Recherche qualitative : comment présenter ses résultats dans un article académique?

Atelier d'écriture – 24 sept. 2024

Quelques enjeux et débats

- Les critères d'évaluation des méthodes qualitatives : crédibilité plutôt que validité ?
- Une crise de la reproductibilité / réplicabilité ? —> un des enjeux de la science ouverte
- Comment renforcer la crédibilité sans trop standardiser, ni perdre la richesse des données ?
- *Depth or breath* ?
- *Template or not template ? «Gioia or not Gioia ?*

Quelques définitions

- **La répétabilité** est la capacité, par la même équipe, de reproduire les résultats d'une expérience, en réutilisant le même dispositif expérimental

- **La reproductibilité** est la capacité, par une équipe différente, de reproduire les résultats d'une expérience, en réutilisant le même dispositif expérimental

- **La réplicabilité** est la capacité, par une équipe différente, de reproduire les résultats d'une expérience en utilisant leur propre dispositif expérimental

Quelques grands principes en vigueur

- Assurer la plus grande **transparence** possible
- **Expliquer** en détails et **justifier** la démarche de collecte et d'analyse
- Analyser de manière **organisée et systématique**
- **Expliciter l**e passage du matériau à son interprétation
- Donner à voir **du matériau brut… mais pas trop**
- Si plusieurs **sources** de données, dire **à quoi chacune a contribué**
- Structurer la section résultats en **2 ou 3 principaux résultats**
- Concevoir **schéma et/ou tableau** pour synthétiser les résultats

Les critères de transparence pour assurer la **réplicabilité** de la recherche qualitative

Aguinis & Solarino, *SMJ*, 2019

12 critères de **transparence et réplicabilité** en recherche qualitative

Aguinis & Solarino, *SMJ*, 2019

TABLE 1 Transparency criteria in qualitative research and their relevance for exact, empirical, and conceptual replication

ID	Transparency criterion	Definition	Criterion is necessary for replicability because...	Exact replication	Empirical replication	Conceptual replication
1	*Kind of qualitative method*	The particular qualitative methodology used in the study (e.g., action research, case study, grounded theory) (Creswell, 2007; Flick, 2014; Patton, 2002)	… a method's assumptions, beliefs, and values affect theory, design, measurement, analysis, and reporting choices, as well as the interpretation of results	✓	✓	
2	*Research setting*	The physical, social, and cultural milieu of the study (e.g., firm conditions, industry, participants' social status) (Bhattacharya, 2008; Patton, 2002)	...it clarifies the structure, the sources and the strength of the pre-existing conditions in the research setting	✓		✓
3	*Position of researcher along the insider-outsider continuum*	The researcher's relationship with the organization and study participants; the closer the relationship, the more the researcher is an insider rather than an outsider (Evered & Louis, 1981; Griffith, 1998)	... it allows for an understanding of the researcher's relationship with the organization and participants, which can alter accessibility of data, what participants disclose, and how the collected information is interpreted	✓		✓
4	*Sampling procedures*	The procedures used to select participants or cases for the study (e.g., convenience, purposive, theoretical) (Patton, 2002; Teddlie & Yu, 2007)	... given that samples are not probabilistic, it clarifies what kind of variability the researcher is seeking (and along which specific dimensions), and the presence of possible biases in the sampling procedure	✓		✓

5	*Relative importance of the participants/cases*	The study's sample and the relative importance of each participant or case (Aguinis, Gottfredson, & Joo, 2013; Dexter, 1970)	.. it allows for the identification of participants and cases with similar characteristics as in the original study	✓		✓
6	*Documenting interactions with participants*	The documentation and transcription of the interviews and all other forms of observations (e.g., audio, video, notations) (Kowal & O'Connell, 2014)	...different means of documenting interactions may alter the willingness of participants to share information and therefore affect the type of information gathered	✓	✓	
7	*Saturation point*	It occurs when there are no new insights or themes in the process of collecting data and drawing conclusions (Bowen, 2008; Strauss & Corbin, 1998)	…identifying the saturation point can include judgment calls on the part of the researcher (e.g., when a researcher believes that additional information will not result in new discoveries or that new information will not add new categories to the coding scheme)	✓	✓	
8	*Unexpected opportunities, challenges, and other events*	Unexpected opportunities (e.g., access to additional sources of data), challenges (e.g., a firm's unit declines to participate in the last data collection stage and is replaced by a different one), and events (e.g., internal and	… the way in which researchers react and actions they take in response to these unexpected events affect data collection and subsequent conclusions	✓	✓	

9	*Management of power imbalance*	The differential exercise of control, authority, or influence during the research process (Ostrander, 1993; Thomas, 1993)	… it allows other researchers to adopt similar strategies (e.g., endorsement from a prestigious institution, self-acquaintance, asking sensitive questions) that affect the type of information gathered as well as a study's conclusions	✓	✓
10	*Data coding and first-order codes*	The process through which data are categorized to facilitate subsequent analysis (e.g., structural coding, descriptive coding, narrative coding) (Maxwell & Chmiel, 2014; Saldana, 2009; Strauss & Corbin, 1998; Taylor, Bogdan, & DeVault, 2016)	… it allows other researchers to follow similar procedures and obtain similar conclusions	✓	✓
11	*Data analysis and second- and higher-order codes*	The classification and interpretation of linguistic or visual material to make statements about implicit and explicit dimensions and structures (Flick, 2014) and it is generally done by identifying key relationships that tie the first order codes together into a narrative or sequence (e.g., pattern coding, focused coding, axial coding) (Saldana, 2009; Taylor et al., 2016)	… it allows other researchers to use a similar analytical approach and obtain similar conclusions	✓	✓
12	*Data disclosure*	Raw material includes any information collected by the researcher before any manipulation (i.e., analysis) (e.g., transcripts, video recordings) (Ryan & Bernard, 2000; Schreiber, 2008)	… others can reuse the original material and attempt to obtain the same results and reach the same conclusions	✓	

Aller au-delà de la transparence pour la réplicabilité : Le critère de *trustworthiness*

(Pratt et al., *ASQ*, 2020)

« *Trustworthiness is the degree to which the reader can assess whether the researchers have been* ***honest*** *in how the research has been carried out and* ***reasonable i****n the conclusions they make* »

Aller au-delà de la transparence pour la réplicabilité : ***trustworthiness***

(Pratt et al., *ASQ*, 2020)

Table 1. Means of Establishing Trustworthy or Good Qualitative Research

Position (and key source)	Characteristic	Defining questions	Illustrative practices
Naturalistic inquiry (Lincoln and Guba, 1985)	Credibility	To what degree has the investigator given voice to the different constructions of reality found in one's data? Credibility is assessed by those one has studied.	"Prolonged engagement" (p. 301); "persistent observation" (p. 304); triangulation (e.g., different data sources, methods, investigators, etc.); "peer debriefing" (p. 308); "negative case analysis" (p. 309); "referential adequacy" (p. 313); "member checks" (p. 314)
	Transferability	Is there contextual similarity between the context one is studying and other contexts? The burden of proof for such a comparison lies with those who want to compare findings to other contexts more than with the original investigator.	Providing a lot of details (e.g., thick description) to "show" not "tell" the reader the findings
	Dependability	Has the investigator taken into account "both factors of instability and factors of phenomenal or design induced change"? (p. 299)	All the practices of credibility plus "stepwise replication" within the dataset (p. 317) and "inquiry audit" (p. 317)
	Confirmability	Was there a process for verifying the data? Confirmability is a characteristic of the data,	Inquiry audit; triangulation; "reflexive journal" (p. 319); "audit trail" (p. 319); "audit process" (p. 320)

Aller au-delà de la transparence pour la réplicabilité : *trustworthiness*

(Pratt et al., *ASQ*, 2020)

Case studies / positivism (Yin, 2003)	Construct validity	Are your measures operationalizing your concepts correctly?	''Use multiple sources of evidence; establish a chain of evidence; have key informants review draft'' (p. 34)
	Internal validity	Is there a causal relationship between variables or constructs?	''Do pattern-matching; do explanation-building; address rival explanations; use logic models'' (p. 34)
	External validity	Can findings be generalized and to what domain?	''Use theory in single-case studies; use replication logic in multiple case studies'' (p. 34)
	Reliability	Can it be replicated across cases in the study?	''Use case study protocol; develop case study database'' (p. 34)
Ethnography (Locke and Golden-Biddle, 1997)*	Authenticity	Communicating that the author was in the field and did not do violence to the experience of the informants	''Particularizing everyday life'' (p. 601); ''delineating the relationship in the field'' (p. 603); ''depicting the disciplined pursuit and analysis of data'' (p. 604); ''qualifying personal biases'' (p. 605)
	Plausibility	Does the academic audience ''buy'' it in that it (a) makes sense and (b) makes a contribution? (p. 600)	''Normalizing unorthodox methodologies'' (p. 605); ''drafting the reader'' (p. 606); ''legitimizing the atypical'' (p. 606); ''smoothing the contestable'' (p. 608); ''differentiating findings—a singular contribution'' (p. 609); ''building dramatic anticipation'' (p. 610)
	Criticality	Does the study make the author rethink assumptions about the field or their own work?	''Carving out room to reflect'' (p. 610); ''provoking the recognition and examination of differences'' (p. 610); ''imagining new possibilities'' (p. 611)

Aller au-delà de la transparence pour la réplicabilité : ***trustworthiness***

(Pratt et al., *ASQ*, 2020)

In short, qualitative researchers—regardless of method, epistemology, or ontological view—should be clear about what they did and the analytic choices they have made. The degree of transparency here is not set by the demands for replication but is more broadly set by the degree to which authors can convince the reader that they have been honest in how their research has been carried out and reasonable in the conclusions they make.

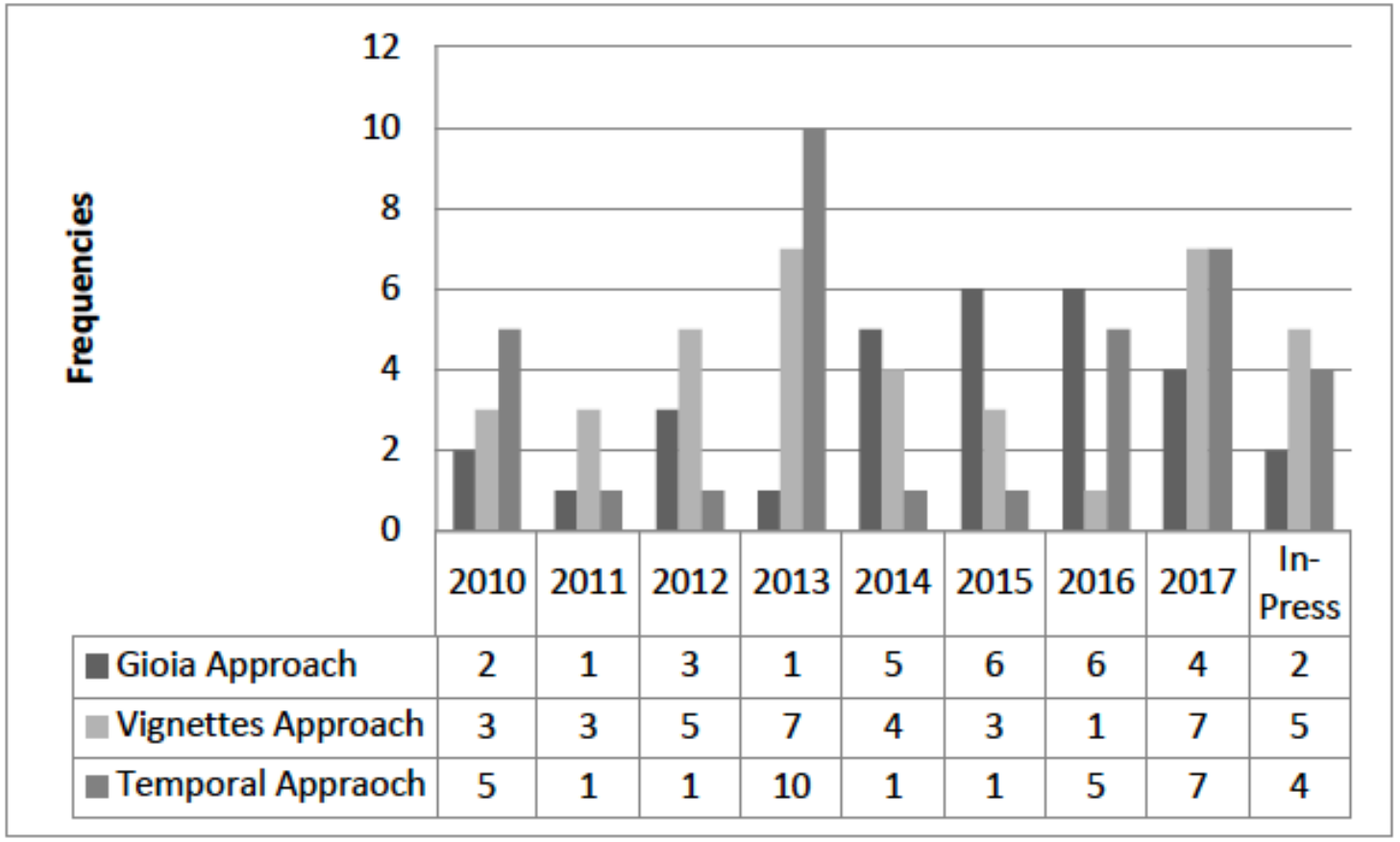
As we've argued, transparency of the kind that is useful in quantitative studies—that is, transparency for the sake of replicability—is often not useful or appropriate for qualitative research and is not the same as trustworthy research. Qualitative research subscribes to a different version of (methodological) transparency that often stems from the goal of horizontal rather than vertical knowledge accumulation. At a fundamental level, qualitative research has as its basis trust and confidentiality, which is an uncomfortable fit with the distrust and desire for control that is the basis of the transparency movement (Moors, 2019).

Utiliser des *templates* ?
« Gioia or not Gioia? »

Harley & Cornelissen, *OrgResMethods*, 2022
Reay et al., *AMJ*, 2019
Gioia et al., *JMInquiry*, 2022

La démarche « à la Gioia » … et les autres dans *AMJ,* 2010-2017 (Reay et al., 2019)

Figure 1: Approaches in AMJ Interpretive/Qualitative Articles 2010 to 2017



	2010	2011	2012	2013	2014	2015	2016	2017	In-Press
Gioia Approach	2	1	3	1	5	6	6	4	2
Vignettes Approach	3	3	5	7	4	3	1	7	5
Temporal Appraoch	5	1	1	10	1	1	5	7	4

Reay et al., « Presenting finding from qualitative research : one size doesn't fit all ! », 2019

Table 1: Typology of Approaches for Presenting Qualitative Findings

Approach	Description	Primary Data Source	Advantages	Concerns	Examples
Gioia	Theoretical coding structure used to organize text; Gioia chart illustrates coding; Data tables organized by coding structure; Snippets of text provided.	Interviews/ Archival	Clarifies match between data segments and theoretical coding; Guides reader in following analytic pathway; Resonates well with reviewers due to familiarity. Indicates 'rigor' as widely understood.	Text segments (snippets) reduce richness of data; Tends to focus on linear data structure.	Dacin et al. (2010) Tracey & Phillips (2016)
Vignettes	Short stories derived from data organize text; Tables use vignettes to illustrate aspects of phenomenon.	Ethnographic	Provide insights into episodes within the data; Preserve richness of particular parts of data.	Some vignettes highlighted, others missing or downplayed; Difficult to assess whether analysis is systematic	Heaphy (2017) Maguire & Hardy (2013)
Temporal Phases	Text organized to present story that unfolds over time; Process model illustrates temporal aspects; Data tables organized temporally.	Ethnographic/ Interviews/ Archival	Show data as part of ongoing events; Richness of changing or stable context is highlighted.	Degree of richness portrayed depends on type and quality of data.	Lawrence (2017) Wright & Zammuto (2013)
Long Data Excerpts	Large text segments showing conversational exchanges structure text.	Interview/ Ethnographic	Provides rich description of exchanges; Reveals 'back and forth' between people rather than single voice.	Lengthy data segments take space, reduce total number of segments; Difficult to show systematic analysis.	Jarzabkowski & Lee (2017) Llewellyn & Burrow (2008)
Anthropological	Overall research context emphasized in text; provides comprehensive understanding of phenomena of interest.	Ethnographic	Provides description/ analysis of overall story; Richness of context can be portrayed.	Difficult to assess systematic nature of analysis; Requires trust in the story-teller. Difficult to fit manuscript to journals' allowed length.	Bechky (2006) Zilber (2002)

Reay et al., « Presenting finding from qualitative research : one size doesn't fit all ! », 2019

Utiliser les tableaux pour accroître la crédibilité

(Cloutier, Ravasi, *StratOrga*, 2021)

Table 2. Most common forms of evidence that can be put into table cells.

Form of evidence	Content types	Examples
Raw data		
Text excerpts	Direct quotes from interview transcripts, document excerpts, field notes, tweets, and so on	Michel (2011: Table 1) Sadeh and Zilber (2019: Tables 2 and 3)
Images	Pictures, drawings or figures (if produced by informants)	Ravasi et al. (2019: Tables 7, 8, and 9) Pandza (2011: Table 2)
Processed data		
Narrative summary	Concise account of observed events, actions, decisions, outcomes, and so on	Bechky and Okhuysen (2011: Table 3) Grodal (2018: Table 4)
Numbers	Total no. of occurrences, items, events, and so on; percentages	Kellogg (2019: Table 4) Croidieu and Kim (2018: Table 3)
Descriptive codes	Acronyms, abbreviations, such as Y/N (yes/no); M/F (male/female)	Christianson (2019: Table 2) Hoppmann et al. (2019: Table 3)
Symbols	Tick marks or "like" symbol, full/half/no circle, flag, and so on	Grimes (2018: Table 2) Pache and Santos (2013: Table 6)
Evaluations	High/low; strong/medium/weak, active/inactive, ++/−−, and so on	Zimmermann et al. (2018: Table 1) Cozzolino et al. (2018: Table 1)
Figures	Produced by the researcher	Goh and Pentland (2019: Table 3) Nigam and Dokko (2019: Table 5)

Utiliser les tableaux pour accroître la crédibilité (Cloutier, Ravasi, *StratOrga*, 2021)

Table 3. Table types and trustworthiness: a summary.

Table type	Contributing to ensuring trustworthiness in the research process	Contributing to build trust in the robustness of findings
Data inventory table	Helps researchers ensure they have collected all data required by their (evolving) study design; facilitates easy retrieval and use of data (no data item is inadvertently lost or misplaced) during analysis	Facilitates establishment of study audit trail
Data source table	Forces researchers to undertake a full accounting of data sources, and ensure all are used as fully as possible throughout the research process	Facilitates the assessment of the credibility of data and data sources; helps ensure triangulation of sources
Data analysis table	Helps keep track and enables the reconstruction of analytical steps taken that led to emerging interpretations at different stages of the research process	Helps assess the quality and thoroughness of the analytical process followed that links raw data to final conclusions
Event listing	Helps researchers ensure they have clearly and precisely established the temporal sequence of relevant events	Facilitates the assessment of conclusions in light of contextual conditions (historical context)
Case summary table	Helps ensure that researchers have reflected on contextual features that might have shaped observations	Facilitates the assessment of conclusions in light of contextual conditions (organizational context)
Concept-evidence table	Helps ensure that researchers have made a conscious and systematic effort to ground their (possibly intuitive) interpretations in empirical evidence	Allows for disclosure of additional evidence in support of interpretations and claims; enables readers to independently assess extent of empirical support for theoretical claims
Coding scheme	Helps ensure that coding has been based on clearly stipulated criteria (rather than loose and blurry ones)	Helps demonstrate rigor of the coding process; enables readers to independently assess if displayed evidence adequately represents stated criteria
Cross-case comparative table	Facilitates systematic and thorough (rather than intuitive and superficial) comparisons across cases	Allows for the systematic display of evidence in support of cross-case variance claims; enables readers to independently assess these claims
Co-occurrence table	Facilitates systematic tracking of the occurrence of one or several concepts across multiple cases	Allows for effective display of co-occurrence patterns across multiple cases; enables readers to independently assess these patterns
Temporally ordered table	Facilitates systematic tracking of empirical support for claimed temporal patterns	Helps readers assess whether theoretical claims about temporal patterns correspond with empirical observations
Typologically ordered table	Facilitates systematic tracking of similarities and differences in support of claimed typological differences	Helps readers assess whether theoretical claims about typological patterns correspond with empirical observations
Theoretical summary	Helps researchers document their efforts at articulating a theoretical explanation for their empirical observations	Helps reassure readers of the analytical generalizability of a study's conclusion

Questionner la crédibilité du matériau empirique

(Shaefer & Alvesson, *JMI*, 2020)

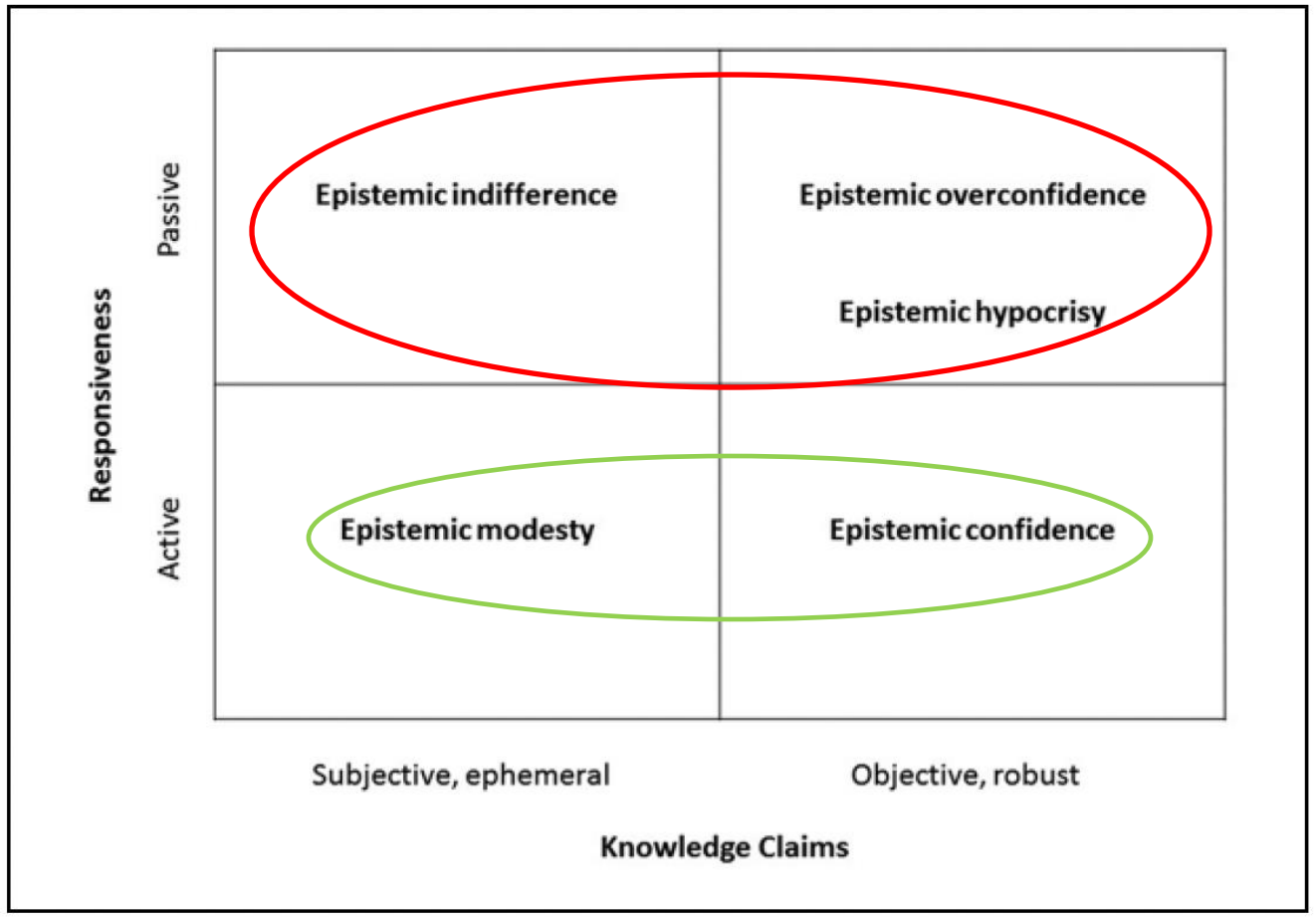


Figure 1. Epistemic attitudes.

Our analysis shows a dominance of epistemic overconfidence indifference and hypocrisy which appears to be the norm for most published research. Such norm insinuates that researchers should devote much attention to design and coding but do not seriously need to consider the credibility of empirical material, and affords researcher a license to treat sources as authorities. This overemphasis on coding and neglect of source-critical issues which indicates whether the material deserves to be taken seriously (and be coded) is deeply unsatisfactory.

Questionner la crédibilité du matériau empirique

(Shaefer & Alvesson, JMI, 2020)

Intrasource Critique

Working with *single sources* should involve *intrasource critique*. For us intrasource critique consists of three elements: (a) careful consideration of the rationales influencing interview talk which involves an alertness for other motivations than efforts to report "the truth" (including experiences); (b) possibility to repeat and vary interviews, change context, location and framing, and allow for comparison between one and the same interviewee's interview statement checking consistency over time and space; (c) asking insightful questions which reflect researchers' gradual learning about the subject matter during a research project and handling the uncertainties of the situation better through "instant source-checking."

Questionner la crédibilité du matériau empirique

(Shaefer & Alvesson, JMI, 2020)

Extrasource Critique

To seriously cross-check and validate accounts of various interviewees, researcher needs to engage in *extrasource critique*. In case sources vary, a researcher has four choices: (a) signal explicitly and then study the inconsistency, variation, and ambiguity (as important phenomena); (b) carefully investigate the various sources and demonstrate why some are to be relied upon while others are discounted; (c) do more work to get clear support for a knowledge claim; or (d) drop the subject matter (at least as planned) as it becomes impossible to really find out what is to be trusted.

Les verbatims issus des entretiens (I)

Brennan, *AAAJ*, 2022

(i) Transcript handling	
Interview transcripts	Who prepared the transcripts? What role did the interviewer(s), author(s), third parties, automation play in handing the interview transcripts? What steps were taken to ensure the transcripts are an accurate reflection of the interviews? How was grammar and punctuation used to inject tone/sentiment into the interview transcript/quotations?
Validating the transcripts	What process was adopted for validating the interview transcripts with interviewees?
(ii) Selection of quotations	
Selecting quotations	What was the basis/process for selecting the quotations? How did the researchers ensure that omitting quotations did not distort the research? Did researchers' commentary/interpretation merely echo quotations?
(iii) Number of quotations	
	How many quotations will be included in the paper?
(iv) Length of quotations	
	How long are the quotations? Are the quotations long enough for interviewee voices to come through?
(v) Placing quotations	
	Will all quotations be in the findings section? Are there benefits of placing quotation at the start/end of the paper?

Les verbatims issus des entretiens (II)

Brennan, *AAAJ*, 2022

(vi) Presenting quotations

	Will the quotations be in block format, in tables or interspersed in the text?
	Will all quotations be presented in the same or a mix of formats?

(vii) Number and percentage of quotations from total number of interviewees

Quotations	Do the quotations reflect an adequate range of interviewee voices?
	Are the sources of the quotations transparent?
	Are the interviewees relating to each quotation clearly identified?
	Are the interview dates disclosed?

(viii) Language of quotations and translation

Language of interviews	In what language were the interviews conducted?
Translating quotations	Who translated the interviews?
	What were the translator's qualifications, skills, experience?
	What translation approach did the translator adopt?
	How did the translation approach assess the context in which the meaning was expressed?
	Were the entire transcripts translated or just the quotations in the paper?
	What steps were taken to ensure the translated quotations captured the sentimen expressed by the interviewee?
	Were the original language quotations and the translated quotations disclosed?

(ix) Editing quotations

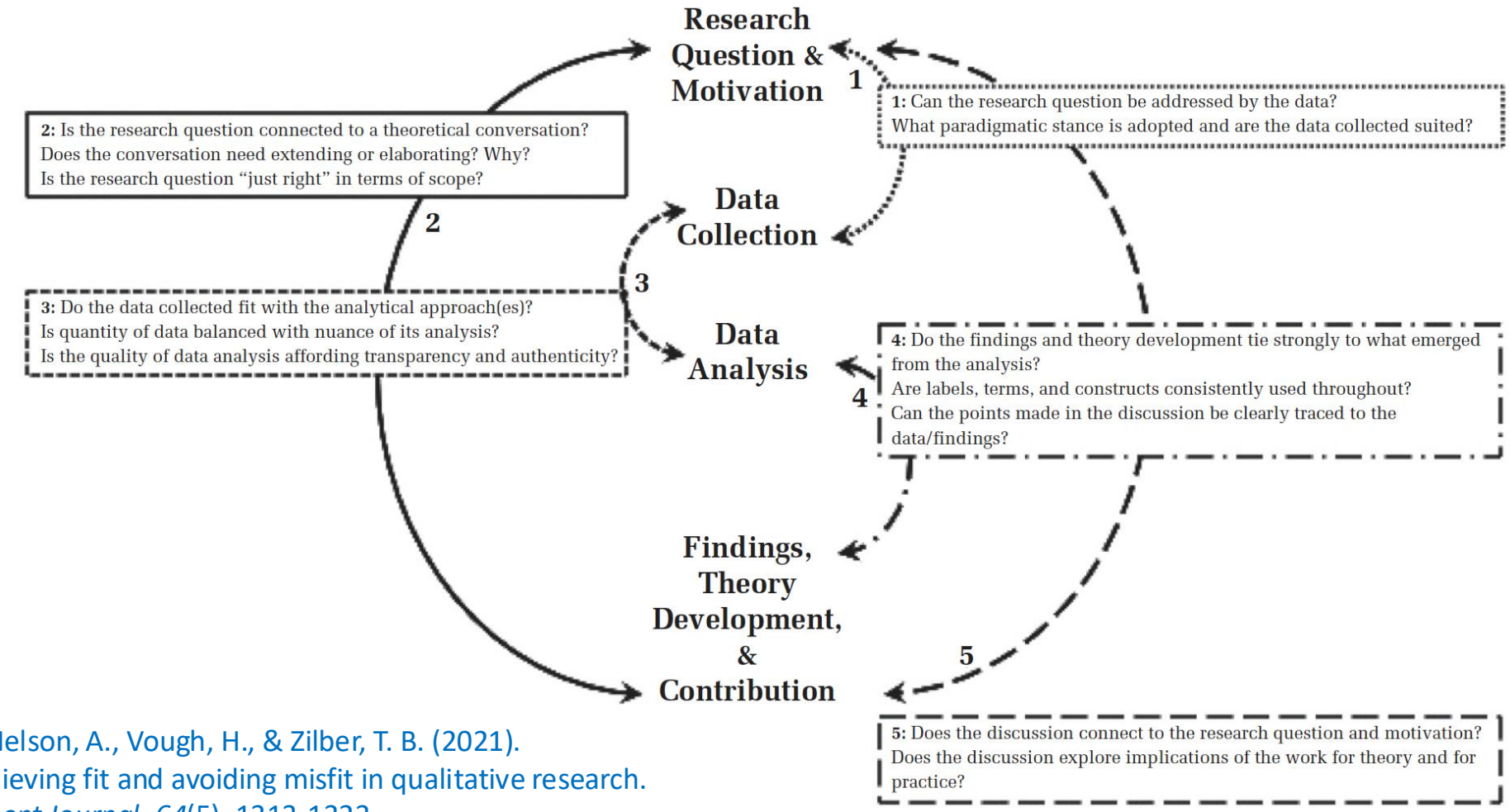
Editing quotations	What editing protocols were followed to clean up the quotations?
	What were the protocols for removing "free" words?

(x) Transparency of quotation edits

	How was the removal of interviewee words identified?
	What symbols/markers were used to indicate alterations to interviewee words?

Assurer la cohérence interne de la recherche

FIGURE 1
A Model of Key Areas of Fit to Produce Internal Coherence in Qualitative Research Papers



Howard-Grenville, J., Nelson, A., Vough, H., & Zilber, T. B. (2021).
From the editors—Achieving fit and avoiding misfit in qualitative research.
Academy of Management Journal, *64*(5), 1313-1323.

TABLE 1: A FRAMEWORK FOR APPLYING THE CRITERIA

	CRITERIA	EXAMPLE PAPERS	QUESTIONS
COHERENCE			
Methodological Coherence	The ontology, epistemology, methodology, method/data and theoretical claims in a study are consistent with each other.	*Einola and Alvesson (2019) Kothiyal, Bell and Clarke (2018) Ozanne and Appau (2019)	• What are the ontological assumptions underpinning this piece of research? • What are the epistemological assumptions underpinning this research and are they consistent with my ontological assumptions? • What is my methodology and is it consistent with my ontological and epistemological assumptions? • Are ontology, epistemology and methodology all made explicit if this is necessary? • Is my data collection and analysis consistent with my methodology and underlying assumptions? • Are the claims I make about reality, based on my data, consistent with my methodology and underlying assumptions?
Logical Consistency	There are explicitly articulated and logical links between each part of the explanation of why theoretical claims are inferred from empirical data.	* Bucher, Chreim, Langley and Reay (2016) Bolander and Sandberg (2013) Pouthier (2017)	• Have I clearly and precisely specified the data that form the empirical basis of the research? • Have I clearly and precisely specified the focus of my analysis, ie. what I am looking for in the analysis? • Have I made explicit any theoretical resources which inform my analysis? • Have I explained the steps of the analytical and inferential processes sequentially and explained how each links to the next? • Have I provided sufficient data and explanation to demonstrate the basis on which inferences were made and allow readers to make sense of it and check it? • Are there clear and explicit links from the inferences made in each step of the analysis to the overarching theoretical explanation which is ultimately inferred?

Travail en atelier

- Discussion en 4 groupes sur 1 exemple d'article : en **20** minutes, après avoir parcours les sections méthodo et résultats :
  - Identifier les grands types d'évolutions entre la V1 et la VF
  - Identifier 2 ou 3 points remarquables dans la VF

- Debriefing et mise en commun : (**3'** par groupe)