

# Qualitative Research Methods for Business & Management Research

## Seminar: ISM Vilnius

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### Overview and Purpose

This course is designed to give students the opportunity to learn about and practice qualitative methodology as it is used in organization studies. The emphasis is on learning basic qualitative research methods to enable the development of high quality research articles. This means that we will focus on how to collect and analyze qualitative data, how to write journal articles based on qualitative data, and how to get them published in quality journals.

In order to accomplish the objectives, students need to read the assigned materials in advance, and come to class ready to discuss the readings and engage in classroom activities. I hope that everyone will develop the basic foundations for a publishable article. I also hope that this course will be a great learning opportunity, and that it will be fun.

### Course Objectives:

- (1) Students will increase their understanding and knowledge of different approaches to qualitative methodology in organization studies.
- (2) Students will increase their ability to conduct all aspects of qualitative methodology (research design, data collection, data analysis, drawing conclusions, publishing articles).
- (3) Students will increase their ability to develop scholarly articles.
- (4) Students will increase their ability to use and demonstrate critical thinking skills.

### Resources

- (1) Myers, M.D. 2013. *Qualitative Research in Business & Management*. London: Sage. (There is a first edition, 2009, that would also be fine – but I’ve used the second edition chapters here.)
- (2) Selected articles and book chapters available through your university – identified in the course syllabus.

(3) Any novel that you choose – to be read prior to the first day of class. You can choose a novel written in any language. [Please note that a novel is work of fiction.]

**Course Website**

Course materials and other information will be posted through your university where possible.

**Approach**

This is a seminar based on open discussion among all participants. Everyone should read all assigned readings and come to class prepared for engaged conversations.

**Grading and Assignments**

100 total points are allocated for assignments. I will mark each assignment in points, and accumulate them to assign your earned grade. The final grade will be assigned based on the ABCDEF grading system, as below:

Required knowledge, %	Grade	Definition	Equivalent in ECTS	Pass/fail system
95≤x<100	10	Excellent	A	PASS
85≤x<95	9	Very good	A	
75≤x<85	8	Good	B	
65≤x<75	7	Highly Satisfactory	C	
55≤x<65	6	Satisfactory	D	
50≤x<55	5	Sufficient	E	
40≤x<50	4	Insufficient	FX	FAIL
30≤x<40	3	Insufficient	F	
20≤x<30	2	Insufficient	F	
0≤x<20	1	Insufficient	F	

**Assignments should be handed in on time.** If unexpected situations arise (such as illness, or other life events) please notify the instructor as soon as possible. Points for missed assignments will be transferred to the final paper.

**Allocation of Points / Assignment & Due Dates**

<b>Assignment</b> (more detailed explanations below)	<b>Points Allocated</b>
<b><i>Participation</i></b> <ul style="list-style-type: none"><li>▪ Active input based on reading materials throughout the term.</li></ul>	20
<b><i>Reflection Papers</i></b> (10 points each – best 4 of 5) <ul style="list-style-type: none"><li>▪ 3 page reflection paper on each day's readings</li></ul>	40
<b><i>Final Paper</i></b> <ul style="list-style-type: none"><li>▪ Journal submission quality paper – focus on methodology section and presentation of findings</li></ul>	40
<b><i>Total</i></b>	100

## **Explanation of Assignments:**

### *Class Participation (20 points)*

Since this is a seminar class, full participation is required. In addition to attending class, participation includes active input into discussions. Participation points will depend on your contribution quality, e.g. how well you bring in concepts from readings; build on ideas of others; add new insights to readings; offer a different, unique, and relevant perspective on an issue; extend rather than repeat others' comments; demonstrate reflective thinking; or expand understanding by asking clarifying and/or thought-stimulating questions.

### *Written Reflection Paper (10 points each – best 4 out of 5)*

Each day, students must write and hand in a three page reflection paper regarding the materials assigned for discussion that week. This is an opportunity to practice using your critical thinking skills. You should write about your thoughts regarding the assigned reading – usually in light of your qualitative research project for this course.

Each reflection paper will be marked out of 10.

### *Final Paper (40 points)*

The object of the assignment is for students to apply their knowledge about qualitative methodology in writing a scholarly paper.

Students will develop a paper based on qualitative data collected from at least two different sources (preferably three sources) that inform the same topic. For example, you might write a paper that contributes to the literature on identity. To do this, you collect qualitative data in three different ways – e.g. interview data, observational data and documents or other texts. This gives you the opportunity to analyze the data in a way that involves triangulation. The final paper should be complete – but the focus is on the methodology section and the presentation of findings.

Students will present their paper (as a work in progress) in class.

We will fully discuss the expected format and content for this assignment in class.

The final paper must be submitted to the instructor by email ([trish.reay@ualberta.ca](mailto:trish.reay@ualberta.ca))

Please convert your document to a pdf before submitting.

I will acknowledge receipt of your assignments by e-mail.

<b>Topic</b>	<b>Required Reading</b>	<b>Additional Articles/ Books (not required)</b>
Introduction & Getting started	Myers (2009), Ch. 1 – 5  *Your novel	
Philosophical perspectives; Designing a qualitative study	Creswell, Ch. 2 & Ch. 3  Reay (2014) Walsh et al. (2015)	Patton, Ch. 5
Ethnography and Observations	Myers, Ch. 8 & 11 Gephart (1978) Jarzabkowski et al. (2014) Kellogg (2009)	
Interviews	Myers, Ch. 10 Patton, Ch. 7 Reay et al. (2006)	
Documents	Myers, Ch. 12 Hodder, Ch. 26 in Denzin & Lincoln, 2000. Brown et al. (2012)	
Analyzing Qualitative Data  Computer aided analysis	Myers, Ch. 13 Gephart (2004) Gioia et al. (2012)	Miles & Huberman (1994. Ch 4)
Grounded Theory; Case Studies  Triangulation Other approaches	Myers, Ch. 7 & 9 Suddaby (2006) Stake Ch. 16 in Denzin & Lincoln, 2000. Myers, Ch. 14, 15, 16 (skim) Jenkins & Delbridge (forthcoming)	Locke (2001) Stake (1995) Stake (2006) Yin (2009)
Showing your data	Langley & Abdallah (2011) Pratt (2008) Reay et al. (forthcoming) Smets et al. (2012)	
Writing papers based on qualitative research  ** Presenting qualitative research	Myers, Ch. 17 Langley et al. (2013)	Golden-Biddle & Locke (2007)
Publishing qualitative research  ** Presenting qualitative research	Myers, Ch. 18	

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