Paper development workshop: Qualitative research

II Session
February 9, 2024
Prof. Nina Granqvist

Meetings

On Fridays from 9-16 (end time tbc.), on the following days:

Fri 26.1. at 9-12 Introductions, and characteristics of qualitative empirical research

Fri 9.2. at 9-16: Presenting empirical analyses and considering "what is this a case of"?

Fri 12.4. at 9-16: Theorizing from the empirical data

Fri 30.5. at 9-16: Presenting and discussing your full papers

This and next time(s): Data analyses and “What is this a case of”?

- Deep dive into the data
- Initial theorizing from the data
- What is the phenomenon that I observe? How can I position and theorize it in terms of the existing literature(s)?
- Also considering the explanations that have not yet been (exhaustively) presented

Agenda

9.00-10.10 Theorizing from the data

10.10-10.30 Coffee break

10.30-11.50 Paper session I

Presenter:	Commentators:
Anna-Riikka Smolander	Jori and Emilia
Jori Mäkkeli	Claire and Johanna
Elizaveta Sakhnovskaia	Emilia and Thomas
Emilia Eräpolku	Lin and Karelia

11.50-12.40 Lunch break

12.40-14.00 Paper session II

Presenter:	Commentators:
Lin Chen	Hanne and Kyu
Thomas Hoeger	Elizaveta and Anna-Riikka
Xiaoqi Feng	Hanne and Thomas
Johanna Niskavaara	Xiaoqi and Jori

14.00-14.20 Break

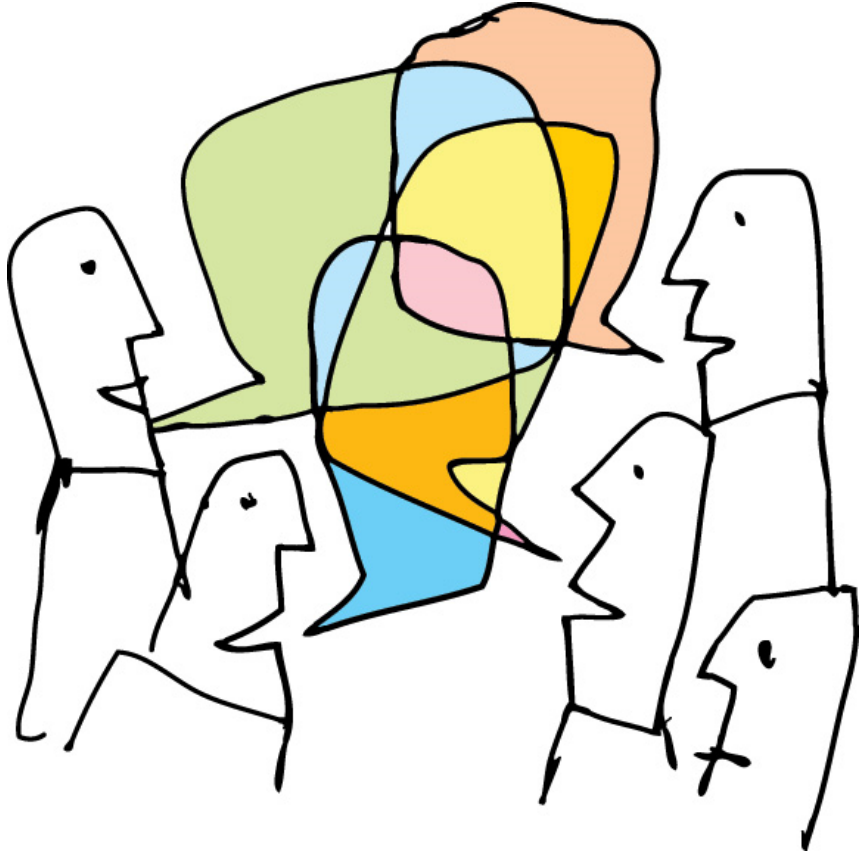
14.20-15.40 Paper session III

Presenter:	Commentators:
Hanne Savolainen	Lin and Elizaveta
Yeon Kyu Lee	Claire and Johanna
Claire Shaw	Xiaoqi and Karelia
Karelia Dagnaud	Kyu and Anna-Riikka

15.40-16.00 Time for discussion and Q&A

Let’s discuss the reading

- **What are your main takeaways from the Gehman & al. (2018) paper on “Theory-method fit” and “Inside-out research” by Hehenberger et al.(2019)?**
- **Is there resonance with your analyses and theorizing? How do you theorize based on your empirical analyses? Explain.**
- **Discuss in groups for 15 minutes**



Gehman et al. (2018)

- **Presenting much used approaches to qualitative theorizing (but there are many more!!)**
- **Great insights on the different ways (with some similarities) to understand theorizing from the data**

“Gioia methodology”

Core premises

- Ontological assumption: **Social constructionism**
- The focus is on a **systematic process of inductive [or data-driven] analysis and theorizing** from the data
- **Data structure:** How can the language/ expressions/ terms informants use be categorized into first-order codes and second order themes?
- **What is theory?** ”Theory is a statement of concepts and their interrelationships that shows how and/or why a phenomenon occurs.”

Theorizing from the data according to Gioia

- Theorizing by showing the dynamic relationship among the emerging concepts
- Can produce **a processual understanding** (how these interact in time and potentially produce outcomes) or **understanding on analytical connections** (how constructs constitute something else)

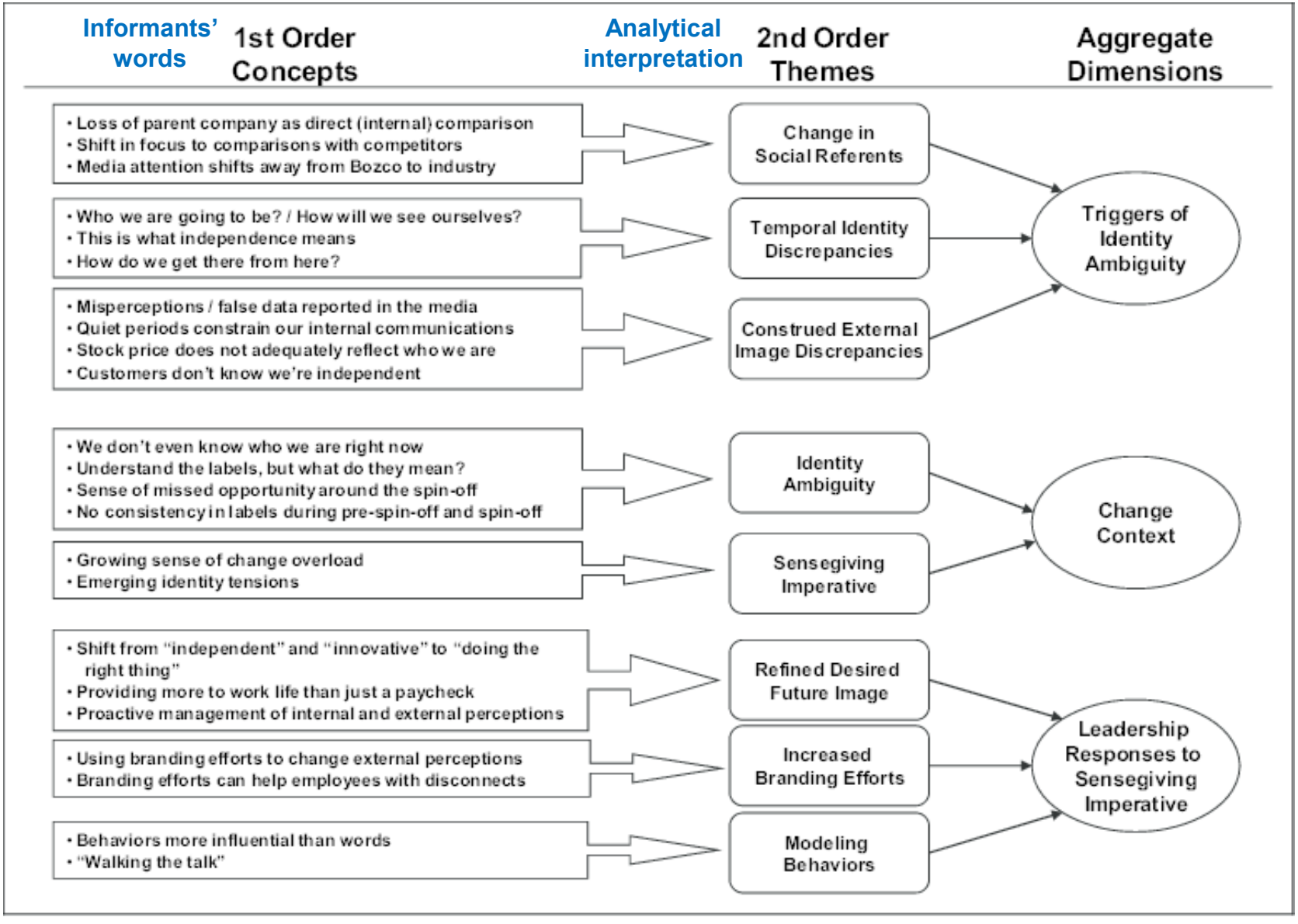

Informants' words
1st Order Concepts
Analytical interpretation
2nd Order Themes
Aggregate Dimensions
• Loss of parent company as direct (internal) comparison
• Shift in focus to comparisons with competitors
• Media attention shifts away from Bozco to industry
• Who we are going to be? / How will we see ourselves?
• This is what independence means
• How do we get there from here?
• Misperceptions / false data reported in the media
• Quiet periods constrain our internal communications
• Stock price does not adequately reflect who we are
• Customers don't know we're independent
Change in Social Referents
Temporal Identity Discrepancies
Construed External Image Discrepancies
Triggers of Identity Ambiguity
• We don't even know who we are right now
• Understand the labels, but what do they mean?
• Sense of missed opportunity around the spin-off
• No consistency in labels during pre-spin-off and spin-off
• Growing sense of change overload
• Emerging identity tensions
Identity Ambiguity
Sensegiving Imperative
Change Context
• Shift from "independent" and "innovative" to "doing the right thing"
• Providing more to work life than just a paycheck
• Proactive management of internal and external perceptions
• Using branding efforts to change external perceptions
• Branding efforts can help employees with disconnects
• Behaviors more influential than words
• "Walking the talk"
Refined Desired Future Image
Increased Branding Efforts
Modeling Behaviors
Leadership Responses to Sensegiving Imperative

FIGURE 1
The Process of Abstraction from the Data

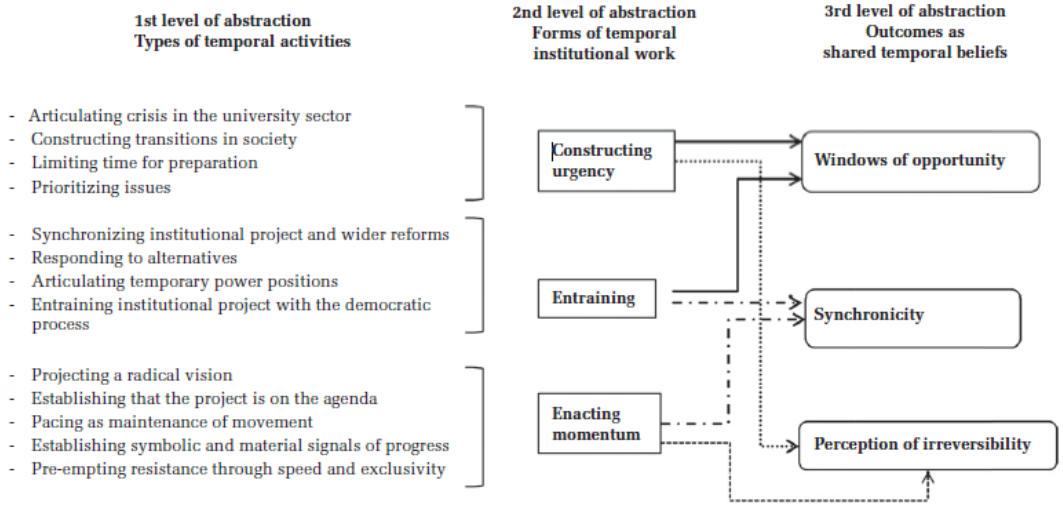
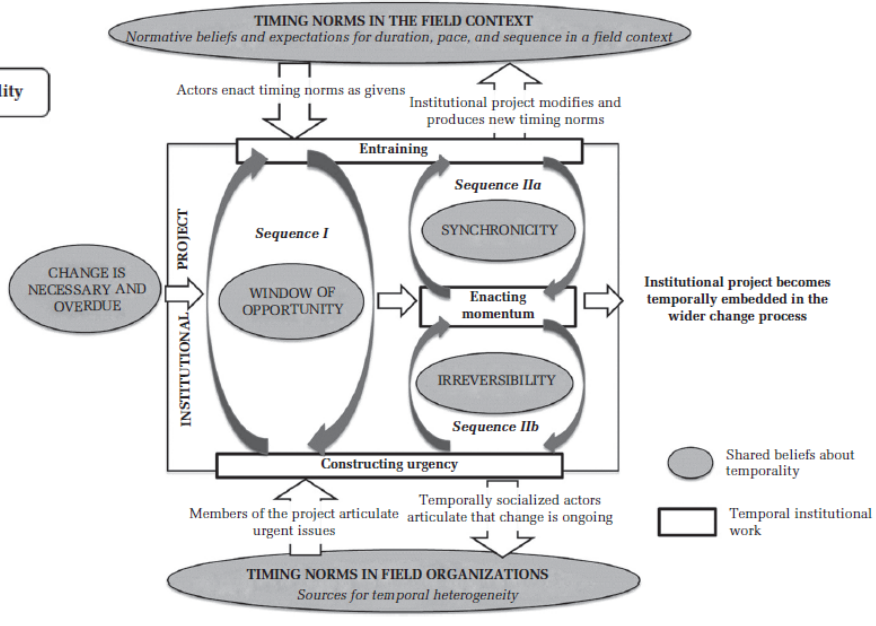


FIGURE 2
The Model for Temporal Institutional Work during Institutional Change



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

Issues?

- **<u>What to code for?</u> How to decide that?**
- **<u>Interpretation – of what?</u> Informants as knowledgeable agents – the rich data should allow getting into *their world* (as interpreted by them) – and then interpreting that empirical experience as a scholar**
- **<u>Transparency</u> in explicating the analytical process (of interpretation)!**
- **What is <u>the role of existing literature</u> in this form of data-driven analysis?**
  - "Willful suspension of belief concerning previous theorizing"
  - "Don't let the existing knowledge get in the way!"
  - But a lot of reading is necessary to connect your empirical study to an academic conversation, and to ***find*** your analytical constructs!

Comparative case studies

Eisenhardt and comparative case studies

- **Focus on inductive theory building from cases**
- **Case study:** The dynamics present in a single setting – a rich empirical instance of some phenomenon, typically using multiple data sources
- **Positivist:** Replication logic – emergent theory is "tested" in each case on its own
- **Note:** Also a more constructivist form of case studies where each case is used to construct an understanding of the phenomenon under investigation (see e.g. Granqvist & Ritvala, 2016)

Theorization from the data according to Eisenhardt

Steps:

1. Look for a problem in the literature
2. Research design & theoretical sampling
   (where can this problem be studied in abundance)
3. Data collection (deep immersion)
4. Grounded theory building from cases (long histories, cross-pattern recognition), iteration between data and literature
5. Writing

What is theory?

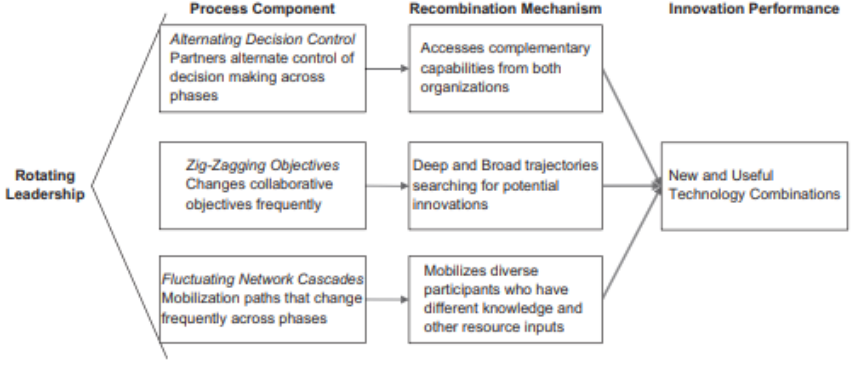
- A combination of constructs, relationships between the constructs, and the underlying logic linking those constructs that is focused on explaining some general phenomenon.

Table 3. Summary of Evidence Linking Rotating Leadership and Collaborative Innovation

	Collaborative Process				
	Overall pattern	Alternations in decision control	Zig-zagging objectives	Fluctuating network cascades	Innovation Performance
#1: Security (Macbeth–Falstaff)	Rotating leadership	*Extensive* 3	*Extensive* 7	*Extensive* 69% Different and 52% New participants	*High*
#2: Middleware (Ariel–Cleopatra)	Rotating leadership	*Extensive* 4	*Extensive* 6	*Extensive* 68% Different and 50% New participants	*High*
#3: VPN System (Rosalind–Prospero)	Rotating leadership	*Extensive* 3	*Extensive* 8	*Moderate* 50% Different and 29% New participants	*High*
#4: Mobile Email (Rosalind–Portia)	Rotating leadership	*Extensive* 3	*Extensive* 8	*Moderate* 62% Different and 31% New participants	*High*
#5: E-Commerce Tools (Lear–Mercutio)	Dominating leadership / Rotating leadership	*Moderate* 2	*Moderate* 3	*Moderate* 50% Different and 25% New participants	*Medium*
#6: Wireless Networks (Macbeth–Falstaff)	Consensus leadership	*None*	*Moderate* 5	*Limited* 38% Different and 20% New participants	*Low*
#7: Web Services (Lear–Ophelia)	Dominating leadership	*None*	*Limited* 2	*Limited* 24% Different and 18% New participants	*Low*
#8: VOIP Phone (Macbeth–Falstaff)	Consensus leadership	*None*	*Limited* 1	*Limited* 13% Different and 8% New participants	*Low*

Davis, J. P., & Eisenhardt, K. M. (2011). Rotating leadership and collaborative innovation: Recombination processes in symbiotic relationships. Administrative Science Quarterly, 56(2), 159-201.

Figure 1. Theoretical logic linking rotating leadership and collaborative innovation.



Aalto University
School of Business

Issues?

- **Production of testable propositions (hypotheses for quant studies)?**
- **Inductive – but within limits?** Identifying the research gap from the literature rather than driven by the phenomenon
- **Limits for presenting the data**

Processual approaches

Langley and the processual approach

- A broader **onto-epistemological understanding "position"** rather one "method"
- **Process vs. variance** thinking
- "Process researchers seek to understand and explain the world in terms of **interlinked events, activity, temporality, and flow**."
- Underlying puzzle: "How on earth **to analyze complex data dealing with temporally evolving processes** that might be persuasive and theoretically insightful?"
- Process capture the **movement over time** from A to B, **processes do not "stop"** – but yet one needs to decide **where to cut off**
- A process of **abduction**

Theorization from the data according to Langley

How to study processes?

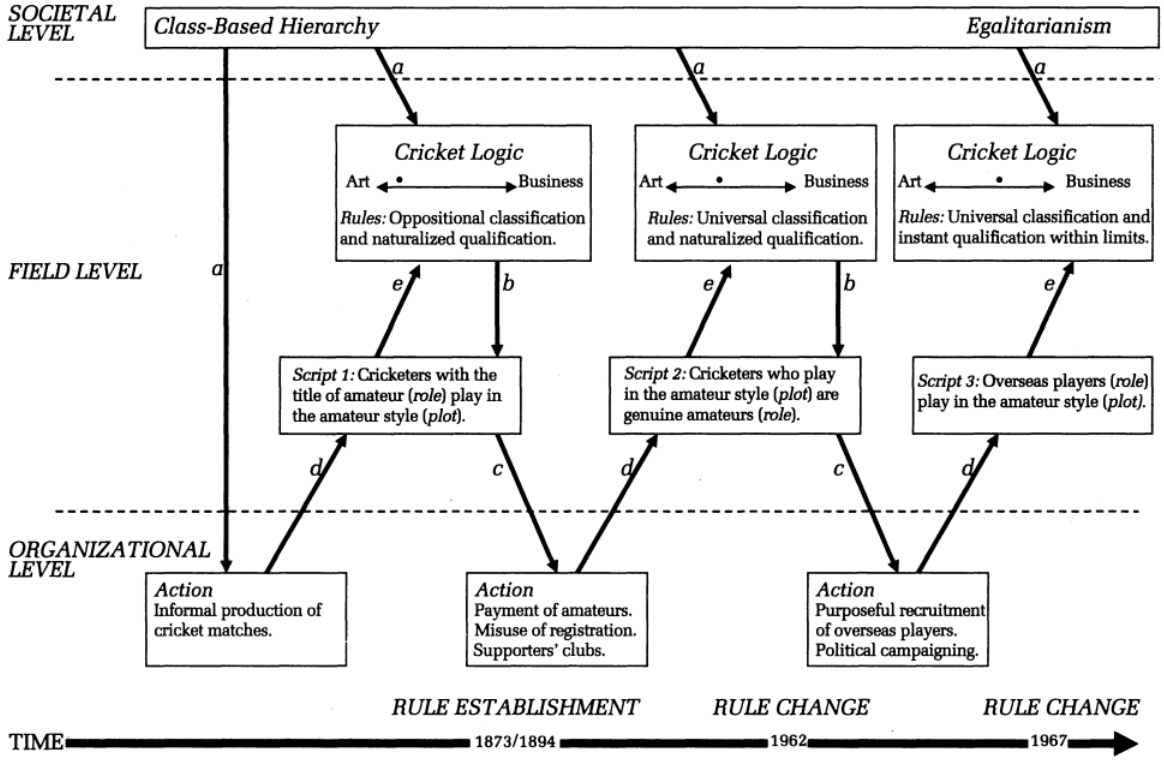
1. Study things over time
2. Collect rich longitudinal data
3. Data should fit the time span
4. Find a suitable method for analysis (narrative analyses, grounded theory, comparative cases, …)
    - **Visual mapping** (show how events are connected over time) and **temporal bracketing** (identifying phases) very valuable for studying temporal sequences

What is theory, then? Depends on which analytic strategies you use

Theorization

- **Theorizing as “disciplined imagination” (Weick, 1989, 1999)**
- **Dialectical process of**
  - Immersing in the data and detaching from it
  - Talk to many people, without being too much influenced by them
  - Know the literature but don’t become handicapped by it

FIGURE 1
Processes of Institutional Change in English County Cricket[a]



[a] Codes for arrows: *a* = "theorization"; *b* = "endoding"; *c* = "translating"; *d* = "revision/displacement"; *e* = "institutionalization" (see Table 1). In the "*Cricket Logic*" boxes, bullets indicate the shift between the cricket-as-art and cricket-as-business logics over time.

Inside-out research

Inside-Out Research

		Inside-out research	Ethnography	Action research
Getting and being inside	Reason for getting inside	**To work in the field**	To advance scholarly knowledge	To solve a managerial challenge
	Scope of data collection	**Enabled and informed by insider's exposure**	Contingent on the emerging relationship with the community studied	Limited to project scope and duration
	Insider's role	**Insider as organizational actor**	Insider a temporary visitor	Invited guest rather than insider
Relationship insider/outsider	Interaction between insider and outsiders	**Continuous interaction**	Possible interaction between ethnographer and outside researcher after field exposure	Invited researcher works with people inside
	Roles in analyzing and theorizing	**Outsider analyzes data to remove bias, insider and outsider co-develop theory**	Insider (and potentially outsider) analyzes and theorizes	Invited researcher analyzes and (sometimes) theorizes

Hehenberger, L., Mair, J. & Metz, A. (2019). The assembly of a field ideology: An idea-centric perspective on systemic power in impact investing. Academy of Management Journal

Lisa Hehenberger's

Reflections on being an Insider

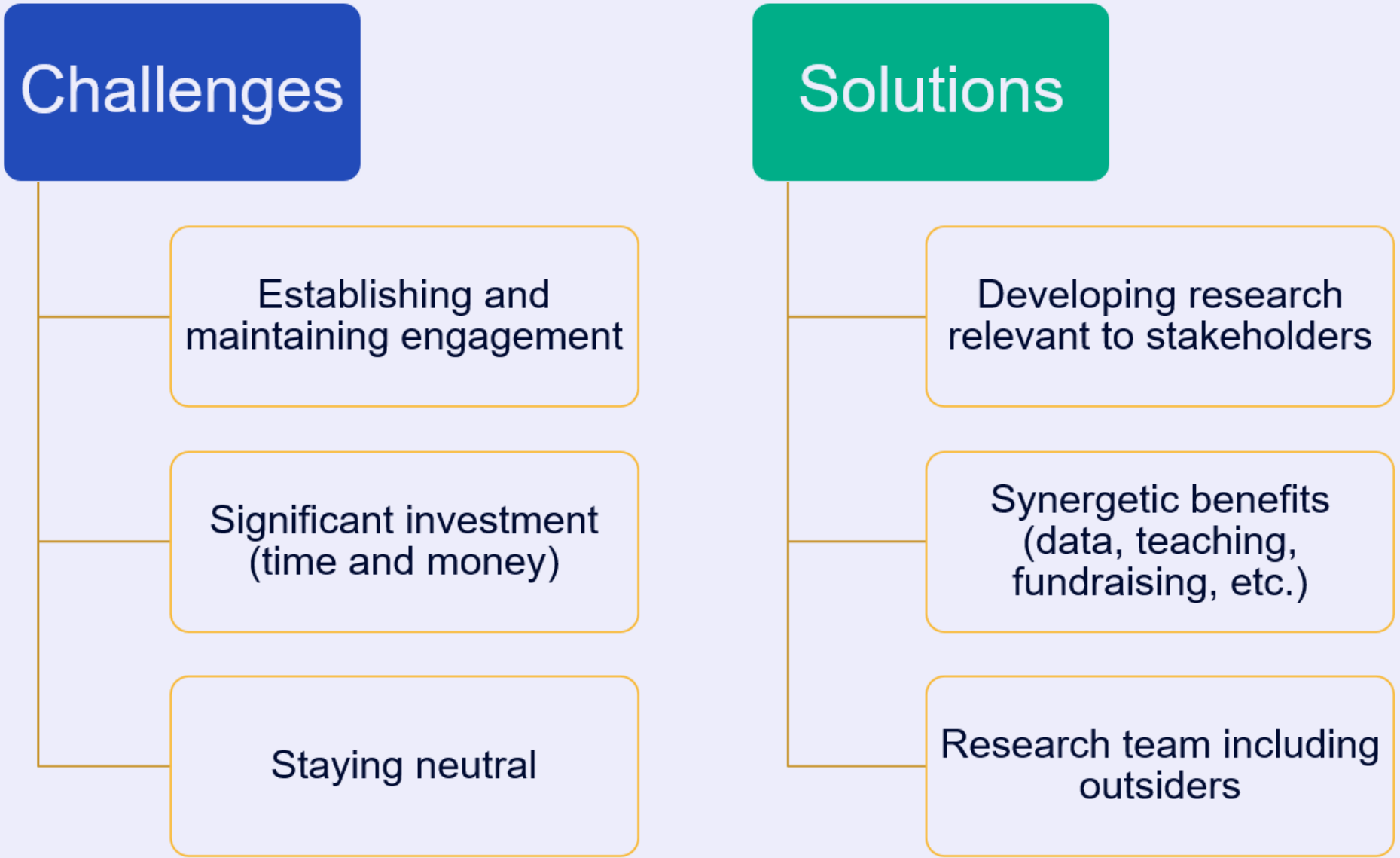
	Advantages	Challenges
Data and access	• In-depth understanding of the phenomenon of study • Privileged access to data in various formats	• Going native… being normative • Lack of neutrality of data access
Data analysis and theorization	• Direct contact with key stakeholders • Multiple validation rounds of emerging findings with field actors • Sensemaking as an insider	• Risk of biased perspective • Difficult to be critical of friends and colleagues – and publish that! • Difficult to step away from context to make generalizable contribution
General	• Work on research that is relevant for policy and practice?	• Risky for academic career – time investment and opportunity cost

Lisa Hehenberger on

"Field-insider" research – engaged scholarship

		Field-insider research	Ethnography	Action-research
Getting and being inside	Reason for getting inside	**To advance scholarly knowledge & to solve a managerial challenge**	To advance scholarly knowledge	To solve a managerial challenge
	Scope of data collection	Enabled and informed by insider's exposure to field of practice	Contingent on the emerging relationship with the community studied	Limited to project scope and duration
	Insider's role	Insider as integral part of field	Insider a temporary visitor	Invited guest rather than insider
Relationship insider / outsider	Interaction between insider and outsiders	Continuous interaction	Possible interaction between ethnographer and outside researcher after field exposure	Invited researcher works with people inside
	Roles in analyzing and theorizing	Outsider analyzes data to remove bias, insider and outsider co-develop theory	Insider (and potentially outsider) analyzes and theorizes	Invited researcher analyzes and (sometimes) theorizes

Adapted from Hehenberger, L., Mair, J. & Metz, A. (2019). The assembly of a field ideology: An idea-centric perspective on systemic power in impact investing. Academy of Management Journal


Challenges
Establishing and maintaining engagement
Significant investment (time and money)
Staying neutral
Solutions
Developing research relevant to stakeholders
Synergetic benefits (data, teaching, fundraising, etc.)
Research team including outsiders

Benefits for theorization

- *Developing intuitions based on deep understanding of setting:* How can our research setting help us see new things that existing theory does not explain?
- *Probing in situ and in real time:* Testing emerging ideas through workshops, interviews, surveys
- *Revealing underlying mechanisms that help understand the how (and the why?)*: Seeing connections that outsiders don't see

Hehenberger & Mair, "Inside-Out Research: How to develop theory from lived experiences" (Working Paper)

Next time

Next version of the paper – moving on both with analyses and theorizing from the analyses based on the comments and insights you have received.

Next time we continue with approaches supporting theorizing from the data

More information about the presentation format etc. follows in MyCourses

Flow of the paper discussions

A total of 20 minutes per student (strict)

- 3 min presentation
- 3 min commenting per each dicussant
- Comments from the group
- Nina’s comments and questions, and discussion

After the session:

- Write all your **feedback in one document** and then upload it to the Dropbox folder Session 2/ Comments **by Tuesday 13.2.**

Coffee break