Objectives

Qualitative research is an exciting exercise that will challenge your intellectual curiosity and your creativity. The seminar intends to provide you with a repertoire of solutions and approaches to collect and analyze qualitative data. The purpose of qualitative research is not merely to describe advanced management techniques in a credible way but to contribute to theory building and, hence, the seminar will focus on both research methods and theory building through qualitative research. In particular, the seminar will:

- Provide an understanding of the different research methods used in qualitative research.
- Ensure that data gathering is conducted according to the established standards of reliability and validity.
- Design qualitative research to make both an empirical and theoretical contribution to extant knowledge.

Therefore, the seminar will cover areas such as:

- Methodological foundations of qualitative research.
- Relevance of qualitative research.
- The role of theory in qualitative research.
- Qualitative data gathering and analysis.
- Quality criteria in qualitative research.
- Writing down qualitative research.
METHOD AND APPROACH

The atmosphere in this class should be one of discovery—of stretching our thinking beyond the boundaries of our own pre-conceptions and misconceptions and discovering the exciting world of qualitative research.

The seminar is structured in three parts. To capitalize on the fundamentals of qualitative research, be kindly advised that each of these parts will require your active participation.

A) Sessions 1-10

The first part of the seminar will expose you to the foundations of qualitative research. Students are expected to attend the seminar fully prepared to discuss, question, and comment on the assigned readings, contributing their ideas, issues, and problems they have encountered related to their qualitative research work.

For every session, including the first, double session, assigned readings are to be prepared for discussion. There will be some presentations by the instructor but no formal lectures. Class participation will be strengthened if participants select a topic from the syllabus and facilitate its discussion during a class session. The instructor will ask you for the topic of your choice and your reflections will be discussed with the class.

B) Sessions 11-14

As a central assignment, you are expected to conduct a qualitative research project on a topic of your choice (e.g., your doctoral dissertation?) On this basis, you are asked to produce an essay, which will be individually discussed with the instructor (circa 45 minutes per participant). In order to enhance feedback, the written version of the essay should be forwarded to the instructor by September 10, 2018, at the latest.

C) Sessions 15-16

You are asked to form groups and prepare for a 30-minute presentation plus 15 minutes Q&A with the class. Guidance for the group size will be given in the first session. Your choice of the topics (see below) as well as the groups that will present them to the class, should be forwarded to the instructor by March 12 at the latest. Topics will be assigned on first-come, first-serve basis.

To enhance participation and discussion on your presentations, your .ppt, written notes, etc, should be forwarded to the instructor by September 17, 2018, at the latest. These files will be posted on campus.
PROGRAM

PART A - PROGRAM (SESSIONS 1-10)

SESSIONS 1 - 2

Sessions 1-2: Qualitative Research

Basic Reading:


(Strongly) recommended readings:


Questions:

What is the Galunic and Eisenhardt's paper about?
Which are its objectives?
How is the paper structured?
Why do the authors use a qualitative approach?
Which alternative research designs could have been used?

SESSIONS 3 - 4

Sessions 3-4: Methods and Theories in Qualitative Research


Questions:

How important is research design in qualitative research?
How flexible should one be once in the field?
Make a case of interventionist qualitative research and be specific about how you would apply it to your research questions.
Is storytelling a scientific exercise?
What is not grounded theory?


SESSIONS 5 - 6

Sessions 5-6: Data Collection.


Questions:

Which data sources are you planning to use in your dissertation?
Are you planning to use interviews? Why? How?
Which kind of interviewees are you planning to use? How many?
Which are the differences between the critical interview and the semi-structured interviews?
Focus on Kraaijenbrink’s piece, which are the strengths and limits of the critical interview method?

SESSIONS 7 - 8
Sessions 7-8: Single and Multiple Case Studies.


Questions:

Focus on Burgelman’s paper: a) what is its main contribution? How a theoretical-deductive paper could have made a similar contribution? How a single-case study can make Burgelman’s point? What does Burgelman do to establish the credibility of its conclusions? Can the findings of this piece be generalized? How?

What makes a good case for a single case study?
How do you analyze data from a single case?
How can you reinforce the theoretical side of your paper?

Focus on Salvador et al’s (2002) paper: How sampling, data analysis and generalization differ from Burgelman (2004). Which are the differences between single and multiple-case study?

SESSIONS 9 - 10

Sessions 9-10: Generalization and Triangulation.


Olsen, W., 2004. Triangulation in social research: Qualitative and quantitative methods can really be mixed. Developments in sociology, 20, pp.103-118.


Questions:

Which are the pros and cons of using mixed methods in qualitative management research?
Are you planning to use theoretical triangulation in your thesis? If not, why not?
Similarities and differences between Bernstein and Salvato’s pieces.
Are you planning to generalize the findings of your dissertation? How?


SESSIONS 11 - 14

PART B -INDIVIDUAL PROJECTS (SESSIONS 11-14)

As a central assignment, you are expected to conduct a qualitative research project on a topic of your choice (e.g., your doctoral dissertation?) On this basis, you are asked to produce an essay, which will be individually discussed with the instructor (circa 45 minutes per participant). In order to enhance feedback, the written version of the essay should be forwarded to the instructor by September 10, 2018, at the latest.
PART C — TOPICS FOR PRESENTATIONS (Sessions 15-16)

1. Methodological foundations of qualitative management research: Contrasting positivism with interpretivism and critical research.

- What does ‘methodology’ mean?
- Why is it important for management researchers to reflect upon methodological issues?
- Which are the methodological foundations of qualitative management research and how does it differ from quantitative research?

Basic readings


2. The role of case studies in researching accounting and management practices (2-3 students)

- What is case study research and what can we learn from it (especially from single case-studies)?
- What different forms of case studies do exist and what different purposes do they have?
- How can we build theory from case study research?
- What does a persuasive case study look like?
- (How) can case studies support quantitative research?
Basic readings


3. What is organizational ethnography?

- What is organizational ethnography and why is it relevant for management research?
- What does ethnography seek to capture and why?
- How to design, conduct and assess ethnographic organizational research?
- What challenges might organizational ethnographers face?

Readings


**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40 %</td>
<td>Class Participation (Sessions 1-10)</td>
</tr>
<tr>
<td>Individual Project</td>
<td>35 %</td>
<td>Individual Projects (Sessions 11-14)</td>
</tr>
<tr>
<td>Workgroups</td>
<td>25 %</td>
<td>Workgroups (Sessions 15-16)</td>
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</tbody>
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**CLASS PARTICIPATION (Sessions 1-10):** Class participation grades are based on the quality, not the quantity of the contribution; therefore students who participate often will not necessarily receive a better grade than those who participate less often. One must recognize, however, that there is an art to quality participation that is only learned by trial and error. Therefore, students are encouraged to begin contributing to the discussions early in the course. The best grades will be given to students who make the best contributions to the discussions. These involve applying conceptual material from the readings or lectures, and applying them to the discussion, integrating comments from previous classes into the current discussion, taking issues with a classmate’s analysis, pulling together material from several places in the case, drawing parallels from previous classes, or by consistently demonstrating that you have carefully read the assigned material and given it careful thought.