

Competences of Organisational Analyses

Qualitative Research Methods

Fabrizio Montanari

fabrizio.montanari@jku.at

Course topic

Both in practice and in research the real understanding of organizations requires that we immerse ourselves into a situation and grasp the meanings of what is going on also from the voice, appearance and artifacts used by the actors whose behaviors we want to understand. With such a qualitative understanding we will also be in a better position to analyze and understand quantitative data regarding the same field of inquiry. The problem with such a qualitative understanding is that we, as human beings, tend to be overconfident about our ability to intuitively understand what is going on, while we are subject to well known cognitive biases. This course is aimed at helping students to deal objectively with qualitative data in order to better understand what is going on in the organizations they are investigating for different reasons (consultancy, research, or management).

Course content

We will deal both with different epistemologies about knowledge production, with techniques and practices on how to conduct qualitative research and collect and analyze qualitative data. We will both discuss the logic behind inductive and grounded study approaches, and we will practically simulate qualitative research situations in order to be better prepared for fieldwork. Part of your time will be devoted to conduct in group a small empirical study conducting interviews in organizations in the area of Linz.

Course objectives

- Understand the pros and cons of qualitative research methods
- Understand the typical biases which tend to affect a qualitative inquirer
- Learn how to conduct a qualitative study
- Learn how to conduct effective interviews

Research project

Students will be assigned an agreed upon research topic and question. Their responsibility will be to collect data, analyse it, produce a research report of maximum 4,000 words (excluded references and appendixes) and to present it in class. The quality of the presentation will also be evaluated.

Teaching Methods

Short lectures, discussions, students' presentations, autonomous reading of academic literature, application of qualitative research methods in a research projects.

Grading

Research project: 50%

Presentation of research project: 20% Students will have to present their completed research project in late May (date to be defined)

Exam: 30% (based on readings, lectures, and material provided by the professor) Exam will be held in late May (date to be defined)

Rules of the Game

- Participation: you are allowed to skip only one session (you are required to email me in advance if you skip one session); participation at final presentations cannot be skipped.
- Hand in all assignments in time.

Suggested reading:

John Gill, Phil Johnson (2010), Research Methods for Managers, SAGE [Chapters 1, 2, 5, 7]

<i>Room</i>	<i>Day</i>	<i>Time</i>	<i>Content</i>
KG 519	10.03	14.30-17.00	<ul style="list-style-type: none"> • Introduction and rules of the game • What is qualitative research? • Discussion of the paper of Hitters & Richards <p>Required readings (available on digital library or through google scholar from within the University network): Gill, J. & Johnson, P. (2010) <i>Research Methods for Managers</i>, SAGE [Chapter 1]</p> <p>Hitters & Richards (2002) The creation and management of cultural clusters, <i>Creativity and Innovation Management</i>, 11, 234-247.</p> <p>Suggested readings Mommaas, H. (2004) Cultural clusters and the post-industrial city: Towards the remapping of urban cultural policy. <i>Urban Studies</i>, 41, 507-532.</p> <p>Cooke, P. & De Propris, L. (2011) A policy agenda for EU smart growth: The role of creative and cultural industries, <i>Policy Studies</i>, 32(4), 365-375.</p>
KG 519	11.03	14.30-17.00	<ul style="list-style-type: none"> • Theoretical review and research questions • Generating and refining research ideas (bring your own PC, at least one for each group) • Discussion of the case of <i>Aterballetto</i> <p>Required readings Scapolan, A. & Montanari, F. Exploring the interplay between organizational and occupational embeddedness: The case of an Italian ballet company 's dancers, <i>working paper</i>.</p> <p>Gill, J. & Johnson, P. (2010), <i>Research Methods for Managers</i>, SAGE [Chapter 2]</p> <p>Suggested readings Gill, J. & Johnson, P. (2010), <i>Research Methods for Managers</i>, SAGE [Chapter 5]</p>
ESH 2	12.03	14.30-17.00	<ul style="list-style-type: none"> • Data collection: different techniques and methods • Discussion of the case Microsoft Office: Gaining insight into the life of a college student <p>Required readings Sawhney, M. <i>Microsoft Office: Gaining insight into the life of a college student</i> (case A & case B)</p>
ESH 2	13.03	09.00-11.45	<ul style="list-style-type: none"> • Qualitative research methods: ideas, techniques & their difference <p>Required readings Gill, J. & Johnson, P. (2010), <i>Research Methods for Managers</i>, SAGE [Chapter 7]</p> <p>Suggested readings Dacin, T., Munir, K. & Tracey, P. (2010). Formal dining at Cambridge colleges: Linking ritual performance and institutional maintenance. <i>Academy of Management Journal</i>, Vol. 53 Issue 6, 1393-1418.</p>

S2 054	14.03	10.15-13.30	<ul style="list-style-type: none"> • Presentation of your research ideas • Common discussions on research projects and trouble shooting
Tbd	Tbd	Tbd	<ul style="list-style-type: none"> • Written exam
Tbd	Tbd	Tbd	<ul style="list-style-type: none"> • Presentations of students' research projects