

Business 9707: Qualitative Methods

Fall 2025

Time: 1 to 4 pm Fridays, Room #2102

Zoom room (on request): <https://ivey-uwo.zoom.us/my/TimaBansal>

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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 one-quarter of submissions to the *Academy of Management Journal* are based on qualitative methods. Yet, this trend is not limited to only management, as other business disciplines are also embracing qualitative methods, including operations and information systems.

Arguably, a PhD in business is only complete with an understanding of qualitative methods, even for quantitative scholars. In fact, most PhD programs require quantitative methods as part of their core programming, yet few require qualitative methods. Yet, it's through the juxtaposition of qualitative and quantitative methods that scholars gain a more rounded understanding of the philosophy of science and can assess the research they are reading for implicit assumptions, biases, inconsistencies, and potentially even mistakes.

Unlike quantitative methods, which adhere to a strong logical positivist paradigm, qualitative methods can reflect 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 cannot be learned through course work, but from practice and coaching. My goal in this course is to sensitize you to the issues, but you will never fully understand qualitative research until you do it yourself, and you will continue on the learning journey for your career, as every project will present new challenges and opportunities.

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 a 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	20%	Most weeks
Qualitative paper review	10%	Week 10
Final Paper, Presentation, & Peer Feedback	50%	End of term

Classroom Engagement

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

Grade	Performance	# of students typically receiving this grade
2	Engaged	Most students
1	Attended class, but remained silent or disengaged	Ideally no one
0	Did not attend class	Ideally no one

I am not a fan of contribution grades, and yet I believe it is important in this course to acknowledge engagement, because the diversity of opinions pushes our collective learning. So, you'll see that I'm basically giving everyone the same contribution engagement grade, unless you remain silent or did not attend.

In respect to absences, 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 and it's possible we can adjust.

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. The registered class members should submit the essay through Learn. If I can't get you onto Learn, then you can email me your submission.

In labelling your essay, please use the following format for the file name: 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. I use the essays to shape my class plan and I will also share the learnings for everyone. In this way, we foster community and learning.

Review of a Qualitative Paper

You will be given 2 weeks to review a qualitative paper that had been submitted to a top journal – usually from someone in my community. The purpose of this exercise is not only to hone your reviewing skills, but also appreciate the challenges of writing qualitative research. You will see that first drafts are often rife with issues.

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

Final Paper, Presentation, & Peer Feedback

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.

During the class, you will also have an opportunity to give your peers feedback on their work. You are encouraged to offer constructive reactions to others' work.

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>).

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

You are permitted to use AI to learn the material. I find it particularly useful as a way to have it interrogate my understanding on a topic. However, you must fully write your essays from front to back. You are not permitted to use AI to copy edit your work. Writing is an art and I want to hear your voice, not the machine's dampening of your voice.

ENROLLMENT RESTRICTIONS

Enrollment in this course is restricted to graduate students in the Ivey PhD Program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

However, we will have students auditing/observing classes. Enrolled students are always given priority in class discussions, but the observers can offer insights that enrolled students may not have. I will often seek insights from observers, especially if I feel they can enhance our collective learning.

GENDER-BASED SEXUAL VIOLENCE SUPPORT

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

HEALTH AND WELLNESS SERVICES

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. See <https://www.uwo.ca/health>.

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help. Additionally, 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 or program coordinator.

ACCESSIBLE EDUCATION WESTERN

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 strongly encouraged to register with [Accessible Education Western \(AEW\)](#), a confidential service designed to support graduate and undergraduate students through their academic

program. With the appropriate documentation, the student will work with both AEW 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.

OVERVIEW OF SESSIONS

***I will need to take off a couple of weeks for a medical issue, but the date has not been set. We will hold 12 classes in total, but I'm booking classes into mid-December in case we need them.

Session #	Date	Topic
1	September 12	Qualitative and quantitative methods: What they are and why use them
2	September 19	Paradigms: Ontology, epistemology, and methodology
3	September 26	Building theory through qualitative data
4	October 3	Variance, process and configurations
5	October 10	Collecting data: Interviews & archival sources (text, video, etc.)
6	October 17	Collecting data: Ethnographies as observer or participant
	October 24	Break
7	October 24	Collecting/creating data: Engaged scholarship, action research, and design
8	October 31	Analyzing data: Coding
9	November 7	Analyzing data: Mid-range data, big data and AI
10	November 14	Writing, publishing and reviewing qualitative research
	November 20	Article review due at 11:59 pm
11	November 21	Ethical concerns, critiques of qualitative research, mixed methods
12	November 28	Research paper presentations
	December 5	Buffer
	December 12	Buffer
	December 22	Final paper due

OTHER RESOURCES

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>

There are wonderful resources available through UWO, in case you want even more qualitative insights.

<https://grad.uwo.ca/resources/qualitativemodule.html>. Topics include:

- Foundations of Virtual Qualitative Research
- Social Media Research
- Doing Ethnography Online
- Virtual Participatory Action Research
- Foundations in Coding and Interpretation
- Arts-Based Research

DETAILS OF SESSIONS

WEEK 1: QUALITATIVE AND QUANTITATIVE RESEARCH

There are many readings this week, but they are generally short and light. This week's conversation will focus on questions like:

- 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:

- Why are you taking this class and what do you hope to learn?
- Discuss the following: qualitative research is journalism. Why or why not?

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.
- Easterby-Smith, Golden-Biddle, K. & Locke, K. (2008). [Working with pluralism: Determining quality in qualitative research.](#) *Organizational Research Methods*, 11(3): 419-429.
- Jarzabkowski, P., Langley, A., & Nigam, A. (2021). Navigating the tensions of quality in qualitative research. *Strategic Organization*, 19(1), 70-80.
- Pratt, M. G. (2025). On the evolution of qualitative methods in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 12(1), 109-131.

Optional

- 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.
- 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.
- Pratt, M. G. (2008). Fitting oval pegs into round holes: Tensions in evaluating and publishing qualitative research in top-tier North American journals. *Organizational research methods*, 11(3), 481-509.

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 and answer the following questions (approximately 1000 words)

- What motivated your interest in this phenomena? i.e. why should we find it interesting
- What is the question that you want to answer?
- What is your ontological position? Epistemological position?
- What are your initial thoughts on unpacking the question(s)?
- Explain how your onto-epistemology (i.e. paradigm) would shape your methods

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. You can skim the rest.>

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.
- Pratt, M (2016), [“Crafting and Selecting Research Questions and Contexts in Qualitative Research in Elsbach & Kramer”](#). *Handbook of Qualitative Organizational Research*.

WEEK 3: BUILDING THEORY

Assignment (about 600 words)

- Briefly describe your phenomena again (if you change your phenomena, then describe it more detail).
- Identify 1-2 base-line theories (i.e., existing literature) that informs and can be informed by the phenomena you described in Week 2. Explain how you will see the phenomena through this lens.

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.
- Mantere, S., & Ketokivi, M. (2013). Reasoning in organization science. *Academy of management review*, 38(1), 70-89.
- Weber, K. (2006). From nuts and bolts to toolkits: Theorizing with mechanisms. *Journal of Management Inquiry*, 15(2), 119-123.
- Alvesson, M., & Skoldberg, K. (2017). [Introduction: The Intellectualization of Method](#) *Reflexive methodology: New vistas for qualitative research*. sage. pp. 1-18
- Bhaskar, R. (2013). *A realist theory of science*. Routledge. Read the Introduction, pages 1-9, but you might need to read the next chapter as well to make sense of the first chapter.

Optional

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

- Makadok, R., Burton, R., & Barney, J. (2018). [A practical guide for making theory contributions in strategic management](#). *Strategic Management Journal* (Part 2 only).
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WEEK 4: VARIANCE, PROCESS AND CONFIGURATION STUDIES **This is a heavy week!****

Assignment (no word limit)

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 a diagram that visualizes the causes and effects.** 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 process diagram.** Remember that time will be on your 'x-axis' here. Again, base this on intuition. Most students struggle with this, so please pay attention of the sequence of actions over time. If you find it easier, think about a real case, and then make each step in the sequence of actions a bit more generalizable.

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 & Video

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.
- Video of Ann Langley talking about Qualitative research: [From Process Data to Process Theory \(youtube.com\)](#). It's long, so you can scrub through some of it, but it is very good and process theorizing is challenging.
- Cornelissen, J., & Kaandorp, M. (2023). Towards stronger causal claims in management research: Causal triangulation instead of causal identification. *Journal of Management Studies*, 60(4), 834-860.

- Furnari, S., Crilly, D., Misangyi, V. F., Greckhamer, T., Fiss, P. C., & Aguilera, R. V. (2021). Capturing causal complexity: Heuristics for configurational theorizing. *Academy of Management Review*, 46(4), 778-799.

Illustrative Papers

- 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

- 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.
- 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) – This week is light on readings, heavy on the assignment

Assignment (no more than 800 words)

- Prepare an opening introduction to your research based on the phenomena you identified in Week 4. Be sure to include the research question (feel free to change what you had submitted before).
- Identify archival data that you could have used to answer your research question, what they could tell you, and their limitations. Using bullet points is fine.
- Interview someone (one or several classmates). Describe what you did well, what you could have done better, and any other observations.

Readings

Required

- Alvesson, M. (2003). [Beyond neopositivists, romantics, and localists: A reflexive approach to interviews in organizational research](#). *Academy of management review*, 28(1), 13-33
- Hansen, H., Elias, S. R., Stevenson, A., Smith, A. D., Alexander, B. N., & Barros, M. (2025). Resisting the objectification of qualitative research: The unsilencing of context, researchers, and noninterview data. *Organizational Research Methods*, 28(1), 3-31.

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

- Rubin, H. & Rubin, I. 2005. [Qualitative interviewing: The art of hearing data](#). Thousand Oaks, CA: Sage. Chapters 1, 4, 7, and 8
- 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.
- 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 60 minutes on the question: “how does the instructor foster learning among students.” You are welcome to use pseudonyms.

Your notes will be shared with your classmates and you will have to code your notes and everyone else’s notes. So, please make them legible, or even type them out after you take the notes.

Readings

Required

- Van Maanen, 1979. [The fact of fiction in organizational ethnography](#). *Administrative Science Quarterly*, 24: 539-550

- 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.
- Alvesson, M., & Sköldbberg, K. (2017). [Introduction: The Intellectualization of Method](#) *Reflexive methodology: New vistas for qualitative research*. sage. pp. 1-18
- Geertz, C. (2008). Thick description: Toward an interpretive theory of culture. In *The cultural geography reader* (pp. 41-51). Routledge.

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.
- 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
- 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

WEEK 7: COLLECTING DATA: ENGAGED SCHOLARSHIP, ACTION RESEARCH, AND DESIGN

Assignment (no word limit)

Reflect on your Week 5 description of the phenomena. You must answer two questions:

1. What would your methods look like if you took a more engaged or design approach?
2. What processes would you have to engage in to ensure that it remains as research, and not consulting?

Readings

Required Readings

- Ozanne, J.L. and Saatcioglu, B., 2008. [Participatory action research](#). Journal of consumer research, 35(3), pp.423-439. <change this reading...I don't agree with its premise>
- 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.
- Sharma, G., Greco, A., Grewatsch, S., & Bansal, P. (2022). Cocreating forward: How researchers and managers can address problems together. *Academy of Management Learning & Education*, 21(3), 350-368.
- Wegener, F. E., Lee, J. Y., Mascena Barbosa, A., Sharma, G., & Bansal, P. (2025). From impact to impacting: A pragmatist perspective on tackling grand challenges. *Strategic Organization*, 23(1), 31-53.

Required Illustrative Paper

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

WEEK 8: ANALYZING DATA: CODING – This is another very heavy week!

Assignment

For your assignment, you must code everyone's notes based on the Gioia method. I will send you everyone's notes. **You must hand code (no machines – there is a pedagogical reason for this)**. Please provide the following for your assignment:

- (a) the **research question**, which should clearly signal (i) the object or outcome of enquiry; (ii) type of theorizing, i.e. process, variance, other
- (b) **data structure**, which will identify the first-order concepts, second-order themes, and aggregate dimensions.
- (c) **theoretical model** that illustrates the answer to the research question. Here are some pointers:
 - The model should not aim to be comprehensive, but focus on what you think are the most revealing or salient insights.
 - It needs to answer the research question
 - It should be a diagram
 - It should be inductive (you do not have to read the literature on learning)

Please document what you learned and what you found hard.

Readings

Required

- 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.

Required Illustrative Paper

1. 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

- 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
- 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.
- 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. 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.
- 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 9: ANALYZING DATA: MID-RANGE DATA, BIG DATA AND AI

Assignment

Do the same ethnographic exercise that you did in Week 6 for the same or different class. Please have 3 distinct subheadings:

- Resubmitted Week 6 observations
- New Week 9 observations
- Reflections: Did you learn in doing this same exercise again and if so what?

You do not need to write a paper, but please read about and be ready to discuss: "how can Generative AI be used in qualitative research and which of these uses should be allowed?" I can't keep up with the speed at which AI is changing research, but this is a big hairy problem that requires your insights and reflections. Please search the web and come up with your own opinions (and even recommendations for readings for the future).

Readings

Required Readings

- <https://medium.com/ethnography-matters/why-big-data-needs-thick-data-b4b3e75e3d7>
- Amber M Epp, Ashlee Humphreys, Collaborating with Generative AI in Consumer Culture Research, *Journal of Consumer Research*, Volume 52, Issue 1, June 2025, Pages 32–48.

- Bechky, B. A., & Davis, G. F. (2025). Resisting the algorithmic management of science: Craft and community after generative AI. *Administrative Science Quarterly*, 70(1), 1-22.

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. <this illustrates fsQCA from Week 4, which you may want to revisit. Pay close attention to the methods, as the methodology behind it is quite distinct from other methodologies. >
- 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.

Optional Readings

- 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.

WEEK 10: WRITING, PUBLISHING AND REVIEWING QUALITATIVE RESEARCH

Assignment

Submit the review of a paper. The paper will be given to you in Week 9.

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.
- Video of Stine Grodal talking about the Craft of Writing Qualitative Papers. [The Craft of Writing Qualitative Papers \(youtube.com\)](#)

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.
- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113-133.
<https://doi.org/10.1177/1476127020979329>

WEEK 11: ETHICAL CONCERNS, CRITIQUES OF QUALITATIVE RESEARCH, AND MIXED METHODS

Assignment

There are three parts to this assignment:

1. Please identify any ethical concerns that will be associated with your research topic and what you will do to mitigate those concerns (about 300 words).
2. Write an introduction to your research paper. It should be about 2 pages long. The content should include:
 - The puzzle that motivated the research – theoretical or empirical
 - The research question
 - A brief review of the methods
 - The literatures you will use to answer the question
3. Optional: Do you have any questions or uncertainties in what you have learned so far?

Readings

Required Readings

- 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*.
- Brewis, J., & Wray-Bliss, E. (2008). Re-searching Ethics: Towards a More Reflexive Critical Management Studies. *Organization Studies*, 29(12), 1521-1540.
- 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. **You only need to read the general gist of this paper.**
- 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.

Required Illustrative

- Ranganathan, A. (2018). [The artisan and his audience: Identification with work and price setting in a handicraft cluster in Southern India](#)[Links to an external site.](#). *Administrative Science Quarterly*, 63(3), 637-667.

Optional

- Glesne, C. 2011. [But is it ethical? Considering what's right](#). In *Becoming Qualitative Researchers*. Boston, MA, Pearson: 162-183.
- [Tri-Council Policy Statement](#).: Ethical Conduct for Research Involving Humans (**Chapter 10 on qualitative research, skim the rest**) **TCPS 2 2018**

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).