

Department of Business Administration

**EHFE009, Qualitative data analysis and
theorization,**

7.5 credits

Kvalitativ dataanalys och teoretisering,

7,5 hp

Third Cycle/Forskarutbildningsnivå

General information

The course EHFE009 is a course in Business Administration at the third cycle level.

Language of instruction: English

Main field of studies: Business Administration

The course focuses on theorization and qualitative data analysis and is thereby a complement to the departments' courses on theory.

Learning theory is different from learning theorization. The former focuses on learning what others have said, while the latter focuses on learning how to make theory yourself. In an academic context, we need theory to theorize, but only learning what others have said does not necessarily teach a student how to theorize. Against this background, the aim of this course is to improve the students' analytical and theorization skills. In addition, since learning theorization implies learning how to think independently in light of other theorists, a secondary aim of the course is to assist the students in their process of becoming independent analysts.

Learning outcomes

A passing grade on the course will be awarded to students who:

Knowledge and understanding

- Show a thorough understanding of the distinction between theory and theorization.
- Show a thorough understanding of the key elements in qualitative analysis.

Applying knowledge and understanding

- Show an ability to perform an independent analysis and theorization of qualitative data.

Communication

- Show an ability to communicate both orally and in writing on issues and problems with regard to qualitative data analysis and theorization.

Course design and content

The teaching consists of an introductory lecture, a literature seminar and “analytic seminars.” The aim of the *lecture* is to introduce the idea of the course, to communicate the pre-understandings of the students, and to prepare the students for the seminars. At the *literature seminar*, we discuss all the course literature, aiming to introduce the students theoretically to the practical analytical process.

The *analytic seminars* are the core of the course. There are two analytic seminars, which mean that we discuss each student’s data twice. At the first seminar, the students will present empirical material from their thesis projects and describe, in writing and orally, how they have analyzed the data, and how they intend to use it to argue for a theoretical point. Based on this presentation, the students get feedback from the other students and the teacher. This feedback is then used to improve the text, which will eventually be the course paper.

The second time a student’s text is discussed it should have developed into a full course paper. The student will present his/her revised and extended paper and receive feedback from the other students and the teacher. Broadly, the paper should contain a detailed description of the analytical process, which implies that it also contains a theorization. The feedback from the other students and the teacher should focus on how well and convincingly the student has analyzed his/her data.

Assessment

The course is examined through a course paper comprising about 4000 words. The students’ examination task is to analyze, which includes theorize, a piece of their own data, and account for how they did it. The analysis should make knowledgeable use of the course literature, as well as other relevant sources.

Credits

Grades are Pass or Fail.

Plagiarism is considered to be a very serious academic offence. The University will take disciplinary actions against any kind of attempted malpractice in examinations and assessments. The penalty that may be imposed for this, and other improper practices in examinations or assessments, includes suspension from the University for a specific period of time.

Entry requirements

PhD students accepted to the PhD programme in Business Administration or an adjacent subject are eligible for the course.

Since the focus of this course is the analytic activities that engage the researcher during and after the fieldwork, it is essential that the students who take the course have already collected a significant amount of data for their thesis. It is also necessary that the students have a basic understanding of the theory of qualitative method.

It is therefore a *requirement* for acceptance to the course that the students:

- 1) have completed the course “Introduction to Business Research Methods” or equivalent introduction to qualitative methods,
- 2) have already collected a significant amount of empirical material for their doctoral thesis.

Course literature

See separate literature list.

Department of Business Administration

Books

Charmaz, K. (2006 or 2014). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

Miles, M.B., Huberman, M.A. & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd edition)*. London: Sage.

A set of articles that are subject to alteration

Abend, G. (2008). The meaning of 'Theory'. *Sociological Theory*, 26(2), 173–199.

Chapter 4 on "Concepts" in Becker, H.S. (1998). *Tricks of the trade – How to think about your research while you're doing it*, (pp. 109–145). Chicago: The University of Chicago Press.

Gioia, D.A., Corley, K.G. & Hamilton, A.L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational research methods*, 16(1), 15–31.

Ryan, G. W., & Bernard, H.R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85–109.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 4(3), 371–384.

Swedberg, R. (2012). Theorizing in sociology and social science: turning to the context of discovery. *Theoretical Sociology*, 41, 1–40.

Van Maanen, J. (1979). The fact of fiction in organizational ethnography. *Administrative Science Quarterly*, 24(4), 539–550.

Weick, K. E. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 4(3), 385–390.

Reference literature

Prasad, P. (2005 or 2017). *Crafting Qualitative Research – Working in the Postpositivist Traditions*. New York: M.E.Sharpe.