

1.0 Welcome to this semester's course on Qualitative Research Methods

When doing research we are faced with choices about how to address the questions we have raised. What ever choice we make the issue is to ensure that the data we collect is of the highest quality possible. In business research 'science' raises the idea of a broad spectrum of options that range from the quantitative to the qualitative: from those situation where numbers are present to those where they are not.

Each way of doing science has its own procedures that are designed to create rigor and the most definite outcomes. In this course our aim is to become more familiar with the procedures that underlie the qualitative 'science' in business research.

2.0 Course deliverables

Participants in this course will:

- Develop an understanding of the nature of qualitative research.
- Be exposed to a range of method possibilities
- Understand how to analyze qualitative data

3.0 Course materials

Basic materials, course reference and project feedback

Course materials and various reference materials will be put on line (I'll confirm the place in class).

Class by class reading

The specific reading for each class is given below. *Some* of the materials I will put on line that are difficult to access.

4.0 Course teaching approach

The course will be developed week by week to increase you understanding of qualitative methods. The order has been determined to try and maximize your opportunity to collect actual data. In the morning the teaching style will involve both lectures and participation. Students will be drive discussions through presentations discussing video material and in participating in class exercises. It is essential that the reading / preparation is completed before each class. In class discussion will rely on all participants doing this. The success of the whole class relies on everyone making this investment in time.

5.0 Roles and responsibilities

In this class we are in a service relationship: you are the service customer and I am the service provider. In order to create an effective class we both need to perform their roles well. Let me set some expectations for each.

5.1 My role as the service provider

As the service provider I will aim to:

- Facilitate discussion and sharing of practical real world examples
- Provide a safe environment in which all can contribute
- Answer queries (generally I respond to e-mail within 24 hours)
- Provide feedback within a reasonable time frame on course work – but note this can only be done if work is uploaded (see your role below).
- Assess work in a clear explicit way
- Avoid sudden unexpected changes to the schedule

5.2 Your role as the service customer

As a service customer you should:

- **Prepare a name card.** This should be easily visible from the front of the class (use cardboard or the like to make this). The teaching assistant, myself and other class participants need to see this. You should display this in every class.
- Please arrive on time for class. Part of the assessment is based on your participation: if you are late I believe you cannot effectively participate.
- Complete the readings and effectively prepare the case studies
- During presentations show appropriate respect to others. Courtesy suggests listening to others when they are presenting.
- Aim to make positive contributions based on your experience in class.
- Provide objective feedback to other class members using the feedback form.
- Use of laptops is necessary in class. However this should be *limited to class related activity*. This makes use of MSN questionable. If you do not need the computer please shut it off.
- At the end of each class your presentation files, and feedback should be uploaded to the web. This should be done *before leaving* class. This also applies to mid-term and final projects.

6.0 Assessment

The following table shows the break down of class assessment.

Assessment	%	Detail	Timings
Individual	30		
Individual participation	10	Attendance and contribution to discussion.	Each class
Individual quiz	10	Two quizzes	Unannounced.
Individual report on project	10		7 th Jan.
Group	70		
	25	<i>Part 1</i> Proposal (Upload report and presentation before class)	15 th Oct.
	20	<i>Part 2</i> Data analysis	10 th Dec.
	25	<i>Part 3</i> Final report	7 th Jan.

7.0 Getting started

There are a number of things to be done now:

1. Complete the mini introduction. Please save with your name (e.g., Michael_Wang.doc / Jane_Doe.doc)
2. Go to www.j--s.net/ to find the reading for the first class.

I look forward to meeting you and having an exciting semester of joint learning and fun during this course.

Dr. James Stanworth

8.0 Syllabus

NOTE: some readings are in the book. Other readings are on the course website. Other readings you need to get yourself. If you have problems, let me know.

Class	Topic area	Reading (MS = [1])	PhD extension	
<i>Class 1</i>	<ul style="list-style-type: none"> Nature of qualitative research Knowledge paradigms 	<ul style="list-style-type: none"> Chapter 1 – MS 	A.M.	
		<ul style="list-style-type: none"> Chapter 4 - MS 		
		<ul style="list-style-type: none"> Exercises 	P.M.	
<i>Class 2</i>	<ul style="list-style-type: none"> Formulating a research topic Critically reviewing the literature Formulating a research design 	<ul style="list-style-type: none"> Chapter 2 – MS 	A.M.	
		<ul style="list-style-type: none"> Chapter 3 – MS 		
		<ul style="list-style-type: none"> Chapter 5 – MS 		
		<ul style="list-style-type: none"> [2] to get 	P.M.	<ul style="list-style-type: none"> [3] to get
				<ul style="list-style-type: none"> [4] to get [5] to get [6] to get [7] to get

Class	Topic area	Reading (MS = [1])	PhD extension
<i>Class 3</i>	<ul style="list-style-type: none"> • Research method • Interviewing 	<ul style="list-style-type: none"> • Chapter 10 – MS 	<p>A.M.</p> <ul style="list-style-type: none"> • Relevant sections from [8] • Patton’s chapter on interviewing (from [9])
		<p>Presentations – course project proposals</p>	<p>P.M.</p>
<i>Class 4</i>	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Chapter 9 – MS 	<p>A.M.</p>
		<ul style="list-style-type: none"> • Observation case from [10] 	<p>P.M.</p> <p>Observation study [11]- Emphasis on execution of the method and ethical issues raised.</p>
<i>Class 5</i>	<ul style="list-style-type: none"> • Sampling • Access and ethics 	<ul style="list-style-type: none"> • Chapter 7 – MS 	<p>A.M.</p> <ul style="list-style-type: none"> • Review issues related to saturation in [12] • Section on sampling from [9]
		<p>Chapter 6 – MS</p>	<p>P.M.</p>

Class	Topic area	Reading (MS = [1])		PhD extension
<i>Class 6</i>	• Data analysis – grounded analysis	• Chapter 11 - MS	A.M.	• Recommended to review all [12] but focus on Chapters 7, 8 and 9.
		• Exercise	P.M.	• [13]
<i>Class 7</i>	• Data analysis – content analysis	• [14] Chapters 1-3	A.M.	
		• Presentation on term project analysis	P.M.	
<i>Class 8</i>	• Quality in qualitative research	• [15] Chapter 1	A.M.	• [15] Chapters 1, 3 and 8
		• [16]		• [17]
		• [18]	P.M.	• [13]
<i>Class 9</i>	• Reporting findings	• Presentation of course project results	A.M. & P.M.	

Readings cited above:

- [1] M. N. K. Saunders, A. Thornhill, and P. Lewis, *Research Methods for Business Students*, 5th ed. Prentice Hall, 2009.
- [2] M. J. Bitner, B. H. Booms, and M. S. Tetreault, “The Service Encounter: Diagnosing Favorable and Unfavorable Incidents,” *Journal of Marketing*, vol. 54, pp. 71 - 84, 1990.
- [3] D. D. Gremler, “The critical incident technique in service research,” *Journal of service research*, vol. 7, no. 1, pp. 65-90, 2004.
- [4] A. Parasuraman, “Reflections on contributing to a discipline through research and writing,” *Journal of the Academy of Marketing Science*, vol. 31, no. 3, pp. 314–318, 2003.
- [5] A. G. Sawyer, J. Laran, and J. Xu, “The readability of marketing journals: Are award-winning articles better written?,” *Journal of Marketing*, vol. 72, no. 1, pp. 108–117, 2008.
- [6] J. Webster and R. T. Watson, “Analyzing the past to prepare for the future: Writing a literature review,” *Management Information Systems Quarterly*, vol. 26, no. 2, p. 3, 2002.
- [7] R. Lamb and R. Kling, “Reconceptualizing Users as Social Actors in Information Systems Research,” *MIS Quarterly*, vol. 27, no. 2, pp. 197-236, Jun. 2003.
- [8] C. Cassell and G. Symon, *Essential guide to qualitative methods in organizational research*. SAGE, 2004.
- [9] M. Q. Patton, *Qualitative research and evaluation methods*. London: Sage, 2002.
- [10] H. Mintzberg, “The nature of managerial work,” 1973.
- [11] L. Humphreys, *Tearoom trade: Impersonal sex in public places*. Springer, 1970.
- [12] A. L. Strauss and J. M. Corbin, *Basics of Qualitative Research: Techniques and Procedures in Developing Grounded Theory*. London: Sage Publications, 1998.
- [13] D. B. Holt and C. J. Thompson, “Man-of-action heroes: The pursuit of heroic masculinity in everyday consumption,” *Journal of Consumer Research*, vol. 31, no. 2, pp. 425–440, 2004.
- [14] K. Krippendorff, *Content analysis: an introduction to its methodology*. SAGE, 2004.
- [15] C. Seale, “Quality in qualitative research,” *Qualitative inquiry*, vol. 5, no. 4, p. 465, 1999.
- [16] S. Spiggle, “Analysis and interpretation of qualitative data in consumer research,” *Journal of consumer research*, pp. 491–503, 1994.

- [17] L. D. Butterfield, W. A. Borgen, N. E. Amundson, and A.-S. T. Maglio, “Fifty years of the critical incident technique: 1954-2004 and beyond,” *Qualitative Research*, vol. 5, pp. 475-497, 2005.
- [18] S. M. Keaveney, “Customer switching behavior in service industries: An exploratory study,” *Journal of marketing*, vol. 59, no. 2, pp. 71-83, 1995.