

Ph.D. COURSE IN QUALITATIVE METHODS SPRING 2016

Nota Bene! The schedule is subject to change!

Schedule. All sessions are in room B6046

April 7, 1 – 4 pm: What is qualitative method?

Preparations

With the articles as a background, you are supposed to reflect upon the following questions: 1) What is qualitative method? 2) Where would you position yourself as a researcher? Write a 2-3-pages reflection and send in to Ethel by e-mail on April 4 at 3 pm by the latest.

Readings

- Daft, R. L. (1983). Learning the craft of organizational research. *Academy of Management Review*, 8(4), 539-546
- Gioia, D. A., & Pitre, E. (1990). Multiparadigm perspectives on theory building. *Academy of management review*, 15(4), 584-602
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105-117.
- Morgan, G., and Smircich, L.. The case for qualitative research. *Academy of management review* 5.4 (1980): 491-500.

April 8, 9 am – 4 pm: Before entering the field

Readings and preparations: Alvesson, M., & Sköldbberg, K. (2009). *Reflexive methodology: New vistas for qualitative research*. Sage

Together with course colleagues you shall prepare a presentation on Alvesson & Sköldbberg. *Everyone* is recommended to read the first chapter in Alvesson and Sköldbberg: Introduction: the intellectualization of method. Chapter one will introduce you to the book and help you to get the best out of the following chapters. Chapter nine is a help to “place” the content of the chapters into practice. The remainder of the chapters will be divided according to an attached schedule. The presentation of “your” chapter/s shall be done so that your course colleagues get a full understanding of the chapter and is able to discuss it in class. You are asked to include and explain key concepts in the chapter as well as explain difficult terms for your audience. The presentation of each chapter is limited to maximum 20 minutes and thereafter you are expected to lead a discussion in relation to the chapter/s. It is the responsibility of the presenters to make sure that the audience captures the message of the chapter.

Circulate your OH slides including notes by April 6 at 5 pm by the latest to Ethel and all course colleagues..

April 11, 9 am – 4 pm Entering the field: Different ways to approach and study a chosen phenomenon

Together with a course colleague you shall be prepared to present and discuss the overall purpose, structure and content of one of the following books, including your view of the book, what came out as new knowledge, how it can be related to research on business etc. Your presentation shall be maximum 30 minutes and 10-15 OH slides and after the presentation you shall lead a discussion about the book. It is the responsibility of the presenters to make sure that the audience captures the message of

the chapter. Regarding your choice of book the following rule applies: first come, first serve. Please e-mail your first and second choice to Ethel and I will let you know directly. This means that you can team up already now with a course colleague and decide for a book, get it approved and start reading it. All books need to be covered by the course group, meaning that I may assign a book to you that is not your first choice. These are the books to choose from:

- Glaser B.G. and Strauss, A.L. (1967). *The discovery of grounded theories: strategies for qualitative research* New York : Aldine, cop. 1967
- Stake, R. E. (1995) *The art of case study research*, Sage.
- Yin, R.K (2010 or later edition) *Case Study Research: design and methods*
- Van Maanen, J. (1998). *On Tales of the Field: On Writing Ethnography*. Chicago: University of Chicago Press
- Kozinets, R. V. (2015). *Netnography: Redefined*. Sage.

Send your OH-slides including notes to Ethel and your course colleagues not later than April 15 at 5 pm with possible suggested changes (from the presentation).

April 27, 9 am – 4 pm B6046 In the field

During this session we will go through different techniques such as interviews, observations, diaries, photographing, mystery etc. In pairs of two you will be able to choose one or more techniques, exclusive for the group, and prepare a presentation (max. 5-8 OH slides and maximum 20 minutes presentation). The presentation shall help the non-informed student to understand the technique's purpose, content, advantages, and disadvantages in relation to research on business and your personal opinion about the technique. You shall also interview someone who is experienced with the technique you want to investigate and include this in your presentation. . It is the responsibility of the presenters to make sure that the audience captures the message of the chapter. You can choose from the following list:

Interview	Mystery as method	Shadowing
Participant observation	Narratives	Discourse analysis
Diaries	Life-stories	Zaltman technique
Surveys	Verbal protocols	Netnography
Photographs	Vignettes & scenarios	Any other, preferably novel techniques

Your task is to find relevant literature about your specifically chosen technique/s and present to the group. Further, your task is to interview an academic who has used this technique and incorporate your reflections from the person you have interviewed. Set up an interview with someone at the university that you know have done qualitative research and used your chosen technique in order to find out their experiences. Decide between you how to approach the task. The interview should be at least one hour long including how this person has analyzed the empirical material collected with this technique. You should both take active part of the interview.

Circulate your OH slides including notes by April 26 at 3 pm by the latest to Ethel and all participants.

April 28, 9 – 17 am From field material to text: Analyzing the data: From text to conclusions. Morning: Interpretations. Afternoon: Nvivo, Duncan Levinsohn)

Preparations: Together with a colleague, find a qualitative dissertation from JIBS and analyze how theory is built from the empirical material. Prepare 2 slides in order to present your result – and also bring the thesis. Also, download a trial period of Nvivo to your computer some days before the session (Duncan can provide details if needed)

Readings:

- Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *Academy of management journal*, 50(1), 25-32
- Klag, M. And Langley, A. (2013). Approaching the Conceptual Leap in Qualitative Research, *International Journal of Management Reviews*, Vol. 15, pp. 149-166.
- Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management review*, 24(4), 691-71
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219-245
- Siggelkow, N. (2007). Persuasion with case studies. *Academy of Management Journal*, 50(1), 20-24

Reference literature (for possible future use):

- Alvesson, M. (2010). *Interpreting interviews*. Sage
- Alvesson, M., & Karreman, D. (2000). Varieties of discourse: On the study of organizations through discourse analysis. *Human relations*, 53(9), 1125-1149
- Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. Sage

April 29, 1- 3 pm

Dissertation Defense Naveed Ahkter

Preparations: Pay special attention to Naveed's method parts

May 18, 10-12; 13-15 AM: Naveed; PM: Ethics & Quality in qualitative research

Naveed Akther will visit us and tell us about his journey as a qualitative researcher

Preparations: Get acquainted with his thesis

Preparations:

Be prepared to describe and lead the discussion on an ethical dilemma that you have faced or can imagine to face; describe the situation from your point of view but also from other stakeholders' perspective.

- Mays, N., & Pope, C. (2000). Assessing quality in qualitative research. *British medical journal*, 320(7226), 50.
- Brinkmann, S., & Kvale, S. (2005). Confronting the ethics of qualitative research. *Journal of constructivist psychology*, 18(2), 157-181

May 19, 9-12 To publish qualitative research

Preparations: Be prepared to discuss how Brundin & Nordqvist and Brundin et al., have built up their articles – cf. the articles for the April 28 seminar.

- Craig, J. (2010). Desk Rejection: How to Avoid Being Hit by a Returning Boomerang, *Family Business Review*, 23, pp. 306-309

- Pratt, M. G. (2009). From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52(5), 856-862.
- Shepherd, D. A., & Sutcliffe, K. M. (2011). Inductive top-down theorizing: A source of new theories of organization. *Academy of Management Review*, 36(2), 361-380.
- Brundin, E. and Nordqvist, M. (2008). Beyond Facts and Figures – The Role of Emotions in Board Room Dynamics, *Corporate Governance: An International Review*
- Brundin, E., Florin-Samuelsson, E., and Melin, L. (2014). The Family Ownership Logic: Chore Characteristics of Family Controlled Businesses. *Journal of Management & Organization*, 20 (1), 6-37

Examination

Examination includes fulfilment of all assignments, exercises, active participation, and presentations and an arrangement of a Professional Development Workshop about Qualitative Method (applies for the JIBS group) (cf. AoM). Date to be decided together. Grading will thus be done along the course for all participants as well as during the PDW (PDW is exchanged with a home exam for the Addis group).

Extra seminar with the Addis Ababa students:

May 3: 9-12 am. Ethics and publishing qualitative work

The Addis Ababa group will have a take-home exam with deadline June 3. More details will follow. The Addis group is not part of the seminars on May 18 and 19.

Absence from a seminar

If you are absent from a seminar you may be asked to compensate with an extra assignment. This is in addition to all other course assignments.