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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Detail</th>
<th>Timings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual participation</td>
<td>10</td>
<td>Attendance and contribution to discussion.</td>
<td>Each class</td>
</tr>
<tr>
<td>Individual quiz</td>
<td>10</td>
<td>Two quizzes</td>
<td>Unannounced.</td>
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<tr>
<td>Individual report on project</td>
<td>10</td>
<td></td>
<td>7th Jan.</td>
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</tbody>
</table>

Group 70

20 Part 2 Data analysis 10th Dec.

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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic area</th>
<th>Reading (MS = [1])</th>
<th>PhD extension</th>
</tr>
</thead>
</table>
| Class 1 | • Nature of qualitative research  
            • Knowledge paradigms | • Chapter 1 – MS  
            • Chapter 4 - MS | A.M. |
|         | • Exercises                    |                    | P.M. |
| Class 2 | • Formulating a research topic  
            • Critically reviewing the literature  
            • Formulating a research design | • Chapter 2 – MS  
            • Chapter 3 – MS  
            • Chapter 5 – MS  
            • [2] to get | P.M.  
            • [3] to get  
            • [4] to get  
            • [5] to get  
            • [6] to get  
            • [7] to get |
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic area</th>
<th>Reading (MS = [1])</th>
<th>PhD extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 3</td>
<td>• Research method</td>
<td>• Chapter 10 – MS A.M.</td>
<td>• Relevant sections from [8]</td>
</tr>
<tr>
<td></td>
<td>• Interviewing</td>
<td></td>
<td>• Patton’s chapter on interviewing (from [9])</td>
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<tr>
<td></td>
<td></td>
<td>Presentations – course project proposals P.M.</td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>• Observation</td>
<td>• Chapter 9 – MS A.M.</td>
<td>Observation study [11]- Emphasis on execution of the method and ethical issues raised</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observation case from [10] P.M.</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>• Sampling</td>
<td>• Chapter 7 – MS A.M.</td>
<td>• Review issues related to saturation in [12]</td>
</tr>
<tr>
<td></td>
<td>• Access and ethics</td>
<td></td>
<td>• Section on sampling from [9]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 6 – MS P.M.</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Topic area</td>
<td>Reading (MS = [1])</td>
<td>PhD extension</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>Class 6</td>
<td>Data analysis – grounded analysis</td>
<td>• Chapter 11 - MS</td>
<td>• Recommended to review all [12] but focus on Chapters 7, 8 and 9.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise</td>
<td>• [13]</td>
</tr>
<tr>
<td>Class 7</td>
<td>Data analysis – content analysis</td>
<td>• [14] Chapters 1-3</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presentation on term project analysis</td>
<td>•</td>
</tr>
<tr>
<td>Class 8</td>
<td>Quality in qualitative research</td>
<td>• [15] Chapter 1</td>
<td>• [15] Chapters 1, 3 and 8</td>
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<td></td>
<td></td>
<td>• [16]</td>
<td>• [17]</td>
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<tr>
<td></td>
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<td>• [18]</td>
<td>• [13]</td>
</tr>
<tr>
<td>Class 9</td>
<td>Reporting findings</td>
<td>• Presentation of course project results</td>
<td>• A.M. &amp; P.M.</td>
</tr>
</tbody>
</table>
Readings cited above:


