

Newsletter

Issue 9 – Summer 2026



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Dear reader,

Welcome to the ninth issue of the Qual+ Newsletter! Summer has finally arrived, and in this newsletter we take stock of our summer programme. Qual+ initiated a new collaboration with CARMA (Consortium for the Advancement of Research Methods and Analysis) which made possible the course offerings in the beginning of June 2026. Moreover, the June programme was partly funded by HSE Support Foundation, allowing us to invite leading scholars to teach and contribute to the programme.

Between June 8-12, Qual+ hosted three in-person events: A workshop entitled 'Advancements in Qualitative Research Methods' facilitated by Professor Tine Köhler (University of Melbourne), Professor Catherine Welch (Trinity College Dublin, Distinguished Visiting Professor, Aalto University School of Business), and Lecturer Maria Rumyantseva (University of Sydney), and a doctoral course 'Introduction to Qualitative Methods: Ethnography', led by Professor Michael Pratt (Boston College). Moreover, just before the midsummer weekend, Professor Jo Angouri's (University of Warwick, Distinguished Visiting Professor, Aalto University School of Business) advanced course entitled 'Learning to See: A Course in Ethnography and Discourse Analysis' took place. It was purposefully scheduled to build on and follow Professor Pratt's course.

After the summer, Emerita Professor Ann Langley (HEC Montréal) will teach an in-person doctoral course entitled 'Doing Process Research for Insight and Impact' between 12-14 November 2026 at Aalto University School of Business. This will be followed by Professors Catherine Welch's and Rebecca Piekkari's course entitled 'Qual+ Advanced Doctoral Course on Case Studies in Business and Management Research' on November 30- December 4, 2026, organized in collaboration with Kataja (The Finnish Doctoral Program in Business Studies). More information about these opportunities in this newsletter.

We would also like to extend a big thank-you to doctoral candidate Maria Uusitalo (Aalto University School of Business), who designed our new Qual+ website and new logo.

Finally, as always, we are happy to share information about your forthcoming events, relevant calls-for-papers and conference calls for the Qual+ community through our mailing list and newsletter. Please, send any information you wish to distribute to qual-plus@aalto.fi.



Upcoming Qual+ events

Qual+ Advanced Doctoral Course on Case Studies in Business and Management Research

November 30 – December 4, 2026
Aalto University, School of Business, Ekonominaukio 1

6 ECTS

Led by Professor Rebecca Piekkari, rebecca.piekkari@aalto.fi and Professor Catherine Welch, welchc@tcd.ie

The purpose of this advanced methods course is to introduce doctoral students from Europe and around the world to the diversity of ways of conducting case study research and to improve their own research practice. In practice, this is 'two courses in one' as we also cover the implications of philosophy of science for case study research. The course aims to provide an overview of recent trends and debates on the case study in management and organization research. This course will focus on issues that are often left out of methodology courses and training, notably: What are the different views on the theoretical contribution that a case study can make, and what lies behind these differences?

As researchers, how can we theorize from case studies? How do ontological and epistemological assumptions affect views about case study quality and design? What is the 'disciplinary convention' regarding the case study in your own field of research, and why does it matter? What are your options when writing up your case study for publication? What are the current trends in case research in top management journals? What can management researchers learn from case study trends in other fields, such as political science? As a case researcher, how can you best defend your methodological choices? Detailed lecture notes and handouts will be provided and examples from top journals will be collectively analyzed by course participants.

This course has a strong focus on the process and practice of conducting case studies, which necessitates interaction with fellow students and faculty. It is intended for doctoral students who conduct or at least are considering whether to conduct case study research and who have already passed an introductory research methods course. After this course, students will be able to evaluate case research with increased confidence, enhance their own case study design, and justify their methodological choices.



More information about the course here: <https://kataja.eu/events/advanced-doctoral-course-on-case-studies-in-business-and-management-research-8/>.

Apply for the course by filling out this form:

<https://link.webropolsurveys.com/S/BDF82FDBE0A4F6DF>

Experiences of previous course participants:

"I would like to thank you again for this excellent course. It was both intellectually stimulating and methodologically enriching, and I very much appreciated the opportunity to develop a more reflexive and paradigmatic understanding of case studies."

– Justine Dima, Université Laval

"May I extend my gratitude for your EDEN course. It definitely was a very intense week, but it was timely and helpful. Even though I am aware of how much I still must learn and absorb in the field of Qualitative Research, EDEN inspired me to carry on."

– Berit Virtanen-Thewlis, Aalto University

"Thank you very much for an excellent course; it was a pleasure and a privilege to participate and to gain many new insights into qualitative research in general and case studies in particular. "

– Leon Wijnands, Tilburg University

Doing Process Research for Insight and Impact

November 12 – 14, 2026

Aalto University, School of Business, Ekonominaukio 1

6 ECTS

Led by Emerita Professor Ann Langley

This doctoral course, organized in close collaboration with CARMA, concentrates on process research and process theorizing, and covers the following topics:

- The nature of process research and process research questions
- Choices and challenges in designing process studies
- Strategies for theorizing from process data
- Navigating the involvement paradox in process research
- Visualizing processes
- Writing up process research: unpacking a case history

The course is led by Ann Langley, Emerita Professor of management at HEC Montréal and Distinguished Research Environment Professor at University of Warwick. Until August 2020, she held the Chair in Strategic Management in Pluralistic Settings and was codirector of the Strategy as Practice Study Group at HEC Montréal. She completed her undergraduate and master's degrees in the United Kingdom and obtained her Ph.D. in management at HEC Montreal in 1987 after several years working in both private and public sectors as an analyst and consultant. Her research deals with strategic management processes and practices appropriate to "pluralistic" settings, i.e., organizational contexts where objectives and values are multiple and ambiguous, where power and influence are shared among a variety of stakeholders, and where the knowledge required to make decisions is distributed among people at many levels and in different positions.

More information about the course is coming up soon! Please save the dates in your calendar already in case you are planning to attend, as we have limited spots on the course.



Past event highlights

Qual+ workshop in collaboration with CARMA: Advancements in Qualitative Research Methods, June 8–9, 2026

Workshop led by Professor Catherine Welch, Professor Tine Köhler, and Lecturer Maria Rummyantseva.

Reflection by Riku Reunamäki

How do we get from data to theory? This seemingly simple question served as the starting point for professors Tine Köhler and Catherine Welch as they kicked off the Qual+ summer workshop organized in collaboration with CARMA.

There are plenty of resources that provide guidance for initial data analysis steps aimed at getting to know your data, such as organizing, coding, and creating overarching themes. However, the methodological literature is scarcer on the more advanced steps of the analysis process – where the “a-ha!” moments that lead to actual theoretical insights are supposed to happen. To this end, Tine presented her latest work, which integrates Weick’s (1989) “disciplined imagination,” Klag and Langley’s (2013) “conceptual leaping,” and Locke, Golden-Biddle, and Feldman’s (2008) “generative doubt” into a framework for advanced qualitative analysis. The Monday session revolved around this framework, as workshop participants discussed how to transition from observations to theorizing through iterative movement between the more rational exploratory realm and the more imaginative explanatory realm. Was the session challenging? Yes. But helpful? Very!

On Tuesday morning, we were joined by Lecturer Maria Rummyantseva and Professor Michael Pratt for the second session of the workshop. This was a highly intriguing session that focused on replication studies – or rather restudies, to use language that perhaps makes qualitative researchers feel less uneasy. Maria and Catherine introduced their recent paper (Köhler, Rummyantseva, & Welch, 2025), which compiles a typology of qualitative restudies: reanalysis, revisit, revision, and repurposing. While common practice in disciplines such as history and sociology, qualitative restudies are underutilized in management. After a lively discussion, we reached a consensus that perfect replication of a qualitative study is impossible and thus should never be the goal of a restudy. But circumstantial changes, such as methodological innovations, previously unavailable data, shifts in the political climate, and overall “hindsight insight” can make restudies a very fruitful approach to reflecting on and challenging existing theories. As a case example, Michael presented his revisit study of Lehman Brothers (Crosina, Sciarappa, & Pratt, 2025) and explained how it benefited tremendously from revisiting the same population of Lehman employees they had previously investigated (Crosina & Pratt, 2019).

After a lunch break, the final session of the workshop on Tuesday afternoon was dedicated to a roundtable discussion, where participants could discuss their own qualitative research projects with the experts. Hearing what other qualitative researchers are up to and being able to discuss

my own qualitative dilemmas in such an informal and unrushed setting was immensely beneficial. And, in addition to the brilliant speakers and the highly interesting content of the workshop, seeing old friends and meeting new ones is always a pleasure!

Riku Reunamäki is an Aalto alumni and a postdoctoral researcher in the Digital Geography Lab at the University of Helsinki. He uses qualitative methods, including interviews and ethnographic research, to study how remote work shapes the organization, management, performance, and experience of work.

Further readings:

Crosina, E., & Pratt, M. G. (2019). Toward a model of organizational mourning: The case of former Lehman Brothers bankers. *Academy of Management Journal*, 62(1), 66-98. <https://doi.org/10.5465/amj.2017.0140>

Crosina, E., Sciarappa, S. L., & Pratt, M. G. (2025). Ties that bind and ties that break: The identification trajectories of bereft Lehman bankers. *Academy of Management Perspectives*, in print. <https://doi.org/10.5465/amp.2023.0284>

Köhler, T., Rumyantseva, M., & Welch, C. (2025). Qualitative restudies: Research designs for retheorizing. *Organizational Research Methods*, 28(1), 32-57. <https://doi.org/10.1177/10944281231216323>



Tine Köhler, Catherine Welch, and Rebecca Piekkari at the opening of the event. Photo by Aleksi Soini.



Qual+ doctoral course in collaboration with CARMA: Introduction to Qualitative Methods: Ethnography, June 10–12, 2026

Course led by Professor Michael Pratt

Reflection by Suvi Sillanpää and Mari Ojala

The three-day course, held at Aalto University as part of the Qual+ and CARMA collaboration, provided an opportunity to engage closely with qualitative research and ethnographic approaches under the guidance of Professor Michael Pratt. The sessions provided a structured introduction to ethnographic research, covering study design, field implementation and core qualitative methods, including interviewing, observation, coding and interpretation of qualitative data. We formed an active and engaged group of participants from different universities, and the atmosphere during the intensive days made it possible to ask even seemingly basic questions without hesitation. This openness lowered the threshold for raising concrete challenges encountered in one's own research process, as well as for probing how theoretical ideas might translate into specific empirical situations and methodological decisions. The discussions were grounded in the practical realities of doing qualitative research, allowing participants to articulate and work through their own ongoing questions in a shared setting.

Some of the most valuable elements of the course were the hands-on exercises that allowed us to engage with key qualitative research methods in a concrete way. We conducted observations based on a video recording of a café environment, interviewed each other about our hobbies using descriptive, structural and contrast questions, and independently coded an interview transcript before discussing and comparing our interpretations together. Michael Pratt also brought in his own field experience, role-playing challenging interviewees and allowing us to simulate how to navigate and work through such situations. Through these exercises, we gained increased motivation to bring our learning into fieldwork and a stronger sense of readiness to face potential challenges in practice.

Among the key learnings from the course was a deeper understanding of coding and analysis, an area in which both of us have relatively limited experience. Working with transcripts using pen-and-paper-coding helped make the process more concrete, while memo writing highlighted the importance of documenting not only emerging analytical ideas, but also one's own reactions and feelings throughout the research process. We were encouraged to resist the urge to move too quickly from data to theory and instead pay attention to areas where existing theoretical frameworks do not fully explain the data, creating opportunities to extend theory rather than simply apply it. Another thought-provoking insight concerned the role of observation in qualitative research. As Michael Pratt argued, observations are often undervalued while interviews are overvalued, even though observational data can provide essential contextual understanding and should be treated as meaningful data in its own right.

We are grateful for the opportunity to take part in such a high-quality, hands-on guided sessions and are already looking forward to future Qual+ events!

Both Suvi Sillanpää and Mari Ojala are first-year doctoral candidates in the Organization and Management unit, Department of Management Studies. Suvi's research focuses on fatherhood and work, and Mari's on meaningful work as practice.



*Professor Michael Pratt during the course.
Photo by Mari Ojala.*

Should I involve an 'other' (human or not) in my qualitative coding and analysis process?, June 10, 2026

Keynote speech by Professor Michael Pratt

As part of the Qual+ summer programme, Professor Michael Pratt delivered a keynote speech on Wednesday morning which attracted a large audience from several departments and schools of Aalto University. In his keynote, Michael Pratt problematized the notion of involving an “other” – whether a fellow researcher, assistant, external analyst, or even AI-assisted tools – in coding qualitative data. Drawing on his extensive experience of qualitative research, especially organizational ethnography, Michael Pratt described the opportunities, challenges, and implications of collaborative approaches to interpretation and meaning-making of qualitative data. He also described the risks related to treating data differently when analysed by multiple parties. During the Q&A session with the audience, Michael Pratt further elaborated on the holistic nature of qualitative data analysis, the researcher's experiential engagement with the research site and the embodied ways of knowing as important considerations in qualitative data analysis.

All in all, the summer programme marked the beginning of a collaborative relationship between Qual+ and CARMA. We were very honoured that Professor Larry Williams, Director of CARMA, kicked-off the joint programme and spent the entire week with us.



Qual+ and CARMA summer programme organizers (from left to right): Tine Köhler, Catherine Welch, Larry Williams (Director of Carma), Michael Pratt, Rebecca Piekkari, and Maria Rummyantseva. Photo by Aleksi Soini.

Learning to See: A Course in Ethnography and Discourse Analysis, June 12-17, 2026

Course led by Professor Jo Angouri

Reflection by Chia-Min Lai and Mamata Raj

Taking part in this course has been a valuable opportunity for me, especially as I am about to begin my PhD journey. I joined the course hoping to develop a stronger understanding of research methods, as I had only taken brief methods courses during my master's studies. I was particularly interested in learning more about how language can be studied. The course was incredibly useful in this respect: Professor Angouri explained complex ideas in a very concrete and accessible way, which made the topics much more tangible. The materials and class discussions also encouraged us to think about research in a more holistic way, beyond fixed categories or labels. In many ways, the course was eye-opening because it helped me break down some of my own assumptions about methods as something rigid. I also learned to think more practically about research design, from understanding to making necessary decisions.

One of the most interesting parts of the course was the chance to work with an actual case and dataset as part of a group project. We got to put what we had learned into practice while also bringing in our own interests and skills. I also really appreciated the diversity of backgrounds in the class. Hearing perspectives from different fields made the discussions especially rich and inspiring. Overall, the course has been a meaningful start to my PhD journey, and I look forward to continuing these conversations through Jo Angouri's reading circle.

Reflection by Chia-Min Lai, doctoral candidate majoring in International Business, Department of Management Studies, Aalto University School of Business. In their doctoral dissertation, Chia-Min will study language inclusion in multilingual organizations.

The Learning to See course was an eye-opening experience for me as a doctoral researcher. It helped me understand how research can begin from the ground and then move towards broader academic and theoretical understanding.

For my future research on migrant women in Finland, the course gave me valuable tools to think more carefully about ethnography, discourse analysis, data, and reflexivity. Professor Jo Angouri's teaching was deeply inspiring and helped me understand what real research can be: attentive, critical, grounded, and meaningful.

Reflection by Mamata Raj, doctoral candidate at University of Helsinki, Department of Ethnology. In their doctoral dissertation, they study immigrant women's work, mobility and cultural resilience in Finland's northern border region.



Jo Angouri with course participants. Photo by Jhoomer Chandra.

Highlighted published works and calls for papers

Special issue Call for Papers in Organization Studies: Qualitative Restudies: Retheorizing in a Changing World

Submission Deadline: *January 31, 2028*

Restudies offer an empirical avenue for retheorizing: that is, they are studies that return to prior empirical work with the goal of reevaluating the theoretical conclusions that were generated from it. A restudy is an empirical study which is designed to enable systematic comparison with the original data, analytical results, and field setting of a prior study. In returning to established studies and their original empirical sites, qualitative restudies allow organization scholars to explore how our interpretations and theorizing are shaped by theoretical and methodological traditions, historical contexts, institutional structures, and researcher backgrounds. By acknowledging the situatedness of inquiry, restudies pave the way for more critical and sustained engagement with phenomena of interest, the populations and contexts in which we explore them, and the theoretical legacy on which we build our work (Köhler, Rumyantseva, & Welch, 2025; Rumyantseva & Welch, 2023).

Full call for papers available here: <https://journals.sagepub.com/page/oss/call-for-papers/qualitative-restudies>.

Advanced Qualitative Analyses for Theorizing: Balancing Deep Data Engagement With Imaginative Theorizing

Published in *The Journal of Applied Behavioral Science*

By Tine Köhler, Jane Lê, and Anne Smith

Abstract

Qualitative research crucially contributes to knowledge generation via theory development, refinement, and refutation. A plethora of resources exist facilitating raw data engagement and immersion strategies. Yet, advanced analytic techniques for deriving theoretical insight are scantily understood and documented in the methods literature. The current paper creates a procedural framework for advancing theoretical insight via the use of qualitative analytic techniques by collating insights from the groundbreaking work of Klag and Langley, Langley, Locke et al., and Locke—which builds heavily on Peirce's work on abduction and Weick's work

on disciplined imagination. We construct this framework around three core processes: challenging, seeing, and articulating. We provide three practical examples from our own research projects to demonstrate how these core processes are supported by advanced analytic techniques. We discuss the impact of different theorizing goals, different epistemological grounding, future applications, and further methodological development.

Full paper available here: <https://journals.sagepub.com/doi/10.1177/00218863261429182> .

Using Quotes to Present Claims: Practices for the Writing Stages of Qualitative Research

Published in *Organizational Research Methods*

By Kevin Rockmann and Heather Vough

Abstract

While there has been a great deal of guidance on qualitative research methodology, such scholarship has focused almost exclusively on the first three parts of the qualitative process: study design, data gathering, and coding/analysis. We suggest that writing findings is a fourth stage that involves pre-writing and composing. Our intent is to provide practices for this phase for those who are using qualitative data as the evidentiary basis for their claims. The pre-writing phase is strengthened by structuring claims and storyboarding findings, while the composing phase is improved by critically evaluating how to insert the author's voice. Practices surrounding qualitative writing are discussed, such as which quotes to include, where to place quotes, and how to edit quotes. Annotated examples are also provided that show both recommended and nonrecommended ways of inserting the author's voice into a findings section. A sample structure for writing a claim—a claim table—and a sample storyboard are provided.

Full paper available here: <https://journals.sagepub.com/doi/10.1177/10944281231210558> .

Lessons From Doctoral Qualitative Research: Two Journeys; One Destination

Published in *International Journal of Qualitative Methods*

By Antony Bryant, Sanela Lazarevski, and Alexandra Long

Abstract

In the past 20-30 years the resources covering qualitative research practices have burgeoned, including handbooks and edited collections. These offer valuable starting points for doctoral and early-career researchers, but there is also a growing demand for first-hand accounts from those who have experienced doctoral research, addressing the complexities and nuances of actual research projects. This paper is based on the experiences of two recently completed PhDs, one using grounded theory the other phenomenography. This provided the basis for the articulation of our concept of doctoral affordances – i.e. issues which can be brought to the attention of doctoral and other researchers, helping guide them through their research projects and scholarly careers. Through the lens of doctoral affordances we aim to indicate ways in which the perceptions and expectations of doctoral students can be enhanced, helping them undertake their highly individualized journeys towards a PhD.

Full paper available here: <https://journals.sagepub.com/doi/10.1177/16094069261459007>.

Towards a genre repertoire approach to research transparency

Published in *Organization Studies*

By Tomi Koljonen and Leighann Spencer

Abstract

There is a broad consensus that transparency is increasingly important in management and organisational research. However, in the context of qualitative research, there are concerns about researchers applying inappropriate transparency criteria or templates in their work. In this article, we sought to understand how qualitative management researchers are actually enacting and communicating transparency practices. To do so, we conducted a comprehensive genre analysis of qualitative research across six management journals, which enabled us to map out transparency practices and identify three genres of writing about research transparency: Protocol, Diary, and Critique. Based on our analysis, we motivate a genre repertoire approach to research transparency, a reflexive and pluralistic way of addressing transparency concerns in our field. This approach highlights researcher discretion and responsibility, moving the methodological debate beyond suggesting new practices, checklists, and templates for transparency in qualitative research. The genre repertoire approach aligns with the diversity of scholarship in organisation studies and further invites further critical scholarly debate on methodological transparency and its place in the future of qualitative research.

Full paper available here: <https://journals.sagepub.com/doi/10.1177/01708406261459081>.

Keep in touch with us!

Qual+ Newsletter is published a few times per year. If you come across new interesting articles or books, calls for special issues or edited volumes, or are organizing an event or course related to qualitative, mixed, or merged methods, please send a message our way: We would be happy to include this information in future issues and share it with our continuously growing Qual+ community.

In addition, if you publish research that uses qualitative methods in innovative ways and would like to see your work highlighted in the newsletter or on our LinkedIn page, please be in touch with us!

Wishing you all wonderful summer, see you again after the holidays!

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