

Qualitative Research in Management: A Decade of Progress

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ABSTRACT Approximately 10 years ago, Lee et al. reviewed the qualitative methods published during 1979–99 in the major US journals in the organizational sciences. This ten-year follow-up review of 198 qualitative articles assesses the progress made in qualitative research in management by specifically considering: (1) the strength and legitimacy of recent publications that challenge any positivistic stigmatizations of qualitative research; (2) the methodological advances in qualitative methods, including the use and elucidation of novel techniques; and (3) the general contribution of qualitative research to the accumulation of management knowledge. By encompassing both US and European journals in our review, we also compare and contrast the qualitative research published on both sides of the Atlantic, stressing what each can learn from the other. We highlight exemplary articles and procedures and make recommendations for the next decade of qualitative research in management.

INTRODUCTION

In 1979, John Van Maanen, while guest editing an issue of *Administrative Science Quarterly*, noted a ‘quiet reconstruction going on in the social sciences . . . It is hardly revolutionary, but a renewed interest in and felt need for qualitative research has slowly been emerging . . .’ (Van Maanen, 1979, p. 522). Van Maanen encouraged that budding trend by inviting management researchers to develop and utilize qualitative methodologies and analytical tools to increase the sources of insight and discovery into organizational phenomena. Twenty years later, Lee et al. (1999) reviewed the body of qualitative research that had formed since Van Maanen’s call to again bolster interest in the qualitative approach to organizational research. They defined the characteristics and many of the best practices in qualitative research while determining where the field stood and making recommendations regarding where it might ideally go. Approximately a

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decade has passed since the Lee et al. (1999) review, and we are pleased to report that the originally 'quiet reconstruction' continues to get louder. For example, it comes as no surprise to many scholars that more qualitative work has been published in top American management journals in the past ten years than in the previous twenty. Additionally, the interest in and influence of qualitative research appears to be growing. One indicator of this trend is that qualitative articles occupied the majority of the Academy of Management Journal board's 'interesting research' list in a recent survey (Bartunek et al., 2006).

Despite these and other recent advances in qualitative research, qualitative researchers still face a number of added barriers compared to their quantitative counterparts when attempting to publish their work, particularly in top tier American journals (see Pratt, 2008). For instance, there is no template regarding how to conduct and write qualitative studies, yet reviewers' standards are perceived as much higher for accepting qualitative work compared to quantitative work. Moreover, these standards are often inappropriate as reviewers evaluate qualitative research through a positivistic lens when a great deal of qualitative research is founded on an interpretivist as opposed to a positivist tradition (Lin, 1998). To a large extent, these tensions are a product of the logical positivism and quantitative rigour embedded in American academic institutions that train many of the field's scholars. Such a positivistic grounding is challenged and even dismissed by European scholars and institutions, which more readily embrace and teach a variety of qualitative approaches to studying organizational phenomena. In turn, one may expect that this grants more flexibility to European journals to move past these tensions regarding publishing qualitative research. We admittedly recognize that the US/EU distinction is of publication type rather than of the researchers themselves or the research produced, as the research published in the journals can be produced all over the world by researchers trained all over the world.

However, by encompassing both American and European journals in this review, we report similarities and differences of the European and US journal perspectives. The goal of this endeavour is not to suggest superiority of research for either continent, particularly considering Barry and Hansen's (2008) discussion on the two sides of the Atlantic in terms of management research. As they noted, 'Europeans are no longer behind and on track to eventually catch up; they are taking a different path entirely' (p. 9). As we report in the results section, this certainly holds true for areas of qualitative research. Our purpose in reporting the similarities and differences (and addressing how those differences affect the progress of qualitative research) is to determine what each continent can learn from the other's path in terms of qualitative research in management.

Given that the barriers to publish qualitative research are substantial but far from universal or insuperable, we continue to possess a cautious optimism regarding the future of qualitative research in the pursuit of management knowledge. From our perspective, no qualitative 'revolution' is in sight, yet the progress in qualitative research in the past decade leads us to believe that the field is growing ever-closer to a tipping point, where the positivistic stigmatization of qualitative methods and analysis is overturned not only by the value of the unique insights and richness of the knowledge generated through these methods, but also through the near standardization and improved validity of the methodologies themselves. The aim of this paper is to contribute to that tipping point by

reviewing the progress made in qualitative research in the decade following the Lee et al. (1999) review and by identifying the aspects of qualitative research that best contribute to the continued advancement of qualitative research and the more general accumulation of management knowledge. Specifically, we address the purpose and characteristics of qualitative research and how its understanding and use has changed in the last decade of management publications, thus providing a framework for the remaining review and analysis. We then report our review of 198 qualitative studies which focuses on the current trends in qualitative research and how those trends differ across continents, thereby identifying what we can learn from each other. We include citation analysis in our review to determine how the trends in qualitative research affect the accumulation of knowledge in the field of management.

Before we begin delineating the progress of qualitative research and reporting our review and analyses, we first set boundaries on our review. Although we highlight a number of the best practices in qualitative research throughout the review and in the exemplars, the primary focus of this paper is on qualitative progress. For the reader more interested in the best practices of qualitative research, we make several recommendations (e.g. Bachiochi and Weiner, 2002; Lee, 1999). Given the wide range of techniques and approaches employed in qualitative research (e.g. hermeneutics, postmodern, critical discourse analysis, etc.), we also decided to constrain our review content and recommendations to the positivist and interpretivist approaches to qualitative research (Gephart, 2004), as they comprised over 90 per cent of the qualitative articles in the selected journals of our review for the past 10 years. These approaches often follow principles of grounded theory and have been termed the 'factor analytic' (Lee, 1999) approach, as they commonly reduce large amounts of qualitative data collected from observation, interviews, etc. into meaningful 'factors' that better explain the data while potentially providing transferable explanations of other contexts. For a broader consideration of approaches to qualitative research, we recommend Amis and Silk's (2008) examination of determining qualitative quality.

Lastly, we provide our particular biases as is customary in qualitative endeavours (see Lee et al., 1999). We are all educated in logical positivism, as is the norm in US doctoral education. Bluhm is currently a student of Mitchell and Lee and although trained with a quantitative emphasis, he is involved in multiple qualitative projects and employs both quantitative and qualitative methods in his research. Harman is a former student of Mitchell and Lee and was exposed to the quantitative, positivist tradition as well, though while a graduate student she learned the techniques of ethnography, content analysis, feminist methodology, and critical theory. Harman conducts both quantitative and qualitative research. Lee has published articles that focus on purely quantitative statistical methods such as survival analysis (Morita et al., 1989, 1993) and has also authored a book on qualitative methods in organizational research (*Using Qualitative Methods in Organizational Research*; Lee, 1999). We draw heavily from that text in describing qualitative research for this article. Mitchell is also an expert in research methods and has published articles on reliability and validity in survey research and the importance of time in management research that have become 'standard reading' in statistical methods classes throughout the USA (Mitchell, 1985; Mitchell and James, 2001).

UNDERSTANDING QUALITATIVE RESEARCH

As we attempt to describe the progress being made in qualitative research in the field of management, we feel it necessary to first state the measures we use to determine that progress. Other standards of assessing qualitative research such as contribution to theory, novelty, transparent methods, and good writing are of course important measures of qualitative quality (Pratt, 2008) and this review addresses several of them in later sections. However, judging article quality is very different from describing the progress made in the field, and it is this process which leads us to focus on three measures or contributions. First, it has been suggested that qualitative research is not only considered by many to be second-class research (Lee et al., 1999), but it has recently gained the title of ‘the unwanted, red-headed stepchild of the field of management’ that has been long been stigmatized for its unconventional data collection, analysis techniques, and overall use of the scientific method (Eby et al., 2009). Any step away from that stigmatization, in our opinion, is certainly a step of progress for qualitative research in the field of management. Second, although the opinions against the unconventional methods used in qualitative research are a weakness, the methods themselves are the strength behind the qualitative approach. Any work that advances these methods in terms of research design and analysis by either setting a high standard of the ‘best practices’ in qualitative research or pushing the boundaries into novel or relatively unfamiliar techniques is also a sign of progress. The third measure of qualitative progress that we use in our review is the extent to which qualitative research adds to the accumulation of management knowledge. Lee et al. (1999) considered that the theories produced through qualitative research should be *good* theory, which they defined as standing the test of time and leading to additional management knowledge. Of course, a number of standards can and have been used to assess whether theory is ‘good’ or not, such as its practicality (Van de Ven, 1989) and interestingness (Alvesson and Karreman, 2007; Davis, 1971); however, we focus on the contribution of qualitative studies to the current conversations in management research as it is less subjective and still provides an assessment of qualitative progress in the management field.

Purpose of Qualitative Research

The complexity of the topics researched by management scholars requires them to employ an array of data collection methods and analytical techniques, both quantitative and qualitative. The decision to approach a study quantitatively or qualitatively depends on the research questions driving the study, prior work, the planned research design, and the desired contributions the researchers wish to make (Edmondson and McManus, 2007). Often, the state of the literature on a given topic will demand a qualitative examination or re-examination to document new phenomena or test perceptions and causal mechanisms, whereas research on an established phenomenon is more likely to demand the calibration and generalizability that come from deductive quantitative research. Indeed, the interpretive qualitative approach to research is unique in its ability to address issues of description, interpretation, and explanation, whereas quantitative research is better suited to address questions of prevalence, generalizability, and calibration (Lee, 1999). Given its

strengths, qualitative research is essential for uncovering deeper processes in individuals, teams, and organizations, and understanding how those processes unfold over time. Additionally, qualitative research is critical for gaining an understanding both of what individuals experience and how they interpret their experiences.

In terms of theory advancement, qualitative research seeks to generate, elaborate, or test management theories (Lee et al., 1999). Theory generation is the qualitative creation of new theory which results in testable research propositions. Theory elaboration occurs when the study design derives from a pre-existing model or conceptual ideas in which formal hypotheses are not included. Theory testing utilizes formal hypotheses from extant theory to inform study design. A fourth and less common theoretical purpose in qualitative research is known as critical theory, which is an attempt at inducing radical change through an overt political agenda (Lee et al., 1999). In our review of the past ten years of qualitative work, we experienced some difficulty in cleanly classifying the theoretical purpose of some of the articles. Occasionally, this occurred because the theoretical purpose was misstated, or more commonly, not stated at all. More interestingly, a number of the articles reviewed were written without a theoretical contribution in mind, but instead to be strictly interpretive and give voice to the participants (e.g. Trethewey, 1999). We see the increased frequency of publication of these articles as a sign of progress as they typically push the boundaries of qualitative methodology into less-familiar territory.

As qualitative research uncovers experience, processes, and causal mechanisms through its unconventional methods, quantitative research is appropriately poised to follow the qualitative beginnings by refining or calibrating the understanding of a phenomenon, uncovering the prevalence of an individual's experiences, and generalizing those experiences to a larger population. Thus, both qualitative and quantitative approaches have strengths, but using one to the exclusion of the other, while efficient, does not provide adequate coverage of any management phenomenon. When this is the case, the research community should support re-examination of the phenomenon using the alternative methodology.

In fact, the process of alternating methodologies should be reflexive, with each method answering issues raised by the other. As this process offers a clear advancement of management knowledge, it too should be considered a sign of progress for qualitative research. In our examination of the past decade of research, we found that this pattern is often the case, particularly in industries and environments that have experienced major shifts (e.g. the rise of social responsibility in organizations, greening, high-tech start-ups, offshoring/outsourcing, etc.). Qualitative researchers expand and sometimes retest empirically-supported theories with qualitative methods to establish causal mechanisms that are not well suited to quantitative testing and to uncover what has changed as well as what has remained the same. One prime example of this process is when Elsbach and Kramer (2003) qualitatively expanded a great deal of quantitative work regarding how people infer creativity (e.g. Caves, 2000; Kasof, 1995; Kelley, 2001) by studying creativity assessment in pitch meetings to Hollywood executives. Confirming the need for their qualitative re-examination, their findings provide a detailed explanation of perceptions of future creative potential that had not been uncovered in the numerous prior quantitative studies.

Characteristics

Four defining characteristics of interpretive qualitative research in management have been identified in previous work (Lee, 1999). First, qualitative research occurs in the natural setting of the organization. Second, qualitative data originates from the participant's perceptions of his or her experiences. That is, qualitative research gives 'voice' to the participant, which may be from individual workers experiencing a phenomenon or from key informants (i.e. those in the organization thought to possess greater knowledge about the phenomenon under scrutiny than others may possess). Third, qualitative research is reflexive in that the design of the data gathering and analysis changes as the research situation unfolds. Researchers enter the situation with all their knowledge of existing theory, their individual biases, and their expectations for the unfolding of the behaviour. Once in the research situation, though, they allow the data to guide further data collection and analysis rather than remaining committed to their initial plans and expectations. Fourth, methods of qualitative data collection and analysis are not standardized. Not unlike quantitative research, the setting and research questions influence the procedures for uncovering data and the instruments used. Different from quantitative research, however, is the myriad of different data collection possibilities and flexible analysis techniques. The researcher needs to be aware of what is happening and work to choose whatever method will bring the phenomenon to light in the best available manner.

Two additional characteristics common to qualitative research include a generally accepted researcher bias and the reduction of data to produce meaning from the data. Qualitative researchers interpret data based on the totality of their own experiences, training, social position, etc., and although the concern for this bias exists (see Hammerley and Atkinson, 1983; Maxwell, 1992), there is a general acceptance of the non-objectivity of these methods. Indeed, it is impossible to remove oneself completely even from quantitative research, but the effort to do so is less prevalent in qualitative research than in quantitative. Finally, Lee (1999) suggests that the qualitative data analysis process is analogous to an exploratory factor analysis in which large amounts of data are evaluated, simplified and reconstituted into major themes and categories that result in a greater understanding of the initial data, thus, turning large amounts of data into a few 'factors' that explain the phenomenon better than the original data could.

Of all these characteristics, it is the reflexive research design, accepted researcher bias, and the non-standardized data collection and analysis tools that have been most troublesome to the positivistic traditionalists (Lee et al., 1999). After all, these traits expose qualitative research to additional researcher and data-driven biases, which in turn seem to reduce the validity of the findings (note: we use the term validity in the positivistic sense, which is arguably inappropriate for some qualitative research; see Maxwell, 1992). However, several advances in qualitative research in the past decade have tightened these characteristics and expelled some of the myths regarding validity in qualitative research. For instance, Suddaby (2006) recently clarified that the constant comparison involved with reflexive data collection and analysis is one of the key concepts of grounded theory and can produce valuable insights when used appropriately, yet the abuse of the term 'grounded theory' in the literature has weakened its legitimization and its influence,

even when done correctly. Equipped with Suddaby's elucidation of the use of grounded theory, qualitative researchers are now better prepared to employ the appropriate techniques, and reviewers of grounded theory research have a clearer standard to which they can hold the authors, thereby allowing qualitative research and its reflexive research design to move past some of its earlier stigmatization.

Regarding the non-standardized data collection and analysis tools, we see a similar trend of legitimization emerging. Works such as Lee's *Using Qualitative Methods in Organizational Research* (1999) and Bachiochi and Weiner's 'Qualitative data collection and analysis' (2002) have identified and set norms of the best practices for qualitative data collection, analysis, and reporting. Beyond this near standardization of the non-standardized techniques used in qualitative research, a recent review has also debunked several myths of poor scholarship and reduced validity that have been associated with qualitative research in management, demonstrating that in terms of scientific and methodological rigour and validity, qualitative research is in many ways on par with quantitative research (Eby et al., 2009). Overall, these trends of progress in qualitative methodologies over the past decade have already contributed to and will continue to advance the legitimization and use of qualitative research in the field of management.

Research Questions

Given the space and time constraints for this review, a thorough analysis of each of the nearly 200 included articles is an obvious impossibility. Instead, much like the interpretive qualitative research that this review focuses on, we attempt to reduce the data while enhancing its meaning, in this case by making our attempt at 'counting the countable' (Lee, 1999) to reveal the current trends of qualitative research in management. Specifically, we follow a similar format to the Lee et al. (1999) review while also addressing several of Pratt's (2008) criteria for evaluating qualitative articles by focusing on three key choices that authors must make for each study, namely theoretical purpose, research design, and transparency of analysis as depicted in Figure 1. The research questions that guide this focused analysis include: (1) What is the current state of the field in terms of theoretical purpose, research design, and transparency of analysis? (2) How do articles published in US and European journals differ in these aspects? (3) How are these trends changing over time? (4) How do authors' choices in theoretical purpose, research design, and transparency of analysis affect the impact of their work on the accumulation of management knowledge?

By uncovering the trends of qualitative research in this largely quantitative fashion, we are able to draw precise conclusions and make more accurate comparisons across continents, while also determining the effects of these trends on the accumulation of management knowledge through citation analysis. At the same time, we believe that the excitement inherent in qualitative research can only be captured with a more in-depth exposure to the studies and their findings. Thus, we provide summaries of a number of articles as exemplars of the trends that we emphasize in our review. The majority of exemplars used were also selected to highlight many of the best practices associated with qualitative research, which we report in Table I.

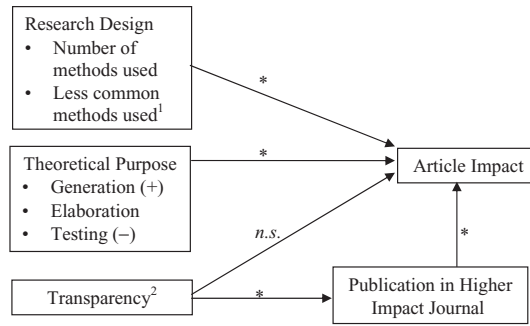


Figure 1. Relationships of qualitative considerations on article impact

* Significant at $p < 0.05$.

¹A strength of qualitative research published in European journals.

²A strength of qualitative research published in US journals.

Table I. Exemplars of some best practices in qualitative research

	<i>Amabile et al. (2005)</i>	<i>Glynn and Lounsbury (2005)</i>	<i>Hickson et al. (2003)</i>	<i>Maillis (2005)</i>	<i>Samra-Fredericks (2003)</i>	<i>Trethewey (1999)</i>	<i>Wang et al. (2007)</i>
Accuracy checks	x	x	x	x			x
Counting the ‘countables’	x	x	x	x			
Giving voice to participants						x	x
Longitudinal design	x	x		x	x		
Multiple levels of analysis	x						
Multiple methods	x			x			x
Novel or less common methods		x			x		x
Strong theoretical foundation	x		x	x		x	
Triangulation	x		x	x			x
Transparent methods and analysis	x	x	x	x	x		

METHODS

Although this review expands the scope of the Lee et al. (1999) review by adding European journals, we still make no attempt at a comprehensive sample of journals and instead limit our review to the qualitative research published between 1999 and 2008 in several ‘major’ management journals. From the USA, we selected, as did Lee et al. (1999), *Academy of Management Journal (AMJ)*, *Administrative Science Quarterly (ASQ)*, and *Journal of Vocational Behavior (JVB)*. From the European journals, we selected *Journal of Management Studies (JMS)* and *Organization Studies (OS)*. To identify the qualitative articles in these journals over the specified time period, we used several databases including the ISI Web of Knowledge and EBSCO Business Source Complete to search the titles, abstracts, and stated keywords of articles with a variety of terms, including ‘qualitative’, ‘ethnography’, ‘interview’, ‘case study’, ‘content analysis’, ‘discourse analysis’, and more,

with variations on each (e.g. 'ethnographic'). The only qualitative articles that were not included in the review were those that did not study management per se, but instead analysed journal publications (e.g. Colquitt and Zapata-Phelan, 2007; Rynes et al., 2007). In total, 198 articles were included in the final review and analysis. Of these, 24 were published in *AMJ*, 16 in *ASQ*, 100 in *JMS*, 19 in *JVB*, and 39 in *OS*. The Appendix lists each article by journal continent, with theoretical purpose, research design, and article cites as of January 2010 on the ISI Web of Knowledge.

Each qualitative article included in our review was content analysed to assess theoretical purpose, research design, and transparency of analysis by either the first or second author of this paper. Theoretical purpose was determined according to the guidelines set by Lee et al. (1999), in which the creation of new theory with testable propositions is theory generation, the study being driven by pre-existing conceptual ideas or a preliminary model is theory elaboration, the testing of pre-existing hypotheses that drive the study design is theory testing, and an overt political agenda is critical theory. Research design was determined from reported data collection methods, and transparency of analysis was a fairly subjective coding regarding whether the article reported sufficient information in both data collection and analysis for the study to be replicated to a reasonable extent. To check coding accuracy, 10 per cent of the articles were randomly selected to be coded by both authors, and a comparison of the independent codings revealed no instances of disagreement. Finally, for the statistical analysis, the dependent variable of article cites was log-transformed which reduced skew and kurtosis to acceptable levels and eliminated outliers.

RESULTS

Theoretical Purpose

Of the four theoretical purposes of qualitative research, theory elaboration and theory generation were certainly the most common, with 88 theory elaboration and 75 theory generation articles. Thirty-one articles answered Lee et al.'s (1999) call for more qualitative research to engage in theory testing, and only four articles met the criteria of critical theory. These findings suggest a clear preference for qualitatively generating and elaborating on theory, which is certainly in line with the noted strengths of qualitative research (Lee, 1999). With 82 per cent of qualitative research in the past ten years focused on generating and elaborating theory, we must question (as did Lee et al., 1999) the ability of qualitative researchers to not simply generate or elaborate *new* theory, but to produce *good* theory, which, according to Lee et al. (1999), moves the field forward by inspiring future research and standing the test of time by eventually offering predictive validity.

We recognize the limitations of using citation analysis to answer these questions, however we believe it can provide at least a partial answer to whether the studies in question have contributed to the accumulation of management knowledge, as the number of cites an article receives serves as one indicator of the article's impact on the field. As such, we tested whether the theoretical purpose of an article affects cites, as a focus on the generation of new theory might exert a greater influence on the field than

articles aimed at theory elaboration or theory testing. Because only four critical theory articles were identified in the coding, they were not included in the citation analysis. After controlling for the year of publication of each article through ANCOVA, a statistically significant difference in the mean number of citations was found based on the theoretical purpose of the article ($F_{2,192} = 3.200$, $p = 0.043$). Pairwise comparisons with the Bonferroni correction revealed a clear pattern of theory generation articles receiving the most cites ($m = 19.61$, $sd = 28.62$), theory testing receiving the fewest ($m = 8.71$, $sd = 10.81$), and theory elaboration in between ($m = 13.23$, $sd = 19.54$), although only theory generation and theory testing were significantly different from each other ($p = 0.037$). A non-significant chi square test ($\chi^2_{2df} = 3.355$, $p = 0.187$) suggested no theoretical purpose differences between European and US journals, and a non-significant model fit in ordinal logistic regression ($\chi^2_{2df} = 0.544$, $p = 0.461$) suggested no changes in theoretical purpose over time. Overall, this pattern suggests that independent of journal continent and time, qualitative research focusing on theory generation is more likely to have a greater impact on the accumulation of management knowledge than qualitative work focused on theory elaboration or testing.

One article that stood out in its contribution and use of qualitative best practices in theory generation was Hickson et al.'s (2003) study on the implementation of strategic decisions. They began by identifying implementation as a neglected area of research in the otherwise copious literature on strategic decision making, thus establishing the need for new theory. Through case analysis of 55 strategic decisions from 14 organizations, they distinguished a parsimonious set of implementation variables and demonstrated how those variables influenced the success of strategic decisions. Data collection consisted of semi-structured interviews that included narrative histories of implementation, open-ended follow-up questions, and supplemental ratings to affirm and clarify meaning, with the authors taking a variety of extra steps to ensure data quality, including interviewing multiple informants per case and restricting interviews to top executives who were involved in the case decision's implementation.

The use of this unique data to generate new implementation theory occurred through six overlapping stages of analysis, including (1) extracting case data relevant to emerging variables, (2) comparing cases on those variables, (3) grouping cases according to the variables, (4) ordering groups on the extent to which the variables were prominent, (5) defining the variables by group to form scorable scales, and (6) reviewing steps 1 to 5 as new variables emerged and queries arose. The scales formed in step 5 prove the value of 'counting the countable' (Lee, 1999) as they enabled a great deal of further data analysis. For example, principal components analysis on the eight emergent variables revealed experience-based and readiness-based approaches as the two implementation strategies that affect the success of strategic decisions. By plotting each case on an axis of these two approaches, Hickson and colleagues demonstrated not only the value of each individual approach in determining the success of the strategic decision, but also the importance of incorporating both strategies to minimize the risk of decision and implementation failure. Finally, in the last and perhaps most defining step of generating theory through qualitative research, the authors presented the concluding theory derived from their analysis which they then summarized in a table of testable assertions.

Like Hickson et al. (2003), theory generation articles either document new phenomena or examine existing phenomena from a new perspective, both of which constitute a contribution to management literature by expanding thinking in new directions. However, the value of those contributions to the overall understanding of management and the accumulation of management knowledge remains uncertain. More directly addressing the question posed by Lee et al. (1999) of how 'good' are the theories being produced by qualitative research is certainly a subjective process that could merit an entirely separate review. However, we thank an anonymous reviewer for the suggestion to use the *Academy of Management Review (AMR)* as the standard for articles aimed at generating management theory, which sets a benchmark (albeit a high one) for the impact that top-tier theory generation has on the accumulation of management knowledge. By limiting the citation report on the ISI Web of Knowledge to *AMR* articles published between the years 1999 and 2008, we find an average 44.39 cites per *AMR* article compared to the average of 19.61 cites per theory generation focused qualitative article in our review. Considering the crudeness of this comparison given that the impact factor of *AMR* is currently 6.125 while the weighted, average impact factor of the five journals in our review is 2.82, we understand that no hard conclusions can be drawn (controlling for impact factor would yield uninterpretable results as it is highly correlated with the dependent variable of article cites). However, we do feel comfortable suggesting that over the past ten years, theory generation focused qualitative research in management is producing 'good' theory with room for improvement, in that it makes the strongest qualitative contribution to the accumulation of management knowledge but in terms of impact it remains far behind the highest standard for theory generation articles in our field.

In addition to theory generation, our sample included many exemplary articles focused on theory elaboration and theory testing. As respective exemplars, we highlight an informative study of the academic job search process (Wang et al., 2007) and an interesting test of critics' response to instability in cultural fields (Glynn and Lounsbury, 2005). The Wang et al. (2007) article is a classic example of theory elaboration, as its primary aim is the expansion of social cognitive career theory (Lent et al., 1994) through the added perspective of self-regulated learning strategies (Zimmerman, 2000). Wang and colleagues employed a collective case study design by gathering four reflexive autoethnographies documenting the job search, interview, acceptance, and transition process while acquiring US academic positions. Data gathered from a focus group of the four participants was also used in the constant comparison analysis which included open coding, axial coding, and matrix development. As is the norm in theory elaboration, emerging themes were fit to the existing theoretical framework that was guiding the study, which ultimately allowed for a dynamic expansion of social cognitive career theory by addressing the self-regulating learning process involved during the academic job search.

Of the 31 studies in our review with a purpose of theory testing, the majority of them used mixed methods by either completing a qualitative study and following it up with a second quantitative study (e.g. Elbanna and Child, 2007; Gibson and Gibbs, 2006), or by including surveys or scaled questionnaire items in addition to the qualitative data collection and using the qualitative findings to corroborate and enrich the quantitative

results (e.g. Kim and Gelfand, 2003; Magnan and St-Onge, 2005). Glynn and Lounsbury's work on critics (Glynn and Lounsbury, 2005) is a clear exception to that trend, as the content analysis of qualitative data was the only means used of testing the set of *a priori* hypotheses that culminated from their literature review. Partially relying on institutional theory, they predicted that: (1) critics judge authentic performances more positively in stable cultural fields; and (2) critics either dismiss more popular works or incorporate their elements (competing hypotheses) when in a changing cultural field. To test these hypotheses, Glynn and Lounsbury content analysed 44 reviews published by two critics of the Atlanta Symphony Orchestra's performances for three stable years prior to a musicians' strike and three years of transition following the strike. By taking counts of references to authenticity and aesthetic logic as well as popularity and market logic, the authors statistically confirmed their first hypothesis. In testing their competing hypotheses, they found that the critics shifted some language in their reviews towards market logic in unstable conditions, yet they were no more accepting of the popular works in times of instability than during the stable years of the Orchestra, thus maintaining their role as defenders and gatekeepers of authenticity and tradition.

Research Design

Descriptive statistics on the data collection methods in the articles revealed that the majority of the articles use several methods for data collection, typically for purposes of triangulating findings to increase reliability and validity. Of the reviewed articles, 39 per cent (78) used only one method of data collection, 25 per cent (51) used two, and 34 per cent (69) used three or more methods of data collection. To determine whether the increased validity from triangulating multiple data collection methods impacts the influence of the article on the accumulation of management knowledge, we ran an ANCOVA controlling for year of publication which revealed a significant effect of the number of data collection methods used on the dependent variable of article cites ($F_{2,197} = 4.20$, $p = 0.016$). Pairwise comparisons with the Bonferroni correction showed a clear pattern and confirmed that using one data collection method resulted in significantly fewer cites ($m = 10.30$, $sd = 14.01$) than using three or more data collection methods ($m = 19.97$, $sd = 28.97$), with the use of two methods falling in between in terms of average cites ($m = 14.67$, $sd = 22.61$). To test whether the difference in cites is attributable to differences in journal standards and impact factors, we ran a chi-square test which demonstrated that the numbers of data collection methods used in qualitative articles do not significantly differ based on whether the journal is affiliated with the USA or Europe ($\chi^2_{2df} = 0.631$, $p = 0.71$), thereby strengthening the finding that the use of multiple data collection methods significantly increases the impact of the qualitative article on the accumulation of management knowledge, no matter where the article is published.

Of the data collection methods, interviewing is by far the most popular, with interviews conducted in 84 per cent (168) of the articles. Although typically mentioned as a one-sentence afterthought (e.g. 'we also collected company records, brochures, and newspaper articles') archival data was the second most popular method of qualitative data collection, with 45 per cent (90) of the articles using at least one form of archival data. Unfortunately, the analysis of the archival data was rarely described in the articles,

as the data is presumed to be valid and often utilized simply as a reference to triangulation of findings from the primary data. Observation data was collected in 40 per cent (80) of the articles, and questionnaire data was included in 13 per cent (26). Less commonly used are focus groups (5 per cent), discussion/informal conversation (6 per cent), diaries (3 per cent), intervention (1 per cent), critical reviews (1 per cent), and content analysis (2 per cent).

Although interviews, archival data, and observation seem commonplace in qualitative research, when implemented with qualitative best-practices such as longitudinal research designs, accuracy checks, triangulation, and in-depth analysis, they can produce very meaningful results. Maitlis' (2005) article on organizational sensemaking is an example of using these most ordinary qualitative data collection methods to produce extraordinary work. Her study sought to elaborate existing theory by discovering the patterns of interaction that constitute the social process of sensemaking, which she convincingly argues can only be accomplished through the qualitative approach. In developing a multiple case study design of three symphony orchestras, Maitlis tracked organizational sensemaking in real-time and over the course of two years with 120 formal interviews, intensive non-participant observation of rehearsals, meetings, and tours, and extensive documentary analysis. This wealth of longitudinal data allowed an iterative and in-depth analysis, including the creation of narratives around particular issues discussed, reducing the list to a set of common issues, frequently checking back with informants for accuracy, and ultimately applying the emerging findings to answer her research questions. The outcome of her efforts yielded a new framework of the socially controlled and animated nature of sensemaking that not only explains the data but also provides a valuable outline for management practice and additional research.

As we identified, coded, and discussed the research design of the articles, we noticed that the less often used data collection methods (including a number of completely novel techniques to management research) seemed to appear more frequently in the European journals than the American journals (e.g. conversation analysis in Samra-Fredericks, 2003; internet forum exchanges in Coupland and Brown, 2004 and Lamertz et al., 2005, etc.). Although power was limited given that few of the reviewed articles used these less common methods, a marginally significant one-tailed chi-square test ($\chi^2_{1df} = 2.227$, $p = 0.068$) lent confidence to our assessment that European journals are at least somewhat more accepting of a wider array of research methods than US journals. As stated earlier, we deem the use of novel or relatively unfamiliar techniques as a sign of progress for qualitative research in management, and believe that this finding suggests that this progress is being made more frequently in European journals rather than US journals. Speaking to knowledge accumulation as another sign of progress, further analysis revealed a positive, significant relationship between the use of these less common methods and the number of cites received, even after controlling for year and journal continent ($F_{3,197} = 5.203$, $p = 0.024$). Thus, both in terms of expanding the horizons of qualitative methodologies and influencing the accumulation of knowledge in management, we recommend that US journals follow the lead of European journals in the acceptance and publication of a wider array of research methods.

Of the articles we reviewed, the one that most stands out for its contribution to the progress of qualitative methods in management research is Samra-Fredericks' (2003)

work on everyday strategizing through communication. By combining ethnography and ethnomethodological/conversation analytical traditions, Samra-Fredericks analysed naturally occurring strategic discourse in real time with the goals of sharing a creative and multidisciplinary method to studying the everyday enactment of strategy, presenting an account of extensive fine-grained analysis of the rhetorical/relational skills of strategists, and arguing for a multidisciplinary interest in studying experience as it is 'lived' (p. 169). Twelve months of in-depth ethnographic data collection resulted in a complex and rich dataset, from which Samra-Fredericks focuses on the talk of strategists to implement their mutual decision to 'go for growth' (p.149) by focusing on acquisition. She reports the data, analysis, and results of her study through four extracts of minor communication activity in which major persuasive work is accomplished. By including discussion transcripts in the article and analysing the text through multiple theoretical perspectives so that the logic is completely transparent, the reader is encouraged to follow the conversation analysis in order to learn not only from the results but from the methodology itself, which is in line with Samra-Fredericks' call for researchers to join in analysing lived strategizing through additional theoretical and disciplinary lenses. Overall, her article contributes to the progress of qualitative research in management by offering a captivating read, interesting findings, and perhaps most importantly by pushing the boundaries of qualitative methodologies in management and providing a model for others to do the same.

Transparency of Methods and Analysis

As should be expected given the non-standardized methods used in qualitative research, there was very little consistency across studies in terms of analysis. In fact, it was essentially impossible to develop themes of preferred analysis beyond the declared use of grounded theory, which as Suddaby (2006) lamented, often remains inaccurately stated. Instead of focusing this section on what techniques were and were not used in the analysis, we instead focus it on how well those techniques were reported. Lee et al. (1999) proposed that qualitative researchers should adopt a higher standard of methodological description that should be detailed enough to allow hypothetical or actual replication of the study. Gephart (2004) elucidated the value of transparent methods in qualitative research and included it as one of the primary focuses for future qualitative research. Finally, Pratt (2008) suggested that transparent and exhaustive methods are one of the few key criteria for publishing qualitative research in top tier US journals, also mentioning that European journals may not hold the same standard. Indeed, the idea of methodological description that enables replication stems from the positivistic tradition, yet its application to qualitative research is not without benefit as it is a key component of reflexivity, or allowing readers to assess the credibility of the research and findings regardless of whether an attempt at replication will be made (LeCompte and Goetz, 1982; Seale, 1999). When appropriate, this process also helps the reader remove researcher bias from the study and more properly assess the internal or descriptive (Maxwell, 1992) validity of the research.

Of the articles reviewed in our study, 30 per cent (60) contained transparent descriptions of research design and analysis that were detailed enough that the study could be

confidently replicated. Another 25 per cent (49) were considered mostly transparent, with information missing for one aspect of the study or simply not detailed enough for multiple aspects of the design and analysis. Finally, 45 per cent (89) of the articles were coded as non-transparent, as their descriptions of data collection and analysis were incomplete, missing, or extremely vague.

Pratt's (2008) consideration of discrepant transparency standards for US and European journals is, as he stated, an empirical question. To answer that question, we conducted a one-tailed chi-square test with journal continent as the independent variable and the coded 'transparency of analysis' as dependent variable, which indeed revealed a statistically significant difference ($\chi^2_{2df} = 5.251, p = 0.036$), with US journals publishing a higher ratio of transparent articles than European journals. Testing this relationship over time yielded even more interesting results. A strong model fit ($\chi^2_{1df} = 18.496, p < 0.000$) and a significant Wald statistic (19.367, $p < 0.000$) in ordinal logistic regression confirmed that transparency of methods and analysis in qualitative research is increasing over time; however, the rate of that increase over the past ten years is larger for articles published in US journals ($\chi^2_{1df} = 15.887, p < 0.000$; *pseudo R*² = 0.243) than articles published in European journals ($\chi^2_{1df} = 3.644, p = 0.056$; *pseudo R*² = 0.027), with the effect in European journals only reaching marginal significance. Although this result is most likely driven by the requirements of the journals rather than differences between authors, it confirms a key difference between the European and US traditions of qualitative research. In comparison with the European journals, the US journals in our sample tend to publish qualitative articles that report the details of the entire scientific process much like quantitative articles, offering each aspect up to the reader for scrutiny. The European journals, on the other hand, are more prone than US journals to publish articles that sacrifice documenting details of the methods for perhaps a greater focus on the findings. Perhaps most importantly, these differences in transparency appear to be growing, with the *pseudo R*² statistics suggesting that US journals are pushing towards greater transparency in published qualitative articles at nearly ten times the rate of the European journals.

One example of disregarding transparency of analysis to focus strictly on findings and provide voice to participants is Trethewey's (1999) article on women's experiences of their physical bodies at work. Trethewey identifies a meaningful and interesting topic, namely, the interpreted meaning of women's (physical) bodies in the workplace through the lens of feminist theory. To elucidate these ideas, semi-structured interviews are held with 19 employed women. Although she details the data collection process for the reader, she omits any comments on how the data was reduced and analysed to produce interpretable findings. Instead, Trethewey states that the study cannot be replicated but that it is valid as it tells the various stories of the subjects' experience. We recognize that giving voice to participants is one of the key benefits of qualitative research and based on the author's description, we do not doubt the internal validity of the stories told. Yet imposing our more traditional, logical positive lens, we also cannot help but wonder how Trethewey reduced the number of themes and topics in the interviews to arrive at her results of a professional body being (1) physically fit, (2) a test to be read, and (3) excessively sexual.

Transparency of analysis speaks to two of our three measures of qualitative research. First, high transparency helps remove the stigma of qualitative research as second-class

research by allowing the traditionalist reader to determine the accuracy of the conclusions drawn. Second, high transparency allows readers to learn not just from the findings of the research, but also from the methodologies, allowing comparison of methods across articles towards a standard of the 'best practices' in qualitative research. Statistical analysis revealed no significant relationship between transparency of analysis and the number of cites received by articles ($(F_{4,190} = 1.392, p = 0.251)$), suggesting that transparency of analysis has no significant effect on our third measure of qualitative progress as the accumulation of management knowledge. However, our findings do suggest that US journals require greater transparency than European journals when publishing qualitative work, and considering the significant difference in the mean number of cites received by qualitative research in American journals compared to European journals ($(F_{1,197} = 13.39, p < 0.001)$), we submit that transparency of analysis has an indirect effect on the accumulation of management knowledge. Given the progress that can be made in qualitative management research through higher standards of transparency of methods and analysis, we recommend that European journals follow the lead of US journals in the adoption of higher standards of methodological description for qualitative research. This is especially important when considering the previous finding that European journals are more likely to publish articles that employ less-common methods, as it is these methods that would most benefit from detailed descriptions to allow other researchers to adopt similar techniques.

For an exemplar of high transparency of methods and analysis, we reserved an article that stood out not only for its transparency but for encompassing many of the best practices of qualitative research. In our opinion, Amabile et al.'s (2005) article aimed at generating theory on the relationship between affect and creativity at work is a prime exemplar of well-executed and reported qualitative research. The authors clearly state the theories and ideas that informed the research, give a full account of who offered the data and how it was collected, and provide a complete and transparent report of all coding and analysis from which conclusions were drawn. Additionally, Amabile and colleagues used mixed methods to strengthen their findings with multiple measures of both affect and creativity, qualitative and quantitative data gathered over time and at multiple levels, and quantitative and qualitative analyses (with control variables) that generated relatively consistent results over multiple analysis techniques.

Their subjects were 222 individuals in 26 project teams in 7 companies across 3 industries. Through event sampling techniques, the subjects responded each day to several scaled items in addition to writing an 'event' narrative about something that happened on their project that day. On average, subjects were involved long enough to complete 52 narratives, yielding over 11,000 questionnaires. Additionally, teammates rated each other allowing aggregation for multi-level analyses. The complexities along with the size of this dataset could have made the reporting of its analysis both messy and uninterpretable, yet Amabile and colleagues detailed every step, including the coding of narrative events and rater scoring of affect and creative thought, all of which were key elements in the process of arriving at meaningful results. Within those results, several contributions stand out such as the support received for a one- to two-day incubation process for positive affect to influence creativity, as well as the reciprocal nature of affect and creativity which the authors encompassed in their model of organizational affect-creativity.

DISCUSSION

Findings and Implications

This review set out to document the progress and facilitate the continued proliferation of qualitative research in the field of management. We attempted to do this by assessing how qualitative management researchers in the past decade have contributed to: (1) the revitalization of the reputation of qualitative research that challenges any positivistic stigmatization or devaluation of qualitative research; (2) the near-standardization of many of the best practices in qualitative research while pushing the boundaries of qualitative methods into new and exciting territory; and (3) the accumulation of knowledge by generating, elaborating, and testing management theory.

The results from our review of 198 qualitative studies in three US and two European management journals suggest that theoretical purpose, research design, and transparency of methods and analysis are all important contributors to the progress of both qualitative research and the body of management knowledge in general. Specifically, we found that articles focused on theory generation have the largest impact on the accumulation of management knowledge compared to elaboration- or testing-focused articles. To us, this signifies that management scholars are frequently looking to published qualitative research to fill in the gaps of understanding that other theories do not cover. At the same time, more and more scholars are turning to qualitative methodologies to fill in those gaps themselves, as the majority of the reviewed articles focused on either theory generation or elaboration. We recommend that qualitative scholars carefully consider the theoretical purpose at the outset of their study, especially in light of how that purpose impacts the article's influence on future research. The additional finding that qualitatively generated theories remain far from reaching the benchmark set by *AMR* articles of the impact that new theory can have on the field suggests that there is certainly room for improvement. When elaborating and generating theory through qualitative study, researchers should certainly consider its interestingness (Bartunek et al., 2006; Davis, 1971), practicality (Van de Ven, 1989), and the extent to which it contributes to current conversations in the field (Lee et al., 1999). Moreover, we recommend that throughout the scientific process from study idea and design to the final write-up, qualitative researchers also consider the standards by which conceptual theoretical papers are judged (see Alvesson and Kärreman, 2007; Whetten, 1989). Questions such as 'what's new?', 'so what?', 'why now', and 'who cares' continue to guide the review process to result in the meaningful conceptual theory papers that set the impact benchmark for theory generation in our field (Whetten, 1989). As these questions are more commonly asked by qualitative researchers pursuing theory elaboration and theory generation, the value of the insights produced by their findings and the emergent theories will create more momentum towards the accumulation of management knowledge. Additionally, as qualitative researchers adhere to other best practices of qualitative research, and as the progress in the past decade of qualitative research continues into the future, we feel confident that the gap between *AMR* article impact and qualitative theory generation article impact will narrow.

In terms of research design, the studies that employed multiple data collection methods had a larger influence on the field than single-method studies, suggesting that qualitative researchers should triangulate their findings through multiple methods for

their work to have greater impact. Additionally, the studies that used less common research designs including focus groups, diaries, interventions, discussion, internet forums, critical reviews, and content analysis contributed more to the progress of qualitative research both by expanding the horizons of qualitative methodologies and novel techniques and by adding to the accumulation of management knowledge, as these studies were cited more frequently than studies with more traditional qualitative research designs. We recommend that qualitative researchers continue to expand the breadth of qualitative methodologies by modelling the best practices of published studies that use novel techniques. Often, these model studies can and ought to be found in adjacent fields such as sociology, psychology, linguistics, etc., which facilitates the mainstreaming of these methods that may be common to other fields to management research. Similarly, as Pratt (2009) suggests, researchers interested in using novel qualitative methodologies can model the styles of respected authors who consistently publish qualitative work.

Still, much of the power to publish novel techniques in the field of management lies outside of the authors' hands. Given that the European journals were more likely than the US journals to publish articles using these less common methods, we reiterate that the US journals would benefit from a more inclusive approach towards variety in qualitative methodologies, as they would contribute more to the progress of qualitative research and management knowledge while also enjoying the higher average citation count for those articles. American scholars should seek to understand and master these methodologies in order to introduce them to US management journals, whereas European scholars who are often better trained and practised in such techniques should consider meeting the US journal criteria (see Gephart, 2004; Pratt, 2008) as they write and report their studies that use uncommon methodologies. By working together in this fashion, these lesser-known techniques will become more used and standardized. Ultimately, this advances the progress of the field as the adoption of unique qualitative methodologies into US journals increases their potency to discover and spread new management knowledge.

Finally, transparency of analysis contributes to the progress of management research by both reducing the stigma associated with qualitative research and by allowing scholars to learn from and apply the best practices associated with an article's methodologies and analysis techniques. Lee et al. (1999) recommended that qualitative researchers adopt a higher standard of transparency for these reasons, in addition to the indirect effect on the accumulation of knowledge as transparency is one of the necessary qualities to publish qualitative work in top-tier US journals (Pratt, 2008). Our analysis revealed that this recommendation has largely been heeded, as the qualitative research published in both US and European journals has been increasingly transparent over the last ten years. Of course, there is much room for improvement as only 30 per cent of the studies in our review were considered fully transparent. Thus, we reiterate the call by Lee et al. (1999) for authors to continue to improve in following the best practices of reporting methods and analysis techniques. Specifically, at both the design of a qualitative study and again when writing up the study for publication, researchers should at the very least consider 'the basics' of qualitative methodological reporting, which include: (1) why the research is needed; (2) the theoretical purpose; (3) purpose of chosen context and unit of analysis; and (4) the process by which findings emerged from the data (Pratt, 2009). By considering the basics at the outset of the study, the researchers can ensure that the data is appro-

priately gathered and then systematically and exhaustively analysed to produce the most meaningful findings. Likewise, transparently reporting these considerations makes those findings more comprehensible and credible to the reader (Gephart, 2004).

Considering the widening gap in qualitative transparency between US and European journals, we extend our recommendation not only to authors, but also to reviewers and editors of European management journals. As European institutions and journals are not grounded in the positivistic assumptions of US institutions and journals, they may be less strict on transparency of analysis in qualitative research because they are less likely to agree with any stigma being associated with the methodologies in the first place. Although this may be a part of the distinct path followed by European institutions and journals (Barry and Hansen, 2008), setting a higher standard for qualitative transparency can advance the agenda and progress of qualitative research in the general field of management. For example, transparency facilitates the spread of the best practices in qualitative research, as researchers can more easily model methodologies and other best practices when they are clearly reported. As the European journals are more likely to publish novel methodologies that would most benefit from a standardized set of best practices, the importance of transparently reporting those methodologies so they can be modelled in future research becomes apparent. Thus, setting a stricter standard of transparency in European qualitative research will push forward the progress of worldwide qualitative research in management.

Limitations

Of the limitations in this review, we wish to address those that are most constraining to the generalizability of our findings. Foremost, this review is constrained by the boundaries that we set upfront in the article, including the focus on the most common form of qualitative research in management, or what we call factor analytic qualitative research, to the dismissal of a number of other techniques including post-modern research, hermeneutics, etc. We chose this focus based on the extremely limited number of articles that we encountered that employ these other techniques, but we do not wish to dismiss their ability to progress qualitative research in management. We believe that future reviews and research to better understand their unique contribution are warranted. Similarly, our review is limited in that we only cover the five selected journals, even though a large number of management journals publish qualitative research. Instead of taking a small sample of articles from a larger number of journals, we chose to review all of the qualitative articles that appeared in the past decade in those five journals as we believe the selected journals are representative of top management journals in both the USA and Europe.

Another limitation of our study is the use of citation analysis to determine the impact of qualitative research on the accumulation of management knowledge. We believe citation analysis to be a useful, albeit crude method of assessing article influence. When reviewing such a large number of studies, we found it to be the only practical method to assess that influence and to be able to draw comparisons across qualitative categories and journal continents; however, we recognize that there are many factors that influence impact factors of journals and citation counts of articles that cannot be controlled for in a study like this. Future research could yield additional in-depth insights by taking a more

descriptive approach, such as reviewing a select handful of qualitative articles and following their progress in terms of how each study that cites them uses their theories and findings.

CONCLUSION

Along with all the scholars who are interested in expanding their methodological toolset for understanding management and organizations, we are excited by the advancements made in qualitative research over the past ten years. In our assessment, qualitative research in management has moved past what Van Maanen (1979, p. 522) called a 'quiet reconstruction' and is now gaining momentum towards the aforementioned tipping point. We invite management scholars everywhere to consider their role in the next decade of qualitative progress towards that tipping point, which will deepen our understanding of management and continue to alter and expand the future of our field.

APPENDIX: REVIEWED QUALITATIVE ARTICLES BY JOURNAL CONTINENT

European Journal Articles

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
Ailon-Souday and Kunda (2003)	Elaboration	IO	12
Bell, Taylor and Thorpe (2002)	Elaboration	IOA	2
Benjamin and Goclaw (2005)	Elaboration	I	3
Beverland (2005)	Elaboration	IAM	14
Birkinshaw, Bresman and Hakanson (2000)	Elaboration	IA	38
Blomberg (2004)	Elaboration	I	4
Bolton (2004)	Elaboration	IO	14
Boyne (2002)	Testing	M	67
Brooks (2003)	Generation	IO	2
Buchel (2000)	Generation	IOA	2
Busby (2006)	Generation	A	3
Callaghan and Thompson (2002)	Elaboration	IOAM	54
Callahan (2002)	Elaboration	IOA	4
Carlisle and Baden-Fuller (2004)	Generation	I	2
Child and Yan (2003)	Testing	I	16
Clark and Soulsby (2007)	Testing	IOA	4
Clegg and Courpasson (2004)	Critical	M	14
Clegg, Pitsis, Rura-Polley and Marosszeky (2002)	Generation	IOAQ	25
Coupland and Brown (2004)	Elaboration	M	12
Crane (2000)	Generation	IAM	36
Darr and Talmud (2003)	Testing	IA	3
Deery, Iverson and Walsh (2002)	Generation	M	46
Delmestri, Montanari and Usai (2005)	Testing	I	14
Desivilya and Borochowitz (2008)	Elaboration	IA	0
Dyck, Starked, Mischke and Mauws (2005)	Elaboration	IOQ	18
Edmondson (2003)	Generation	IOA	66

European Journal Articles *Continued*

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
Edwards and Ram (2006)	Elaboration	I	10
Elbanna and Child (2007)	Testing	IQ	3
Elliott and Smith (2006)	Elaboration	IOAM	3
Fanelli and Grasselli (2006)	Generation	A	1
Fayard and Weeks (2007)	Generation	IOM	2
Filatotchev and Toms (2006)	Testing	A	4
Fleming (2005)	Elaboration	I	4
Flier, Van den Bosch and Volberda (2003)	Generation	A	12
Gamble (2006)	Elaboration	IQ	10
Geppert, Williams and Matten (2003)	Elaboration	IQ	26
Glynn and Lounsbury (2005)	Testing	M	13
Goodall and Roberts (2003)	Generation	IO	10
Guest and King (2004)	Elaboration	I	13
Hagedoorn and Heslen (2007)	Elaboration	IA	8
Halme (2002)	Generation	I	9
Hannah (2007)	Generation	I	1
Hardy, Phillips and Lawrence (2003)	Generation	IA	35
Harris (2002)	Elaboration	IO	10
Harris and Ogbonna (2003)	Generation	IOA	0
Harvey and Denton (1999)	Generation	IAQ	12
Harvey, Pettigrew and Ferlie (2002)	Testing	M	19
Heugens, van Riel and van den Bosch (2004)	Elaboration	IAM	9
Hickson, Miller and Wilson (2003)	Generation	I	8
Hodgkinson and Wright (2002)	Elaboration	O	22
Hodgson and Cicmil (2007)	Critical	M	0
Hong, Easterby-Smith and Snell (2006)	Generation	IOA	10
Hopkinson (2003)	Generation	I	6
Hsiao, Tsai and Lee (2006)	Elaboration	IOA	3
Humphreys and Brown (2002)	Elaboration	IAM	10
Islam, Zyphur and Boje (2008)	Elaboration	IO	0
Jack (2005)	Testing	IOA	17
Jarzabkowski (2003)	Generation	IOA	37
Jarzabkowski and Wilson (2002)	Generation	IOA	12
Jiang and Bansal (2003)	Elaboration	I	23
Johnson-Cramer, Cross and Yan (2003)	Elaboration	IOAQ	3
Keil (2004)	Elaboration	IA	14
Kitchener (2002)	Generation	IA	16
Lam (2003)	Elaboration	IA	15
Lamertz, Heugens and Calmet (2005)	Elaboration	M	6
Lanzara and Patriotta (2007)	Elaboration	IOA	1
Lockett, Moon and Visser (2006)	Testing	M	27
Logan and Ganster (2007)	Testing	IQ	2
Lowe and Jones (2004)	Elaboration	IO	3
Lui and Ngo (2005)	Testing	IQ	6
Magnan and St-Onge (2005)	Testing	I	2
Maitlis and Lawrence (2007)	Generation	IOA	10
Malhotra (2003)	Testing	I	10
Marotto, Roos and Victor (2007)	Generation	IOM	3
McCabe (2000)	Elaboration	IA	6
McCann, Morris and Hassard (2008)	Elaboration	IOA	2

European Journal Articles *Continued*

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
McInerney (2008)	Elaboration	IOA	5
Meisick and Barry (2007)	Elaboration	IOAQ	0
Meyer (2006)	Elaboration	IAM	9
Meyer and Lieb-Doczy (2003)	Testing	IA	15
Michlewski (2008)	Elaboration	I	0
Milliken, Morrison and Hewlin (2003)	Generation	I	22
Mirchandani (2003)	Critical	I	6
Morris, Hassard and McCann (2006)	Elaboration	IA	6
Mouly and Sankaran (2004)	Elaboration	IOA	1
Mueller, Harvey and Howorth (2003)	Elaboration	IOA	7
Musson and Duberley (2007)	Elaboration	IOA	12
Noon, Jenkins and Lucio (2000)	Generation	I	3
Noorderhaven, Benders and Keizer (2007)	Elaboration	I	0
Nutt (2002)	Testing	IQ	3
Ogbonna and Harris (2002)	Generation	IOA	8
Ogbonna and Harris (2004)	Elaboration	I	11
Ogbonna and Wilkinson (2003)	Elaboration	IOA	10
O'Mahoney (2007)	Elaboration	IO	1
Pablo, Reay, Dewald and Casebeer (2007)	Generation	IOA	4
Palmer and Dunford (2002)	Elaboration	IA	4
Pappas and Wooldridge (2007)	Testing	IQ	3
Parker (2007)	Elaboration	O	3
Peel and Boxall (2005)	Elaboration	IA	4
Peltokorpi, Nonaka and Kodama (2007)	Generation	IA	8
Perkins and Hendry (2005)	Generation	I	7
Piderit and Ashford (2003)	Generation	Q	3
Pye (2002)	Generation	I	6
Ravasi and Zattoni (2006)	Elaboration	IA	3
Reay and Hinings (2005)	Generation	A	24
Regner (2003)	Generation	IOA	25
Riad (2005)	Elaboration	IOA	6
Robertson and Swan (2003)	Elaboration	IOA	28
Rodriguez, Espejo and Cabrera (2007)	Elaboration	IAQ	1
Ross (2007)	Generation	IM	1
Salaman and Storey (2002)	Elaboration	I	6
Samra-Fredericks (2003)	Elaboration	OM	45
Schaefer (2007)	Generation	I	1
Shamir and Lapidot (2003)	Generation	IM	11
Snell (2002)	Generation	IOA	5
Snell and Tseng (2002)	Elaboration	IAQ	11
Snell and Wong (2007)	Testing	I	2
Sorge and Brussig (2003)	Testing	I	2
Sturdy and Fleming (2003)	Elaboration	IOA	8
Svejenova (2005)	Generation	IAM	11
Symon, Buehring, Johnson and Cassell (2008)	Elaboration	I	2
Taylor and Bain (2003)	Elaboration	IOM	20
Tengblad (2006)	Testing	IOM	3
Tihanyi and Hegarty (2007)	Elaboration	IOA	1
Trethewey (1999)	Critical	I	23
Ullrich, Wieseke and van Dick (2005)	Generation	I	8

European Journal Articles *Continued*

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
Vaara (2002)	Elaboration	IA	41
van Rekom, van Riel and Wierenga (2006)	Generation	I	5
Vandenbosch, Saatcioglu and Fay (2006)	Elaboration	I	2
Vermeulen, van den Bosch and Volberda (2007)	Testing	IM	0
Walsh and Deery (2006)	Testing	OM	11
Washington (2004)	Testing	A	5
Weierter (2001)	Elaboration	I	3
Willman, Fenton-O'Creevy, Nicholson and Soane (2006)	Elaboration	I	3
Winch, Clifton and Millar (2000)	Elaboration	I	3
Wong (2005)	Generation	I	3
Yu, Engleman and Van de Ven (2005)	Elaboration	IO	10
Zanoni and Janssens (2007)	Elaboration	IA	2
Zhao, Anand and Mitchell (2005)	Generation	IOA	19

*I = Interview, O = Observation, A = Archival, Q = Questionnaire, M = Misc.

North American Journal Articles

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
Adams, Cahill and Ackerlind (2005)	Elaboration	IM	6
Amabile, Barsade, Mueller and Staw (2005)	Generation	Q	36
Amabile, Patterson, Mueller, Wojcik, Odomirok, Marsh and Kramer (2001)	Elaboration	IOQM	32
Anand, Gardner and Morris (2007)	Generation	IOA	11
Ashcraft (1999)	Generation	IO	11
Ashcraft (2001)	Elaboration	IO	20
Ashforth, Kreiner, Clark and Fugate (2007)	Generation	I	7
Bacharach, Bamberger and McKinney (2000)	Elaboration	IOA	11
Balogun and Johnson (2004)	Elaboration	OM	64
Bosley, Arnold and Cohen (2007)	Generation	I	2
Cherim, Williams and Hinings (2007)	Elaboration	IOA	8
Dries, Pepermans and Carlier (2008)	Elaboration	I	1
Dyck and Starke (1999)	Generation	I	19
Earley and Mosakowski (2000)	Generation	IOA	127
Eby and Lockwood (2005)	Generation	I	14
Edmondson, Bohmer and Pisano (2001)	Generation	IOA	141
Elfering, Semmer, Tschann, Kälin and Bucher (2007)	Generation	Q	1
Elsbach (2003)	Elaboration	IO	11
Ely and Thomas (2001)	Generation	IO	139
Ferlie, Fitzgerald, Wood and Hawkins (2005)	Generation	IOA	48
Fouad, Kantamneni, Smothers, Chen, Fitzpatrick and Terry (2008)	Elaboration	I	1
Gibson and Gibbs (2006)	Testing	IA	23

North American Journal Articles *Continued*

<i>Author(s) and year</i>	<i>Theoretical purpose</i>	<i>Research design*</i>	<i>ISI cites</i>
Guler (2007)	Generation	I	6
Heinz (2002)	Testing	I	13
Hollensbe, Khazanchi and Masterson (2008)	Elaboration	I	0
Ibarra (1999)	Generation	I	87
James and Wooten (2006)	Generation	A	5
Jarzabkowski (2008)	Generation	IOA	4
Kalev, Shenhav and de Vries (2008)	Testing	A	0
Kim and Gelfand (2003)	Testing	Q	13
Klein, Ziegert, Knight and Xiao (2006)	Generation	IOA	11
Kreiner, Hollensbe and Sheep (2006)	Generation	IQ	16
Lent, Brown, Talleyrand, McPartland, Davis, Chopra, Alexander, Suthakaran and Chai (2002)	Elaboration	I	20
Liang, Spencer, Brogan and Corral (2008)	Elaboration	M	5
Maertz, Stevens and Campion (2003)	Generation	I	7
Maguire, Hardy and Lawrence (2004)	Elaboration	IOA	70
Maitlis (2005)	Elaboration	IOA	44
Maitlis and Lawrence (2003)	Generation	IOA	16
Margolis and Molinsky (2008)	Generation	IOAQ	2
McCleese, Eby, Scharlau and Hoffman (2007)	Testing	Q	1
Michel (2007)	Elaboration	IOA	2
Mortimer, Zimmer-Gembeck and Holmes (2002)	Generation	I	14
Noonan, Hall and Blustein (2007)	Elaboration	Q	1
Offermann and Spiros (2001)	Testing	Q	14
Ozbilgin and Healy (2004)	Generation	IA	6
Perlow (1999)	Generation	IOA	119
Perlow, Okhuysen and Repenning (2002)	Generation	IOA	23
Phillips, Blustein, Jobin-Davis and White (2002)	Generation	I	11
Plowman, Baker, Beck, Kulkarni, Travis (2007)	Elaboration	IOA	7
Pratt (2000)	Generation	IOA	75
Pratt and Rosa (2003)	Generation	IOA	15
Pratt, Rockmann and Kaufmann (2006)	Generation	IOAQ	29
Ruderman, Ohlott, Panzer and King (2002)	Elaboration	IQ	54
Sargent and Waters (2004)	Testing	M	2
Wang, Lo, Xu, Wang and Porfeli (2007)	Elaboration	IM	1
Weber, Heinze and DeSoucey (2008)	Elaboration	IOA	3
Whiteman and Cooper (2000)	Generation	IO	15
Workman (2001)	Generation	IO	14
Zilber (2002)	Elaboration	IOA	41

*I = Interview, O = Observation, A = Archival, Q = Questionnaire, M = Misc.

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