

Disziplin: übergreifend

1. Language

English / German

2. Title

Qualitative Research Methods

Lecturer

Jana Costas is Professor of Business Administration, in particular People, Work and Management at the European University Viadrina Frankfurt (Oder). She holds a PhD from the University of Cambridge, and has been awarded a EU Marie Curie Fellowship. The fellowship she conducted at the Copenhagen Business School. Jana has also been Assistant Professor (Juniorprofessorin) for Qualitative Methods in Management Research at Freie Universität Berlin. Her research interests lie in the area of organization studies, in particular secrecy, creativity, control, identity, culture, leadership, violence, and new work and organizational arrangements. She has published in and reviews for various journals, such as Organization Studies, Journal of Management Studies, Human Relations. Jana is Associate Editor of Organization and acts on the Editorial Board of Organization Theory. She has published a monograph "Secrecy at Work: The Hidden Architecture of Organizational Life" (with Chris Grey), Stanford University Press. Her ethnography "Dramas of Dignity – Cleaners in the Corporate Underworld of Berlin" will be published by Cambridge University Press.

Markus Reihlen is Professor of Strategic Management at Leuphana University of Lüneburg. He received his doctorate and post-doctorate qualification degree at the University of Cologne. Before joining Leuphana University of Lüneburg, he held various visiting professor and guest researcher positions, including the University of St. Gallen, the University of Mannheim, the University of Technology Aachen, the University of Wisconsin-Milwaukee, the University of Oxford, the Copenhagen Business School, and McGill University. He has received awards in research and teaching, including eight Best Paper Awards from the Academy of Management, the Strategic Management Society, the Academy of Marketing, and the Gold Star Teaching Award from the University of Wisconsin. Markus Reihlen is the author and co-editor of eight books and over 70 articles and book chapters. His academic work has appeared in such journals as Accounting, Organization and Society, Journal of Management Studies, Industrial Marketing Management and Research in the Sociology of Organization. He serves on the editorial board of the Journal of Management Studies and the Journal of Professions and Organization and regularly reviews for a number of international journals.

Date and Location

22nd-25th March 2022

Online

Course Description

5.1 Abstract and Learning Objectives

This course is designed for doctorate students in business administration who want to use qualitative methods in their research. The basic goal of this course is to provide participants with the methodological foundations and advanced knowledge in qualitative research in business. After attending the course, participants should be able to

- understand the philosophical and methodological foundations of qualitative research and to classify, differentiate and choose different qualitative research methods;
- assess goals and purposes, as well as strengths and weaknesses of qualitative research;
- understand and raise key questions for planning and preparing a qualitative research design, data collection and analysis;
- identify, analyze and manage core issues during the planning, execution, analysis and writing of qualitative studies;
- to differentiate rigorous from non-rigorous qualitative management research.

5.2 Content

Qualitative research is a research strategy that emphasizes large bodies of unstructured data (textual, graphical, audio, and video data) that cannot be meaningfully analyzed by formal, statistical approaches. Since each particular research method is informed by different philosophical traditions, this course will first introduce different perspectives on the socio-economic research process like positivism, interpretivism, realism, and postmodernism. Students will then learn how to set up a qualitative research project with particular emphasis on the case study approach. The course will provide insights on different qualitative data collection and data analysis methods. An emphasis will be placed on interviews as well as the coding of qualitative data, also with the help of software programs. Different evaluation criteria for how to assess qualitative research will be discussed.

5.3 Course format

The course is designed as a doctorate workshop. Throughout the course, initiative, creativity, and critical thinking on part of the students will be appreciated and encouraged. Please have read the essential readings before coming to class!

Schedule and Reading Material Day I and II

6.1 Course schedule

I. Day 1 (in English)	M. Reihlen
1. Philosophical Foundations of Qualitative Research I	22.03.2022
<ul style="list-style-type: none"> ▪ Why philosophy matters in business research? ▪ Constructing research problems ▪ Different paradigms of scientific work 	9.00 – 10.30
– coffee break –	10.30 – 11.00
2. Philosophical Foundations of Qualitative Research II	11.00 – 12.30
<ul style="list-style-type: none"> ▪ From social facts to theory ▪ The use of scientific knowledge ▪ The role of empirical evidence and the principle of induction 	
– lunch break –	12.30 -13.30
3. Qualitative Research: Design and Approaches	13.30-15.00
<ul style="list-style-type: none"> ▪ Components of a Qualitative Research Design ▪ Validity in qualitative research ▪ Qualitative Research Approaches 	
– coffee break –	15.00-15.30
4. Theory Building	15.30 – 17.00
<ul style="list-style-type: none"> ▪ Group 1: Causal Models ▪ Group 2: Configurations ▪ Group 3: Process Theories ▪ Group 4: Paradoxes 	
II. Day 2 (in English)	M. Reihlen
5. Design and Method of Case Study Research	23.03.2022
<ul style="list-style-type: none"> ▪ Case Study Research Design 	9.00 – 10.30

- Process of Case Research
- Generalization from Cases

– coffee break –

10.30-11.00

6. Grounded Theory I

11.00 – 12.30

- Fundamental tenets of Grounded Theory
- Categorizing and linking
- Longitudinal Analysis: Process Coding

23.03.2022

– lunch break –

12.30-13.30

7. Grounded Theory II

- Qualitative Meta-Analysis
- Conceptual Leaping
- Evaluating the Quality of GT Studies

12.30-15.00

– coffee break –

15.00-15.30

8. Workshop: Learning from Best-Practice Examples

23.03.2022

- Group 1: Phenomenon-driven case research
 - Group 2: Theory-driven case research
 - Group 3: Discourse oriented research
 - Group 4: Qualitative meta-studies
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15.30 – 17.00

7. Schedule and Reading Material Day III and IV

7.1 Schedule

Day III and IV

III. Qualitative Data Collection Methods (in German)	J. Costas
	24.03.2022
Welcome and short overview of PhD projects	9.00 – 10.30
Qualitative Research Designs and Data Collection	
Range of Qualitative Data Collection Methods	
<ul style="list-style-type: none"> ▪ Ethnography/ participants observation ▪ Document analysis ▪ Interviews 	
– coffee break –	10.30 – 11.00
	24.03.2022
- lunch break –	11.00 – 12.30
Range of Qualitative Data Collection Methods (continued)	12.30 – 13.30
<ul style="list-style-type: none"> ▪ Ethnography/ participants observation ▪ Document analysis ▪ Interviews 	
	24.03.2022
In-depth Session on Interviews	13.30 – 15.00
<ul style="list-style-type: none"> ▪ Different approaches ▪ Creating an interview guide ▪ Conducting interviews 	
– coffee break –	15.00 – 15.30
Practical Applications	15.30 – 17.00
<ul style="list-style-type: none"> ▪ Creating an interview guide ▪ Performing a role play 	
Discussing articles with respect to their qualitative data collection methods	

IV. Qualitative Data Analysis (in German)	J. Costas
	25.03.2022
Overview of the data analysis process	9.00 – 10.30
<ul style="list-style-type: none"> ▪ Procedures for transcription ▪ Data quality, data reduction, focus ▪ Different approaches to data analysis ▪ Illustrating qualitative data 	
– coffee break –	10.30 -11.00
	25.03.2022
Data Analysis with the Help of Qualitative Data Analysis Software (in English: CAQDAS)	11.00 – 12.30
<ul style="list-style-type: none"> ▪ Coding of data ▪ Advantages and disadvantages of von CAQDAS ▪ Short introduction to Atlas.ti 	
– lunch break –	12.30-13.30
	25.03.2022
Group exercise	13.30 – 15.00
<ul style="list-style-type: none"> ▪ Coding qualitative data to develop a systematic coding scheme 	
– coffee break –	15.00-15.30
Group exercise (continued)	15.30- 17.00
<ul style="list-style-type: none"> ▪ Presenting and discussing of the created coding schemes 	
Discussing and reviewing articles with respect to their data analysis approaches	
Evaluation criteria of qualitative research	

Essential Reading (Day I & II)

I. Philosophical Foundations of Qualitative Research

Blagoev, B., Costas, J. (2022) Interpretive Inquiry: Constructivist Foundations and Epistemological Consequences, in: M. Reihlen & D. Schoenborn (Eds.), *The Springer Handbook of the philosophy of management; section: epistemology of management*, forthcoming.

Crotty, M. (1998): The foundations of social research. Meaning and perspective in the research process, Sage: London, chap. 1.

Cunliffe, A. L. (2011). Crafting qualitative research: Morgan and Smircich 30 years on. *Organizational Research Methods*, 14(4), 647-673.

Reihlen, M., Habersang, S., Nikolova, N. (2022) Realist Inquiry, in: M. Reihlen & D. Schoenborn (Eds.), *The Springer Handbook of the philosophy of management; section: epistemology of management*, forthcoming.

Reihlen, M., Klaas-Wissing, T., & Ringberg, T. 2007. Metatheories in management studies: Reflections upon individualism, holism, and systemism. *M@n@gement*, 10(3): 49-69.

Reihlen, M., Schoeneborn, D. (2022) The epistemology of management: An introduction, in: M. Reihlen & D. Schoenborn (Eds.), *The Springer Handbook of the philosophy of management; section: epistemology of management*, forthcoming.

Group 1: Causal Models

Whetten, D. A. (2009). Modeling theoretic propositions., in: Huff, A., *Designing research for publication*. Los Angeles, CA: Sage, 217-250.

Group 2: Configurations

Meyer, A. D., Tsui, A. S., & Hinings, C. R. 1993. Configurational approaches to organizational analysis. *Academy of Management Journal*, 36(6): 1175-1195.

Group 3: Process Theories

Langley, A. N. N., 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.

Group 4: Paradoxes

Smith, W. K., & Lewis, M. W. (2011). Toward a theory of paradox: A dynamic equilibrium model of organizing. *Academy of Management Review*, 36(2), 381-403.

II. Qualitative Research and the Case Study Approach / Grounded Theory

Maxwell, Joseph A. (2008) Designing a Qualitative Study, in: The SAGE handbook of applied social research methods, 2, edited by Leonard Bickman and Debra J. Rog, Sage: Los Angeles: 214-253.

Eisenhardt, K. M. (1989), Building theories from case study research, *Academy of Management Review*, Vol. 14, No. 4, S. 532–550.

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

Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Zeitschrift für Soziologie*, 19(6), 418-427.

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.

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

Group 1:

Zuzul, T., & Edmondson, A. C. (2017). The advocacy trap: When legitimacy building inhibits organizational learning. *Academy of Management Discoveries*, 3(3), 302-321.

Group 2:

Smets, M., Morris, T. I. M., & Greenwood, R. (2012). From practice to field: A multilevel model of practice-driven institutional change. *Academy of Management Journal*, 55(4), 877-904.

Group 3:

Maguire, S., & Hardy, C. (2013). Organizing processes and the construction of risk: A discursive approach. *Academy of Management Journal*, 56(1), 231-255.

Group 4:

Habersang, S.; Küberling-Jost, J.; Reihlen, M.; Seckler, Ch. (2019) A process perspective on organizational failure: A qualitative meta-analysis. *Journal of Management Studies*, 56(1), 19-56.

Essential Reading (Day III)

Alvesson, M. (2003) 'Beyond neopositivists, romantics, and localists: A reflexive approach to interviews in organizational research.' *Academy of Management Review*, 28 (1), 13-33.

Padavic, I., Ely, R. J., & Reid, E. M. (2020). Explaining the Persistence of Gender Inequality: The Work-family Narrative as a Social Defense against the 24/7 Work Culture. *Administrative Science Quarterly*, 65(1), 61–111.

Rosen, M. (1988). You asked for it: Christmas at the Bosses' Expense. *Journal of Management Studies*, 25 (5), 463-480.

Ybema, S., Yanow, D., Wels, H. & Kamsteeg, F. (2009). Studying Everyday Organizational Life. In Ybema, S., Yanow, D., Wels, H. & Kamsteeg, F. (eds) *Organizational Ethnography*. Sage: London, 1 -20.

Essential Reading (Day IV)

Alvesson, M. & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of Management Review*, 32(4), 1265-1281. ^[1]_{SEP}

Dacin, M. T., Munir, K. & Tracey, P. (2010). Formal Dining at Cambridge Colleges: Linking Ritual Performance and Institutional Maintenance. *Academy of Management Journal*, 53(6), 1393–1418.

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. ^[1]_{SEP}

8. Administration

8.1 Max. number of participants

The number of participants is limited to 20.

8.2 Assignments

Approximately two weeks before the start of the workshop, we will assign students to groups via e-mail and allocate specific preparation tasks to the groups (for day I & II).

8.3 Exam

This course is designed as a seminar, which requires preparation by students before each session and dynamic interaction in the classroom. Students are encouraged to debate their particular views, methodological problems, and research issues in class. In order to get a VHB-ProDok certificate, you have to hand in an essay of approx. six pages by e-mail to Prof. Reihlen & Costas two weeks after the course finished. Drawing on existing literature on qualitative research, the essay shall focus on the following:

- Please develop a qualitative research design based on a research topic of your choice (preferably from your own research field)
- Discuss your philosophy of science approach as well as the different elements of your research design
- Outline evaluation criteria for qualitative research and discuss to what extent your research design fulfills them

8.4 Credits

The course is eligible for 6 ECTS.

9. Working Hours

Working Hours	Stunden
<i>Preparations</i>	60 h
<i>Active participation</i>	30 h
<i>Preparation for exam</i>	50 h
<i>Exam</i>	40 h
SUMME	180 h
ECTS: 6	