

OSCI 8208: Advanced Qualitative Research Methods in Organizational Science Spring 2015

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Course Overview

This course investigates a variety of qualitative approaches, techniques, methods and analysis in organizational research. Through the presentation of scholarly readings and immersion into a research project, this course is designed to explore a variety of qualitative research approaches in organizational science, taking into account issues of epistemology, methodology, and representation. This course should not be considered a one-stop comprehensive qualitative methods course; it is not. Given the advanced nature of this course, I assume that you have already been in contact with the foundational approaches, techniques and methods associated with qualitative research, so my treatment of this course is more of a research capstone. You should use the serviceable set of readings and resources for your instrumental class use, but you should also employ the resources as a means to stimulate further development in this interesting and exciting research paradigm. I will treat this class as a research workshop and practicum where we will start at the data collection phase and continue through analysis and reporting, culminating with a project you can use to move forward to publication after the course or as work toward a possible pre-doc project or dissertation. Through presentation of scholarly readings and immersion into a research project, this course is designed to explore a variety of qualitative research approaches and processes. We will also discuss some of the ethical, political, and theoretical considerations of doing qualitative research throughout this course.

Required Texts

Scott, G., & Garner, R. (2013). *Doing qualitative research: Designs, methods, and techniques*. Upper Saddle River, NJ: Pearson.

Course Description

ORGS 8208 continues the journey of exposing graduate students to the goals, epistemology, and methods associated with qualitative research in organizational settings. We will focus on field-study approaches grounded in narrative, discourse and textual analysis. This course is particularly well-suited for studying communication, behavior, and meaning in organizational contexts.

Course Goals

At the end of this class, you should:

- Be competent in carrying out qualitative research in all of its phases
- Learn to read and evaluate different forms of published and unpublished qualitative research
- Understand a variety of interpretive and cultural approaches in studying organizations
- Be able to independently and collectively write a qualitative journal-style manuscript

Course Organization

We will address five major qualitative components in this course:

- Qualitative Overview and Approaches
- Qualitative Techniques
- Qualitative Data Collection
- Qualitative Analysis
- Qualitative Reporting and Writing

Qualitative Overview and Approaches

As a refresher, in the first couple of class sessions we will discuss basic concepts associated with qualitative research: the ways of knowing it privileges; the kinds of questions it can address; and its contributions to the study of organizations.

Qualitative Data Collection Techniques:

- Interviewing
- **Focus Group Research**
- Participant-Observation
- **Online qualitative data collection techniques**
- Ethnography

Qualitative Analysis Approaches:

We will cover four major approaches in the qualitative research paradigm:

- Grounded Theory and Constant Comparative
- Narrative Analysis
- Discourse Analysis
- Metaphorical Analysis

Most of the semester will focus on close attention to *Qualitative Data Analysis and Reporting*. This will include:

- Data Reduction
- Types of Analysis
- Coding
- Drawing and Verifying conclusions
- Use of Qualitative Software
- Reporting Data

Throughout the semester, we will tackle issues of:

- Problem formulation and research design
- Researcher role negotiation, field entry, and field relations
- Data-generating methods and technologies
- Data analysis and interpretation
- Research writing strategies

Course Requirements

Because we are covering methods of interpretive research, a significant amount of hands-on work is involved in this course. Class members are expected to satisfy the following requirements:

1. Research Practicum. Throughout the semester you will be asked to present short oral and written assignments. These are underlined in the course calendar. These “warm-up exercises” are designed to aid in learning the process of conducting qualitative research and include: 1) framing initial research questions (5% or 50 points), 2) conducting an one hour observation and write field notes (10% or 100 points), 3) developing an interview guide and conducting one interview (15% or 150 points), 4) coding a short text (15% or 150 points)—an interview transcript, newspaper articles, documents, on-line texts, meeting transcriptions, etc., and 5) reviewing a qualitative manuscript that was submitted for publication to an academic journal (10% or 100 points). These research exercises vary in length and are short papers—2-5 pages each. Specific guidelines for each assignment will be handed out approximately two weeks before the assignment is due. These assignments could also be used as part of your final project.

2. Options for Final Projects. (10-12 page papers)

- 1) Proposal Design Project. Write a proposal for a qualitative research project that includes rationale and significance of the topic, conceptual and theoretical areas of inquiry, research questions, data collection approaches, protocols and sampling (interview guides, site selection protocols), and design for data analysis. You do not need to carry out the research project, but the proposal should be designed to execute it in the future. This final paper approach is ideal for students who are thinking about using qualitative data analysis in their pre-doc or dissertations.
- 2) Data Analysis Project. If you have pre-collected data from another project, you could focus exclusively on data analysis of interview transcripts, written or electronic documents (web/internet texts), press releases and newspaper articles, detailed field notes, journals or diaries, focus group interview transcripts, or some other texts. You only need a sample of data that will give you a reasonable pilot study for your data analysis. For this paper, you should have clear research questions and should focus on the detailed application of one data analytical technique that we discussed this quarter, e.g., grounded theory, thematic coding, narrative analysis, discourse analysis (metaphor, dialectics, speech acts), or computer assisted data analysis. The focus of the paper will be on data analytic techniques and writing the research findings.

- 3) Full Research Project. If you have an idea already in mind for a qualitative study that you would like to bring to fruition, I welcome the opportunity for you to execute a full study from IRB to completion. Given the short amount of time we have in this class, you will need to have an idea already in mind and will then use this course to help you further the project through the use of the practicum assignments, etc. I would expect the paper would be a full length manuscript suitable for submission to a journal. You are welcome to work as a group or individually should you choose this project. We can discuss this in more detail at a later time if you choose to go down this route.

*Students need to work with me to map out the direction for these papers. Topics should be selected by March 9th. Term papers should be 10-12 pages in length (unless you choose option 3) and will be due on **May 4, by midnight via Moodle 2**. The term paper counts 45% of the final course grade.

3. Participation/Contributions to the Course. Everyone benefits from the experiences and perspectives brought to class by other members of the class, including me. We will devote much of our collective attention to data analysis and writing, which means that you must be prepared to participate in all phases of this class. In addition to completing the readings by the start of each class, you should:

- Bring “discussion points” regarding specific articles and chapters to the class session
- Participate in the debrief of the practicum assignments
- Discuss the progress of your projects
- Present your field projects in progress at the end of the term

Grading Policy:

Research Practicum (5)	55% (550 points)
Final Term Paper Project	35% (350 points)
Participation	15% (150 points)

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (see UNCC catalog). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonest and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Course Schedule (I reserve the right to modify this schedule as needed)

Week 1: January 12, 2014

- Discuss course expectations, course syllabus, course goals, key assignments, ground rules and open forum. This is a collective sense-making day.
- Qualitative Methods Foundational Work (Approaches & Techniques)
- **Assignment of Practicum #1—due February 2nd**
- **Reading Assignment: Chapters 1 & 2**

Week 2: January 19 – NO CLASS—MLK DAY!

Week 3: January 26

- Designing Qualitative Research: Inventing Questions, Getting Started, Sampling and Types of Data; Mixed Methods Designs
- Assessing Quality in Qualitative Research; Criteria for Evaluation; Ethics
- In-Class Activity—Evaluation of Qualitative Studies
- **Assignment of Practicum #2—due February 9th**
- **Reading Assignment: Chapter 3 and 4; Ashcraft & Kedrowicz (2002); Kassing & Pappas (2008)**

Week 4: February 2

- Presentation of Research Questions and Topics for projects
- **DUE: Practicum #1**
- Observing and Learning--Participant Observation and Fieldnotes; Documents in Qualitative Research
- **Reading Assignment: Chapter 17; Emerson et al. (2001); Ellingson (2003)**

Week 5: February 9

- Discussion of Field Notes
- **DUE: Practicum #2**
- Ethnography
 - Film: *The Heart Broken in Half* (1990)
- **Assignment of Practicum #3 due on February 23rd**
- **Reading Assignment: Chapters 7, 13-16; Purcell (2013)**

Week 6: February 16

- Eliciting Experience: In-depth Interviewing, Interview Guides, Transcribing Interviews
- In-Class Activity: Working with interview guides
- **Reading Assignment: Chapter 18; Johnson (2002); Bochantin & Cowan (2014) and accompanying interview guide**

Week 7: February 23

- Discussion of Interview Guides
- **DUE: Practicum #3**
- Analyzing Qualitative Research: Grounded Theory and Constant Comparison Method
- **Assignment of Practicum #4 due on March 9th**
- **Reading Assignment: Chapter 6 (pg. 93-96); Strauss & Corbin Chapters 8-11 (refresher of coding from Qual I); Cowan & Bochantin (2011); Duckworth & Buzzanell (2009); Cowan & Fox (2015)**

Week 8: March 2 – NO CLASS—SPRING BREAK!

Week 9: March 9

- Discussion of Coding Practicum
- **DUE: Practicum #4**
- **DUE: Select Final Project Topic**
- Doing Thematic Analysis
- Qualitative Content Analysis
- **Reading Assignment: Schreier (2012) Chapters 1 and 3; Braun & Clarke (2006); Hsieh & Shannon (2005); Denker & Dougherty (2013); Petersson & Alexanderson (2011)**

Week 10: March 16

- Narrative Analysis
- Language and Discourse Analysis
- Metaphorical Analysis
- **Reading Assignment: Elliott (Ch. 1-2; pp. 1-34); Wood & Kroger (reading, Ch. 3-33); Bochantin (2015); Real & Putnam (2005)**

Week 11: March 23 (Class will be held in McEniry 431)

- Computer Assisted Data Analysis Part I: Using NVivo
 - Demonstration by Dr. Loril Gossett
- **Reading Assignment: Chapter 22**

Week 12: March 30 (Class will be held in CoED, Room 005)

- Computer Assisted Data Analysis Part II: Using Atlas
 - Demonstration
- **Assignment of Research Practicum #5 due April 13th**

Week 13: April 6

- Doing Qualitative Research Online
- Integrating Qualitative and Quantitative Data: Mixed Methods Research
- **Reading Assignment: Chapter 12; Bochantin (2014); Putnam & Bochantin (2009)**

Week 14: April 13

- Producing Reports/Writing up Qualitative Data
 - In-class Writing Workshop
- **DUE: Practicum #5**
- **Reading Assignment: Chapter 23-24; Ellingson (2009)**

Week 15: April 20

- Guest Speaker, Dr. Sarah Tracy (Arizona State University)
- **Reading Assignment: TBD**

Week 16: April 27

- Roundtable, informal presentation of final projects
- Course wrap up

Week 17: May 4

- **Due: Final Paper Submitted via Moodle 2**

ARTICLE READING LIST:

January 26th

Required:

Ashcraft, K. L., & Kedrowicz, A. (2002). Self-direction or social support? Nonprofit empowerment and the tacit employment contract of organizational communication studies. *Communication Monographs*, 69, 88-110.

Kassing, J. & Pappas, M. (2008). "Champions are built in the off season": An exploration of high school coaches memorable messages. *Human Communication*, 10, 537-546.

Supplemental (not required):

Ellingson, L. L. (2009). "Introduction to crystallization," *Engaging crystallization in qualitative research* (pp. 1-14). Los Angeles, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 1-32). Thousand Oaks, CA: Sage.

Taylor, B. C., & Trujillo, N. (2001). Qualitative research methods. In F. M. Jablin & L. L. Putnam (Eds.), *The new handbook of organizational communication* (pp. 181-185). Newbury Park, CA: Sage.

February 2nd

Required:

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2001). Participant observation and fieldnotes. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 352-368). Thousand Oaks, CA: Sage.

Exemplar: Ellingson, L. L. (2003). Interdisciplinary health care teamwork in the clinic backstage. *Journal of Applied Communication Research*, 31, 93-117.

February 9th

Required:

Exemplar: Purcell, D. (2013). Baseball, beer, and Bulgari: Examining cultural capital and gender inequality in a retail fashion corporation, *Journal of Contemporary Ethnography*, 42, 291-319. doi:10.1177/0891241612466108

February 16th

Required:

Johnson, J. M. (2002). In-depth interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 103-120). Thousand Oaks, CA: Sage.

Exemplar: Bochantin, J. & Cowan, R. (2014). Acting and Reacting: Work/Life Accommodation and the Blue Collar Worker. *The International Journal of Business Communication*. doi:10.1177/2329488414525457

Supplemental (not required):

Kvale, S. (1996). Thematizing and designing an interview study. *InterViews: An introduction to qualitative research interviewing* (Ch. 5, pp. 83-108). Thousand Oaks, CA: Sage.

Roulston, K., deMarrais, K., & Lewis, J. B. (2003). Learning to interview in social sciences. *Qualitative Inquiry*, 9, 643-668.

February 23rd

Required:

Strauss, A. & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory. Thousand Oaks, CA: Sage. Chapters 8-11.

Exemplar: Cowan, R. & Bochantin, J. (2009). Pregnancy and motherhood on the thin blue line: Female police officers experiences as mothers in a highly masculinized work environment. *Women and Language*, 32, 67-88.

Constant Comparative Exemplar: Duckworth, J., & Buzzanell, P. M. (2009). Constructing work-life balance and fatherhood: Men's framing of the meanings of *both* work and family. *Communication Studies*, 60, 558-573. DOI: 10.1080/10510970903260392

Grounded Theory Exemplar: Cowan, R. & Fox, S. (2015). Being Pushed and Pulled: A Model of U.S. HR Professionals' Roles in Bullying Situations, *Personnel Review*, 44, DOI: <http://dx.doi.org/10.1108/PR-11-2013-0210>

Supplemental (not required):

Charmaz, K. (2002). Qualitative interviewing and grounded theory analysis. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 675-694). Thousand Oaks, CA: Sage.

Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage.

March 9th

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.

Schrier, M. (2012). *Qualitative content analysis in practice*. Thousand Oaks, CA: Sage.

Thematic Analysis Exemplar: Denker, K., & Dougherty, D.S. (2013). Corporate colonization of couples' work-life negotiations: Rationalization, emotion management, and silencing conflict. *Journal of Family Communication*, 13, 242-262.

Qualitative Content Analysis Exemplar: Nilsson, M. Olsson, M., Wennman-Larsen, A., Petersson, L. & Alexanderson, K. (2011). Return to work after breast cancer: Women's experiences of encounters with different stakeholders, *European Journal of Oncology Nursing*, 15, p. 267-274.

Supplemental (not required):

Aas, R., Ellingsen, L., Lindoe, P., Moller, A. (2008). Leadership qualities in the return to work process: A content analysis, *Journal of Occupational Rehabilitation*, 18, p. 335-346.

March 16th

Elliott, J. (2005). *Using narrative in social research* (Ch. 1-2, pp. 1-34). London: Sage.

Wood, L. A. & Kroger, R. O. (2000). *Doing discourse analysis* (Ch. 1-3, pp. 3-33).

Discourse Analysis Exemplar: Real, K., & Putnam, L. L. (2005). Ironies in the discursive struggle of pilots defending the profession. *Management Communication Quarterly*, 19, 91-119.

Metaphorical Analysis Exemplar: Bochantin, J. (forthcoming). "Tornadoes," "roller coasters," and "escaping Alcatraz:" Examining metaphors used by public safety employees and their families. *Communication Monographs*.

Supplemental (not required):

Cowan, R. & Bochantin, J. (2011). Opposition, separation, imbalance and tough similarities: Blue-collar employees' work/life metaphors. *Qualitative Research Reports in Communication*.

Tracy, S. J., Lutgen-Sandvik, P., & Alberts, J. K. (2006). Nightmares, demons, and slaves: Exploring the painful metaphors of workplace bullying. *Management Communication Quarterly*, 20, 148-185.

April 6th

Bochantin, J. (2014). "Long Live the Mensi-Mob:" Communicating support online with regard to organizational dialectical tensions. *Communication Studies*, 65.

Putnam, L. & Bochantin, J. (2009). Gendered bodies: Negotiating normalcy and support. *Negotiations and Conflict Management Research*, 2, 57-73.

April 13th

Ellingson, L. L. (2009). "Writing across the Continuum," *Engaging crystallization in qualitative research* (pp. 147-173). Los Angeles, CA: Sage.

Supplemental (not required):

Goodall, H. L. (2008). *Writing qualitative inquiry: Self, stories, and academic life*. Walnut Creek, CA: Coast Press. (Chap. 1 & 2, pp. 1-95).

Richardson, L. & St. Pierre, E. A. (2005). Writing as a method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (3rd ed, pp. 959-978). Thousand Oaks, CA: Sage.

Appendix
Qualitative Research Articles for your Reference

- Achenbaum, A.A. (2001, Winter). When good research goes bad. *Market Research*, 13(4), 13-15.
- Backett-Milburn, K. (1999). Plus ca change? Reflections on a career as a qualitative researcher. *International Journal of Social Research Methodology*, 2 (1), 69-81.
- Barnes, C. (1992). Qualitative research: Valuable or irrelevant? *Disability, Handicap & Society*, 7(2), 115-124.
- Belcher, D., Hirvela, A. (2005). Writing the qualitative dissertation: what motivates and sustains commitment to a fuzzy genre?. *Journal of English for Academic Purposes*, 4, 187-205.
- Corner, J.(1991). In search of more complete answers to research questions. *Quantitative versus qualitative research methods: Is there a way forward?*. *Journal of Advanced Nursing*, 16, 718-727.
- Denzin, N.K., & Lincoln, Y.S., (2005). The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1-32). Thousand Oaks, CA: Sage.
- Donalek, J.G., & Soldwisch, S. (2004). An introduction to qualitative research methods. *Urologic Nursing*, 24(4), 354-356.
- Editors (2006, December). Point-Counterpoint: Research methods in management research. *Journal of Management Studies*, 43(8), 1999-1800.
- Johnson, R., & Waterfield, J. (2004). Making words count: The value of qualitative research. *Physiotherapy Research International*, 9(3), 121-131.
- Kumar, K.A. (1998). Response: 'qualitative versus quantitative' or 'qualitative and quantitative'?. *Critical Public Health*, 8 (3), 225-227.
- Malterud, K. (2001, August 11). Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358, 483-598.
- Onwuegbuzie, A.J., & Leech, N.L., (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology*, 8(5), 375-387.
- Smith-Lewis, M.R. (?). Augmentative and alternative communication research: The value of qualitative research. (*Unknown outlet*)
- Barbour, R.S. (2003). The newfound credibility of qualitative research? Tales of technical essentialism and co-option. *Qualitative Health Research*, 13(7), 1019-1027.
- Brownstein, H.H. (1990). Surviving as a qualitative sociologist: Recollections from the diary of a state worker. *Qualitative Sociology*, 13(2), 149-167.

- Creswell, J.W., Hanson, W.E., Plano-Clark, V.L. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Devers, K.J., Frankel, R.M. (2001). Getting qualitative research published. *Education for Health*, 14(1), 109-117.
- Editorial (2001, November). Representing the population in qualitative research. *Western Journal of Nursing Research*, 23(7), 661-663.
- Finfgeld-Connett, D. (2006). Qualitative concept development: Implications for nursing research and knowledge. *Nursing Forum*, 41 (3), 103-105.
- Forrest, P. (2005, November). Universals as sense-data. *Philosophy and Phenomenological Research*, LXXI(3), 662-631.
- Hall, A.L., Rist, R.C. (1999). Integrating multiple qualitative research methods (or Avoiding the precariousness of a one-legged stool). *Psychology & Marketing*, 16(4), 291-304.
- Lowery, D., Evans, K.G. (2004). The iron cage of methodology: The vicious circle of means limiting ends limiting means...*Administration & Society*, 36(3), 306-327.
- Mangen, S. (1999). Qualitative research methods in cross-national settings. *International Journal of Social Research Methodology*, 2 (2), 109-124.
- Neale, J., Allen, D., & Coombes, L. (2005). Qualitative research methods within the addictions. *Addiction*, 100, 1584-1593.
- Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology*, 39(2), 295-314.
- Rosiek, J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational Psychologist*, 38(3), 165-175.
- Scott, D. (1990). Practice wisdom: The neglected source of practice research. *Social Work*, 35 (6), 564-568.
- Stein, C.H., & Mankowski, E.S. (2004). Asking, witnessing, interpreting, knowing: Conducting qualitative research in community psychology. *American Journal of Community Psychology*, 33(1/2), 21-35.

Grounded Theory

- Chiovittie, R.F. (2003). Rigour and grounded theory research. *Journal of Advanced Nursing*, 44(4), 427-435.
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13(1), 3-21.

- De Vreede, G., Jones, N., & Mgaya, R. J. (1999, Winter). Exploring the application and acceptance of group support systems in Africa. *Journal of Management Information Systems*, 15(3), 197-234
- Eaves, Y.D. (2001). A synthesis technique for grounded theory data analysis. *Journal of Advanced Nursing*, 35(5), 654-663.
- Goulding, C. (2000). Grounded theory methodology and consumer behavior, procedures, practice and pitfalls. *Advances in Consumer Research*, 27, 261-266.
- Jacelon, C.S., O'Dell, K.K. (2005, February). Case and grounded theory as qualitative research methods. *Urologic Nursing*, 25(1), 49-52.
- Jeon, Y.H. (2004). The application of grounded theory and symbolic interactionism. *Scandinavian Journal of Caring Science*, 18, 249-256.
- Kylma, J., Vehvilainen-Julkunen, K., Lahdevirta, J. (1999). Ethical considerations in a grounded theory study on the dynamics of hope in HIV-positive adults and their significant others. *Nursing Ethics*, 6(3), 224-239.
- Pace, S. (2004). A grounded theory of the flow experiences of web users. *International Journal of Human-Computer Studies*, 60, 327-363.
- Pajak, E., & Blasé, J.J. (1989). The impact of teachers' personal lives on professional role enactment: A qualitative analysis. *American Educational Research Journal*, 26(2), 283-310.
- Perlesz, A., Brown, R., Lindsay, J., McNair, R., deVaus, D., & Pitts, M. (2006). Family in transition: Parents, children and grandparents in lesbian families give meaning to 'doing family'. *Journal of Family Therapy*, 28, 175-199.
- Richardson, R., & Kramer, E.H. (2006). Abduction as the type of inference that characterizes the development of a grounded theory. *Qualitative Research*, 6(4), 497-513.
- Sousa, C.A.A., & Hendriks, P.H. (2006). The diving bell and the butterfly: The need for grounded theory in developing a knowledge-based view of organizations. *Organizational Research Methods*, 9(3), 315-338.
- Teram, E., Schachter, C.L., & Stalker, C.A. (2005). The case for integrating grounded theory and participatory action research: Empowering clients to inform professional practice. *Qualitative Health Research*, 15(8), 1129-1140.
- Zappa, F.V. (2007). The contextual researcher: Celebrating 'experiential alertness' in grounded theory in prison research. *Nurse Researcher*, 14(2), 51-65.

Case Study Research

- Daymon, C. (2000). Leadership and emerging cultural patterns in a new television station. *Studies in Cultures, Organizations, and Societies*, 6, 169-195.

- Fruhling, A.L., & Siau, K. (2007, Summer). Assessing organizational innovation capability and its effect on e-commerce initiatives. *Journal of Computer Information Systems* (Volume unknown)
- Gerring, J., & McDermott, R. (2007). An experimental template for case study research. *American Journal of Political Science*, 51(3), 688-701.
- Grunbaum, N.N. (2007). Identification of ambiguity in the case study research typology: What is a unit of analysis? *Qualitative Market Research: An International Journal*, 10(1), 78-97.
- Hill, L., & Kikulis, L.M. (1999). Contemplating restructuring: A case study of strategic decision making in interuniversity athletic conferences. *Journal of Sport Management*, 13, 18-44.
- Ingenbleek, P., Binnekamp, M., & Goddijn, S. (2007). Setting standards for CSR: A comparative case study on criteria-formulating organizations. *Journal of Business Research*, 60, 539-548.
- Kvist, J. (2007). Fuzzy set ideal type analysis. *Journal of Business Research*, 60, 474-481.
- Maguire, S., & Redman, T. (2007). The role of human resource management in information systems development. *Management Decision*, 45(2), 252-264.
- Pandey, A. (2007). Strategically focused training in Six Sigma way: A case study. *Journal of European Industrial Training*, 31(2), 145-162.
- Payne, S., Field, D., Rolls, L., Hawker, S., & Kerr, C. (2007). Case study research methods in end-of-life care: reflections on three studies. *Journal of Advanced Nursing*, 58(3), 236-245.
- Stokke, O.S. (2007). Qualitative comparative analysis, shaming, and international regime effectiveness. *Journal of Business Research*, 60, 501-511.
- VanWynsberghe, R., & Khan, S. (2007). Redefining case study. *International Journal of Qualitative Methods*, 6(2), 1-10.

Ethnography

- Arber, A. (2006). "Pain talk" in hospice and palliative care team meetings: An ethnography. *International Journal of Nursing Studies*, 44, 916-926.
- Bathum, M.E., & Baumann, L.C. (2007). A sense of community among immigrant Latinas. *Farm Community Health*, 30(3), 167-177.
- Bloustien, G. (2003). Envisioning ethnography: Exploring the meanings of the visual in research. *Social Analysis*, 47(3), 1-7.
- Denzin, N.K. (1997). Lessons James Joyce teaches us. *In Interpretive Ethnography:*

- Ethnographic Practices for the 21st Century*. Thousand Oaks, CA: Sage.
- Dollar, N.J. (2002). Ethnographic practices in group communication research. In L.R. Frey (Ed.), *New Directions in Group Communication* (pp. 59-78). Thousand Oaks, CA: Sage.
- Gordon, D. (1988). Writing culture, writing feminism: The poetics and politics of experimental ethnography.
- Hall, T. (2000). At home with the young homeless. *International Journal of Social Research Methodology*, 3(2), 121-133.
- Kim, L.S. (2003). Multiple identities in a multicultural world: A Malaysian perspective. *Journal of Language, Identity, and Education*, 2(3), 137-158.
- Moore, R. (2007). Friends don't let friends listen to corporate rock: Punk as a field of cultural production. *Journal of Contemporary Ethnography*, 36(4), 438-474.
- Tamale, S.R. (1996). The outsider looks in: Constructing knowledge about American collegiate racism. *Qualitative Sociology*, 19(4), 471-495.
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