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Citation: Krlev, G., Hannigan, T. & Spicer, A. (2025). What Makes a Good Review Article? Empirical Evidence From Management and Organization Research. *Academy of Management Annals*, 19(1), pp. 376-403. doi: 10.5465/annals.2021.0051

This is the accepted version of the paper.

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Permanent repository link: <https://openaccess.city.ac.uk/id/eprint/34415/>

Link to published version: <https://doi.org/10.5465/annals.2021.0051>

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WHAT MAKES A GOOD REVIEW ARTICLE? EMPIRICAL EVIDENCE FROM MANAGEMENT AND ORGANIZATION RESEARCH

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There is a long tradition of literature review articles in management. Despite attempts to establish consensus around what constitutes a high-quality literature review, there remains significant dissensus. To explore conflicting views empirically, we draw on a mixture of topic modeling and abductive qualitative analysis to conduct an extensive meta-level review of literature reviews. We find 10 different kinds of literature reviews in practice, each of which has a different purpose. This makes management different from other disciplines that have been subject to more standardization. Further, we note that our findings largely do not overlap with existing classifications of literature reviews. The key distinction we propose is identifying a review article's purpose, as determined by differences in reflexivity and substantive focus. We use these two dimensions to develop a directional space that will help authors fit their articles to the status of the field they are reviewing, instead of blindly following a single idealized model or procedure. Looking into the future, we argue that as advances in artificial intelligence will likely make some review purposes redundant, scholars should develop new reviewing practices. Technologically infused and collective ways of reviewing the literature could help make researchers' engagement more reflexive, dynamic, and impactful.

This article aims to better understand how past and present practices have shaped literature review articles in management and organization research. However, perhaps more importantly, it seeks to show how such articles could improve in the future. We are indebted to Associate Editor Marya Besharov for her patience, constructive support, and excellent guidance in a very long, as well as very productive and appreciative, editorial process. We also want to thank the current editors-in-chief of the *Academy of Management Annals*, Matthew Cronin and Elizabeth George, as well as Carrie Leana before them, for making space for such a process—and managing editor Stacey Victor for supporting it. We are grateful for rich comments we received during the presentation of this work at the 2022 Alberta Institutions Conference. We want to explicitly thank Sven Kunisch, Nuno Oliveira, Xavier Castañer, Michael Lounsbury, P. Devereaux Jennings, and Renate Meyer for their valuable comments on previous versions of the paper. Finally, we also thank Samuel Richter, Sina Sauer, and Tina Leitgeb for their assistance in conducting the research.

Accepted by Marya Besharov

Review articles in management research have increased in prominence over the past two decades. Some scholars claim that the standalone literature review is not an auxiliary activity. Rather, they see it as a new genre of research that is equally important as theory building and empirical research (Kraus et al., 2022; Kunisch, Denyer, Bartunek, Menz & Cardinal, 2023; Rousseau, 2024). However, there is substantial disagreement about what constitutes a “good review” (Patriotta, 2020). Some argue that review articles should be integrative and bring together all we know about a subject area (Elsbach & van Knippenberg, 2020). Others point out that review articles should be more focused and advance a critical approach that attempts to problematize previous research (Alvesson & Sandberg, 2020). A further perspective suggests that literature reviews should be standardized through the methods of systematic literature reviewing (e.g., Briner & Walshe, 2014; Simsek, Fox & Heavey, 2021). Management scholars have imported this practice directly from medical science and

evidence-based healthcare (Tranfield, Denyer & Smart, 2003), where reviewing knowledge has recently become automated—so it is possible to produce “evidence maps” summarizing all available research concerning the treatment of a specific condition by means of a click (Krlev, 2019). Recognizing these coinciding and contradictory trends, we ask: *What is the basis for a high-quality literature review article in management and organization research?*

Given the different arguments about what makes a high-quality literature review, it is worth examining empirically the state and trajectory of practice in management. We use a combination of topic modeling and interpretive analysis to study literature reviewing in management (Hannigan et al., 2019). Our analysis draws upon an extensive dataset of 1,441 standalone literature reviews going back to the 1980s, across five leading journals. We note that the stream of work discussing standalone literature reviews has traditionally been very technical in nature (Gond, Mena & Mosonyi, 2020), where different forms of reviews serve as disciplining prototypical categories (Hannan, 2010). These categories are often presented as procedures and processes, with best-practice guidance for *how* to conduct such a study (e.g., in a systematic way, in a narrative way, in a meta-analytic way etc.; Paul & Criado, 2020; Sauer & Seuring, 2023; Snyder, 2019). These have been written about extensively and are often presented as guides with associated protocols and general principles (Lim, Kumar & Ali, 2022). For this reason, we refer to these categories of reviewing as *review styles*.

Our analysis finds some support for such prototypical categories of reviewing, but we also find that literature reviews tend to be written in more diverse ways and with changes over time. This helps us uncover deeper meanings (see Pierce, 2024). We find the presence of 10 different *review purposes* that focus on *why* a review is conducted. We argue that collectively we can distinguish articles by the social function they serve—that is, their purpose for a field: substantively reviewing a subject area or helping to reflexively develop a field as a knowledge community (Cronin & George, 2023). Review articles can thus be sorted along two dimensions: their degree of reflexivity (dominant in seven review purposes) and their degree of substantiveness (three review purposes). Combining these two dimensions leads to four broad *review directions*. The review directions we conceptualize move beyond the *how* and the *why* of reviews and specify *where* a review article takes a reviewed management field. These directions are *reshaping*, *renovating*, *expanding*, and *ordering*.

We contribute to the current debates surrounding what makes a high-quality literature review in important ways. First, recent work in management has begun to frame standalone review articles with a focus on the purpose of a review. This has opened new categories of literature reviewing with a classification logic based on goals (Durand & Paolella, 2013; Glaser, Krikorian Atkinson & Fiss, 2020) rather than based on procedures. By asking why reviews are conducted, scholars have started charting the broader landscape of reviewing practices based on conceptual reasoning (Kunisch, Denyer, et al., 2023). We extend this work by empirically developing an abductive classification system (Hannigan et al., 2019) that centers on purpose and should help management scholars pick the appropriate review for the status of their field. Second, we uncover how reviewing practice is determined by social categories with a range of associated meanings and practices that seem broadly agreed upon (Navis & Glynn, 2010). However, our analysis points at ambiguity around the connotations (implicit meanings and practices) and denotations (literal meanings and practices) (Granqvist, Grodal & Woolley, 2013). Rather than collectively representing a classification system with a clean cognitive schema, we find overlaps and crossings between categories. For example, the label “systematic literature review” is associated with many different, often contradictory, meanings and practices, and can refer to how a review is executed (i.e., review style), or why a review is performed (i.e., review purpose).

Our findings suggest that scholars should not blindly follow a single idealized model of literature reviewing. Instead, we advocate for a contingency-based approach. We argue that a high-quality review is one that builds on the current state of a field and charts a new direction (Cronin & George, 2023). In this way, a literature review is a type of research that assembles, synthesizes, and organizes the knowledge for a field (Kunisch, Denyer, et al., 2023; McMahan & McFarland, 2021; Rousseau, 2024), but does so in different ways. This requires reflexive attention to the way knowledge claims are generated. To examine reflexivity in literature reviews, we draw upon work from science and technology studies. We show that the kind of review scholars choose to conduct should depend on the “knowledge work” (Bowker et al., 2019) that they aim to perform relative to the state of the “knowledge infrastructure” of their field (Edwards, 2010). Cronin and George (2023) develop a similar “community of practice” view, arguing that review articles engage with a neighborhood of knowledge, and this affects the neighborhood’s infrastructure in different ways. Taking inspiration from a common

feature of editorial guidance in the *Academy of Management Annals*, we prompt management researchers to develop what we call *reviews with attitudes* [sic]—that is, reviews that have a varied but clear purpose and direction relative to the field they review.

Reflexivity means that producing a review is not simply a mechanical process of gap-finding and gap-filling, but one of active construction (Hibbert & Cunliffe, 2015). With a view to the future, generative artificial intelligence (AI) tools such as ChatGPT will have a massive influence on standalone reviewing. While such tools lack reflexivity (Lindebaum & Fleming, 2024), they are very capable of generating substantive surveys that describe what we know about a subject. This will make more substantive reviews increasingly redundant and reflexive knowledge work more important. We therefore suggest that management scholars consider how to combine such new tools to leverage human capacities as a form of conjoined agency (Murray, Rhymer & Sirmon, 2021). First, we call for experimentation with technologically infused reviewing practices, of which our own effort is a good example (see also Antons, Breidbach, Joshi & Salge, 2021). This can enable researchers to develop a more comprehensive grasp on the status of knowledge faster and more effectively. Second, leveraging the human factor by engaging in collective and distributed forms of reviewing might help bridge the science–practice gap (Sharma & Bansal, 2023) and make literature reviewing more relevant and impactful (Kunisch, Knyphausen-Aufsess, et al., 2023; Post, Sarala, Gatrell & Prescott, 2020).

METHODS: REVIEW SCOPE, RELEVANCE, AND PROCESS

To study literature reviewing in practice, we look at standalone review articles from five leading management journals since their foundation. Our approach explores literature reviewing both in a top-down way, through examining common patterns of text in articles; and in a bottom-up way, by observing micro-level practices of how reviews are written. This approach follows a reflexive form of constructivist grounded theory (Charmaz, 2006) with a strong focus on abductive analysis (Sætre & Van de Ven, 2021; Timmermans & Tavory, 2012) that is done in conjunction with computational tools used in an interpretive manner (Hannigan et al., 2019). We employ topic modeling to render a high-level map of the varieties of literature reviewing (Hannigan, Pak & Jennings, 2022). This form of *distant reading* (Moretti, 2013) enables us to see broad groups of papers. We then use these groups as a guide for conducting more in-depth *close*

reading. This enables us to understand the micro-level labels, meanings, and practices used to construct literature reviews. Our methodological approach follows recent works that blend topic modeling with grounded theory and abductive analysis (Croidieu & Kim, 2018).

Table 1 provides a detailed presentation of the analytic steps we performed, including how we moved from methods to a focus on empirics to theorizing, a process which we describe briefly in the following (see the Additional Materials for more methodological notes). We began with a topic modeling procedure that yielded 35 topics representing structures of meaning that were present across papers. Using these computationally derived content-based codes, a key characteristic of our process was moving from topics as empirically derived to our classification of topics as higher-order clusters. In our abductive process, we examined the clusters of topics with the orienting question, “What is this a case of?” Moving between topics as methodological outputs and then clusters yielded an important finding, namely that it was possible to identify different review purposes. The purposes we found had the character of being substantively oriented (i.e., reviewing a subject area such as leadership) or being reflexive (i.e., focusing on what the review was doing relative to the subject area). By decoupling review purposes from more traditional ways in which reviews in management have been classified (what we call review styles), we were able to see differences between the two.

For example, we found that it was common to invoke systematic reviewing as a label, but the meanings and practices associated with this label varied. This lack of coherence around the category of the systematic review reflects the different associated connotations and denotations of this label. Rather than see review categories as pure and disciplining prototypes (Hannan, 2010), our analysis points to categories being stretched to include purposes and directions, as well as family resemblances based on common features surrounding these two new aspects (Durand & Paoletta, 2013). Table 2 visually depicts the relations between review styles, purposes, and directions. By relating back to our initial arguments about existing literature that engages with literature reviews, it shows where our contributions lie and how they help management research continue to develop.

Data: Building the Corpus

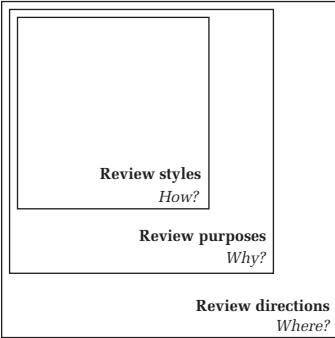
Our goal in this analysis was to distill a high-level overview of developments of literature reviews.

TABLE 1
Analytic Steps

Stage	Step(s)	Focus	Selection	Method	Table or Figure
Method: topic modeling outputs	1 Building the corpus	Full papers	1,441 review articles (16 papers from before 1986 excluded).	Keyword search, review issues, all papers from review journals.	Table 3
	Distant reading				
	2 Sorting of corpus	Paper abstracts	35 topics with top 10 keyword lists.	Topic modeling (<i>R stm</i> software package, FREX weighting approach).	Appendix 1 in Additional Materials
	3 Systemization of topics	Topic list			Appendix 2 in Additional Materials
Empirically led analysis	a) Axial coding of topics		Labels for substantive topic area.	Coding based on keyword lists, word clouds, artifacts of abstracts, reading of abstracts.	
	b) Sorting of topics		Labels for categories of knowledge work performed in review.		
			Allocation of 35 topics into empirical clusters I–VIII.	Grouping based on commonalities between categories of knowledge work.	
	4 Preparation of interpretative analysis	Topic list			Appendix 3 in Additional Materials
Theoretically led analysis	a) Selection for main coding		Seven reflexive review purposes.	Qualitative interpretation of topics (main criterion). Quantitative measure of prevalence (for corroboration).	
	b) Selection for contrast-coding		Three substantive review purposes.	Prevalence in corpus.	
	Close reading				
	5 Interpretative analysis	Full papers	Top 20 papers in each of seven reflexive and three substantive review purposes. (200 papers overall).	Coding with Atlas.ti, conceptualization of review purposes, exemplification and comparison of knowledge work across purposes.	Table 4 Table 5
Generalized theorizing	a) In-depth analysis		Reflexive review purposes.	Time-based analysis of prevalence of reflexive review purposes.	Figure 3
	b) Charting of review purposes over time		Four review directions: one representative paper for each direction.	Paper vignettes of knowledge work per direction. Locating purposes within the directional space.	Figure 1 Figure 2
	6 Conceptualization of four directions of reviewing	Full papers			

Transition zone

TABLE 2
Relations between Review Styles, Purposes, and Directions

Positioning	Focus	Guiding Question	Status	Focus	Examples
	Review styles	How?	Well-established	Best-practice guides specifying the process or procedure of conducting a literature review.	Lim et al., 2022; Paul & Criado, 2020; Sauer & Seuring, 2023; Snyder, 2019
	Review purposes	Why?	Emergent	Portraits of selected purposes of literature review articles.	Alvesson & Sandberg, 2020; Elsbach & van Knippenberg, 2020
				Broad representation of purposes (conceptually driven, focused on the present).	Kunisch, Denyer, et al. 2023
				Broad analysis of purposes (empirically driven, over time).	Our contribution (building on the above)
	Review directions	Where?	Recent	Stressing the situatedness, goals, and destination of enhancing a field's knowledge infrastructure.	Our contribution (extending Cronin & George, 2023)

To do so, we focused on five leading management outlets. These not only have high standing in the management research community but also have a reasonably long history, which enables us to chart the evolution of literature reviewing in our discipline.

To account for potential variation in scholarly traditions, we analyzed literature reviews published in the *Journal of Management* (which is mainly U.S. focused) and *Organization Studies* (which is mainly European focused). In addition, we looked at standalone review articles published in dedicated, more recently established review journals. For these, we considered two general review outlets covering all kinds of subjects (*Academy of Management Annals*, *International Journal of Management Reviews*) and one more specialized journal (*Annual Review of Organizational Behavior and Organizational Psychology*). Table 3 provides an overview of the actual number of review articles we found. It also includes selective highlights of the editorial mission statements of the journals to outline that while these journals have common denominators, there are also important differences in their objectives. Because there were very few review articles in the initial years of our sample, we decided to exclude all papers published before 1986, resulting in an overall corpus of 1,441 articles.

Analysis: Distant and Close Reading

Topic modeling. To engage in distant reading, we first conducted a topic modeling analysis based on

the abstracts of the 1,441 review articles. We chose to focus on the abstracts and not full texts because abstracts represent an important signal by paper authors. Abstracts condense a review article's contributions, but they also highlight important cues for positioning the article and how it should be considered legitimate. The approach of using distant reading of abstracts enabled us to map out the full variety of reviewing (Hannigan et al., 2022).

Our procedures followed current structural topic modeling standards in social science (Aranda, Sele, Etchanchu, Guyt & Vaara, 2021; Hannigan et al., 2019; Schmiedel, Müller & Vom Brocke, 2019). Using the *stm* software package in *R*, we used structural topic modeling to find statistical evidence for an optimal model specification (i.e., determining the number of topics) using the “semantic-coherence-exclusivity frontier” (Roberts et al., 2014). We then validated this manually by reading the content of topics and paper abstracts that were part of each topic. The specification that was most interpretably useful was based on 35 topics. Using this model and the frequency and exclusivity (FREX) weighting approach, we compiled a table with lists containing the 10 highest probability sample words for each of the topics. We then scrutinized those 10 highest probability words in conjunction with a reading of the abstracts of top-loading papers per topic, as well as word clouds and artifacts of those top-loading papers produced in the topic modeling.

Axial coding to characterize and sort topics. The methodological approach described above helped us

TABLE 3
Review Articles per Journal

Journal	Orientation	Mission (with Highlights)	Periods	Years	Issues per Year	Articles per Issue	Total Articles	Review Articles	Percentage of Reviews
JOM	Empirical U.S.	“Review Issues are published biannually [and] include widely read and widely cited collections of articles in the field of management and have become a major resource for management scholars. ”	Since 1975	46	8	8	2,944	490	17
OS	Empirical European	“Welcomes innovative, high-quality research from all paradigms and disciplines that advance organization research. It promotes multidisciplinary through research that engages across disciplinary boundaries. ”	Total 1980–2005 2005–2021	41 25 16	6 12	6 6	2,052 900 1,152	102	5
IJMR	General review European	“Seek[s] to make significant conceptual contributions, offering a strategic platform for new directions in research and making a difference to how OMS scholars might conceptualize research. ” “The state of knowledge [...] is critically evaluated , and conceptual underpinnings of competing paradigms critically appraised.”	Since 1999	22	4	4	352	455	100
Annals	General review U.S.	“Publish[es] up-to-date, in-depth and integrative reviews of research advances.” “Often called ‘reviews with an attitude. ’” “ Summarize and/or challenge established assumptions and concepts, pinpoint problems and factual errors, inspire discussions , and illuminate possible avenues for further study.” “Motivate conceptual integration and set agendas for future research.”	Total 2007–2017 2017–2021	14 10 4	1 2	13 13	234 130 104	258	100
AROB	Specialized review U.S.	“Capture[s] current understanding of a topic, including what is well supported and what is controversial; set the work in historical context ; highlight the major questions that remain to be addressed and the likely course of research in upcoming years; and outline the practical applications and general significance of research to society.”	Since 2014	7	1	20	140	152	100
Total							5,722	1,457	

Note: Approximate numbers on issues, articles per issue and total articles. Actual numbers of review articles found and included. Annals = Academy of Management Annals, AROB = Annual Review of Organizational Psychology and Behavior, IJMR = International Journal of Management Reviews, JOM = Journal of Management, OS = Organization Studies.

categorize the 35 topics from the topic modeling in two ways. First, through independent axial coding (Denzin & Lincoln, 2011) by two researchers, we focused on categorizing topics by subject area—or, in other words, substantive content (e.g., organizational learning, leadership, or innovation). It was striking to observe that the substantive subject areas provided a comprehensive overview of all divisions of the Academy of Management (see content codes in Appendix 1 in Additional Materials). This added confidence to our work in rendering the corpus, particularly around the selection decision of five outlets in providing a profound representation of the diversity of management research.

Second, we focused on categorizing signs of distinct reviewing practices and meanings. What became apparent through our coding procedure was that reviewing practices were being used as part of a knowledge infrastructure (Edwards, 2010). The knowledge infrastructure concept was initially defined around sociotechnical forms of support. This points at the fact that knowledge is advanced by technology and techniques (e.g., procedures for literature reviewing), but also that it is socially embedded. These ideas were later refined into a definition of knowledge infrastructures as “robust networks of people, artifacts, and institutions that generate, share, and maintain specific knowledge about the human and natural worlds” (Edwards, 2010: 19; also Edwards et al., 2013). When researchers systematically invoke such practices in the process of conducting a literature review, they perform different kinds of knowledge work (Bowker et al., 2019), which give rise to different purposes of a review.

Our approach entailed generating first-order codes, which distinguish topics by the different purposes the knowledge work performed in the reviews seemed to serve. We then aggregated those to clusters, which helped us group topics and then identify seven topics that were marked by high reflexivity. Henceforth, we refer to these as our seven reflexive review purposes. We also identified three substantive review purposes (see the Additional Materials for details).

Identifying reflexive review purposes. We define a review’s purpose as reflexive when it exhibits strong signals of extending or reshaping a field rather than capturing it descriptively. Thus, signs of reflexivity are when scholars specify in their abstracts what they do with existing knowledge instead of only outlining what knowledge they review, how their review contributes to changing the course of a field, how the review opens new avenues, or how it critically assesses previous malpractice or shortcomings. Articles signal reflexive knowledge work when

they deal with the future, highlight theoretical or empirical puzzles, advance concepts, develop models, gauge effects, focus on the role of scholars in shaping research in particular ways, or advocate for innovative research agendas, as opposed to agendas that merely list issues that remain unaddressed. Reflexive reviews were identified through a combination of qualitative interpretation with a quantitative assessment of the dominance some topics had relative to others (Roberts et al., 2014) (see Appendix 1 and 2).

Coding top-loading papers in reflexive versus substantive reviews. Based on the identification of seven reflexive review purposes that resulted from the procedure above, we identified the top 20 papers that were most representative of each purpose. This was judged by individual articles’ loadings in the topic modeling (see Appendix 3 for the full list of papers). For these 140 papers, we built on the distant reading work and conducted a deeper analysis of the full papers. Here, we were interested in examining practices and forms of knowledge work in more detail. We analyzed the papers using Atlas.ti coding software. The coding process was guided by some pre-conceptualized ideas about different kinds of knowledge work, which stemmed from our axial coding based on the topic modeling. At the same time, the analysis was held open to generate new codes as the analysis progressed.

With the aim of contrast-coding and to increase our evidence base, we held our seven reflexive review purposes against three substantive review purposes. Interpreted qualitatively, reviews with a substantive purpose are very subject-oriented and less concerned with outlining what function the review has or what goal it aims to achieve. This is not to say substantive papers do not contribute to a field. Rather, their main aim is to inform scholars about the state of a subject area to later allow for the development of new knowledge (Lim et al., 2022). In the extreme case, what we refer to as the “content-dominant review,” review articles showed few signs of discerning knowledge work at all. We selected exemplars of substantive reviews based on their prevalence in the overall corpus. We did so because while clustering around different groups of words, there was no meaningful way of further distinguishing between topics within these three review purposes. Including the three substantive review purposes resulted in another 60 articles to code (top-20 papers). We thus coded 200 articles in total, which represents around 14% of our entire corpus.

Conceptualizing a reflexive–substantive matrix and representative vignettes. Two observations led us to develop our analysis further: First, topic

modeling is a mixed-membership approach. This means that each paper is not solely represented by exactly one topic but is represented by all of the topics. Each paper has some loading on each topic, which, taken together, add up to 100%. Most papers in our analysis exhibited strong dual membership, with high weightings on two different topics. Membership on other topics was low and often resembled a long tail distribution. This means that even though a paper is in a reflexive group, it may share commonalities with other papers in a substantive group. Second, in our analysis we also saw that the two dimensions, reflexive and substantive, were not sufficient to fully capture the character of papers, but that this required potential combinations of the two. This helped us get a clearer sense of a review's goal: Where would a review direct a field and change the outfit of the existing knowledge infrastructure?

Through a comparison of reflexive and substantive knowledge work, we identified four primary review directions: two reflexive dimensions—*assembling* (i.e., metaphorically building, recomposing, merging [etc.] infrastructure) and *disassembling* (i.e., destroying, undermining, replacing [etc.] infrastructure); and two substantive dimensions—*representational* (i.e., sketching, displaying, demonstrating [etc.] infrastructure) and *generative* (i.e., connecting, relating, bridging [etc.] infrastructure). Based on these insights, we developed a matrix with four quadrants. We then selected one paper from each quadrant to serve as an in-depth vignette to better understand the four directions that reviews can take. In the presentation of our findings, we first identify the four directions of reviewing and then discuss the 10 empirically derived review purposes and locate them.

FINDINGS: UNDERSTANDING REVIEW DIRECTIONS AND REVIEW PURPOSES

A key aspect of our analysis is that we moved from primary empirical research based on data from our body of review articles to conceptualizing deeper meaning structures (Mohr, 1998; Pierce, 2024). Our conceptualization rested on the realization that review articles could be more reflexive or more substantive in nature, which gave rise to our typology of reviews centered on their purposes. However, we also learned that within groups of similar reviews, there was some variation in how reflexivity manifested across papers, and of course each review has at least some substantive character to it. The key issue then became how these two dimensions were mixed and related. When combined, the two dimensions create a directional

space that enables us to map out four directions reviewing can take. These should help authors situate and orient their reviews in the future. As will become clear, in the future, a vital first step for authors will be to start by thinking deeply about the state of the field they are reviewing, so as to then choose an appropriate review purpose and direction. There is no clear sequence on whether to decide first on the purpose or the direction. What matters is that the review purpose and direction are well-aligned in the way they are conceptualized and related, as detailed below.

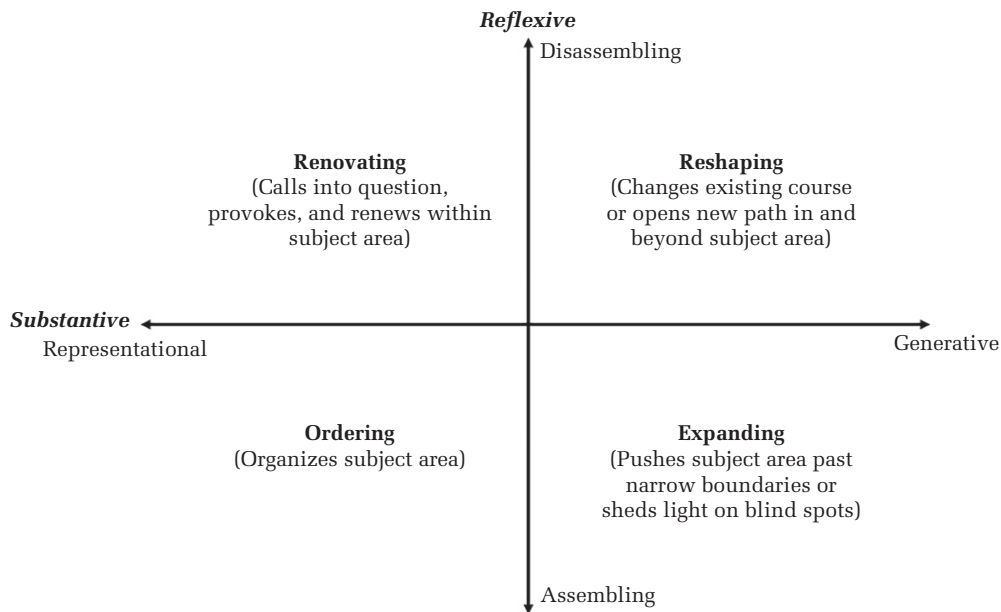
The Directional Space for Reviewing: *Where to for Field Infrastructure?*

Figure 1 offers a conceptualization based on variations along reflexivity and substantiveness. The logic behind developing this matrix is similar to Locke and Golden-Biddle's (1997) efforts of categorizing articles' theoretical contributions based on different ways of structuring a field and problematizing a field. Our conceptualization resonates with those who see knowledge as a built environment that review articles engage with (Cronin & George, 2023). We also extend previous arguments about a spectrum of reviewing located between mining and prospecting knowledge (Breslin & Gatrell, 2020), or a duality of representing and intervening in knowledge through review articles (Gond et al., 2020).

Regarding reflexivity, we noticed that papers can be critical and confrontational, with a main aim of turning previous research inside out or upside down in the search for potential flaws, limited viewpoints, fragmented understandings, or contradictory explanations. Speaking in terms of contributions to the knowledge infrastructure of a field, review papers can engage in disassembling existing research. On the other hand, review papers can be more aligned with previous research and seek to build on existing knowledge by making innovative additions, shedding new light on existing findings or theories, or opening new space. This means that review papers can also engage in assembling existing knowledge.

Regarding substantiveness, some papers seek to provide an overview of the field, identify communities of scholars that engage with certain issues, group research streams along differences or commonalities between them, or provide summaries of main findings. These review papers are what we call *representational* relative to the reviewed research. On the other hand, review papers can explicitly search for gaps and holes in research fields, identify missing

FIGURE 1
Directional Space for Reviewing



links between different levels of analysis, or derive novel questions by pulling together research on the same subject but from different disciplines. This is what we refer to as review papers being generative relative to the existing knowledge infrastructure.

Combining the two dimensions, each with their respective extreme poles, gives rise to four different directions a review can take relative to a field. We distinguish between reviewing that focuses on *reshaping*, *renovating*, *expanding*, or *ordering* a field. We first seek to conceptualize and exemplify each direction through vignettes and provide scholars with guidance as to when which approach is more appropriate. We then link the directional space with the review purposes that we found. We do so by aligning the core features of each of the purposes—as well as the internal variation we found in the group of papers that we derived the respective purpose from—with the characterization of the directions above.

Four Directions of Reviewing

We want to clarify that the two extremes in each dimension are not to be seen as equivalents of high and low, or better and worse, approaches to reviewing. Instead, our framework suggests that certain purposes of reviews are more, or less, useful based on the state of evolution of the field they review. Our in-depth analysis and comparison enable us to

identify exemplary paper vignettes associated with each direction.¹

Direction 1: Reshaping knowledge infrastructure.

The quadrant in the upper-right portion illustrates a direction in which review articles take on a reshaping character (disassembling and generative). This direction seeks to drastically alter the knowledge infrastructure of a field. This can happen through redirecting the entire course of research in a field, opening radically new avenues, or extending the significance of research beyond the original knowledge infrastructure. The reshaping direction is well-exemplified by an “envisioning review” that scrutinizes factors that drive executive behavior (Wowak, Gomez-Mejia & Steinbach, 2017; see below for details on the different purposes). This review starts by examining the subject from a multidisciplinary stance. It argues that the field has become disorganized, not because of empirical disintegration or lack

¹ Papers were chosen based on three rationales. First, the respective paper had to be particularly representative of its primary review purpose, less in terms of loadings from the topic modeling and more in terms of our interpretative analysis. Second, the paper had to represent the respective outer edge of the directional space well—that is, be particularly generative and engaged in disassembling for the reshaping quadrant, for example. Third, we chose recent rather than older papers to show how the direction materializes at present.

of theory, but instead because the multiplicity of existing theories has led researchers to view executive behavior through a single motivational lens—supposedly as a means for coping with the complexity of the field. The authors then develop a counterpoint by establishing a bidirectional foundation for better understanding the role of motives (rewards and reference frames) in driving executive behavior. They argue that this not only helps in arriving at a more holistic understanding but also establishes “executive motives as the [new] lynchpin for organizing, integrating, and advancing theoretical perspectives on executive behavior” (Wowak et al., 2017: 670), even including the capacity to improve corporate governance in view of societal debates about CEOs’ overpay, narcissism, hubris, or political activism.

The reshaping direction should be followed in mature or even declining fields where research on certain puzzles or research questions remains inconclusive. This points to situations in which either overly broad or overly narrow lenses have been applied within a field, or where research has missed some latent empirical fact or failed to incorporate a theoretical lens that could help make sense of the persistent confusion. Authors of review articles should look for inconsistent research findings across studies, a high share of empirically refuted theoretical predictions, or the dominance of one approach whose explanatory capacity remains limited in certain areas. In such cases, it can be very helpful for scholars to test the foundations of the field, seek to revoke basic convictions, or work toward alternative analytic approaches with greater promise for making sense of the field’s contradictions.

Direction 2: Renovating knowledge infrastructure. The quadrant in the upper left identifies a direction in which review articles take on a renovating character. These reviews stay within their subject area yet seek to call into question existing research in that area (disassembling and representational). The primary aim is to revitalize a field through contestation. The renovating direction is well-exemplified by a “debate review” that assesses the status of the evidence-based management literature (Rynes & Bartunek, 2017; see different purposes below). This review departs by arguing that the rise of evidence-based research was grounded in the failure of empirical research to produce consistent results on various research questions. It selectively draws on four foundational articles to then engage in a more structured review, if a brief one. The paper sweepingly covers advocacy articles, teaching-related articles, empirical articles, and essays on the subject. However, it is most

dedicated to engaging with critiques of evidence-based management voiced by some scholars and responses given by others. This is done to not only arrive at a balanced view of the pros and cons of evidence-based management but also to derive concrete recommendations of “future research and other actions to enhance the reach and credibility of EBMgt” (Rynes & Bartunek, 2017: 252).

The renovating direction is useful for assessing mature fields, which suffer from inertia or lack of innovation. The knowledge infrastructure in such fields may be well-established and settled but lack sources of revitalization, or may be caught in struggles between two or more dominant schools of thought that crowd out room for novelty. Authors of review articles should look out for prominent areas of disagreement that have persisted over a long time, or for the failure of subjects or theoretical propositions to develop despite being considered important. When this is the case, it can be very helpful for authors to introduce contestation, critically weigh up positions and take a stand on which existing or new ones are to be supported. This can aid in promoting innovation and new directions in otherwise stagnating fields.

Direction 3: Expanding knowledge infrastructure. The quadrant in the lower right designates a direction in which review articles take on an expanding character (assembling and generative). The primary function is to move a research field beyond established boundaries. The expanding direction is well-exemplified by a “synthesis review” that addresses social entrepreneurship research as a “rather fragmented literature without dominant frameworks” (Saebi, Foss & Linder, 2018; see different purposes below). In diagnosing this situation, these authors are engaging with the knowledge infrastructure of the field. This article type highlights a possible threat to knowledge accumulation, and works toward establishing a multistage and multilevel model. The authors do not stop at developing the model but focus on conceptualizing mechanisms for moving the fragmented research landscape toward more integration. Part of an explicit prompt for action that follows from the model is a call for scholars to restrict research that is focused on one level of analysis and instead engage in studies that span several relevant levels. The review also calls for more procedural research to better connect social entrepreneurial action to its preconditions and potential outcomes.

The expanding direction should be chosen in relatively developed fields that are increasingly saturated but also fragmented. This typically occurs when fields already have many well-established building

blocks of knowledge, but the field is in part disconnected, with different scholarly communities that have unique discussions about the same issue. Authors of review articles should look out for whether there is, for instance, a micro–macro divide in the field, or for a lack of insights into either mechanisms or mediating variables, or on processes and multilevel dynamics. They may also check whether a terrain is well-charted within certain boundaries but not beyond those. In such cases, reviews that seek to expand the field can help build bridges between bodies of knowledge, levels of analysis, or theoretical lenses in a way that opens new avenues or uncovers missing links.

Direction 4: Ordering knowledge infrastructure.

The quadrant in the lower left represents a direction in which review articles take on the character of a summary (assembling and representational). Their primary function is to organize a research field. The ordering direction is well-exemplified by a “taking stock review,” in which the authors assess the family business field because “an assessment of the current state of the literature is called for” (Williams, Pieper, Kellermanns & Astrachan, 2018: S63; see different purposes below). While the authors zoom in on the role of goals in family business, they are not guided by a controversy or supposition of what they will find but “take stock of what they know about goals in family business” (Williams et al., 2018: S63). As a result, they engage in classification to provide a broad overview of the field that spans from antecedents to goals of family business, to the role of individual family members, to the use of the balanced scorecard to manage goals. This review paper closes with a rather loose list of research questions, whereby “the scope of this paper does not allow for the discussion of these additional topics in detail” (Williams et al., 2018: S73).

The ordering direction should be chosen when looking at growing research fields. These are fields that have just moved beyond an early state of emergence and exhibit a growing yet still relatively unstructured body of knowledge. In these developing fields, scholars will have had no difficulties in spotting research gaps. This means the variety of theoretical and empirical approaches is going to be very high and scholars will have been very selective in the research questions they address. Authors of review articles should look out for signals that a field’s knowledge infrastructure is very diverse, scattered, or ambiguous. This may be visible in competing definitions, or few studies that directly build on each other. If that is the case, it can be very helpful for review authors to zoom out and provide a bigger

picture to delineate different streams of literature or to mark areas that might have been entirely ignored.

Locating Review Purposes on the Directional Space: Differentiating the Whys

Counter to our initial conjectures, as well as in contrast to the perceived increasing dominance of systematic reviewing, management has not been subject to standardization of one best way of conducting reviews. Instead, it appears that literature reviews in management are marked by “varieties of review” comprising seven *review purposes* that we consider reflexive: (1) envisioning, (2) conceptual, (3) modeling, (4) debate, (5) evidence-oriented, (6) synthesis, and (7) systematic reviews. In addition, we find three review purposes that we consider substantive: (8) perspectives, (9) taking stock, and (10) content-dominant reviews.

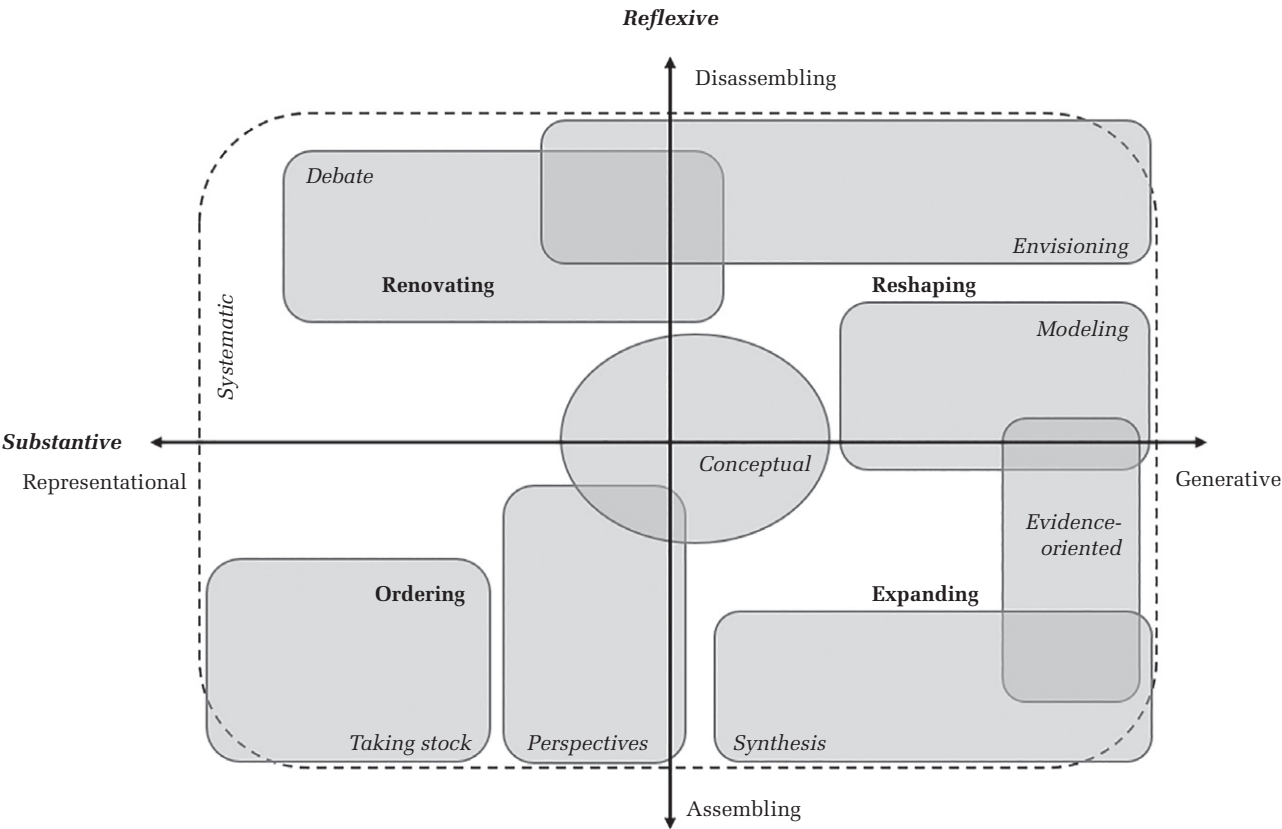
The review purposes we found represent an as-yet largely ignored nexus of practices. This spans decades of reviewing as well as many scholarly communities. The purposes are determined by the different ways in which scholars engage in knowledge work. Consequently, the different reviews will have different functions based on what they mean for advancing (or failing to advance) the knowledge infrastructure of a field. A key insight from our analysis is that the 10 review purposes we identified should not be allocated neatly to one of the review directions we discussed. Instead, the internal variation of each purpose makes them span a certain area on the directional space. We map this out on the directional space in Figure 2.²

In this section, we also engage in a comparative discussion of all the purposes we found and hold them explicitly against each other. Table 4 helps us outline their primary placement on the directional space (second column and in brackets in each subsection covering the 10 different reviews), and also to better specify the respective purpose as well as to provide further traits of the knowledge work performed in the reviews (third and fourth columns).

Table 4 also helps us illustrate our previous argument about the conflation of meanings in categories and how our results move beyond existing classifications of review articles (Paul & Criado, 2020). Practices such as critical reviewing (Wright & Michailova, 2022), inductive reviewing (Suddaby, Israelsen,

² We leave out content-dominant reviews in the mapping, since they represent the most diverse group and could be characterized as a mixed category, designating cases when papers do not signal clear messages of reflexive or substantive knowledge work.

FIGURE 2
Locating Review Purposes on the Directional Space



Bastien, Saylor & Coraiola, 2023), theory-led reviewing (Kunisch, Denyer, et al., 2023), narrative reviewing (Novicevic et al., 2008), or meta-analysis (Hodgkinson & Ford, 2014) did not emerge as distinct purposes in our analysis. Instead, they represent review styles—that is, processes or procedures concerned with the “how” of reviewing (fifth column), which are used in various ways and in different compositions across several of our review purposes. Only in the case of the systematic review (Tranfield et al., 2003) do we treat the review type as a style and a purpose at the same time. Finally, the table also includes some indication of the prevalence of the review purposes across the different journals, the number of papers after which we reached data saturation for each group, as well as references to exemplary papers.

An important concern for us is not only to portray the varieties of review in management but also to explain and illustrate the differences between engaging in more reflexive knowledge work on the one hand, and more substantive knowledge work on the other. Therefore, in Table 5, we present exemplar quotes that capture these differences. In order not to

provide excessive analytic content in the original table, we decided to provide this information in a separate table. This helps us to further flesh out and underpin our typology.

Ten Different Review Purposes

The envisioning review (reshaping, and also renovating). The envisioning review has a strong theoretical character and centers on confrontational analysis. Its purpose focuses on turning tensions into productive, alternative paths. Critical concerns about the status quo of knowledge on a subject are not only unearthed but serve as the central hook of articles. Authors engage with a conceptual probing to better understand the root causes of present shortcomings. Envisioning review authors, for example, aim to test the “basic tenets of fit theory” within person–environment research (van Vianen, 2018: 76), or they work toward the aggregation of individual contingency variables to a more coherent contingency theory of organizational environments (Bluedorn, 1993). By digging deeper into the origins of what

TABLE 4
Typology of Reviews

No.	Review	Direction (Where?)	Specification of Purpose (Why?)	Further Traits of Knowledge Work	Review Styles Used to Perform the Review (How?)	Data Saturation After	Journal Focus (Top 20 Papers)	Exemplary Papers
1	Envisioning review	Reshaping (also renovating)	Providing normative advice on direction of a field Overcoming disconnects (theory-empirics etc.) Improvement of managerial practice	Confrontation Critical stance Conceptual probing to better understand the root causes of problems	• Critical reviewing (Wright & Michailova, 2022) • Theory-led reviewing (Kunisch, Denyer et al., 2023) • Inductive reviewing (Suddaby et al., 2023) • Systematic reviewing (Tranfield et al., 2003) • Meta-analysis (Hodgkinson & Ford, 2014)	12 papers	Mainly JOM, AROB	Bluedorn, 1993; van Vianen, 2018; Wowak et al., 2017
2	Conceptual review	Reshaping (also other directions)	Connecting other fields to management Highlighting patterns of domination versus marginalized issues Fostering pluralism	Mobilizing grand theory Examining ontology and epistemology Examining institutional bases of knowledge Historical contextualization	• Selective or discursive reviewing or commentary (Spence & Keeping, 2011) • Narrative reviewing (Novicevic, Harvey, Buckley & Adams, 2008)	10 papers	OS, IJMR, Annals	Clegg, 1987; Fairhurst et al., 2016; Meyer & Boxenbaum, 2010; Phillips & Oswick, 2012
3	Modeling review	Reshaping (also expanding)	Underpinning how methodological gaps hamper theoretical progress Demonstrating opportunity space (not normative advice) Advancing multilevel research	Methodological innovations Charting the evolution of methods How-to guides or checklists	• Critical reviewing • Theory-led reviewing • Narrative reviewing • Theory-led reviewing	Nine papers	Mainly JOM, AROB	Hannigan et al., 2019; Ployhart & Vandenberg, 2009; Wolfe, Gephart & Johnson, 1993
4	Debate review	Renovating (also reshaping)	Providing a balanced view (pros-cons etc.) Promoting new alternatives	Personal commentary on the status of a field Identifying contested issues and developing problem-solution pairs	• Selective or discursive reviewing or commentary • Narrative reviewing • Systematic reviewing • Expert consultation	Seven papers	All	Banks et al., 2015; Harris & Schaubroeck, 1990; Rojon, Okupe & McDowall, 2021; Rynes & Bartunek, 2017

TABLE 4
(Continued)

No.	Review	Direction (Where?)	Specification of Purpose (Why?)	Further Traits of Knowledge Work	Review Styles Used to Perform the Review (How?)	Data Saturation After	Journal Focus (Top 20 Papers)	Exemplary Papers
5	Evidence-oriented review	Expanding (also reshaping)	Overcoming contradictory evidence Finding new (moderator) variables	Orientation at evidence-based disciplines Generalization of findings in a subject area	• Meta-analysis • Systematic reviewing • Simulations	15 papers	Mainly JOM	Aguinis, Dalton, Bosco, Pierce & Dalton, 2010; Alliger, 1995; Russell & Gilliland, 1995; Steel, Kammeyster-Mueller & Paterson, 2014
6	Synthesis review	Expanding	Addressing fragmentation Broadening perspectives (multidisciplinarity) Illustrating logical next steps for research field	Multidisciplinary approach New definitions Pushing neglected issues and reining in excessively studied ones	• Systematic reviewing • Narrative reviewing	Nine papers	JOM, Annals, IJMR	Hällgren, Rouleau & de Rond, 2018; Mainela et al., 2014; Saebi et al., 2018; Wortman, 1987
7	Systematic review	—	Dealing with bias Increasing rigor	Systematic three-step approach (to including and excluding articles and journals) Shared structure that makes review reproducible and transparent Sorting (themes, perspectives, streams)	• Systematic reviewing • Non-systematic reviewing (in part)	10 papers	IJMR	Typical: Linnenluecke, 2017 Atypical: Athwal, Wells, Carrigan & Henninger, 2019; Quinton & Simkin, 2017
8	Perspectives review	Ordering (also expanding)	Offering alternative interpretations Shedding light from multiple angles	Recounting of evolution in field Rather loose and selective approach Delineation and typologies	• Narrative reviewing • Systematic reviewing	13 papers	All	Bedeian, 1986; Chiva, Grandío & Alegre, 2010; Rashman et al., 2009
9	Taking stock review	Ordering	Consolidating and summarizing	Capturing diversity in a field Turning out unaddressed issues or new general opportunities	• Narrative reviewing • Systematic reviewing • Meta-analysis or other evidence reviews	14 papers	IJMR, JOM, Annals	Gomez-Meja, Cruz, Berrone & Castro, 2011; Pindado & Requejo, 2015; Williams et al., 2018
10	Content-dominant review	—	Too heterogeneous to characterize	Thick description of a subject area	• Varied	Eight papers	All	Aguinis, Ramani & Alabduljader, 2018; Pun & White, 2005; Woehr & Arthur, 2003

TABLE 5
Illustrations of Knowledge Work in Reflexive and Substantive Review Purposes

No.	Review	Quotes	Typical Features	Article
1	Reflexive—envisioning	“First, I show that the fit measures used in fit research vary greatly, impact the fit–outcome relationship differently, and are mostly inadequate to test fit theory. Then, I focus on research that uses a more adequate technique to establish fit effects.” “Further, it identifies and suggests convergence and possibilities for convergence between the two research domains and between the two domains and other major variables.” “Our final point concerns the link between research and practice, and specifically the overlap (or lack thereof) between the questions that researchers ask in their studies and the questions asked by society about the behaviors of top executives.” “We argue that both of these approaches are inherently problematic and present an alternative way to understand the varieties of approaches to the analysis of organizational discourse based on within domain and across domain characterizations.” “Our first question is whether articles in European journals are more likely than North American journals to build on the work of ‘grand’ theorists. It seems that they are.” “Topic modeling’s attractive features and ease of use are generating increased interest across the social sciences—raising the disconcerting possibility that the method will become a technical ‘black box’ without an appropriate appreciation of topic modeling’s statistical and theoretical underpinnings and implications.” “Table 1 Guidelines for developing and evaluating longitudinal research [followed by 14 theoretical, methodological and analytical issues].” “Firstly, we determined the scope and review questions of the SR [systematic review] (see previous section), based on an initial non-systematic literature review and expert consultation of eight management scholars with expertise and experience in conducting SRs, using a series of standardized questions pertaining to literature review methodology generally and SRm [systematic review methodology] specifically.” “Articles critiquing EBMgt (19%) came in the form of either stand-alone essays or responses to focal articles [...] These critiques and responses comprise a particularly complex category. Some of them introduce issues particularly pertinent to the evidence-based approach. Others, however, raise questions about the scholarly foundations of virtually all social science research, a topic that is much broader than EBMgt itself.” “While numerous empirical studies have examined the relationship between corporate divestiture and subsequent firm performance, inconsistent findings persist, suggesting the need for a quantitative synthesis and an examination of potential moderating effects.” “Goal incongruity between owners and managers is the focus of two control-oriented theories that have guided most of the CEO compensation research in this century: managerialism and agency theory. Each of these is discussed in turn, leading to the hypotheses to be tested in this study.”	Contestation as a starting point Actively working toward convergence Contribution to societal debates Criticism and high-level alternative view Distinguishing traditions Challenging gaps and ways to meet them Methodological instructions Authoritative knowledge required Probing identified clusters Making sense of inconsistent findings Testing hypotheses	van Vianen, 2018 Bluedorn, 1993 Wowak et al., 2017 Phillipps & Oswick, 2012 Meyer & Boxenbaum, 2010 Hannigan et al., 2019 Ployhart & Vandenberg, 2009 Rojon et al., 2021 Rynes & Bartunek, 2017 Lee & Madhavan, 2010 Tosi, Werner, Katz & Gomez-Mejia, 2000
2	Reflexive—conceptual			
3	Reflexive—modeling			
4	Reflexive—debate			
5	Reflexive—evidence-oriented			

TABLE 5
(Continued)

No.	Review	Quotes	Typical Features	Article
6	Reflexive—synthesis	“We offer a framework that is multistage and multilevel and indicates how research efforts within the SE [social entrepreneurship] field can be linked and what insights about SE on one analytical level imply for the other levels. We use our framework to identify missing research links across levels of analysis.” “Table 6. Suggested [alternative] approaches for future research on international opportunities in IE [international entrepreneurship].” “This paper is the first comprehensive review of online consumer behavior that takes aspects of order-fulfillment operations into account from both marketing and operations perspectives.” “Table 1. Manual additions to the data set [...] Reason for manual adding [...] Book (not indexed) [...] The publication does not refer to ‘resilience’ but addresses aspects of reliability which formed the basis for future work on resilience.”	Addressing fragmentation	Saebi et al., 2018
7	Reflexive—systematic	“Argyris and Schön (1974, 1978) appear to have introduced the distinction between adaptive and generative learning [...] Fiol and Lyles (1985, 807) differentiate between lower-level and higher-level learning. [...] Senge (1990) distinguishes between adaptive and generative learning.” “Suggests various areas which might be fruitfully investigated [...] Taking an eclectic approach, four areas of research interest are discussed.” “The review has identified a number of knowledge gaps on which further research into organizational learning and knowledge should be focused. [Followed by list of general subject areas].” “In this paper, we summarize this increasing body of knowledge; but it is difficult, if not impossible, to examine every scholarly study. We organized the pertinent literature along decisional categories that represent most of the major management areas that have been addressed.” “The main goal of this paper is to provide a broad overview of the growing body of empirical research on family business from the point of view of corporate governance to explain the mixed empirical findings on the different performance of family firms (O’Boyle et al., 2012).” “Table 1 highlights additional future research ideas organized by the topic areas reviewed here. The scope of this paper does not allow for the discussion of these additional topics in detail.” “This paper discusses the strategy/measurement initiatives and compares ten emerging performance measurement systems with respect to a list of performance dimensions, the characteristics of performance measures, and the requirements of development process.” “Table 8 Evidence-Based Best-Practice Recommendations for Journals and Publishers, Editors, and Reviewers to Motivate Authors to Enhance Methodological Transparency.” “Our findings question the prevailing view that assessment center ratings do not demonstrate construct-related validity, and instead they lead us to conclude that as measurement tools, assessment centers are probably only as good as their development, design, and implementation.”	Alternative approaches Comprehensiveness and focus Exhaustive evidence base Delineating arguments Selective presentation of approaches Gap spotting Summary, initial categorizing Broad overview Outlining possibilities Dense subject treatment Hands-on recommendations Contestation as a conclusion (instead of as starting point)	Mainela, Puhakka & Servais, 2014 Nguyen, Leeuw & Dullaert, 2018 Linnenluecke, 2017 Chiva et al., 2010 Bedeian, 1986 Rashman et al., 2009 Gomez-Meija et al., 2011 Pindado & Requejo, 2015 Williams et al., 2018 Pun & White, 2005 Aguinis et al., 2018 Woehr & Arthur, 2003
8	Substantive—perspectives			
9	Substantive—taking stock			
10	Substantive—content dominant			

others have only described, authors aim to achieve theoretical convergence or to provide integrative frameworks. These articles often share an overarching aim of overcoming theory–empirics divides or disconnected research strands. Envisioning reviews, instead of simply pointing out gaps in the literature, show why and how neglecting a substantive theoretical or methodological aspect has severe consequences for the progress in knowledge. They provide strong and explicitly normative advice on where an area must be moving, and prescribe how researchers should do so. Another essential part is that some papers discuss how enhancing research concepts would improve managerial practice (Wowak et al., 2017).

The conceptual review (reshaping, and also other directions). The conceptual review engages with grand theories, which have wider relevance in the social sciences and then seeks to apply these to understanding organizations (often in abstract ways). Its purpose is to better understand hard-to-grasp concepts, including, for example, power (e.g., Clegg, 1987), postmodernism (e.g., Hassard, 1999; Parker, 1992), discourse (Phillips & Oswick, 2012), or paradoxes (Fairhurst et al., 2016). Conceptual reviews frequently refer to iconic social theorists such as Baudrillard, Derrida, Foucault, Giddens, or Zizek. They seek to contextualize knowledge claims with broad coverage of intellectual (and, to some extent, social and economic) history. For instance, a group of reviews of postmodernism connect changes in organizational processes to wider shifts in aesthetics and economic history (e.g., Hassard, 1999; Parker, 1992). In addition, conceptual reviews often engage in a discussion about underlying ontological and epistemological issues. Linguistic concepts such as narrative and metaphor feature prominently. A further trait is that they are often highly attuned to the social infrastructure of knowledge production and potential imbalances of power and patterns of domination this creates. One group of articles, for example, charts out the geographical distribution of editorial board membership and speculates about how this impacts knowledge production in management (e.g., Grey, 2010; Hinings, 2010; Meyer & Boxenbaum, 2010). In some cases, there are calls for greater intellectual diversity to enable intellectual progress.

The modeling review (reshaping, and also expanding). The modeling review engages with methodological innovations and improvements, such as the current use of topic modeling in analyzing textual data (Hannigan et al., 2019) or, from a historical perspective, computer-facilitated qualitative data analysis—that is, the use of coding software

(Wolfe et al., 1993). Its purpose is to enable sophisticated or new kinds of analysis. Modeling reviews typically do not choose entry into the review via engaging with a methodology upfront. Instead, authors recapitulate historical phases that contextualize the new method and serve to substantiate its importance. A key feature is the explicit underpinning of how persistent methodological gaps, limitations, or malpractices may hamper theoretical progress. The modeling review works toward delineating new methods through an effort of typifying previous and related methodological practices. Papers in this approach use extensive exemplification of the opportunities and limitations of applying new methods and demonstrated applications. A common feature is that modeling review papers take on the style of how-to guides and provide extensive checklists of where and when to apply a methodology (e.g., longitudinal research; Ployhart & Vandenberg, 2009). Modeling reviews typically demonstrate opportunity spaces for future research rather than providing normative advice on the course future research should take. Another common feature is that modeling reviews seek to promote research that spans multiple levels and is comprehensive rather than specific in scope.

The debate review (renovating, and also reshaping). The debate review strongly focuses on agenda setting. Its purpose is to assume an authoritative position, often expressed in a very selective and discursive way, so that scholars essentially provide a personal commentary on the status of a field (e.g., Spence & Keeping, 2011). One of the articles we included was transformed from a regular submission (we assume a review submission) to an editorial commentary based on an invitation by the general editors of the journal (Banks et al., 2015). Other articles are led by consultations of scholars the authors considered leading experts in a field (Rojon et al., 2021). The primary aim of debate reviews is to contextualize a research field—that is, to point out major streams of conversation, lines of argumentation, or schools of thought. They do not stop at laying out the issues, but mostly aim to provide a balanced view of the debates that are going on in a research field, chart the advantages and disadvantages of a particular approach, and identify new ways of doing research. One article, for example, promotes advances in causal modeling (Harris & Schaubroeck, 1990), another highlights innovations in evidence-based management (Rynes & Bartunek, 2017). The articles do not examine more specific and narrow methods or concepts but operate at a higher level of abstraction. Debate reviews not only identify contested issues but in part

try to work out problem–solution pairs to correct the current course of a research field.

The evidence-oriented review (expanding, and also reshaping). The evidence-oriented review is strongly interested in solidifying knowledge claims across a range of studies. It is closest of all the reviews to practices commonly found in evidence-based disciplines such as the health sciences. Its purpose is to aggregate the results of otherwise separate and unrelated quantitative analyses. The evidence-based review engages in comparing studies where the main technique is subtracting the variance in expected sampling error from observed variance (Steel et al., 2014). It enables authors to evaluate the generalization of findings in a subject area. This convergent approach entails using literature search databases extensively, but also the performance of simulations like Monte Carlo (Alliger, 1995). A few evidence-oriented reviews we examined reflect upon the practice of meta-analysis (Aguinis et al., 2010; Russell & Gilliland, 1995). They also engage in performing meta-analysis themselves to enable new research through extensive use of data, where these data have been generated or analyzed by prior research. This approach is mostly based on gathering a wide range of studies, evaluating evidence and knowledge claims, and either overcoming contradictory results or finding new moderator variables. This is often done in service of resolving contested issues and setting up new studies using the identified moderators.

The synthesis review (expanding). The synthesis review mainly aims at addressing fragmentation and working toward integration. Its purpose is to build a foundation based directly on previous insights, rather than spotting gaps in existing knowledge. Within our sample, this approach was applied early to entrepreneurship as a general field (Wortman, 1987), whereas more recently it has been applied to social entrepreneurship (Saebi et al., 2018) or to research on extreme contexts (Hällgren et al., 2018). Instead of more narrowly focusing on evidence, synthesis reviews provide an overview of a field by describing major trends and sorting them. New definitions or graphic models are offered to highlight missing links or mechanisms and fortify them against issues that may have received too much attention. These practices serve to lay out logical next steps of where a research field should be heading, or the proposition of different general approaches (i.e., alternative interpretations of entrepreneurial opportunities; see Mainela et al., 2014). To achieve this, synthesis reviews often establish new, multidisciplinary access to the subject area right from the start.

The systematic review (spread across directions).

The systematic review exhibits a pattern of connection to the classic Tranfield et al. (2003) piece that explicitly adapted the systematic reviewing methodology from the health sciences. This methodology emphasizes rigor in reviewing through the exhaustive use of literature databases in gathering, and a standardized procedure in selecting, articles, but also other scholarly outputs such as books and book chapters (e.g., Linnenluecke, 2017). The systematic review, rather than assuming a specific position on the directional space, spreads across all of them, with the primary purpose of decreasing bias in selecting reviewed sources to increase transparency in conducting a review. However, it is notable how many papers that claim to have conducted a systematic review do not directly apply the methodology. For example, one set of authors claims to have conducted a systematic review but do not follow the standard procedure, and instead blend selective and structured analysis (Athwal et al., 2019). Another paper, while explicitly relating to systematic reviewing, eventually states that its own review is non-systematic and “rather a judicious collation of influential papers leading to a critical reflection” (Quinton & Simkin, 2017). Within this diversity, three social practices really stand out. First, the description of how the authors work together to make decisions and adjudicate inclusion and exclusion criteria for the sample. Second, the degree to which systemization is done, as themes, perspectives, and streams. Third, the use of tables as artifacts documenting papers highlighting key concepts and dimensions. We learn that systematic review could mean different things, and the term is often used as a rhetorical device for dealing with bias.

The perspectives review (ordering, and also expanding). The perspectives review’s purpose is to shed light on different arguments, viewpoints, or angles. Papers frequently do this in a sequential fashion by having paragraph after paragraph stating what certain scholars have added to a subject area (e.g., Chiva et al., 2010). Relative to these past contributions, perspectives reviews typically engage in gap spotting. They do this by turning out research terrain that has been neglected and requires further investigation, without necessarily offering pointers for the course of the investigation (e.g., Rashman, Withers & Hartley, 2009). Instead of being exhaustive or normative, perspectives reviews tend to apply a loose, somewhat ad hoc approach to reviewing. This results in laying out “various areas which might be fruitfully investigated” (Bedeian, 1986), simply because there is

a lack of knowledge on them rather than because they would provide answers to a certain puzzle or shortcoming in the literature.

The taking stock review (ordering). The taking stock review is of a summative character and has the purpose of bringing order to scattered bodies of knowledge by means of initial categorization, which is conceptually or empirically grounded. Besides, it often divides a reviewed subject area into different levels of analysis or subfields discussed in separate conversations (e.g., Gomez-Meija et al., 2011). The aim of taking stock reviews is mostly to provide a general overview of a field, rather than zooming in on specific issues. This is, for instance, done to make sense of mixed empirical findings, which, rather than based on flaws or problematic assumptions, may simply arise due to heterogeneity of approaches in a field (e.g., Pindado & Requejo, 2015). A typical consequence of this approach is that taking stock reviews outline generic possibilities for future research, with a range of interesting questions that are nevertheless only weakly related to each other (e.g., Williams et al., 2018).

The content-dominant review (unspecific in directions). The content-dominant review is characterized by dense subject treatment, which is often already visible in the abstract in that it shows frequent repetitions of words or word stems that circle around a specific subject. It is difficult to characterize in terms of purpose, and rather represents a residual category than a distinct one. This means it becomes immediately clear what the review is about, but less so why the review is being performed or where it is taking a field (e.g., Pun & White, 2005). Such content-dominant reviews, as they become immersed in the treatment of specific issues within an area, often come with hands-on recommendations as to how other scholars should act as authors or reviewers (on increasing evidence-based practices in research, see, e.g., Aguinis et al., 2018). The content-dominant reviews we assessed also contain some contestation of previous research, but, rather than taking this as a starting point, contestation is established toward the end as a result of the review effort (e.g., Woehr & Arthur, 2003).

Charting the Reflexive Review Purposes over Time

Because of their particular significance for our findings and the discussion to follow, in Figure 3 we plot the prevalence by year of the seven review purposes that best exemplify reflexive knowledge work. This figure shows the relative rise and fall of each

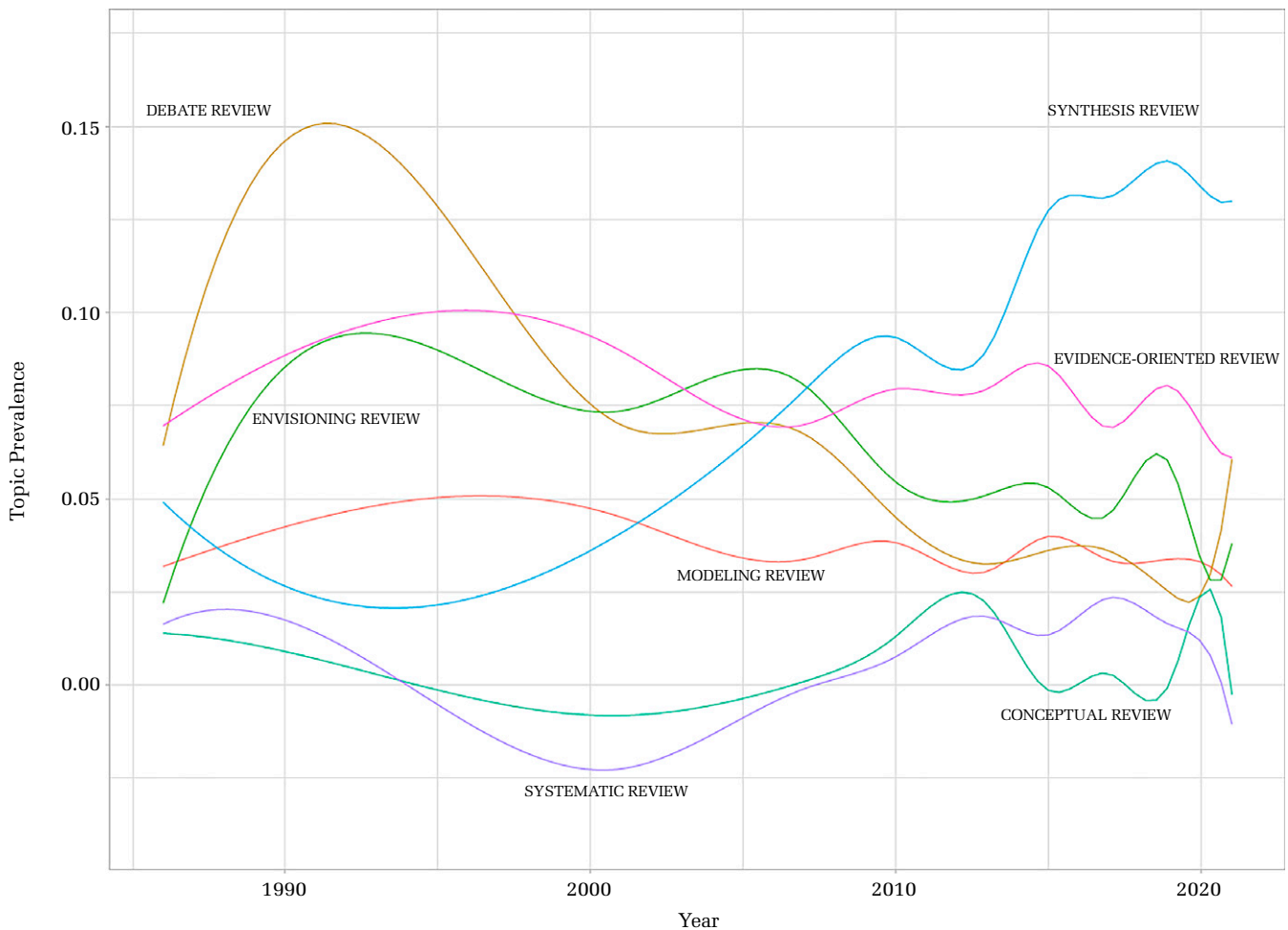
purpose over time, adding to our surprising empirical and conceptual characterization of the discipline.

The comparative analysis demonstrates several insights. First, the debate review, which denotes arguments among scholars, was the most prevalent in the 1990s, but reduced significantly by 2010. Similarly, the envisioning review, which refers to reviews that provide direction and have a normative character, also went from being quite prominent in the 1990s to declining significantly. It is worth noting nonetheless that, especially in recent years, both have entered a steep upward trajectory, which might make them gain significant influence in the future. In contrast, the synthesis review, which seeks to overcome fragmentation in a field, rose in 2010 to become the most dominant purpose by 2020. We interpret this as an attempt to connect past, present, and future insights in the field, and, in conjunction with our previous interpretations, maybe as a signal that management has moved from being more confrontational to less confrontational. Another finding from this analysis is that several purposes remain rather stable over time, and do not, as in other fields, skyrocket and become dominant in management. The evidence-oriented review and the systematic review have only minor fluctuations, but systematic reviewing in particular was never dominant in management, and, if anything, both seem to have taken on a downward slope that may continue, leading to a decline. The overall insight from this analysis is that we see a great deal of jostling between the reflexive reviews. This is not a picture of a stable field, and underpins our qualitative interpretation that management is best characterized by referring to varieties of review.

DISCUSSION: MOVING REVIEW ARTICLES FORWARD

Our focus on reviewing as knowledge work that engages with existing knowledge infrastructures resonates with others who have argued that reviewing metaphorically shapes the built environment of a knowledge neighborhood (Cronin & George, 2023). This reflects a recent strand of thinking about goals as part of an expanded view of literature reviewing (e.g., Alvesson & Sandberg, 2020; Elsbach & van Knippenberg, 2020). These scholars suggest that authors of reviews should consider problematization or integration as high-level concerns. Building on these rather abstract concerns, we offer a typology (Pierce, 2024), based on empirical analysis, that provides specific labels, practices, and associated meanings that are connected to various review purposes or directions. Our empirically grounded picture of the landscape

FIGURE 3
Mapping the Prevalence of Reflexive Reviews over Time



of literature reviews in the management discipline shows the preservation and cultivation of varieties of review over time. A key analytical move in this paper was to consider the situatedness of reviewing practices as they pertain to the evolution of the field's knowledge infrastructure that each literature review contributes to through reflexive or substantive practices.

By definition, every standalone literature review needs to cover a subject area in a substantive manner. In contrast, there is more leeway when it comes to the degree to which it should engage in reflexive practices of reviewing that may alter a field. Signals of reflexivity may include contemplating previous reviewing practices in the field and developing new ones, carefully weighing the appropriate methodology to be applied, or demonstrating how a review challenges existing knowledge. When a field is in an emerging state, collective learning and knowledge

infrastructure resembles a sort of scaffolding that grants stability as configurations are worked out (Ansell, 2011). Our analysis reveals these as more substantive categories of knowledge work. This means that reviewing is performed with a simple function—namely, learning what has been said about a subject. The evolution of a field follows its changing knowledge infrastructure as knowledge work becomes more reflexive. This kind of reviewing foregrounds the purpose and directions of a review relative to a reviewed field, where a critique of prior research (and other reviews) could help overcome inertia or open new opportunities.

The High-Quality Review Article: How to Develop Reviews with Attitudes

The *Academy of Management Annals* seeks to publish “reviews with an attitude” (see Table 3). In this

article we go one step further and call on authors to develop *reviews with attitudes*. This impetus goes beyond assuming an authoritative position. Instead, it focuses on producing review articles that have a clear purpose and direction, which are related to a field's current knowledge infrastructure—much in the same way as scholars should calibrate their method according to the research question they seek to answer (Edmondson & McManus, 2007).

A surprising finding of our work was that there is little standardization of literature reviewing in management and organization research. In addition, we found that the vocabulary around systematic reviewing in management is ambiguous. In our analysis we found it was often not used with a clear idea of its purpose; rather, it was used as a rhetorical device to a certain procedure that signals legitimacy. Over time, this risks that the label will be perceived as an empty shell. On the one hand, the term cannot develop as an unequivocal practice. On the other hand, our findings make us aware that standardization, which allows scholars to arrive at an exhaustive assessment of the evidence using a specific procedure, may not be as important in management as in the health sciences. Management reviews need to improve on methodology (Jones & Gatrell, 2014). However, failing to include all available studies in a management review will not have the same consequences as in healthcare (where missing rare evidence about lethal side effects of a treatment could literally be fatal). Besides, healthcare scholars themselves have pushed back on excessive standardization, especially with regard to the assessment of complex health interventions. In these contexts, realist reviewing has been promoted to allow for more nuance and novel ways of capturing contextual complexity (Pawson, Greenhalgh, Harvey & Walshe, 2005). This move may be representative of a wider realization about the benefits that lie in shifting from prototypes (following a certain protocol) to goal-based categorization, which understands practices in relation to their context (Durand & Paolella, 2013; Glaser et al., 2020).

Generating progress in the social sciences is a complex endeavor that is difficult to achieve. We therefore suggest that scholars stop using the term “systematic” as a coded word signaling a trustworthy review. Instead, management researchers must become more reflexive about (a) which review direction they want to assume, and (b) which review purpose within the four general directions would be most appropriate relative to the status of their field. The actual tools and procedures (styles and checklists) are important, but they are secondary to the

value of the knowledge work scholars eventually perform. To select the most appropriate direction and purpose, researchers need to ask themselves some key questions, such as: *What* does the knowledge infrastructure in a field look like? *Why* is a review needed, given this infrastructure? *Where* does a review lead a field (i.e., in *which ways* does the review contribute to the knowledge infrastructure, not only *what* does it contribute)? We argue that a high-quality review is characterized by finding a healthy balance between being substantive and reflexive. We also highlight that understanding and finding this balance, and thereby developing reviews with attitudes, may take time. This means that reviews produced at the end of a research process (e.g., a doctoral dissertation) are likely to be more powerful than reviews produced at the beginning of that process.

Improving the Present: Balancing Benefits and Costs of Varieties of Review

The varieties we find in review articles are akin to a diversity of approaches to theorizing in management. On the one hand, diversity leads to a richness in epistemological and ontological approaches and produces many unique contributions to knowledge (van Maanen, 1995). Sustained diversity may also make management more resilient than other, adjacent social sciences, such as social psychology, which have suffered significant fluctuations in epistemic confidence. Diversity prevents entire subject areas from crumbling when some of their building blocks are challenged. Take a recent challenge of a central paper in category theory as an example: Goldfarb and Yan's (2021) failure to replicate Zuckerman's (1999) work.

While scholars have taken note of this counterevidence, Zuckerman's (1999) paper is only one of the many building blocks of category theory. The subject area has not been centralized by standardized reviews. This means a healthy diversity of other pillars increases the resilience of the field in the face of new and contradictory evidence. The diversity of reviewing purposes and practices also makes management much harder to manipulate, either by powerful scholars or by those applying undue scientific practice or false findings. This is likely to have saved management scholarship to date from a replication crisis that currently plagues social psychology (Bardi & Zentner, 2017). The website <https://retractionwatch.com/> documents retracted papers. Management research has seen retractions, but not to the degree that it could be called a crisis. We believe that many

of the projects in other disciplines followed unethical research practices and are rightfully being retracted, but the fact that certain standardized procedures or social practices may have wiped out alternative ways of assessing and appreciating knowledge would clearly accelerate the fragility of a body of knowledge.

On the flip side, the varieties in management will continue to undermine paradigm development and therefore slow progress; in the worst case this can result in a high degree of self-referential work (for this argument on management theory, see Pfeffer, 1993). Although management reviews have become more comprehensive over time by connecting bodies of knowledge, in our analysis we have seen many that are still focused on neutrally taking stock, or on gap spotting to identify underexplored territory. They are less likely to appreciate or critically weigh the evidence we have available to push the boundaries of knowledge. Varieties of review may serve to enhance the general level of problematization in review articles, and thereby give some an interesting, innovative edge (Alvesson & Sandberg, 2020) insofar as diversity of thought helps a critical discourse unfold. However, a lack of strategic approaches to promoting knowledge claims, and of a way to systematically harness new insights, may hamper the evolution of new knowledge areas. When the aim of review practices is to advance a field, but the practices meant to achieve this advancement lack alignment and systemization, major knowledge leaps are less likely. In the following, we discuss how, in the future, new reviewing practices may preserve the varieties of review while enhancing scholarly knowledge contributions.

The Future of Reviewing: How to Better Leverage Human Capacities

Our goals in answering the question of what makes a high-quality review were not only to chart the past and improve the present of literature reviewing, but also to develop a vision for the future. To do this, it is important to hold our empirical findings against the changing societal context in which literature reviewing will be conducted. At present, literature reviews in management research often focus on the procedure of the review rather than its purpose or directions. A significant share of reviews tends to lean on the substantive dimension of reviewing rather than engage with the reflexive dimension of reviews. Unlike other fields (Krlev, 2019), reviews in management not only refuse standardization but also neglect the use of

sophisticated technology such as databases, machine learning, or automation. This restricts the contributions review articles can make (Antons et al., 2021). The pressing issue that results from all these findings is that new technologies that will dominate the future, such as generative AI (e.g., ChatGPT), are going to make some established ways of reviewing redundant soon.

After recent demonstrations of what these technologies can do, it is evident that AI tools will be able to structure and summarize entire bodies of knowledge, and perhaps, as some argue, even aid in the social construction of new categories (Phillips, Kalvapalle & Kennedy, 2024). This will mean that taking stock of the knowledge infrastructure in a field through a laborious process of manually gathering and analyzing articles is likely to become obsolete. The more substantive purposes of reviews will come under pressure very soon, and gradually lose their value. Such a narrative resembles a classic case of technology-based disruption. As an analogy, consider how realistic paintings lost some of their value following the rise of photography in the 19th century. When this happened, artists started experimenting with new representational strategies, such as impressionism, and later surrealism or cubism. In a similar way, we suggest two strategies to deal with the disruption that technological advancements will cause: developing technologically infused reviewing practices and developing new collective and distributed practices of reviewing knowledge.

Developing technologically infused practices.

Coming to terms with the technology-based disruption will probably take time, but management scholars up until now have only taken limited notice of other ways in which technology could help—for example, how computationally augmented reviewing can provide an overview of large and diverse literatures (Antons et al., 2021). Along these lines, our own review efforts would have been very difficult to manage without using topic modeling as a tool to map our data initially. However, this map only guided where deeper work might be conducted. The topic modeling was an integral part of our grounded theory efforts. The rendering process (Hannigan et al., 2019) helped us abductively revisit our conjectures and inductive groupings (Timmermans & Tavory, 2012). Seeing the bottom-up, computationally generated patterns also compelled a revisiting of our initial interpretations. For example, we saw when and why mimicking practices of systemization and standardization that are essential in healthcare might be of limited use in management.

An important caveat to reviewing with AI tools is the hallucination effect (Hannigan, McCarthy & Spicer, 2024; Xiao & Wang, 2021)—that is, that ChatGPT, for instance, invents truth claims such as facts and citations. We believe that generative AI can be helpful for charting field possibilities (Hannigan et al., 2022); however, it would be dangerous to conduct knowledge work without a clear understanding of knowledge infrastructure. Thus, while we agree that caution is needed in relation to AI tools, we disagree with the claim we should not use AI in management research (Lindebaum & Fleming, 2024). Rather, it is important to develop a thoughtful assemblage of technologically infused practices around AI (Glaser, Pollock & D'Adderio, 2021). This will enable technology to enhance the reflexive dimension of reviews.

The diversity of theories and methods, as well as the large share of qualitative research in management, make it difficult to merge insights across empirical work to create automatically generated evidence maps that initially triggered our interest in understanding the potential evolution of review practices in management (Krlev, 2019). However, there is a large opportunity space between fully automating reviews using AI and leaving things as they are. This is not a question about machines or humans, but one about conjoined agency (Murray et al., 2021). When technology can help speed up the process of reviewing knowledge or increasing a review's integrative character (Cronin & George, 2023) through tools like <https://openknowledgemaps.org/>, scholars could employ their capacities to engage more in reflexive knowledge work. That is, researchers could spend more energy on arguing, contesting, challenging, or imagining what the status of knowledge might mean for the future of a field. Through technologically infused practices such as our own, scholars would open new opportunities to generate empirical findings about a past status of knowledge, or generate theory from those findings (Post et al., 2020). These cases would fortify reviewing as scientific inquiry rather than as an auxiliary activity (Kunisch, Denyer, et al., 2023).

Engaging in collective and distributed practices.

Our analysis makes us aware that reviewing is foremost a shared social practice rather than a mere intellectual exercise (Timmermans & Tavory, 2012; Woolgar, 1991), where creativity stems from actively engaging reflexively with an audience (Collins, 1987). However, at present we are facing two issues. First, we largely prevent reviewing from emerging as a community-based practice. Second, we disintegrate knowledge production from knowledge assessment

and push the assessment by a review to a point in time long after knowledge production. The upshot is that our understanding of the available evidence often lags drastically behind, and we make poor use of collective intelligence. As simple knowledge summary of the substantive kind will be enhanced through new technologies in the future, there will be new opportunities for reviews to become more collective or distributed. This will allow us to leverage human capacities in new ways.

When it comes to collective and distributed practices, colleagues have recently pointed out that practitioners such as managers could help sort the usefulness or novelty of insights gleaned from literature reviews, or be directly involved in conducting them. This could help to address the science–practice gap (Sharma & Bansal, 2023). Reviews could also be used as an explicit tool for solving practical problems, instead of as a summative exercise. This might make them more current, relevant, and impactful (Kunisch, Knyphausen-Aufsess, et al., 2023). The collective character of knowledge reviews could also be enhanced by making them a community endeavor rather than an individual scholarly effort. For example, the management discipline could seek to tap the knowledge and judgment of journal reviewers, editors, and authors in improved ways. As part of the peer review process, these groups could be asked to specify, categorize, and document in which direction new articles are leading a field, instead of only approving or rejecting articles as part of the publishing process.

To allow for the constant logging of new advances as knowledge evolves, instead of assessing the evolution of knowledge periodically in an uncoordinated way, researchers could create shared yet flexible knowledge infrastructure—for example, by using new techniques based on the social web. There are many digital tools that are currently used to spur open innovation processes by firms that could enable knowledge cocreation (Abbate, Codini & Aquilani, 2019). Wiki-style platforms, which allow for commentary and exchange on the evolution of knowledge beyond papers, could increase the dynamism and community character of assessing knowledge (on their use in academic learning environments, see Daspit & D'Souza, 2012). Tools such as <https://scite.ai/> already help specify whether citations only mention previous research, or dispute or support it. These could be enhanced to become more fine-grained and useful in post-publication assessments of how new research extends knowledge infrastructure. They could be

used to note how new research reshapes, transfers, or undermines knowledge. Such platforms could be hosted by scholarly societies such as the Academy of Management, and would ideally span different journals or associations.

Collective efforts aided by new technologies may produce similar results to the evidence maps of the health sciences that make retrieving, comparing, and assessing the status of knowledge easier and more immediate. At the same time, these efforts would remain true to the varieties of reviewing in management and organization research, which we suspect also exist in other social sciences. In the future, categorizations could include information about the practical relevance of the reviewed knowledge, or document the application of new participatory ways in how the knowledge was reviewed. In this way, technology could enable distributed practices to make the knowledge work that management scholars perform more dynamic and innovative, while enhancing its reflexivity.

CONCLUSION

In this article, we sought to understand what constitutes a high-quality approach to literature reviewing in management and organization research. Instead of finding increasing standardization like in other disciplines, we uncovered 10 different approaches to literature reviewing, each with a distinct purpose. Furthermore, we argued the different approaches to literature reviewing vary in terms of reflexivity and substantiveness. Rather than seeing the variety we find as a hindrance, we think it offers management scholars several options, which can be selected based on the status of particular fields. However, we believe that scholars can make use of the range of purposes in a more conscious way, notably by harnessing new technologies and collective practices to improve how the knowledge infrastructure is shaped through the reviewing efforts of scholars.

Our propositions can only be a first step to establishing and maintaining a new culture of critical debate and self-reflection as to what management reviews should or can achieve. To date, scholars often seem to follow established styles or traditions, without thinking about the purpose and directions of a review. We hope a debate about this issue would allow management scholars to mitigate negative effects that might ensue from a particular choice, and thereby to leverage the actual contribution to knowledge that management reviewing makes.

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