PGR Course unit outline 2022/23	
Unit code:	**BMAN85232**
Title:	Advanced Qualitative Analysis and Theorizing
Credit value:	5
Semester:	2
Course Coordinator contact details:	Oliver Laasch, oliver.laasch@manchester.ac.uk, office hours after each respective course session
Other staff involved contact details:	
Pre-requisites Co-requisites Dependent course units Restrictions	-Introductory qualitative research methods -Introduction to NVivo

Course unit overview

We will first deep-dive into qualitatively coding (analysis process) qualitative material (type of data). We will then discuss and practice the crucial move from an empirical data structure to an explanatory theoretical framework that addresses the posed research question. The practical core piece and main object of the course assignment will be each student's NVivo file through which they will each iteratively build their data structure and framework.

Aims

Understand and practice the move from loosely structured or unstructured qualitative material to an accessible data structure, and on to an explanatory framework or theory.

Objectives (Learning outcomes)

Knowledge and understanding
-To understand what different types of theorizing processes and empirical material different types of questions imply (e.g., what, how, why, when; descriptive vs explanatory)
-To know the different phases of qualitative analysis and theorizing

Intellectual skills
-Ability to combine and sequence induction, deduction, and abduction in theorizing processes.

Practical skills:
-Using NVivo to rigorously craft a qualitative coding/data structure.
-To translate data structures into models and frameworks.

Transferrable skills and personal qualities
-Building patience and endurance to follow through with lengthy and recursive qualitative coding processes, in order to build a rigorous end product.

Syllabus content

Three sessions (3 hours each) will be conducted in a workshop style learning environment, in which students after short introduction to methods and key considerations will work on their own analysis and theorizing project with support of the instructor.

Methods of delivery

Lectures	3 x 3 hours blocked in one week (9 hours total)
Seminar/Tutorial/Workshop/Lab Hours	0
Independent Study	41 hours (including preparation and postprocessing/ contact hour)
Total Study Hours	50 hours

Reading List

Analysis: From empirical material to a data structure

- Graebner, M. E., Martin, J. A., & Roundy, P. T. (2012). Qualitative data: Cooking without a recipe. Strategic Organization, 10(3), 276-284.

- Nigel King, N & Brooks, J.M. (2017). *Template analysis for business and management students.* Thousand Oaks: Sage.

- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Thousand Oaks: Sage.

- Sætre, A. S., & Van de Ven, A. (2021). Generating theory by abduction. *Academy of Management Review*, *46*(4), 684-701.

- Fereday, J., & Muir-Cochrane, E. 2006. Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. International Journal of Qualitative Methods, 5(1): 80-92.

- Gioia, D. A., Corley, K. G., & Hamilton, A. L. 2012. Seeking qualitative rigor in inductive research: Notes on the Gioia Methodology. Organizational Research Methods, 16(1): 15-31.

- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. The qualitative report, 20(9), 1408.

Theorizing: From data structure to explanatory frameworks

- Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 273–285). Sage Publications, Inc.

- Suddaby, R. (2006). From the editors: What grounded theory is not. Academy of Management Journal, 49(4), 633-642.

- Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. 2018. Finding theory–method fit: A comparison of three qualitative approaches to theory building. Journal of Management Inquiry, 27(3): 284-300.

- Cornelissen, J., Höllerer, M. A., & Seidl, D. (2021). What theory is and can be: Forms of theorizing in organizational scholarship. Organization Theory, 2(3), 26317877211020328.

- Suddaby, R. (Ed.). (2010). Editor's comments: Construct clarity in theories of management and organization. Academy of Management Review, 35(3), 346-357.

- Langley, A., & Ravasi, D. (2019). Visual artifacts as tools for analysis and theorizing. In The production of managerial knowledge and organizational theory: New approaches to writing, producing and consuming theory. Emerald Publishing Limited.
- Langley, A. (1999). Strategies for theorizing from process data. Academy of Management Review, 24(4), 691-710.
- Marti, E., & Gond, J.-P. 2018. When do theories become self-fulfilling? Exploring the boundary conditions of performativity. Academy of Management Review, 43(3): 487-508.

Assessment

Based on a qualitative empirical material of your choice (ensure research ethics approval is not necessary or has been obtained), write up a methods and a findings section that describe your qualitative analysis and theorizing process as well as a conceptual model that has emerged from your coding and which addresses your explanatory research question.

Suggested mode of Assessment	Length required
Based on a qualitative empirical material of your choice (ensure research ethics approval is not necessary or has been obtained), write up a methods and a findings section that describe your qualitative analysis and theorizing process as well as a conceptual model that has emerged from your coding and which addresses your explanatory research question.	1600 words
Resits: PGRs would re-submit the task based on tutor feedback if the grade requires.	

Feedback methods

Formative feedback will be provided in-session as students work on their respective deliverables. Further feedback will be provided together with the grade awarded on Turnitin in Blackboard.

Feedback from students
In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester

Social Responsibility

AMBS aims for our graduates to develop not only academic and professional skills, but also a sense of social, ethical and environmental responsibility towards the societies of which they are part. Please give details of how social responsibility is addressed in your course unit by highlighting any knowledge or skills that support students' social and ethical understanding and conduct.

The examples of qualitative theorizing used by the author are all related to social responsibility topics (ranging from responsible management learning and education on to corporate responsibility and sustainable business models). Students are explicitly encouraged to pick their own research project/ task for this course to be socially relevant and have a potential positive impact.

Please indicate by ticking the box(es) below, which specific aspect of SR your module is linked to:

[x] UN SDGs*   [x] Environmental Sustainability

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☐ Other (please specify)

* If a UN SDG, please note which one by reviewing the list [here](#)

For additional support on how embed SR into your module, please review the resources here:
https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=51837
https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=47017