



SCHOOL OF ECONOMICS AND MANAGEMENT  
Lund University

# Introduction to Business Research Methods PhD-course Fall 2022

## COURSE INFORMATION

*Course leader:*

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*Introduction to Business Research Methods* is a PhD course and a compulsory part of the PhD programme at the Department of Business Administration, Lund University. The course is 15 University Credit Points (UCP).

The aim of the course is to offer an overview of the different methodological choices available for researchers within the various sub-disciplines of business research or management studies. The idea of the course is to prepare the participants for the work with their PhD-theses as well as for the specialized courses in qualitative and quantitative methods on the PhD-program. Another aim of the course is to offer an opportunity for the participants to reflect upon the various stages in the research process: from the formulation of a research problem to writing up and publishing the research results.

The course consists of a series of seminars and lectures and an individual final take-home exam will be given at the end of the course. The classes have both lecture and seminar components and all classes are compulsory. Please, contact the course leader if you can't make it to class.

## Literature

Texts and articles according to the detailed schedule below (Texts marked with \* will be provided).

## SCHEDULE

12 Sep	13-15	Room 3053 (Alfa)	<b>Introduction: The course, research, academic life and so on... (Peter Svensson)</b>  <b>Preparations:</b>  Prepare a three minutes presentation of your PhD-project. Even if you are very early in the PhD-studies (or perhaps even have just started), try to describe your ideal project to the rest of the group. Also read the following text (which is written for sociologists but might be of relevance for management researchers as well):  Marx G. 1997. "Of methods and manners for aspiring sociologists: 37 moral Imperatives". <i>The American Sociologist</i> , 28:102–125.
21 Sep	13-15	Room 3053 (Alfa)	<b>Creating problems, asking research questions (Peter Svensson)</b>  <b>Readings:</b>  Alvesson, M. & Sandberg, J. (2011) 'Generating Research Questions through Problematization', <i>Academy of Management Review</i> , 36(2): 247-271.  Morgan, G. (1980). 'Paradigms, metaphors, and puzzle solving in organization theory' <i>Administrative Science Quarterly</i> 25(4): 605-622.  Watson, T. (1994), "Managing, crafting and researching: words, skill and imagination in shaping management research", <i>British Journal of Management</i> , 5: 577-587.
22 Sep	10-12	Room 3053 (Alfa)	<b>"The contribution": Taking part in the academic conversation (Peter Svensson)</b>  <b>Readings:</b>  Davis, M. S. (1971) "That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology", <i>Philosophy of Social Sciences</i> , 1: 309-344.  Locke, K., & Golden-Biddle, K. (1997) "Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies", <i>Academy of Management Journal</i> , 40: 1023–1062.
27 Sep	13-15	Room 3053 (Alfa)	<b>Methods for theorizing processes (Anna Brattström)</b>  This session seeks to encourage a discussion on process research, navigating the link between different types of process theory building efforts and different types of process data and analytical methods. Process theory is about how things emerge, change or terminate over time. Process data comes in various forms. Some process data is generated by researchers through interviews, observations or longitudinal surveys. Other process data is generated by organizational members themselves, such as through emails, chatlogs or mobile phone positionings. In the seminar, we will reflect on the benefits and tradeoffs that comes with different types of data and analytical methods. We conclude

by identifying promising avenues for empirical process research, stimulating a discussion about how to bridge from empirics to dynamic theory.

**Readings:**

Brattström, A. & Faems, D. (2018) "Political battlefields: how within-firm goal conflict influences between-firm collaboration", *Academy of Management Proceedings*, Vol. 2018 (1).

Fachin, F.F. & Langley, A., (2018) "Researching organizational concepts processually: The case of identity", In C. Cassell, A. Cunliffe & G. Grandy (Eds.) *SAGE Handbook of Qualitative Business and Management Research Methods*: 308-327. London, UK: Sage Publications. \*

Langley, A. (1999) "Strategies for Theorizing from Process Data", *Academy of Management Review*, 24 (4): 691-710.

Luciano, M.; Mathieu, J. E.; Par, S. & Tannenbaum, S. I. (2018) "A Fitting Approach to Construct and Measurement Alignment: The Role of Big Data in Advancing Dynamic Theories", *Organizational Research Methods*, 21 (3): 1-41.

Cronin, M. A., & Vancouver, J. B. (2019) "The only constant is change: Expanding theory by incorporating dynamic properties into one's models". In S. E. Humphrey & J. M. LeBreton (Eds.), *The handbook of multilevel theory, measurement, and analysis*: 89-114. Washington, DC, US: American Psychological Association.\*

29 Sep      13-15      Room 3053  
(Alfa)

**The role and function of theory (Peter Svensson)**

**Readings:**

No readings but I would like you to prepare a brief presentation where you try to answer the following four questions:

1. What theory/theories do you think would be meaningful/useful/interesting (and so forth) for you in your PhD-project?
2. What does the theory/do the theories allow you to see, observe, detect, reveal, discover etc?
2. What kinds of questions does it/do they allow you to ask?
3. What methods are called for as a consequence of this theory/theories?

5 Oct        13-15      Room 3053  
(Alfa)

**Ethics, emotions and politics in qualitative research (Monika Müller)**

**Readings:**

Whiteman, G., Müller, T., & Johnson, J. M. (2009). Strong emotions at work. *Qualitative Research in Organizations and Management: An International Journal*, 4(1), 46-61.

Palmer, J., Fam, D., Smith, T., & Kilham, S. (2014). Ethics in fieldwork: Reflections on the unexpected. *The qualitative report*, 19(28), 1-13.

12 Oct      13-15      Room 3053  
(Alfa)

**Qualitative interviews (Peter Svensson)**

**Readings:**

Kvale, S. (1994) "Ten standard Objections to Qualitative Research Interviews", *Journal of Phenomenological Psychology*, 25(2): 147-173.

Fontana, A., & Frey, J. H. (2000) "The interview: From structured questions to negotiated text", in N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks: Sage.\*

Potter, J., & Hepburn, A., (2012) "Eight challenges for interview researchers", in J. F. Gubrium et al (Eds.), *The Sage Handbook of of interview research: the complexity of the craft*, (2nd ed), Thousand Oaks: Sage.\*

20 Oct	13-15	Room 3053 (Alfa)	<p><b>Observations and organizational ethnography (Peter Svensson)</b></p> <p><b>Readings:</b></p> <p>Bate SP (1997) Whatever happened to organizational anthropology? A review of the field of organizational ethnography and anthropological studies. <i>Human Relations</i> 50: 1147–1175.</p> <p>Rosen, M. (1985), "Breakfast at Spiro's", <i>Journal of Management</i>, Vol. 11 No. 2, pp. 91-109.</p> <p>Atkinson, P. 2006. "Why do fieldwork?", <i>Sociologisk forskning</i>, 2006:2, pp. 129-134. (will be distributed)</p> <p>Nash, Jeffrey. 1981. "Relations in Frozen Places: Observations on Winter Public Order." <i>Qualitative Sociology</i> 4:229-43.</p>
25 Oct	13-15	Room 3053 (Alfa)	<p><b>Studying quantities (Pierre Carbonnier, Department of Statistics)</b></p> <p><b>Readings:</b></p> <p>Howell, J. M &amp; Avolio, B. (1993) "Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance", <i>Journal of Applied Psychology</i>, 78(6): 891-902.</p>
8 Nov	10-12	Room 3053 (Alfa)	<p><b>Quantitative methods (Burak Tunca)</b></p> <p><b>Readings:</b></p> <p>Stapel, D. A., &amp; Lindenberg, S. (2011). Coping with chaos: How disordered contexts promote stereotyping and discrimination. <i>Science</i>, 332(6026), 251-253.</p> <p><i>Preparations: Please read this research conducted using quantitative methods and e-mail me (Burak) a max one page reflection note on what you liked/disliked about the methods used in the article.</i></p> <p>Simmons JP, Nelson LD, Simonsohn U. False-Positive Psychology: Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant. <i>Psychological Science</i>. 2011;22(11):1359-1366.</p> <p><i>Preparations: After reading this article and understanding the concept of "researcher's degrees of freedom", e-mail me (Burak) a max one page reflection note on the extent to which as a researcher you feel you have "degrees of freedom" in your own research, and whether you are comfortable/uncomfortable about that.</i></p>
8 Nov	13-15	Room 3053 (Alfa)	<p><b>Quantitative methods (Burak Tunca)</b></p> <p><b>Readings:</b></p> <p>As above</p>
17 Nov	10-12	Room 3053 (Alfa)	<p><b>Quantitative methods (Burak Tunca)</b></p> <p><b>Readings:</b></p> <p><i>Reading instructions will be provided at the end of 8/11 lecture.</i></p> <p>3Nosek, B. A., Ebersole, C. R., DeHaven, A. C., &amp; Mellor, D. T. (2018). The preregistration revolution. <i>Proceedings of the National Academy of Sciences</i>, 115(11), 2600-2606.</p>

Wagenmakers, E. J., Wetzels, R., Borsboom, D., van der Maas, H. L., & Kievit, R. A. (2012). An agenda for purely confirmatory research. *Perspectives on Psychological Science*, 7(6), 632-638.

McKiernan, E. C., Bourne, P. E., Brown, C. T., Buck, S., Kenall, A., Lin, J., ... & Yarkoni, T. (2016). How open science helps researchers succeed. *elife*, 5.

17 Nov	13-15	Room 3053 (Alfa)	<b>Quantitative methods (Burak Tunca)</b> <b>Readings:</b> As above
21 Nov	13-15	Room 3053 (Alfa)	<b>Document studies (Alexander Paulsson)</b> <b>Readings: TBA</b>
25 Nov	10-16	Room 3053 (Alfa)	<b>Academic writing (Nick Butler)</b> TBA
29 Nov	13-15	Room 3053 (Alfa)	<b>Reading (Sverre Spoelstra)</b> <b>Readings:</b> TBA
30 Nov	13-16	Room 3053 (Alfa)	<b>Analyzing qualitative data &amp; The end (Peter Svensson)</b> <b>Readings:</b> Ryan, G., and H. R. Bernard. 2003. 'Techniques to identify themes'. <i>Field Methods</i> , 15: 85–109.

## EXAMINATION

The course will be individually examined in the form of an individually written essay on a topic that the student formulates after discussions with the course leader in November-December. Deadline for the essay is **20 January, 2023**. Grades: Pass or Fail.