



Prosem in Management Seminar - MGMT 932
Qualitative Research Practicum - Part I
Spring 2021, Quarter 4 * Wednesday 9 - 12 PM* SH-DH 2039
Zoom Room: <https://upenn.zoom.us/j/4105037374>
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"I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me understand?"
~ James Spradley, *The Ethnographic Interview*

This is the first course of a two-part sequence introducing students to qualitative research, primarily participant observation, in-depth interviewing and content analysis, through a variety of activities. You do not have to register for the second part of this course, offered the following Fall, to take this class. In this class, we focus on being "in the field," that is, on the collection of data. While in the second class we will primarily be engaged in analyzing and writing up our data. In this course we will learn from reading others' accounts of fieldwork, "how-to" books on qualitative work, and published exemplars as well as from doing qualitative research and talking to each other about our research practices. The "doing" of qualitative research in the course consists of two types: 1) exercises in how to collect data and 2) the execution of your own original research project. We will talk with each other about our findings, problems, issues, topics, substance, and all other research dilemmas in large group discussion in class, in small group discussions in and out of class, and through written feedback from me and each other.

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?

Practically, we will consider questions such as the following: How do you go about starting a project? How do you connect theory, research design, and data collection? How should one structure an interview schedule? How many interviews are enough? How does one ensure reliability? How does one write good field notes? How does one determine the best sampling strategy? How do we approach the sampling process? How do we analyze field notes and interview transcripts? What is coding? How does one write an ethnographic paper? How does one give a presentation based on interview data?

You do not have to register for the second part of this course, offered in Fall, to take this class.

For those of you interested in a ‘taste’ of qualitative research, this is a stand-alone class that provides a broad overview and experimentation with various collection techniques. For those of you who are interested in pursuing qualitative methods more deeply, you may choose to design a research proposal this semester and/or collect data before returning in the Fall to analyze the data. The final assignment for this course will be individually determined for each student to best fit your needs and move your research agenda forward.

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.¹

Course Objectives:

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

1. Provide basic training in conducting qualitative research, including how to gain access to a field site, take good notes, write an interview schedule, and conduct a good interview
2. Understand the issues and decisions involved in conducting interviews, focus groups, archival collection, and ethnographies, including what makes a good case or cases, how to assess what is enough data and what is good data, and what are the limits of data. Consider how your role as a researcher
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. Also you will have the opportunity for your research to be workshopped twice, in the first and later half of the class, to get feedback on your ideas.
2. The readings of the class serve two purposes. First is to expose you to the nuts and bolts or “doing” of a particular collection technique. These are the first half of the listed readings, labeled “*Readings on XX*” and are meant to be read in their entirety. Second is to expose you to the “final product” — i.e., how different researchers have analyzed and written up their data for each of these techniques. These are the second half of the listed readings, labeled as “*Readings on XXX (Pick 3)*.” For each of the articles please focus on the methods and findings section. Some questions to ponder for each reading assignment include: What data and methodology is employed by the author? How do the authors ‘justify’ their setting? What is their research question — is it theoretical, empirical, or both? What is the main argument or thesis? What claims are being made by the author? What data is the author using to advance their arguments? How do the authors present their data and why do you think they chose this format? How do you think their data collection shaped their research question and vice versa? Thinking about and answering these questions will help prepare you for class discussions and assignments. 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 short articles for each topic area. However, I know for many of you this will be the first time covering these topics, some of which are quite dense,

¹ A special acknowledgement to Michel Anteby and Elizabeth Armstrong as this syllabus draws from their courses.

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.

3. The main component of the class involves a mini-research project that consists of weekly data collection exercises that culminate into a research proposal. For those of you who are taking this as a stand-alone class, you may choose either a research question or field site that interests you to explore across all assignments or, alternatively, choose a different research question or site each week. For those of you considering a qualitative study for a second-year paper/master's thesis/dissertation this class would provide an excellent opportunity to pilot test or further develop an established project. Also, your research will be workshopped twice which will also give you an opportunity to advance your ideas. Please be advised if you are choosing to undertake a project that may result in publication you may want to submit an IRB application. As I am sure you are aware you will get as much out of the class as you will put in. As this is a doctoral class many of you will receive 'A's' – instead, please see the promise of the class is to advance your own research project. The success of this project will require you to be committed to its execution, so it will require significant creativity and engagement from each of you.

4. 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.

5. Technology in the classroom can be both a blessing and a distraction. If you would like to use your laptop during class, you should turn off your internet browsers and email clients. Laptops and other electronic devices should be used strictly for note-taking purposes only.

6. While not required course materials for some assignments some students may want to use a voice recorder, though a phone can work in a pinch, and/or transcription software, such as Dragon Dictate or any other speech to text software. I am letting you know now in case you want to purchase these materials in advance.

Course Requirements

Course evaluation will be based on:

ASSIGNMENTS & GRADING

<u>Assignment*</u>	<u>Date Due</u>	<u>% of Grade</u>
Class Participation		20
#1 Agenda Statement	3/XX	5
#2 Refining the Research Question	3/XX	15

#3 Observation/Fieldnote Exercise	3/XX	15
#4 Interview Exercise	4/XX	15
#5 Content Coding Exercise	4/XX	15
#6 Final Proposal or alternative final assignment**^	5/XX	15

A note on turning in assignments:

*Assignments should be submitted to Canvas by **noon** the day before each class. If assignments are not turned in by noon there will be no late penalty if assignment received in a week, but there will not be any personal written comments unless discussed with me in advance.

****The final proposal is due by 11.59PM two Sunday's from the last day of class and is to be submitted on Canvas.**

^ As you will see from the lecture films are integral part of the course. For extra credit, send a video snippet (3 min max) of a film that touches some aspect of qualitative methods we've talked about in class along with a one-paragraph explanation.

Assignment 1: Agenda Statement

Your Agenda Statement should describe your research interests and goals for the course. You should describe the project you intend to work on in the class, its status, scope, and your goals for the semester and for the project more generally (e.g., department requirements, publication, dissertation). If you have not decided on your research project yet then propose three potential field sites and interview populations and why you are interested in each. Perhaps you had a personal experience with the site or heard of a critical incident with the group. State your research question in plain language in 25 words or less. Please think through the assignments and the deadlines. You may propose a different order or due dates depending on your own project. For example, some projects may necessitate completing some observation or an interview before submitting the IRB application. Or you may want to propose observation in a non-public place and thus may need to wait for IRB approval. The goal is that the assignments serve to advance your project.

Assignment #1: Agenda Statement (approx 1 page, double spaced)

Assignment 2: Refining the Research Question

Please find [here](https://tinyurl.com/y6chfsdd) (<https://tinyurl.com/y6chfsdd>) a worksheet to guide you through refining your research question that you first worked on last week in your Agenda statement using the readings from this week. The length of the responses do not matter; instead, it is your clarity that counts. Please upload the completed document on Canvas.

Assignment #2: Refining the Research Question

Assignment 3: Observation and Fieldnote Exercise

This assignment is designed to give you practice with ethnographic observation. You will be expected to complete at least three hours of observation in a public setting, preferably one in which some sort of socially important ritualistic activity, such as eating, drinking, exercising, working, or engaging in mating rituals, takes place. These three hours should be done on different times and days so you can observe variation in your field site. Possible sites include city council meeting, video arcade, neighborhood park, any public campus meeting, a sporting event, a place of worship, court, bar, library, laundromats, Walmart or some other large department store, Huntsman, Joe's coffee shop, or a bowling alley. You can also look in the Daily Pennsylvanian for events and ideas. If you choose to stay indoors for this exercise, you may choose to look out of a window, watch a scene from a movie, documentary or Youtube channel, view live footage from a webcam (e.g., www.earthcam.com) or observe already-conducted interviews on subjects you're interested in exploring.

First, ask a sociological question about the setting. This can be a question about social interaction, social structures, institutions, status, identity, culture, or your favorite pet theory. Write that question down. Second, go to the setting and observe. Take fieldnotes. Third, write up your jottings into full notes describing in detail what you observed. I find that it takes me three hours to write one hour of field notes and that one hour in the field translates to 5- 10 single spaced pages. To save time I speak my notes to transcription software, such as Dragon Dictate or Google Voice. At the end of these fieldnotes write a section that I (following Becker) call "So what?" What do these observations tell you that might help you to begin to answer your question? Why are these observations sociologically interesting, important? How do you think going in with a question shaped what you observed or "missed"? Do you feel like you asked the "right" question? What did you learn? How would you change the research question and/or your observation techniques based on your what you have learned? This section should be 3 -5 pages. In class, be prepared to speak about your observation experience.

Assignment #3: Fieldnotes & Analysis (approx 3 - 5 pages, double spaced)

Assignment 4: Interview Exercise

First, think of a sociological, psychological, or organizational question that interests you. This can be a question about social interaction, social structures, institutions, status, identity, culture, or your favorite pet theory. Then design an interview schedule and conduct and record one individual interview of your choice. In your first interview schedule, be sure to include descriptive, hypothetical, contrast, and structure (X is a type of Y) questions and label them in your schedule. Then listen to the interview and analyze the strengths and weaknesses of the interview schedule and your interview technique. Modify your interview schedule and then conduct a second interview with the revised schedule. Finally, write a 3-5-page analysis comparing your experiences with the first and second interviews, paying attention to your technique. What questions opened the conversation? What questions closed the conversation? When did the participants feel more or less comfortable? When do you feel more or less comfortable? What were the sensations in your body during the interview? When did you veer off the interview schedule and why? How did that feel, and do you think you made the best decision? Why are these responses sociologically or psychologically interesting and important? How do you think going in with these particular questions shaped the subject's responses? How does this information complement or differ from your observation data? How would you change the research question and/or your interview schedule based on your what you have learned? These interviews can be either "pilot" or "real" data collection. You will turn in all the materials used to prepare for the interview, the recordings, and the 3-5-page analysis. In class, be prepared to speak about your interviewing experiences.

Note: Your interviews will not need to be approved by the Institutional Review Board (IRB) if you are using these interviews strictly for class purposes. However, if you are considering using this data for a potential publication you will want to submit an IRB application. You can find information about applying for IRB approval for your own research here: <https://irb.upenn.edu/>

While tempting do your best to not conduct your interviews in coffee shops, parks or other public spaces. Background noise will make it challenging to listen to the recording and, additionally, some participants may feel uncomfortable in such an open space especially if questions are of a sensitive nature.

Assignment #4: Interview Schedules, Recordings, Analysis (approx. 3 - 5 pages, double spaced)

Assignment 5: Content Analysis Exercise

For this assignment, you will conduct content analysis from three separate sources and evaluate your experiences. First, think of a sociological, psychological, or organizational question that interests you. This can be a question about social interaction, social structures, institutions, status, identity, culture, or your favorite pet theory. Brainstorm at least five potential archival, print, and social media sources that would allow you to answer this question. Possible sources include newspaper or magazines articles, financial statements, meeting notes, letters to the shareholders, online forums (e.g., Reddit), resumes/career histories (e.g., LinkedIn), diaries, blogs, and Twitter. Also, consider visual and audio media such as photos, music, and movies. Choose at least three different sources, including one non-print source, and develop an analytical strategy (e.g., open coding, focused coding on a theme, sentiment analysis). Write a 3-5-page analysis, focusing on your rational and your comparison between the sources. Why did you choose the sources you did and how they were appropriate for answering your research question? How would you change the research question and/or your data collected based on your what you have learned? How does this information complement or differ from observation and interview data? What are the limits and advantages of content analysis, both print and non-print? In class, be prepared to talk about the data and analytical choices you made as well as one personal life document (e.g., diary, photo books, newspaper clipping, blog).

Assignment #4: Representative Sample of Content & Analysis (approx 3 - 5 pages, double spaced)

Assignment 6: Research Proposal

Write a short proposal (10 - 15 pages, double spaced) for the project you would like to conduct. The goal is to gain clarity on the core questions of your research, and how the data to be collected (or already collected) speak to these core questions. You will prepare a revised proposal on the basis of the comments received on the earlier assignments. This proposal should take into account what you have learned about the feasibility of your project via initial observation, pilot interviews and content analysis. It should include a brief, focused literature review. Specifically, the proposal should contain the following sections:

- 1) A problem statement supported by some references to the research literature.
- 2) What is the puzzle? What is this a case of? Why is this an intriguing site?
- 3) What are your initial hunches? What do you expect to find? What would surprise you?
- 4) Review of the literature: What research literature(s) are you speaking to?
- 5) A description of the research site, including people and activities involved.
- 6) A description of your (proposed) data-gathering activities.
- 7) A description of your method for gaining access and establishing field relationships.
- 8) A discussion of observer effects on the data and any ethical problems encountered. Include an IRB number if you have it.
- 9) A description of your approach to data analysis.
- 10) A timeline for the project

The alternative assignment for those students not choosing to continue a qualitative project is to develop a backward-forward proposal. A backwards-forwards proposal builds on an idea I first heard of from Bernie Nietschman, the late Berkeley geographer. It entails reading a published work and imagining how one would have written the research proposal to produce the data that went into the work. It will contain the similar sections described in the research proposal above. Please consult with me to find a suitable published work.

Assignment #6: Research proposal (approx 10 - 15 pages, double spaced)

Course Materials

Our course materials consist of a book, readings, and materials that will be distributed during the term. **Please plan ahead and purchase this book online** (there are used copies available).

Analyzing Social Settings: A Guide to Qualitative Observation and Analysis by John Lofland, David A. Snow, Leon Anderson, Lyn H. Lofland (fourth edition)

See the handout, *Academic Resources & How to Conduct Fieldwork During a Pandemic*, for other books about qualitative methods, research design, and other topics that you may be interested in.

Course Schedule

Week 1: Getting Started: What is Qualitative Research?
 Week 2: The Deductive Inductive Scholar: Developing Research Questions, Case Selection, and Ethics
 Week 3: Ethnography Unbound: Competing Approaches to Ethnography and Fieldwork
 Week 4: Theoretical Sampling and Developing Interview Instruments
 Week 5: Interviewing, Reflexivity, and the Insider/Outsider Problem
 Week 6: As You See It: Visual Methods & Archival/Online Content Analysis
 Week 7: Mixed Methods, Data Management & Presentations/Celebrations

Week 1: Getting Started: What is Qualitative Research?

The first class will be devoted to introductions of concepts and participants. Come prepared to tell us about your background and your current or planned research focus. The assigned reading provides some historical background on the use of field methods to further grounded theory.

Readings about grounded theory:

- Gladstone, J. What are Qualitative Methods?²
- Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? *Academy of Management Journal*.
- Charmaz, Kathy. (2010) Chapter 1: An Invitation to Grounded Theory, and Chapter 6: Reconstructing Theory in Grounded Theory Studies, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage. 1-12, 123-150.
- Glaser, B. G. and A. L. Strauss. (2007) Chapters 2 in *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Hawthorne, NY: Aldine de Gruyter: 1-43.
 - If interested, skim Chapter 1 - it overlaps with Charmaz reading

Readings about theory (General):

- Sutton, R. I. and B. M. Staw. (1995) What theory is not, *Administrative Science Quarterly* (40)3: 371-384.
- Weick, K. (1995) What theory is not, theorizing is, *Administrative Science Quarterly* (40)3: 385-390.

Additional recommended readings (All Recommended Readings are Optional):

- Becker, Howard S. (1986). Chapter 8: Terrorized by the Literature in *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: The University of Chicago Press, 135-149.
- Goffman, Erving. 1989. "On Fieldwork." *Journal of Contemporary Ethnography* 18:123-132.
- Locke, K. (2001) Chapters 1-3 in *Grounded Theory in Management Research*. Thousand Oaks, CA: Sage Publications: 1-43.
- Locke, K. and Golden-Biddle, K. (2002) Chapter 5: An introduction to qualitative research: Its potential for industrial and organizational psychology, S. G. Rogelberg (ed.), *Handbook of Research Methods in Industrial and Organizational Psychology*, Malden, MA: Blackwell Publishers: 99-118
- Feldman, M. S., Bell, J., & Berger, M. T. (2003). *Gaining access: A practical and theoretical guide for qualitative researchers*. Rowman Altamira.
- Pratt, M. G., Kaplan, S., & Whittington, R. (2019). Editorial Essay: The Tumult over Transparency: Decoupling Transparency from Replication in Establishing Trustworthy Qualitative Research. *Administrative Science Quarterly*.
- Van Maanen, J., J. B. Sorensen, and T. R. Mitchell. (2007). The interplay between theory and method, *Academy of Management Review* 32(4): 1145-1154.

Class Exercise:

- **Discussion Questions:** What is theory? How is grounded theory different from other methods with which you may be familiar? When would you want to use deductive methods and when would you want to use inductive methods? To which research paradigm do you feel most drawn and why? How might grounded theory be useful for investigating research questions of interest to you? What types of contributions can grounded theory make relative to other approaches?
- **Exercise:** Observation of a Social Setting, Interviews & Flower Petal

² You will find this reading in Canvas → Files → Readings not in Study.Net folder.

Assignment #1: Agenda Statement with Research Questions

Week 2: The Deductive Inductive Scholar: Developing Research Questions, Case Selection, and Ethics

Assigned readings for this week include two research articles and several chapters on developing a research question. Our focus is on how to develop a research question that is of interest not only to you, but to the field as well. Concerns are threefold: 1) the question's likelihood of providing a theoretical contribution; 2) its level of specificity, and 3) the probability of being able to answer it with the appropriate methodological approach. Based on these readings, how would you re-write your research question as outlined in your argument statement from last week? We will also discuss the difference between process and variance theories as illustrated in the two assigned research articles. We will also focus on the ethics of participation and position in qualitative research. What responsibility do you as a researcher have to those you study? What are the ethics of conducting long-term research in a single community or organization?

Readings on developing a research question:

- Booth, Wayne C., G.G. Colomb and J.M. Williams (2003) Chapter 3: From topics to questions, and Chapter 4: From questions to problems, *The Craft of Research*, Chicago, IL: The University of Chicago Press: 40-71.
- Silverman, D. and A. Marvasti (2008) Chapter 6: Selecting a topic, *Doing Qualitative Research: A Comprehensive Guide*, Sage Publications: 103-127.
- Charmaz, Kathy. (2010) Chapter 5: Theoretical Sampling, Saturation, Sorting, *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. Thousand Oaks, CA: Sage. 1-12, 123-150.

Readings on ethics:

- Stark, Laura. 2011. *Behind Closed Doors: IRBs and the Making of Ethical Research*. Chicago: University of Chicago Press, 1-19.

Readings on process/variance questions (read methods and findings section):

- Barley, S. R. (1986) Technology as an occasion for structuring: Observations on CT scanner and other diagnostic technologies, *Administrative Science Quarterly* (31): 78-108.
- Eisenhardt, K. M. (1989) Making fast strategic decisions in high velocity environments, *Academy of Management Journal* (32): 543-576.

Recommended readings on developing research questions (Recommended readings are optional):

- Alford, R. 1998. "Designing a Research Project." *The Craft of Inquiry* (Chapter 2, p. 21-31).
- Belcher, Wendy L. "Writing Your Journal Article in 12 Weeks: a Guide to Academic Success." Thousand Oaks; Sage; Advancing your argument, pp.67-98.
- Blee, Kathleen. 2005. "Qualitative Research Standards of Rigor and Sociology and How They Might Be Communicated." NSF Report, *Workshop on Interdisciplinary Standards for Systematic Qualitative Research* (Appendix 6, p. 148-151).
- Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: topic choice

- Glaser, Barney G. and Anselm L. Strauss. (2007) Chapter 3: Theoretical sampling, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Hawthorne, NY: Aldine de Gruyter: 45-77.
- Lamont, M and White, P. 2005. *National Science Foundation Report from the Workshop on Interdisciplinary Standards for Systematic Qualitative Research* (p. 1-18).
- Lofland, Snow, Anderson and Lofland. (2005) Chapter 7: Asking questions, *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. Belmont, CA: Wadsworth Publishing Company: 144 – 167.
- Luker, Kristin. 2008. Chapter 4: What is this a Case of? . *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press, 51-75.
- Ragin, Charles and Howard S. Becker (eds). 1992. *What is a Case? Exploring the Foundations of Social Inquiry*. New York: Cambridge University Press, 1-15 and 121-137.
- Silverman, D. and A. Marvasti (2008) Chapter 6: Selecting a topic, *Doing Qualitative Research: A Comprehensive Guide*, Sage Publications: 103-127.
- Small, M. 2005. “Lost in Translation: How Not to Make Qualitative Work More Scientific” NSF Report, *Workshop on Interdisciplinary Standards for Systematic Qualitative Research* (Appendix 6, p. 165-171).
- Small, Mario Luis. 2009. “How Many Cases Do I Need: On Science and the Logic of Case Selection in Field-Based Research.” *Ethnography* 10 (1): 5-38.
- Yin, Robert. 1994. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage, 1-65.

Recommended readings on ethics:

- Fine, Gary Alan. 1993. “Ten Lies of Ethnography: Moral Dilemmas of Field Research.” *Journal of Contemporary Ethnography* 22: 267-294.
- Jerolmack, Colin and Alexandra K. Murphy. 2017. “The Ethical Dilemmas and Social Scientific Trade-offs of Masking in Ethnography.” *Sociological Methods & Research*
- Van Maanen, John. 2001 [1983]. “The Moral Fix: On the Ethics of Field Work.” Pp 269-287 in *Contemporary Field Research*. 1st Edition. Long Grove, IL: Waveland Press

In Class:

- **Discussion Questions:** What kinds of research questions are addressed in field research? How do you develop research questions? What is the relationship between a research question and theory? What differences do you notice in the research questions guiding the two studies? How do the kinds of data differ? How do the data analyses differ? How do the theories differ?
- **Exercise:** Refining your research question

Assignment #2: Refining the Research Question

Week 3: Competing Approaches to Ethnography and Fieldwork

This week begins a multi-week focus on the collection of data – using different approaches that vary in obtrusiveness, fidelity, and richness. Each week, we examine special challenges related to using a given method, including practical concerns, potential tradeoffs between validity and reliability, and other issues. We will pair readings on each data collection technique, with readings that provide exemplar use of the technique in question. This way, we will be able to compare prescription and execution. This may seem like a lot of readings, but they’re pretty light. Read them with an eye for how they talk about and *do* ethnography. Write your weekly essay discussing these readings and answering the overarching question of: what is ethnography good for? Are there dangers in ethnographic work and (mis)representation?

Reading on ethnography:

- Copy of Lindsey's field notes
- Emerson, R. Fretz & L. Shaw (1995). Fieldnotes in ethnographic research, Chapter 1, In the field: Participating, observing and jotting notes, Chapter 2 and Writing up fieldnotes, Chapter 3 in *Writing Ethnographic Fieldnotes*: 1-65.
- *Skim, if you have purchased book.* Lofland, Snow, Anderson and Lofland. (2005) Chapters 1-5 in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*: 7-117.
- Langley, A., & Abdallah, C. (2015). Templates and turns in qualitative studies of strategy and management. In *Research methods for strategic management* (pp. 155-184). Routledge.

Readings using ethnographic methods (Pick 3 - read methods and findings section):

- Anteby, M., & Chan, C. K. (2018). A self-fulfilling cycle of coercive surveillance: Workers' invisibility practices and managerial justification. *Organization Science*, 29(2), 247-263.
- Bourgoin, A., Bencherki, N., & Faraj, S. (2020). "And who are you?": A performative perspective on authority in organizations. *Academy of Management Journal*, 63(4), 1134-1165.
- Michel, A. (2011). Transcending socialization: A nine-year ethnography of the body's role in organizational control and knowledge workers' transformation. *Administrative Science Quarterly*, 56(3), 325-368.
- Perlow, L. A. (1999) The time famine: Toward a sociology of work time, *Administrative Science Quarterly*, (44): 57-81.
- Pratt, M. G. (2000). The good, the bad, and the ambivalent: Managing identification among Amway distributors. *Administrative science quarterly*, 45(3), 456-493.

Recommended readings on doing ethnography:

- Barley, S. R. (1990) Images of imaging: Notes on doing longitudinal field work, *Organization Science* (1)3: 220-247.
- Golden-Biddle, Karen and Karen Locke. (1993) Appealing work: An investigation of how ethnographic texts convince, *Organization Science* (4): 595-616.
- Lawrence, T. B., & Dover, G. (2015). Place and institutional work: Creating housing for the hard-to-house. *Administrative Science Quarterly*, 60(3), 371-410.
- MacLeod, J. (1996) "On the Making of." *Ain't No Makin' It* (Appendix, p. 270-302).
- Mitchell Duneier (1999) "The Making of Sidewalk." *Sidewalk* (Appendix, p. 333-357).
- Tavory & Timmermans (2009) "Two Cases of Ethnography: Grounded Theory and the Extended Case Method." *Ethnography* 10(3):243-263.
- Van Maanen, J. and D. Kolb. (1985) The professional apprentice: Observations on fieldwork roles in two organizational settings, *Research in the Sociology of Organizations*. 1-33. JAI Press.
- Van Maanen, J. (2011). *Tales of the Field: On Writing Ethnography* (Second Edition), Epilogue, 145-182.
- Venkatesh, S. (2002) "'Doin' the Hustle: Constructing the Ethnographer in the American Ghetto." *Ethnography* 3(1): 91-111.

Recommended ethnographies:

- Auto-ethnography (highly interpretivist)
 - Anteby, M. (2013). *Manufacturing Morals: The Values of Silence in Business School Education*. (Chicago: University of Chicago Press). Chapter: "Preaching in Silence," pp. 66-90.
 - Whiteman, G., & Cooper, W. H. (2000). Ecological embeddedness. *Academy of Management Journal*, 43(6), 1265-1282.

- Classic Ethnography
 - Barker, J. R. (1993) Tightening the iron cage: Concertive control in self-managing teams, *Administrative Science Quarterly* (38): 408-437.
 - Bechky, B. A. (2006). Gaffers, gofers, and grips: Role-based coordination in temporary organizations. *Organization science*, 17(1), 3-21
 - Cameron, L. (2020). The good bad job: Control and Autonomy in the Algorithmic Workplace
 - Chan, C. K., & Anteby, M. (2017). Task Segregation as a Mechanism for Within-job Inequality. *Administrative Science Quarterly*, 62(2).
 - Klein, Katherine J., Jonathan C. Ziegert, Andrew P. Knight, and Yan Xiao. "Dynamic delegation: Shared, hierarchical, and deindividualized leadership in extreme action teams." *Administrative science quarterly* 51, no. 4 (2006): 590-621
 - McPherson, C. M., & Sauder, M. (2013). Logics in action: Managing institutional complexity in a drug court. *Administrative Science Quarterly*, 58(2), 165-196
 - Michel, A. (2011). Transcending socialization: A nine-year ethnography of the body's role in organizational control and knowledge workers' transformation. *Administrative Science Quarterly*, 56(3), 325-368.
 - Rivera, L. A. (2012). Hiring as cultural matching: The case of elite professional service firms. *American sociological review*, 77(6), 999-1022.
 - Rivera, Lauren. (2010) Status distinctions in interaction: Social selection and exclusion at an elite nightclub, *Qualitative Sociology* (33): 229-255.
 - Van Maanen, J. (1991). The smile factory: work at Disneyland. *Organizational Culture*, Sage, Beverly Hills, CA.
- Community Studies
 - Duneier, M., & Carter, O. (1999). *Sidewalk*. Macmillan.
 - Desmond, M. (2012) Disposable Ties and the Urban Poor. *American Journal of Sociology*, 117: 1295-1335.
 - 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
 - Lawrence, T. B., & Dover, G. (2015). Place and institutional work: Creating housing for the hard-to-house. *Administrative Science Quarterly*, 60(3), 371-410.
 - Small, M. L. (2004). *Villa Victoria: The transformation of social capital in a Boston barrio*. University of Chicago Press.
- Industrial Relations Ethnography (highly positivist)
 - MacDuffie, J. P. (1997). The road to "root cause": Shop-floor problem-solving at three auto assembly plants. *Management Science*, 43(4), 479-502.
 - Roy, D. (1952). Quota restriction and goldbricking in a machine shop. *American journal of sociology*, 57(5), 427-442.
- Cases:
 - *Single Cases*
 - Dutton, J. E., & Dukerich, J. M. (1991). Keeping an eye on the mirror: Image and identity in organizational adaptation. *Academy of Management Journal*, 34(3), 517-554.
 - Dutton, J. E., Worline, M. C., Frost, P. J., & Lilius, J. (2006). Explaining compassion organizing. *Administrative Science Quarterly*, 51(1), 59-96.
 - *Multiple Cases - Variations Between Cases*

- Brown, S. L., & Eisenhardt, K. M. (1997). The art of continuous change: Linking complexity theory and time-paced evolution in relentlessly shifting organizations. *Administrative science quarterly*, 1-34.
- Eisenhardt, K. M. (1989). Making fast strategic decisions in high-velocity environments. *Academy of Management journal*, 32(3), 543-576.
- Kellogg, Katherine C. (2009) Operating Room: Relational Spaces and Microinstitutional Change in Surgery, *American Journal of Sociology*, 115 (3): 657-711.
- *Multiple Cases - Similarities Between Cases*
 - Bechky, B., & Okhuysen, G. (2011). Expecting the unexpected? How SWAT officers and film crews handles surprises. *Academy of Management Journal*, 54, 233-261
 - Metiu, A., & Rothbard, N. P. (2013). Task bubbles, artifacts, shared emotion, and mutual focus of attention: A comparative study of the microprocesses of group engagement. *Organization Science*, 24(2), 455-475.
 - Orlikowski, W. J., & Scott, S. V. (2013). What happens when evaluation goes online? Exploring apparatuses of valuation in the travel sector. *Organization Science*, 25(3), 868-891.

In Class:

- **Discussion Questions:** What is ethnography? What is ethnography good for? What kinds of data are collected? How are they presented? What are the implications of these data for theory, for the literature, for analysis? What are the strengths and weaknesses of ethnographic methodologies? How do you "do" ethnography? When would you choose to do this? What did you find convincing or not convincing in the data, analysis, and interpretation of the studies you read? What techniques did the authors employ to convince you? Which techniques were effective, and which were less so? Are there dangers in ethnographic work and (mis)representation? What is the difference between an ethnography and a case?
- **Exercise:** N/A

Assignment #3: Observation/Field Notes Exercise

Week 4: Theoretical Sampling, Interviewing, and Developing Interview Instruments (8 April)

This week, we are trying to get our heads around the art and act of interviewing. You've probably all done some interviewing, but here we will try to approach the process systematically. We'll think about who, where, why, when, how long, what, and then what.

Readings on interview techniques:

- Armstrong, E. "Quick Tips on Interviewing," "Checklist of what to do before, during, and after the interview", "Memo on Theoretical Sampling"
- Copy of Lindsey's Interview Schedule, Interview Field Notes, Contact Summary Sheet.
- Hermanowicz, J.C. (2002) "The Great Interview: 25 Strategies for Studying People in Bed," *Qualitative Sociology* 25(4): 479-499.
- Weiss, Robert S. (1994) Chapters 3-5 in *Learning from Strangers: The Art and Method of Qualitative Interview Studies*, New York, NY: The Free Press: 39-150.

Readings using interview data (Pick 3 - read methods and findings):

- Anteby, M. (2008) Identity incentives as an engaging form of control: Revisiting leniencies in an aeronautic plant, *Organization Science*, 202-220
- Creed, W. D., DeJordy, R., & Lok, J. (2010). Being the change: Resolving institutional contradiction through identity work. *Academy of management journal*, 53(6), 1336-1364.
- Mazmanian, M., Orlikowski, W. J., & Yates, J. (2013). The autonomy paradox: The implications of mobile email devices for knowledge professionals. *Organization science*, 24(5), 1337-1357.
- Petriglieri, J. L., & Obodaru, O. (2018). Secure-base relationships as drivers of professional identity development in dual-career couples. *Administrative Science Quarterly*
- Sonenshein, S., Dutton, J. E., Grant, A. M., Spreitzer, G. M., & Sutcliffe, K. M. (2013). Growing at work: Employees' interpretations of progressive self-change in organizations. *Organization Science*, 24(2), 552-570.

Recommended readings on 'doing' interviews:

- Becker, H. (1998). Chapter 3. *Tricks of the Trade*.
- Gubrium, J. and Holstein, J. (2002) "From the Individual Interview to the Interview Society." In *Handbook of Interview Research: Context and Method*
- Huberman, M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Sage.
- Lacy, K. (2007) "Appendix: A Recipe for Studying the Black Middle Class." *Blue-Chip Black*
- Lofland, D., D. Snow, L. Anderson, and L. H. Lofland (2006) Chapter 5: Logging data, *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*
- Morgan, D.L. (1996) "Focus Groups," *Annual Review of Sociology* 22: 129-152.
- Biernacki, P. & Waldorf, D (1981) "Snowball Sampling: Problems and Techniques of Chain Referral Sampling." *Sociological Methods and Research* 10(2): 141-163.
- Patton, M.Q. (2002) Chapter 7: Qualitative interviewing, *Qualitative Research and Evaluation Methods*: 339-427.
- Spradley, J. P. (1979) Asking descriptive questions, *The Ethnographic Interview*: 78-91

Recommended readings on interviews:

- Multi-case Comparisons
 - Kirtley, Jacqueline & Siobhan O'Mahony "What is a Pivot? How and When Entrepreneurial Firms Make Decisions About Strategic Change" *Strategic Management Journal*.
 - O'Mahony, S., & Bechky, B. A. (2006). Stretchwork: Managing the career progression paradox in external labor markets. *Academy of Management Journal*, 49(5), 918-941.
 - Sonenshein, S., Dutton, J. E., Grant, A. M., Spreitzer, G. M., & Sutcliffe, K. M. (2013). Growing at Work: Employees' interpretations of progressive self-change in organizations. *Organization Science*, 24(2), 552-570.
- Narrative Analysis
 - Charmaz, K. (1995). The body, identity, and self: Adapting to impairment. *Sociological quarterly*, 36(4), 657-680
 - Hayes, Gillian, Charlotte Lee and Paul Dourish. (2011) Organizational routines, innovation and flexibility: The application of narrative networks to dynamic workflow. *International Journal of Medical Informatics* 80(8): e161-e177.
 - Ibarra, H. (1999) Provisional selves: Experimenting with image and identity in professional adaptation, *Administrative Science Quarterly* (44)4: 764-791.
 - Maitlis, S. (2009). Who am I now? Sensemaking and identity in posttraumatic growth. In *Exploring positive identities and organizations* . Psychology Press.
 - Pentland, Brian T. and Martha S. Feldman. Narrative networks: Patterns of technology and organization. *Organization Science* 2007,18(5): 781-795.
- Focus-Groups

- Dekas, K. H., Bauer, T. N., Welle, B., Kurkoski, J., & Sullivan, S. (2013). Organizational citizenship behavior, version 2.0: A review and qualitative investigation of OCBs for knowledge workers at Google and beyond. *Academy of Management Perspectives*, 27(3), 219-237.
- Morgan, D.L. (1996) "Focus Groups," *Annual Review of Sociology* 22: 129-152.
- Classic Interview Studies
 - Bunderson, J. S., & Thompson, J. A. (2009). The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. *Administrative Science Quarterly*, 54(1), 32-57
 - Caza, B. B., Moss, S., & Vough, H. (2018). From synchronizing to harmonizing: The process of authenticating multiple work identities. *Administrative Science Quarterly*, 63(4), 703-745.
 - Ely, R. J and D. A. Thomas. (2001) Cultural diversity at work: The moderating effects of work group perspectives on diversity, *Administrative Science Quarterly* (46): 229-273
 - Howard-Grenville, J., Golden-Biddle, K., Irwin, J., & Mao, J. (2011). Liminality as cultural process for cultural change. *Organization Science*, 22(2), 522-539.
 - Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2006). Where is the "me" among the "we"? Identity work and the search for optimal balance. *Academy of Management Journal*, 49(5), 1031-1057.
 - 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.
 - Reid, E. (2015). Embracing, passing, revealing, and the ideal worker image: How people navigate expected and experienced professional identities. *Organization Science*, 26(4), 997-1017.

In Class:

- **Discussion Questions:** What does interview data do well? Not well? How do the interview approaches in the two assigned papers differ? How do these researchers ensure the rigor of their data collection and analysis? Do you "believe" the interview data presented in these studies? Why or why not?
- **Exercise:** Bring a Draft of your interview guide to class. The questions should be open-ended and intended to elicit narrative accounts pertinent to your research concerns

Week 5: Interviewing, Reflexivity, and the Insider/Outsider Problem (15 April)

This week we will continue our discussion on the art and method of interviewing. Specifically, we'll talk about your relationship vis a vis your field site in terms of to what extent you write yourself into the research and how your personal lenses permeate into your research.

Readings:

- Read Alice Goffman's *On the Run* as a case study in positionality and ethics of research (read in order listed):

- Goffman, Alice. 2014. “A Methodological Note” in *On the Run: Fugitive Life in an American City*. Chicago: University of Chicago Press, pp. 211-260.
- <http://newramblerreview.com/book-reviews/law/ethics-on-the-run>
- <http://chronicle.com/article/Conflict-Over-Sociologist-s/230883/>
- <https://www.thecut.com/2015/06/i-fact-checked-alice-goffman-with-her-subjects.html>
- *Optional* - More on Goffman
 - <https://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-goffman.html>
 - https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/06/02/prof-alice-goffman-on-the-run-and-driving-a-gang-member-around-looking-for-a-mutual-friends-killer/?fbclid=IwAR3AkbFQpq7NYz6LMpA_bp6OBtJ2K6rcGXvJBjkPCnoHnmJ7r82Jyj74v-k
- Choose 1
 - Armstrong, E. and Hamilton, L. (2013). “Data Collection, Analysis, and Writing.” *Paying for the Party* (Appendix C, p. 267-278).
 - Lareau, Anette. (2011) “Methodology: Enduring Dilemmas in Fieldwork.” *Unequal Childhoods: Class, Race, and Family Life*, 2nd ed., (Appendix A, p. 345-360).
- Choose 1
 - Behar, R. (2014). Chapter 17: Biography in the Shadows. *Translated woman: Crossing the border with Esperanza's story*. Beacon Press.
 - Blee, Kathleen. (1998). “White-Knuckle Research: Emotional Dynamics in Fieldwork with Racist Activists.” *Qualitative Sociology* 21(4): 381-399.

Recommended Readings

- Acker, S. (2000). In/out/side: Positioning the researcher in feminist qualitative research. *Resources for feminist research*, 28(1-2), 189-210.
- Anteby, M (2012) Relaxing the Taboo on Telling our Own Stories: Upholding Professional Distance and Personal Involvement, *Organization Science*
- Behar, R. (2014) *The vulnerable observer: Anthropology that breaks your heart*. Beacon Press.
- Haraway, Donna (1988). “Situated knowledges: The science question in feminism and the privilege of partial perspective,” *Feminist Studies* 14(1): 575-599.
- Harnois, Catherine E. (2010). “Race, Gender, and the Black Women’s Standpoint,” *Sociological Forum* 25 (1): 68–85. doi:10.1111/j.1573-7861.2009.01157.x.
- Olesen, V. L., Bryant, A., & Charmaz, K. (2010). Feminist qualitative research and grounded theory: Complexities, criticisms, and opportunities. *The Sage handbook of grounded theory*, 417-435.
- Schepher-Hughes, N. (2000). Ire in Ireland. *Ethnography*, 1(1), 117-140.
- Willis, P. 1981. *Learning to Labor: How Working-Class Kids Get Working Class Jobs* (New York: Columbia University Press).

In Class

- **Discussion Questions:** Goffman’s book has generated a lot of controversy. Read it with an eye towards the author’s method reflecting on the strengths and weaknesses of Goffman’s book, method and analysis. How might you imitate aspects of what she has done? What would you want to avoid – has she been treated fairly in the wake of accusations about her methods? You

can find out as much as you want (more than you want, maybe) by just searching for her name online. More generally, think about the following questions. What is truly objective? Are these concerns solely to qualitative research? How has writers played with inserting themselves across the different studies we've read (e.g., auto-ethnography, narrative analysis, case studies)? How do we convince our readers given our innate biases?

- **Exercise:** Discussion about reflexivity in your own work

Assignment #4: Interview Exercise (Schedule, Recording, and Analysis)

Week 6: As You See It: Visual Methods & Archival/Online Content Analysis

This week we will talk about using archival, social media, visual, and audio data to either complement text or as primary data. In class, we will do several exercises around using visual methods. Please bring in a life document, ideally one that includes a photo.

Readings

- Bryman and Buchanan, (2018). Chapter 1: Not Another Survey – The Value of Unconventional Research. *Unconventional Methodology in Organization and Management Research*. Oxford.

Readings using visual methods and archival methods (read methods and findings section, pick 4):

- *Archival*
 - Smith, W. K., & Besharov, M. L. (2019). Bowing before dual gods: How structured flexibility sustains organizational hybridity. *Administrative Science Quarterly*, 64(1), 1-44.
- *Photos & Objects*
 - Byron, K. and Laurence, G. A. (2014) "Diplomas, photos, & tchotchkes as symbolic self-representations: Understanding employees' individual use of symbols." *Academy of Management Journal*
- *Video*
 - LeBaron, C., Christianson, M. K., Garrett, L., & Ilan, R. (2016). Coordinating flexible performance during everyday work: An ethnomethodological study of handoff routines. *Organization Science*, 27(3), 514-534.
- *Dictionary Building*
 - Short, J. C., Broberg, J. C., Coglisier, C. C., & Brigham, K. H. (2010). Construct validation using computer-aided text analysis (CATA) an illustration using entrepreneurial orientation. *Organizational Research Methods*, 13(2), 320-347.
- *Social Media*
 - Schenider, Chris. (2018). Chapter 6: Making the case: A qualitative approach to studying social media documents. From *Unconventional Methodology in Organization and Management Research* ed Buchanan & Bryman. Oxford.

Recommended Readings (each using different non-traditional methods):

- Bail, C. A. (2014). The cultural environment: Measuring culture with big data. *Theory and Society*, 43(3-4), 465-482.
- Carton, A. M. (2018). "I'm not mopping the floors; I'm putting a man on the moon": How NASA leaders enhanced the meaningfulness of work by changing the meaning of work. *Administrative Science Quarterly*, 63(2), 323-369.

- Chung, C. K., & Pennebaker, J. W. (2014). Using computerized text analysis to track social processes. *The Oxford handbook of language and social psychology*, 219-230.
- de Rond, M., Holeman, I., & Howard-Grenville, J. (2019) Sensemaking from the body: An enactive ethnography of rowing the amazon. Forthcoming at *Academy of Management Journal*.
- Elsbach, K. D., & Pratt, M. G. (2007). 4 the physical environment in organizations. *The academy of management annals*, 1(1), 181-224.
- Fayard, A. L. (2017). Experimenting in Ethnography. *The Routledge Companion to Qualitative Research in Organization Studies*.
- Gephart, R. (1997). Hazardous measures: An interpretive textual analysis of quantitative sensemaking during crises. *Journal of Organizational Behavior*, 583-622.
- Gorbatâi, Andreaa and Shah, Sonali. (2015) Structural Sampling: A Technique for Exposing Social Structure. *Handbook of Innovative Qualitative Research Methods: Pathways to Cool Ideas and Interesting Papers*.
- Gold, Steven J. (2010) "Sebastião Salgado and Visual Sociology," *Social Forum*.
- Harding, David (2009) "Violence, Older Peers, and the Socialization of Adolescent Boys in Disadvantaged Neighborhoods," *American Sociological Review* 74(3): 445-464.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288
- James, N. & Busher, H. (2006) "Credibility, Authenticity and Voice: Dilemmas in Online Interviewing." *Qualitative Research* 6(3):403-420.
- Keane, Webb. (2006) "Subjects and Objects," in *Handbook of Material Culture*. Sage Publications, 197-202.
- Lawrence, T. B., & Dover, G. (2015). Place and institutional work: Creating housing for the hard-to-house. *Administrative Science Quarterly*, 60(3), 371-410
- LeBaron, C., Christianson, M. K., Garrett, L., & Ilan, R. (2016). Coordinating flexible performance during everyday work: An ethnomethodological study of handoff routines. *Organization Science*, 27(3), 514-534.
- LeBaron, C, Jarzabkowski, P., Pratt, M. (2017) "An introduction to video methods in organizational research", *Organizational Research Methods*
- McDonnell, Terry. 2010. "Objects and Materiality". *American Journal of Sociology*
- Miller, Daniel (2005) *Materiality*. Duke University Press, pp. 1-50 (useful intro. Skim)
- Mukerji, Chandra. (1997) *Territorial Ambitions and the Gardens of Versailles*. Cambridge University Press (first and last chapter).
- Pascoe, C.J. (2012.) "Studying Young People's New Media Use: Methodological Shifts and Educational Innovations." *Theory Into Practice* 51(2): 76-82.
- Plummer, K. (2004). On the diversity of life documents. *Social Research Methods: A Reader*, UK: Routledge.
- Safransky, Sara et al. 2014: Uniting Detroiters: Coming Together from the Ground up. Online: <http://antipodefoundation.org/scholar-activist-project-awards/201213-recipients/sapa-1213-safransky/>
- Short, J.C., McKenny, A.F., & Reid, S. (2018). More than words? Content analysis research in organizational psychology and organizational behavior. *Annual Review of Organizational Psychology and Organizational Behavior*.5:415-435
- Vaughan, Diane. 2004. "Theorizing Disaster: Analogy, Historical Ethnography, and the Challenger Incident." *Ethnography* 5: 313-45.
- Vinokurova, N. (2019). Reshaping demand landscapes: How firms change customer preferences to better fit their products. *Strategic Management Journal*.
- Zubrzycki, Genevieve. 2010. "Aesthetic Revolt." *Theory and Society*.

In-Class:

Discussion Questions: What can archival measures contribute that real-time data collection cannot? How does one think about inferences, generalizability, and path dependence in relationships to this data? What can visual methods contribute that oral or textual methods cannot? Think about filming a documentary in your participatory fieldwork site – write out what you would document, what you would try to show, and how you would do it. Where could you integrate visual methods in your project? How might you consider using non-visual data sources (smell, taste) and incorporate them into your paper? How might you consider presenting this data in a paper?

Exercise: Please bring in a life document, ideally one that includes a photo

Guest Speaker: Courtney McCluney, Post-doctoral Scholar University of Virginia, Darden School of Business. Incoming, Assistant Professor of Management Cornell Industrial Labor & Relations School

Assignment #5: Visual Methods and Content Analysis Exercise**Week 7: Mixed Methods, Data Management & Presentations/Celebrations (29 April)**

This week focuses on field research at the hypothesis-testing (versus theory-building) end of the spectrum. Hybrid research designs are those that blend different approaches, such as integrating qualitative and quantitative data. This week, we consider how different approaches can be integrated into a single paper.

Readings on mixed methods:

- Fine, G.A., and Elsbach, K.D. (2000) Ethnography and experiment in social psychological theory-building: Tactics for integrating qualitative field data with quantitative lab data, *Journal of Experimental Social Psychology* (36): 51-76.
- Gibson, C. B. (2017). Elaboration, generalization, triangulation, and interpretation: On enhancing the value of mixed method research. *Organizational Research Methods*, 20(2), 193-223.

Readings using mixed methods (Pick 4, read methods and findings section):

- Bernstein, E. S. (2012) The transparency paradox: A role for privacy in organizational learning and operational control. *Administrative Science Quarterly*, 57(2), 181-216
- Bunderson, J. S., & Thompson, J. A. (2009). The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. *Administrative science quarterly*, 54(1), 32-57.
- Detert, J.R. & Edmondson, A.C. (2011) Implicit voice theories: An emerging understanding of self-censorship at work. *Academy of Management Journal*, 54 (3): 461 - 488.
- Parke, M., Tangirala, S., Hussain, I. (2020) Creating Organizational Citizens: How and When Supervisor- versus Peer-Led Role. *Journal of Applied Psychology*.
- Rivera, L. A., & Tilcsik, A. (2016). Class advantage, commitment penalty: The gendered effect of social class signals in an elite labor market. *American Sociological Review*, 81(6), 1097-1131.
- Bermiss, Y. S., & McDonald, R. (2018). Ideological misfit? Political affiliation and employee departure in the private-equity industry. *Academy of Management Journal*, 61(6), 2182-2209.

Recommended Readings for mixed method design

- Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of qualitative research*, 4, 269-284.
- Check out the Journal of Mixed Methods
- Jick, T. (1979). Mixing qualitative and quantitative methods. *Administrative Science Quarterly* (24):602-611
- Morgan, D. (1998). Practical strategies for combining qualitative and quantitative methods: Applications to health research. *Qualitative Health Research*, 8: 362-376.
 - This article covers the first half of the Small article on different types of mixed-method studies more in-depth.
- Seiber, S. D. (1973). The integration of fieldwork and survey methods. *American Journal of Sociology*, 76(6): 1335-1359.
- Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual review of sociology*, 37, 57-86.

Recommended Readings for mixed design studies:

- Anderson, T., & Bidwell, M. (2019). Outside insiders: Understanding the role of contracting in the careers of managerial workers. *Organization Science*, 30(5), 1000-1029.
- Ody-Brasier, A., & Vermeulen, F. (2019). Who Gets Punished Most for Challenging the Status Quo?. *Academy of Management Journal*,
- Edmondson, A. C. (1999) Psychological safety and learning behavior in work teams, *Administrative Science Quarterly* (44): 350-383.
- Edmondson, A. C. (2004). Learning from mistakes is easier said than done: Group and organizational influences on the detection and correction of human error. *The Journal of Applied Behavioral Science*, 40(1), 66-90
- Ely, R. J. (1995) The power in demography: Social constructions of gender identity at work, *Academy of Management Journal* (95): 589-634.
- Fu, P. P., Tsui, A. S., Liu, J., & Li, L. (2010). Pursuit of whose happiness? Executive leaders' transformational behaviors and personal values. *Administrative Science Quarterly*, 55(2), 222-254.
- Gardner, Heidi K. (2012) "Performance Pressure as a Double-Edged Sword: Enhancing Team Motivation While Undermining the Use of Team Knowledge." *Administrative Science Quarterly* (57): 1-46.
- Gray, S. M., Knight, A. P., & Baer, M. (2020). On the emergence of collective psychological ownership in new creative teams. *Organization Science*, 31(1), 141-164.
- Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whitened resumes: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61(3), 469-502.
- Kanze, D., Huang, L., Conley, M. A., & Higgins, E. T. (2018). We ask men to win and women not to lose: Closing the gender gap in startup funding. *Academy of Management Journal*, 61(2), 586-614.
- Leana, C., Meuris, J., & Lamberton, C. (2018). More than a feeling: The role of empathetic care in promoting safety in health care. *ILR Review*, 71(2), 394-425
- O'Neill, O. A., & Rothbard, N. P. (2017). Is love all you need? The effects of emotional culture, suppression, and work-family conflict on firefighter risk-taking and health. *Academy of Management Journal*, 60(1), 78-108.
- Raaijmakers, A. G., Vermeulen, P. A., Meeus, M. T., & Zietsma, C. (2015). I need time! Exploring pathways to compliance under institutional complexity. *Academy of Management Journal*, 58(1), 85-110.

- Rattan, A., & Dweck, C. S. (2018). What happens after prejudice is confronted in the workplace? How mindsets affect minorities' and women's outlook on future social relations. *Journal of Applied Psychology*, 103(6), 676.
- Stewart, G. L., Astrove, S. L., Reeves, C. J., Crawford, E. R., & Solimeo, S. L. (2017). Those with the most find it hardest to share: Exploring leader resistance to the implementation of team-based empowerment. *Academy of Management Journal*, 60(6), 2266–2293.
<https://doi.org/10.5465/amj.2015.1173>
- Sutton, R. I., & Rafaeli, A. (1988). Untangling the relationship between displayed emotions and organizational sales: The case of convenience stores. *Academy of Management journal*, 31(3), 461-487.
- Thornberg, R. (2010). Schoolchildren's social representations on bullying causes. *Psychology in the Schools*, 47(4), 311-327.
- Young-Hyman, T. (2017). Cooperating without co-laboring: How formal organizational power moderates cross-functional interaction in project teams. *Administrative Science Quarterly*, 62(1), 179-214.

Recommended Readings for proposal development:

- Foss, S. K. (2015). *Destination dissertation: A traveler's guide to a done dissertation*. Rowman & Littlefield.
- Kelsky, K. (2015) The Professor is in: the Guide from Turning your Phd into a Job. *A Winning Grant Template*. Part VIII.
- Locke, L, Spirduso, W & Silverman, S (1987) *Proposals That Work: A Guide for Planning Dissertation and Grant Proposal*, 4th ed., Chapters 1, 3, and 5.

In-Class:

- **Discussion Questions:** Why do hybrid research? What are the objectives of a hybrid approach? How does this aid in triangulation? What are the challenges involved in using this approach? Did the hybrid designs in the two assigned research papers significantly strengthen the research? If so, how? If not, why not?

Assignment #6: Final Proposal Due One Week (11.59pm) from last class

****Extra Credit:** Send a video snippet (3 min max) of a film that touches some aspect of qualitative methods we've talked about in class along with a one-paragraph explanation.