

TU-L0031: QUALITATIVE RESEARCH METHODS

3 ECTS OFFERED IN SPRING 2022

DETAILS OF THE SYLLABUS MAY CHANGE. FOR LATEST VERSION PLEASE REFER TO WEBSITE.

TEACHER-IN-CHARGE

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ABOUT THE COURSE

Welcome to Qualitative Research Methods! The course is designed for both those interested in reading and evaluating research done with qualitative methods, and for those who already use or plan to use qualitative research methods in their own work. The module described in this syllabus is 3 ECTS.

TU-L0031 provides an overview of qualitative research methods that are commonly used in industrial engineering and management research, specifically focused on the research areas of operation and service management, entrepreneurial leadership, and strategy and venturing. Different approaches include inductive, abductive, case studies, action research, ethnography and historical. For each of the methods covered we will look at the steps involved in planning and conducting a research project and then digitalizing, cataloguing, coding, analyzing and reporting (i.e. writing up) data in a way that is expected for publication in top management journals.

TU-L0031 is an interactive class with learning based predominantly on class discussions and activities and learning from guest speakers who have extensive experience using a particular qualitative research methodology. Students are expected to properly prepare for each class, attend class, and actively participate in daily activities and discussions.

TEACHING PERIOD:

This course is offered in a condensed format in Otaniemi in the TUAS building (Maarintie 8, Espoo) in the AS3 Saab Space - 1021-1022, over two weeks. The days and times are:

Mon 16.5, 9-13

Wed 18.5, 9-13

Fri 20.5, 9-13

Mon 23.5, 9-13

Wed 25.5, 9-13

Mon 30.5, 9-13

STATUS OF THE COURSE:

This is a compulsory course for the students in the field of IEM and an optional course for the Doctoral Program in Science. The course is open to other Aalto University doctoral students (i.e. from Aalto BIZ) and students from other universities as long as the size of class permits.

Level of the course: Doctoral level

Prerequisite: TU-L0000 Research Methods in Industrial Engineering and Management

Language of instruction:	English
Registration:	The course is offered for doctoral students. To enroll see instructions on the course website. The course will be organized if at least four students have enrolled.
Grading Scale:	1-5 for the 3 ECTS module; class participation 30% and pre-class assignments 70%
Workload:	Class participation: 6 classes x 4 hours per class = 24 hours Pre-class work (2-3 tasks per class): 6 classes x 9.5 hours per class = 57 hours

LEARNING OUTCOMES:

The course is built around core outcomes. Your success in this course is dependent on your ability to:

- Contribute to discussions in a meaningful and professionally appropriate way (as evidenced by your class participation and discussion leadership of chosen articles)
- Critically evaluate published papers which utilize different qualitative methods and analyses to understand their strengths and limitations (as evidenced by your class participation and written summary & critiques of selected papers)
- Gain experience analyzing and interpreting data using various qualitative research techniques (as evidenced by your involvement in class activities)

ELECTIVE (3 ECTS) ADVANCED QUALITATIVE RESEARCH METHODS MODULE:

An elective 3 ECTS advanced qualitative research methods module during fall 2021/winter 2022 can be organized on request around selected more in-depth qualitative research methods based on students' interests and initiative to set up such module. For the elective advanced module, one or two senior scholars will need to be found who will act as mentors (for groups of 3-4 students) as students work on coding, analyzing and summarizing their own qualitative data.

GENERAL QUALITATIVE RESEARCH TEXTBOOKS:

There are a number of excellent textbooks that provide an overview of qualitative methods. I encourage you to review the table of contents and sample chapters of the textbooks in the following list and select the one which appeals to you most for your own reference library:

Creswell, J. W., & Poth, C. N. (2016). [*Qualitative inquiry and research design: Choosing among five approaches*](#) (4th edition). SAGE Publishing, Inc.

Denzin, N, & Lincoln, Y. (2017). [*The SAGE handbook of qualitative research*](#) (5th edition). SAGE Publishing, Inc.

Flick, U. (2018). [*An introduction to qualitative research*](#) (6th edition). SAGE Publishing, Inc.

Lune, H., & Berg, B. L. (2017). [*Qualitative research methods for the social sciences*](#) (9th edition). Pearson Education.

Marshall, C., & Rossman, G. B. (2015). [*Designing qualitative research*](#) (6th edition). SAGE Publishing, Inc.

Patton, M. Q. (2015). [*Qualitative research & evaluation methods: Integrating theory and practice*](#) (4th edition). SAGE Publishing, Inc.

Rossman, G. B., & Rallis, S. F. (2016). [*An introduction to qualitative research: Learning in the field*](#) (4th edition). SAGE Publishing, Inc.

[*SAGE researchmethods*](#), which is available for free through Aalto University, is also a great resource for learning more about qualitative research methodologies. Although none of the textbooks above are included on the site, there are numerous other resources including domain-specific handbooks of qualitative research and the *little blue book* series, which is an excellent series dedicated to exploring the nuances of qualitative research.

ASSIGNMENTS AND GRADING

I use the standard Aalto University 1-5 grading scale. I will strive to provide you with feedback on your initial assignments quickly so you will be able to incorporate that feedback as you move forward.

SUBMITTING ASSIGNMENTS

Assignments are to be **submitted electronically** to the course website **by 22.00** on the evening prior to the class in which they will be discussed.

SUMMARY OF ASSIGNMENTS AND THEIR DEADLINES

Type	Tasks	Grade Weight	Due
Participation	In-class participation	30%	Every class
Pre-class work (3 tasks per class x 6 classes)	<ol style="list-style-type: none"> 1. Read highlighted article of the day 2. Slide summary of chosen article of day 3. Critique of assigned article of day (all classes except the first class) 	70%	Due 23.59 to course website, evening before class period in which material will be discussed

PARTICIPATION

Participation is a large part of TU-L0031 as much of the value of this seminar derives from collective discussions that involve everyone. As such, you will be asked to read several articles prior to each class and then actively share your insights through class discussion. We will also engage in hands-on activities designed to introduce you to the highlighted methodologies in practice. The overall goal for our short time together is for you to improve your ability to contribute to discussions in a meaningful and professionally appropriate way.¹

PRE-CLASS WORK

¹ Group discussion is a skill and like all skills requires practice. In our first class we will spend some time discussing our opinions on what behaviours facilitate good discussions with the goal of developing classroom norms. You may find the following article to be useful in thinking about what you value in discussion and what you would like to improve during our time together: Hollander, J.A. (2002). "Learning to discuss: Strategies for improving the quality of a class discussion." *Teaching Sociology*, 30(3), 317-327.

The first step in fostering a productive discussion environment is to come to class ready to participate. As such, class preparation will involve three activities meant to develop: 1) a shared base level of understanding, 2) a diversity of knowledge among the group, and 3) a deep analysis of the day's featured methodology in practice.

PRE-CLASS ACTIVITY ONE – MAKE NOTES ON THE REQUIRED READING (ONE ARTICLE)

Each day includes one required reading to provide us with a shared introduction to a particular methodology being discussed that day. As you read this article, I encourage you to take notes with a particular focus on:

- 1) what you think are the strengths and weaknesses of the method in general,
- 2) any aspects of the methodology that you want to delve into more deeply, and
- 3) any questions that come to mind as you are reading.

These notes are for your benefit only and **do not** need to be submitted to the course website.

PRE-CLASS ACTIVITY TWO – SLIDE SUMMARY OF ONE CHOSEN ARTICLE

Each class will include a handful of articles from which you may choose the reading that is of most interest to you personally. Building off our common base of understanding from the *Activity One Required Reading*, these articles are meant to foster a diversity of knowledge in our classroom discussion. After reading the article, please prepare a 2 slide summary (PowerPoint or PDF).

Slide 1: A summary of the article (e.g. main topic, suggestions, recommendations and/or conclusions)

Slide 2: Your opinion (e.g. key learnings, opinions, what you found most interesting, and/or what YOU perceive as strengths and weaknesses) Hint: Be sure to clearly distinguish your thoughts from the those of the author(s).

Note: Different information will be more or less relevant depending on the article you chose. Please decide what is most valuable for your summary as in one to two slides you will not be able to include all of the examples provided in the brackets. Please be prepared to present your summary slide(s) to the group in class.

Submit your summary slides to the course website by 22.00 the night before class. To help easily identify which slides summarize which article please save your slide in the following format: 1stAuthorLastNameYear (e.g. Aastrup2008.pptx). Thanks.

PRE-CLASS ACTIVITY THREE – CRITIQUE OF METHODOLOGY IN PRACTICE (ONE EMPIRICAL ARTICLE)

Having been introduced to the focal methodology in activities one and two, activity three provides you with the opportunity to read and review an article that uses the focal methodology and has been published in a top journal. After reading the article, please answer the following questions.

- 1) Why (or why not) is the qualitative method used appropriate for answering the authors' research question(s)? (Hint: If the authors explicitly state their rationale don't just rely on their thinking – apply what you have learned about the methodology to your own explanation)
- 2) What assumptions (explicitly or implicitly stated) did the authors have going into the analysis?
- 3) What makes the qualitative analysis powerful (i.e. what insights were the authors able to make because of the methodology they used)?
- 4) What are the challenges or limitations of their approach? (Hint: most papers include a boilerplate of limitations, I challenge you to go beyond the authors' own stated limitations and to tell me what you think are the limitations given the method employed)

- 5) How could this analysis be improved? Be specific and practical (i.e. do not make suggestions that you could not realistically envision yourself implementing).

Note: Question one is meant to be more abstract and answer the question about general types of studies (e.g. process questions lend themselves to method x because of reason y), whereas the remaining questions are specific to the analysis in the article (e.g. because the authors watched the exchange between the doctor and nurse for the duration of the entire surgery they were able to not only capture the oral conversation, but the body language that undermined the respectful tone of the conversation).

Submit your one-page memo to the course website by 22.00 the night before class. Please write your single-spaced response using 12-point Times New Roman or similar font and use 2.5 cm margins. Thanks.

TU-L0031: CLASS SCHEDULE AND READINGS

This is an overview course meant to introduce you to many different aspects of qualitative analysis. It is not a deep dive into any one methodology. In fact, we could easily turn many of the daily topics into entire courses! Given the survey nature of the course the readings are by no means exhaustive or even representative of the particular topic as a whole. The papers selected are meant to introduce you to some of the key issues in each of the methodologies or aspects of qualitative analysis that we discuss. Most days also include topic specific book suggestions that you may find useful to reference if you plan to use the qualitative methodology in your own work. We will not, however, discuss these books in class.

MON 16.5: SESSION 1 – INTRODUCTION TO QUALITATIVE RESEARCH

AGENDA

INTRODUCTION TO THE COURSE

- Questions on class structure, assignments, etc.
- Class members briefly introduce themselves
- Development of course discussion norms

INTRODUCTION TO QUALITATIVE RESEARCH METHODS (LIVE IN ZOOM)

- The qualitative researcher

QUALITATIVE RESEARCH DESIGN

- Qualitative research approaches and methods of data collection
- Qualitative data inquiry
- Sampling, operationalization, and measurement and in qualitative research settings
- Rigor in qualitative research (validity and reliability)
- Ethical considerations in qualitative work

QUALITATIVE RESEARCH DESIGN

- Presentations by students on insights from the papers (from pre-class activity two)
- General discussion around material introduced in the pre-recorded mini lectures

CLASS ASSIGNMENT ON RESEARCH QUESTIONS

- Prepare one research question
- Present and discuss your research question with a fellow student
- Joint group discussion

REQUIRED READINGS:

Note: The reading is for pre-class activity one. There is no pre-class activity three for today.

Gephart, R. P. (2004). Qualitative research and the Academy of Management Journal. *Academy of Management Journal*, 47 (4), 454-462.

PRE-CLASS ACTIVITY TWO: CHOICE OF READINGS

Note: Select one reading from either group below and complete pre-class activity two for your chosen article.

GENERAL

Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of Management Review*, 32(4), 1265-1281.

Coughlan, P. & Coghlan, D. (2002). Action research for operations management. *International Journal of Operations & Production Management*, 22(2), 220-240.

Hackman, J.R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24, 905-922.

Van Maanen, J., Sorensen, J. B., & Mitchell, T. R. (2007). The interplay between theory and method. *Academy of Management Review*, 32(4), 1145-1154.

RIGOR

Combs, J. G. (2010). Big samples and small effects: Let's not trade relevance and rigor for power. *Academy of Management Journal*, 53(1), 9-13.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

BOOKS ON THE SUBJECT:

Creswell, J. W., & Creswell, J. D. (2017). *Research design: qualitative, quantitative and mixed methods approaches* (6th edition). SAGE Publishing, Inc.

Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th edition). Routledge.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publishing, Inc.

O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. SAGE Publishing, Inc.

WED 18.5: SESSION 2 – CASE STUDY APPROACH

AGENDA

INTRODUCTION TO THE CASE STUDY APPROACH

- Case study research approach
- What is a case?
- Types of cases

CASE STUDY DESIGNS

- Research question
- Case selection and sampling
- Rigor in case study methodology
- Cross case analysis
- Theorizing from cases
- Validity and reliability of findings

ARTICLE SLIDE SHARE AND STUDENT Q&A

- Presentations by students on insights from the papers (from pre-class activity two)
- General discussion around material introduced in the pre-recorded mini lectures

DECIPHERING THE POWER OF CASE ANALYSIS

- Behind the paper [ASQ blog post](#) (~12 minute article to read before class)
- Class discussion of McDonald and Eisenhardt paper with a focus on methodology

DESIGNING A CASE STUDY

- Small group work
- Presentation and discussion of research designs

REQUIRED READINGS:

Note: The first reading is for pre-class activity one and the second reading is for pre-class activity three.

Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532-550.

McDonald, R. M., & Eisenhardt, K. M. (2020). Parallel play: Startups, nascent markets, and effective business-model design. *Administrative Science Quarterly*, 65(2), 483-523.

PRE-CLASS ACTIVITY TWO - CHOICE READINGS:

Note: Select one reading from either group below and complete pre-class activity two for your chosen article.

READINGS ON CASE STUDY APPROACHES

Dubois, A. & Gadde, L.-E. (2002). Systematic combining - An abductive approach to case research. *Journal of Business Research*, 55, 553-560.

Eisenhardt, K. M. & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *Academy of Management Journal*, 50(1), 25-32.

Ketokivi, M., & Choi, T. (2014). Renaissance of case research as a scientific method. *Journal of Operations Management*, 32(5), 232-240.

Siggelkow, N. 2007. Persuasion with case studies. *Academy of Management Journal*, 50, 20-24.

BOOK ON THE SUBJECT:

Stake, R. (1995). *The art of case study research*. SAGE Publishing, Inc.

Yin, R. K. (2018). *Case study research: design and methods* (6th edition). SAGE Publishing, Inc.

FRI 20.5, 9-13, SESSION 3 – INTERVIEWS AND INTERVIEWING TECHNIQUES

AGENDA

INTRODUCTION TO INTERVIEWING

- When and why do interviews?
- Advantages and disadvantages of interviews

INTERVIEWING TYPES

- Semi-structured, structured, open ended interviews
- F2F interviews, online interviewing and phone interviews
- Interview styles

THE INTERVIEW PROCESS

- Before the interview
- The interview (beginning, middle & end)
- After the interview
- Writing up the interview

ARTICLE SLIDE SHARE AND STUDENT Q&A

- Presentations by students on insights from the papers (from pre-class activity two)

CLASS ASSIGNMENT ON INTERVIEWING

- Video example of a poor and good interview
- Discussion of interviewer's mistakes and best practices
- Develop your own interview protocol
- Interview a classmate
- Class debrief

OPEN-ENDED INTERVIEW APPROACH FOR STUDYING COGNITION AND EMOTION IN ORGANIZATIONS (LIVE IN ZOOM)

GUEST SPEAKER: NATALIA VUORI, ASSISTANT PROFESSOR, AALTO UNIVERSITY

- The open-ended interview approach

- What can interviews reveal about cognition and emotions
- A walk through of the nuts and bolts of an exemplary study

REQUIRED READINGS:

Note: The first reading is for pre-class activity one and the second reading is for pre-class activity three.

Vuori, T. O. (2017). An open-ended interview approach for studying cognition and emotion in organizations. In *Methodological Challenges and Advances in Managerial and Organizational Cognition*. 59-71. Emerald Publishing Limited.

Vuori, N., Vuori, T. O., & Huy, Q. N. (2018). Emotional practices: How masking negative emotions impacts the post-acquisition integration process. *Strategic Management Journal*, 39(3), 859-893.

CHOICE READINGS:

Note: Select one reading from the list below and complete pre-class activity two for your chosen article.

GENERAL

Aberbach, J.D. & Rockman, B.A. (2002). Conducting and coding elite interviews. *Political Science and Politics*, 35(4), 673-676.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.

Morris, Z. S. (2009). The truth about interviewing elites. *Politics*, 29(3), 209-217.

Podsakoff, P. M., MacKenzie, S. B., Lee, J., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88, 879-903.

Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

BOOKS ON THE SUBJECT

Babbie, E. R. (1990). *Survey research methods* (2nd edition). Cengage

Weiss, R. (1994). *Learning from strangers: The art and method of qualitative interview studies*. The Free Press.

MON 23.5, 9-13: SESSION 4 – HISTORICAL, PROCESS, & BIG DATA ANALYSES

AGENDA

PROCESS ANALYSIS

- Possible approaches
- Data source considerations
- Q&A
- Presentations by students on insights from the papers (from pre-class activity two)

HISTORICAL ANALYSIS

GUEST SPEAKER: PASI NEVALAINEN, POST-DOCTORAL RESEARCHER, AALTO UNIVERSITY

- Historical methods approaches
- Collecting and working with archival material
- Data source considerations
- Q&A

DECIPHERING THE POWER OF PROCESS AND HISTORICAL ANALYSIS

- Class discussion of Cheung, Z., Aalto, E., & Nevalainen, P. (2020) paper with a focus on methodology

NOVEL BIG TOOLS AND METHODS

GUEST SPEAKER: BHATTACHARYA KUNAL, STAFF SCIENTIST, AALTO UNIVERSITY

- Presentations by students on insights from the papers (from pre-class activity two)
- Possible approaches
- Data source considerations
- Q&A

WRAP-UP AND NEXT SESSION

REQUIRED READINGS:

Note: The first reading is for pre-class activity one and the second reading is for pre-class activity three.

Langley, A., Smallman, C., Tsoukas, H., & Van de Ven, A. H. (2013). Process studies of change in organization and management: Unveiling temporality, activity, and flow. *Academy of Management Journal*, 56(1), 1-13.

Cheung, Z., Aalto, E., & Nevalainen, P. (2020). Institutional logics and the internationalization of a state-owned enterprise: Evaluation of international venture opportunities by Telecom Finland 1987–1998. *Journal of World Business*, 55(6), 101140.

CHOICE READINGS:

Note: Select one reading from either group below and complete pre-class activity two for your chosen article.

ARCHIVAL DATA

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.

Ray, J. L., & Smith, A. D. (2012). Using photographs to research organizations: Evidence, considerations, and application in a field study. *Organizational Research Methods*, 15(2), 288-315.

Ventresca, M. J., & Mohr, J. W. (2002). Archival research methods. In J. A. C. Baum (Ed.), *The Blackwell companion to organizations* (pp. 805-828). Blackwell Publishing.

HISTORICAL ANALYSIS

Burgelman, R. A. (2011). Bridging history and reductionism: A key role for longitudinal qualitative research. *Journal of International Business Studies*, 42(5), 591-601.

Kipping, M., & Üsdiken, B. (2014). History in organization and management theory: More than meets the eye. *The Academy of Management Annals*, 8(1), 535-588.

Vaara, E., & Lamberg, J. A. (2016). Taking historical embeddedness seriously: Three historical approaches to advance strategy process and practice research. *Academy of Management Review*, 41(4), 633-657.

PROCESS ANALYSIS

Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management Review*, 24(4), 691-710.

Pettigrew, A. M. (1997). What is a processual analysis? *Scandinavian Journal of Management*, 13, 337-348.

Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying organizational change and development: Challenges for future research. *Academy of Management Journal*, 44(4), 697-713.

NOVEL BIG DATA TOOLS AND METHODS

Fiss, P. C. (2011). Building better causal theories: A fuzzy set approach to typologies in organization research. *Academy of Management Journal*, 54(2), 393-420.

George, G., Osinga, E. C., Lavie, D., & Scott, B. A. (2016). Big data and data science methods for management research. *Academy of Management Journal*, 59(5), 1493-1507.

[Guides to data scraping](#) (skim)

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.

BOOKS ON THE SUBJECT

Guest, G., Namey, E. E., & Mitchell, M. L. (2012). *Collecting qualitative data: A field manual for applied research*. SAGE Publishing, Inc.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th edition). SAGE Publishing, Inc.

WED 25.5, 9-13: SESSION 5 – QUALITATIVE DATA CODING AND ANALYSIS

AGENDA

QUALITATIVE DATA ANALYSIS

- Typology of qualitative data
- Grounded theory analysis
- The Gioia method, discourse analysis and narrative analysis

SOME LOGISTICAL MATTERS OF QUALITATIVE DATA ANALYSIS

- Tools for the job: Data analysis software
- Analyzing qualitative data with multiple researchers
- Inter rater reliability

ARTICLE SLIDE SHARE AND STUDENT Q&A

- Presentations by students on insights from the papers (from pre-class activity two)
- General discussion around material introduced in the pre-recorded mini lectures

CODING QUALITATIVE DATA

- In class assignment coding qualitative data

STRATEGY AND FRAME ANALYSIS

JOSEF VALLI, POST-DOCTORAL RESEARCHER, AALTO UNIVERSITY

- How to do frame analysis?
- How to do strategy analysis?
- A walk through of the nuts and bolts of an exemplary study

WRAP-UP AND NEXT SESSION

REQUIRED READINGS:

Note: The first reading is for pre-class activity one and the second reading is for pre-class activity three.

Grodal, S., Anteby, M., & Holm, A. L. (2020). Achieving rigor in qualitative analysis: the role of active categorization in theory building. *Academy of Management Review*. Advance online publication.

Empirical article TBA

CHOICE READINGS:

Note: Select one reading from either group below and complete pre-class activity two for your chosen article.

QUALITATIVE CODING, GROUNDED ANALYSIS AND DISCOURSE ANALYSIS

Alvesson, M., & Kärreman, D. (2000). Varieties of discourse: On the study of organizations through discourse analysis. *Human Relations*, 53(9), 1125-1149.

Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16(1), 15-31.

Leitch, S., & Palmer, I. (2010). Analysing texts in context: Current practices and new protocols for critical discourse analysis in organization studies. *Journal of Management Studies*, 47(6), 1194-1212.

Suddaby, R. (2006). What grounded theory is not. *Academy of Management Journal*, 49(4), 633-642.

BOOKS ON THE SUBJECT

Bernard, H.R., Wutich, A., & Ryan, G. W. (2016). *Analyzing qualitative data: Systematic approaches* (2nd edition). SAGE Publishing, Inc.

Boje, D. M. (2001). *Narrative methods for organizational & communication research*. SAGE Publishing, Inc.

Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th edition). SAGE Publishing, Inc.

Phillips, N., & Hardy, C. (2002). *Qualitative Research Methods: Discourse analysis*. SAGE Publishing, Inc.

Silver, C., & Lewins, A. (2014). *Using software in qualitative research* (2nd edition). SAGE Publishing, Inc.

MON 30.5, 9-13: SESSION 6 – MIXED METHODS & BRINGING IT ALL TOGETHER

AGENDA

MIXED METHODS APPROACHES

- Triangulation
- Mixed methods research designs
- Components of data analysis: interactive model

REPORTING INDUCTIVE QUALITATIVE RESEARCH

- Types of visual displays and purposes
- Examples of visual displays
- Preparing the manuscript for journal submission

ARTICLE SLIDE SHARE AND STUDENT Q&A

- Presentations by students on insights from the papers (from pre-class activity two)
- General discussion around material introduced in the pre-recorded mini lectures

BRINGING THE ANALYSIS TOGETHER

- Induction and abduction
- Navigating between empirical findings, literature, and contribution
- A walk through of the nuts and bolts of an exemplary study (Granqvist & Gustafsson, 2016)

COURSE WRAP-UP

REQUIRED READINGS:

Note: The first reading is for pre-class activity one and the second reading is for pre-class activity three.

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, 481–509.

Granqvist, N. & Gustafsson, R. (2016). Temporal institutional work. *Academy of Management Journal*, 59(3), 1009-1035.

CHOICE READINGS:

Note: Select one reading from either group below and complete pre-class activity two for your chosen article.

THE PROCESSES OF QUALITATIVE INQUIRY

Langley, A., & Abdallah, C. (2011). Templates and turns in qualitative studies of strategy and management. *Research Methodology in Strategy and Management*, 6, 105-140.

MIXED METHODS DESIGN AND APPROACHES

Cameron, R. (2009). A sequential mixed model research design: Design, analytical and display issues. *International Journal of Multiple Research Approaches*, 3(2), 140-152.

Small, M. L. (2011) How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37, 55-84.

WRITING UP THE ARTICLE

Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? *Academy of Management Journal*, 55(3), 509-513

Pratt, M. (2009). From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52, 856-862.

BOOKS ON THE SUBJECT

Golden-Biddle, K., & Locke, K. (2007). *Composing qualitative research* (2nd edition). SAGE Publishing, Inc.

Holloway, I., & Brown, L. (2012). *Essentials of a qualitative doctorate*. Routledge.