

Qualitative Methods

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LMU Munich, Master of Business Research, 2 hours

Summer Semester 2024

Contents: The PhD course “Qualitative Methods” provides a birds-eye understanding of planning, implementing, and writing up qualitative research.

Learning objectives:

1. Understand and reflect the merits and pitfalls of qualitative research in management studies
2. Apply good practices to collect and analyze qualitative data, to write and publish qualitative manuscripts, and to review qualitative manuscripts

Course rooms: see MBR website

Course content and schedule:

<i>Day and time</i>	<i>Agenda</i>
PART I	
Class 1: April 24, 2024 <i>08:30-11:30: Interactive lecture & discussions</i> <i>13:00-15:00: Interactive lecture & discussions</i> <i>15:00-18:00: Check-in & group work</i>	Introduction, Research design 1/2, Qualitative data collection 1/2 Qualitative data collection 2/2, Publishing qualitative research 1/2 Group and/or individual Q&A with lecturer; independent group work to prepare group presentations
Class 2: April 25, 2024 <i>08:30-09:00: Check-in as needed or group work</i> <i>09:00-10:30: Group presentations</i>	Group and/or individual Q&A with lecturer; finetuning of group presentation Group presentations (<u>expected arrival no later than 8:55</u>)
PART II	
Class 3: May 13, 2024 <i>08:30-12:00: Interactive lecture & discussions</i> <i>13:00-15:00: Interactive lecture & discussions</i> <i>15:00-18:00: Check-in & group work</i>	Research design 2/2, Qualitative data analysis ½ Qualitative data analysis 2/2 Group and/or individual Q&A with lecturer; independent group work to prepare group presentations
Class 4: May 14, 2024 <i>08:30-09:00: Check-in as needed or group work</i> <i>09:00-10:30: Group presentations</i> <i>10:45-12:30: Lecture & discussions; course reflection</i>	Group and/or individual Q&A with lecturer; finetuning of group presentation Group presentations (<u>expected arrival no later than 8:55</u>) Publishing qualitative research 2/2, Reviewing qualitative research; Q&A & wrap up

NB: There will be several breaks throughout!

Grading:

Assignment types

You will be assessed based on two types of assignments:

- *Review* (individual assignment): 60%
- *Abridged proposal* (team assignment): 20 % (presentation in Part I), 20% (presentation in Part II)

Ad “Review”

- Select a qualitative study recently (= within last 7 years) published in your field of research
- Review the paper focusing on methodological issues and aspects discussed in class – do NOT review content (i.e. theories) or grammar/spelling!
- Around 2,500 words, excl. references
- Have cover page with family name, given name, student ID
- Please e-mail your review as single PDF by **August 4th 2024 EOD**

Ad “Abridged Proposal”

At the end of each part, you will present in teams (of up to 5 students) aspects of a research proposal:

- ➔ Part I presentation: empirical setting, research question(s), data collection plan
- ➔ Part II presentation: data analysis plan, planned form of theorizing; only include VERY BRIEF recap of presentation from part I (max. 1 slide!)

For both parts:

- A presentation should be 6 minutes at maximum (strict!), followed by Q&A of 5 minutes; thus 10 minutes per presentations
- Do NOT focus on content, i.e. theories; sole focus should be as outlined above
- Think especially about why is what you propose (e.g. method, research design, analysis) adequate in your specific setting

Readings & 2DOs PART I

Class 1

Methodological papers suggested to read **before this class**:

Gephardt, R. (2004). Qualitative Research and the Academy of Management Journal. *Academy of Management Journal*, 7(4), 454-462.

Graebner M. E., Martin J. A., & Roundy, P. T. (2012). Qualitative Data: Cooking without a Recipe, *Strategic Organization*, 10(3), 276–284.

Howard-Grenville, J., Nelson, A., Vough, H., & Zilber, T. B. 2021. Achieving fit and avoiding misfit in qualitative research. *Academy of Management Journal*, 64(5): 1313-1323.

Empirical studies to skim-read **before** class. Read the introduction and methods sections, especially data collection in advance of the session:

Reischauer, G. & Ringel, L. 2023. Unmanaged transparency in a digital society: Swiss army knife or double-edged sword? *Organization Studies*, 44(1): 77-104.

Reischauer, G. & Mair, J. 2018. How Organizations Strategically Govern Online Communities: Lessons from the Sharing Economy. *Academy of Management Discoveries*, 4(3): 220-247.

Optional Further Readings Part I

- Cunliffe, A.L. 2011. Crafting Qualitative Research: Morgan and Smircich 30 Years On. *Organizational Research Methods*, 14(4): 647-673.
- Tracy, S. J. 2010. Qualitative Quality: Eight “big-tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837–851.
- Locke, K., & Golden-Biddle, K. (1997). Constructing Opportunities for Contribution: Structuring Intertextual Coherence and “Problematizing” in Organizational Studies. *Academy of Management Journal*, 40(5), 1023–1062.
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, CA: Sage.
- Sharma, G. & Bansal, P. 2020. Cocreating Rigorous and Relevant Knowledge. *Academy of Management Journal*, 63(2): 386-410.
- Spradley, J. P. 1980. *Participant Observation*. Orlando, FL, Harcourt.
- Yin, R. K. (2014). *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage.

Readings & 2DOs PART II

Class 3 morning

Methodological papers suggested to read **before this class**:

- Cornelissen, J. 2017. Developing Propositions, a Process Model, or a Typology? Addressing the Challenges of Writing Theory Without a Boilerplate. *Academy of Management Review*, 42(1): 1-9.
- Eisenhardt, K. M., & Graebner, M. E. 2007. Theory Building from Cases: Opportunities and Challenges. *Academy of Management Journal*, 50(1), 25–32.
- 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.
- Langley, A. 1999. Strategies for Theorizing from Process Data. *Academy of Management Review*, 24(4): 691-710.

Empirical studies to read **before this class** especially with respect to method section:

- Hannah, D. P. & Eisenhardt, K. M. 2018. How Firms Navigate Cooperation and Competition in Nascent Ecosystems. *Strategic Management Journal*, 39(12): 3163-3192.
- Corley, K. G. & Gioia, D. A. 2004. Identity Ambiguity and Change in the Wake of a Corporate Spin-off. *Administrative Science Quarterly*, 49(2): 173-208.
- Ansari, S., Garud, R., & Kumaraswamy, A. 2016. The Disruptor's Dilemma: TiVo and the U.S. Television Ecosystem. *Strategic Management Journal*, 37(9): 1829-1853.

Class 3 afternoon

Methodological papers suggested to read **before this class**:

Reay, T., Zafar, A., Monteiro, P., & Glaser, V. 2019. Presenting Findings from Qualitative Research: One Size Does Not Fit All! *Research in the Sociology of Organizations*, 59: 201-216.

Grant, A. M. & Pollock, T. G. 2011. Publishing in AMJ - Part 3: Setting the Hook. *Academy of Management Journal*, 54(5): 873-879.

Empirical studies to read **before this class** especially with respect to “hook”, theorizing, and contributions:

Heimstädt, M. & Reischauer, G. 2019. Framing Innovation Practices in Interstitial Issue Fields: Open Innovation in the NYC Administration. *Innovation: Organization & Management*, 21(1): 128-150.

Reischauer, G. & Mair, J. 2018. How Organizations Strategically Govern Online Communities: Lessons from the Sharing Economy. *Academy of Management Discoveries*, 4(3): 220-247.

Wenzel, M., & Koch, J. 2018. Strategy as Staged Performance: A Critical Discursive Perspective on Keynote Speeches as a Genre of Strategic Communication. *Strategic Management Journal*, 39(3), 639–665.

Class 4

Publishing and reviewing qualitative research

Methodological papers suggested to read **before this class**:

Pratt, M. G. 2009. For the Lack of a Boilerplate: Tips of Writing (and Reviewing) Qualitative research. *Academy of Management Journal*, 52(5): 856-862.

Feldman, D. C. 2005. Writing and Reviewing as Sodomasochistic Rituals. *Journal of Management*, 31(3): 325-329.

Optional Further Readings Part II

Cornelissen, J. P. & Durand, R. 2014. Moving Forward: Developing Theoretical Contributions in Management Studies. *Journal of Management Studies*, 51(6): 995-1022.

Ertug, G., Gruber, M., Nyberg, A., & Steensma, H. K. 2018. A Brief Primer on Data Visualization Opportunities in Management Research. *Academy of Management Journal*, 61(5): 1613-1625.

Gioia, D. 2018. Gioia’s Rules of the Game. *Journal of Management Inquiry*, 28(1): 113-115.

Greenhalgh, T. 2019. Twitter Women’s Tips on Academic Writing: A Female Response to Gioia’s Rules of the Game. *Journal of Management Inquiry*, 28(4): 484-487.

Grodal, S., Anteby, M., & Holm, A. L. (2021). Achieving Rigor in Qualitative Analysis: The Role of Active Categorization in Theory Building. *Academy of Management Review*, 46(3): 591–612.

Klag, M. & Langley, A. 2013. Approaching the Conceptual Leap in Qualitative Research. *International Journal of Management Reviews*, 15(2): 149-166.

Ployhart, R. E. & Bartunek, J. M. 2019. There Is Nothing So Theoretical as Good Practice: A Call for Phenomenal Theory. *Academy of Management Review*, 44(3): 493-497.

Shepherd, D. A. & Suddaby, R. 2016. Theory Building: A Review and Integration. *Journal of Management*, 43(1): 59-86.

Tihanyi, L. (2020). From “that’s interesting” to “that’s important”. *Academy of Management Journal*, 63(2), 329-331.