max. 4 slides – 8 min. – elevator pitch): 1. real world problem, 2. theoretical lens, shortcoming in the literature & research question, 3. research design (if the paper is empirical in nature/ it can be conceptual only), 4. anticipated contribution(s).

For Day II: Pre-course submission of introductions

Students need to submit a (revised) introduction (max. 2 pages) of a working paper. It should follow the structure introduced in class. Please submit the document to emmanuelle.reuter@unine.ch and lali.giorgidze@unine.ch before March 12th 2025 by noon.

After Day II: Submission of peer review

Students need to submit a peer review to their assigned peer. Please submit the document to **the assigned peer** with emmanuelle.reuter@unine.ch and lali.giorgidze@unine.ch in CC: by March 13th 2025 (in/ after class).

For Day IV: Pre-course submission of revised manuscript and read a peer's manuscript

Students need to submit a (revised) version of the working paper. It should follow the structure introduced in class. Please submit the document to **the assigned peer** with emmanuelle.reuter@unine.ch and lali.giorgidze@unine.ch in CC: before May 7th 2025 by noon.

Students need to read the assigned peer's manuscript before the class.

After the course: Submission of revised manuscript

Students need to submit a revised version of the working paper. It should follow the structure introduced in class. Please submit the document to emmanuelle.reuter@unine.ch and lali.giorgidze@unine.ch before May 26th 2025 by noon.

N.B. This course outline builds in part on a course by Prof. S. Floyd previously taught at the University of St Gallen.