

**Disziplin:** übergreifend

**1. Language**

English

**2. Title**

Qualitative Research Methods

**3. 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" published by Cambridge University Press (translated into German "Im Minus-Bereich: Reinigungskräfte und ihr Kampf um Würde", Suhrkamp) won the EGOS Book Award 2023.

**Markus Reihlen** is Professor of Strategic Management and Entrepreneurship 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 ten books and over 80 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, the Journal of Professions and Organization, Schmalenbach Journal of Business Research, and regularly reviews for a number of international journals.

#### 4. Date and Location

12.- 15.3.2024

Harnack-Haus

Ihnestr. 16-20

14195 Berlin

#### 5. 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!

## 6. Schedule Day I and II

I. Day 1 (in English)	M. Reihlen
<b>1. Philosophical Foundations of Qualitative Research I</b> <ul style="list-style-type: none"> <li>▪ Why philosophy matters in business research?</li> <li>▪ Constructing research problems</li> <li>▪ Different paradigms of scientific work</li> </ul>	<b>12.03.2024</b> 9.00 – 10.30
– coffee break –	10.30 – 11.00
<b>2. Philosophical Foundations of Qualitative Research II</b> <ul style="list-style-type: none"> <li>▪ From social facts to theory</li> <li>▪ The use of scientific knowledge</li> <li>▪ The role of empirical evidence and the principle of induction</li> </ul>	11.00 – 12.30
– lunch break –	12.30 -13.30
<b>3. Qualitative Research: Design and Approaches</b> <ul style="list-style-type: none"> <li>▪ Components of a Qualitative Research Design</li> <li>▪ Validity in qualitative research</li> <li>▪ Qualitative Research Approaches</li> </ul>	13.30-15.00
– coffee break –	15.00-15.30
<b>4. Theory Building</b> <ul style="list-style-type: none"> <li>▪ Group 1: Causal Models</li> <li>▪ Group 2: Configurations</li> <li>▪ Group 3: Process Theories</li> <li>▪ Group 4: Paradoxes</li> </ul>	15.30 – 17.00

II. Day 2 (in English)	M. Reihlen
<b>5. Design and Method of Case Study Research</b>	<b>13.03.2024</b>
<ul style="list-style-type: none"> <li>▪ Case Study Research Design</li> <li>▪ Process of Case Research</li> <li>▪ Generalization from Cases</li> </ul>	9.00 – 10.30
– coffee break –	10.30-11.00
<b>6. Grounded Theory I</b>	11.00 – 12.30
<ul style="list-style-type: none"> <li>▪ Fundamental tenets of Grounded Theory</li> <li>▪ Categorizing and linking</li> <li>▪ Longitudinal Analysis: Process Coding</li> </ul>	
– lunch break –	12.30-13.30
<b>7. Grounded Theory II</b>	
<ul style="list-style-type: none"> <li>▪ Qualitative Meta-Analysis</li> <li>▪ Conceptual Leaping</li> <li>▪ Evaluating the Quality of GT Studies</li> </ul>	12.30-15.00
– coffee break –	15.00-15.30
<b>8. Workshop: Learning from Best-Practice Examples</b>	15.30 – 17.00
<ul style="list-style-type: none"> <li>▪ Group 1: Phenomenon-driven case research</li> <li>▪ Group 2: Theory-driven case research</li> <li>▪ Group 3: Discourse oriented research</li> <li>▪ Group 4: Qualitative meta-studies</li> </ul>	

## 7. Schedule Day III and IV

III. Day 3 Qualitative Data Collection Methods	J. Costas
	<b>14.03.2024</b>
<b>Welcome and short overview of PhD projects</b>	9.00 – 10.30
<b>Qualitative Research Designs and Data Collection</b>	
<b>Range of Qualitative Data Collection Methods</b>	
<ul style="list-style-type: none"> <li>▪ Ethnography/ participants observation</li> <li>▪ Document analysis</li> <li>▪ Interviews</li> </ul>	
– coffee break –	10.30 – 11.00
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- lunch break –	11.00 – 12.30
<b>Range of Qualitative Data Collection Methods (continued)</b>	12.30 – 13.30
<ul style="list-style-type: none"> <li>▪ Ethnography/ participants observation</li> <li>▪ Document analysis</li> <li>▪ Interviews</li> </ul>	
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<b>In-depth Session on Interviews</b>	13.30 – 15.00
<ul style="list-style-type: none"> <li>▪ Different approaches</li> <li>▪ Creating an interview guide</li> <li>▪ Conducting interviews</li> </ul>	
– coffee break –	15.00 – 15.30
<b>Practical Applications</b>	15.30 – 17.00
<ul style="list-style-type: none"> <li>▪ Creating an interview guide</li> <li>▪ Performing a role play</li> </ul>	
<b>Discussing articles with respect to their qualitative data collection methods</b>	
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IV. Day 4 Qualitative Data Analysis	J. Costas
	<b>15.03.2024</b>
<b>Overview of the data analysis process</b>	9.00 – 10.30
<ul style="list-style-type: none"> <li>▪ Procedures for transcription</li> <li>▪ Data quality, data reduction, focus</li> <li>▪ Different approaches to data analysis</li> <li>▪ Illustrating qualitative data</li> </ul>	
– coffee break –	10.30 -11.00
<b>Data Analysis with the Help of Qualitative Data Analysis Software (in English: CAQDAS)</b>	11.00 – 12.30
<ul style="list-style-type: none"> <li>▪ Coding of data</li> <li>▪ Advantages and disadvantages of von CAQDAS</li> <li>▪ Short introduction to Atlas.ti</li> </ul>	
– lunch break –	12.30-13.30
<b>Group exercise</b>	13.30 – 15.00
<ul style="list-style-type: none"> <li>▪ Coding qualitative data to develop a systematic coding scheme</li> </ul>	
– coffee break –	15.00-15.30
<b>Group exercise (continued)</b>	15.30- 17.00
<ul style="list-style-type: none"> <li>▪ Presenting and discussing the developed coding schemes</li> </ul>	
<b>Discussing and reviewing articles with respect to their data analysis approaches</b>	
<b>Evaluation criteria of qualitative research</b>	

## 8. Preparation and Literature

### 8.1. Essential Reading (Day I & II)

#### ***1. Philosophical Foundations of Qualitative Research***

! Watch introductory video "[How to develop a good research question](#)"

! Watch introductory video "[Why philosophy matters in social 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*, 79-97.

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*, 55-77.

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*, 17-37.

! Watch introductory video "[Theorizing from qualitative data](#)"

#### **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.

**8.2. Essential Reading (Day III)**

Lamont, M. & Swidler, A. (2014) 'Methodological Pluralism and the Possibilities and Limits of Interviewing.' *Qualitative Sociology*, 37, 153-171.

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.



### 8.3. Essential Reading (Day IV)

Alvesson, M. & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of Management Review*, 32(4), 1265-1281.

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.

Mees-Buss, J., Welch, C., & Piekkari, R. (2022) 'From Templates to Heuristics: How and Why to Move Beyond the Gioia Methodology'. *Organizational Research Methods*, 25(2), 405–429.

## 9. Administration

### 9.1 Max. number of participants

The number of participants is limited to 20.

### 9.2 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).

### 9.3 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

### 9.4 Credits

The course corresponds to a scope of 6 LP/ECTS.

10. Working Hours

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