

Discipline: Organization and Management Theory

1. Language

English

2. Title

Advanced Topics in Management and Organization Theory

3. Lecturer

- Prof. Dr. Giuseppe Delmestri, Head of the Institute of Change Management and Management Development, Department of Management, WU Vienna University of Economics and Business <https://www.wu.ac.at/cmmd/staff/giuseppe-delmestri>
- Prof. Dr. Filippo Carlo Wezel, Professor of Organization and Management, Director of the Institute of Management and Organization at the Faculty of Economics of Università della Svizzera Italiana -- for a full bio see <http://usi.to/f6g>
- Associate Prof. Dr. Maria Laura Frigotto, Università di Trento <https://webapps.unitn.it/du/it/Persona/PER0003850/Curriculum>

4. Date and Location

September 4 – 7, 2023

University of Trento

Department of Economics and Management

Local academic contact: Associate Prof. Maria Laura Frigotto marialaura.frigotto@unitn.it

5. Course Description

5.1 Abstract and Learning Objectives / Content

This course is centered on broad topics related to social evaluation, from categorization to status, stigma, boundary work, moral legitimacy and inequality in organizations. The material ranges from 'recent classics' to papers fresh from print. After an introduction to these dimensions, we also will discuss the ontological, epistemological, and axiological (normative) assumptions in these works and how they affect the study design and our understandings of the role of us as researchers. Students will be asked to prepare in advance in order to present the main themes of the assigned literature and discuss empirical material with a hands-on approach.

Learning objectives:

- Exposure to advanced and emerging themes (and their established roots) in the field of management and organization
- Understanding the broad variety of methods (inductive, deductive, and abductive) used in the field in a complementary way and their epistemological background.
- Learning about abductive methods and Dos and Don'ts in abductive theorizing
- Recognizing and positioning diverse epistemological grounds in research papers. Practicing a reflexive approach towards the self as researcher and towards the discourse being developed throughout the course.

Target group:

- Doctoral students interested in organization and management topics.
- Doctoral students at later stages of their studies (promising candidates at initial stages will be considered).
- The course is aimed at students in organization and management disciplines but has applicability in other domains of social-economic science. Students of strategy, international management, operation and information management, human resource management and entrepreneurship should find value in this course.

5.2 Schedule (including start and end time)

Day 1, ca. 10am-6pm

Morning (3.5 hours) -- Organization and Management Research: what is science? [LAURA]

Reihlen, M., Schoeneborn, D. (2022). The Epistemology of Management: An Introduction.
In: Neesham, C., Reihlen, M., Schoeneborn, D. (eds) *Handbook of Philosophy of Management. Handbooks in Philosophy*. Springer, Cham. https://doi.org/10.1007/978-3-030-76606-1_66

Rogers, T. and Teehankee, B. 2020. Critical Realism: A Philosophy of Science for Responsible Business and Management Research. In L. Zsolnai and M. J. Thompson (eds.), *Responsible Research for Better Business*. Palgrave Studies in Sustainable Business in Association with Future Earth, pp. 17-34.

Fryer, T. 2022. A short guide to ontology and epistemology: why everyone should be a critical realist. 2nd edition (<https://tfryer.com/ontology-guide/>)

Fryer, T. 2022. A critical realist approach to thematic analysis: producing causal explanations. *Journal of Critical Realism*, 21:4, 365-384

Afternoon (3.5 hours) – Categorization [FILIPPO]

Zuckerman, Ezra W. 1999. The categorical imperative: Securities analysts and the illegitimacy discount." *American Journal of Sociology* 104 (1999): 1398-1438.

Hsu, G. and M. T. Hannan. 2005. Identities, genres, and organizational forms. *Organization Science* 16, 5: 474-90.

Ruef, M. and K. Patterson 2009. **Credit and classification: The impact of industry boundaries in 19th century America**, *Administrative Science Quarterly*, 54, 486-520.

Hannan, M. T., Le Mens, G., Hsu, G., Kovács, B., Negro, G., Pólos, L., ... & Sharkey, A. J. (2019). *Concepts and categories: Foundations for sociological and cultural analysis*. Columbia University Press.

Day 2, ca. 9am-5pm

Morning (3.5 hours) -- Economic impact of categorization [FILIPPO]

Ody-Brasier, A., & Vermeulen, F. 2014. **The Price You Pay. Price-setting as a Response to Norm Violations in the Market for Champagne Grapes**. *Administrative Science Quarterly*, 59: 109-144.

Hsu, G., and S. Grodal 2015. **Category Taken-for-Grantedness as a Strategic Opportunity The Case of Light Cigarettes, 1964 to 1993**. *American Sociological Review*, 80: 28-62.

Gouvard, P. Goldberg, A. and Srivastava, S. (2023). **Doing Organizational Identity: Earnings Surprises and the Performative Atypicality Premium**, *Forthcoming Administrative Science Quarterly*, <https://osf.io/preprints/socarxiv/3fyb9/>

Bowers, A., & Prato, M. (2018). The structural origins of unearned status: How arbitrary changes in categories affect status position and market impact. *Administrative Science Quarterly*, 63(3), 668-699.

Kovács, B., Carnabuci, G., & Wezel, F. C. (2021). Categories, attention, and the impact of inventions. *Strategic Management Journal*, 42(5), 992-1023.

Afternoon (3.5 hours) -- Organizational status [FILIPPO]

Podolny, J. M. 1993. **A status-based model of market competition**. *American Journal of Sociology* 98: 829-872.

Phillips, D.J. and Zuckerman, E.W. 2001. **Middle-status conformity: Theoretical restatement and empirical demonstration in two markets**. *American Journal of Sociology*, 107: 379-429.

Jensen Michael, Torsten Twardawski, Nadja Younes (2021) **The Paradox of Awards: How Status Ripples Affect Who Benefits from CEO Awards**. *Organization Science* 33(3):946-968.

Merton, R. K. 1968. The Matthew effect in science. *Science* 159.3810: 56-63.

Kovács, Balázs, and Amanda J. Sharkey 2014. The paradox of publicity: How awards can negatively affect the evaluation of quality. *Administrative Science Quarterly* 59.1: 1-33.

Day 3, ca. 9am-5pm

Morning (3.5 hours) -- Category dynamics [GIUSEPPE]

Class laboratory on “**Case Grappa**” (please see the detailed instructions below)

Navis, C., & Glynn, M. A. (2010). How new market categories emerge: Temporal dynamics of legitimacy, identity, and entrepreneurship in satellite radio, 1990–2005. *Administrative Science Quarterly*, 55, 439–471.

Khaire, M., & Wadhvani, R. D. (2010). Changing landscapes: The construction of meaning and value in a new market category—modern Indian art. *Academy of Management Journal*, 53, 1281–1304.

Jones, C., Maoret, M., Massa, F. G., & Svejenova, S. (2012). Rebels with a cause: Formation, contestation, and expansion of the de novo category “modern architecture,” 1870–1975. *Organization Science*, 23, 1523–1545.

Siltaoja, M., Lähdesmaki, M., Grandqvist, N., Kurki, S., Puska, P., & Luomala, H. (2020). The dynamics of (de)stigmatization: Boundary construction in the nascent category of organic farming. *Organization Studies*, 41.

Afternoon (3.5 hours) -- Boundary work and evaluation [GIUSEPPE]

Lamont, M. and V. Molnár. 2002. The study of boundaries in the social sciences. *Annual Review of Sociology*, 28: 167-195.

Zietsma, C. and T. B. Lawrence. 2010. Institutional work in the transformation of an organizational field: The interplay of boundary work and practice work. *Administrative Science Quarterly*, 55: 189-221.

Gieryn, T. F. 1983. Boundary-work and the demarcation of science from non-science: Strains and interests in professional ideologies of scientists. *American Sociological Review*: 781-795.

Abbott, A. 1995. Things of boundaries. *Social research*: 857-882.

Day 4, ca. 9am-5pm

Morning (3 hours) – Moral legitimacy and stigma [GIUSEPPE]

Hudson, B. A., & Okhuysen, G. A. 2009. Not with a ten-foot pole: Core stigma, stigma transfer, and improbable persistence of men’s bathhouses. *Organization Science*, 20(1): 134–153.

Hampel, C. E., and P. Tracey. 2016. ‘How organizations move from stigma to legitimacy: The case of Cook’s Travel Agency in Victorian Britain. *Academy of Management Journal*, 60: 2175–2207.

Evans, J. 2021. How professionals construct moral authority: expanding boundaries of expert

authority in stem cell science. *Administrative Science Quarterly*, 66(4), 989–1036.

Weber, Klaus, Kathryn L. Heinze, and Michaela DeSoucey. 2008. Forage for Thought: Mobilizing Codes in the Movement for Grass-fed Meat and Dairy Products. *Administrative Science Quarterly* 53(3):529-67

Afternoon (3 hours) -- Inequality in organizations [FILIPPO, GIUSEPPE & LAURA]

Mair, J., Wolf, M. and Seelos, C. (2016). Scaffolding: A process of transforming patterns of inequality in small-scale societies. *Academy of Management Journal*, 59, 2021–44.

Padavic, I., Ely, R. J., & Reid, E. M. (2020). Explaining the persistence of gender inequality: The work–family narrative as a social defense against the 24/7 work culture. *Administrative Science Quarterly*, 65(1), 61-111.

Kang, S. K., et al. 2016. Whitened resumes: Race and self-presentation in the labor market. *Administrative Science Quarterly* 61: 469-502.

Ranganathan, A. (2018). Train Them to Retain Them: Work Readiness and the Retention of First-time Women Workers in India. *Administrative Science Quarterly*, 63(4), 879–909.

Hamann, R., & Bertels, S. (2018). The institutional work of exploitation: Employers' work to create and perpetuate inequality. *Journal of Management Studies*, 55(3), 394-423.

Botelho, T. L., and M. Abraham. 2017. Pursuing Quality: How Search Costs and Uncertainty Magnify Gender-based Double Standards in a Multistage Evaluation Process. *Administrative Science Quarterly*

5.3 Course format

The first session aimed at developing an epistemological and reflexive understanding of research is organized in the following way:

- the case discussion is led by a professor or an assigned student.
- students will need to prepare the readings as they were all session leaders (below) and will be assigned with a specific task which they need to prepare before class.
- students will be informed before the first class on the assignment they need to prepare.

Then, the next sessions (apart the one with the grappa case study) are organized in the following way:

- one or more session leaders selected in advance among the participants introduce the topic of the session based on the listed papers (bolded and not bolded). Their task is not to summarize the papers that everybody is anyway required to read, but to introduce the plenary discussion highlighting in a high bird view the major themes of the papers, how the topic is placed within the overall literature and some critical issues. Session leaders are expected to prepare a presentation with **up to 6 slides** and to restrict their introduction to **10 minutes**.

- In the rest of the session, we all together discuss each bolded paper in detail.
- The session ends with a short discussion (30 min.) of the epistemological positioning of the papers, highlighting the different aims and validity of contributions within the original approach and across other approaches.
- Sessions leaders will be informed in advance of the course of the topic/session to which they have been assigned.

The one session with the case study is organized in the following way:

- the case discussion is led by a professor or an assigned student.
- then the session continues as above
- Case discussion leaders will be informed in advance of the course.

6. Preparation and Literature

6.1 Prerequisites

The course requires you to complete all assignments

6.2 Essential Reading Material

Essential reading material is formatted in bold.

6.3 Additional Reading Material

Additional reading material is not formatted in bold. Sessions leaders are expected to also read this material.

6.4 To prepare

See the assignments below.

7. Administration

7.1 Max. number of participants

16 participants

7.2 Assignments

1. Read the **essential reading material** before class
2. Prepare up to 6 slides for a 10 minutes **presentation** of the session you are session leader (if applies, together with another participant)
3. Prepare an **A1 format poster** introducing yourself (some personal professional information and your area of interest and study)
4. Read the “**Case Grappa**” before class (will be made available to participants in due time) and apply Gioia, Corley and Hamilton’s (2013) approach in identifying first order concepts, second order themes and aggregate dimensions. Design a data structure using these concepts, themes and dimensions. You will be asked to develop your pre-class individual work in small groups during class. In class you will also develop in small groups a theoretical model. The groups’ elaborations will be finally compared with the published version of the analysis (Delmestri & Greenwood, 2016 ASQ – do not search or look into the article before class! And if you already did, forget!)
 - a. 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): 15–31.
 - b. [optional reading] Timmerman, S., Tavory, I. 2012. Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis. *Sociological Theory*, 30(3) 167–186
 - c. [optional reading] Martela, F. (2015). Fallible inquiry with ethical ends-in-view: A pragmatist philosophy of science for organizational research. *Organization Studies*, 36(4), 537-563.

7.3 Exam

During the course you will be asked to produce two “One Pagers”, one by the mid of the course and one at its end. Confine one pagers to 500 words max., without over-committing with a longer paper. The proposal includes the title of the proposed article, a one sentence summary of the point the article will make or the question it will answer, followed by a commentary explaining why this is interesting, what is the claimed mechanism at work, why it brings novelty to the discussion, and what contribution you feel it might make to the literature. If you propose an empirical study, also include two to four sentences about a suitable setting and methodology. These are very short statements, so craft them carefully. Each one-pager will concern one of the topics seen so far, with a particular focus to the last ones discussed (i.e., for the second one, the sessions after the first one-pager).

7.4 Credits

The course corresponds to a scope of 6 LP/ECTS

8. Working Hours

Working Hours	Stunden
<i>Preparation</i>	40 h
Active participation	100 h
Exams: Two one-pagers	40 h
SUMME	180 h