Prosem in Management Seminar - MGMT 932
Qualitative Research Practicum - Part II
Fall 2020, Quarter 1 * Wednesday, 1.30 – 4.30 **except 12 – 3PM on 7 October*
hhttps://upenn.zoom.us/j/4105037374

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Office Hours: Immediately after class & By appt, please see schedule link in signature block
2027 SH-DH
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Go and sit in the lounges of the luxury hotels and on the doorsteps of flophouses; sit on the Gold Coast settees and the slum shakedowns; sit in Orchestra Hall and in the Star and Garter Burlesque. In short, go get the seat of your pants dirty in real research.
~ Robert Park, founding father of American sociology

You have gone out and, in the words of Robert Park, “[gotten] the seat of your pants dirty in real research” either by conducting field research. Now what? This course is designed to help you figure that out.

As the second course in a two-part sequence introducing you to qualitative research, you will spend the quarter learning how to analyze your data and use it to write a strong findings section of a research paper suitable for eventual publication in an academic journal. The course has been structured around the idea that qualitative data analysis is inextricably linked to the writing process. That is, in qualitative research, to write is to analyze and to analyze is to write. You will thus be doing much writing this semester! In doing so, you will learn how to: identify luminous data; ask questions of your data; code; memo; develop an argument; situate the data in literature (and then re-frame it again and again); identify what additional data is needed; describe the scene, people, and place; use counts and negative cases; show variation; show not tell; and put the self in your writing. In addition, we will think about the ethical dilemmas of qualitative research that present themselves in the writing process.

Theoretically, we will consider questions such as the following (among many others): What is qualitative research? What is it best suited for? By what criteria does it meet or fail to meet the standards of scientific evidence? What are the roles of induction and deduction in qualitative research? How do we account for our own biases and perceptions in our research, turning them into a feature rather than a bug? Can qualitative research verify hypotheses, or only generate them? Can qualitative research explain social phenomena, or only interpret them? Do ethnographies have a small-N problem? In what ways is ethnographic research “grounded”? Is replicability possible in ethnographic or interview-based research? Is generalizability necessary? What are alternative ways of assessing empirical or theoretical significance? What are different ways to approach analysis?
Practically, we will consider questions such as the following: How does one go from hundreds of pages of field notes and transcripts to 20-page methods and finding section? How do you connect theory, research design, data collection, and data analysis? How do we analyze field notes and interview transcripts? What is coding? What are different frameworks to apply when coding data? How does one advance arguments? How does one write an ethnographic paper? What to include in a methods section? How does one begin theorizing a storyline from beginning to end of paper? How does one give a presentation based on interview data?

You do not have to have taken for the first part of this course, offered last Spring, to take this class, but you must have collected field data and, ideally, have already taken a research methods class (qualitative or quantitative). Data can be a mix of any qualitative (non-numerical) and quantitative data.

This course is open to masters and doctoral students in Management and closely related disciplines (e.g., sociology, communications, education). Please Email the instructor if you are interested in this course and do not fit into one of these categories.

Course Objectives:

In short, this course is organized with three objectives in mind:

1. Give you basic training in analyzing qualitative data, including exposure to multiple research paradigms and analytical strategies
2. Understand the issues and decisions involved in writing and presenting on qualitative data, including how to assess what is enough data and what is good data, making evidence claims, developing arguments, thinking through negative, and what are the limits of data.
3. Examine the ethical responsibilities of qualitative researchers. Understand how to comply with the IRB regulations and manage the approval process.

Course Policies:

1. Our weekly seminar will be discussion-based. We will begin with the discussion leader, who will provide the starting point for our discussion. I will also try to place the readings in context or to provide background information that will help frame the materials. There will also be a resource person each week.

2. Assignments are due at 11.59 pm the day before class. Assignments not received by the deadline will not receive personalized feedback and may possibly receive a deduction. Please be in conversation with me if you will be missing a deadline.

3. As you analyze your data you will experiment with different coding schemes and paradigms to find the best fit for your data. To that end, the readings of the class serve to give you broad exposure to different ways to think about and play with your date. As we can only cover so much in a three-hour class, I have included a list of recommended readings for every week so you can delve deeper into a specific topic if you so desire. All of these readings are optional. Finally, I have done my best to choose the most
comprehensive yet pithy articles for each topic area. However, I know for many of you this may be the first time covering these topics, some of which are quite dense, hence I will devote some time at the beginning of each class to provide an overview of the readings. I will also solicit feedback about what readings were most helpful.

4. The main component of the class involves analyzing your data that culminate into a methods/research proposal. I know that it takes much work and even more time to turn raw data into a coherent story and something that resembles a theoretical contribution and my intention is to support you in this journey.

5. I am excited to meet with you and to answer any questions about the course. I also would like to get to know you (if I don’t know you already), to learn more about your interests and see how I can best help you so that we can learn together. To that end, please feel free to set up an appointment to meet. I will try to stay a few minutes after each class. If you have any “small” questions, then this will be an excellent time to approach me. I would like you to get as much out of the class as possible, so please do not hesitate to ask questions and to get feedback on your work.

6. I know staying focused during a three-hour Zoom class can be challenging. We will be taking breaks as well as having guest speakers, workshops, and break-out rooms. All students will also sign-up for two 20-minute workshop slots and shared 2-5 pages of writing with class 48 hours before class. Given the small class size, we may also end early some days.

7. On a logistical note, many researchers do not transcribe their interviews themselves. I often transcribe 2 - 3 in the beginning, to get a flavor of the data, and have the others professionally transcribe. Personally, I spread my interviews across multiple companies because sometimes companies take longer than originally promised.

**Course Materials**
All course materials can be found on Canvas or will be handed out in class.

**Course Evaluations**
Course evaluations are based on:

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<th>ASSIGNMENTS &amp; GRADING</th>
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<tr>
<td><strong>Assignment</strong>*</td>
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<td>Class Participation</td>
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<tr>
<td># 1 One-page memo on project, data, status of analysis</td>
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<td># 2 Open coding of data</td>
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<td>#3 Identify 3 central themes &amp; write 1-page memo on each</td>
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#4 Choose one theme & do focused coding  
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<tr>
<td>#5 Write integrative memo (5 pages)</td>
<td>9/30</td>
<td>11</td>
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<td>#6 Expand integrative memo &amp; identify research question (10 pages)</td>
<td>10/7</td>
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<td>#7 Review of qualitative paper (2 - 4 pages, double spaces)</td>
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<td>#8 Revise &amp; expand integrative memo to a methods and findings section (15 - 20 pages)**</td>
<td>10/25</td>
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A note on turning in assignments and grading weights:  
*Assignments should be submitted to Canvas by 11.59pm the day before each class. Any assignment received after the deadline will be graded but not receive feedback unless there has been a prior conversation.  
** Given how each of the assignments below are equally important to the writing process each assignment has equal weight.  
***The final paper is due by 11.59pm on 10/25 to be submitted on Canvas.

Week 1: Fundamentals of Field Research: Beginning to Bring it All Together  
Week 2: Data Analysis: Exploring & Naming  
Week 3: Data Analysis: Coding & Memoing  
Week 4: Data Analysis: Heuristics & Frameworks  
Week 5: Data Analysis: Claims, Evidence, & More Data  
Week 6: The Writing Process: Theorizing the Storyline  
Week 7: The Writing Process: Responding to Critiques

**Week 1: Fundamentals of Field Research: Bringing it All Together**

In this class, we will examine four basic elements of field research – the research question, the theory, the data, and the analysis of data – and consider the nature of the fit among them. In this class, we will complete an in-class exercise on open-coding. Bring to class a “holographic” piece of data — a fieldnote or portion of transcript that you feel best captures what you saw in the field — and come prepared to discuss why you find this data intriguing, your current research question and to tell us about the status of your data collection. Also, email me a copy of your favorite qualitative paper by the end of the first day of class.

**Readings on Methodological Fit:**

Reading about using qualitative data to build theory:

- 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.*

Recommended Readings (All Recommended Readings are Optional):


In-Class:

- **Discussion Questions:** How can you tell if you have the right method for your research question? How do your research concerns and challenges differ when doing early versus late stage research? How does the fit of research method and question fit with academic and career temporal cycles? How can you use your understanding of fit to make your research interesting to others?
- **Exercise:** In-class coding exercise.
- **Other:** Come to class with your research question, your “Holographic” piece of Qualitative Data. Email your favorite qualitative paper to me by the end of the day.

Week 2: Exploring & Naming

While open coding is tedious it is one way to begin to really learn and embody your data. This week we will explore techniques to make coding “alive”.

Readings related to open coding of qualitative data:

- Armstrong Field Note on different ways to coding
Recommended readings on coding and analyzing field data:


Assignment # 1: Open coding — turn in 2-3 pages of raw data and open codes

Week 3: Coding & Memoing

This week, we will begin moving from the open codes you developed in class last week to focused coding and memoing. Here, the emphasis in coding is on categorizing and fitting categories together so as to move toward telling a story or explaining a mechanism (in contrast to analyses that strive to test hypotheses).

Guest Speaker: Kevin Lee - PhD Candidate in Management, New York University

Readings on coding and analyzing field data:

Recommended readings:


Assignment #2: Identify 3 central themes from open codes & write 1-page memo on each (single space)

**Week 4: Heuristics & Frameworks**

This week we will explore using heuristics and framework as an analytic tool.

**Guest Speaker:** Tiffany Johnson - Asst. Professor of Management, Georgia Institute of Technology

Readings on heuristics and frameworks:


Recommended Readings:


Assignment #3: Choose one theme & do focused coding on this theme. Turn in 2-3 pages of raw data with focused codes and coding categories

**Week 5: Claims, Evidence & More Data**

This week we explore how build claims and more convincing stories from our data.

**Guest Speaker:** Dana Kornberg - Asst Professor of Sociology, University of California, Santa Barbara

Readings:

- *Class will choose two of the articles that were submitted in the first week we will read together*


### Recommended Readings of Other Analytical Perspectives:

- Petriglieri, G. & Petriglieri, J.L. The return of the suppressed: A systems psychodynamic approach to organization studies. Revise & Resubmit, *Academy of Management Annals*

**Assignment # 4:** Write integrative memo of core theme (5 pages, double spaced)
Week 6: The Writing Process & Theorizing the Storyline

This week we will focus on building a theorizing storyline from our first sentence to our last. We will conduct several hands-on exercises to learn how to develop and write up theoretical arguments, including considering what to present up front versus in the discussion section.

Readings on the writing process:

Recommended Readings on the writing process:
  - I cannot recommend this book highly enough!

In-Class:

Discussion Questions: Which of the approaches to crafting a theoretical contribution identified in the Locke and Golden-Biddle (2007) article are you likely to use in your final paper for this course? Also, come prepared to discuss some of your favorite practices and techniques for writing.

Exercise: We will deconstruct the theoretical argument in one of the papers nominated by students at the beginning of the semester. I recommend picking one that uses the kind of argument you think you will use to frame the study you will write about in your final paper for the course. Examine in detail the
choices made by the authors regarding how to present a theoretical argument (sequence of paragraphs in the introductions) and how to connect the argument to the data (sequence of paragraphs in the discussion). Analyze, paragraph by paragraph, the structure of the argument and how the article is put together into sections, as well as within section. Consider these as small decisions made by the authors. You may find it useful to make an outline of the paragraphs' main points to better understand the structure of the argument. Did the authors use any of the four rhetorical moves identified by Locke and Golden-Biddle (2007) in the assigned chapters (2 and 3) above in the required text?

Assignment #5: Expand integrative memo & identify research question (10 pages, double spaced)

Week 7: Writing & Responding to Critiques

This week, you will have the opportunity to practice your journal-reviewing skills and to see how the journal-review process unfolds. We will take this opportunity to focus more explicitly on the paper-crafting-and-reviewing process by reading what scholars have written about these processes and by seeing an example.

Readings on crafting and reviewing papers:
- Cristiano, G. (2020). Tips for Writing a Review. https://docs.google.com/document/d/18L0f1MCINu5m-iujOi14Skgr_aUFCdOI/edit
- Paper to review: Cameron, L. Alliance or Adversaries? Original submission to Organization Science. You can find this paper in the folder “Files ➔ Articles Not in Study.Net”

Recommended readings on validity & reviewing:
Recommended readings on reviewing:

- Grimes, M. (2020). Matthew Grimes One-Page Reviewing Scheme: [https://docs.google.com/document/d/1ZE0TtTsP4h_TUdz8LLM4dZefb4uRNdW4skjepJ2C1U/edit](https://docs.google.com/document/d/1ZE0TtTsP4h_TUdz8LLM4dZefb4uRNdW4skjepJ2C1U/edit)

In-Class:

**Discussion Questions:** What did you think of the reviewers’ comments? How did they compare with your comments? What did you think of the changes made? How did construct clarity, support and the framing of novelty improve? How were relationships between constructs established? What makes a good review? What does this experience teach you about being a good reviewer for others? Having seen the whole review process for this paper, what do you take away as lessons about the journal-reviewing process?

**Assignment #6:** Read paper for review and write review (2 - 4, single spaced pages). After you have turned in your review, you will receive an electronic copy of the actual reviews of this paper, the editorial letter and the revision.. Please read these materials and come to class prepared to discuss them in class.

**Assignments #7:** Revise & expand integrative memo to a findings section (15 - 20 pages, double spaced); due date is 5PM one week from the last day of class