Qualitative Research Methods
MGMT-8018

Semester 1 2016  6 Units  In Person Delivery  Modified 09/02/2016

CONTACT INFORMATION

Lecturer: Dr Sarbari Bordia

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Phone: 02 6125 7338
Consultation by appointment

Research Interests:

My research interest is at the intersection of linguistics and corporate communication. I study the role of linguistic identity in international business and service delivery. I also conduct research on the internationalization of management education. I have extensive research experience in qualitative research in management.

Research School of Management: STUDENT OFFICE

Email: enquiries.rsm@anu.edu.au
Office: Room 1088, Level 1, LF Crisp Building 26
Website: https://www.rsm.anu.edu.au/
Phone: 02 6125 6737
02 6125 9839

College of Business and Economics: STUDENT OFFICE

Email: info.cbe@anu.edu.au
Office: Level 2, Building 26C
Website: https://www.cbe.anu.edu.au/
Phone: 1300 732 120 Within Australia
How do we research and how can we tell the difference between good and bad research? This is not an abstract question for those who intend to do postgraduate research. This course covers how to develop a good research topic, how to design successful projects and the practical skills to conduct qualitative field work. Issues of design and discovery are relevant to many students, but practical focus relates to the qualitative research tradition. This course is focused on the needs of business students but is also relevant to other areas of social science. The central activity to all of this is to develop a reflective understanding of the rules and expectation for good research in each disciplinary area. Therefore the reflective process is the core element of this course.

**Requisites**

You are not able to enrol in this course if you have successfully completed MGMT4018 ([http://programsandcourses.anu.edu.au/2016/course/MGMT4018](http://programsandcourses.anu.edu.au/2016/course/MGMT4018))

**LEARNING OUTCOMES**

On completion of this course, students should be able to:
1. evaluate the quality of qualitative research,
2. write a qualitative research proposal,
3. plan and execute a qualitative research project, and
4. apply good research design to the formulation of research question(s), the design of methods and the use of theory in qualitative research

**SCHEDULE**

**Seminar:**

Week 1-6 Saturdays
10am to 5pm

Room: CBE Bld LT 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Summary of Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to qualitative research</td>
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<td></td>
<td>Theory building with qualitative research</td>
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<td>2</td>
<td>Grounded theory</td>
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<td>Ethnography</td>
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Qualitative action research
Qualitative case study
Mixed methodology: When to use qualitative with quantitative

Skills required in qualitative research:
- Interviewing
- Observations
- Document and textual analysis
- Analysis of data
- Introduction to analytic software
- Writing up qualitative research

Analysis of Qualitative Research 20%

Theory to Practice: pilot data collection
No classes

Proposal Presentation and summary of course
In-class presentations 30%

Research-Led Teaching

This course exposes students to a variety of qualitative research method strategies. The lectures and discussions will include core information on research methods and contextual information on how the methodologies are commonly used in a variety of business related research. Students will learn to analyse how the methodologies have been used in the past in published research as well as formulate research projects of their own in this course. The lecturer has extensive experience in using qualitative research and some of her work will also be analysed in the course.

Continuous Improvement

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- Further discussion on theory building
- Explanation on mixed methodology and action research
- Revision of assessment items

ASSESSMENT OVERVIEW

Summary

Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document)
/ANUP_004603 (https://policies.anu.edu.au/ppl/document/ANUP_004603)), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
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**ASSESSMENT ITEMS**

**Literature review: Analysis of qualitative research 20%. Due Week 4 in class and wattle.**

Select at least three interesting, recent articles in your research area that utilises qualitative methodology. These papers need to focus around a specific area of research. The goal is to summarise these papers and identify a gap or problem which would provide a motivation for a new research project.

Write a 1,500 word review (excluding references) incorporating headings.

- Identify the relevant target academic community for these articles.
- Identify the following for each article

1. Research problem or issue under investigation
2. Theoretical positions or models relevant to study
3. Data gathering and methods of analysis and
4. How the given article advanced knowledge

- Reflect on how the papers you examine create new theory or extends existing ones.
- Highlight a research gap or issue in this work which could be the basis of a
Assignment 1: Analysis of qualitative research

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<th>Content (3 marks each)</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs some more work</th>
<th>Needs much more work</th>
<th>Mark</th>
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<tr>
<td>Appropriate selection of papers</td>
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<tr>
<td>Description of research gap and problems</td>
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<tr>
<td>Description of methodology and analysis</td>
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<tr>
<td>Description of theory creation/extension</td>
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<td>Future research directions for qualitative research</td>
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<td>Critical writing skills for each paper (3 marks)</td>
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<td>Summative assessment of the three papers (2 marks)</td>
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<td>Total Marks: 20</td>
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Presentation: Oral presentation of proposal 30%. Due Week 6, in class.

Choose a qualitative research methodology (e.g., ethnography, grounded theory, case study, etc.) and develop a research project in your area of research.

The oral presentation of the proposal should include the following sections:
Rationale for research on the topic and research questions.

Rationale for methodology.

Details of methodology (e.g., organizational context, cultural/national context, participants, data collection, data storage/transcription, time frame related to data collection).

Data analysis techniques.

Expected results and theory building.

Present a 20 min presentation in class aided with power point presentations (20-25 slides) followed by 5-10 min of Q & A.

Slides should be submitted via wattle and hard copy.

Assignment 2: Oral Presentation Marking Criteria

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<td><strong>Content</strong></td>
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<td>Display of clear understanding of the methodology:</td>
<td>4 marks</td>
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<td>Use of significant research in relation to the methodology:</td>
<td>4 marks</td>
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<tr>
<td>Rationale and literature review on research topic:</td>
<td>4 mark</td>
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<tr>
<td>Rationale and details of methodology:</td>
<td>5 marks</td>
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<tr>
<td>Data analytic techniques:</td>
<td>4 marks</td>
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<tr>
<td>Expected theoretical outcomes:</td>
<td>4 marks</td>
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Format /5
Easy to read slides: 2 marks
Logical sequencing of slides: 1 mark
Careful editing of slides: 1 mark
Number of slides within the recommended limit: 1 mark

**Total Marks:** 30

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**Report: Research report 50%. Due April 29th by 4pm. RSM office and wattle.**

The research questions and methodology in this assignment should be similar to that in Assignment 2. In this assignment write a 2000-3000 word report on your research. The report should include the following:

- A literature review
- Research questions
- Pilot study methodology
- Pilot study analysis of data
- Pilot study results
- Contributions of the research
- Limitations and future research directions.

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**Assignment 3: Research Report**

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<th>Good</th>
<th>Satisfactory</th>
<th>Needs some more work</th>
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Course Learning Outcomes

Qualitative research methods are growing in importance in research in business disciplines. Scholars and practitioners are utilising qualitative research methods to build theory, improve existing practices, and to undertake policy changes. This course introduces postgraduate research students to a broad range of qualitative research strategies and methods. Such knowledge is crucial for those students undertaking qualitative research projects.
The learning outcomes are:

1. To help students understand the threshold concepts necessary to produce high quality research
2. To develop the skills and capabilities in the planning, execution, and communication of a qualitative research and
3. To develop the reflective ability to understand and critique the notion of good research.

**Research-Led Teaching**

This course exposes students to a variety of qualitative research method strategies. The lectures and discussions will include core information on research methods and contextual information on how the methodologies are commonly used in a variety of business related research. Students will learn to analyse how the methodologies have been used in the past in published research as well as formulate research projects of their own in this course. The lecturer has extensive experience in using qualitative research and some of her work will also be analysed in the course.

**Announcements**

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

**Extensions and penalties**

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) (https://policies.anu.edu.au/ppl/document/ANUP_004604) Policy
You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

**Special consideration for assessments**

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0cccd0cac7c6d1c2d7caaccede3c2dd68dc6c7d68dc2d6). You will be notified by your lecturer if an extension has been approved.

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Resubmission of assignments**

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

**Returning assignments**
All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

**Referencing requirements**

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics (https://academicskills.anu.edu.au/resources/handouts/referencing-basics)

**Deferred examinations**

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:examinations.officer@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to **final examinations** are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is **the responsibility of the student** to confirm the date/time/location for that examination with the relevant ANU College or School.

**Finalisation of Marks and Grades**

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.
Reading list

Some recommended readings are as follows:

Journal articles:


Book chapters:

I will be placing the following books at the Research School of Management office for students to borrow for short periods of time.


Chapters: 1, 2, 6, 7, & 8.


Chapters: 1, 5, 8, 10, 15, & 21.

Lecturer will alert students to further readings when necessary.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find
the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/
(http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

**Academic Integrity**

Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/discriminerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.
For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin (http://online.anu.edu.au/help_support/turnitin)).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

Library

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- Opening hours can be accessed at http://anulib.anu.edu.au/about/open/ (http://anulib.anu.edu.au/about/open/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)