

**B785 Qualitative Research Methods and Design  
Winter 2025  
Course Outline**

**Human Resources and Management  
DeGroot School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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This seminar course provides students with an introduction to methods commonly used in management research that fall under the umbrella of qualitative research. The objectives are for students to become familiar with (1) what kinds of questions qualitative methods can answer, (2) how to gather data from the field, and (3) how to analyze the data. Students will obtain hands-on experience coding and analyzing qualitative data, and discussing qualitative research issues.

This course introduces students to the sociological and psychological roots of qualitative research, and also provides exposure to research design and methods in various business domains, with an emphasis on developing skills fundamental to designing and critically evaluating research projects, with an emphasis on an interpretive paradigm. Practically, we will consider questions such as the following: How do you start a project? How do you connect theory, research design, and data collection? How should one structure an interview protocol? How many interviews are enough? How does one ensure methodological rigour? How does one write good field notes from observations? How do we analyze field notes and interview transcripts? What is coding? How does one write a paper from qualitative data?

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Instructor**  
**Trish Ruebottom**  
[ruebott@mcmaster.ca](mailto:ruebott@mcmaster.ca)  
Office: DSB 420  
Office Hours: By appointment

Class Time: Tuesdays 11:30-2:30

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### ***COURSE DESCRIPTION***

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This course is designed to survey the key methods that fall under the umbrella of qualitative research (ethnography, phenomenology, case study, grounded theory, and defining cultural themes and patterns), as a basis of all thick description and theory development.

This course will be conducted as a seminar. There will be twelve 3-hour meetings. Every week we will read articles about the particular method or research design topic we are discussing. These will be complemented by a recent or classic article that illustrates the topic. Through reading and discussing these articles, as well as time to practice what is learned, we will explore both the theory of how this is done, and how it is done in practice.

In this course, the role of the professor will be to stimulate and guide student exploration. I will ask questions and encourage you to present, and support, different points of view in discussion. In-class discussions contribute to the value you gain from this seminar, so it is essential that you come prepared, having read and reflected on the assigned manuscripts. Technology in the classroom can be both a blessing and a distraction. **If you would like to use your laptop during class, you should turn off your internet browsers and email.** Laptops and other electronic devices should be used strictly for note-taking purposes only.

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### ***LEARNING OUTCOMES***

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Students will learn to:

1. Deconstruct the characteristics of high quality qualitative research.
2. Critique qualitative research articles comprised of different approaches.
3. Design and conduct a qualitative research study.
4. Collect qualitative data in the natural setting via multiple collection tools.
5. Employ several methods of coding and analyzing qualitative data.
6. Articulate and follow ethical principles when conducting qualitative research.

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### ***COURSE MATERIALS AND READINGS***

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#### **Articles:**

As noted on the class schedule (below). These are all available via the McMaster library system, except where it is indicated that the reading will be provided.

#### **Software (Recommended):**

*NVivo*, *DeDoose* or *MAXQDA* qualitative coding software: these often have student or trial versions available that you may use.

Dragon Dictate or other transcription software.

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## EVALUATION

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### Components and Weights

Students' grades will be calculated as follows:

Assignment	Weight
1. Observation memo	15%
2. Interview memo	15%
3. Research project	70%
a. <i>Research proposal</i>	20%
b. <i>Data analysis</i>	20%
c. <i>Final paper</i>	30%

#### **Assignment 1: Observation Memo (15% of total grade)**

Choose a site for observation, and complete two time periods of one-hour observations. Write detailed field notes to capture your observation. Summarize your observations in a 2-page double spaced memo comparing the two time periods, and include your field notes as an appendix. If your writing is legible, this can be a picture of your hand-written notes. Please state your research question at the beginning of the assignment, as it guides the type of observations that should be captured.

#### **Assignment 2: Interview Memo (15% of total grade)**

Complete two interviews to better understand your research question. It is helpful to audio record and transcribe the interviews so you can refer back to the exact statements made by the participants. Write a 2-page double spaced memo summarizing what you saw and observed in the interviews, comparing similarities and differences between them (as it relates to your research question), with some quotes from the interview, and what you think you need to understand next to address your research question. In your write-up include your interview guide as an appendix.

#### **Assignment 3: Qualitative Research Project (70% of total grade)**

Each student will conduct a qualitative study using one of the five qualitative research approaches covered in the course. In general, the student will develop an interview protocol with 7-9 interview questions, and conduct six to ten semi-structured, in-depth interviews. The interviews are to be audio recorded. The length of each interview should be ~60 minutes on average. Each student will transcribe the data (automatic transcriptions can be used, but the student should review and correct the transcript). Other data gathering methods will be based on the specific nature of the approach and the research question.

In addition to the main components of the Qualitative Research Project, each student will submit the following documents:

- signed letters of informed consent for each participant, signed site agreement letter (if applicable)
- transcriptions of interviews, and
- all field notes and memos recorded throughout the analysis.

**a) Research Proposal (20% of total grade)**

Write a short proposal (~10 pages, double spaced) for the project you would like to conduct. The goal is to gain clarity on the core questions of your research, and how the data to be collected speak to these core questions. It should include a brief, focused literature review to justify the need for the proposed study.

Specifically, the proposal should contain the following sections:

- A) A problem statement supported by some references to the research literature.
- B) What is the puzzle? What is this a case of? Why is this an intriguing site?
- C) What are your initial hunches? What do you expect to find? What would surprise you?
- D) Review of the literature: What research literature(s) are you speaking to?
- E) A description of the research site, including people and activities involved.
- F) A description of your (proposed) data-gathering activities.
- G) A description of your method for gaining access and establishing field relationships.
- H) A discussion of observer effects on the data and any ethical problems that might be encountered.
- I) A description of your approach to data analysis.
- J) A timeline for the project. If this is a project that you plan to continue after the semester, please indicate what portion of the project will be completed during the semester and what will remain for later.

**b) Data Analysis (20% of total grade)**

Each student will code the data based on the specific methodology chosen, analyzing the interview transcripts, archival data, and/or observations. In addition, s/he will write three brief analytic memos describing the codes, categories, and themes generated, including information in the memos related to emergent patterns, categories, themes, and assertions, with quotes from the data. The first analytic memo should be written in the middle of the data collection period. Subsequent memos should be written throughout the process. You may use computer-assisted qualitative data analysis NVivo, DeDoose and MAXQDA software for coding, or you may code manually. I recommend combining both.

For this assignment, each student will submit the following documents:

- three analytic memos, and
- coded data on which the memos are based.

**c) Research Paper (40% of total grade)**

Students will write a short paper (~40 pages double spaced), references, tables and figures included. The body of the paper will have the following parts:

- Title page and abstract ~1 page
- Introduction ~3-4 pages
- Review of the Literature ~4 pages
- Research Setting ~1 page
- Data Collection ~2-3 pages
- Data Analysis ~3-4 pages
- Findings ~6-8 pages
- Discussion and Contributions ~3 pages
- References
- Tables and Figures

For this paper, you should use APA format, including 12-point Times New Roman font and one-inch margins. Use headings and subheadings to help with the flow of writing. Use pseudonyms rather than the names of actual participants. Remove all names and identifiers from interview questions and transcribed interview responses.

You must be explicit and thorough with references; all information taken from another source, whether quoted verbatim or merely summarized, must be properly acknowledged in the body of the document. Given that the purpose of this final paper is to assist you in developing your academic writing capabilities, grammar and spelling is an important criterion of evaluation. You will be marked on how well you integrate concepts relevant to the course, as well as your ability to write an understandable and readable paper that is grammatical and shows good literary form.

**Late submissions will be deducted 10% per day.**

### **Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

<b>Grade</b>	<b>Points</b>	<b>Equivalent Percentages</b>
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
F	0	69 and under

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### **COURSE MODIFICATION**

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From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

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### **GENERATIVE AI**

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#### **USE PROHIBITED**

Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

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### ***ACADEMIC INTEGRITY***

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You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ONLINE ELEMENT***

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**Some courses may** use online elements (e.g. email, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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### **CONDUCT EXPECTATIONS**

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As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in-person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

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### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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### **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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### **COPYRIGHT AND RECORDING**

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Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study.

Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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### ***EXTREME CIRCUMSTANCES***

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The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your enrolment in this course will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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### ***RESEARCH USING HUMAN SUBJECTS***

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All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>



**COURSE SCHEDULE**

Course Schedule & Topics	Agenda
<p><b>WEEK 1: Jan 7<sup>th</sup></b>  <b>What are qualitative methods, and what are they good for?</b></p> <p><i>Coddiwomple (v.) To travel purposefully toward an as-yet-unknown destination.</i></p>	<p><b>Readings:</b>            Bansal, P. &amp; Corley, K. (2012). Publishing in AMJ—Part 7: What’s different about qualitative research? <i>Academy of Management Journal</i>.            Edmondson, Amy C., and Stacy E. McManus. "Methodological fit in management field research." <i>Academy of management review</i> 32.4 (2007): 1246-1264.            Alvesson, M. &amp; Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of Management Review</i>, 36 (2), 247-271.            Venkatesh et al. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems, <i>MIS Quarterly</i>, 37(1), 21-54.            Ranganathan, Aruna. 2015. "The Artisan and His Audience: Identification with Work and Price Setting in a Handicraft Cluster in Southern India." <i>Administrative Science Quarterly</i>.</p> <p><b>Topics for class discussion:</b></p> <ul style="list-style-type: none"> <li>• What are qualitative methods and what are they good for? In what ways do they differ from quantitative methods? What are qualitative research questions?</li> <li>• What are the strengths and challenges associated with qualitative methods?</li> <li>• To which research paradigm do you feel most drawn and why? How might qualitative methods be useful for investigating research questions of interest to you?</li> <li>• What arguments does Ranganathan make? How are the methods (rather than just the findings) employed in the paper important to being able to adjudicate between different possibilities? Would the argument be feasible without the specific research design employed? What are some challenges and benefits of the research design described?</li> </ul> <p><b>In-class workshop:</b>            We will workshop your theoretical questions and help you refine them and begin to identify appropriate qualitative data sources and field sites so that you can make progress on this question over the semester.</p>
<p><b>WEEK 2: Jan 14<sup>th</sup></b>  <b>Data Creation and The Participant Observer, Part 1</b></p> <p><i>“All of us are watchers – of television, of time clocks, of traffic on the freeway – but few are observers. Everyone is looking, not many are seeing.”</i></p>	<p><b>Readings:</b>            Goldkuhl, G. (2019). The generation of qualitative data in information systems research: the diversity of empirical research methods. <i>Communications of the Association for Information Systems</i>, 44, 572-599.            Emerson, R.M., Fretz, R.I., &amp; Shaw, L.L., 2011. Writing ethnographic field notes. 2<sup>nd</sup> ed. University of Chicago Press, Chicago and London. Chapter 1 and 2. (To be provided)            Example study: Chown J. 2021. The Unfolding of Control Mechanisms inside Organizations: Pathways of Customization and Transmutation. <i>Administrative Science Quarterly</i>, 66(3): 711-752.</p> <p><b>Topics for class discussion:</b></p> <ul style="list-style-type: none"> <li>• How does one make observations, take notes, and write memos? How do you find the focus?</li> </ul>

<p>-Peter M. Leschak</p>	<ul style="list-style-type: none"> <li>• How do you manage being an insider or an outside?</li> <li>• What arguments do Chown and colleagues make in the article? In what ways are the ethnographic methods crucial to the authors' ability to make these arguments? How might you further test the arguments made in these papers? What methods might be most helpful in doing so?</li> </ul> <p><b>In-class workshop:</b> You will spend time practicing your observational skills.</p> <p><b>Assignment 1 due two days before Class 3 (Sunday by 5pm).</b></p>
<p><b>WEEK 3: Jan 21<sup>st</sup></b> <b>The Participant Observer, Part 2</b></p> <p><i>"The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life."</i></p> <p>-Andrew Brown</p>	<p><b>Readings:</b> Kozinets, Robert V., Pierre-Yann Dolbec, and Amanda Earley (2014), Netnographic Analysis: Understanding Culture through Social Media Data," in Uwe Flick, ed. Sage Handbook of Qualitative Data Analysis, Sage: London, 262-275. Kozinets, R. (2017). Netnography: Radical participative understanding for a networked communications society. <i>The SAGE handbook of qualitative research in psychology</i>, 374. Østerlund, C., Crowston, K., &amp; Jackson, C. (2020). Building an apparatus: Refractive, reflective, and diffractive readings of trace data. <i>Journal of the Association for Information Systems</i>, 21(1), 10. Orlikowski, W. J., &amp; Scott, S. V. (2013). What happens when evaluation goes online? Exploring apparatuses of valuation in the travel sector. <i>Organization Science</i>, 25(3), 868-891.</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- How is netnography different from ethnography?</li> <li>- What kind of questions can online data answer and what questions cannot be answered?</li> <li>- How can we design useful online studies?</li> <li>- What argument do Orlikowski and Scott make? In what ways is the method and the data it produces important to supporting their argument? What other kinds of data might you want?</li> </ul> <p><b>In-class workshop:</b> We will conduct content analysis from online sources. First, think of an organizational question: This can be a question about social interaction, social structures, institutions, status, identity, culture, or your favorite theory. Brainstorm social media sources that allow you to answer this question such as online forums (e.g., Reddit), resumes/career histories (e.g., LinkedIn), blogs, and Twitter (X). Also, consider visual and audio media such as online photos, music, and movies (e.g., YouTube, Instagram). Consider the following questions: Why were these particular sources appropriate for answering your research question? How does this information differ from in-person observation and interview data? What are the limits and advantages of online content analysis? Where would you go from here to answer your research question?</p>
<p><b>WEEK 4: Jan 28<sup>th</sup></b> <b>Interviewing, Part 1</b></p>	<p><b>Readings:</b> Weiss, R. 1994. Learning from Strangers. Chapter 2. Respondents: Choosing them and Recruiting Them. Pg. 15-38. Chapter 4. Interviewing. Pg. 61-120. (to be provided) Lamont, Michèle, and Ann Swidler. "Methodological pluralism and the possibilities and</p>

<p><i>"I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me understand?"</i></p> <p>~ James Spradley, <i>The Ethnographic Interview</i></p>	<p>limits of interviewing." <i>Qualitative Sociology</i> 37.2 (2014): 153- 171.</p> <p>Pratt, Michael G., Douglas A. Lepisto, and Erik Dane. "The Hidden Side of Trust: Supporting and Sustaining Leaps of Faith among Firefighters." <i>Administrative Science Quarterly</i> (2018).</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- What kind of research questions can interviews answer? What kind of questions can interviews not answer?</li> <li>- How can we design a useful interview protocol? How do we remain open to the possibilities that emerge in the interview?</li> <li>- What argument do Pratt and colleagues make? In what ways is the method – interviewing – and the data it produces important to supporting their argument? What other kinds of data might you want?</li> </ul> <p><b>In-class workshop:</b></p> <p>You will have an opportunity to practice interviewing in-class, focusing on open-ended questions and probing for richer data. We will also workshop and refine your interview questions. After class, you should begin interviewing.</p>
<p><b>WEEK 5: Feb 4<sup>th</sup> Interviewing, Part 2</b></p> <p><i>"You never know what people are going through and sometimes the people with the biggest smiles are struggling the most, so be kind."</i></p> <p>-Unknown</p>	<p><b>Readings</b></p> <p>Weiss, R. 1993. Learning from Strangers. Chapter 5. Issues in Interviewing. Pg. 121-150. (To be provided)</p> <p>Alvesson, M. (2003). Beyond neo-positivists, romantics, and localists: A reflexive approach to interviews in organizational research. <i>Academy of Management Review</i>, 28, 13-33.</p> <p>Rostron, A., 2024. Who Do They Think We Are? Reflexivity and Participant Constructions of the Researcher. <i>Journal of Management Inquiry</i>, <a href="https://doi.org/10.1177/10564926231193374">https://doi.org/10.1177/10564926231193374</a></p> <p>Toubiana, M., &amp; Ruebottom, T. (2022). Stigma hierarchies: The internal dynamics of stigmatization in the sex work occupation. <i>Administrative Science Quarterly</i>, 67(2), 515-552.</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- How can we address the key challenges in interviews? How can we analyze interviews, knowing the key limitations?</li> <li>- Strategies for growing your sample: focused vs. snowball sampling</li> <li>- What do we learn from pilot interviews, and how can we incorporate that into future interviews?</li> </ul> <p><b>In-class workshop:</b></p> <p>We will workshop your interview memos, helping you to make sense of the data, and consider what best way to further build your sample.</p> <p><b>Assignment 2 due two days before Class 6 (Sunday by 5pm).</b></p>
<p><b>WEEK 6: Feb 11<sup>th</sup> Moving Your Projects Forward</b></p>	<p>Dorobantu, S., Gruber, M., Ravasi, D., &amp; Wellman, N. (2024). The AMJ Management Research Canvas: A Tool for Conducting and Reporting Empirical Research. <i>Academy of Management Journal</i>, 67(5), 1163-1174.</p>

	<p><b>In-class workshop:</b> This class will be used for discussion of your research projects. The Research Canvas worksheet will be handed out in class. Based on this document, we will work together to move each project forward, and I will also meet with each student one-on-one to discuss the details of their proposal.</p> <p><b>Assignment 3a due two days before Class 7 (Sunday by 5pm).</b></p>
<p><b>READING WEEK: February 17 – 21, 2024</b></p>	
<p><b>WEEK 7: Feb 25<sup>th</sup></b> <b>Analyzing your Qualitative Data</b></p> <p>“Data are just summaries of thousands of stories—tell a few of those stories to help make the data meaningful.”</p> <p>~ Dan Heath</p>	<p><b>Readings:</b> Birks, D. F., Fernandez, W., Levina, N., &amp; Nasirin, S. (2013). Grounded theory method in information systems research: its nature, diversity and opportunities. <i>European Journal of Information Systems</i>, 22(1), 1-8. Charmaz, Kathy. 2006. Chapter 3. Coding in Grounded Theory Practice. Pg. 42-71. Gioia, Dennis A., Kevin G. Corley, and Aimee L. Hamilton. 2013. "Seeking qualitative rigor in inductive research: Notes on the Gioia methodology." <i>Organizational Research Methods</i> 16.1: 15-31. Deterding, Nicole M., and C. Mary. 2021. "Flexible coding of in-depth interviews: A 21<sup>st</sup> Century Approach." <i>Sociological Methods &amp; Research</i>. Kaplan, Sarah. "Framing contests: Strategy making under uncertainty." <i>Organization Science</i>. 19.5 (2008): 729-752.</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- How do we make sense of and structure data? What is involved in coding?</li> <li>- How can we represent data and the sense we have made of it to readers?</li> <li>- What argument is Kaplan making? How does Kaplan represent data? How do the representations contained in the paper support or hinder the argument being made? What other representations of data might you want to see?</li> </ul> <p><b>In-class workshop:</b> We will workshop your initial thoughts, memos, about analyses, and help you think about how to move forward.</p>
<p><b>Week 8: Mar 4<sup>th</sup></b> <b>Five Different Perspectives on Analyzing Data</b></p> <ol style="list-style-type: none"> <li>1. Narrative</li> <li>2. Phenomenology</li> <li>3. Ethnography</li> <li>4. Multi-case study</li> <li>5. Longitudinal</li> </ol>	<p><b>Readings:</b> Creswell, J. W., &amp; Poth, C. N. (2024). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (5th ed.). Los Angeles, CA: Sage. Chapter 4: Five Qualitative Approaches to Inquiry. (To be provided) Langley, Ann. 1999. "Strategies for theorizing from process data." <i>Academy of Management review</i> 24.4: 691-710. Longitudinal and Narrative exemplar: Fachin, F. F., &amp; Langley, A. (2024). The patterning of interactive organizational identity work. <i>Organization Studies</i>, 45(3), 359-383. Phenomenology exemplar: De Rond, M., Holeman, I., &amp; Howard-Grenville, J. (2019). Sensemaking from the body: An enactive ethnography of rowing the Amazon. <i>Academy of Management Journal</i>, 62(6), 1961-1988. Ethnographic exemplar: Myers, M. D., &amp; Young, L. W. (1997). Hidden agendas, power and managerial assumptions in information systems development: An ethnographic study. <i>Information Technology &amp; People</i>, 10(3), 224-240.</p>

	<p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- What research questions are best suited to each of these methods? What questions cannot be answered by particular method?</li> <li>- How does each method think about and analyze the data? What kind of coding would come from each method?</li> </ul>
<p><b>WEEK 9: Mar 11<sup>th</sup></b> <b>Developing Theory from Your Qualitative Data</b></p> <p>Theory explains a set of phenomena by describing the <i>relationships between constructs</i>. Theory is generalizable to other similar contexts.</p>	<p><b>Readings</b></p> <p>Charmaz, 2014. Chapter 9. Reconstructing Theory in Grounded Theory Studies. Pg. 225. (To be provided)</p> <p>Urquhart, C., Lehmann, H., &amp; Myers, M. D. (2010). Putting the ‘theory’ back into grounded theory: guidelines for grounded theory studies in information systems. <i>Information systems journal</i>, 20(4), 357-381.</p> <p>Eisenhardt, K.M. (1989). Building theories from case study research. <i>Academy of Management Review</i>, 14, 532-551.</p> <p>Müller, S. D., Mathiassen, L., &amp; Saunders, C. (2021). Pluralist theory building: A methodology for generalizing from data to theory. <i>Advancing Information Systems Theories: Rationale and Processes</i>, 309-361.</p> <p>***Bring previous example papers that we will use to explore theory building.</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- How can we build theory from qualitative data?</li> <li>- Example papers and their utility in writing up?</li> </ul> <p><b>In-class workshop:</b></p> <p>You will have an opportunity to discuss your research so far and how to move it forward.</p> <p><b>Assignment 3b due before Class 10 (Sunday by 5pm).</b></p>
<p><b>Week 10: Mar 18<sup>th</sup></b> <b>Writing a Draft, Making a Contribution</b></p> <p>3 Types of Gaps:</p> <ol style="list-style-type: none"> <li>1. Unexplored issue</li> <li>2. Challenging an assumption</li> <li>3. Explaining contradictory findings</li> </ol>	<p><b>Readings:</b></p> <p>Sarker et al. (2013). Qualitative Studies in Information Systems: A Critical Review and Some Guiding Principles, <i>MIS Quarterly</i>, 37(4), iii-xviii.</p> <p>Charmaz, 2006. Chapter 7. Writing the draft. Pg. 151-176.</p> <p>Pratt, M.G. (2009). For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. <i>Academy of Management Journal</i>, 52 (5), 856-862.</p> <p>Grant, A.M. &amp; Pollock, T.G. (2011). Publishing in AMJ – Part 3: Setting the Hook. <i>Academy of Management Journal</i>, 54:5, 873-879.</p> <p>Geletkanycz, M. Tepper, B.J. (2012). Publishing in AMJ-Part 6: Discussing the implications. <i>Academy of Management Journal</i>, 55:2, 256-260.</p> <p><b>Topics for class discussion</b></p> <ul style="list-style-type: none"> <li>- How do we set up a gap?</li> <li>- How does the argument/our contribution flow through the whole paper?</li> <li>- How can we build and defend our contribution to the literature?</li> </ul>
<p><b>Week 11: Mar 25<sup>th</sup></b> <b>New Issues in Qualitative Methods</b></p>	<p><b>Readings:</b></p> <p>Sætre, A.S. and Van de Ven, A., (2021). Generating theory by abduction. <i>Academy of Management Review</i>, 46(4), pp.684-701.</p>

<p>"They always say time changes things, but you actually have to change them yourself."  - Andy Warhol</p>	<p>Pratt MG, Sonenshein S, Feldman MS. (2020) Moving Beyond Templates: A Bricolage Approach to Conducting Trustworthy Qualitative Research. <i>Organizational Research Methods</i>.</p> <p>Corley K, Bansal P, Yu H. 2021. An editorial perspective on judging the quality of inductive research when the methodological straight-jacket is loosened. <i>Strategic Organization</i>19(1):161-175.</p> <p>Langley, A., Bell, E., Bliese, P., LeBaron, C., &amp; Gruber, M. (2023). Opening up AMJ's research methods repertoire. <i>Academy of Management Journal</i>, 66(3), 711-719.</p> <p>Hamdali, Y., Skade, L., Jarzabkowski, P., Nicolini, D., Reinecke, J., Vaara, E. and Zietsma, C., (2024). Practicing impact and impacting practice? Creating impact through practice-based scholarship. <i>Journal of Management Inquiry</i>, 33(3), pp.230-243.</p> <p><b>Topics for class discussion</b> - What are current concerns in qualitative research? What are the current opportunities? - How do these debates relate to recommendations we read earlier in the course?</p>
<p><b>WEEK 12: Apr 1<sup>st</sup></b> <b>QCA: Qualitative Comparative Analysis</b></p>	<p><b>Readings:</b> Calic, G., Neville, F., Furnari, S., &amp; Chan, C. S. R. (2024). Seeing the whole: Configurational cognition and new venture resource mobilization. <i>Strategic Management Journal</i>, 1–39. <a href="https://doi.org/10.1002/smj.3654">https://doi.org/10.1002/smj.3654</a> <i>Additional Readings To Be Determined</i></p> <p><b>Quest Lecturer:</b> Francois Neville</p> <p><b>Topics for Discussion:</b> - What is QCA, and what research questions can it address? - How does one go about conducting QCA? What makes for high quality, rigorous analysis?</p> <p><b>Assignment 3c due two weeks after Class 12 (Tuesday by 5pm)</b></p>