

Course Description:

This is the first course of a two-part sequence introducing students to qualitative research, primarily participant observation, in-depth interviewing and content analysis, through a variety of activities. In this class, we focus on being “in the field,” that is, on the collection of data. While in the second part of the course, we will primarily be engaged in analysing and writing up our data.

In this course we will learn from reading others’ accounts of fieldwork, “how -to” books on qualitative work, and published exemplars as well as from doing qualitative research and talking to each other about our research practices.

The “doing” of qualitative research in the course consists of two types:

- (1) Exercises in how to collect data and
- (2) The execution of your own original research project.

We will talk with each other about our findings, problems, issues, topics, substance, and all other research dilemmas in large group discussion in class, in small group discussions in and out of class, and through written feedback from me and each other.

Practically, we will consider questions such as the following:

- What is qualitative research?
- What are the roles of induction and deduction in qualitative research?
- In what ways is ethnographic research “grounded”?
- How do you go about starting a project?
- How do you connect theory, research design, and data collection?
- How does one ensure reliability?

This course is for doctoral students in Management and closely related disciplines (e.g., social sciences, sociology, visual communications, education, psychology, MIS).

Learning Objectives:

This course is organized with three (3) objectives in mind:

- Gain an understanding of theoretical, historical and philosophical traditions of qualitative research.
- Provide basic training in conducting qualitative research, including how to gain access to a field site, take good notes, write an interview schedule, and conduct a good interview
- Develop skills and methods to engage in independent qualitative research, including the ability to design a study, collect data and analyse the materials.
- Understand the issues and decisions involved in conducting interviews, focus groups, archival collection, and ethnographies, including what makes a good case or cases, how to assess what is enough data and what is good data, and what are the limits of data. Consider how your role as a researcher.
- Become familiar with how to read, interpret, write and present qualitative research.
- Examine the ethical responsibilities of qualitative researchers.

Course Outcomes:

CO1: Understand the theoretical foundations of Qualitative Research

CO2: Become knowledgeable about the various qualitative research methods.

CO3: Learn about the analysis and interpretation of qualitative data

CO4: Apply qualitative methods to various stages of research process

Pedagogy:

The pedagogical approach in this course is based on learning, with strong focus on the scholars in the class. The scholars are therefore expected to come to the course with preparation towards readings which are assigned for every class. The scholars can be regardless of the stage they are in their PhD process. The scholars will learn their respective qualitative research problem, formulation of research question, design of the research steps, devising their precise qualitative methodology, analysis and interpretation of qualitative data.

The texts provided are introductory texts aimed at providing the scholars with basic concepts and questions related to the different topics.

Assignments will be practical applications of qualitative research.

The course places emphasis on both theory and practice.

Syllabus:

UNIT 1:

Getting Started: What is Qualitative Research?

Readings on:

- a. About grounded theory
- b. About theory
- c. What is theory?
- d. How is grounded theory different from other methods?
- e. When would you want to use deductive methods and inductive methods?
- f. To which research paradigm do you feel most drawn and why?

UNIT 2:

The Deductive Inductive Scholar: Developing Research Questions, Case Selection, and Ethics.

Readings on

- a. Developing a research question.
- b. Difference between process and variance theories
- c. Relationship between a research question and theory
- d. How do the theories differ?

UNIT 3:

Ethnography Unbound: Competing Approaches to Ethnography and Fieldwork

Readings and Cases on:

Single cases

Multiple cases – Variations Between Cases

Multiple cases – Similarities Between Cases

- a) What is ethnography?
- b) What is ethnography good for?
- c) Implications of these data for theory, for the literature, for analysis?
- d) Strengths and weaknesses of ethnographic methodologies?

- e) What techniques did the authors employ to convince you?
- f) Dangers in ethnographic work.
- g) Difference between an ethnography and a case?

UNIT 4:

Theoretical Sampling, Interviewing, and Reflexivity

Readings on:

- Readings on interview techniques
- Readings using interview data
- Readings on reflexivity
- Recommended readings on “doing” interviews
- Readings on interviews

UNIT 5:

As You See It: Visual Methods & Archival/Online Content Analysis

Mixed Methods, Data Management & Presentations/Celebrations

Readings using visual methods and archival methods:

- What can archival measures contribute that real-time data collection cannot?
- How does one think about inferences, generalizability, and path dependence in relationships?
- What can visual methods contribute that oral or textual methods cannot?

Textbooks:

- *Analysing Social Settings: A Guide to Qualitative Observation and Analysis* by John Lofland, David A. Snow, Leon Anderson, Lyn H. Lofland (fourth edition)
- *Research Design: Qualitative, Quantitative, and Mixed Methods*; 1 December 2022 by John W. Creswell and J. David Creswell

Readings:

- Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? *Academy of Management Journal*.
- Charmaz, Kathy. (2010) Chapter 1: An Invitation to Grounded Theory, and Chapter 6: Reconstructing Theory in Grounded Theory Studies, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage. 1-12, 123-150.
- Sutton, R. I. and B. M. Staw. (1995) What theory is not, *Administrative Science Quarterly* (40)3: 371-384.
- Weick, K. (1995) What theory is not, theorizing is, *Administrative Science Quarterly* (40)3: 385- 390.
- Booth, Wayne C., G.G. Colomb and J.M. Williams (2003) Chapter 3: From topics to questions, and Chapter 4: From questions to problems, *The Craft of Research*, Chicago, IL: The University of Chicago Press: 40-71.
- Charmaz, Kathy. (2010) Chapter 5: Theoretical Sampling, Saturation, Sorting, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage. 1-12, 123-150.
- Copy of Lindsey’s field notes
- Emerson, R. Fretz & L. Shaw (1995). Fieldnotes in ethnographic research, Chapter 1, In the field: Participating, observing and jotting notes, Chapter 2 and Writing up fieldnotes, Chapter 3 in *Writing Ethnographic Fieldnotes*: 1-65.
- Barker, J. R. (1993) Tightening the iron cage: Concertive control in self-managing teams, *Administrative Science Quarterly* (38): 408-437.
- Cameron, L. (2020). The Good Bad job: Control and Autonomy in the Algorithmic Workplace

- Armstrong, E. “Quick Tips on Interviewing,” “Checklist of what to do before, during, and after the interview”, “Memo on Theoretical Sampling”
- Copy of Lindsey’s Interview Schedule, Interview Field Notes, Contact Summary Sheet.
- Anteby, M. (2008) Identity incentives as an engaging form of control: Revisiting leniencies in an aeronautic plant, *Organization Science*, 202-220
- Creed, W. D., DeJordy, R., & Lok, J. (2010). Being the change: Resolving institutional contradiction through identity work. *Academy of management journal*, 53(6), 1336-1364.
- Carton, A. M. (2018). “I’m not mopping the floors; I’m putting a man on the moon”: How NASA leaders enhanced the meaningfulness of work by changing the meaning of work. *Administrative Science Quarterly*, 63(2), 323-369.
- Guillén, M. F. (1997). Scientific management's lost aesthetic: Architecture, organization, and the Taylorized beauty of the mechanical. *Administrative Science Quarterly*, 682-715.
- de Rond, M., Holeman, I., & Howard-Grenville, J. (2019) Sensemaking from the body: An enactive ethnography of rowing the amazon. Forthcoming at *Academy of Management Journal*.
- Byron, K. and Laurence, G. A. (2014) “Diplomas, photos, & tchotchkes as symbolic self-representations: Understanding employees’ individual use of symbols.” *Academy of Management Journal*
- Fine, G.A., and Elsbach, K.D. (2000) Ethnography and experiment in social psychological theory-building: Tactics for integrating qualitative field data with quantitative lab data, *Journal of Experimental Social Psychology* (36): 51-76.
- Jick, T. (1979). Mixing qualitative and quantitative methods. *Administrative Science Quarterly* (24):602-611

Evaluation Pattern:

<u>Assignments</u>	<u>Date Due</u>	<u>% of Grade</u>
1) Class Participation		25
2) Assignment – 1: Agenda Statement		5
3) Assignment – 2: Observation/Field note Exercise		15
4) Assignment – 3: Interview Exercise		15
5) Assignment – 4: Content Coding Exercise		15
6) Final Research Project – Presentation and Viva Voce		25