



QUALITATIVE METHODOLOGY IN BUSINESS AND MANAGEMENT

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Is Qualitative
Methodology
ATTRACTIVE and
FRUITFUL?



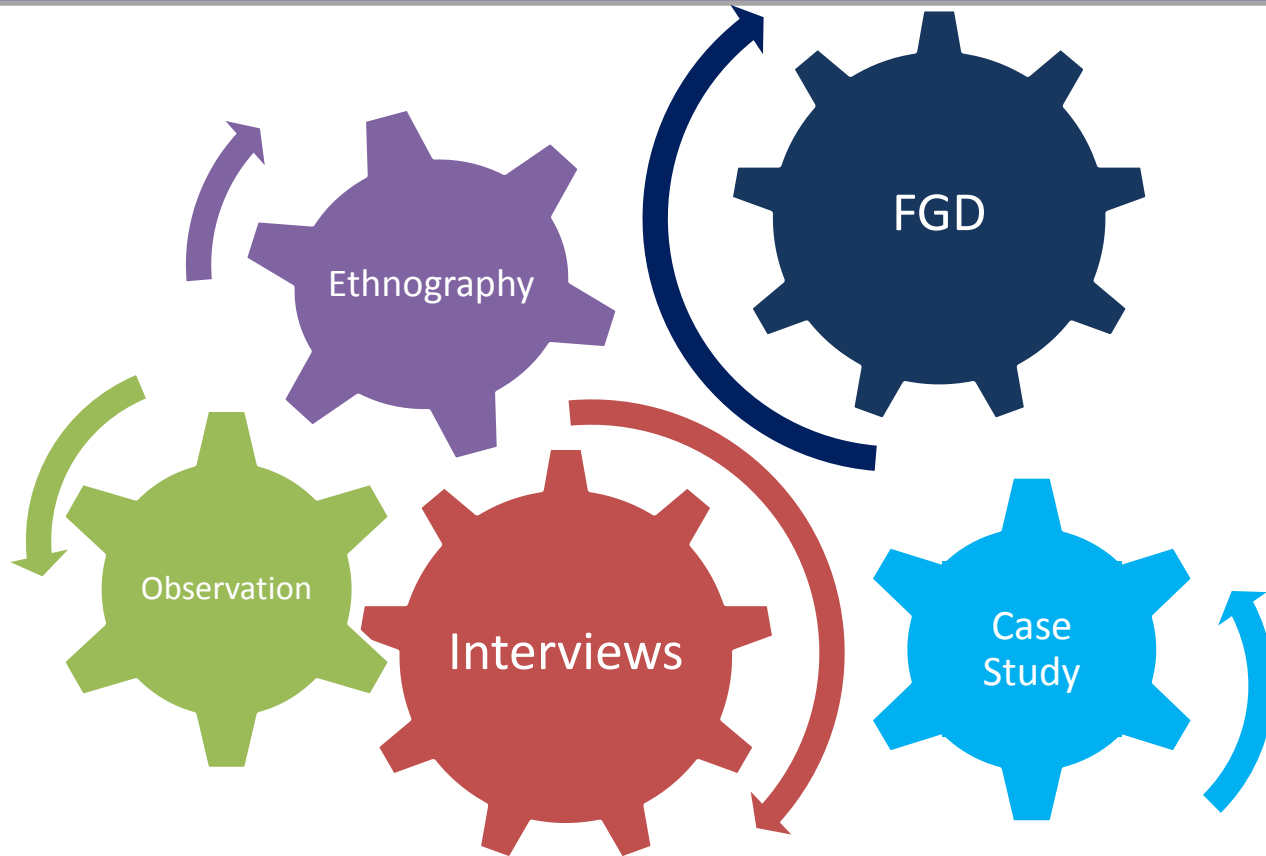
Why Students of
Business &
Management **ARE**
NOT ATTRACTED
by it?



Can qualitative methodology be used to investigate

- organisational behavior issues?
 - OCB, organisational culture
- strategic management issues?
 - Change strategy
- Social and political issues?

FAMILIAR TERMS



PHILOSOPHICAL ASSUMPTIONS WITH IMPLICATIONS FOR PRACTICE (Creswell, 2007, p.17)



Assumption	Question	Characteristics	Implication for Practice
Ontological	What is the nature of reality?	Reality is subjective and multiple, as seen by participants in the study	Researcher uses quotes and themes in words of participants and provides evidence of different perspectives
Epistemology	What is the relationship between the researcher and that being researched?	Research attempts to lessen distance between himself or herself and that being researched	Researcher collaborates, spends time in field with participants, and becomes an “insider”
Axiological	What is the role of values?	Researcher acknowledges that research is value-laden and that biases are present	Researcher openly discusses values that shape the narrative and includes his or her own interpretation in conjunction with the interpretations of participants

(contd.)



Assumption	Question	Characteristics	Implication for Practice
Rhetorical	What is the language of research?	Researcher writes in a literary, informal style using the personal voice and uses qualitative	Researcher uses an engaging style of narrative, may use first-person pronoun, and employs the language of qualitative research
Methodological	What is the process of research?	Researcher uses inductive logic, studies the topic within its contexts, and uses an emerging design	Researcher works with particulars (details) before generalisations, describes in detail the context of the study, and continually revises questions from experiences in the field

RESEARCH PROCESS

(Denzin & Lincoln, 2005)



Phase 1

Researcher as a
Multicultural
Subject

- History & research traditions
- Conceptions of self and the Other
- The ethics and politics of research

Phase 2

Theoretical
Paradigms &
Perspectives

- Positivism, postpositivism
- Interpretivism, constructionism, hermeneutics
- Feminism
- Critical theory and Marxist model

Phase 3

Research
Strategies

- Design
- Case Study
- Ethnography, participant observation
- Phenomenology

RESEARCH PROCESS (contd.)



Phase 4

Methods of
Collection &
Analysis

- Interviewing
- Observing
- Artifacts, documents, and records
- Focus groups

Phase 5

The Art, Practices,
& Politics of
Interpretation &
Evaluation

- Criteria for judging adequacy
- Practices and politics of interpretation
- Writing as interpretation
- Policy analysis

SOME METHODS IN QUALITATIVE RESEARCH



(Creswell, 2007)

Narrative Research

Phenomenology

Grounded Theory

Ethnography

Case study

CHALLENGES



- Validity and reliability?
- Finding resource person?
- Exploring resource person?
- Synthesising data and information?
- The issue of reflexivity?

DOING QUALITATIVE STUDY – the choices



(Yin, 2011)

1. Starting a research design at the beginning of a study (or not)
 - Whether you should have a research design in the beginning
 - Design as an iterative process
2. Taking steps to strengthen the validity of a study (or not)
 - How to strive for a valid study
 - Two especially pervasive practices for strengthening the validity of a study

VALIDITY (Maxwell, 2009)



Strategies in tackling validity issues in qualitative research

1. Intensive long-term (field) involvement
2. “rich” data
3. Respondent validation
4. Search for discrepant evidence and negative cases
(**rival explanations**)
- 5. Triangulation**
6. Quasi-statistics
7. Comparison

DOING QUALITATIVE STUDY (contd.)



3. Clarifying the complexity of data collection units (or not)
 - Any component in an empirical study, including its different levels
 - The need for a clear understanding of the relationship between the component and the topic of a qualitative study
4. Attending to sampling (or not)
5. Incorporating concepts and theories into a study (or not)
 - Ways of shifting between data and concept
 - How qualitative studies have incorporated concepts and theories, using both ways – inductive and deductive approaches

DOING QUALITATIVE STUDY (contd.)



6. Planning at an early stage (or not) to obtain participant feedback
7. Being concerned with generalising a study's findings (or not)
 - Need for reaching beyond statistical generalisations
 - Making analytic generalisations
8. Preparing a research protocol (or not)
 - The topics that might be covered in a research protocol
 - The differences between a protocol and an instrument
 - How a protocol represent a mental framework

Example of Protocol



EXHIBIT 4.2. EXAMPLE OF FIELD PROTOCOL FOR STUDY OF NEIGHBORHOOD ORGANIZATION

Topics and Protocol Questions (illustrative questions shown only)

A. Initiation and structure of the organization

1. In what year did the organization come into being?
2. What caused its creation, and who or what was the main source of support in the creation?
3. What was the original source of funding?
4. What was the early orientation of the organization?
5. How has the organization changed since the early days?

(five other questions not shown)

B. Revitalization activities and their support

6. What activities have been completed or are underway?
7. How did the organization become involved in these activities?

(seven other questions not shown)

EXHIBIT 4.3. GENERAL INTERVIEW PROTOCOL USED TO INTERVIEW MEN

History in community

1. Ask about how long R has lived in Golden Valley, why he came if he came from somewhere else. What kinds of ties does R have in community? Is R happy here? What does R like about living in Golden Valley?
2. Has the community changed over R's lifetime? In what ways? Is life here better now than it was in the past?

Family history

1. Ask R about what parents did while growing up, how work was allocated within family, what roles each parent played in household and with regard to children. Which parent was R closer to?
2. Ask R to describe father and relationship with him. Was he a role model or someone R wanted to be like?
3. Ask R if he expected his own life to be like that of his parents. What were his expectations of himself with regard to work and family life as an adult?
4. Have R's expectations changed? Is life better or worse than what he envisioned for himself as a child?

EXAMPLES



Feminism

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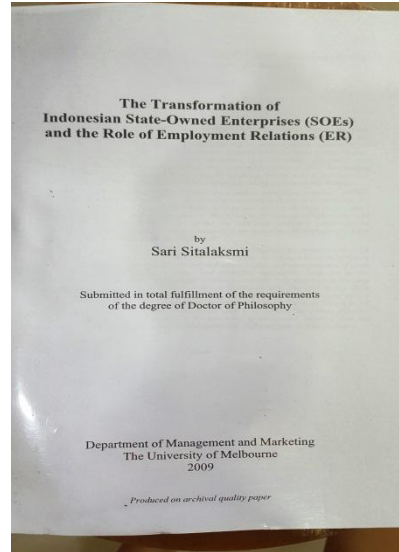
REVERSAL OF STRATEGIC CHANGE

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Newcastle University

underinvestigated

When planned change is canceled, managers may be tempted to reverse their organization's strategy. Our longitudinal case study documents an organization's canceled merger effort and a failed attempt to return to the organization's widely accepted premerger strategy. We trace the failure to contradictions in symbolic change management. The phenomenon of change reversal draws attention to the historical continuity of "sensemaking" and raises caution about the popular view that managers need to destroy organizational meaning to facilitate the realization of strategic change.



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<http://dx.doi.org/10.5465/amp.2011.0097>

A R T I C L E S

ORGANIZATIONAL CITIZENSHIP BEHAVIOR, VERSION 2.0: A REVIEW AND QUALITATIVE INVESTIGATION OF OCBs FOR KNOWLEDGE WORKERS AT GOOGLE AND BEYOND

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Mostly quantitative
with
given/standardised
construct

Case study

REVERSAL OF STRATEGIC CHANGE

(Mantere et al., 2012)

EXAMPLE 1

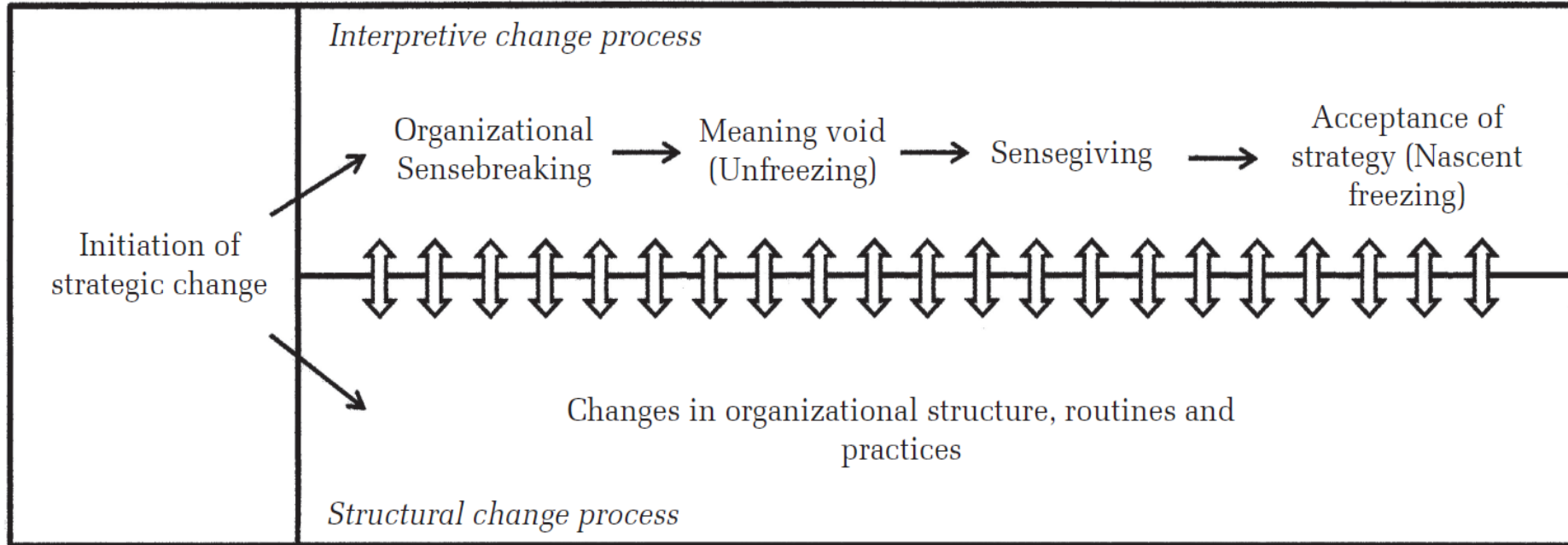


- The failure of reverse change, especially radical change
- No prior study on the issue
- Concept: organisational sensemaking
- Approach: how management team alter the interpretative scheme of organisational members
 - Sense breaking – sense giving – sense making

THE MODEL



The Interpretative and Structural Layers of Radical Change





Method: longitudinal case study, interpretivism

Procedures:

- Obtaining secondary data
 - Gain access to secondary data from the Office
 - Intranet (minutes of meeting, discussion forum)
 - Published materials
- Collecting primary data
 - Formulate semi structured interview protocols (focus on general theme and key incidents)
 - Carry out interviews and informal discussion with
 - All top management team, unit managers, stakeholders
 - Interviews were taped and transcribed

THREE ROUNDS OF DATA ANALYSIS



First Round

- Writing a detailed account of the change efforts from the top down point of view
- Coded data based on importance (of events)
- Integrate the views of different stakeholders

Second Round

- Theorising on the longitudinal account
- Compare two change episodes (pre-merger and postmerger sensemaking)

Third Round

- Axial coding (structuring data into theoretical categories & general aggregate dimensions)
- More theory-driven – for theoretical contribution
- Integrate previous round into a temporal explanation

FINDINGS



Findings

- The residual effect of sensemaking history on future change management
- Importance of having longitudinal analysis covering both episodes
- Employees would retrieve sensebreaking and sensegiving residuals

THE TRANSFORMATION OF INDONESIAN SOEs AND THE ROLE OF ER

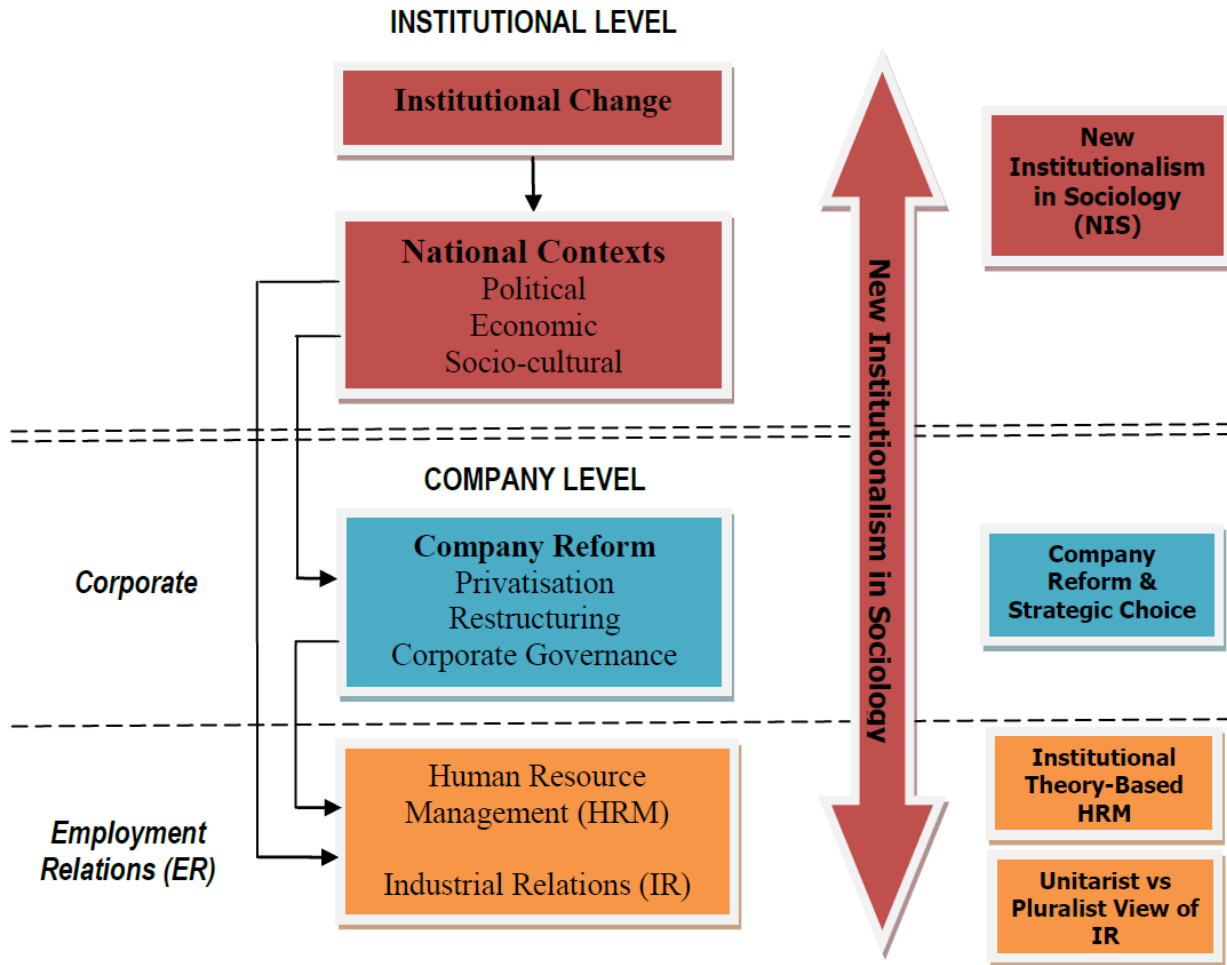
(Sitalaksmi, 2009)

EXAMPLE 2



THE UNIVERSITY OF
MELBOURNE





THE MODEL

RESEARCH QUESTIONS (1)



RQ1: To what extent has Indonesian institutional change affected businesses, particularly the SOEs after the 1997 Asian crisis?

RQ2: What are the characteristics of the emerging institutions (i.e. the relationship between formal and informal rules, the process of isomorphism, and the presence of actor institutionalism)?

RQ3: To what extent has company reform been pursued as a strategic choice in response to institutional change?

RQ4: How are the strategic actors playing their part?

RQ5: In what direction has the CG evolved (perhaps toward an 'alternative' model)?

RQ6: To what extent has the HR strategy been linked to company reform initiatives and business strategy?

RESEARCH QUESTIONS (2)



RQ7: To what degree have Indonesian SOEs adopted best practices, including the

RQ8: To what extent is there coupling of formal and informal rules as a result of this strategic choice?

RQ9: To what extent has change of IR altered the Indonesian SOE after 1997?

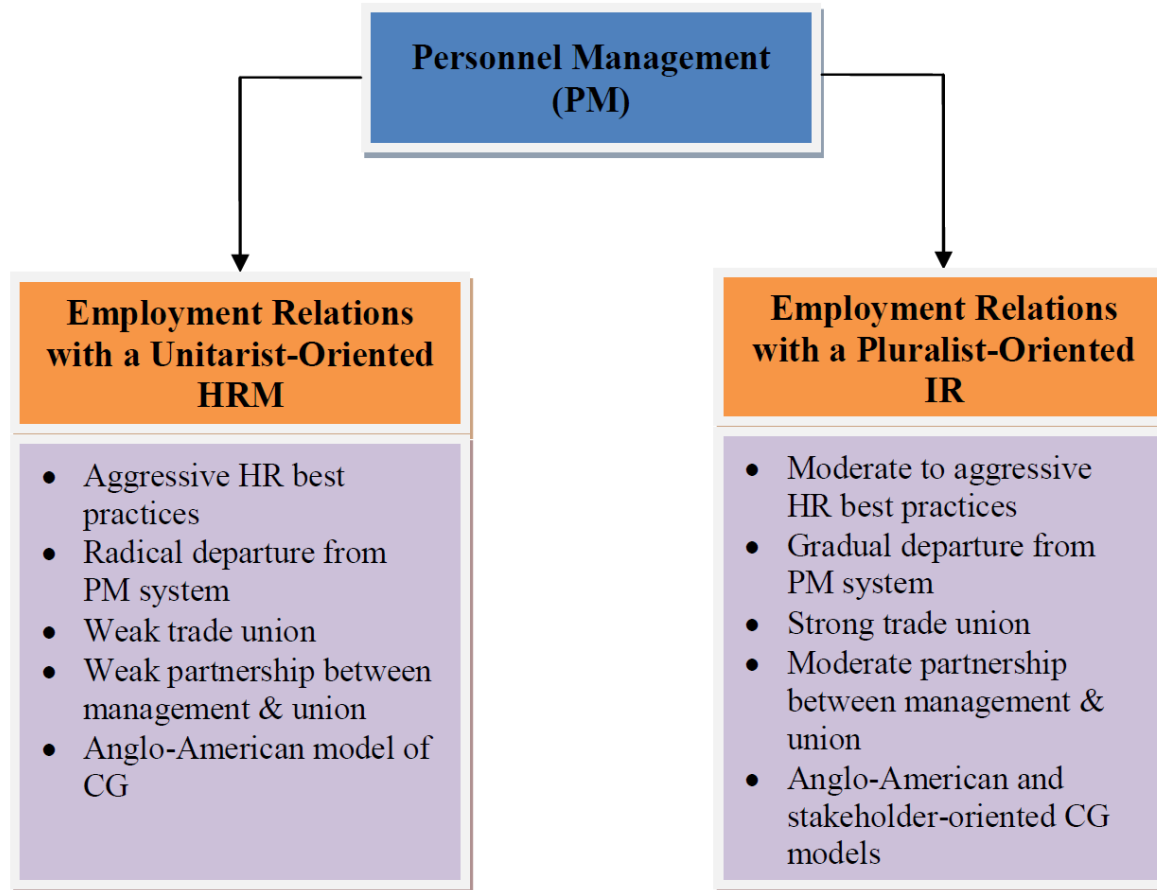
RQ10: What are the characteristics and the implication of the unions

RQ11: What is the possible labour management model of the Indonesian SOEs?

RQ12: How has ER generally evolved?



Figure 8.1
Trend in Employment Relations (ER) Transformation



THEORETICAL
IMPLICATION

ALTERNATIVE METHOD – CONTENT ANALYSIS



QUALITATIVE CONTENT ANALYSIS

(Hsieh & Shannon, 2005)



Qual CA: research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns

Conventional CA

Usually appropriate when existing theory or research literature on a phenomenon is limited

- allow the categories and names of categories to flow from the data
- Researchers immerse in the data to allow new insights to emerge
- Inductive category development

QUALITATIVE CONTENT ANALYSIS (contd.)



Directed CA

Appropriate when existing theory or research literature on a phenomenon is incomplete or would benefit from further description

- The purpose is to validate or extend conceptually a theoretically framework or theory
- Might be categorise as a deductive use of theory based on their distinctions on the role of theory

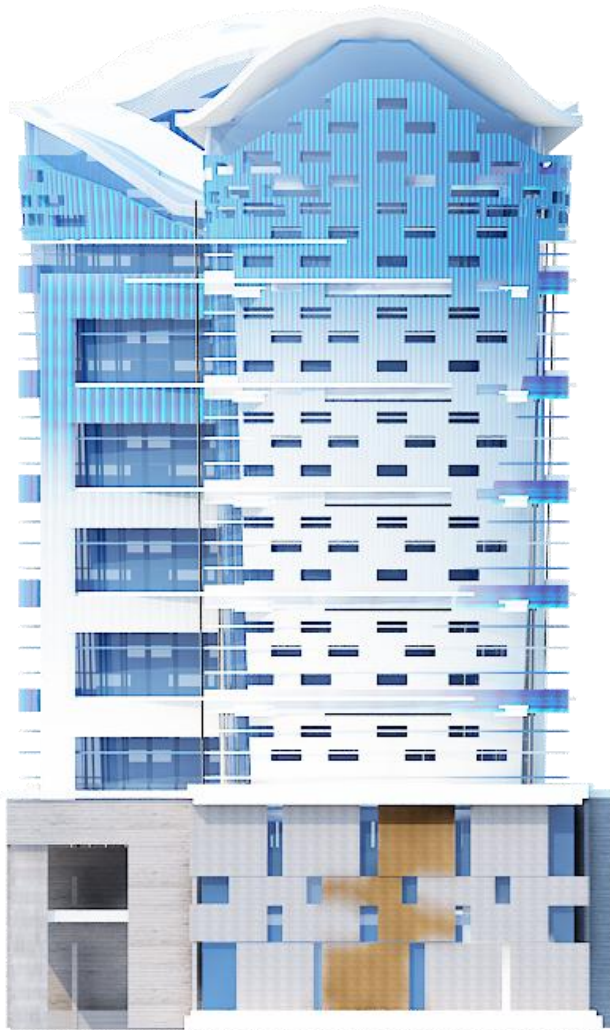
QUALITATIVE CONTENT ANALYSIS (contd.)



Summative CA

Usually starts with identifying and quantifying certain words or content in text with the purpose of understanding the contextual use of the words or content

- Incomplete procedure will 'only' qualify as quantitative analysis
- include latent content analysis (discovering underlying meanings of words or the content)
- Starts with searches for occurrences of the identified words



TERIMAKASIH

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