

Publishing in *AMJ*: Tips from the Editors



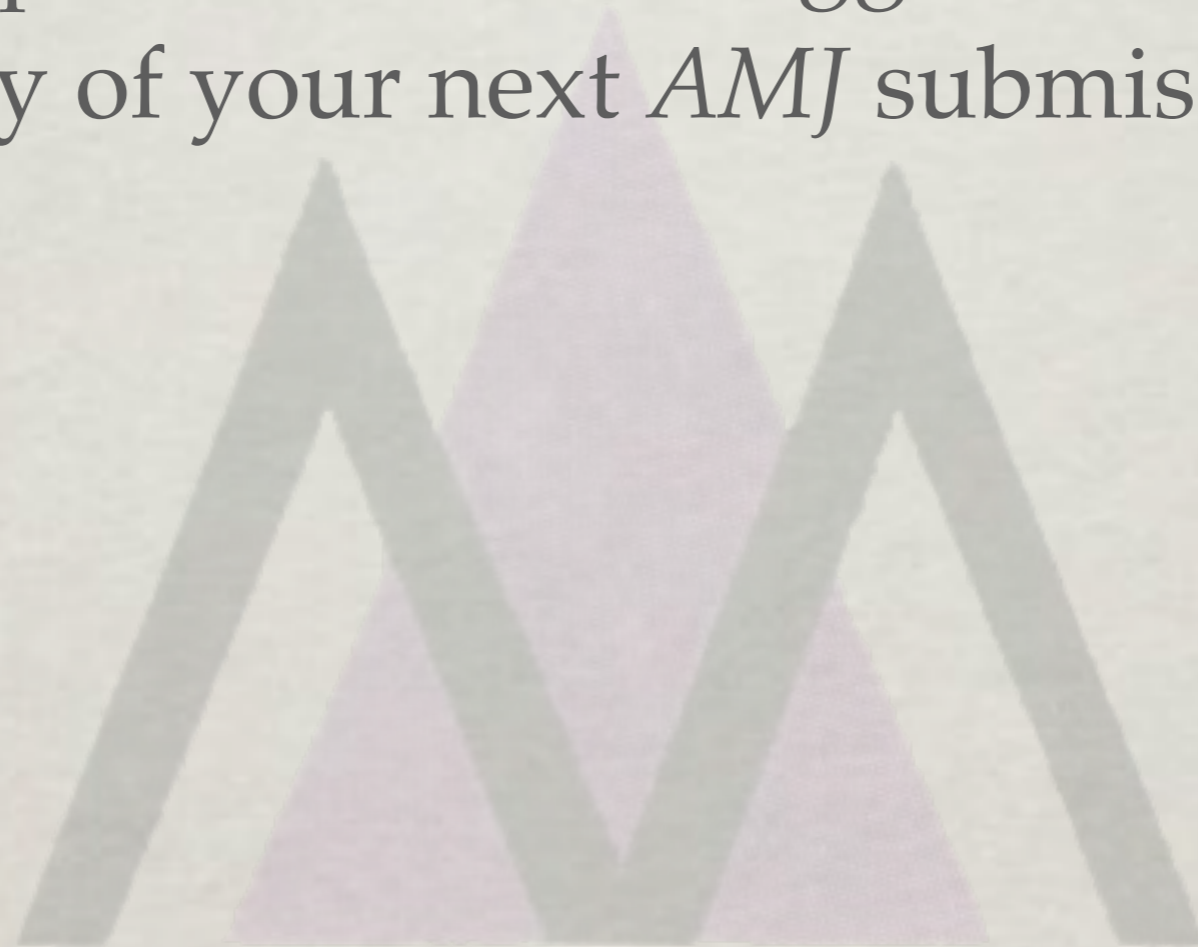
Professional Development Workshop offered at
the 2013 meeting of the *Academy of Management*,
Orlando, FL.

Welcome!

- How many of you have:
 - Never submitted to *AMJ*?
 - Gotten your work rejected from *AMJ*?
 - Published your work in *AMJ*?

Purpose of Workshop

- To offer tips, advice, and suggestions to improve the quality of your next *AMJ* submission



Structure of Workshop

- First half
 - Presentations on issues that are critical to publishing in *AMJ*, regardless of your content area
- Second half
 - Rotate through editors' tables

First Half: Presentations

- Gerry George: An AMJ Overview
- Jason Colquitt: Topic Choice
- Tim Pollock: Writing “the Hook”
- Carol Kulik: AMJ: A Global Journal

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Getting your work published in AMJ

Gerry George





Topics

- Some *AMJ* statistics
- What kinds of papers fit *AMJ*'s mission?
- The editorial team
- Reviewing for *AMJ*
- Tips for improving your chances at *AMJ*



Some *AMJ* Statistics

- Now in its 56th year
- Receives 1200 original submissions per year (1500+ total)
- Averages a 65-day turnaround for fully-reviewed submissions
- Highest impact factor among exclusively empirical management journals 5.91 (2 year) and 10 (5 year)
- Growing from 9 papers to 12 papers an issue, which means from 54 to 72 papers per year



AMJ papers...

- **Conversations**
 - Does your study define a new conversation (theory/lens/paradigm) or divert an existing conversation into a meaningfully different area?
- **Context**
 - True to context, inspired by phenomenon
 - Relevant and interesting to managers (broadly construed)
- **Credible**
 - Rigor in study design and data analysis
 - Persuasive in its argument and framing of issues



What Papers Fit *AMJ*'s Mission?

- Mission Statement

– The mission of the *Academy of Management Journal* is to publish empirical research that tests, extends, or builds management theory and contributes to management practice. All empirical methods--including, but not limited to, qualitative, quantitative, field, laboratory, and combination methods--are welcome. To be published in *AMJ*, a manuscript must make strong empirical and theoretical contributions and highlight the significance of those contributions to the management field.



What Papers Fit *AMJ*'s Mission?

- Mission Statement

- Authors should strive to produce original, insightful, interesting, important, and theoretically bold research. Demonstration of a significant “value-added” contribution to the field’s understanding of an issue or topic is crucial to acceptance for publication.

Experimenting at the fringes

Focus on the phenomenon

- Strong theoretical contributions need not imply weak adherence to the phenomenon
- Bring the richness of the context into the study
- How can we make this practical?
 - Explain the phenomenon a lot more in the intro, hypotheses development and discussion
 - Use the introduction to situate theory, but also why the setting makes it an interesting anomaly
 - Explain how theory is enriched by the context
 - Experiment with the format, multi-method, interview data



Experimenting at the fringes

Frame for Impact and Relevance

- Big problems, unanswered questions
- Important phenomenon of managerial interest
- Trends shaping organizations and their futures

- Bring impact centre-stage
 - Picking topics that are Grand Challenges
 - Blending theoretical contribution with managerial relevance
 - Shaping ‘Managerial Implications’ as a central piece
 - Using the From the Editor notes as stage setters



What Papers Fit *AMJ*'s Mission?

- For more info, see <http://aom.org/amj/>

A screenshot of the Academy of Management website. The top navigation bar includes links for 'FAQ', 'Contact Us', 'Policies & Careers', and 'Volunteer'. The main header features the 'ACADEMY OF Management' logo and a 'MEMBER LOGIN' section with fields for 'Last Name' and 'Password', and a 'Sign In' button. Below the header is a blue navigation bar with links for 'About AOM', 'Member Services', 'Diversity & Interest Groups', 'Networking & Communities', 'Meetings & Events', 'Placement Services', 'Journals & Publications', and 'Institutions'. The main content area is titled 'Author Resources' and includes a description: 'Includes advice and editorials on making a contribution, publishing laboratory or qualitative research in the journal, the review process, and journal trends.' It lists several resources, including 'PDV on Publishing in AMJ' and 'Publishing in AMJ series' with specific articles and dates. On the right side, there is a 'Journals & Publications' sidebar with links for 'Read/Search NOW articles', 'Academy of Management Discoveries', 'Academy of Management Journal (Welcome to AMJ)', 'Read Online', 'Information for Contributors', 'Submitting a Manuscript', 'Incoming Editorial Team', 'Editorial Team', 'Author Resources', 'Reviewer Resources', 'Best Article Awards', 'Academy of Management Review', and 'Academy of Management Learning & Education'.

Editorial team with a global perspective

	Micro	Macro
Quantitative	<p>Amy Colbert, Univ. of Iowa Aparna Joshi, Penn State Carol Kulik, Univ. of South Australia Dave Mayer, Univ. of Michigan Brent Scott, Michigan State Univ. Riki Takeuchi, HKUST, Hong Kong Gerben van der Vegt, Groningen, NL Daan van Knippenberg, Erasmus, NL</p>	<p>Gerry George, Imperial College, UK Scott Graffin, Univ. of Georgia Marc Gruber, EPFL Switzerland Martine Haas, Univ. of Pennsylvania Dovev Lavie, Technion Israel Keith Provan, Univ. of Arizona Laszlo Tihanyi, Texas A&M Heli Wang, Singapore Mgt. Univ.</p>
Qualitative	<p>Elaine Hollensbe, Cincinnati Scott Sonenshein, Rice Univ.</p>	<p>Jennifer Howard-Grenville, Oregon</p>

Mike Malgrande, Managing Editor



Heuristics on process and acceptance rates

7-8% target acceptance rate
(note this is for thumbrule approximations, not guarantees)

Every month:		100 Manuscripts
Desk Reject/Edit	30%	(70 reviewed)
R&R	25%	(52 rejected, 18 revised) (approx. 1 in 4 reviewed papers get a revision)
R1	50%	(9 revised, 9 rejected) (approx. 1 in 2 revised get a revision or conditional accept)
R2	10-20%	(7 accepted, 2 rejected)



The Editorial Team

- What happens when a manuscript is submitted to *AMJ*?
 - First stop: Mike Malgrande, Managing Editor
 - Second stop: Gerry George, Editor-in-Chief
 - Reads submissions to determine desk decisions and action editor assignment
 - Handles desk decisions for macro papers, delegates some desk decisions for micro papers
 - Third stop: Action Editor
 - Chooses five reviewers in an effort to sign up three
 - Makes final decision on manuscript

How reviewers score papers

ScholarOne Manuscripts

Criteria	Completely inadequate	Weak	Modest	Strong	Very Strong
Theoretical contribution (i.e. testing, creating, or extending theory)				✓	
Interestingness, innovativeness, and novelty				✓	
Clarity of exposition			✓		
Empirical contribution			✓		
Technical adequacy			✓		
Potential implications for practice				✓	
Potential significance of contribution				✓	
Magnitude of contribution relative to length			✓		
Appropriateness for AMJ				✓	

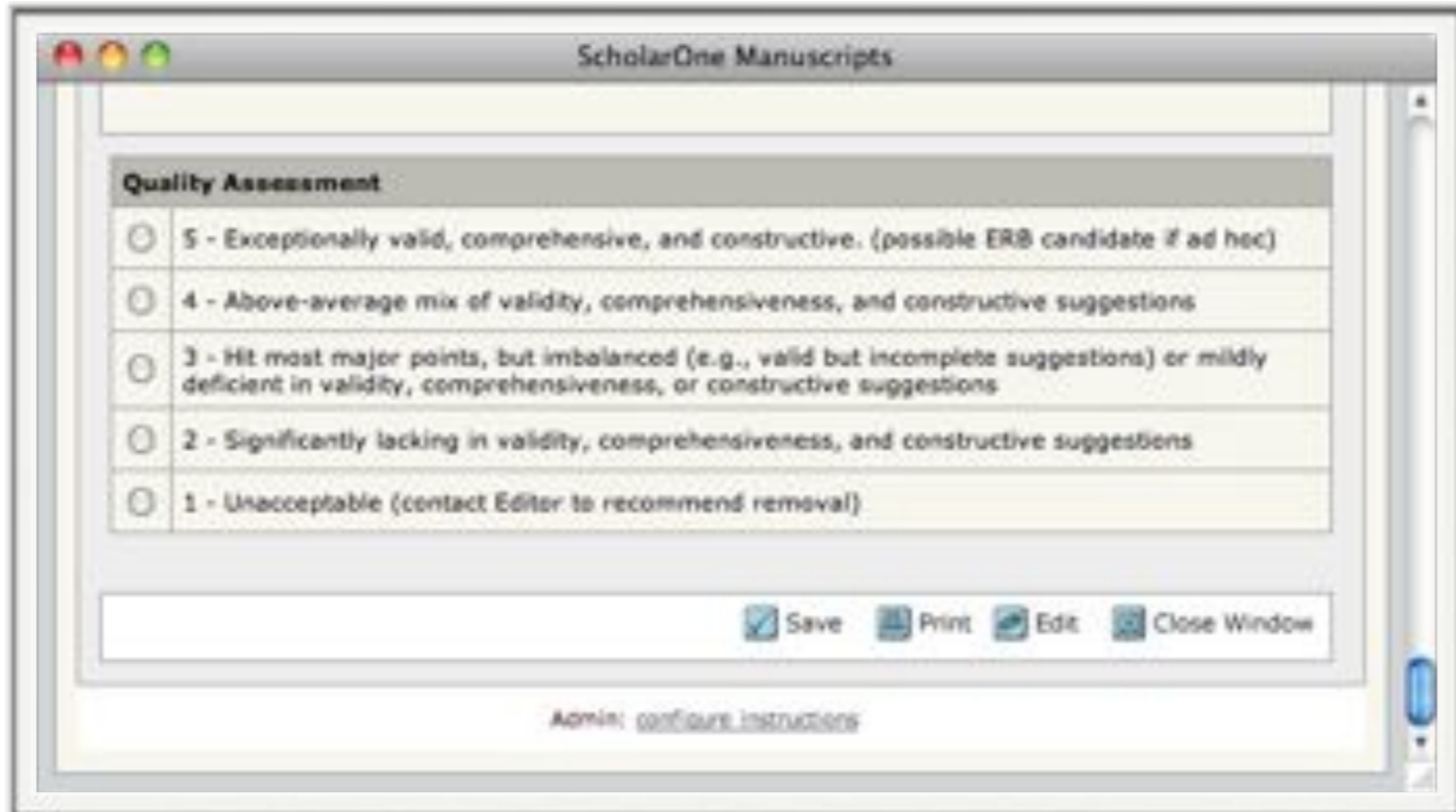
Recommendation

<input type="checkbox"/>	Accept
<input type="checkbox"/>	Accept with Minor Revision
<input type="checkbox"/>	Promising that a major revision would result in a publishable paper
<input checked="" type="checkbox"/>	Unclear whether a major revision would result in a publishable paper
<input type="checkbox"/>	Doubtful that a major revision would result in a publishable paper
<input type="checkbox"/>	Reject

Comments

Comments to the Editor

Rating each paper



ScholarOne Manuscripts

Quality Assessment

5 - Exceptionally valid, comprehensive, and constructive. (possible ERB candidate if ad hoc)

4 - Above-average mix of validity, comprehensiveness, and constructive suggestions

3 - Hit most major points, but imbalanced (e.g., valid but incomplete suggestions) or mildly deficient in validity, comprehensiveness, or constructive suggestions

2 - Significantly lacking in validity, comprehensiveness, and constructive suggestions

1 - Unacceptable (contact Editor to recommend removal)

Save Print Edit Close Window

Admin: [configure instructions](#)



Reviewer Resources at AMJ



MEMBER LOGIN [Login Help](#)

Last Name: Password: [Sign In](#)

- About AMJ
- Member Services
- Divisions & Interest Groups
- Networking & Communities
- Meetings & Events
- Placement Services
- Journals & Publications
- Volunteering

HOME + Journals & Publications + ACADEMY OF MANAGEMENT JOURNAL + REVIEWER RESOURCES



Academy of Management

Reviewer Resources

Brief Guidelines for Reviews

Generally, AMJ reviews should:

- be 2-4 pages in length
- be focused on 6-8 major points
- have those points numbered in a rough order of importance
- have minor points, if covered, placed into a separate section, continuing the numbering from the major points portion

Sample Reviews Written by the Editors

To illustrate the kinds of reviews our editorial team is looking for, the news and main editors have written reviews of hypothetical AMJ submissions (the papers are actually "file-drawers" manuscripts obtained with consent by the editorial teams). Although different editors use different styles when writing their reviews, all of the reviews conform to the guidelines described above.

- Journals & Publications
 - Read AMJ with ADM articles
 - Academy of Management Discoveries
 - Academy of Management Journal
 - Access to AMJ
 - Read Online
 - Information for Contributors
 - Submitting a Manuscript
 - Joining Editorial Team
 - Editorial Team
 - Author Resources
 - Reviewer Resources
 - Best Article Winners
 - Academy of Management Review
 - Academy of Management Learning & Education
 - Academy of Management Executive



Improving Your Chances at *AMJ*

- Four most common themes for rejections:
 - Theoretical Contribution
 - Novelty
 - Scope
 - Technical Adequacy



Improving Your Chances at *AMJ*

- Get “friendly reviews” from colleagues who publish in, and review for, *AMJ*, at each of these stages:
 - Topic choice
 - Study design
 - Writing



Getting your work published in AMJ

Questions?



First Half: Presentations

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Topic Choice

- Why focus on topic choice?
- Consider the case of AMJ-2013-9999

Academy of Management Journal

 ACADEMY OF MANAGEMENT JOURNAL

**INTEGRITY AND PERFORMANCE:
A REPLICATION**

Journal:	Academy of Management Journal
Manuscript ID:	AMJ-2013-9999
Manuscript Type:	Original Manuscript
Keyword:	Justice/fairness < Attitudes, Cognitions, and Affect < Organizational Behavior < Topic Areas, Behavior (General) < Behavior < Organizational Behavior < Topic Areas, Personality and individual differences < Organizational Behavior < Topic Areas
Abstract:	Little attention has been paid to the difficult bind of performing "necessary evils": delivering just, compassionate treatment when necessarily harming another individual. This paper explores the impact of relational self-construal on the manager's procedural and interactional fairness when performing such difficult tasks. Relational self-construal reflects a cognitive representation of the self as fundamentally connected to other individuals. Across two studies, managers with a strong relational self-construal engaged in more procedurally and interactional fairness. In Study 1, participants with strong relational self-construals had higher self-reports of procedural and interactional fairness, and their accounts contained more procedurally and interactionally fair behaviors. Using qualitative data, Study 2 replicates these results documenting actual behaviors in addition to manager self-reports and subordinate perceptions. Increased perspective taking and a concern for being fair are mediating mechanisms explaining this increased fairness.

SCHOLARONE™
Manuscripts

Topic Choice

- Why focus on topic choice?
 - Consider the case of AMJ-2011-9999

Criteria	Completely inadequate	Weak	Modest	Strong	Very Strong
Theoretical contribution (i.e. testing, creating, or extending theory)		✓			
Interestingness, innovativeness, and novelty		✓			
Clarity of exposition		✓			
Empirical contribution		✓			
Technical adequacy		✓			
Potential implications for practice			✓		
Potential significance of contribution			✓		
Magnitude of contribution relative to length			✓		
Appropriateness for AMJ		✓			

Topic Choice

- Why focus on topic choice?
 - Consider the case of AMJ-2011-9999



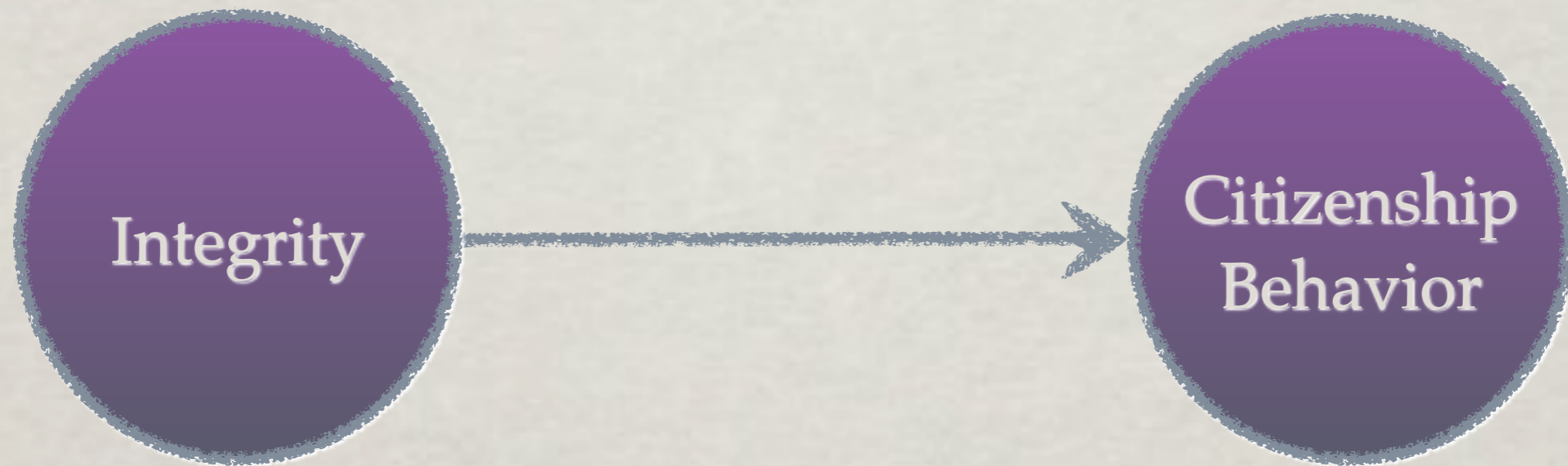
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AMJ's Mission

- Authors should strive to produce *original*, insightful, interesting, *important*, and theoretically *bold* research. Demonstration of a significant “*value-added*” contribution to the field’s understanding of an issue or topic is crucial to acceptance for publication.

When is a Topic *Important*?



When is a Topic *Important*?

Agreeable-
ness

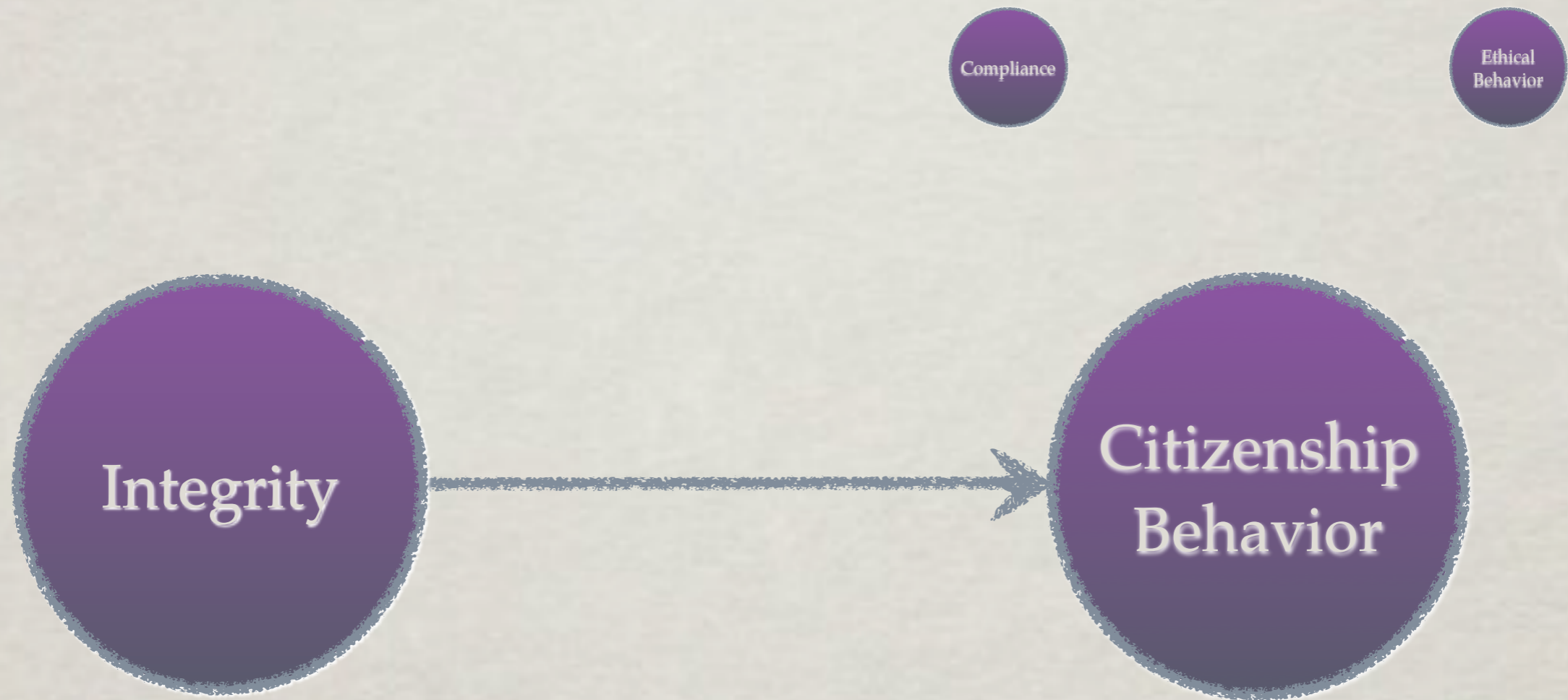
Conscient-
iousness

Integrity



Citizenship
Behavior

When is a Topic *Important*?



When is a Topic *Important*?

	Ethical Behavior	Citizenship Behavior	Compliance
Integrity	Dark Purple	Light Purple	Medium Purple
Conscientiousness	Dark Purple	Dark Purple	Medium Purple
Agreeableness	Dark Purple	Light Purple	Dark Purple

When is a Topic *Important*?

	Ethical Behavior	Citizenship Behavior	Compliance
Integrity		GAP	
Conscientiousness			
Agreeableness			

When is a Topic *Important*?

	Ethical Behavior	Citizenship Behavior	Compliance
Integrity			
Conscientiousness			
Agreeableness			

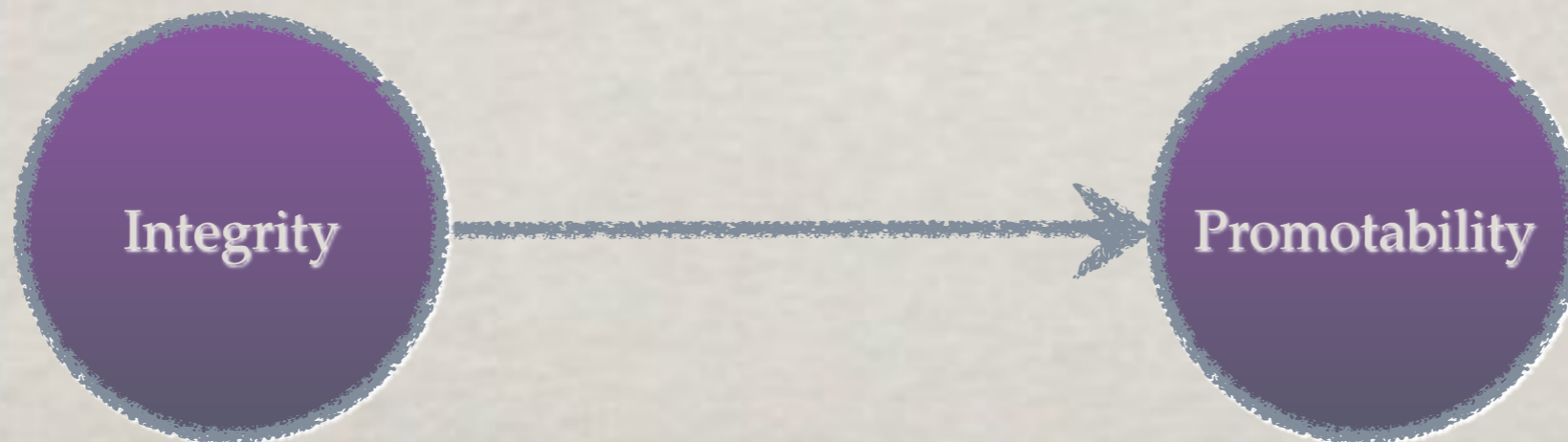
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When is a Topic *Important*?



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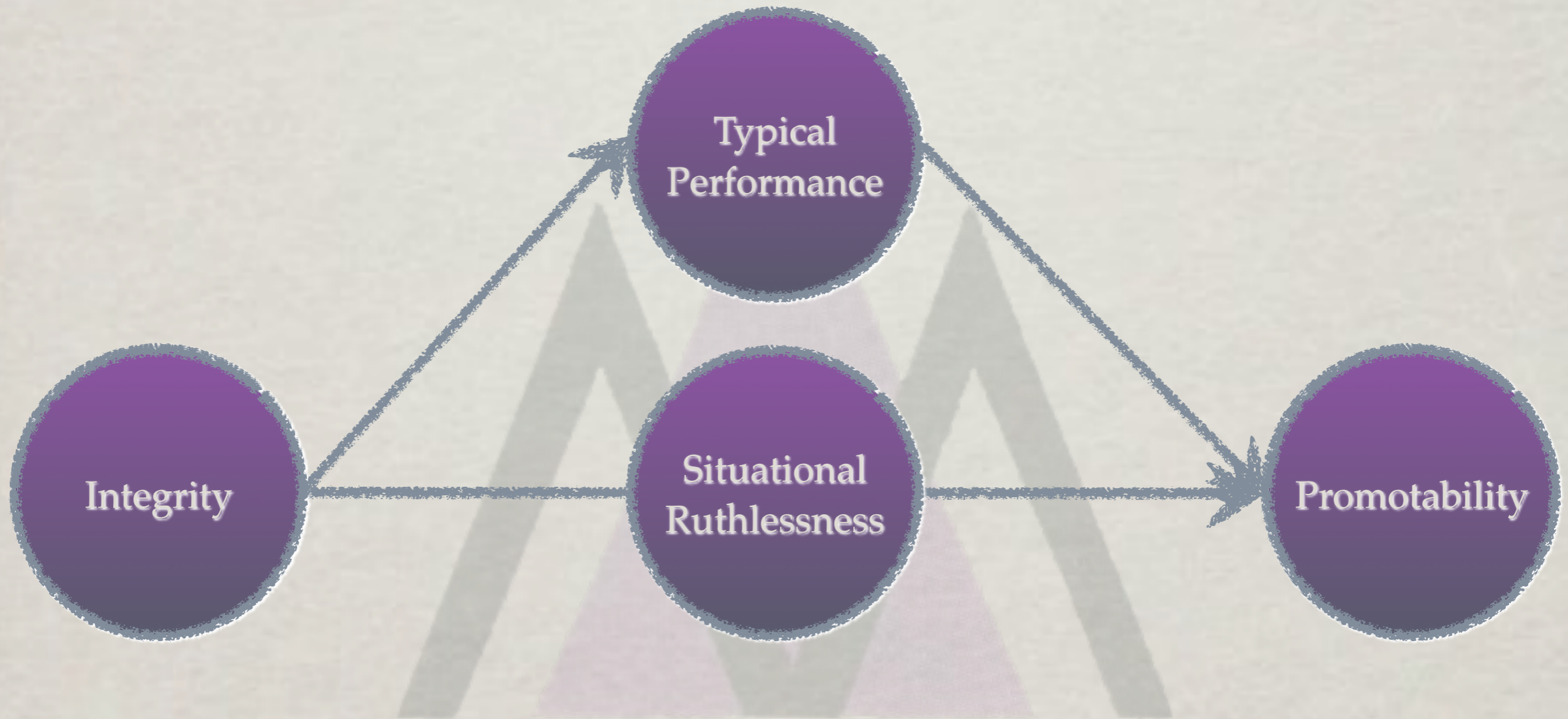
When is a Topic *Insightful*?



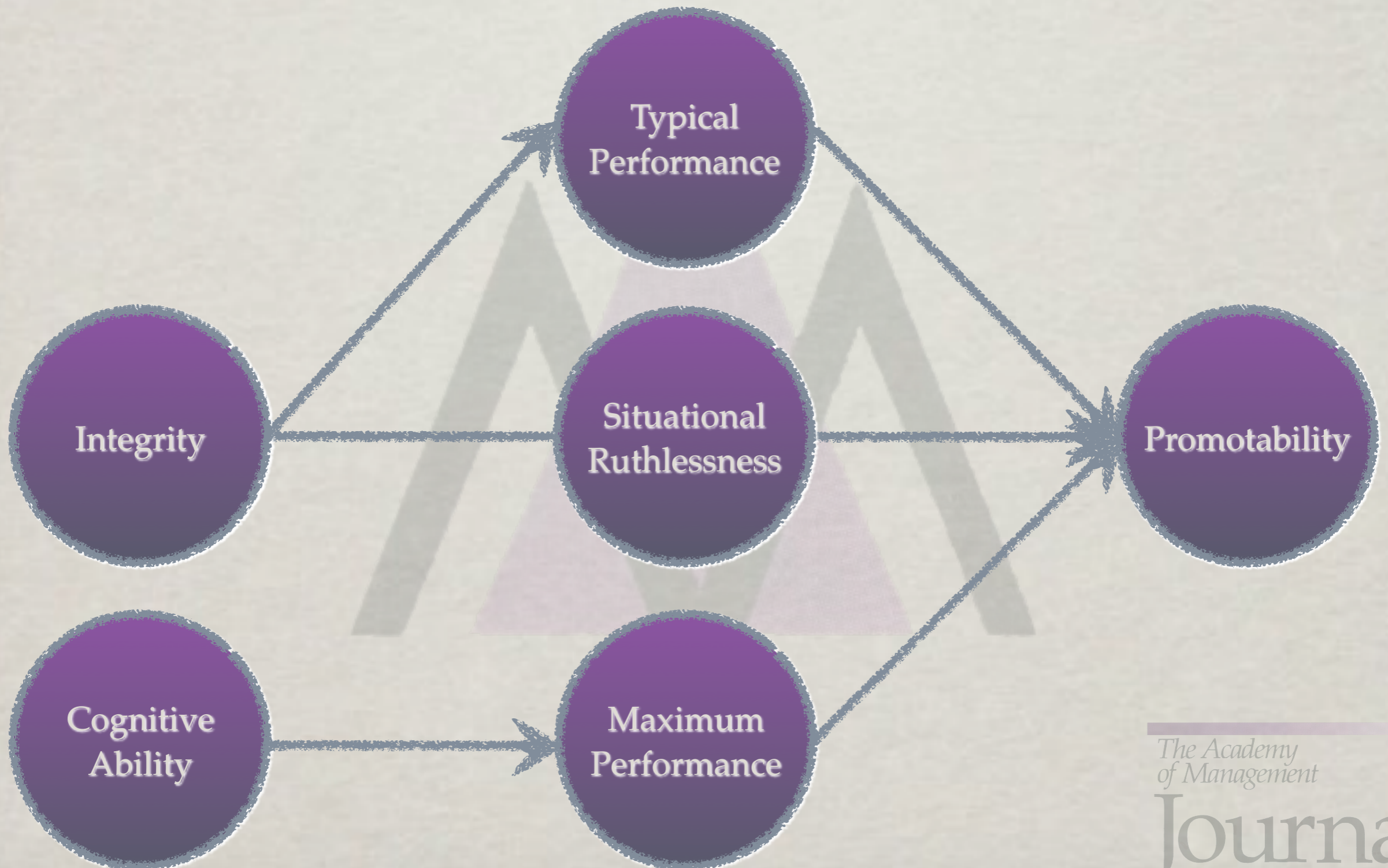
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When is a Topic *Insightful*?



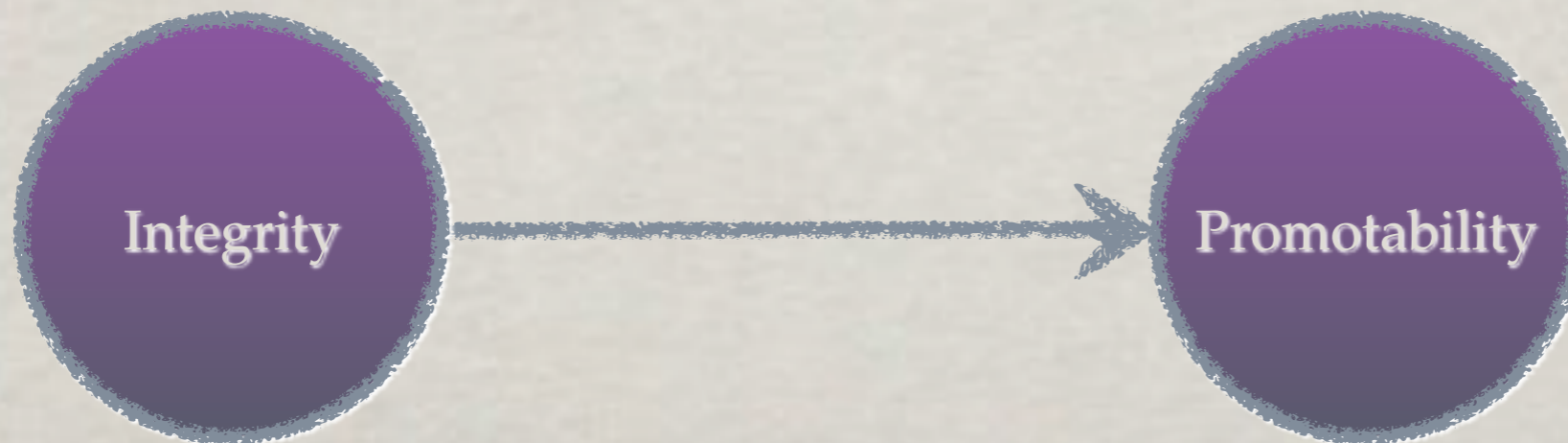
When is a Topic *Insightful*?



AMJ's Mission

- Authors should strive to produce original, insightful, *interesting*, important, and theoretically bold research. Demonstration of a significant “value-added” contribution to the field’s understanding of an issue or topic is crucial to acceptance for publication.

When is a Topic *Interesting*?



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Topic Choice: Summary

- Choose an important topic
 - Don't just fill a nuanced or semantic gap--change the scholarly conversation
- Make it insightful
 - Expand the scope of your model to include relevant mediators and complementary variables
- Choose an interesting topic
 - Examine relationships or phenomena where the end isn't obvious or predictable

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What We Do

Answer *Interesting*
Unanswered Questions



Tell the Story



Why?

Why the Introduction is Important

- Creates the first impression with readers
- Determines whether readers move on to the rest of the article
- Frames how reviewers read the remainder of the paper – looking for reasons to give a revision, or reasons to reject

Key Questions

- Who cares?
- What do we know, what don't we know, and so what?
- What will we learn?

Who Cares?

- “Hook” the reader – Capture their attention and interest
- Highlight why the study matters to both theory *and* practice
- Two most prevalent hooks used by the AMJ Best Paper Award winners:
 - The Quote
 - The Trend

Who Cares?

- **The Quote:** Quotation or vignette that engages the reader in the intriguing and practical nature of question

Alex Trotman's goal: To make Ford No. 1 in world auto sales.

Kellogg's cutting prices . . . to check loss of market share.

Amoco scrambles to remain king of the polyester hill.

- Ferrier, Smith & Grimm, 1999

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Who Cares?

- **The Trend:** Highlight trends in the real world or the academic literature that are important or represent some puzzle or paradox
- “Moreover, people associate creativity with a variety of other positive attributes, including superior intelligence, humor, and leadership ability (Sternberg, 1999). Such beliefs have helped spawn a virtual cottage industry of management books and business school courses that extol the virtues of creativity and provide suggestions for eliciting higher levels of creativity” – Elsbach & Kramer (2003)

What Do We Know, What Don't We Know, and So What?

- **Establish the Inter-textual Field:** Identify the “conversation” (Huff, 1999) you are joining, where it hasn't gone, and why it needs to go there (Locke & Golden-Biddle, 1997)
- **Synthesized Coherence** – Identify two conversations and bridge across them
- **Progressive Coherence** – Identify an ongoing conversation and describe how it needs to move forward
- **Non-Coherence** – Present competing perspectives reflected in the same or different conversations and explain how you will adjudicate between them

What Do We Know, What Don't We Know, and So What?

- **Problematize the Inter-textual Field:** Establish how the current state of the conversation is deficient (Locke & Golden-Biddle, 1997)
 - **Incompleteness:** Field needs to be developed further
 - Can be too incremental
 - **Inadequacy:** Fails to incorporate important perspectives
 - **Incommensurability:** Is altogether inaccurate
 - Can be overly polemical and antagonistic

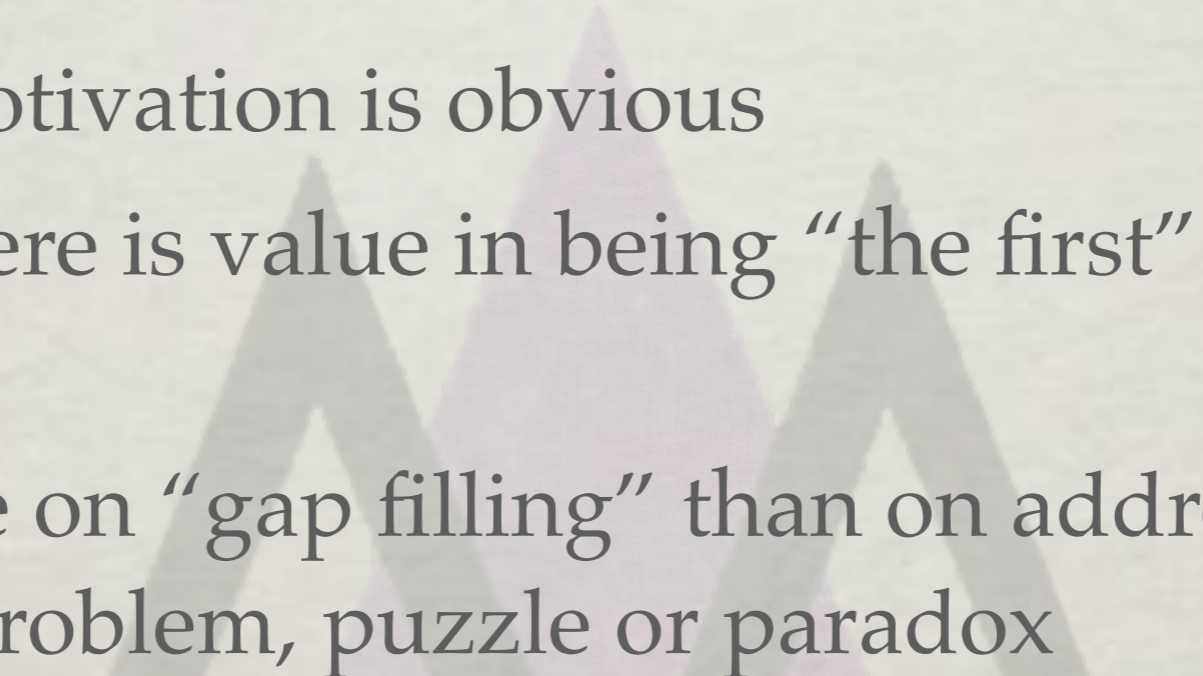
What Do We Know, What Don't We Know, and So What?

- Give readers a clear sense of how you will deliver on your promise to change, challenge, or advance the conversation that you have entered
- “Just because a gap exists does not necessarily make the study interesting or worthwhile.” – Outstanding Reviewer
- “Not all gaps need to be filled!” – Different Outstanding Reviewer

What Will We Learn?

- **Consensus Shifting:** Identify widely-held assumptions, proceed to challenge them, and describe the implications for ongoing research
- **Consensus Creation:** Show a lack of consensus in the literature and describe how your study either clarifies the lines of debate or resolve the conflict (Hollenbeck, 2008)

Pitfalls and Common Mistakes

- Fail to Motivate and Problematize
 - Assume motivation is obvious
 - Assume there is value in being “the first” to study something
 - Focus more on “gap filling” than on addressing a question, problem, puzzle or paradox
- 

Pitfalls and Common Mistakes

- Lack of Focus

- Try to cram too much in; becomes long and rambling
- Try to use too many rhetorical fireworks and never say what the paper is about and why we should care
- Spend too much time describing structure of the paper

Pitfalls and Common Mistakes

- Overpromising

- Set overly-high expectations by claiming contributions that the theory and/or results don't deliver
- Research questions in introduction don't match the rest of the paper
- Make claims so extravagant they seem outlandish and self-serving

An Effective Introduction

- Is short and focused; 3-4 double spaced pages
- Hooks the reader and makes them care about the study's topic
- Clearly states the research question and its relevance – i.e., identifies what we know, what we don't know, and why it's important
- Clearly enumerates the study's contributions and explains what we'll learn
- Doesn't write checks the rest of the article can't cash

Writing Introductions

- Early or Late?
- Proportion of total writing time?
- Revise, Revise, Revise, Revise, Revise, Revise, Revise, Revise, Revise, Revise...
- Ruthless Rewriting
- Iterative Enactment
- Clearer Map

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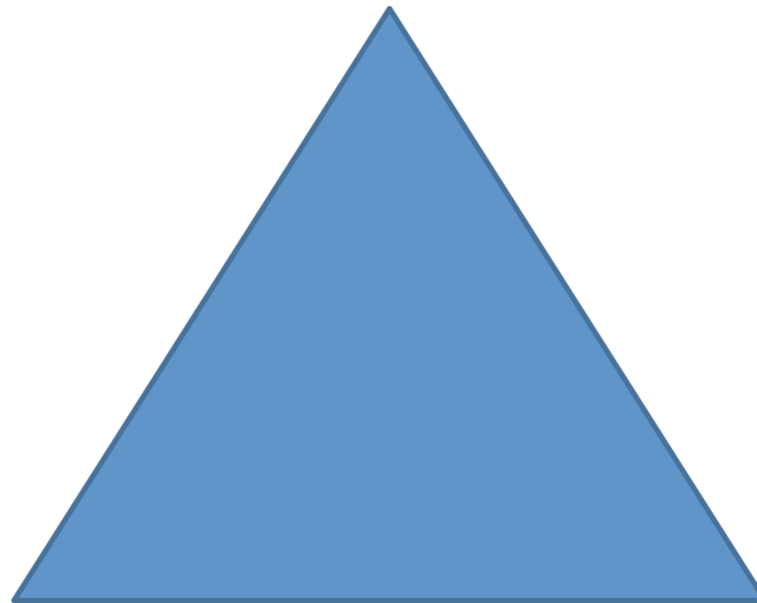
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AMJ: A global journal

International Authors
(29 countries and growing)

International
Readers
(110 countries)



International
Editorial Team
(15 countries)

A commitment to making AMJ a global journal
in submissions, acceptances, and readership

Reasons for Rejection

- Framing and contribution
- Theory and method
- Presentation

Framing and Contribution



The pitfall:

- Location is not automatically a contribution!
- What's the contribution to **theory**?

Framing and Contribution

Common examples of **weak** frames

- “Construct in country” papers that examine well-established constructs in a new context
- “Comparative country” papers that present descriptive differences across contexts using well-established constructs
- Any frame that puts the context more front-and-center than the theory

Framing and Contribution

Creating **stronger** frames

- Shift the theoretical question to the foreground
- Context may be immaterial, or
- Context may change, expand, or bound our understanding of the theoretical relationships

Examples:

Board gender diversity in Australia

Racial diversity in Malaysia

Theory and Methods



The pitfall:

- Under-developed theory and/or
- Inadequate research designs
- Use the right tool for the job!

Theory and Methods

Common examples of **weak** theory/methods

- “Theory development by citation”; causal reasoning and well-grounded hypothesis statements are lacking
- Using cross-sectional data to test causal, longitudinal, or temporally sensitive arguments
- Samples that are too small, truncated, or otherwise poorly matched to the research question
- A flawed design will undo a solid front end

Theory and Methods

Creating **stronger** theory/methods

- Apply the most rigorous methods possible in your location – to *test and expand* theory
- Develop expertise with the most portable methods (qualitative interviews and intensive case studies) – to *develop* theory

Example:

Australian SMEs

Presentation



The pitfall:

- It's not the English!
- It's about more subtle (and more fundamental) communication missteps

ScholarOne's American Journal Editors feature
(on the author dashboard of manuscript central)

Presentation

Common examples of **weak** presentation

- Failing to follow “house style” in article/structure, reference formatting, or table/figure presentation
- Failing to follow “house style” in the paper’s meta-structure – how arguments are laid out
- Failing to build on mutual knowledge – by citing inaccessible material or leaving out critical background

Presentation

Creating **stronger** presentations

- Know the conversation you are joining
- Immerse yourself in the journal's "house style"
- Anticipate the reader's expectations; you may need to educate the reader if expectations are inapplicable
- Use peer reviewers who know the "house style"

Examples:

OB/HRM vs IR/HRM

American demographics

Structure of Workshop

- First half
 - Presentations on issues that are critical to publishing in *AMJ*, regardless of your content area
- Second half
 - Rotate through editors' tables

Editors' Tables

TABLE PREFERENCES FOR PDW

1



Amy E. Colbert
University of Iowa
• Round 1 - Micro
• Round 2 - Micro

8



Carol T. Kulik
University of South Australia
• Round 1 - Micro
• Round 2 - Micro

2



Jason Colquitt
University of Georgia
• Round 1 - Micro
• Round 2 - Walk around

9



Dovev Lavie
Technion
• Round 1 - Macro
• Round 2 - Network analysis

3



Gerry George
Imperial College London
• Round 1 - Macro
• Round 2 - Walk around

10



David M. Mayer
University of Michigan
• Round 1 - Micro
• Round 2 - Experiments

4



Scott D. Graffin
University of Georgia
• Round 1 - Macro
• Round 2 - Macro

11



Tim Pollock
Pennsylvania State University
• Round 1 - Macro
• Round 2 - Macro

5



Elaine Hollensbe
University of Cincinnati
• Round 1 - Qualitative
• Round 2 - Qualitative

12



Brent A. Scott
Michigan State University
• Round 1 - Lab/Field Experiments
• Round 2 - Meta analysis

6



Jennifer Howard-Grenville
University of Oregon
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• Round 2 - Qualitative

13



Riki Takeuchi
Hong Kong University of Science & Technology
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• Round 2 - Micro

7



Aparna Joshi
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Laszlo Tihanyi
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• Round 2 - Meta analysis

15



Gerben S. van der Vegt
University of Groningen
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• Round 2 - Network analysis

10 Minute Break



The first table rotation
is coming up next...

Editors' Tables

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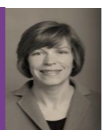
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• Round 2 - Micro

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Texas A&M University
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• Round 2 - Meta analysis

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Please Rotate Tables



Editors' Tables

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Pennsylvania State University
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• Round 2 - Macro

5



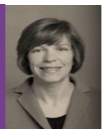
Elaine Hollensbe
University of Cincinnati
• Round 1 - Qualitative
• Round 2 - Qualitative

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Brent A. Scott
Michigan State University
• Round 1 - Lab/Field Experiments
• Round 2 - Meta analysis

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Jennifer Howard-Grenville
University of Oregon
• Round 1 - Qualitative
• Round 2 - Qualitative

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Riki Takeuchi
Hong Kong University of Science & Technology
• Round 1 - Micro
• Round 2 - Micro

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Aparna Joshi
Pennsylvania State University
• Round 1 - Micro
• Round 2 - Micro

14



Laszlo Tihanyi
Texas A&M University
• Round 1 - Macro
• Round 2 - Meta analysis

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Gerben S. van der Vegt
University of Groningen
• Round 1 - Lab/Field Experiments
• Round 2 - Network analysis

Conclusion

- Thank you for coming!
- All slides will be posted to the Author Resources page of the *AMJ* website

