
Business 9707: Qualitative Methods**Fall / Winter 2023/24****Location: TBA****Zoom (only on request):** <https://ivey-uwo.zoom.us/my/TimaBansal>

Tima Bansal

Cell Phone: 519 709-4052

E-mail : tbansal@ivey.ca

Faculty Assistant: Stacey Erdie

Phone: 519 661-2111 ext. 87679

E-mail: SErdie@ivey.ca

COURSE OVERVIEW

Qualitative methods are becoming increasingly common in research in business schools, especially in management studies. They first appeared in the top journals in the 1980s, but they didn't take hold until the 2000s. Now, approximately ¼ of submissions to the *Academy of Management Journal* are based on qualitative methods. Arguably, a PhD in business is only complete with an understanding of qualitative methods, even if a student leans towards quantitative methods. The emphasis of PhD programs on quantitative methods is almost always a matter of legacy, rather than a reflection of a signal of the lack of importance of qualitative methods to business studies.

Not only are qualitative methods important to fully appreciate the discourse in business research, they also reveal different ways of knowing (epistemologies). Qualitative methods are used in a plurality of paradigms and approaches. Although there are some guidelines for high quality qualitative research, there is no single rule book or precedence on which researchers can rely. I liken a good qualitative scholar to a good violinist. There are some technical skills, but the magic comes in applying your own creativity. These skills are not learned through precedence and explicit knowledge, but from practice and coaching.

In this course, we will start from theoretical discussions of 'ways of knowing' to 'ways of doing'. You will start by learning about paradigms in the social sciences, i.e., ontologies and epistemologies, which should ground your methodologies and ultimately your choice of *methods*. By understanding this logic, you can make wiser choices in your research design. The course starts with a high-level understanding of paradigms and then moves to the pragmatics of collecting and analysing data, writing, publishing and then reviewing.

This course will be delivered in more of a Socratic style than a lecture style. We build understanding by asking and answering questions, and listening to a wide range of perspectives. This approach is especially important to this course as it puts into practice the very skills we are trying to nurture – dialogue and deep listening. Through this discourse, I am hoping you will see your own, sometimes, hidden, paradigmatic assumptions of 'truth' and the differences of 'truths' among people. Everyone, even you, holds latent biases. This course offers you an opportunity to not only learn about different approaches to knowledge, but also learn about your own deeply held assumptions.

COURSE OBJECTIVES

This course has the following **objectives**:

- To understand the range of qualitative approaches to research
- To build some of the pragmatic skills in approaching qualitative research
- To reveal your own ontological and epistemological assumptions.

COURSE REQUIREMENTS / EVALUATION

Activity	Grade	Due Date
Classroom Engagement	20%	Every week
Assignments	15%	Most weeks
Peer Feedback on assignments and presentations	5%	Most weeks
Qualitative paper review	10%	Week 10
Final Paper, Presentation, & Peer Feedback	50%	End of term

Classroom Contribution

The class contribution grade will be based on a 3-point grading scale.

Grade	Performance	# of students typically receiving this grade
3	Excellent contributions	1-2 students
2	Good contribution	Most students
1	Attended class, but remained largely disengaged or silent	Ideally no one
0	Did not attend class	Ideally no one

Excellent contributions are inquisitive, thoughtful, analytical, insightful and respectful. To make such comments, you will have to *prepare well* for class and *listen carefully*. You are encouraged to ask questions of me and your classmates, and seek to answer those questions. Please focus on challenging ideas, not people. Classroom discussions should be fun, provocative and enlightening. You are being judged on the quality, not quantity of contributions; in fact, speaking too much means that other people have less opportunity to speak and may also be judged harshly. So, contribute when you have something substantial to say or you feel there is a lull in the conversation.

I fully recognize that most of us can be distracted by email, social media, and the internet. Yet, these distractions means that you are not fully attentive in class. Your distractions actually cascade into distractions to others. I strongly encourage to sign off of Wi-Fi for the duration of class. It will make you a better scholar by fostering deep thinking and listening, and also a better colleague and classmate.

Only emergencies should keep you away from class. If you know you cannot make one of the class dates, then please let me know in advance. I start classes promptly on time, and will endeavour to finish on time.

Assignments

There are assignments in most classes. These assignments are intended to foster learning and reflexivity, while also building insights for the final paper. Details of each assignment is noted within the week's reading list.

The essays will only be graded as pass/fail – and most people are expected to pass. A late essay will receive a maximum of a half pass.

The essay must be submitted to Learn by Thursday midnight, prior to class. In submitting the essay, please use the following format for the file name: <Your surname>_Week#_Essay. So, if I were submitting in Week 2, it would be labelled "Bansal_Week2_Essay". Ideally, you will submit the essays as a Word doc.

I will read all the essays prior to class, but will only send comments if there is something important to say. Once all the essays are submitted, I will make them available on Friday morning for everyone to read each other's essays.

Peer Feedback on Assignments and Presentations

After your essays are posted on Learn, please feel free to comment on the essays in Learn. Ask your classmates questions, or bring up others' good ideas in the class discussion. You will also be invited to share developmental feedback from each other's paper presentations.

A small portion of your final grade is related to this type of engagement. This type of engagement helps to foster community.

Review of a Qualitative Paper

You will be given 2 weeks to review a qualitative paper that had been submitted to a top journal. The purpose of this exercise is not only to hone your reviewing skills, but also appreciate the challenges of writing qualitative research.

Please submit the review with the following file name: <surname>_Review. The file should be a Word doc.

Final Paper & Presentation

The final paper requires you to write the front end of a qualitative paper. This means you will need to

1. Identify a motivating empirical phenomenon – a puzzle in the 'real world' that you find interesting and cannot explain.
2. Present a research question that is grounded in theory, yet will address the empirical puzzle.
3. Review the literature (prior theory) that could potentially explain the phenomena but does not.
4. Describe the methods (research context, data sources, data analysis) you will apply to address the phenomena.

The paper should not exceed 18 pages of text, double-spaced, 12-point Times New Roman font, and one-inch margins. There are no limits placed on figures, tables, and references. The file name should be <surname>_Final Paper. At least 5 of those pages should be devoted to the methods, describing what data you will collect and how. If you are doing interviews, then describe some of the interview questions. If you have archival data, describe what kinds of data. Be sure to not only describe, but also defend the methods.

The presentation will be no longer than 10 minutes. The objective is to help you practice your presentation skills and to see the range of qualitative research being designed.

ACADEMIC OFFENCES: PLAGIARISM AND ACADEMIC INTEGRITY

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

SUPPORT SERVICES: HEALTH AND WELLNESS

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

STUDENT ACCESSIBILITY SERVICES

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. For more information, see <http://www.sdc.uwo.ca/ssd>

OVERVIEW OF SESSIONS

Session #	Date	Topic
1	January 12	Qualitative and quantitative methods: What and why
2	January 19	Paradigms: Ontology, epistemology, and methodology
3	January 26	Building theory through qualitative data
4	February 2	Variance and process studies
5	February 9	Collecting data: Interviews & archival sources (text, video, etc.)
6	February 16	Collecting data: Observations and ethnographies (in person and online)
7	March 1	Analyzing data: Coding and discourse analysis
8	March 11 (to discuss)	Analyzing data: Mid-range data (fsQCA) & big data
9	March 15	Engaged scholarship, action research, and design Methodologies
10	March 23	Writing, publishing and reviewing qualitative research
11	March 30	Mixed methods Ethical concerns and critiques of qualitative research
q	April 5	Research paper presentations

Organizations Podcasts – for those times that you just can’t handle reading another article 😊

<https://www.talkingaboutorganizations.com/>

<https://www.ethnographyatelier.org/podcast>

<https://player.fm/series/thinking-allowed-1301224>

DETAILS OF SESSIONS

In many weeks, I offer 'how to' readings. These do not offer riveting reading, so treat them as reference material until you are ready to 'do'.

WEEK 1: QUALITATIVE, QUANTITATIVE, AND MIXED METHODS

There are many readings this week, but they are generally short and light. We won't discuss the specific readings in too much detail. Instead, we will focus this week's discussion on:

- what is (good) qualitative research?
- key differences between qualitative and quantitative research
- how qualitative and quantitative research can be combined.

Assignment (due midnight Thursday)

For this assignment, you are asked to cover two unrelated topics:

1. Why are you taking this class and what do you hope to learn? (maximum 150 words)
2. Discuss the following: qualitative research is journalism. Why or why not? (max 400 words)

Readings

Required

- Rynes, S.L., & Bartunek, J.M., 2016. Qualitative research: It just keeps getting more interesting! In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Denzin, N. & Lincoln, Y. 2005. The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, 3rd Edition (pp. 1-32). Thousand Oaks, CA: Sage <read just until page 13, just before the "The History of Qualitative Research.">
- Denzin, N. & Lincoln, Y. 2005. Epilogue: The Eighth and Ninth Moments-Qualitative Research. In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, 3rd Edition (pp. 1115-1126). Thousand Oaks, CA: Sage. Ordered book.
- Easterby-Smith, Golden-Biddle, K. & Locke, K. (2008). Working with pluralism: Determining quality in qualitative research. *Organizational Research Methods*, 11(3): 419-429.
- Pratt, M. G. (2008). site. *Organizational Research Methods*, 11(3), 481-509.

Optional

- Locke, K. & Golden-Biddle, K. 2002. An introduction to qualitative research: Its potential for industrial and organizational psychology In S. Goldberg (Ed.) *Handbook of Research Methods in Industrial and Organizational Psychology* (pp. 99-118). Malden, MA: Blackwell Publishers. Requested copy.
- Van Maanen, J., Sorensen, J. B., & Mitchell, T. R. 2007. The interplay between theory and method. *Academy of Management Review* 32(4): 1145-1154.

WEEK 2: PARADIGMS

This week's readings are likely the densest in the course. You will likely need to reread them several times (as I will). Please be prepared to set aside considerable time to understand these concepts, especially if the concepts are new to you.

Assignment

Identify a puzzle or phenomena that you find interesting. Please frame this puzzle as a research question. How could you address the question – you do not need to provide detailed methods this week, but more the general approach? Think about the paradigm that you hold and ensure the methodology aligns with the paradigm. There is no right or wrong answer. (max 600 words)

Readings*Required*

- Morgan, G. & Smircich, L. 1980. The case for qualitative research. *Academy of Management Review*, 5(4): 491-500.
- Lincoln, Y. & Guba, E. 2005. Paradigmatic controversies, contradictions and emerging confluences. In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, 3rd Edition. (pp. 163-188). Thousand Oaks, CA: Sage. <see optional reading for Chapter 6>
- Edmondson, A. C. & McManus, S. E. 2007. Methodological fit in management field research. *Academy of Management Review*, 32: 1155-1179.
- Kincheloe, J.L. and McLaren, P. 2005. Rethinking Critical Theory and Qualitative Research. In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, 3rd Edition. (pp. 303-342). Thousand Oaks, CA: Sage. <this paper is long and sometimes tedious. From this paper, please try to understand what is critical theory, the types of questions it asks and answers, and its strengths and limitations. The details don't matter.>
- Pratt, M (2016), "Crafting and Selecting Research Questions and Contexts in Qualitative Research in Elsbach & Kramer". *Handbook of Qualitative Organizational Research*.

Optional

- Burrell, G. & Morgan, G. 1979. Two dimensions: Four paradigms. *Sociological paradigms and organisational analysis* (pp. 1-37). London: Heineman
- Collins, H.M. 1982. The replication of experiments in physics. In B. Barnes & D. Edge (eds). *Science in Context* (pp. 94-116). Cambridge, MA: The MIT Press.
- Unreliable research: Trouble at the . *The Economist* (10/19/13).
- Given, L. 2017: It's a new year ... So, let's stop the paradigm wars. *International Journal of Qualitative Methods*, 16: 1-2.
- Clifford G. Christians, 2005. Research. Research. In N. Denzin & Y. Lincoln (Eds.) chapter 6 *Ethics and politics in qualitative research*, *Handbook of Qualitative Research*, 3rd Edition (pp. 139-). Thousand Oaks, CA: Sage.
- Lincoln, Y. & Guba, E. 2005. Paradigmatic controversies, contradictions and emerging confluences. In N. Denzin & Y. Lincoln (Eds.) *Handbook of Qualitative Research*, 3rd Edition (pp. 177-185). Thousand Oaks, CA: Sage.

- Prasad, P. 2005. Symbolic interactionism: searching for self and meaning. In, P. Prasad Crafting Qualitative Research: Working in the Postpositivist Traditions. NY: Routledge, Chapter 2.

WEEK 3: BUILDING THEORY

Assignment

- Identify 1-2 base-line theories (i.e., existing literature) that can be informed by the phenomena you described in Week 2
- Indicate how you would choose a research site to ensure you will be able to build theory (max 600 words).

Readings

Required

- Suddaby, R. 2006. What grounded theory is not. *Academy of Management Journal*, 49: 633-642.
- Van Maanen, J., Sørensen, J. B., & Mitchell, T. R. (2007). The interplay between theory and method. *Academy of Management Review*, 32(4), 1145-1154.
- Makadok, R., Burton, R., & Barney, J. (2018). A practical guide for making theory contributions in strategic management. *Strategic Management Journal* (Part 2 only).
- Sætre, A. S., & Van de Ven, A. (2021). Generating theory by abduction. *Academy of Management Review*, 46(4), 684-701.
- Grodal, S., Anteby, M., & Holm, A. L. (2021). Achieving rigor in qualitative analysis: The role of active categorization in theory building. *Academy of Management Review*, 46(3), 591-612. (You can read this paper lightly – just grasp the main ideas)

Optional

- Glaser, B. & Strauss, A. 1967. The discovery of grounded theory: strategies for qualitative research. Chicago, IL: Aldine.

This book is on course reserves shelf at the Business library service desk.

- Locke, K., Golden-Biddle, K., & Feldman, M. 2008. Making doubt generative: Rethinking the role of doubt in the research process. *Organization Science*, 19(6): 907-918.
- O'Reilly, K., Paper, D., & Marx, S. (2012). Demystifying grounded theory for business research. *Organizational Research Methods*, 15(2), 247-262.
- Locke, Karen D. and Karen Golden-Biddle (1997), Constructing Opportunities for Contribution. *Academy of Management Journal*. 40 (5) 1023- 1063.

WEEK 4: VARIANCE AND PROCESS STUDIES

Assignment

Based on the phenomena that you described in Week 2, please write about the following (no word limit).

1. **A clear indication of what is the 'object of your enquiry' and why it's interesting.** This object is often the 'outcome' you want to explain or what positivist scholars might call the dependent variable. If you are more a constructivist or critical theorist, it is the focal area of your interest.
2. **From a variance perspective, a clear statement of your research question (RQ) and visualization diagram.** Remember to focus on more the 'theoretical constructs' in the statement of the question and make sure that it is sufficiently narrow that it is addressable and not so narrow that it is more an empirical question. And please only use your own intuition to answer this question. You are not expected (or even invited) to read the literature. I want you to develop muscles to trust your intuition. You only have to define the variables that may not seem obvious to a non-expert (i.e., me). Otherwise, I am expecting only boxes and arrows.
3. **From a process perspective, a clear statement of your research question (RQ) and visualization diagram.** Remember that time will be on your 'x-axis' here. Again, base this on intuition.
4. **2-3 interview questions.** If you were to interview someone to learn more about your research, who would you interview and what would you ask of them.

These questions will activate new muscles, build your confidence in intuition, and drive passion/excitement for your research program. You should finish this exercise wanting to embark on empirical work to really tackle the research area.

Readings

Required

- Eisenhardt, K. M. (2021). What is the Eisenhardt Method, really? *Strategic Organization*, 19(1), 147-160.
- Langley, A. 1999. Strategies for Theorizing from Process Data. *Academy of Management Review*, 24 (4), p. 691-710
- Cloutier, C., & Langley, A. (2020). What makes a process theoretical contribution? *Organization Theory*, 1(1), 2631787720902473.

Required Illustrative Paper

- Smith, W. K., & Besharov, M. L. (2019). Bowing before dual gods: How structured flexibility sustains organizational hybridity. *Administrative Science Quarterly*, 64(1), 1-44

- Bremner, Robert P., and Kathleen M. Eisenhardt. "Organizing form, experimentation, and performance: Innovation in the nascent civilian drone industry." *Organization Science* 33.4 (2022): 1645-1674.

Optional

- Eisenhardt, K. 1989. Building Theories from Case Study Research. *Academy of Management Review*, 14 (4): 532-550.
- Langley, A., & Tsoukas, H. (2016). *The SAGE Handbook of process organization studies*. SAGE Publications Ltd,

WEEK 5: COLLECTING DATA: INTERVIEWS & ARCHIVAL DATA (TEXT, VIDEO)

Assignment

- Prepare an opening introduction to your research and a set of main questions that you would use to uncover insights. Be prepared to interview a classmate.
- Identify archival data that you could have used to answer your research question, what they could tell you, and their limitations. Using bullets is fine. (max 300 words)

Readings

Required

- Rubin, H. & Rubin, I. 2005. *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage. See files in the folder and read in the order presented. They represent 4 different chapters.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
- Hodgetts, D. & Chamberlain, K. 2013. Analyzing news media. in Flick, U. (Ed.). (2013). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 380-393
- Marotzki, W., Holzeand, J, Verständig, 2013. Analyzing virtual data. in Flick, U. (Ed.). (2013). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 450-463.
- Alvesson, M. (2003). Beyond neopositivists, romantics, and localists: A reflexive approach to interviews in organizational research. *Academy of management review*, 28(1), 13-33
- Alvesson, M., & Sköldberg, K. (2017). Introduction: The Intellectualization of Method *Reflexive methodology: New vistas for qualitative research*. sage. pp. 1-18

Required Illustrative Paper

- Soderstrom, S. B., & Weber, K. (2020). Organizational structure from interaction: Evidence from corporate sustainability efforts. *Administrative Science Quarterly*, 65(1), 226-271.

Optional

- Rowley, J. (2012). Conducting research interviews. *Management Research Review*, 35(3/4), 260-271.

- Crawford, B., Chiles, T. H., & Elias, S. R. (2020). Long Interviews in Organizational Research: Unleashing the Power of “Show and Tell”. *Journal of Management Inquiry*, 1056492620930096.
- Thomas, R.J. 1993. Interviewing important people in big companies. *Journal of Contemporary Ethnography* 22(1) 80-96.
- Seidman, I. 1998. Interviewing as qualitative research. (pp. 49-94). New York: Teachers College Press.
- Alvesson, M. 2003. Beyond Neo positivists, romantics and localists: A reflexive approach to interviews in organizational research. (*Academy of Management Review*, 28(1), 13-33.
- Levina & Vaast, 2016. Leveraging archival data from online communities for grounded theory processing. *Elsbach & Kramer Handbook of Qualitative Organizational Research*.

WEEK 6: COLLECTING DATA: ETHNOGRAPHIES AS AN OBSERVER AND PARTICIPANT

In this week’s discussion, we will primarily spend time on speaking to the challenges and opportunities of ethnographies. We will spend time with Pratt’s paper below and your own experiences in completing the assignment.

Assignment

In one of your other classes, write ethnographic participant observations for 30-60 minutes on the question: “how does the instructor foster learning among students.” You are welcome to use pseudonyms.

Readings

Required

- Van Maanen, 1979. The fact of fiction in organizational ethnography. *Administrative Science Quarterly*, 24: 539-550
- Kathleen M. DeWalt and Billie R. DeWalt (2011), *Participant Observation: A Guide for Fieldworkers*-Altamira Press (2011), Chapter 1.
- Emerson, R.M., R.I. Fretz, L.L. Shaw. 1995. “Chapter 2: In the Field: Participating, Observing, and Jotting Notes.” *Writing Ethnographic Fieldnotes*. University of Chicago Press, Chicago. Requested digital copy.
- Jarzabkowski, P., Bednarek, R., & L, J. K. .2014. Producing persuasive findings: Demystifying ethnographic text work in strategy and organization research. *Strategic Organization*, 12(4), 274-287.
- Kozinets, Dolbec, Early, Netnographic Analysis: Understanding Culture through Social Media Data. Flick, U. (Ed.). (2013). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 380-393
- Alvesson, M., & Sköldbberg, K. (2017). Introduction: The Intellectualization of Method *Reflexive methodology: New vistas for qualitative research*. sage. pp. 1-18

Required Illustrative Paper

- De Rond, M., Holeman, I., & Howard-Grenville, J. (2019). Sensemaking from the body: An enactive ethnography of rowing the Amazon. *Academy of Management Journal*, 62(6), 1961-1988.

Optional

- <https://www.ethnographyatelier.org/susan-silbey-podcast>
- Kreiner, G.E. & Joshi, A. The liminal researcher: Being not quite the center of attention. In press, *Academy of Management Perspectives*.
- Van Maanen, J. 1988. Fieldwork, culture, and ethnography revisited. *Tales of the field: On writing ethnography* (pp. 125-144). Chicago: University of Chicago Press.
- Barley, S. (1990) Images of imaging: Notes on doing longitudinal field work. *Organization Science* (1)3: 220-247.
- Akemu, O., & Abdelnour, S. (2020). Confronting the digital: Doing ethnography in modern organizational settings. *Organizational Research Methods*, 23(2), 296-321.

WEEK 7: ANALYZING DATA: CODING AND DISCOURSE**Assignment**

You are welcome to revise your ethnographic notes of 30 minutes of a class by Thursday Feb 16. By Friday, Feb 17, you will be given everyone's ethnographic notes to code based on the Gioia method.

By Feb 25, please upload the (a) data structure and the (b) theoretical model for everyone's ethnographic notes. The data structure should identify the first-order concepts, second-order themes, and aggregate dimensions. The theoretical model should describe "how instructors foster learning". The model should not aim to be comprehensive, but focus on what you think are the most revealing or salient insights.

This exercise is purely inductive (i.e., you do not have to visit the literature).

Readings*Required*

- Thornberg, R., Charmaz, K., (2013) Grounded Theory and Theoretical Coding, in Flick, U. (Ed.). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 153-169.
- Gioia, D., Corley, K. & Hamilton, A. (2012). Seeking qualitative rigor in inductive research: Notes on the Gioia Methodology. *Organizational Research Methods*, 16(1): 15-31.
- Gioia, D., Corley, K., Eisenhardt, K., Feldman, M., Langley, A., Lê, J., ... & Welch, C. (2022). A Curated Debate: On Using "Templates" in Qualitative Research. *Journal of Management Inquiry*, 10564926221098955.
- Kahl, S. and Grodal, S. 2016 Multilevel discourse analysis: A structured approach to analyzing longitudinal data. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 341-350. New York: Routledge.
- Gibbs, G.R., (2013), Using Software in Qualitative Analysis. in Flick, U. (Ed.). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 277-294

Required Illustrative Paper

- Corley, K. G., & Gioia, D. A. (2004). Identity ambiguity and change in the wake of a corporate spin-off. *Administrative Science Quarterly*, 49(2), 173-208.

Optional

- Miles, M., Huberman, M & Saldano. Fundamentals of Qualitative Data Analysis. Chapter 4 in Qualitative data analysis: a methods sourcebook. Thousand Oaks, California: SAGE Publications, Inc. pp 94-126.
- Humphreys, A., & Wang, R. J. H. (2018). Automated text analysis for consumer research. *Journal of Consumer Research*, 44(6), 1274-1306.
- Kreiner, G.E. 2015. "Tabula Geminus": A "both/and" approach to coding and theorizing. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 350-361. New York: Routledge.

WEEK 8: ANALYZING DATA: MID-RANGE DATA (FSQCA) & BIG DATA

Assignment

No assignment

Readings

Required Readings

- Fiss, P. C. (2007). A set-theoretic approach to organizational configurations. *Academy of Management Review*, 32(4), 1180-1198.
- Misangyi, V. F., Greckhamer, T., Furnari, S., Fiss, P. C., Crilly, D., & Aguilera, R. (2017). Embracing causal complexity: The emergence of a neo-configurational perspective. *Journal of Management*, 43(1), 255-282.
- Hannigan, T. R., Haans, R. F., Vakili, K., Tchalian, H., Glaser, V. L., Wang, M. S., ... & Jennings, P. D. (2019). Topic modeling in management research: Rendering new theory from textual data. *Academy of Management Annals*, 13(2), 586-632.
- <https://medium.com/ethnography-matters/why-big-data-needs-thick-data-b4b3e75e3d7>

Required Illustrative Papers

- Crilly, D., Zollo, M., & Hansen, M. T. (2012). Faking it or muddling through? Understanding decoupling in response to stakeholder pressures. *Academy of Management Journal*, 55(6), 1429-1448.
- Székely, N., & Vom Brocke, J. (2017). What can we learn from corporate sustainability reporting? Deriving propositions for research and practice from over 9,500 corporate sustainability reports published between 1999 and 2015 using topic modelling technique. *PloS One*, 12(4), e0174807.

WEEK 9: ENGAGED SCHOLARSHIP, ACTION RESEARCH, AND DESIGN

Assignment

No assignment

Readings*Required Readings*

- Ozanne, J.L. and Saatcioglu, B., 2008. Participatory action research. *Journal of consumer research*, 35(3), pp.423-439.
- Briner, R.B., Engwall, L., Juillerat, T.L., Mintzberg, H., Morgeson, F.P., Pratt, M.G. & Tengblad, S. 2012. Bridging the management theory and practice gap. In S. Tengblad.(Ed.), *The Work of Managers* (pp. 318-336). Oxford: Oxford University Press.
- Rindova, V. P., & Martins, L. L. (2021). Shaping possibilities: A design science approach to developing novel strategies. *Academy of Management Review*, 46(4), 800-822.

Required Illustrative Paper

- Sharma, G., & Bansal, P. 2020. Cocreating Rigorous and Relevant Knowledge. *Academy of Management Journal*, 63(2): 386-410.

WEEK 10: WRITING, PUBLISHING AND REVIEWING QUALITATIVE RESEARCH**Assignment**

Two weeks prior to this class, you will be given a paper to review. It is due today (max 750 words)

Readings*Required Readings*

- Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? *Academy of management Journal*, 55(3), 509-513.
- Reay, T., Zafar, A., Monteiro, P., & Glaser, V. (2019). Presenting Findings from Qualitative Research: One Size Does Not Fit All! In *The Production of Managerial Knowledge and Organizational Theory: New Approaches to Writing, Producing and Consuming Theory* (pp. 201-216). Emerald Publishing Limited.
- Langley, A., & Ravasi, D. (2019). Visual artifacts as tools for analysis and theorizing. In *The production of managerial knowledge and organizational theory: New approaches to writing, producing and consuming theory*. Emerald Publishing Limited.
- Aguinis, H., and A. M. Solarino. 2019 "Transparency and replicability in qualitative research: The case of interviews with elite informants." *Strategic Management Journal*, 40: 1-25.
- Pratt, M., Kaplan, S. and Whittington, R. Forthcoming. The Tumult over Transparency: Decoupling Transparency from Replication in Establishing Trustworthy Qualitative Research. *Administrative Sciences Quarterly*.

Optional

- Eisenhardt, K. Graebner, & Sonenshein, S. (2016). Grand challenges and inductive methods: Rigor without rigor mortis. *Academy of Management Journal*, 59(4): 113-1123.
- Golden-Biddle, K. & Locke, K. 1997. Composing qualitative research. 2007 version online (pp. 1-70; 95-126). Thousand Oaks, CA: Sage.

On course reserves shelf at the Business library service desk.

WEEK 11: ETHICAL CONCERNS, CRITIQUES OF QUALITATIVE RESEARCH, AND MIXED METHODS (still being developed)

Assignment

Please identify any ethical concerns that will be associated with your research topic and what you will do to mitigate those concerns (max 450 words).

Readings

Required Readings

- Brewis, J., & Wray-Bliss, E. (2008). studies. *Organization Studies*, 29(12), 1521-1540.
- [Tri-Council Policy Statement](#): Ethical Conduct for Research Involving Humans (**read Chapter 10 on qualitative research, skim the rest**) TCPS 2 2018
- Roulet, T. J., Gill, M. J., Stenger, S., & Gill, D. J. 2017. Reconsidering the value of covert research: The role of ambiguous consent in participant observation. *Organizational Research Methods*, 20(3), 487-517.
- Jia, Y., LENT, L. V., & Zeng, Y. (2014). Masculinity, testosterone, and financial misreporting. *Journal of Accounting Research*, 52(5), 1195-1246.

Optional

- Glesne, C. 2011. But is it ethical? Considering what's right. In *Becoming Qualitative Researchers*. Boston, MA, Pearson: 162-183.
- Creswell, J. W., & Creswell, J. D. (2017). Chapter 10: Mixed methods procedures. *Research design: Qualitative, quantitative, and mixed methods approaches* 5th edition. Thousand Oaks, CA: Sage.

WEEK 12: PRESENTING AND DISCUSSING THE FINAL RESEARCH PAPERS

Assignment

Please present your research project. You will be given 8 minutes with a few minutes of questions (and maybe answers).