

Business 9707: Qualitative Methods

Fall / Winter 2022/23

Location: Ivey 2120

Zoom (only 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 it wasn't until the 2000s that they started to take hold. Now, approximately 20% of submissions in the *Academy of Management Journal* are based on qualitative methods. Arguably, a PhD in business is only complete if you understand qualitative methods, even if you lean towards using quantitative methods. Not only are qualitative methods important to fully appreciate the discourse in business research, it is only through the lens of qualitative methods that you will understand the different ways of knowing (epistemologies).

Unlike quantitative methods, qualitative methods can represent 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 using your own creativity. These skills are not learned through precedence and explicit knowledge, but from the actual practice and coaching.

In this course, we will start from what many might perceive as an unusual place for a methods course. It will be to learn about the paradigms that ground knowledge in the social sciences. By recognizing that the *methods* are grounded in a *methodology* with ontological and epistemological assumptions, researchers can more carefully and deliberately make wise choices. After this fairly high-level starting place, we move quickly to the specifics of collecting, analyzing and writing the results of qualitative data.

This course will be delivered in more of a Socratic style than a lecture style. We will build understanding by answering questions, and listening to a wide range of perspectives. I felt it was especially important in this course to invite dialogue and foster deep listening – as those are critical skills in qualitative research. Hopefully, you will start to see that your orientation to knowledge is based on your own paradigmatic assumptions of 'truth', and that these 'truths' differ 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 reveal to yourself some assumptions that you didn't even know you held.

Even though the course is initiated into the theoretical discussions about 'ways of knowing', it moves quickly into 'ways of doing'. Many of the readings describe how to do qualitative research, which I recognize doesn't always provide the most engaging reading. But, in almost every week, you will be asked to reflect on the ideas presented in the readings or engage in an active exercise. As well, I will anchor some weeks on an article that illustrates the topic being covered during that week.

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 Contributions	20%	Every week
Assignments	15%	Most weeks
Qualitative paper review	15%	Week 10
Final Paper & Presentation	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 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 challenge ideas, not individuals. 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.

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

In most classes, there is an assignment. They are intended to foster learning, reflexivity, and prepare you 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. 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 to everyone so that you can read each others’ essays. I am hoping that this type of sharing will foster community. I encourage you to post comments on Learn, ask your classmates questions, or bring up others’ good ideas in the class discussion.

The essay must be submitted to Learn by Saturday 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.

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 10 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.

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 9	Qualitative, quantitative, and mixed methods: What and why
2	January 16	Paradigms: Ontology, epistemology, and methodology
3	January 23	Building theory through qualitative data
4	January 30	Variance and Process studies
5	February 6	Collecting data: Interviews & Archival sources (text, video, etc.)
6	February 13	Collecting data: Observations and Ethnographies (in person and online)
7	February 27	Analyzing data: coding and discourse analysis
8	March 6	Analyzing data: mid-range data (fsQCA) & big data
9	March 13	Engaged Scholarship, Action research, and Design. <i>This class will be outside of this classroom. Location TBD.</i>
10	March 20	Writing, publishing and reviewing qualitative research
11	March 27	Ethical Concerns, Critiques of Qualitative Research
12	April 3	Discussing the final research papers

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

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 Saturday)

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! Links to an external site.](#)[Links to an external site.](#)In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Denzin, N. & Lincoln, Y. 2005. [The discipline and practice of qualitative research. Download 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 Download 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 Links to an external site. Links to an external site..](#) *Organizational Research Methods*, 11(3): 419-429.
- Pratt, M. G. (2008). [Fitting oval pegs into round holes: Tensions in evaluating and publishing qualitative research in top-tier North American journals Links to an external site. Links to an external site..](#)*Organizational Research Methods*, 11(3), 481-509.
- Creswell, J. W., & Creswell, J. D. (2017).[Chapter 10: Mixed methods procedures. Download Chapter 10: Mixed methods procedures.](#) *Research design: Qualitative, quantitative, and mixed methods approaches* 5th edition. Thousand Oaks, CA: Sage.
- *Optional*
- Locke, K. & Golden-Biddle, K. 2002. [An introduction to qualitative research: Its potential for industrial and organizational psychology Download 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](#) Download [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](#) [Links to an external site.](#). Academy of Management Review, 5(4): 491-500.
- Lincoln, Y. & Guba, E. 2005. [Paradigmatic controversies, contradictions and emerging confluences](#) Download [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.
- Edmondson, A. C. & McManus, S. E. 2007. [Methodological fit in management field research](#) [Links to an external site.](#). Academy of Management Review, 32: 1155-1179.
- Kincheloe, J.L. and McLaren, P. 2005. [Rethinking Critical Theory and Qualitative Research](#). Download [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. Ordered book
- Hassard, J., & Wolfram Cox, J. (2013). [Can sociological paradigms still inform organizational analysis? A paradigm model for post-paradigm times](#) [Links to an external site.](#). *Organization Studies*, 34(11), 1701-1728.
- Pratt, M (2016), ["Crafting and Selecting Research Questions and Contexts in Qualitative Research in Elsbach & Kramer](#) Download ["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](#) Download [Two dimensions: Four paradigms](#). Sociological paradigms and organisational analysis (pp. 1-37). London: Heineman
- Collins, H.M. 1982. [The replication of experiments in physics](#) Download [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 Lab](#) [Links to an external site.](#). The Economist (10/19/13).

- Given, L. 2017: [It's a new year ... So let's stop the paradigm wars Links to an external site.](#) International Journal of Qualitative Methods, 16: 1-2.
- Prasad, P. 2005. [Symbolic interactionism: searching for self and meaning Links to an external site.](#) 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 Links to an external site.](#) Academy of Management Journal, 49: 633-642.
- Van Maanen, J., Sørensen, J. B., & Mitchell, T. R. (2007). [The interplay between theory and method Links to an external site.](#) 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 Links to an external site.](#) Strategic Management Journal (Part 2 only).
- Sætre, A. S., & Van de Ven, A. (2021). [Generating theory by abduction Links to an external site.](#) 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 Links to an external site.](#) 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. **This book is on course reserves shelf at the Business library service desk.** [The discovery of grounded theory: strategies for qualitative research Links to an external site.](#) Chicago, IL: Aldine.
- Locke, K., Golden-Biddle, K., & Feldman, M. 2008. [Making doubt generative: Rethinking the role of doubt in the research process Links to an external site.](#) Organization Science, 19(6): 907-918.
- O'Reilly, K., Paper, D., & Marx, S. (2012). [Demystifying grounded theory for business research Links to an external site.](#) Organizational Research Methods, 15(2), 247-262.
- Locke, Karen D. and Karen Golden-Biddle (1997), [Constructing Opportunities for Contribution Links to an external site.](#) Academy of Management Journal. 40 (5) 1023- 1063.

WEEK 4: VARIANCE AND PROCESS STUDIES

Assignment

Describe the phenomena that you discussed in week 2 from a variance perspective and a process perspective. If one perspective doesn't apply, explain why. (Max 450 words)

Readings

Required

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

Required Illustrative Paper

- Smith, W. K., & Besharov, M. L. (2019). [Bowling before dual gods: How structured flexibility sustains organizational hybridity Links to an external site.](#) *Administrative Science Quarterly*, 64(1), 1-44

Optional

- Eisenhardt, K.1989. [Building Theories from Case Study Research Links to an external site.](#) *Academy of Management Review*, 14 (4): 532-550.

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

Assignment

- 1) 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.
- 2) 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. Links to an external site.](#) 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 Links to an external site.](#) *Qualitative research journal*, 9(2), 27-40.
- Hodgetts, D.& Chamberlain, K. 2013. [Analyzing news media Links to an external site.](#) 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 Links to an external site.](#) in Flick, U. (Ed.). (2013). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 450-463.

Required Illustrative Paper

- Soderstrom, S. B., & Weber, K. (2020). [Organizational structure from interaction: Evidence from corporate sustainability efforts Links to an external site.](#) *Administrative Science Quarterly*, 65(1), 226-271.

Optional

- Rowley, J. (2012). [Conducting research interviews Links to an external site.](#). 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” Links to an external site.](#). Journal of Management Inquiry, 1056492620930096.
- Thomas, R.J. 1993. [Interviewing important people in big companies Links to an external site.](#). Journal of Contemporary Ethnography 22(1) 80-96.
- Seidman, I. 1998. [Interviewing as qualitative research Links to an external site.](#)(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 Links to an external site.](#). (Links to an external site.) Academy of Management Review, 28(1), 13-33.
- Levina & Vaast, 2016. [Leveraging archival data from online communities for grounded theory processing. Links to an external site.](#)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 minutes on the question: “how is the instructor fostering learning among students.” You are welcome to use pseudonyms.

Readings

Required

- Van Maanen, 1979. [The fact of fiction in organizational ethnography Links to an external site.](#). 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.](#)Download 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.](#)” Download 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 textwork in strategy and organization research Links to an external site.](#). *Strategic Organization*, 12(4), 274-287.
- Kozinets, Dolbec, [Early, Netnographic Analysis: Understanding Culture through Social Media Data. Links to an external site.](#)Flick, U. (Ed.). (2013). *The sage handbook of qualitative data analysis*. SAGE Publications, Limited. Pages 380-393

Required Illustrative Paper

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

Optional

- <https://www.ethnographyatelier.org/susan-silbey-podcast> [Links to an external site.](#)
- Kreiner, G.E. & Joshi, A. [The liminal researcher: Being not quite the center of attention Links to an external site.](#) In press, *Academy of Management Perspectives*.
- Van Maanen, J. 1988. [Fieldwork, culture, and ethnography revisited. Tales of the field: On writing ethnography Download 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 Links to an external site.](#) *Organization Science* (1)3: 220-247.
- Akemu, O., & Abdelnour, S. (2020). [Confronting the digital: Doing ethnography in modern organizational settings Links to an external site.](#) *Organizational Research Methods*, 23(2), 296-321.

WEEK 7: ANALYZING DATA: CODING AND DISCOURSE

Assignment

You will be given some text to code by hand for this class. The aim is merely to get your hands dirty and experience the process of drawing patterns.

Readings

Required

- Thornberg, R., Charmaz, K., (2013) [Grounded Theory and Theoretical Coding Links to an external site.](#) 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 Links to an external site.](#) *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 Links to an external site.](#) *Journal of Management Inquiry*, 10564926221098955.
- Kahl, S. and Grodal, S. 2016 [Multilevel discourse analysis: A structured approach to analyzing longitudinal data. Links to an external site.](#) 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 Links to an external site.](#) 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 Links to an external site.](#) *Administrative science quarterly*, 49(2), 173-208.

Optional

- Miles, M. , Huberman, M & Saldano. [Fundamentals of Qualitative Data Analysis. Download 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 Links to an external site.](#). Journal of Consumer Research, 44(6), 1274-1306.
- Kreiner, G.E. 2015. [“Tabula Geminus”: A “both/and” approach to coding and theorizing Links to an external site.](#). 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

Ragin, C. C. (2009). [Qualitative comparative analysis using fuzzy sets Links to an external site.](#)(fsQCA). Configurational comparative methods: Qualitative comparative analysis (QCA) and related techniques, 51, 87-121.

- Fiss, P. C. (2007). [A set-theoretic approach to organizational configurations Links to an external site.](#)*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 Links to an external site.](#) 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 Links to an external site.](#) Academy of Management Annals, 13(2), 586-632.

Required Illustrative Papers

- Crilly, D., Zollo, M., & Hansen, M. T. (2012). [Faking it or muddling through? Understanding decoupling in response to stakeholder pressures Links to an external site.](#)*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 Links to an external site.](#) 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 Links to an external site.](#), 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 Links to an external site.](#)(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 Links to an external site.](#) *Academy of Management Review*, 46(4), 800-822.

Required Illustrative Paper

- Sharma, G., & Bansal, P. 2020. [Cocreating Rigorous and Relevant Knowledge Links to an external site.](#) *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 asked to review a qualitative paper. (max 750 words)

Readings

Required Readings

- Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: [What's different about qualitative research? Links to an external site.](#) *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! Download 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 Links to an external site.](#) Emerald Publishing Limited.
- Aguinis, H., and A. M. Solarino. 2019. ["Transparency and replicability in qualitative research: The case of interviews with elite informants." Download "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 Links to an external site.](#) *Administrative Sciences Quarterly*.

Optional

- Eisenhardt, K. Graebner, & Sonenshein, S. (2016). [Grand challenges and inductive methods: Rigor without rigor mortis Links to an external site.](#) *Academy of Management Journal*, 59(4): 113-1123.
- Golden-Biddle, K. & Locke, K. 1997. [Composing qualitative research Links to an external site.](#) 2007 version online (pp. 1-70; 95-126). Thousand Oaks, CA: Sage. **1997 version is on course reserves shelf at the Business library service desk.**

WEEK 11: ETHICAL CONCERNS, CRITIQUES OF QUALITATIVE RESEARCH (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). [Re-searching ethics: Towards a more reflexive critical management studies Links to an external site.](#) *Organization Studies*, 29(12), 1521-1540.

[Tri-Council Policy Statement Links to an external site.](#): Ethical Conduct for Research Involving Humans (read in particular [Chapter 10 on qualitative research Links to an external site.](#), 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 Links to an external site.](#) *Organizational Research Methods*, 20(3), 487-517.

Optional

- Glesne, C. 2011. [But is it ethical? Download But is it ethical?Considering what's right. In Becoming Qualitative Researchers. Download Considering what's right. In Becoming Qualitative Researchers.](#) Boston, MA, Pearson: 162-183.

WEEK 12: PRESENTING AND DISCUSSING THE FINAL RESEARCH PAPERS