



Schulich

School of Business

INSTRUCTOR ADMIN

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DCAD7400|W2020 CREDITS: 3.00

DCAD 7400 F - QUALITATIVE RESEARCH METHODS

TUE 11:30 - 14:30
SSB S127

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BRIEF DESCRIPTION

Provides students with detailed exposure to the qualitative research methodologies that have begun to exert a major influence on management research over the last 10 years.

COURSE LEARNING OUTCOMES

Students who take this course will

- Better understand how to read and assess the contributions of qualitative research.
- Learn about the generic issues in conducting and communicating about research such as identifying research questions, integrating research with prior literature & demonstrating the quality of the work
- Develop *basic* skills in analyzing and building theory from qualitative data.
- Learn about different ways of building theory from qualitative data analysis

COURSE MATERIAL

Required reading for this course includes the following books. They are available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca> ([Links to an external site.](#))):

- Belk, R., Fischer, E. and Kozinets R. 2013. *Qualitative Consumer and Marketing Research*, London, U.K: Sa (referred to in syllabus as QCMR).
- Elsbach, K. & Kramer, R. 2016. *Handbook of Qualitative Organizational Research* New York: Routledge

Course kits with reading not available through the library will be available during the first week of class.

ASSIGNMENT SUMMARY

Assignment Task	Total % of Final Grade	Due Date
Participation in break-out groups weekly	10%	
Analyze an existing data set	20%	February 19/21
Initial research topic identification and preliminary data collection	30%	April 6/21
Research topic refinement and follow up data collection	40%	May 4/21

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Analyze an existing data set

Due Date: February 19, 2021

Assignment 1: Analyze an existing data set

Weight: 20%

- I will supply a data set which is part of a current research project
- In the third class, we will discuss research questions that we can explore that are linked to the readings provided and the interview data.
- Thereafter, students will analyze a portion of this data set with a view to answering one or more of the research questions
- Each student will write a 10 page paper that discusses their analysis and draws some tentative insights related to the research question, supported by data

Initial research topic identification and preliminary data collection

Due Date: April 6, 2021

Assignment 2: Initial research topic identification and preliminary data collection

Weight: 30%

This assignment entails:

- Identifying a research topic that might be addressed drawing on qualitative data analysis.
- Identifying how this research question grows out of and is situated within an existing literature.
- Creating an interview guide and conducting two interviews related to the topic. OR Identifying archival data related to the topic and assembling a database of no fewer that 20 relevant texts or 60 to 90 pages of text.
- Analyzing the data collected using techniques learned from Assignment 1
- Creating a synopsis derived from these interviews or texts, including refinements to the research focus and preliminary insights about the topic.

Students should hand in a written submission so that I can provide feedback. What you hand in here NEED NOT be a formal paper. You should give me:

1. A synopsis of the research question, indicating the key literature in which it is situated, and the “gap” to which it corresponds.
2. An electronic copy of your interview guide and transcripts of your interviews or of your archival data
3. A summary of analytic insights derived from the interviews or archival data. Point form is acceptable. Charts, tables, figures or other means of organizing either/both the literature and the insights gained from the interviews are encouraged.

Research topic refinement and follow up data collection

Due Date: May 4, 2021

Assignment 3: Research topic refinement and follow up data collection

May 4 *Weight: 40%*

This assignment and builds on Assignment 2: it requires the investigation of the research question developed/refined in the first assignment. The objective is to conduct research that would form the preliminary work for a publishable paper. To complete this assignment you must:

- Collect and analyze additional qualitative data (see below) relevant to the research questions defined and revised in Assignment 2. Additional qualitative data may consist of:
- interviews with at least three more people

OR

- additional archival materials (e.g., corporate reports, blogs, You-Tube postings) relevant to your topic
- Write up your research in the form of a paper that would form the basis of a publication. You will probably need to go beyond the literature review done for Assignment 2, and it is possible that some additional literature will be added both before and during data collection/analysis.

DUE : MAY 04 , 2019

CLASS-BY-CLASS SYLLABUS

Class 1 - INTRODUCTION

Jan 12/21

Overview: Introductions to the course and to current practice in qualitative research

Topics

- Overview of the course
- How should you read papers for this course?
- What is “informed consent,” when do you need it and how do you go about getting it?

You are expected to do ALL the readings and to come to class prepared to compare and contrast the “exemplar” papers (indicated by an *) in terms of aspects of their qualitative methodologies.

Readings :

- *Gilbert, C. (2020). Debt, accounting, and the transformation of individuals into financially responsible neoliberal subjects. *Critical Perspectives on Accounting*, forthcoming.
- *Toubiana, M. (2020). Once in orange always in orange? Identity paralysis and the enduring influence of institutions on identity. *Academy of Management Journal*.
- *Smith, A. N., & Fischer, E. (2020). Pay attention, please! Person brand building in organized online attention economies. *Journal of the Academy of Marketing Science*, 1-22.

- Rynes, S.L., & Bartunek, J.M., 2016. Qualitative research: It just keeps getting more interesting! In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Sandberg, J., & Alvesson, M. 2020. Meanings of theory: clarifying theory through typification. *Journal of Management Studies*. Forthcoming.

Class 2 - Getting Started (1)

Jan 19/21

Overview: Formulating research questions relative to research contexts

Questions to be prepared to discuss based on readings:

- What makes a good research question in a study that’s based on qualitative data?
- How do you come up with good research questions?
- What roles can existing theory play in a new research project?
- What role does the field site/research context play in shaping research questions

Readings :

- QCMR Chapter 2.
- Pratt, M. 2016 Crafting and Selecting Research Questions and Contexts in Qualitative Research. In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Locke, Karen D. and Karen Golden-Biddle (1997), Constructing Opportunities for Contribution. *Academy of Management Journal*. 40 (5) 1023- 1063.
- *Parmentier, M. A., & Fischer, E. (2020). Working It: Managing Professional Brands in Prestigious Posts. *Journal of Marketing*, forthcoming
- * Phung, K., Buchanan, S., Toubiana, M., Ruebottom, T., & Turchick-Hakak, L. (2020). When Stigma Doesn’t Transfer: Stigma Deflection and Occupational Stratification in the Sharing Economy. *Journal of Management Studies*.

Be prepared to discuss how these exemplar articles relates to today’s “how to” readings. For example, how were the research questions formulated and justified? What is the link between the context and the research question, and the role of prior theory in the paper.

Class 3 - Getting Started (2)

Jan 26/21

Overview: Preliminary Steps in Data Analysis

Questions to be prepared to discuss based on readings:

- What are codes, and how do you generate them?

- What makes for a “good” coding scheme?
- What tools can help with coding?

In class we will work on research questions and related codes based on readings

Readings :

1. QCMR Chapter 7
2. Grodal, S., Anteby, M., & Holm, A. L. (2020). Achieving Rigor in Qualitative Analysis: The Role of Active Categorization in Theory Building. *Academy of Management Review*, (ja).
3. Miles, M. , Huberman, M & Saldano. Fundamentals of Qualitative Data Analysis. Chapter 4 in *Qualitative data analysis : a methods sourcebook*. Thousand Oaks, California : SAGE Publications, Inc. pp 94-126.
4. Look over readings and data in DCAD 2021 Dropbox Folder

Class 4 – Collecting Interviews as Data

Feb 2/21

Questions to be prepared to discuss based on readings:

- What factors influence how you prepare for an interview
- How do you prepare to create an interview guide?
- What are characteristics of good interview questions?
- What are some “do’s” and “don’ts” for conducting interviews?

IF you are doing interviews for Assignment 2 & 3, hand in, on or before January 29, a preliminary version of your interview guide plus Form A (Plan for Human Research Protocol) and Form B (Informed Consent Document) and Form C (Student Confirmation From –Human Participants Research)

Readings :

1. McCracken, Grant (1988), The Long Interview, Chapter 2, pp. 29-41 (CP)
2. Spradley, J.P. 1979. The ethnographic interview. Holt, Rinehart and Winston, New York., pp. 45-68. (CP)
3. Thomas, R.J. 1993. Interviewing important people in big companies. *Journal of Contemporary Ethnography* 22(1) 80-96.
4. Crawford, B., Chiles, T. H., & Elias, S. R. (2020). Long Interviews in Organizational Research: Unleashing the Power of “Show and Tell”. *Journal of Management Inquiry*, 1056492620930096.
5. Alvesson, M. 2003. [Beyond Neo positivists, romantics and localists: A reflexive approach to interviews in organizational research. \(Links to an external site.\)](#) *Academy of Management Review*, 28(1), 13-33.

Class 5: Collecting Documents as Data

Feb 9/21

Questions to be prepared to discuss based on readings:

- What factors influence the types of document-based data you use?
- How should you collect documents as data?
- How do you decide which sources of documents as data are complementary and which serve similar purposes?
- What are some “dos” and “don’ts” when it comes to gathering and using archival data

Readings :

1. Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
2. Hodgetts, D.& Chamberlain, K. 2013. Analyzing news media in Flick, U. ed., *The SAGE handbook of qualitative data analysis*. Sage (available for download from ebook, York University Library).

3. Humphreys, A., & Wang, R. J. H. (2018). Automated text analysis for consumer research. *Journal of Consumer Research*, 44(6), 1274-1306.
4. *Humphreys, A. 2010. Megamarketing: The creation of markets as social process," *Journal of Marketing*, Vol. 74 (March), 1–19.
5. 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 6 – Collecting Data from Participating and Observing Ethnographically

Feb 23/21

Questions to be prepared to discuss based on readings

- What's the difference between ethnography and observational research?
- When is observational or participant data essential to a research project?
- What are the pragmatic steps you take when preparing to conduct an observational or ethnographic study?
- What are some do's and don'ts when "in the field" ?

Readings :

1. Emerson, R.M., R.I. Fretz, L.L. Shaw. 1995. *Writing Ethnographic Fieldnotes*. University of Chicago Press, Chicago. Chapter 1. (CP)
2. <https://www.ethnographyatelier.org/susan-silbey-podcast>
3. Kreiner, G.E. & Joshi, A. The liminal researcher: Being *not quite* the center of attention. In press, *Academy of Management Perspectives*.
4. *Barley, S. (1986). "Technology as an Occasion for Structuring: Evidence from observations of CT scanners and the social order of radiology departments," *Administrative Science Quarterly*, 29: 355-372.
5. Barley, S. (1990) Images of imaging: Notes on doing longitudinal field work. *Organization Science* (1)3: 220-247.
6. *Holt, D. B. (1995). How consumers consume: A typology of consumption practices. *Journal of consumer research*, 22(1), 1-16.

Class 7 – Collecting Data from Online Observation and Participation

Mar. 2//21

Questions to be prepared to discuss based on readings

- What differentiates online observation from analysis of documents scraped from online sources?
- And how is online ethnography different from offline?

Readings.

1. QCMR Chapter 5
2. Levina & Vaast, 2016. Leveraging archival data from online communities for grounded theory processing. Elsbach & Kramer *Handbook of Qualitative Organizational Research*.
3. Online ethnography example: <https://www.ethnographyatelier.org/siobhan-omahony-podcast>

4. *Scaraboto, D., & Fischer, E. (2013). Frustrated fatshionistas: An institutional theory perspective on consumer quests for greater choice in mainstream markets. *Journal of Consumer Research*, 39(6), 1234-1257.
5. *Vaast, E., & Levina, N. (2015). Speaking as one, but not speaking up: Dealing with new moral taint in an occupational online community. *Information and Organization*, 25(2), 73-98.

Class 8

Mar 9/21

Analyzing single settings vs multiple settings; identifying processes vs variance

Questions to be prepared to discuss based on readings

- How is Gioia different from Eisenhardt?
- How is process different from variance theorizing
- What forms do research questions take in variance vs process theorizing?
- What analytic strategies characterize process theorizing?
- What are some best practices in the conduct of building process & variance theories? What should you NOT do?

Readings :

1. Eisenhardt, K. 1989. Building Theories from Case Study Research. *Academy of Management Review*, 14 (4): 532-550.
2. Gioia, Dennis, Kevin G. Corley and Aimee L. Hamilton (2013). Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology. *Organizational Research Methods* 2013 16: 15.
3. Langley, A. 1999. Strategies for Theorizing from Process Data. *Academy of Management Review*, 24 (4), p. 691-710
4. *Santos, F. and Eisenhardt, K. 2009. Constructing markets and shaping boundaries: Entrepreneurial power in nascent fields. *Academy of Management Journal* 52(4) 643–671.
5. *Smith, W.K. and Besharov, M.L., 2017. Bowing before dual gods: How structured flexibility sustains organizational hybridity. *Administrative Science Quarterly*, p.0001839217750826.

Class 9 - Building Theory: Emergent vs Enabled Theorizing

Mar 16/21

Questions to be prepared to discuss based on readings

- What does grounded theorizing mean, traditionally?
- How does “pure” grounded theorizing differ from the “tabula geminus” approach to building theory”?
- When prior theory is used as an enabling lens, how can it impact a research project?
- What are the dangers of introducing (an) enabling lens(es)?

Readings :

1. *Zietsma, C. and Lawrence, T. (2010). Institutional work in the transformation of an organizational field: The interplay of boundary work and practice work. *Administrative Science Quarterly*, 55(2), 189-221

2. *Dolbec, P. Y., & Fischer, E. (2015). Refashioning a field? Connected consumers and institutional dynamics in markets. *Journal of Consumer Research*, 41(6), 1447-1468.
3. Kreiner, G.E. 2015. "Tabula Geminus": A "both/and" approach to coding and theorizing. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 350-361. New York: Routledge.
4. Dolbec, Canniford and Fischer working paper – to be distributed
5. Please identify an exemplar reading and be prepared to discuss what type of theorizing it demonstrates (circulate in advance to the class)

Class 10 - Distinctive "traditions" of qualitative work

Mar 23/21

Questions to be prepared to discuss based on readings

Compare and contrast the "methods implications" of the four traditions highlighted today: (multi-level) discourse analysis, participatory action research, symbolic interactionism, and sociomateriality

Readings :

- Kahl, S. and Grodal, S. 2016 Multilevel discourse analysis: A structured approach to analyzing longitudinal data. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 341-350. New York: Routledge.
- Ozanne, J.L. and Saatcioglu, B., 2008. Participatory action research. *Journal of consumer research*, 35(3), pp.423-439.
- Prasad, P. 2005. Symbolic interactionism: searching for self and meaning. In, P. Prasad *Crafting Qualitative Research: Working in the Postpositivist Traditions*. NY: Routledge, Chapter 2.
- Orlikowski, W.J. and Scott, S.V., 2008. Sociomateriality: challenging the separation of technology, work and organization. *The Academy of Management Annals*, 2(1), pp.433-474.
- **Please identify an exemplar reading and be prepared to discuss what research tradition it seems to be situated within (circulate in advance of class)**

Class 11 - Contemporary "Best Practice" Debates

Mar 30/20

Questions to be prepared to discuss based on readings

- As a qualitative researcher, what (if anything) should you always avoid?
- What things should you always do?

Readings :

1. Aguinis, H., and A. M. Solarino. 2019 "Transparency and replicability in qualitative research: The case of interviews with elite informants." *Strategic Management Journal*, 40: 1-25.
2. Pratt, M., Kaplan, S. and Whittington, R. Forthcoming. The Tumult over Transparency: Decoupling Transparency from Replication in Establishing Trustworthy Qualitative Research. *Administrative Sciences Quarterly*.
3. Corley, K., Banal, P. and Yu, H. 2020. An editorial perspective on judging the quality of inductive research when the methodological straightjacket is loosened. *Strategic Organization*. Forthcoming.
4. Reay, T., Zafar, A., Monteiro, P., & Glaser, V. (2019). Presenting Findings from Qualitative Research: One Size Does Not Fit All!. In *The Production of Managerial Knowledge and Organizational Theory: New Approaches to Writing, Producing and Consuming Theory* (pp. 201-216). Emerald Publishing Limited.

Class 12 - Presentations of Assignment 2

April 6/21

Presentations of Assignment 2

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Each class member will:

- attend all classes having completed all assigned readings;
- bring to class “exemplar articles” that relate to “how to” readings on assigned weeks
- participate regularly in class discussions
- respect the rights of other students and of informants
- hand in all assignments by the date specified
- adhere to York’s informed consent of human subjects policies