



**University of
Zurich^{UZH}**

Chair of Organization and Management

*Distinguished Scholars Seminar Series
Fall Term 2024*

**«Reading, Doing, and Writing Qualitative Work
in Management and Organization Studies:
Why, what, and How»**

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University of Cambridge

Course code: DOEC1160
Lecturer: Professor Jennifer Howard-Grenville
Time: October 2-4, 2024; 9:30-16:30h
Location: UZH Campus Central
Language: English
Contact: om@business.uzh.ch

MODULE OVERVIEW

This module seeks to engage graduate students in both the why and the how of doing qualitative research in management and organizations scholarship. We consider what qualitative work is trying to accomplish, how qualitative research designs are therefore developed and executed, and we follow the process through to writing for publication. The module reviews the entire research process, giving students a chance to experience and practice with data coding, analysis and considering what makes for effective presentation and writing. Using a combination of learning techniques, including taught sessions, individual work and group work, the module seeks to demystify the research process.

Data requirements: In order to maximize the relevance of this session to your own research, some of the exercises will be based on your current research project and data. Hence, it is critical to bring your research materials with you. Ideally, you will already have collected data. In this case, you will bring your entire dataset, which should include various data sources (e.g. full transcriptions, field notes, documents). Alternatively, if you are in the early stages of your thesis, I would suggest that you begin a fictional project for research purposes, e.g. interview peers about doing a PhD, Faculty about being an academic, or people in a coffeeshop about their work practices, etc. You should conduct at least three such conversations; they should last around 60 minutes; one should be fully transcribed. Ensure you follow guidelines for ethical research established by your university.

Pre-course work: In order to be able to be responsive to your research needs and appreciate classroom diversity, I will ask you to prepare a one-page submission listing the following:

- Name
- Stage in PhD
- Discipline/Sub-Field
- Research Topic
- Design (incl. detailed description of data and analysis)

Course Leader

Professor Jennifer Howard-Grenville is the Diageo Professor of Organisation Studies at the Cambridge Judge Business School, University of Cambridge. Her research is focused on how people and organisations generate and navigate change. She has conducted in-depth qualitative studies in a variety of sectors, including manufacturing, apparel, and energy. Jennifer has published more than 40 academic journal articles, several books, and regularly contributes to practitioner publications. She teaches on change management and sustainability topics at all levels. She has served as Deputy Editor (2019-2022) and Associate Editor (2016-2019) at *Academy of Management Journal*, and has served on the Editorial Review Boards for *ASQ*, *AMJ*, *Organization Science* and *Organization & Environment*. Jennifer is a Fellow of the Academy of Social Sciences, a Fellow of Trinity Hall college, Cambridge, and currently serves as Vice-Chair of RRBM (Responsible Research in Business & Management). More information at: <https://jenniferhoward-grenville.com/>

SEMINAR SCHEDULE

DAY 1, October 2, 2024: Why qualitative methods and what works well?

On day one we explore the key characteristics of qualitative research – what is it trying to accomplish and how does it do so? We also identify a range of different types of qualitative research that are found in the management and organizations literature and the implications for research design, data collection, and analysis. We use group exercises to locate what works well (and perhaps not so well) in example papers. In the afternoon we discuss our own aims with research and how to engage in research that matters to us and ideally others.

- Morning Session:
 - Taught session – *Design choices and theory generation [e.g., data-theory fit; levels, temporality, sampling; how much is enough]*
 - Group work – *Identifying strengths / questions from example papers*
 - Class discussion

- Afternoon session
 - Personal work – *'backcasting' exercise for your own work*
 - Class discussion – *breathing life into research; approaches and strategies*

Readings for Day 1 (* Readings are required; others are optional):

- *Zilber, T.B., & Meyer, R.E. (2022). Positioning and fit in designing and executing qualitative research. *Journal of Applied Behavioral Science*, 58(3): 377–392.

- *Dutton, J. E. (2003). Breathing life into organizational studies. *Journal of management Inquiry*, 12(1), 5-19.

- *Howard-Grenville, J., Metzger, M. L., & Meyer, A. D. (2013). Rekindling the flame: Processes of identity resurrection. *Academy of Management Journal*, 56(1), 113-136.

- *Petriglieri, G., Ashford, S. J., & Wrzesniewski, A. (2019). Agony and ecstasy in the gig economy: Cultivating holding environments for precarious and personalized work identities. *Administrative Science Quarterly*, 64(1), 124-170.

- * Chatterjee, A., Ghosh, A., & Leca, B. (2023). Double weaving: A bottom-up process of connecting locations and scales to mitigate grand challenges. *Academy of Management Journal*, 66(3), 797-828.

- Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding theory–method fit: A comparison of three qualitative approaches to theory building. *Journal of management inquiry*, 27(3), 284-300.

- Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of management review*, 32(4), 1246-1264.

Howard-Grenville, J., Nelson, A., Vough, H., & Zilber, T. B. (2021). From the editors—Achieving fit and avoiding misfit in qualitative research. *Academy of Management Journal*, 64(5), 1313-1323.

Howard-Grenville, J. (2021). Caring, courage and curiosity: Reflections on our roles as scholars in organizing for a sustainable future. *Organization Theory*, 2(1), 2631787721991143.

DAY 2, October 3, 2024: The how of qualitative methods: coding and analysis

We will explore key analytical techniques employed in qualitative research, through scrutinizing choices made by authors as well as practicing with coding and interpretive analysis.

- Morning session – techniques and approaches
 - Taught session (*moving from data to theorizing through analysis*)
 - Group work (*working with exemplar papers*)
 - Class discussion

- Afternoon session – practice with coding and interpreting
 - Personal work (*coding your data*)
 - Class discussion (*challenges and learning by doing*)

Readings for Day 2 (* Readings are required; others are optional):

- * Locke, K., Feldman, M., & Golden-Biddle, K. (2022). Coding practices and iterativity: Beyond templates for analyzing qualitative data. *Organizational research methods*, 25(2), 262-284.

- * Huising, R. (2015). To hive or to hold? Producing professional authority through scut work. *Administrative Science Quarterly*, 60(2), 263-299.

- *Reinecke, J., & Ansari, S. (2015). What is a “fair” price? Ethics as sensemaking. *Organization Science*, 26(3), 867-888.

- *Grodal, S., Anteby, M., & Holm, A. L. (2021). Achieving rigor in qualitative analysis: The role of active categorization in theory building. *Academy of Management Review*, 46(3), 591-612.

- Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management review*, 24(4), 691-710.

- 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.

DAY 3, October 4, 2023: Presenting and persuading with qualitative work

On day three we consider how to portray, present and persuade with the outputs of qualitative analysis. Far beyond ‘writing up,’ this iterative process involves a number of moves and choices that are important to explore and gain transparency around. Finally, we discuss the opportunities and perils of breaking free from norms and innovating in methods and writing.

- Morning session
 - Taught session (*choices around representing data; visualization; how to frame and convince*)
 - Group work (*finding techniques from exemplars*)
 - Class discussion

- Afternoon session
 - Class discussion (*innovations and dilemmas in qualitative research*)
 - Personal work/ Round tables (*Showing and telling your story; making it authentic*)

Readings for Day 3 (* Readings are required; others are optional):

*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.

*Ravasi, D. (2017). Visualizing our way through theory building. *Journal of Management Inquiry*, 26(2), 240-243.

*Lê, J. K., & Schmid, T. (2022). The practice of innovating research methods. *Organizational Research Methods*, 25(2), 308-336.

*De Rond, M., Holeman, I., & Howard-Grenville, J. (2019). Sensemaking from the body: An enactive ethnography of rowing the Amazon. *Academy of Management Journal*, 62(6), 1961-1988.

Corley, K., Bansal, P., & Yu, H. (2021). An editorial perspective on judging the quality of inductive research when the methodological straightjacket is loosened. *Strategic Organization*, 19(1), 161-175

Golden-Biddle, K., & Locke, K. (2006). *Composing qualitative research*. Sage Publications.

Jarzabkowski, P., Bednarek, R., & Lê, J. K. (2014). Producing persuasive findings: Demystifying ethnographic textwork in strategy and organization research. *Strategic organization*, 12(4), 274-287.

Cornelissen, J. P. (2017). Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed. *Journal of Management Studies*, 54(3), 368-383.

Course Requirements for ECTS

If you require ECTS for this seminar, we ask you to submit an improved version of one of your papers or of your PhD thesis project. The project or paper that you submit needs to be at least 30 pages long and clearly show an improvement compared to previous works (50%). Alternatively, you can submit a synthesis of the topics discussed in the seminar (minimum 5 pages). Please send your submission as a PDF file to om@business.uzh.ch.

Deadline for submission: **December 31, 2024.**