

Conducting and Publishing In-Depth Qualitative Research

1–Objectives

This course is designed for doctoral students—from any domain of business and management research—who have already decided that at least one part of their doctoral dissertation will be based on qualitative research and have started to conduct qualitative research. The overall objective of this course is to provide students with hands-on experience in conducting and publishing qualitative research in academic top-tier journals.

2- Methodology

The content of this course covers the following topics:

- How to access and immerse into the field
- How to engage in relationships, contexts, and data
- How to get from coding to a knowledge contribution
- How to conceptualize data and construct convincing stories
- How to navigate the qualitative research publishing process at a top-tier journal
- How to build theoretical contributions based on qualitative data

The methodology of this course follows a hands-on, practical, and experience-based approach. Experiences in qualitative research from the professor will be juxtaposed with experiences from the diversity of students. A key characteristic of qualitative research is that it has many different flavors and that it is a very flexible form of research that cannot be put into a straightjacket. Thus, the methodology for this course follows the philosophy of embracing and combining unique experiences and viewpoints from the different members of the class, enabling participant-centered learning. As such, materials used in this course stem primarily from individual research experiences of members of the class, including the professor's. No a-priori theoretical readings are provided to give maximum emphasis to experience-based discussions. During the class, depending on the types of conversations and discussions that emerge, the professor may draw upon a large array of methodological theories and concepts, injecting them into the class as needed but not pre-planned.

Session	Description	Deliverables and Readings
1-2	<p><u>Introduction</u></p> <p>Part I. Expectations for the course are discussed. Experiences with qualitative research are discussed. The motivation and challenges of conducting qualitative research are discussed.</p> <p>Part II. Students introduce themselves with their qualitative research project and the specific challenges that they face.</p> <p>Part III. Professor introduces himself with his</p>	<p>Prepare a presentation with the following information:</p> <ul style="list-style-type: none"> • Information about yourself (background, research domain and department, supervisor, research interests). • Information about your qualitative research project (topic, research questions, motivation, background, philosophical stance and methodology, research methods, emergent findings, current status).

	qualitative research projects, program, and overall experiences with qualitative work.	
3-4	<p><u>Accessing and immersing into the field</u></p> <p>Part I. Identifying a context and organization. Justifying the site selection and aligning with your research question and phenomenon of study. Setting up the project and preparing for entering the field.</p> <p>Part II. Getting into the field. Managing and maintaining access to data. Starting to sample. Collection of rich data. Idea that everything is data.</p>	<p>Part I. meeting minutes document, case study protocol example, kick-off-meeting-v15, Kick-Off-Meeting 06032008.</p> <p>Part II. project member matrix example, business case presentation example, escalation chart example, standard presentation example, kick-off example, steering committee slides example, TCS culture slides example, Banking concepts example, PCB Newsletter example, interview guideline example, interview guideline focused example, interview tracking example.</p>
5-6	<p><u>Engaging in relationships, context, and data</u></p> <p>Part I. Keeping the case organization engaged. Pros and cons of interviewing individually versus in groups. Managing research team relationships. Balancing the research tasks with other duties.</p> <p>Part II. Notion of emergence. Notion of theoretical sampling. Notion of constant comparisons.</p>	<p>Part I. expectations management email example, Status of CAR research project slide sets, knowledge transfer examples, research projects portfolio management, taskrunner sheet.</p> <p>Part II. Slides on generalist GT. Video.</p>
7-8	<p><u>Conceptualizing data and constructing stories</u></p> <p>Part I. Working with raw data. Coding data and discovering patterns of social behavior. Emergence and remaining open to new discoveries.</p> <p>Part II. Playing with data/context-theory connections and searching for a potential theoretical contribution by conceptualizing data and constructing a story. Memoing.</p>	<p>Part I. Hands-on coding and conceptualizing data practices based on original interview material. Individual exercises followed by group discussions.</p> <p>Part II. Writing memos exercise. Practicing storytelling skills. Individual exercises followed by group discussions.</p> <p>Review of examples:</p> <ol style="list-style-type: none"> (1) Second Global Sourcing Workshop, IT&P-CQ (2) HICSS-knowledge (3) ICIS-control (4) WI-relationship (5) HICSS-psychological
9-10	<p><u>Troubleshooting and individual feedback workshop I.</u></p> <p>Individual student presentations with in-depth feedback from the group and the professor on how to deal with current challenges and move on effectively with the qualitative research work.</p>	<p>Submit a current draft of a working paper you are working on. Be prepared to present the story, the interpretation of your data, and the contribution you are envisioning with your work.</p> <p>Together with your current draft, prepare and share some slices of data that you would be willing to share with the group as a basis for discussion and generating ideas for how to improve your work.</p>
11-14	<p><u>Deconstructing the publishing process</u></p> <p>Doing high-quality qualitative research and getting it published are two sides of the same coin and knowing what you need to expect</p>	<p>First cover letter and submission July 16, 2009 and first report November 11, 2009.</p> <p>Second submission and response document April 15,</p>

	<p>when entering into the publishing game at the top-tier journal level will help tremendously in the conduct of high-quality qualitative research work. The motto for this block of sessions is "qualitative research can only be as good as it is able to connect to the target audience and engage the reader."</p>	<p>2010 and second report August 31, 2010. Third submission and response document February 3, 2011 and third report July 6, 2011. Fourth submission and response document December 12, 2011 and fourth report June 29, 2012. Fifth submission and response document September 20, 2012 and fifth report November 2, 2012. Final paper version published in the December edition of MISQ in 2013 (Gregory Beck Keil 2013) <i>Publishing Levina Slide. The cumulative-groundedness paradox</i></p>
15-16	<p><u>Building theoretical contributions based on qualitative research</u></p> <p>Part I. Process analysis, theorization, and illustration. Discussion of other types of theories (mechanism-based theories, variance-based theories).</p> <p>Part II. Abduction and heuristics. How to make sense of data and abstract emerging insights to a theory. Notion of creative, yet disciplined imagination.</p>	<p>Part I. Examples of process theories and models. History of process modeling in the MISQ case. Individual exercises on illustrating the findings from dissertation-related qualitative data analysis.</p> <p>Part II. Slides on heuristic theorizing and abduction. Individual reflection and planning for iterating back and forth between theory and context.</p>
17-18	<p><u>Advanced topics in qualitative research</u></p> <p>Part I. Building a qualitative research portfolio. Tips and tricks for getting qualitative research published in top-tier journals.</p> <p>Part II. Combining qualitative and quantitative research into a mixed methods research design.</p> <p>Part III. Tips for reviewing qualitative work.</p>	<p>Part I. Slides</p> <p>Part II: Example AMJ Wharton. Example RWG/OH.</p>
19-20	<p><u>Troubleshooting and individual feedback workshop II.</u></p> <p>Individual student presentations on their lessons learned during the course and reflections on how applying them in their own work. Presentation of revised research status and remaining challenges to tackle. Feedback given to individual students by the group as well as the professor to get going on with their qualitative work.</p>	<p>Prepare a presentation with the following information:</p> <ul style="list-style-type: none"> • The status and progress on your qualitative research project, including the current storyline, analysis, and expected contribution. • What have you learned during the course and how do you intend to apply the learning to your work? • What challenges remain and where is additional feedback needed?

Students will be graded based on two different types of contributions in and outside of class: First, the finally submitted research draft paper will be evaluated and graded as the formal component of grading. Second, class participation, presentations, and intellectual contributions to discussions will be graded as the informal component of grading. Each component will assume 50 per cent of the final grade. In summary, grading is as follows:

- 50%: assessment of the quality of your presentations and engagement in giving feedback to other students during the course
- 50%: assessment of a qualitative research write-up that needs to be handed in toward the end of the course

4- Competencies

General Competencies:

- CG3: Conduct a critical analysis, evaluation and synthesis of new and complex ideas with the objective to produce general principles applicable to business situations
- CG4: Profound understanding and appreciation of the importance of the human factor within an organizational framework.

Specific Competencies:

- CE3: Organization, planning and implementation of a research project related to social sciences.
- CE7: Ability to articulate research questions that could extend our understanding of the field, and design a research program to answer them.
- CE17: Ability to critically establish the relevance and significance of the results obtained with respect to the proposed objectives, and prepare conclusions within the framework of current scientific knowledge on the topic in question.
- CE19: Publicly present ideas, procedures or research reports to advise people and organizations.