

Title: Thematic Trajectory Analysis: A Temporal Method for Analysing Dynamic Qualitative Data

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Abstract:

This paper introduces a novel, temporally sensitive analytical method for qualitative researchers, which is simultaneously timely and necessary given increasing recognition of the fundamental role that time plays in organisational life and scholarship. As a result of this recognition, research designs considering temporality have substantially increased over the past decade. However, while methods for qualitative data collection using longitudinal and ‘shortitudinal’ designs, in particular qualitative diary methods, have become increasingly common, analytical methods capable of fully exploiting the temporal nature of such data have lagged behind their quantitative counter-parts, where we see marked progression in analytical methods and procedures. In this paper, we argue that this lack of progression in approaches for analysing qualitative diary data hinders our knowledge and theoretical development when it comes to incorporating temporality, particularly in the exploration of phenomena at individual-/micro-levels, arguably most salient to organisational psychology researchers. We respond to these challenges by introducing a novel, step-by-step analytical approach that facilitates rigorous incorporation of temporality into the analysis and theorisation of micro-level, qualitative diary data, termed Thematic Trajectory Analysis (TTA).

Keywords:

Qualitative methodology, Diary studies, Temporality, Within-person research, Workplace mistreatment, Work-family conflict

Practitioner points

- Existing qualitative analytical methods have limitations when applied to qualitative diary data and have thereby limited the questions that may be explored, and understood, through qualitative data
- Offers an alternative, step-by-step, analytical approach for researchers and practitioners seeking to understand within-person changes and dynamism in organisations
- Enables the benefits of qualitative diaries to be better exploited by both researchers and practitioners and thereby lead to better understanding of how organisational processes unfold, and in turn, lead to stronger intervention mechanisms.
- Demonstrates the utility of combining textual and visualised data outputs in understanding complex and dynamic phenomena in organisations

INTRODUCTION

The importance of change and temporality in how we theorise and attempt to understand organisational behaviour has become a central concern for researchers over the past decade, evidenced by numerous calls to account for temporal dynamics in the execution, and theorising, of organisational research (e.g. Spector & Meier, 2014; Vantilborgh et al., 2018), increased awareness of the importance of exploring within-person change (e.g. McCormick et al, 2020), and a substantial increase in temporally sensitive research designs (e.g. Jansen & Shipp, 2019; Schechter et al., 2018). Consequently, there has been marked progression in the research designs capable of attending to these dynamics. Here, however, we argue that there are asymmetries in this progression, hindering a diversity of scholarship.

Indeed, while there have been a range of analytical methods that permit the incorporation of time and temporality at the micro-level, and thereby a better understanding of within-person variation over time, these developments have largely been quantitative, wherein we see an increasing sophistication in research designs (e.g. McCormick et al., 2020; see also Gore et al., 2021). This is reflected in the progressive trajectory from cross-sectional,

to time-lagged, through ‘true’ longitudinal, and the proliferation of experience sampling designs for both data collection and analysis (see Ployhart & Vandenberg, 2010).

Contrastingly, within qualitative research designs, there is arguable asymmetry in this progression. Specifically, while data *collection* methods reflect marked innovation and progression with an increasing number of publications employing creative, multi-modal data approaches within both longitudinal and ‘shortitudinal¹’ designs (e.g. Cohen & Duberly, 2013; Zundel et al., 2018), *analytical* methods often remain limited to traditional and mainstream, usually thematic, approaches which do not readily capture temporality and within-person dynamism over time.

This is particularly the case for qualitative diary methods (QDM), a key data collection method available to organisational psychology and behaviour scholars to capture dynamic, micro-level, qualitative data. Yet, despite significant increase in their use, complementary analytical approaches available for individual level research to meaningfully and systematically incorporate temporality have remained in their infancy; lagging behind analytical developments observed in their quantitative twin (e.g. experience sampling methodology; Fisher & To, 2012). Indeed, a recent review focused on enhancing the rigour in QDM research explicitly calls for clearer analytical procedures, noting that, while diary collection practices are relatively well explained, far less has been written about analytical procedures; fundamental to improving rigour (Filep et al., 2018).

In redress of this, our article offers a new method to analyse qualitative diary data. This method, Thematic Trajectory Analysis (TTA), extends established thematic analyses procedures (Template analysis; King & Brooks, 2017) by proposing three levels of templates and the development of visual ‘thematic trajectories’, to enable a more fine-grained

¹ See Dormann & Griffin (2015) for clarification of this term.

understanding of thematic change over time. TTA therefore provides researchers with an added layer of interpretative power in their analysis thereby offering a means to: i) explore within-person variation of thematic content over time, ii) conduct between-person analysis by comparing and contrasting thematic trajectories, and iii) identify emergent categories of participants by enabling the grouping of those with similar trajectories. This approach harnesses the power of visualised data by providing an engaging, yet succinct, means to communicate and elucidate theoretical findings (see Langley & Ravasi, 2019).

To explicate this method, our article unfolds as follows: We first discuss the fundamentals of qualitative diary methodology, before reviewing existing qualitative diary research. The necessity of TTA is highlighted by identifying limitations of existing analytical practices associated with capturing and communicating within-person changes and temporality in diary data. We subsequently illustrate a methodological ‘walkthrough’ wherein we introduce and demonstrate TTA, drawing upon an empirical project. To conclude, we critically discuss the strengths, potential limitations, and design considerations of the method, and offer suggestions for future development.

QUALITATIVE DIARY METHODOLOGY

In recent years QDM’s have become popularised due to intensifying requirements for more dynamic research (e.g. Vantilborgh et al., 2018; Radcliffe, 2018). The method has been utilised to explore a plethora of topics in the realm of organisational psychology and behaviour including stress at work (Crozier & Cassell, 2015; Travers, 2011), helping at work (Fisher, Pillemer & Amabile, 2018), identity change and formation (Cain, Frazer & Kilberia, 2018), and the interface of work and family (Lowson & Arber, 2014; Radcliffe & Cassell, 2015). While all diary methods, including quantitative diaries, overcome issues of retrospection and capture fluctuations in particular variables that would not be possible

employing cross-sectional approaches (Symon, 2004; van Eerde et al., 2005), qualitative diaries extend these benefits in important ways.

Firstly, qualitative diaries allow participants to record the details and intricacies of events, experiences, processes, and associated meaning-making, temporally closer to the experience or event (Iida et al., 2012). While retrospective research can lead to such specific details being forgotten (e.g. Schwarz & Oyserman, 2001), QDMs overcome such issues, enabling researchers to capture a multitude of rich, often fleeting details, thereby opening the door to discovering the previously undiscovered (e.g. Plowman, 2010; Radcliffe & Cassell; 2014; 2015).

Further, while quantitative diaries are able to capture change over time in terms of observing fluctuations in specific variables (e.g. Beattie & Griffin, 2014; Hoprekstad et al., 2019), qualitative diaries are also able to capture contextual and relational details of unfolding processes that provide insight into how one event or experience may influence subsequent events and experiences (Herschovis & Reich, 2013). This also lends itself to further comparative approaches, whereby we can begin to understand how and why processes proceed in similar or different ways for different people, at different times; thus, enabling exploration of these multifaceted links in a way that may be limited using other methods.

Qualitative diaries therefore offer scholars an approach that harnesses the depth and richness of qualitative data, but further the 'breadth' afforded by adopting a longitudinal approach. Accordingly, they may be conceptualised as a method that captures both the '*down*' and '*across*' of qualitative data; rich, in-depth data captured in the moment, alongside the longitudinal element capturing how things change over time. In this sense, encouraging and supporting researchers to utilise qualitative diaries offers great potential to further our knowledge and understanding of organisational behaviour.

However, a significant methodological challenge in employing QDMs is the lack of guidance on incorporating temporality and within-person changes into the analysis and subsequent theory development. Hence, clear analytical approaches wherein both the ‘down’ and ‘across’ benefits of the diary method are fully exploited are currently lacking. To illustrate this further, we systematically review existing qualitative diary studies with the aim of providing a comprehensive overview of how QDMs have been employed in the field to date, including the analytical approaches currently utilised. In doing so, we illustrate the need for a coherent, diary-specific analytical approach, such as TTA.

QUALITATIVE DIARIES IN PRACTICE

We conducted a comprehensive review of existing diary studies published in top-tier journals relevant to organisational psychology and behaviour scholars. Specifically, we conducted a systematic search of journals ranked 3 – 4* in the 2018 Academic Journal Guide, focussing on the five relevant fields of ‘General psychology’, ‘Organisational psychology’, ‘General management’, ‘Organisation studies’, and ‘Human resource management’. To identify relevant studies, search terms included “qualitative” in conjunction with “daily diary*”; “diary*” and “temporal* diary”. Across the 83 journals reviewed², we identified a total of 417 articles for screening. After removal of duplicates and eligibility screening, i.e. exclusion of purely quantitative studies and/or studies with no primary data collection using QDM’s (e.g. study refers to the researcher keeping a reflexive diary), a total of 62 studies were reviewed (see appendix A).

Our review corroborates the increasing popularity of QDM’s in high-quality journals across organisational disciplines, with nearly half of the eligible studies ($n = 31$) published since 2014. It equally attests to the publication potential of QDM’s with several authors

² Full list of journals, number of articles screened and eligible articles from each is available on request of first author. (Included in appendix A for review version)

publishing multiple top-tier articles from the same project data (e.g. Balogun & Johnson 2004, 2005; Linehan & O'Brien, 2017; O'Brien & Linehan, 2014; 2018). Our review further reveals the versatility of QDM's in addressing diverse research questions (see appendix A), with researchers rationalising their use along the 'down' and/or 'across' dimensions discussed previously. The rationalisation for utilising qualitative diaries has important implications for subsequent analytical approaches as research questions seeking to capture only the 'down' benefits of QDMs (i.e. the rich detail in the moment), may be less concerned with analytical approaches that enable insights into changes overtime. However, if the 'across' benefits of QDMs (i.e. change and/or within person variation over time) are solely or concurrently important, utilising an analytical approach that enables such insights to be fully exploited becomes especially important. We therefore categorised papers into three categories; 'non-temporal', 'partly temporal', and 'strongly temporal', based on the degree to which the 'down' and/or 'across' benefits of QDMs were focused upon.

Accordingly, our review revealed 21 studies that focused entirely on the 'down' benefits of QDMs (e.g. Waddington, 2005), thereby without exploration of the longitudinal and/or within-person affordances of QDM's. Instead their use was rationalised in terms of 'in-situ reflection/recall', we therefore refer to these as 'non-temporal' diary studies. In contrast, the remaining 41 articles were found to pose questions aimed at exploring change and/or within-person variation over time, to varying degrees, thereby capitalising on the 'across' affordances of QDM's. Specifically, we identified studies as being either *partly*- or *strongly*-temporal. In the former ($n = 24$), we observed *some* consideration of temporality or dynamism. This was either conceptually in the framing of the phenomenon, but not focused upon in the findings (e.g. Radcliffe & Cassell, 2015) or conversely in the presentation of findings, yet not in the substantive theorisation or discussion thereof (e.g. Travers, 2011). In this way, these studies still reflect a predominant emphasis on the 'down' affordances of

QDM's. In contrast, the third category, the *strongly*-temporal studies ($n = 17$), were those wherein temporality was considered both conceptually and analytically, thereby placing a strong focus on the 'across' benefits of QDM's.

Given the focus of our analytical method lies in enabling researchers to capitalise on the temporal affordances of QDM's in their research, the sections that follow give primacy to these partly- and strongly-temporal articles. We do so to articulate the practical challenges of accounting for the temporal and within-person dynamics in QDM data.

Data Analysis in QDM studies: Black boxes, Boilerplates and Bricolage

Across these studies, our review revealed three overarching analytical strategies, here referred to as 'black box', 'bricolage', and 'boilerplate' strategies. Firstly, in a small number of articles ($n = 10$), we observed a tendency for brief or partial explanations of the analytical procedures in relation to the analysis of diary data. Rather than reflective of a lack rigour, this appeared to be an artefact of publishing conventions of particular journals or time-periods, and/or simply reflect consistency with case study methodology and theorising, wherein researchers often subsume or triangulate data to describe a phenomenon or process within a given case organisation. As such, the diaries in these studies form 'part of the puzzle', rather than being given primacy. This was therefore largely present in more mature articles (i.e. published pre-2010; e.g. Collins & Wickham, 2004; Hartley et al., 1997; Vidaillet, 2007) and/or multi-method case studies (e.g. Gold & Mustafa, 2013; Symon & Clegg, 2005; Wiedner, Barrett & Osborn, 2017). We therefore conceptualise these approaches as reflecting a 'black-box' analytical strategy in relation to QDM analysis specifically, in that these processes were not the focus of methodological discussions and were therefore not described in detail.

Conversely, those adopting a single analytical method, thereby the ‘boilerplate strategy’, were able to discuss their analysis procedures in more detail. This strategy was typified by the use of a single established analytical method, such as Template Analysis (e.g. Crozier & Cassell, 2015; Radcliffe & Cassell, 2014). Whilst this strategy accounted for a greater number of temporally sensitive studies ($n = 15$) as evident in table 1, it is noteworthy that the majority of these were partly-temporal ($n = 12$), as the temporal elements of the findings were often restricted to small illustrations such as evidence tables (e.g. Travers, 2011) or few data excerpts (e.g. Crozier & Cassell, 2015). In this way, within-person changes were largely ad-hoc to the main, non-temporal, analytical output.

In contrast, in the final strategy identified, namely ‘bricolage’ ($n = 24$), authors were able to fully account for the temporal dynamics of, and within, the data by the creative combination of multiple analytical moves (see Pratt et al., 2020). Therefore, as illustrated in table 1, we identified an emergent pattern between the analytical strategy (i.e. black-box, boilerplate or bricolage) and the degree to which temporality was considered. Notably, the boilerplate strategy was most common in non- and partly-temporal studies and the bricolage strategy proportionally most common in strongly-temporal studies, thereby highlighting the limits of mono-analytical approaches in accounting for temporal dynamics in diary data.

Insert table 1 here

Among these ‘strongly-temporal’ studies, nine were focused on the meso- or macro-level and here, a frequent analytical combination was that of ‘Grounded Theory’ (e.g. Glaser & Strauss, 1967) or contemporary derivatives (i.e. ‘Gioia method’; Gioia et al., 2013), alongside the analytical tools associated with ‘process research’ (see Langley, 1999). For example, Balogun and Johnson, (2004; 2005) and Fisher et al. (2018) draw on Langley’s ‘temporal bracketing’, ‘visual mapping’ and/or ‘narrative’ strategies, which enables the data to be organised as occurring over time or phases. Exemplary of this, Fisher et al. (2018),

combined the ‘Gioia method’ with a temporal bracketing strategy which enabled them to code whether thoughts and behaviours (related to giving or receiving help) occurred ‘pre-interaction, during interaction or post-interaction’. Yet, while this allowed them to account for the temporal nature of help processes within complex project work, there is limited consideration of within-person change for individuals of the sample, as is generally the case in the meso-/macro-level studies, with findings emphasising commonalities rather than individual variation. Similarly, while Amabile et al. (2004) and latterly Cain et al. (2018) illustrate variation in their data, they locate their analysis at the meso-level. As such, while these studies provide interesting and important insights into broad changes over time, the variation demonstrated does not permit insight into within-person changes of *individuals*. This consequently suggests a lack of analytical tools, wherein the interest lies in exploring the differences both within- and between- individuals, often of interest to organisational psychologists.

This challenge is further illustrated in how these studies articulate such dynamics when presenting data. Owing to the prevalence of bricolage in these temporally sensitive studies, the means through which researchers presented and articulated these dynamics varied too. In particular, studies located at macro-levels, e.g. case-based or organisational-level phenomena, were frequently embedded within a processual research design (e.g. Balogun & Johnson, 2004, 2005; Jarzabkowski & Wilson, 2002). As such, given the *unified* level of analysis (e.g. an organisation) these studies were able to explore events that constitute meso- or macro-level phenomena (e.g. planned strategic change; Balogun & Johnson, 2004) of interest over time by subsuming all data into a singular analytical narrative that depicts a process over time. Another approach adopted by both Fisher et al. (2018) and Cain et al. (2018) relied on quantification strategies to support this. For example, Cain et al. (2018) by means of deductive coding identified three core themes of ‘cohesion’, ‘subgroup’ and

‘jurisdiction’ prior to ‘tallying’ the number of team members per week who ‘spoke to each of the themes’. This enabled them to visualise the prevalence of these themes in the diaries for a given week. For example, in week one, ‘cohesion’ appeared in roughly 80% of the diaries, whereas the theme ‘subgroup’ appeared roughly in 58%. The authors illustrate this by creating a cartesian diagram for the themes, wherein the y-axis reflects percentage score and the x-axis the week. By mapping the quantified data in this way, the authors created a trend diagram for all three themes over the 30-week period (see p. 380). While potentially not an approach that all qualitative researchers across the spectrum of ontological and epistemological positionings would be comfortable with given the focus on quantification of qualitative data, it reflects a strongly-temporal approach and is one of the more novel and sophisticated methods we found in the eligible studies. However, while these studies were those wherein temporality was most explicit, they equally rendered individual differences, and the nuances within this, invisible. Yet, for organisational psychologists, individual differences, and within-person change, are particularly important.

The eight remaining ‘strongly temporal’ studies situated at the individual-/micro-level of analysis, most typical of organisational psychology and behaviour research, were arguably posed with a more onerous task given the explicit focus on individuals’ *idiographic* experiences of a given phenomenon. Perhaps as a result, micro-level studies represented the greatest proportion of the 21 studies identified as non-temporal, thereby potentially indicative of the current challenges faced by researchers in incorporating within-person analysis. There were, however, design features that enabled exceptions to this in those micro-level studies identified as being strongly temporal. The first of these was the reliance on small sample sizes, which enabled researchers to explore individual’s experiences, and the changes thereof, in greater depth. For example, Vidaillet (2007), by means of a diary kept by a single

participant, was able to present an in-depth analytical narrative of how envy developed and evolved over a one-year period.

While undoubtedly rich data, the reliance on such small samples is limiting for researchers seeking to publish empirical qualitative research wherein the interest lies in exploring subjective experiences in larger, heterogeneous samples. Studies progressing with more substantial and normative sample sizes (e.g. $N > 20$) were found to foreground between-person variation in thematic content and provide limited explication of within-person changes. Indeed, several studies presented within-person changes in experiences by means of tables (e.g. Kiffin-Petersen et al., 2012; Poppleton et al., 2008; Travers, 2011) but this was limited to a small sub-sample. For example, Kiffin-Petersen et al. (2012) illustrate fluctuations in appraisals and positive emotions over the diary-keeping duration (one week) for a single participant, whereas Travers (2011) does so for four participants. Elsewhere, researchers incorporated illustrations of changes over time in-text. For example, Crozier & Cassell (2015) in exploring the relationship between stress and transient working patterns in a sample of temporary workers, offer examples from two participants of within-person comparison across two time points; demonstrating how one participant expressed contentment with a lack of training in one diary entry only to frame this as problematic in the next. Whilst perhaps reflective of the emphasis of the overarching research questions being between-person variations and the understandable limited capacity of publications to accommodate large findings sections, the clear challenges associated with being able to present in-depth exploration of micro-level, within-person changes by means of qualitative data raises the question of how this may be best achieved.

Collectively, our review of QDM's 'in practice' illustrates a lack of procedural guidelines that are flexible, while potentially applicable across different projects and topic areas, especially those where researchers' interests lie capturing and understanding the micro-

level. In particular, analytical procedures that permit a focus on individual differences and with-in person change over time, appear to be lacking. It equally highlights the challenges posed to researchers in presenting temporal and within-person changes in a succinct yet informative manner when progressing with larger sample sizes (see table 2). To this end, the section that follows introduces Thematic Trajectory Analysis, a flexible, step-by-step approach that facilitates adopting such a temporal focus to enable researchers to fully exploit the temporal nature of qualitative diary data.

Insert table 2 here

INTRODUCING THEMATIC TRAJECTORY ANALYSIS

TTA is an analytical approach that builds on, and extends, Template Analysis (TeA hereinafter: King & Brooks, 2017), an established approach to thematic analysis, frequently used within organisational behaviour and psychology research (e.g. Crozier & Cassell, 2015; Fernando & Kenny, 2018; Van der Schaft et al., 2020). TTA is comprised of four main steps that enable the visualisation of thematic data. As with most qualitative analysis procedures, these steps provide the basic ‘how-to’ of the method, while encouraging flexibility and creativity in application. To enable this, we firstly discuss the philosophical commitments and considerations of TTA, before progressing to a ‘walkthrough’ of the method drawing on an empirical project.

The philosophical considerations of Thematic Trajectory Analysis

Qualitative research is diverse in its philosophical underpinnings, from approaches that share many of the assumptions of quantitative research, to those which have much more in common with developments in literary theory than the natural sciences. While this diversity has been characterised in many ways (e.g. Duberley, Johnson & Cassell, 2012;

Madill & Gough, 2008; Madill, Jordan & Shirley, 2000), owing to the methodological heritage of TeA (King & Brooks, 2017), TTA should be understood as a generic form of analysis, that is not exclusively wedded to any one philosophical position. Instead, this philosophical freedom imbues the researcher to ensure that the analysis and interpretation of the data using TTA is done in a philosophically commensurate manner.

To contextualise this, in table 3 below we draw on King and Brooks' (2017) four broad categories of philosophical approach in qualitative research, *Neo-positivism*, *Limited Realism*, *Contextualism* and *Radical Constructionism*, to highlight the suitability and implications for using TTA:

Insert table 3 here

Evident in table 3, similar to other forms of generic thematic analysis (e.g. King & Brooks, 2017; Braun & Clarke, 2006), TTA is compatible with a range of philosophical approaches, but does require authors to ensure epistemological commensurability in terms of how trajectories are interpreted and how meaning is theorised (Braun & Clarke, 2006). For example, those operating within a Contextualist position would be especially keen to ensure that trajectories are emphasised as highlighting shifts in participants perspectives of a particular theme, and that interpretations of trajectories are heavily grounded in the qualitative data. Contrastingly, TTA could be used in a neo-positivist manner, for example, concurrent mixed-method research design may enable researchers to combine TTA with latent growth modelling (LGM: Jung & Wickrama, 2008), or alternatively sequential mixed methods may enable researchers to develop hypotheses on the basis of the thematic trajectories generated in TTA. Whereas

Methodological walkthrough

To demonstrate how to conduct TTA, we turn to a discussion of the four steps, each of which draws on illustrative examples from an empirical QDM project, introduced below. While the process is depicted as a linear for clarity, in practice this is a highly iterative process that involves frequently moving back and forth between steps. To aid appreciation of this, we highlight potential moments of iteration throughout.

The mistreatment at work project

This project explored individuals' sensemaking processes in experiences of interpersonal mistreatment at work. Drawing on a sample of 41 self-identified targets of mistreatment, diaries were used in conjunction with in-depth narrative interviews to explore how experiences of mistreatment emerged and evolved over time. The diaries were, therefore, a means through which to gain insight into the daily dynamics of mistreatment, by exploring within-person variability in experiences of work, negative and positive interactions and how the individual evaluated and responded to these events over time. The qualitative nature of the diaries meant that the data collected included important relational and contextual details, such as who was involved and the nature of interactions.

Diaries were kept for a period of 3-4 weeks, with participants completing the diary at the end of each working day, thereby following a fixed interval-based design (Iida et al., 2012). The diaries in this project were smartphone-based using a specially designed application to collect data, comprising of four qualitative questions; 'How was work today?', 'Did you experience any negative interactions and/or mistreatment today?', 'In what ways did this impact you?' and 'How do you feel about going to work tomorrow?'. In addition to these focal questions, to aid usability, the app included a simple emotion rating system, based on a 7pt rating scale³, that enabled participants to swipe up/down to select an 'emotion face' that best suited their mood at the time of entry. Participants could use this feature to report a

³ No statistical inferences were drawn from the quantitative data

quick entry, and elaborate later when convenient. The project enacted a retroductive reasoning analytical strategy⁴, which comprises both deductive and inductive analyses, thereby iterative movements between data and theory in coding and interpreting the data (see Fotaki, 2013).

Introducing Thematic Trajectory Analysis: A four-step method

Step 1: Create data display matrices

To conduct TTA, it is first necessary to prepare the diary data for analysis by organising it in a way that is expedient to examine changes over time. To do so, we suggest the creation of a data display matrix (Miles & Huberman, 1994), for each participant; here specifically time-ordered display matrices. Time-ordered display matrices have been previously described as a method to help preserve “chronological flow” and permit understanding of what led to what (Miles & Huberman, 1994) thereby making them a useful first step in the TTA process. Within TTA, the primary purpose of this step is to arrange the data in a way that affords researchers an accessible means to thematically code data in step 2. Thus, columns denote the temporal unit (e.g. day/week/month of entry), rows represent the questions or topic areas posed in the diary nested for each participant, and, at this stage the raw data from participants’ diaries can simply be transposed⁵ into the relevant boxes in preparation for step 2, as illustrated in figure 1:

Insert figure 1 here

If diaries reflect an unstructured design, i.e. open journal style diary (e.g. Wechtler, 2018), different options could denote rows. For example, theory-driven concepts could be employed in studies with an established theoretical lens. Alternatively, for studies that are

⁴ According to the positions of King and Brooks (2017) explicated in table 3, this approach is best aligned with the tenets of Limited Realism.

⁵ Or transcribed if an audio/handwritten diary

strongly inductive in nature, tentative areas of interest may be identified based on initial familiarisation and modified as further analytical steps are undertaken. Here it is again important to highlight the iterative nature of the 4 steps that constitute TTA, wherein, researchers may return to this initial step to amend the labels denoting different rows utilised to organise their data. In practice, we envisage that a combination of the above might be appropriate for many studies, depending on philosophical positioning (see table 3). We encourage researchers to use this approach flexibly, in a way that is commensurate with philosophical perspectives, research approach, and design.

Step 2: Thematic template analysis at micro-, meso- and macro-levels

While step 1 enables the ordering of diary data in a temporal manner, this is not sufficient to enable fine-grained analysis at the individual-level in a way that permits insights into how important themes change over time, or how they relate to one another. Thus, within step 2, we introduce a process of thematically coding the content of the participant diary entries which draws on, yet extends, the procedures of TeA (see King & Brooks, 2017). In line with the flexibility of TeA, researchers may begin with initial a-priori codes or take a more inductive approach to derive data-driven themes of interest depending on epistemological positioning and study aims (see King & Brooks, 2017). Importantly, rather than only creating one template representing all study data, as is typical in TeA, TTA involves the creation of templates at three levels.

Firstly, the creation of a series of '*micro-templates*' for each individual diary entry, allowing researchers to understand key themes reported at each specific temporal unit (e.g. day, week, etc.). It is useful for micro-templates to be contained within the matrix created at step 1, so that micro-templates are positioned side by side and thematic comparisons across temporal units can begin to highlight thematic variation over time (see figure 2).

Secondly, researchers create a '*meso-template*'; a composite template of the full set of diary entries for each participant, by combining all micro-templates from a given participant. It is important that researchers include the day/week (i.e. relevant temporal unit) during which particular themes were experienced in order to retain temporal grounding of the themes, an example of which can be seen in the meso-template in figure 2. For example, if the temporal unit of interest is the day of entry (i.e. daily interval design; Iida et al. 2012), researchers should include the day's number next to the relevant themes – i.e. theme X – 1,4,6; where 1, 4 and 6 represent the days that this (sub)theme was present (see figure 2). We recommend developing the meso-template as the researcher works through each micro-template. These meso-templates provide an interpretive template for each complete diary, giving an overview of the data for each participant in a thematically meaningful structure.

Following creation of the micro- and meso-templates, researchers can consolidate all the meso-templates to create a final '*macro-template*' of the entire study's diary data (i.e. all participants), typical of the traditional output of TeA (King & Brooks, 2017). Here, there is the option to generate more than one macro-template where research questions aim to explore how experiences and changes over time may vary among subgroups of the study sample. For instance, separate macro-templates may be created for 'men' and 'women', where the research seeks to examine gender differences.

In practice, the three levels of templates are best created concurrently, enabling the researcher to 'zoom in' to the day-to-day accounts (micro-templates), and 'zoom out' to participant (meso-templates), and study level data (macro-templates). Insights into the data that occur during the later stages may necessitate changes in the earlier analysis. In this way, moving back and forth between the different levels is a key part of the TTA process. Figure 2 illustrates the three levels of templates and how participants' data translate across the templates:

Insert figure 2 here

Step 3: Visualisation of thematic trajectories

The outputs of steps 1 and 2 provide researchers with highly detailed representations of thematic data, by retaining the complexity and temporal grounding of the data, and some temporal patterns may begin to emerge. However, given the volume of data it is likely that patterns of change over time within specific themes will remain difficult to visualise, and even more difficult to compare across participants (or groups of participants). TTA therefore offers a final important step; the creation of trajectory diagrams for themes (and their subthemes), that enable researchers to easily and quickly visualise how participants conceptualisation/experience of a particular theme varies over time, as well as compare patterns across participants.

The process of temporal visualisation in TTA is distinct from comparable approaches reviewed previously, that rely on tallying themes and/or determining percentage scores of themes (e.g. Cain et al., 2018). Rather than focusing on the number of times a theme is mentioned, TTA instead maps how individual's different experiences or understandings of a particular theme shift over time by mapping its sub-themes, thereby highlighting how this theme was framed by participants on different days, which then become 'plot points' on the diagrams.

In order to map these trajectories, the researcher should first select the major theme(s) from their macro-template (step 2) that are particularly relevant to understanding change over time. The key themes of focus for exploring variation over time might be defined by research questions, or emerge serendipitously from examination of the data. Once they have decided on the theme(s) of focus, a cartesian style diagram should be created for each participant, which represents one particular major theme, where the x-axis denotes the movement over

time (e.g. temporal unit; day of entry) and the y-axis reflects the sub-themes of the selected major theme for temporal visualisation. Researchers use the data contained in participants meso-templates (i.e. the day or week of (non)occurrence of each of the subthemes), to enable them to plot each of the sub-themes related to the selected major theme along the y-axis. See, for example, figure 3, in which the major theme, '*locus of anticipation*', has been visually represented for a participant over the course of the diary. Here we can see that the sub-themes associated with this major theme; '*retrospective*', '*prospective*', '*Friday effect*' and '*none reported*', have been plotted along the y-axis so that we can see 'at a glance' the different ways in which this participant framed their anticipation over time.

Visualisation of thematic trajectories may be done with as many themes as deemed relevant to guiding research question(s) and interests of the study. We suggest researchers firstly map their trajectories by hand to determine the layout of themes before moving to digitalisation using their preferred software⁶. The key value in visualising thematic trajectories is in enabling the identification of patterns of thematic content over time, which are lost when analytical processes remain focused on static themes. While data reduction is necessary to afford this additional layer of insight, data complexity is maintained within the three levels of templates and by returning to the original data source to help explain, and add rich contextual details, to observed patterns, as discussed in step 4. When creating these trajectory diagrams, how themes are coded is an important consideration:

Evaluative or Categorical Themes

Themes may be evaluative, wherein the thematic content reflects an evaluative dimension (e.g. increasing/decreasing; positive/negative), or categorical, meaning they reflect no progressive or evaluative element. To illustrate, in the mistreatment project, the final question of the diary assessed the anticipatory effects of experiences on a given day in

⁶ E.g. PowerPoint, Lucidchart and Vectr enable efficient digitisation of trajectory diagrams.

impacting the next day, asking participants *'How do you feel about going to work tomorrow?'*. Given the framing of this question, participants often responded with explicit evaluative statements, *'I feel good'*, *'Dreading it, because of the issues mentioned above.'*, as well as concise entries; *'bad'*, *'fine'* etc. Accordingly, in developing the initial coding template, the a-priori theme 'Anticipation of the next day' was succeeded by three second-level sub-themes – 'positive evaluation', 'neutral evaluation' and 'negative evaluation', respectively. Therefore, in mapping the thematic trajectories for 'Anticipation of the next day', the process involved annotating the three evaluative themes along the x-axis following the logical progression of negative–neutral–positive (see figure 3).

Alternatively, themes may reflect no progressive or evaluative element, and instead reflect distinct categories, and thereby have no pre-established or possible logical hierarchical order. In this way, peaks and troughs within these trajectory diagrams are not reflective of an increase/decrease in severity or intensity, but rather the focus here is on being able to visualise a thematic pattern over time (see Söderström, 2019). Drawing once more on participant entries for the question, 'anticipation of next day', participants would at times rationalise their anticipations which enabled us to develop the major theme *'Locus of anticipation'*. For example, participants would frame these entries either retrospectively (e.g. their discussions focus on the events of the current day) or prospectively (e.g. their discussions focus on events that were due to take place the next day). To illustrate, a retrospective framing would entail the participant coupling their anticipation to events of the given day, e.g. *'Not good at all, I am just thinking about what happened today'*. In contrast, in prospective framings, participants would shift their attention away from the events of the given day and instead focus on an imagined version of the next day at work, e.g. *'I think that I will probably be not as positive tomorrow, as I am in the office all day and it will be a stark comparison to today'*. A further dimension of participants' anticipations was the anchoring

effect of predictive absences from work, such as the weekend or planned days off. On these days participants would couch their anticipations in the absence from the workplace, rather than an experienced (retrospective) or imagined (prospective) event, e.g. *'Happy that tomorrow is Friday'*; *'Three days off. I feel good!'*. Accordingly, data here were coded to reflect four categorical subthemes – 'Retrospective', 'Prospective', 'Friday effect' as well as including a 'none-reported' theme; to ensure continuity in the trajectory diagram in instances where participants may not have provided thematic content for this theme (e.g. evaluative statement only). Thus, in mapping the trajectories of these four subthemes, the process follows the plotting of the relevant sub-theme on each day/week and where no data is available for that theme, this is plotted as 'none-reported'. Figure 3 illustrates examples of the trajectories of evaluative and categorical themes from the mistreatment project.

Insert figure 3 here

As evident in the mistreatment project the same data may be coded in both ways, thus the decision to code data in an evaluative and/or categorical manner is at the discretion of the researchers.

Step 4: Intra-and inter-theme trajectory analysis

Having visualised their thematic trajectories, researchers can now use these to conduct an in-depth, temporally sensitive analysis both at within- and between-person levels. Similar to Söderström (2019) who considered the 'overall shape' of life diagrams drawn during life history interviews and made comparisons across participants, the impetus here is to explore the shape of trajectories over time. For example, are there particular patterns that appear to be temporally significant – periods of stability and/or flux? Are there clear patterns where, for example, a particular sub-theme tends to precede another sub-theme, therefore suggesting potential connections between these themes? How does the participant's trajectory change over time? (within-person), how does this pattern compare to others? (between-person). Here

researchers will be asking: ‘What is meaningful about this pattern?’, moving back and forth between identified patterns and the qualitative data in order to answer this question and to answer research questions. Where researchers have visualised more than one theme, they may wish to compare these trajectories to further aid interpretation of the data. For example, researchers might explore, if one categorical sub-theme being present tends to align with another categorical sub-theme also being present. Alternatively, if a particular categorical theme is focused on is there an increase/decrease in an evaluative theme? Once more, researchers should move back and forth between such patterns and the relevant textual data to enable explanation and understanding. Rather than trajectory diagrams being relied upon to draw any kind of conclusions, these are instead devices that enable researchers to identify and communicate interesting temporal patterns that could otherwise have been missed, but that should be interpreted only by returning to the rich qualitative data. Thematic trajectories should therefore be presented alongside textual quotes in the write up of findings.

Revealing new findings using TTA: Examples from the Mistreatment project

Within the mistreatment project, TTA was fundamental to identifying two of the project’s key findings, that is how mistreatment unfolds over the short term, and the daily coping strategies enacted by participants.

The contribution of TTA to our understanding of how mistreatment unfolds over time

A key affordance of the trajectories developed through TTA is that they enable insights into patterns of within-person change that may be missed when relying on static and textual output only. For example, a significant contribution of TTA within the mistreatment project was the identification of ‘*rhythms of mistreatment*’, problematising the dominant theoretical, and in turn measurement, assumption in the literature wherein frequency of exposure is a proxy of severity of experience (See Herschovis, 2011; Rosander & Blomberg,

2019). More simply, the more “negative acts” an individual is exposed to and/or experiences, the worse the experience of mistreatment is presumed to be.

Instead, drawing the trajectory diagrams developed for the themes ‘interactions experienced’ and ‘affective evaluation’, we were able to identify patterns of within-person change over time and explore connections between the two trajectories. To illustrate, in Max’s trajectory we observe a consistent pattern of weekly troughs, or a ‘zig zag’ pattern, as can be seen on both the interactions and affective evaluation trajectories:

Insert figure 4 here

In Max’s case, the troughs reflect the days wherein he is required to attend fixed-scheduled meeting with his managers, one of whom Max identifies as mistreating him at work. While he has other negative interactions with this individual across the diary-keeping period, on these days he tended to rate his affective state most negatively. The trajectory diagrams led to the identification of this pattern, which combined with rich contextual details of the qualitative diaries, permitted insights to suggest that pre-planned and compulsory face-to-face interactions with alleged perpetrators may be particularly stressful and impactful, as Max reflects, “*Thursday I have always a meeting with my line managers, so not the best day of the week*”.

In contrast, a different pattern observed through the trajectories, was that of a staggered, ‘step-like’, pattern of deterioration or improvement. Here, the change over time is observed over the diary-keeping period, rather than a weekly fluctuation as observed in Max, and those with the ‘zig-zag’ patterning. Rene, for example, exemplifies this pattern of deterioration in her trajectories:

Insert figure 5 here

In both of Rene's trajectories, we see an initial positive period that drifts into a period of deterioration. By using TTA, we were able to identify these distinct patterns of change, or 'rhythms' of mistreatment. This included those who experienced fluctuations within the working week, reflecting more tumultuous, zig-zag, mistreatment rhythms, such as Max, compared to those who showed staggered patterns of improvement or deterioration, such as Rene. The identification of the latter highlighted that, despite having experienced 'incident-free' weeks, participants still tended to report progressive deterioration and particularly negative impact when they did experience negative interactions/events. Rene for example, in her final entry reported: "*I cried, gave up, came home, cried some more. Wrote this*".

This problematises the dominant perspective in the literature wherein frequency of exposure is treated as proxy for intensity and severity of mistreatment (e.g. Notelaers et al., 2006; Rosander & Blomberg, 2019). Instead, it may suggest *habituation* to negative treatment when it is consistent and more frequent. In contrast, where mistreatment follows a staggered pattern and thereby less frequent, this may act to engender a false sense of security through perceptions of improvement in the situation. This potential for habituation is novel in the context of more severe forms of mistreatment (cf. incivility; Taylor et al. 2017) and therefore contributes to understanding of day-to-day and weekly dynamics of workplace bullying. In particular, given that much of the workplace bullying research progresses with the operational definition that proposes, for negative treatment to be considered 'bullying', exposure has to occur at least once or twice a week (Samnani & Singh, 2012), the findings here call into question the use of such simplistic definitions. TTA instead highlighted the different rhythms of mistreatment people may experience, and the negative outcomes that exist even when negative interactions are less frequent. This finding was identified through the comparison of participant trajectory diagrams at both within- and between-person levels, thereby illustrating the potential of this approach in revealing novel and significant insights.

The contribution of TTA to our understanding of how mistreated individuals cope with daily mistreatment

An additional explanation for the findings discussed above, is that individuals may have enacted different, potentially more effective, coping strategies. While existing literature suggests that emotion-focussed coping is ineffectual in the context of mistreatment (e.g. Karatuna, 2015), TTA allowed us to uncover new findings highlighting how the effects of emotion-focused coping may actually be temporally bound, thereby still useful in the short-term.

By conducting between-person trajectory comparison, we next sought to explore and compare how different individuals coped with daily negative interactions at work. Specifically, we explored and compared the trajectories for the themes ‘impact of interaction/event’ and ‘anticipation of the next day’. Taking the theme ‘Impact of interaction/event’, data were coded as being ‘self-referential’ if the participant spoke of how it impacted them emotionally i.e. *“I feel like my nerves are in pieces, I feel as if I am going to burst out crying and I am struggling to contain my emotions”* versus work-referential if they spoke of how an event/interaction impacted work, i.e. *“Keep chasing with mails and visiting offices, to-do list getting bigger because of the lack of communication”*. By comparing these trajectories, we observed a tendency towards either self-referential or work-referential reporting, regardless of interactions being work-related and/or person-related. Therefore, there appeared to be a tendency for some participants to focus heavily on the emotional impact with no mention of the impact on work, compared others who would frequently focus their narratives on work-related impact. See for example the trajectories of Angela and Robin:

Insert figure 6 and 7 here

To explore this further, we scrutinised participants trajectories for the theme ‘anticipation of the next day’. Interestingly, we found those who tended toward work-referential or mixed-referential framing of the impact of events and interactions also tended towards more positive anticipations of the next day. Once more, Angela and Robin demonstrate this:

Insert figure 8 here

Strikingly in Angela’s trajectory diagram, we see she had negative anticipations on every day with exception of the first. To explore this further, we returned to the textual data in the diaries and found that those who tended toward work-referential or mixed-referential framing of impact also tended towards framing their anticipations in terms of work. Robin, for instance, despite experiencing negative interactions/events on the day, reported positive anticipations of the following day, even when her emotion rating and interaction reflected highly negative experiences: she reports being *‘very angry as his behaviour is jeopardising the work of a lot of people who have spent time and money supporting him to complete a course’* yet describes a positive anticipation of the following day, *‘I feel positive – I will be doing more work in the lab with my intern’*. In contrast for Angela, even when she experienced a positive day, *‘The day actually turned out better than I had hoped. My line manager was on leave so was not in the office all day. Also, two colleagues asked me to go for lunch with them... It was nice to have some support.’* her anticipation of the following day remains negative, *‘I feel apprehensive in general and specifically in case she tells me off for booking flexi without giving umpteen days’ notice.’*

This diametric patterning observed in participants diaries whereby they focus on the positive side of work, reflects a ‘finding light in the dark’ effect. Here, participants focus

attention on what they enjoy about work, rather than entering a ruminative state about events of the day (see also Niven et al., 2013). To explore this further, we compared participants evaluative anticipation trajectories with those developed to explore the ‘locus of the anticipation’ (see step 2):

Insert figure 9 here

Evident in Robin and Angela’s trajectories, we observe that Robin’s anticipations tended toward being prospective, therefore framed in terms of future events and unrelated to the events of the given day. Equally, by referring back to the evaluative trajectories in figure 7, that there is a tendency for these prospective anticipations to cohere with the positive evaluations. That is, when she shifts attention to an imagined version of the next working day, her anticipations tended to be positive.

This strategy of shifting attention could be considered an emotion-focused coping strategy; e.g. avoidance, trying to forget an experience (Folkman & Lazarus, 1984), often enacted when a situation is viewed as chronic (Boyd et al., 2009). While the literature has tended to position emotion-focussed coping as ineffectual (e.g. Karatuna, 2015), the findings here suggest it may actually be effective in *buffering* the negative impact of experienced mistreatment, but equally, highlights how being able to specifically shift attention to enjoyable work tasks as a cognitive avoidance strategy may have a *protective* role in ongoing experiences of mistreatment. Thus, rather than emotion-focused coping always being ineffectual or maladaptive in the context of mistreatment (Karatuna, 2015; cf. Van den Brande et al., 2016); these findings suggest that the effectiveness of this strategy may instead be temporally bound, e.g. effective in the short term by buffering the impact, but overtime become ineffectual. These findings suggest scope for future research to determine *when*

emotion-focused coping, such as focussing on the positive aspects of work, may diminish over time.

Collectively, the findings derived through TTA enabled us to identify differential rhythms of mistreatment and patterns of coping with daily mistreatment. TTA is therefore a method that enables within-person analysis (e.g. individual trajectories of ongoing mistreatment), between-person analysis (e.g. identification of differential patterns of coping and mistreatment rhythms) and the identification of emergent categories of participants based on these between-person comparisons, such as, those with ‘zig-zagged’ versus ‘staggered’ rhythms of mistreatment. As evidenced by these findings, TTA offers three key advantages; enabling i) exploration of within-person variation of thematic content over time, ii) between-person analysis by comparing and contrasting thematic trajectories, and iii) the identification of emergent categories of participants by enabling the grouping of those with similar trajectories.

DISCUSSION

In summary, we have introduced Thematic Trajectory Analysis, a four-step approach for analysing qualitative diary data, which facilitates the incorporation of temporality and within-person dynamics, both analytically and theoretically. The absence of which is identified as a reoccurring concern in diary research (e.g. Filep et al., 2018). TTA addresses this absence by offering a systematised, yet flexible, approach which enables a richer analysis of qualitative diary data. By following the four steps of TTA, drawing on an exemplar project, we highlighted the utility of the method in revealing original and temporally nuanced insights. In drawing our article to conclusion, we discuss the advantages of the method, as well as the limitations and design considerations. Our discussion concludes with a consideration of future developments and contributions of the method.

Advantages of Thematic Trajectory Analysis

The first advantage of TTA is that TTA offers an analytical approach which enables micro-level researchers to adopt more processual approaches to their research and theory generation (Langley, 1999; see also Spector & Meier, 2014) which does not require homogenous samples and/or meso/macro-levels of analysis as previously discussed in our review. This in turn indicates TTA as an analytical approach that ‘opens’ up processual research questions at the micro-level, thereby enabling the exploration of how phenomena change, and are experienced, over time, but without sacrificing emphasis on individual variation, and does so in a qualitative way. TTA would therefore be suited to any individual level phenomena which can reasonably be conceived as being dynamic or processual. For example, we envisage TTA would be expedient in gaining a contextually rich understanding of phenomena such as presenteeism, work/family conflict, employee engagement, and well-being at work. Thereby where a high degree of variability in experiences is expected and/or where individuals are liable to make different decisions. For example, exploring how people make decisions to work while sick, and the subsequent implications for well-being, would be interesting research questions to explore, particularly in the context of the COVID-19 pandemic. Similarly, investigating how individuals experience and adapt to homeworking, or a return to the office following a prolonged period of working from home. In these examples, TTA would enable insights into important micro-level shifts and fluctuations over time, which will be key to organisational psychologists’ understandings of how such processes unfold for different people

This has real potential to subsequently lead to a multitude of organisational interventions that better respond to, and support, peoples lived and often fluctuating daily, organisational experiences. For example, the findings from the mistreatment project suggest that over emphasis on frequency of exposure may be an ineffective way to understand, and manage, the impact of mistreatment. Instead, as the findings derived through TTA suggest, it

is patterns over time rather than just frequency of exposure that matters. That is, an employee may be more affected by less frequent but unpredictable mistreatment than by more frequent but regular and predictable mistreatment, with clear implications for practitioners.

The second advantage of the method is that it offers an analytical approach that is suitable to diverse philosophical positions, research aims, and diary designs. We therefore contend that TTA is a method that retains flexibility, while offering a systematic and rigorous means to analyse qualitative diary data; identified as lacking in extant diary literature (see Filep et al., 2018) and evidenced in our review. In particular, TTA enables and encourages transparency and coherency (see Cassell and Symon, 2011) within the qualitative analysis process and its subsequent presentation and communication. As previously mentioned, the methodological foundation of TTA is that of established rigorous methods; TeA (King & Brooks, 2017) and display matrices (Miles & Huberman, 1994), extending these established approaches to enable an in-depth, temporally-sensitive analysis at the micro-level. Given that TTA is a procedure-driven approach it supports the generation of a transparent audit trail as researchers can demonstrate their progression through the four steps, from data display matrix to trajectory diagrams. In particular, the visible linkage between the thematically annotated trajectory diagrams and the micro-, meso-, and macro-templates ensures a high degree of communicable transparency in how these trajectories were derived. TTA provides researchers with a way to easily communicate research findings where trajectory diagrams could be included alongside direct participant quotes within findings sections of research papers in order to demonstrate patterns, alongside contextually-based explanations for these patterns. Finally, as TTA enables explicit incorporation of temporality, it offers an approach that allows demonstrable linkage between theory and methodological choices, a core criterion of 'good' qualitative research (Cassell & Symon, 2011).

Design considerations

In line with the importance of TTA being commensurate and justifiable in terms of particular research aims, we further acknowledge important considerations when using this method. As TTA was conceived as a method to enable temporally sensitive analysis of individual level QDM data, it is most suited to topics where capturing change and fluctuation on a micro-level is important in furthering our understanding. Thus, in developing research questions suitable for TTA, we contend that TTA is apt in exploring ‘how’ questions, in its most simplistic form, for example, researchers may ask ‘How does X change over time?’ where ‘X’ might be anything from workplace engagement, to perceived demands and resources in the context of new working environments. However, as trajectory diagrams are to be interpreted alongside thematically analysed rich textual data, answers to ‘*how*’ questions can be contextualised with ‘*why*’ questions, by asking these in conjunction, given that most constructs do not change *solely because* of time itself (Ployhart & Vandenberg, 2010). For example, researchers may pose a ‘how’ question in relation to how a particular experience of a phenomenon (or construct) changes over time, in conjunction with a ‘why’ question to understand why experiences change in the way they do, for instance exploring *why* work engagement might fluctuate for different individuals, in different contexts, on a daily basis, returning to the thematic content to derive nuanced explanations.

We therefore emphasise the importance of researchers cycling back and forth between trajectory diagrams and rich data. Thus, TTA should not be treated as a linear process and instead uphold the tradition of qualitative research as highly iterative and recursive (see Locke et al., 2020). Researchers should avoid interpretation of the trajectory diagrams in isolation and instead use them as a first step in spotting patterns of change over time, before returning to the rich textual data to better understand the context of, and reasons for, the emergence of these patterns; thereby ensuring interpretations are grounded in the qualitative content of the diaries. Therefore, we suggest that trajectory diagrams are always presented

alongside rich thematic content, rather than as a sole analytical output. Visualisation of the trajectories should be viewed as a process of data reduction, providing an extra layer of interpretive power that is key to enabling temporally sensitive findings and theorisation, but not sufficient alone without concurrent contextualisation within the rich qualitative diary data.

Potential limitations and future developments

The current paper highlights TTA as a useful method for analysing qualitative diary data, however to date we have not yet explored how this approach might also be used in conjunction with other qualitative data collection methods and at different time points in the research process. For example, while our illustrative example reflects TTA's use as an analytical approach post-data collection, the thematic trajectories derived through the process would arguably serve as rich elicitation devices within qualitative interviews. Indeed, following guidance of Radcliffe (2018), who recommends diaries be used in conjunction with interviews and particularly the importance of post-diary interviews, here we propose that researchers could utilise the trajectories diagrams to further stimulate participants reflections on their diary content. For example, researchers could probe participants on the overall patterning (e.g. peaks and troughs) of evaluative themes, but equally the reoccurrence or rarity of particular sub-themes in categorical trajectories. This would provide researchers with undoubtedly rich context and depth, while offering a visual means to aid participants reflections in post-diary interviews.

Additionally, while TTA has thus far been developed specifically for data collected using QDM's, the applicability of the approach to different forms of longitudinal qualitative data could be considered in future research. For example, we envisage how this might be

applied to longitudinal qualitative data collected using multiple interviews over time or researcher's notes collected as part of longitudinal participant observations. We suggest that exploring the applicability of this analytical approach across diverse longitudinal data sets has the potential to yield exciting new theoretical and methodological insights.

CONCLUSION

This article was motivated by the need for a clear analytical approach enabling qualitative researchers to incorporate temporality within the analysis and theorisation of qualitative diary data. To this end, we presented TTA, a novel four-step analytical method. The contributions of this approach are threefold: Firstly, TTA provides researchers with a temporally cognisant analytical approach that facilitates rigorous incorporation of temporality and within-person considerations into the analysis and theorisation of micro-level, qualitative data. Given the absence of such analytical methods, we contend TTA offers a comparable analytical method to those within micro-level quantitative designs (e.g. ESM; Fisher & To, 2012). Secondly, TTA offers a contribution to the qualitative diary methodological toolkit by providing an analytical approach that exploits both the 'down' and 'across' benefits of diary methodology. Resultantly, TTA makes a third contribution by offering an analytical method aimed at enhancing temporally sensitive insights and theoretical contributions across the fields of organisational psychology, which subsequently opens up the potential for organisational interventions that are better grounded in an understanding of peoples lived, often fluctuating, daily organisational experiences.

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TABLES

Table 1: Analytical strategy identified across temporal categories

	Black-box	Boilerplate	Bricolage
Non-temporal (<i>n</i> =21)	3	13 (62%)	5
Partly-temporal (<i>n</i> =24)	4	12 (50%)	8
Strongly-temporal (<i>n</i> =17)	3	3	11 (64%)
<i>N</i> =62	<i>n</i> =10	<i>n</i> =28	<i>n</i> =24

Table 2: Dominant analytical and presentation strategies identified in existing diary studies

	Description	Affordances	Limitations
Analytical strategies:	Black-box	Limited/partial explanations of analytical procedures and/or how diary data incorporated	<ul style="list-style-type: none"> • Congruence with case-based research wherein data are combined or means of triangulation • Limited replicability • Potentially unsuited to studies relying solely on diaries for data collection
	Boilerplate	Mono-method analytical strategy e.g. Grounded theory, Template analysis	<ul style="list-style-type: none"> • Enables rigorous application and description of traditional analytical approaches. • Enhanced replicability • Limited explication of change over time and/or within-person variation, often restricted to single participant in-text or tabulated data
	Bricolage	Creative combination of established analytical approaches/tools e.g. thematic approach with ‘process research tools’ such as visual mapping	<ul style="list-style-type: none"> • Enables rigorous application and description of traditional analytical approaches. • Enhanced replicability when combination procedures well detailed • Most suited to macro- and meso-level studies wherein data may be subsumed (cf. micro/individual-level); thereby limited suitability to heterogenous samples • Limited consideration of within-person changes/dynamism at individual-level
Presentation of findings:	Processual research findings	Embedded in research design that focusses on events that comprise a unified phenomenon (e.g. organisational change)	<ul style="list-style-type: none"> • Enables comprehensive exploration and depiction of events over time (e.g. process model that depicts X over identified phases) • Explicit temporal anchoring of findings • Most suited to macro- and meso-level studies wherein data may be subsumed (cf. micro/individual-level); thereby limited suitability to heterogenous samples • Limited consideration of within-person changes/dynamism at individual-level
	Small sample sizes	Reliance on small sample sizes (<i>N</i> <6)	<ul style="list-style-type: none"> • Enables detailed accounts of individuals experiences of given phenomenon over time to be explicated in findings • Sample size may limit publication potential (e.g. contemporary publishing norms for empirical qualitative research) • Limited exploration of heterogeneity and variation

			<ul style="list-style-type: none"> Facilitates in-depth analysis at both within- and between-person levels 	
Partial findings	Limited explication of change over time and/or within-person variation, often restricted to single participant or sub-sample in-text or tabulated data	<ul style="list-style-type: none"> Enables demonstration of within-person changes, but restricted to small sub-samples of the data Enriches between-person thematic content 	<ul style="list-style-type: none"> Limited to small sub-samples Lacks in-depth exploration and presentation of within-person changes and/or changes over time Limited comparison of dynamics at between-person level Retains emphasis on between-person thematic content 	
Quantification	Deriving frequency counts from thematic data by tallying of themes to derive percentage of themes present on given day	<ul style="list-style-type: none"> Enables temporally sensitive analysis and presentation of changes over time Relies on visualised data which effectively communicates dynamics in the data 	<ul style="list-style-type: none"> Potentially incommensurate with interpretivist researchers/research designs as reliant on deductive coding May be limited for individual-level studies wherein there is an emphasis on heterogeneity 	

Table 3. Philosophical considerations and implications when using TTA

Philosophical position	Ontology	Epistemology	Guiding principles	Implications for use of TTA
Neo-positivism	Realist	Realist	<ul style="list-style-type: none"> Seeks to build or test theory, minimising impact of researcher subjectivity. 	<ul style="list-style-type: none"> Use of independent coders to generate thematic templates and map trajectories Trajectory mapping likely to involve standardised procedure and structure across themes Use of strong theory linked a-priori themes May use findings of TTA to generate testable hypotheses or combine with quantitative methods
Limited Realism	Realist	Constructivist /relativist	<ul style="list-style-type: none"> Seeks to develop an account that is credible and potentially transferrable, while recognising conclusions are tentative. 	<ul style="list-style-type: none"> Use of a-priori themes common, likely combined with emergent themes May use trajectories to triangulate with other forms of data May use trajectories to develop propositions and/or hypotheses in sequential mixed methods Methodological reflexivity encouraged
Contextualism	Relativist	Constructivist /relativist	<ul style="list-style-type: none"> Seeks to understand participants meaning making within the specific research context. 	<ul style="list-style-type: none"> Strong preference for inductive coding and emergent themes Interpretations strongly grounded in textual data, rather than trajectories in isolation. Discussion of thematic trajectories will include consideration of social context and acknowledge the potential of multiple interpretations Personal and methodological reflexivity encouraged.

Radical constructionism	Relativist	Strongly relativist	<ul style="list-style-type: none"> Seeks to examine how phenomena are constructed (e.g. language creates reality) and how research itself constructs knowledge. 	<ul style="list-style-type: none"> Limited to studies focussing on patterns, or aspects, of discourse rather than how discourse is constructed in interactions (cf. discourse analysis) Use of TTA must be strongly justified; e.g. emphasise that themes defined in terms of aspects of discourse rather than personal experience.
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Note. Adapted from *Template analysis for business and management students* (p.17), by N. King & J. Brooks, 2017, SAGE Publications Ltd. Copyright 2017 by Nigel King and Johanna Brooks.

FIGURES

Figure 1. Diary data display matrix

		Temporal unit →								
		1	2	3	4	5	6	7	8	
Diary questions ↓	Day of entry									
	1. Emotion evaluation	5	4	5				5	5	
	2. How was work today? Did you have a positive or not so positive day and why?	Not so positive. Helping boss master student	Neutral day. I did not enjoy the day but there were no major problems	Neutral				Not so positive. Had a conversation with my second line manager.	Stress.	
	3. Did you experience any negative interactions or mistreatment today at work? If so, tell me about it, please try and be as detailed as possible about the event(s):	Follow up meeting of a project I was following from start. My boss met the collaborators without telling me anything in her office. No response for me. I will have again to chase for information IF there will not be any follow with my boss about what happened today	Only thing, I asked one of the staff about details of a procedure that in the workflow I am supposed to manage and the staff said he did not have time. So I will have to chase it.	Usual issues. Waiting for 4 days to meet one of my bosses regarding one project with a company	<<< Collapsed days 4-6 >>>				The conversation with the second line manager, although not negative as I was not bullied, was disappointing, as my worries were answered with very empathic face expression, the reassurance that action will be taken, and then he disappeared and I will not be able to see him despite reminders for days	I was notified only yesterday night of an important skype meeting with a multinational company for this morning by one of my line managers. I wanted to prepare properly for this meeting that could mean more external funding for the facility. The other line manager, despite me saying I was really busy, requested my presence in a morning meeting that I normally can skip as not very relevant with my work. Afternoon quieter
	4. In what ways did this impact you? I.e. how did you feel directly after? Did it have any effect on your work and/or your mood for the rest of the day?	feel lagging behind respect to the work	Mood unaffected for the rest of the day, but I see workload increasing because of a lot of new things to chase	Keep chasing with mails and visiting offices, to do list getting bigger because of lack of communication	<<< Collapsed days 4-6 >>>				Problems still lingering and not tackled	To do list ever increasing and impossibility to plan, just firefighting
5. How do you feel about going to work tomorrow?	Not so positive	not so positive	bad	<<< Collapsed days 4-6 >>>				Bad, no changes in positive on the landscape	Tired.	
		Participant data								

Figure 2. Three levels of thematic templates

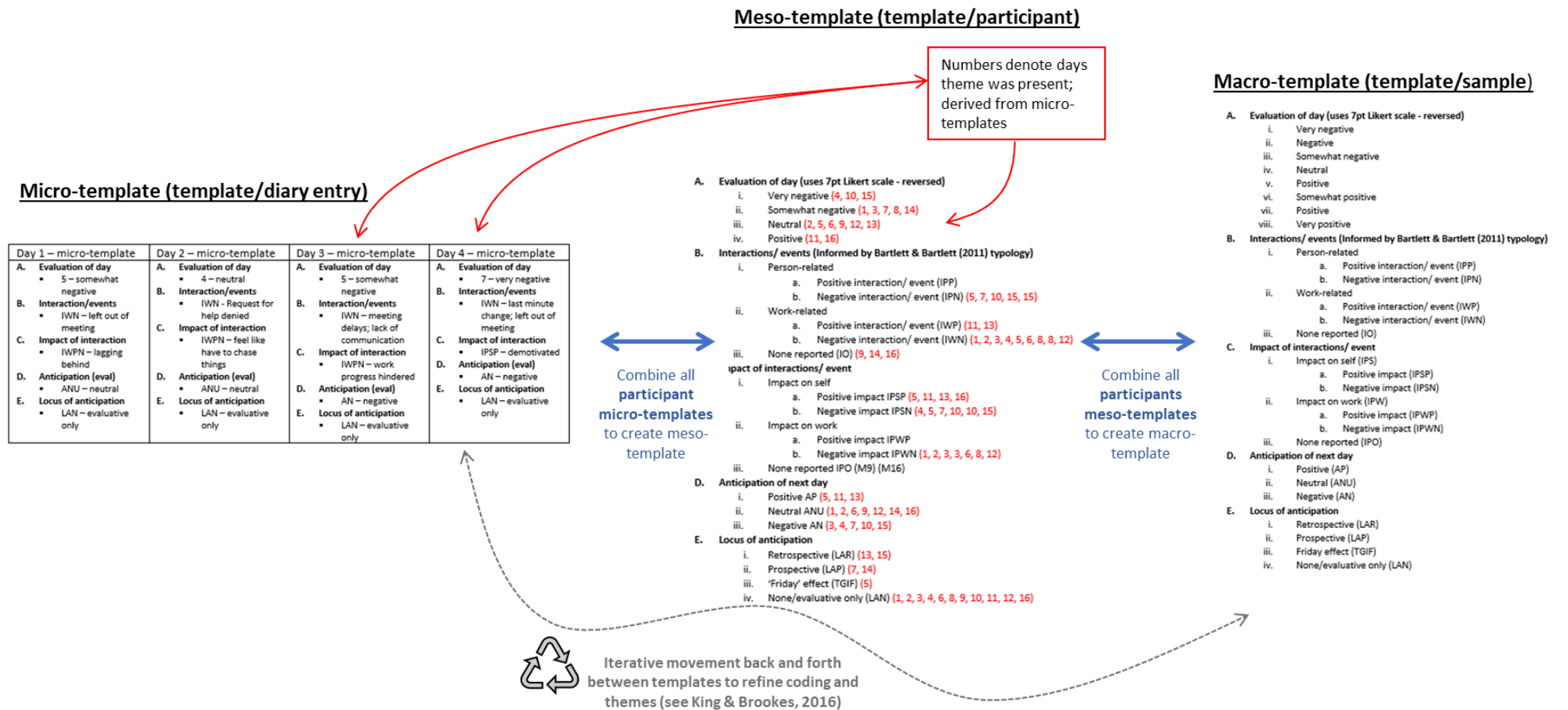


Figure 3. Translation of thematic data to thematic trajectory: Examples of evaluative and categorical themes

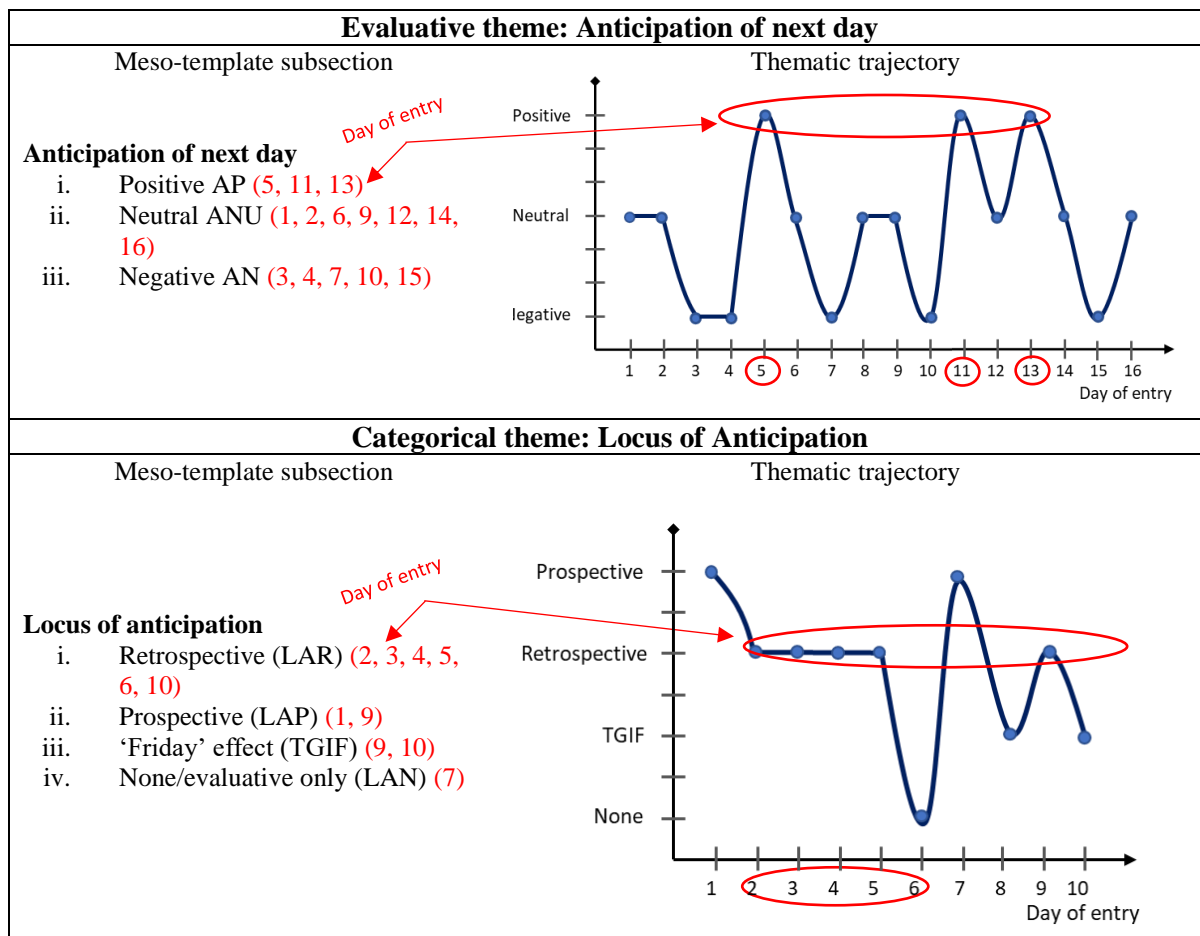


Figure 4. Max 'interactions' and 'affective evaluation' trajectories

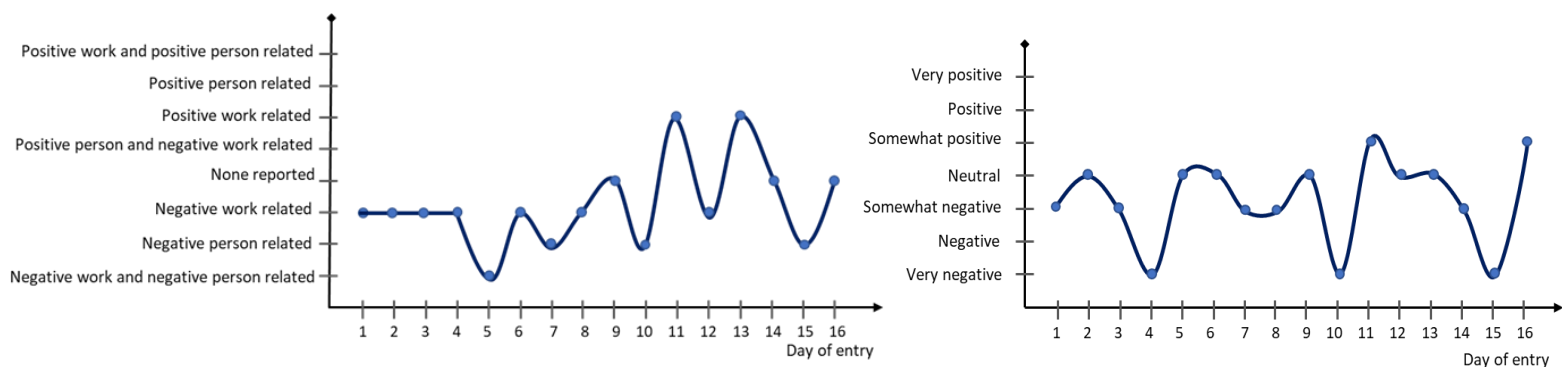


Figure 5. Rene 'interactions' and 'affective evaluation' trajectories

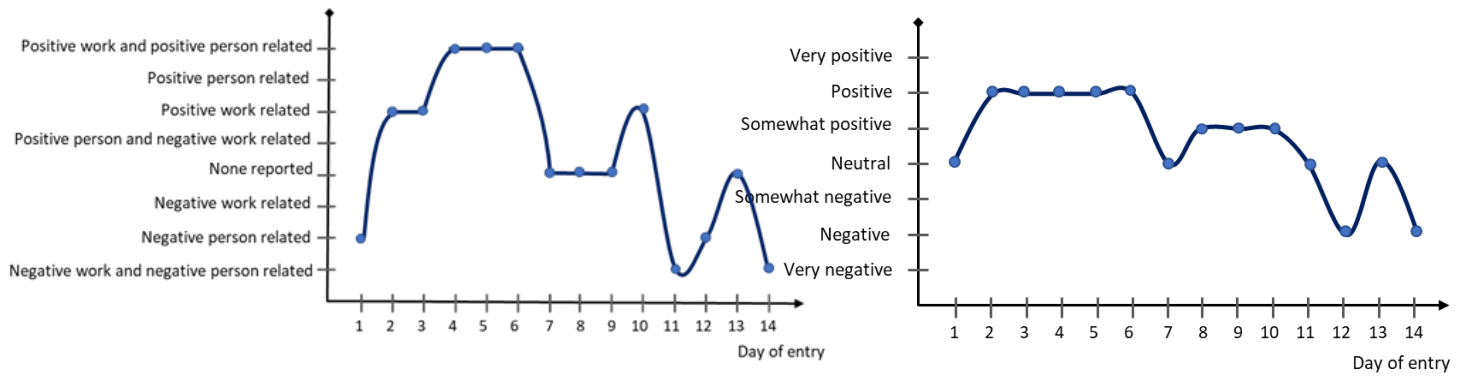


Figure 6. Angela 'impact of interaction/event' thematic trajectory



Figure 7. Robin 'impact of interaction/event' thematic trajectory



Figure 8. Comparison of Angela (L) and Robin (R) 'anticipation of next day' thematic trajectories

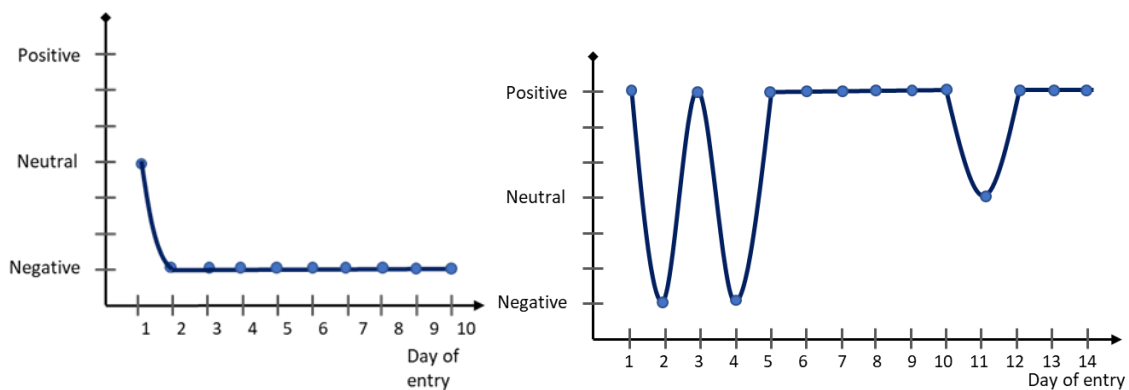
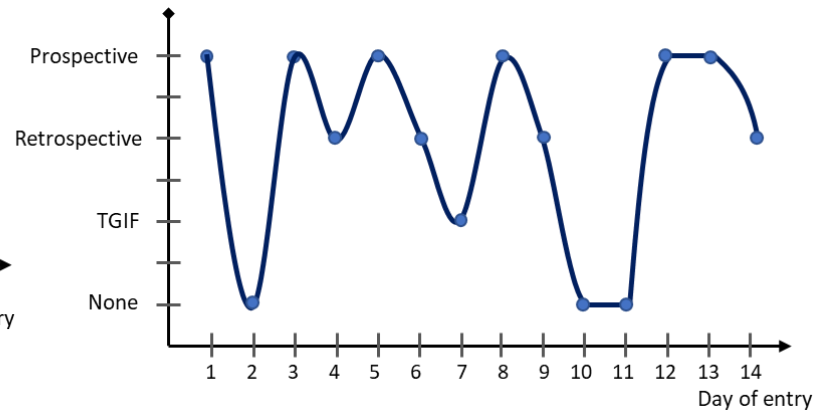
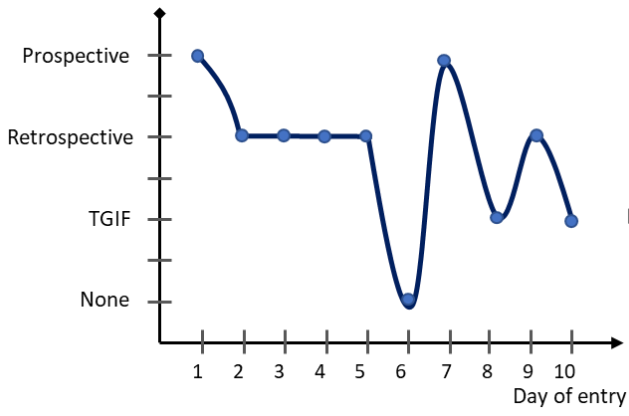


Figure 9. Comparison of Angela (L) and Robin (R) 'anticipation of next day' thematic trajectories



APPENDIX A

Table 1: Journals included in literature search, rationale for inclusion and number of articles eligible and included.

#	Journal	AJG 2018	Journal Inclusion/exclusion rationale (exceptions to standard criteria of 3-4* rank)	Number of articles for screening	Number of eligible articles for review
General management, ethics, gender and social responsibility (ETHICS-CSR-MAN)					
1	Academy of Management Journal	4*		4	4
2	Academy of Management Review	4*	Excluded: Review journal	-	-
3	Administrative Science Quarterly	4*		2	1
4	Journal of Management	4*		3	0
5	Academy of Management Annals	4	Excluded: Review journal	-	-
6	British Journal of Management	4		5	4
7	Business Ethics Quarterly	4		10	0
8	Journal of Management Studies	4		8	3
9	Academy of Management Perspectives	3		1	0
10	Business and Society	3		0	0
11	California Management Review	3		2	1
12	European Management Review	3		1	0
13	Gender and Society	3		3	1
14	Gender, Work and Organization	3		9	6
15	Harvard Business Review	3	Excluded: research-based magazine	-	-

16	International Journal of Management Reviews	3	Excluded: review journal	-	-
17	Journal of Business Ethics	3		52	2
18	Journal of Business Research	3		38	8
19	Journal of Management Inquiry	3		4	0
20	MIT Sloan Management Review	3	Excluded: research-based magazine	-	-
Human resource management and employment studies (HRM-EMP)					
21	British Journal of Industrial Relations	4		1	0
22	Human Resource Management (USA)	4		0	0
23	Human Resource Management Journal(UK)	4		3	2
24	Industrial Relations: A Journal of Economy and Society	4		1	0
25	Work, Employment and Society	4		7	3
26	Economic and Industrial Democracy	3		1	0
27	European Journal of Industrial Relations	3		0	0
28	Human Resource Management Review	3	Excluded: review journal	-	-
29	Industrial and Labor Relations Review	3		1	0
30	Industrial Law Journal	3		1	0
31	Industrial Relations Journal	3		2	0
32	International Journal of Human Resource Management	3		4	1

33	New Technology, Work and Employment	3		5	2
34	Work and Occupations	3		3	2
Organisation studies (ORG STUD)					
35	Organization Science	4*		2	0
36	Human Relations	4		13	8
37	Leadership Quarterly	4		18	1
38	Organization Studies	4		5	1
39	Organizational Research Methods	4		13	1
40	Group and Organization Management	3		2	0
41	Organization	3		1	0
42	Research in Organizational Behavior	3		7	0
Psychology (Organisational) (PSYCH-WOP-OB)					
43	Journal of Applied Psychology	4*		0	0
44	Journal of Occupational and Organizational Psychology	4		11	4
45	Journal of Occupational Health Psychology	4		0	0
46	Journal of Organizational Behavior	4		7	1
47	Journal of Vocational Behavior	4		36	1
48	Organizational Behavior and Human Decision Processes	4		4	0
49	Personnel Psychology	4		3	0
50	Accident Analysis and Prevention	3		24	0
51	Applied Psychology: An International Review	3		4	0

52	Ergonomics	3		5	0
53	European Journal of Work and Organizational Psychology	3		3	0
54	Human Factors: Journal of Human Factors and Ergonomics Society	3		1	0
55	Human Performance	3		0	0
56	International Journal of Rehabilitation Research	3		2	0
57	International Review of Industrial and Organizational Psychology	3		1	0
58	Journal of Managerial Psychology	3		0	0
59	Journal of School Psychology	3		4	0
60	Occupational and Environmental Medicine	3		20	0
61	Scandinavian Journal of Work Environment and Health	3		7	0
62	Work and Stress	3		4	1
Psychology (General) (PSYCH-GEN)					
63	Psychological Science	4*		1	1
64	Current Directions in Psychological Science	4	Excluded: review journal		
65	Journal of Experimental Psychology - Applied	4		0	0
66	Journal of Experimental Social Psychology	4		2	0
67	Journal of Personality and Social Psychology	4		0	0
68	Personality and Social Psychology Bulletin	4		2	0
69	Psychological Bulletin	4		0	0

70	Psychological Review	4		0	0
71	Annual Review of Psychology	4		0	0
72	British Journal of Psychology	3		4	1
73	British Journal of Social Psychology	3		4	1
74	European Journal of Social Psychology	3		0	0
75	Journal of Behavioral Decision Making	3		0	0
76	Journal of Conflict Resolution	3		0	0
77	Journal of Cross Cultural Psychology	3		0	0
78	Judgement and Decision Making	3		0	0
79	Personality and Individual Differences	3		30	0
80	Psychological Research	3		6	0
81	Psychology of Women Quarterly	3		4	1
82	Psychometrika	3		3	0
83	Quarterly Journal of Experimental Psychology	3		0	0
				N=417	N=62

Table 2: Articles included in review

#	n	Paper	Research question(s)/ aim(s)	Justification of diary use	Level of analysis	Analytical method	Findings presentation
STRONGLY-TEMPORAL							
1	1	<p>Cain, Frazer and Kilaberia (2018)</p> <p>Cain, C. L., Frazer, M., & Kilaberia, T. R. (2019). Identity work within attempts to transform healthcare: Invisible team processes. <i>Human Relations</i>, 72(2), 370-396.</p>	<p>How do workers in a new healthcare team negotiate multiple identification targets, including their previous professional identities and well as their new team identities?</p> <p>What contextual events produce shifts in how workers identify?</p> <p>What do these shifts tell us about work indemnities, teams and organisational change?</p>	<p>Offer a more organic view of how individuals thought about themselves as compared with interview methods that try to assess identify directing, but may produce responses based on the interview context not the work context (p.377) – in situ reporting.</p>	<p>Individual collection and team level analysis</p>	<p>Deductive coding scheme – cohesion, subgroup divisions and jurisdictional disputes. Talled number of care teams members per week who ‘spoke’ to each of the themes related to identify (p.378)</p> <p>Visualisation similar to TTA through presence and absence mapping – but restricted to three codes and team level analysis; focusses on particular time periods as critical moments</p> <p>Bricolage</p>	<p>Visualised team level trajectories in tandem with textual data</p> <p>(ST)</p>
2	2	<p>Lowson & Arber (2014)</p> <p>Lowson, E., & Arber, S. (2014). Preparing, working, recovering: Gendered experiences of night work among</p>	<p>Develop understanding about how women’s night work is managed, organised temporally, experienced and has meaning within contemporary families and to highlight a hidden aspect of gender inequalities within dual career families.</p>	<p>No explicit rationale provided</p>	<p>Individual / family level</p>	<p>Inductive analysis – constant comparison, employing elements of grounded theory (Glaser & Strauss, 1967). Interpreted through an organising framework of three distinct phases (preparation, during night shifts, recovery)</p> <p>Boilerplate</p>	<p>Presentation of three phases, interview and diary data presented as excerpts within narrative associated with phase</p> <p>(ST)</p>

		women and their families. <i>Gender, Work & Organization</i> , 21(3), 231-243.					
3	3	Vidaillet (2007) Vidaillet, B. (2007). Lacanian theory's contribution to the study of workplace envy. <i>Human relations</i> , 60(11), 1669-1700.	<ul style="list-style-type: none"> - Better integrate the existing results on organisational envy - To better understand the processes at play in an envious individual, as well as the relation between this emotion and characteristics of the envied, of the envious and of the work environment - To develop an intervention framework for those who would like to intervene in work situations where envy is present 	Able to capture how envy develops and evolves over a one year period (p.1683). Access to taboo subject, free expression (p.1684)	Individual , case based.	Single case study; limited to analysis to a number of salient themes central to a lacanian perspective (p.1684) Black box	Analytical narrative presented with excerpts of participant data from single case ST
4	4	Smith (1999) Smith, J. A. (1999). Towards a relational self: Social engagement during pregnancy	<ul style="list-style-type: none"> - To explore the psychological processes involved in becoming a mother 	Access to processual and subjective experience of becoming a mother (p.410)	Individual , case based.	IPA (Smith, 1995) and supported by repertory grids (Kelly, 1963) (to explore how an individual perceives or contrasts her/his personal and social world) Bricolage	Findings structured along four grounded statements (p.413); this statement: ‘The symbiotic processes occur developmentally during pregnancy’ – draws on repertory grid data to show changes over phases of pregnancy.

		and psychological preparation for motherhood. <i>British journal of social psychology</i> , 38(4), 409-426.					Compares and contrasts diary and interview entries from different phases of pregnancy. Analytical narrative with data excerpts ST
5	5	Laasch, Moosmayer & Arp (2020) Laasch, O., Moosmayer, D. C., & Arp, F. (2020). Responsible practices in the wild: An actor-network perspective on mobile apps in learning as translation (s). <i>Journal of Business Ethics</i> , 161(2), 253-277.	What kinds of agency do apps develop in the learning of responsible practices? How do apps participate in the construction of learners competent actor-networks that enact responsible practices? How and why does apps agency in the learning process change over time?	Observation not possible, diaries a means to 'follow' participants. Access to mundane, routine and taken-for-granted phenomena. Enables temporal data and 'spatially close' (in the moment reporting) (p.260) Diaries track sequences of experiences and events, and can explain how practices evolve over time.	Individual 'Learning' abstracted	Thematic template analysis (King, 2004) too code, but draws on the Gioia method to visualise thematic data structure (Gioia et al. 2012) Bricolage	Findings structured along research questions, temporal data presented in findings related to research question 3: present visual maps to illustrate mentions of 'app agency' throughout the learning process/over time. Identified 'spikes' of app participation over the diary keeping period. Collective findings across the three research questions are synthesised to generate a process model of 'learning as translation' ST
6	6	Smith (1994) Smith, J. A. (1994). Reconstructing selves: An analysis of discrepancies between women's	Study follows women through the transition to motherhood and compares their real-time accounts of identity during pregnancy with retrospective accounts after the child is born in order to examine	Enables comparison of real-time and retrospective data	Individual case based approach	IPA (Smith, 1995) and supported by repertory grids (Kelly, 1963) (to explore how an individual perceives or contrasts her/his personal and social world) Bricolage	Compares and contrasts data textual and thematic data from each woman/case ST

		contemporaneous and retrospective accounts of the transition to motherhood. <i>British Journal of Psychology</i> , 85(3), 371-392.	possible reconstructions in the women's stories of pregnancy.				
7	7	Cohn, Mehl & Pennebaker (2004) Cohn, M. A., Mehl, M. R., & Pennebaker, J. W. (2004). Linguistic markers of psychological change surrounding September 11, 2001. <i>Psychological science</i> , 15(10), 687-693	How did September 11 affect people's emotional, cognitive, social and psychological lives? What was the nature last time course of these responses? To what extent did preoccupation with the events of September 11 affect the magnitude and time course of subsequent linguistic changes? What other factors contributed to peoples responses to the attack?	Enables insight into naturally occurring windows into people's thoughts and feelings and longitudinal analysis (p.687)	Individual	LIWC (qualitative linguistic analysis) and qualitative content analysis bricolage	Visual maps of quantified qualitative data to illustrate changes over time in linguistic indicators compared to baseline ST
8	8	Balogun & Johnson (2005) Balogun, J., & Johnson, G. (2005). From intended strategies to unintended outcomes: The impact of change recipient sensemaking. <i>Organization</i>	Seek to understand: - The nature of the processes of interaction between recipients - How they contribute to a new negotiated group understanding - The impact of this negotiated understanding	Provide insiders account of a situation (p.1577) Enables longitudinal ad real-time data collection	Organisational	Inductive data analysis following first and second order analysis (Gioia method, Gioia & Chittipedi, 1991) Visual mapping strategy (Langley, 1999) to illustrate interactions over time. bricolage	Process maps followed by first and second order narratives interspersed with data ST

		<i>studies</i> , 26(11), 1573-1601.	on the change outcomes				
9	9	Amabile et al. (2004) Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. <i>The Leadership Quarterly</i> , 15(1), 5-32.	Do a subordinates day-by-day perceptions of team leader support relate to the subordinates overall creativity? How do specific day-by-day leader behaviours relate to positive and negative day-by-day subordinate perceptions of leader support? What is the nature of the connections between leader behaviours, subordinate reactions and subordinate creativity over time?	Enables day-to-day behaviour to be tracked	Individual and team level	Quantitative analysis as a screening device to identify leader behaviours to focus on in qualitative analysis (e.g. eliminate all leader behaviours that were not significantly related to leader support) Qualitative analysis of behavioural categories and qualitative analysis of extreme cases – does not cite specific coding or thematic procedure, rather espousing generic ‘identification of sub-categories’ and ‘comparative analysis of two teams’ (p.15-16) Bricolage/mix	First qualitative analysis – data/evidence tables. Qualitative analysis of extreme cases (2 teams) – analytical narrative interspersed with participant data. Highlights differences between two teams and in doing so illustrate some changes over time – most evident in ‘spirals of positivity and negativity’ section (p.25) ST
10	10	Symon & Clegg (2005) Symon, G., & Clegg, C. (2005). Constructing identity and participation during technological change. <i>Human Relations</i> , 58(9), 1141-1166.	Explores user participation in IT system develop How participation was constructed by organisation members, how constructions were justified and why purposes these constructions fulfilled	No explicit rationale provided	Individual level	Case study approach – no explicit mention of analytical strategy and how data from different sources were integrated. Black box	Findings organised along key themes across the four time points ST — but limited use or explication of diaries.
11	11	Tran, Goulding & Shui (2018) Tran, M. K., Goulding, C., & Shiu, E. (2018). The orchestra of ideas: Using	How can music enhance the fuzzy front end phase (of product innovation) in which customers are involved as developers of ideas? - How can music offer a new	Gain a holistic view of the innovation process from distinct viewpoints (p.507)	Organisational/macro process level	Iterative process, cites Glaser et al. (1968). Employs a temporal bracketing strategy drawn from stages of music composition (germinal ideal, theme, intermediate forms and final form) to organise findings and guide interpretations along these ‘stages’	Findings organised along four stages (derived from stages of music composition). Presents analytical narrative interspersed with data to elucidate the stages. Findings conclude with presentation of process model or the four stages.

		music to enhance the ‘fuzzy front end’ phase of product innovation. <i>Journal of Business Research</i> , 85, 504-513	<p>approach to value creating in FFE?</p> <ul style="list-style-type: none"> - How can music composition theory suggest the formation of FFE pathways? - How can music be used as a stimulus for consumer co-creation in FFE? 			Bricolage	ST – unclear where diaries incorporated
1 2	1 2	<p>Jarzabkowski & Wilson (2002)</p> <p>Jarzabkowski, P., & Wilson, D. C. (2002). Top teams and strategy in a UK university. <i>Journal of Management studies</i>, 39(3), 355-381.</p>	Examines how top team in a UK university formulates and implements strategy.	Overcome issues of single source data, gain holistic picture of TMT processes within their given context (p.359)	Embedded case design - Top management team and organisational level	<p>First and second order analysis</p> <p>Boilerplate</p>	<p>Findings presented in typical case standard convention, but stratified across three levels (1, TMT, 2. Organisational level, 3, integration of level 1 and 2).</p> <p>ST – unclear where diaries incorporated</p>
1 3	1 3	<p>Amabile et al. (2005)</p> <p>Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. <i>Administrative science quarterly</i>, 50(3), 367-403.</p>	<p>Understanding the role of affect as an antecedent and consequence of creativity in the workplace</p> <p>Is there a positive or negative linear relationship?</p> <p>Is creativity facilitated by fluctuation across the range from negative to positive affect?</p> <p>Might creativity be higher on days of mixed emotion, when both</p>	Enable tracking of affect and creativity in the work lives of study participants. Provides longitudinal data.	Individual	<p>Content analysis – identify indicators of mood and creative thought</p> <p>Boilerplate</p>	<p>Mixed data, qualitative data presented to show frequency of positive and negative affective reactions to creative thought event, followed by sections interspersed with data excerpts to illustrate temporal patterning of affect and creativity</p> <p>ST</p>

			positive and negative emotions occurs? Is there a curvilinear relationship, whereby creativity is highest at some optimal level of affect along a continuum of extremely negative to extremely positive?				
1 4	1 4	Wiedner, Barrett & Osborn (2017) Wiedner, R., Barrett, M., & Osborn, E. (2017). The emergence of change in unexpected places: Resourcing across organizational practices in strategic change. <i>Academy of Management Journal</i> , 60(3), 823-854.	Explores how the distribution of resources and their association with value may ultimately contribute to stability and change across an organisation following the initiation of strategic change.	No explicit rationale provided	Organisational	Case study approach – no clear identification of coding strategy or how data from different sources integrated. event-history analysis (Pettigrew, 1990) Black box	Overarching case narrative interspersed with data and evidence tables, culminates in a process model of resourcing across particles in strategic change. ST

1 5	1 5	<p>Balogun (2003)</p> <p>Balogun, J. (2003). From blaming the middle to harnessing its potential: Creating change intermediaries. <i>British journal of management</i>, 14(1), 69-83.</p>	<ul style="list-style-type: none"> - How middle managers experience the implementation of strategic change - The different aspects of their role as implementation progresses - What helps them to fulfil their role and what obstructs them 	<p>Provide insiders account of a situation (p.73)</p> <p>Enables longitudinal and real-time data collection</p>	<p>Middle managers; organisational level</p>	<p>Inductive data analysis, cites Miles & Huberman 1994, Glaser & Strauss, 1967, Strauss & Corbin, 1990.</p> <p>Bricolage</p>	<p>Identifies four roles of middle manager change implementation. Discusses each of these with analytical narrative with illustrative excerpts.</p> <p>ST</p>
1 6	1 6	<p>Fisher, Pillemer & Amabile (2018)</p> <p>Fisher, C. M., Pillemer, J., & Amabile, T. M. (2018). Deep help in complex project work: Guiding and path-clearing across difficult terrain. <i>Academy of Management Journal</i>, 61(4), 1524-1553</p>	<p>How does the deep-help process unfold in the context of complex project work?</p>	<p>Capture 'complex tango' between help-seekers and potential providers (p.1528)</p>	<p>Individual and team level</p>	<p>Gioia method (Gioia et al., 2013) combined with temporal bracketing strategy of Langley (1999) – pre-interaction</p> <p>Bricolage</p>	<p>Evidence table of 27 deep help cases – provides an overview of each case and data sources drawn on, followed by presentation of findings along two processes of deep help – 'guiding' and 'path-clearing'. These two processes are illustrated through presentation of 'rhythm' diagrams, depicting guiding as encompassing 'several prolonged interactions clustered closely together in time' and path-clearing as 'shorter interactions, scattered over multiple phases of the project' (p.1535). Diagrams in figure 2 illustrate helping episodes over time (x-axis = given day) and duration (y-axis = duration of helping episode). Findings then present a process model of depicting these two processes, followed by analytical narrative interspersed with data to describe each stage/concept of the process and tables to articulate key concepts and representative examples.</p>

							ST
1 7	1 7	<p>Balogun & Johnson (2004)</p> <p>Balogun, J., & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. <i>Academy of management journal</i>, 47(4), 523-549.</p>	<p>Examined the process of schema development and the schemata used by middle managers before and during change.</p> <ul style="list-style-type: none"> - What are the patterns of schema change? - How does middle manager sensemaking inform the schema development process? - What is the relationship between schema change and restructuring? 	<p>Provide insiders account of a situation, can be used to track what participants do in the absence of a researcher (p.523)</p> <p>Enables longitudinal and real-time data collection</p>	<p>Middle managers/organisational level</p>	<p>Narrative (Langley, 1999, Pentland, 1999) to develop a 'story of change for each division from the perspective of the diarists' (p.527) and tied together with documentary data to create thick description (Lincoln & Guba, 1985). Also cites Inductive data analysis, cites miles & Huberman 1994, Glaser & Strauss, 1967, Strauss & Corbin, 1990.</p> <p>Bricolage</p>	<p>Time ordered presentation of findings – parsing first order and second order narratives into time 1, time 2 etc. Analytical narratives interspersed with data and presentation of figures to further elucidate processes described in narrative.</p> <p>ST</p>
PARTLY-TEMPORAL							
1	1 8	<p>Kiffin-Petersen, Murphy & Soutar (2012)</p> <p>Kiffin-Petersen, S., Murphy, S. A., & Soutar, G. (2012). The problem-solving service worker: Appraisal mechanisms and positive affective experiences during customer interactions. <i>Human</i></p>	<ul style="list-style-type: none"> - Identify the events during customer interactions that elicit specific positive emotions - Examine how employee appraisals are related to those customer service events, including whether similar events can elicit different appraisals 	<p>Diary approach chosen because it can provide a deeper understanding of the occurrence of affective events, employees appraisals of those events and the possible fluctuations in the position emotions that are generated (p.1186)</p>	<p>Individual (n=276) completed an average of 3.17 diaries, 874 descriptions of positive affective events. Only 85 employees completed all five</p>	<p>Inductive and deductive thematic analysis of events. Person-label data for the complete entries were analysed to determine the extent of within-person differences in events, appraisals and emotions across the five days (p.1187)</p> <p>Bricolage</p>	<p>Findings largely non-temporal but in relation to Aim 4 – negative-event-positive-emotion relationship – presents a table of single participants intra-personal fluctuations in appraisals and positive emotions on p.1195</p> <p>(PT)</p>

		<i>Relations, 65(9), 1179-1206.</i>	<p>within the same individual</p> <ul style="list-style-type: none"> - Determine whether particular configurations of appraisals are associated with particular felt emotions - Explore why events that are initially appraised negatively may eventually elicit positive emotions - Investigate the role of employee appraisals in emotional contagion between sales employees and their customers 		days of the diary.		
2	1 9	<p>Travers (2011) Travers, C. (2011). Unveiling a reflective diary methodology for exploring the lived experiences of stress and coping. <i>Journal of Vocational Behavior, 79(1), 204-216.</i></p>	<p>Outlines an in-depth reflective diary methodology used for gaining insight into the lived experience of stress and coping in university business and management students in their final year of study.</p> <p>Methodological article</p>	<p>Overcome issues of retrospection, enables in-the moment reporting and enables insight into more detailed exploration of the specific ways in which stress occurs (p.206)</p>	Individual	<p>Content analysis (non-quant); analysed for mention of the sources of stress and reactions to it and themes emerged. In addition, diary entries were examined for commonest on progress in diary keeping and comments on the actual use of the diary (p.207)</p> <p>boilerplate</p>	<p>‘Results’ summarised along three questions/sections:</p> <ol style="list-style-type: none"> 1. What do the diaries reveal about the sources of and reactions to stress in the students <ul style="list-style-type: none"> - Presents summary tables (table 1,2 and 3) 2. using the diaries for identifying interactions between stressors, reactions and coping

							<ul style="list-style-type: none"> - Analytical narrative and data excerpts to illustrate interactions 3. How the skills in and attitudes towards reflective diary keeping developed over time - Analytical narrative with data excerpts, illustrating changes over time by means of table 4 which provides a matrix of 4 participants entries (n+5) traversing over time left to right <p>PT + within person</p>
3	20	<p>Nisula & Kianto (2018)</p> <p>Nisula, A. M., & Kianto, A. (2018). Stimulating organisational creativity with theatrical improvisation. <i>Journal of Business Research</i>, 85, 484-493.</p>	How organisational creativity and the collective creative potential of organisational members can be build and stimulated	In-situ reflection	Mixed	<p>Qualitative content analysis – cites Corbin & Strauss (2008)</p> <p>Boilerplate</p>	Findings structured along key dimensions and themes from content analysis, standard analytical narrative interspersed with data excerpts.
4	21	<p>Demir (2015)</p> <p>Demir, R. (2015). Strategic activity as bundled affordances. <i>British Journal of Management</i>, 26, S125-S141.</p>	How do strategy actors instil strategic behaviour in everyday strategic activity despite their physical absence?	No explicit rationale provided	Organisational	Abductive coding; cites miles and Huberman 1994 and Langley 1999	<p>Analytical narrative that focusses on ‘affordance bundling’ followed by narrative to illustrate how affordance bundles prompted strategic behaviour at a distance.</p> <p>PT – unclear how diaries were incorporated.</p>
5	22	<p>Carrington, Neville & Whitwell (2014)</p>	Explores the underlying mechanics of the ethical purchase intention-behaviour gap in the	No explicit rationale provided	Individual	<p>Interactive grounded approach – cites Glaser & Strauss (1967)</p> <p>Boilerplate</p>	Findings structured along key dimensions and themes from grounded analysis, standard analytical narrative interspersed with data excerpts.

		Carrington, M. J., Neville, B. A., & Whitwell, G. J. (2014). Lost in translation: Exploring the ethical consumer intention–behavior gap. <i>Journal of Business Research</i> , 67(1), 2759-2767.	context of consumers daily lives				
6	2 3	Zundel, MacIntosh and Mackay (2016) Zundel, M., MacIntosh, R., & Mackay, D. (2018). The utility of video diaries for organizational research. <i>Organizational research methods</i> , 21(2), 386-411.	Assess the utility of video diaries as method for organisational research <ul style="list-style-type: none"> - Which additional organisational phenomena video diaries might elicit and how the approach compares with other adjacent research methods 	Video diaries enable access to large amounts of dispersed and asynchronous data from difficult to access organisational arenas. Provide access to ‘richer’ data such a bodily expressions, identity matters and glimpses into organisational practices (p.387)	Individual / firm level	Thematic analysis - Bodily expressions, identity and practices (methodology article) Boilerplate	Findings structured along the affordances of video diaries. Analytical narrative interspersed with data excerpts (both textual and image) Some within person comparison to illustrate affordance of video diary
7	2 4	Patterson et al. (2009) Patterson, P. G., McColl-Kennedy, J. R., Smith, A. K., & Lu, Z. (2009). Customer rage: triggers,	<ul style="list-style-type: none"> - Determine the triggers (antecedent conditions) that give rise to rage behaviours - Identify and understand the tipping points 	No explicit rationale provided	Individual	Analysed following procedures of Strauss and Corbin (1990) Boilerplate	Key findings presented by means of analytical narrative and figures and some instances of participant data included. Unclear how data integrated and source (e.g. diary or interview) not annotated in findings

		tipping points, and take-outs. <i>California Management Review</i> , 52(1), 6-28.	for extreme anger and rage incidents - Determine the extent to which these circumstances and coping behaviours can be generalised across situations in eastern and western cultures				
8	2 5	Crozier & Cassell (2016) Crozier, S. E., & Cassell, C. M. (2016). Methodological considerations in the use of audio diaries in work psychology: Adding to the qualitative toolkit. <i>Journal of occupational and organizational psychology</i> , 89(2), 396-419.	To explore the usefulness of qualitative audio diaries in furthering our understanding of workplace phenomena, in particular workplace stress and to provide support and guidance for work psychology practitioners and researchers who may be considering using audio diaries as qualitative research method or as part of a mixed method study.	Overcome retrospection, include contextual details. Audio diaries provide a volunteered reconstruction of events that provides access to the cognitive processes involved in making sense of stressful encounters (p.403)	Individual (nomothetic)	Thematic analysis, each case/participant any send thematically at within-person level (p.406) Boilerplate	Findings presented along ‘contributions of the audio diaries to understanding of stress experiences’ – thereby thematically arranged following the convention of theme, analytical narrative interspersed with participant data. Comparison of participant excerpts within sections to illustrate change across entries – but quite limited.
9	2 6	Radcliffe & Cassell (2015) Radcliffe, L. S., & Cassell, C. (2015). Flexible working, work–family conflict, and maternal	What is the impact of flexible working on couple’s daily experiences of managing work-life conflict? What impact, if any, does gender have on these experiences?	Enables episodic approach, immediacy of data/ overcome retrospection.	Individual /couple	Template analysis (King, 2004) Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts

		gatekeeping: The daily experiences of dual-earner couples. <i>Journal of Occupational and Organizational Psychology</i> , 88(4), 835-855.					
10	27	<p>Poppleton, Briner & Kiefer (2008)</p> <p>Poppleton, S., Briner, R. B., & Kiefer, T. (2008). The roles of context and everyday experience in understanding work-non-work relationships: A qualitative diary study of white- and blue-collar workers. <i>Journal of Occupational and Organizational Psychology</i>, 81(3), 481-502.</p>	<p>How frequently are different types of positive and negative work-non-work events reported in two contrasting organisational contexts and how can these frequencies be explained?</p> <p>How does organisational context shape the phenomenological experience of work-non-work events, in each organisational context?</p>	<ul style="list-style-type: none"> - Wishes to capture the dynamic quality of work-non-work relationships and diaries have been used successfully both in this and other contexts to capture phenomena as they unfold over time' - Diaries also offer the 	<p>Individual and organisational (e.g. two samples from two organisations)</p>	<p>Analytical approach for each research question.</p> <p>RQ1: Template analysis (King, 2004) as a means to quantify the data – codes counted and chi-squared tests conducted to determine the significant differences between event frequencies.</p> <p>RQ2: Template analysis, following qualitative conventions</p> <p>Bricolage</p>	<p>Findings arranged along the research questions. Firstly RQ1, presents results of statistical analysis of the quantified data.</p> <p>Section related to RQ2 presents thematic data describing five ways in which context shaped work-non-work experiences, by means of evidence table and standard convention of analytical narrative and participant data excerpts. In this section, provides tables illustrating multiple entries from singular participants (non-chronological except figure 5 and 6) showing within-person changes over diary keeping period, focusing on 'spill over'</p>

				advantage of immediacy, enabling recent events to be recalled in sufficient detail to afford new insights into complex phenomena			
11	28	<p>Zhang & Spicer (2013)</p> <p>Zhang, Z., & Spicer, A. (2014). 'Leader, you first': The everyday production of hierarchical space in a Chinese bureaucracy. <i>Human Relations</i>, 67(6), 739-762.</p>	<p>Could the social space produced in everyday lives actually bolster the relations of domination designed into organisational space? How might this happen?</p>	<p>A means to gain insight into 'practiced space'. Researcher able to listen to employees daily conversations and engage in 'chats' with employees to 'come to grips' with employee's explanations of their actions.</p>	Organisational	<p>Theoretically driven coding using Lefebvre (1991) to derive analytical categories. Cites Van Maanen (1988)</p> <p>Boilerplate</p>	<p>Findings structure along theoretical concepts of proliferation, familiarisation and ritualization which 'trace the everyday production of the organisations space, as outlined by these three interrelated processes (p.753). Analytical narrative interspersed with data, textual and photographic.</p>
12	29	<p>Wijnmaalen et al. (2019)</p> <p>Wijnmaalen, J., Voordijk, H., Rietjens, S., & Dewulf, G.</p>	<p>To what extent do salient component team identities lead to multi-team systems intergroup behaviour and which other variables influence this process?</p>	<p>Emergent rather than design feature, richness of data, providing emotional and factual</p>	Team	<p>Follows Eisenhardt (1989) for within- and cross-case analysis (p.1090)</p> <p>Boilerplate</p>	<p>Results/findings presented in supplementary appendices, findings in body of article presented as propositions derived from the analysis. Propositions supplemented with examples from cases following</p>

		(2019). Intergroup behavior in military multiteam systems. <i>Human Relations</i> , 72(6), 1081-1104.		description of events.			standard analytical narrative and data excerpts format. Unclear how diaries incorporated
1 3	3 0	Seron et al. (2018) Seron, C., Silbey, S., Cech, E., & Rubineau, B. (2018). "I am Not a Feminist, but...": Hegemony of a Meritocratic Ideology and the Limits of Critique Among Women in Engineering. <i>Work and Occupations</i> , 45(2), 131-167.	Explores women's interpretations of their status within the engineering profession. <ul style="list-style-type: none"> - How do the contrary forces of marginalisation, tokenism and essentialism play out in women's accounts of their engineering education? - Do women articulate critical perspectives of the profession that emerge from their token/invisible or marginalised status in engineering? - Do they challenge current conditions? - Or do the very processes of professional socialisation 	To gain insight into the 'developmental process of becoming an engineer in situ' (p.139)	Individual	No specific approach drawn upon, states inductive coding initially, before moving to more abductive, literature/theory based coding. Blackbox	Extended analytical narratives interspersed with data structured along key themes related to the research questions. Acknowledgement of changes over time in these narratives.

			push them to de-emphasise their token/invisible status on a path to finding consistency with the culture of their future profession and their emerging professional identity?				
1 4	3 1	Radcliffe & Cassell (2014) Radcliffe, L. S., & Cassell, C. (2014). Resolving couples' work-family conflicts: The complexity of decision making and the introduction of a new framework. <i>Human Relations</i> , 67(7), 793-819.	How do couples negotiate their work and family responsibilities when they encounter a conflict between the two?	Employed to a gain a day-to-day account of how conflicts are dealt with as they happen.	Individual and couple	Template analysis (King, 2004) Diagrammatical representations of 'decision-making' Bricolage	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts
1 5	3 2	Seron et al. (2016) Seron, C., Silbey, S. S., Cech, E., & Rubineau, B. (2016). Persistence is cultural: Professional	Explores gendered processes of professional socialisation, exploring trajectory of socialisation from: A) college entry to B) initiation rituals in classwork and team projects to C)	To gain insight into the 'developmental process of becoming an engineer in situ' (p.13	Individual	No specific approach drawn upon, states inductive coding initially, before moving to more abductive, literature/theory based coding. Boilerplate	Extended analytical narratives interspersed with data structured along key themes related to the research questions. Direct comparison of men and women's data for each socialisation point (a,b and c) Acknowledgement of changes over time in these narratives.

		socialization and the reproduction of sex segregation. <i>Work and Occupations</i> , 43(2), 178-214.	anticipatory socialisation such as summer jobs and internships				
1 6	3 3	Rose (2013) Rose, E. (2013). Access denied: Employee control of personal communications at work. <i>Work, employment and society</i> , 27(4), 694-710.	Examines how a group of knowledge workers integrated with information and communication technologies in the face of the challenge they posed to the spatial and temporal boundary between work and personal life	To log all information about incoming and outgoing personal communications conducted via ICTs over a two day period.	Individual	Thematic analysis (no specific approach cited) and descriptive statistics to indicate general patterns of communication among the participants resulting from their interactions with ICTs Bricolage	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts
1 7	3 4	Gold & Mustafa (2013) Gold, M., & Mustafa, M. (2013). 'Work always wins': client colonisation, time management and the anxieties of connected freelancers. <i>New Technology, Work and Employment</i> , 28(3), 197-211.	What degree of temporal flexibility do connected freelancer actually enjoy in setting their own work patterns? What challenges does such flexibility present?	Wanted to record how freelancers managed their time over a longer period as a basis for evaluating their relationships with clients versus 'snapshot'.	Individual	No analytical method or process described. Black box	Findings structured along key elements e.g. general working patterns. Sections either report frequency and percentages or follow convention of analytical narrative interspersed with data excerpts.
1 8	3 5	Atewologun, Sealy & Vinnicombe (2016)	How do senior black, Asian and minority ethnic men and women make meaning of episodes that raise the salience of their	Minimise retrospective recall, suited to exploring complex issues and support	Individual	Abductive analytical approach (Blaikie, 2007). Data matrix to aid comparison across episodes in a standardised format (Miles & Huberman, 1994)	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Makes use of evidence tables to support and exemplify key themes – e.g. 'proof quotes' P.232.

		Atewologun, D., Sealy, R., & Vinnicombe, S. (2016). Revealing intersectional dynamics in organizations: Introducing 'intersectional identity work'. <i>Gender, Work & Organization</i> , 23(3), 223-247.	intersecting identities at work? How are intersections of ethnicity, gender and seniority revealed in their accounts of these episodes?	recollection in interviews		Bricolage	
19	36	Collins & Wickham (2004) Collins, G., & Wickham, J. (2004). Inclusion or exploitation? Irish women enter the labour force. <i>Gender, Work & Organization</i> , 11(1), 26-46.	Examines the division of women into committed and uncommitted workers by gender theorists. Explores women in the service section in Ireland to ask how or if women actually make the decisions to enter the workforce and why they stay there. In addition, explores how some Irish women themselves experience these changes.	No explicit rationale provided	Individual	No analytical method or process described. Black box	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Contrasts with gender theories e.g. Hakim's preference theory
20	37	Halliday (2016) Halliday, S. V. (2016). User-generated content about brands: Understanding its creators and consumers. <i>Journal of Business</i>	What motivates young adults to create and consume user generate content? Does it help them navigate the issue identified in the literature of source credibility?	Create record of normal daily practice	Individual	Qualitative content analysis, in-depth analysis of 28 of the diaries. Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts

		<i>Research, 69(1), 137-144.</i>					
2 1	3 8	Williams, Ashill and Thirkell (2016) Williams, J., Ashill, N., & Thirkell, P. (2016). How is value perceived by children?. <i>Journal of Business Research, 69(12), 5875-5885.</i>	To explore the concept of perceived value from the perspective of children, in the context of their actual purchase decisions.	Means to begin to explore concepts in grounded theory research. Removes intervention of research which is useful to remove power differentials and influence in research with children.	Individual	For diaries: Content analysis, cites Miles and Huberman (1994) and Patton (2002) Interviews analysed following procedures of Corbin and Strauss (2008) constant comparative method. Bricolage	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Uses evidence tables to provide exemplar and illustrative quotes.
2 2	3 9	Symon & Whiting (2019) Symon, G., & Whiting, R. (2019). The sociomaterial negotiation of social entrepreneurs' meaningful work. <i>Journal of Management Studies, 56(3), 655-684</i>	Examines the role of digital technology in the constitution of meaningful work. In practice, what implications does the enmeshing of human and material agency have for constituting work as meaningful?	Video diaries as a means to give participants control of the camera and process of making their experiences visible. Enabled participants to capture sociomaterial practices as they unfolded; the temporally emergent nature of human and material agency (p.663)	Individual	Abductive approach (Locke et al. 2008) Narrative analysis strategy (Polkinghorne, 1988; Bruner, 1990) to develop composite narratives Bricolage	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Uses evidence tables to provide exemplar and illustrative quotes.
2 3	4 0	Hartley, Bennington and Binns (1997) Hartley, J., Bennington, J., &	What role is taken and what processes are initiated by internal-change agents in organisational and cultural change	No explicit rationale given	Individual	No explicit analytical method cited Blackbox	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Uses evidence tables to provide exemplar and illustrative quotes.

		Binns, P. (1997). Researching the roles of internal-change agents in the management of organizational change. <i>British Journal of Management</i> , 8(1), 61-73.	programmes in local authority organisations? What individual learning about organisational change occurred in the course of participation in the e-learning laboratory for the change agents and what does this indicate about their learning needs?				
2 4	4 1	Buchanan (1991) Buchanan, D. A. (1991). Vulnerability and agenda: context and process in project management. <i>British Journal of Management</i> , 2(3), 121-132.	How the project management role is condition by the context in which change is progressed.	No explicit rationale provided	Individual	Qualitative content analysis which identified three 'context issues' – interlocking, shifting sands and ownership (p.126) Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpt
NON-TEMPORAL							
1	4 2	Yea & Chok (2018) Yea, S., & Chok, S. (2018). Unfreedom unbound: Developing a cumulative approach to understanding unfree labour in Singapore. <i>Work, Employment and</i>	Sought to explore the dynamic combinations of coercive strategies utilised by employers to induce compliance with corrupt practices and punishing work regimes	No explicit rationale provide	Individual / case based	No explicit analytical method cited Blackbox	Findings segmented along the two case studies. Presents case narratives, interspersed with data.

		<i>Society</i> , 32(5), 925-941.					
2	4 3	Cunningham, Lindsay & Roy (2020) Cunningham, I, Lindsay, C, Roy, C. Diaries from the front line—Formal supervision and job quality among social care workers during austerity. <i>Hum Resour Manag J.</i> 2020; 1– 15. https://doi.org/10.1111/1748-8583.12289	This article is concerned with whether the specific intrinsic social care job quality characteristics of supervision mitigates the impacts of the degradation of extrinsic conditions following from austerity-driven expenditure cuts. To what extent are these outcomes in the care worker job quality reflective of public, private and voluntary sub-sector contexts?	Overcome issues of retrospection and negates ‘interview effect’ – the impact of the artificial situation of an interview (p.6)	Individual	Thematic analysis, no specific approach cited Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpt
3	4 4	Siebers & Gastel (2015) Siebers, H., & van Gastel, J. (2015). Why migrants earn less: in search of the factors producing the ethno-migrant pay gap in a Dutch public organization. <i>Work, employment and society</i> , 29(3), 371-391.	Aimed to explore factors that produce ethnographic-migrant pay gaps.	Direct observation not feasible.	Individual /group level	Qualitative data subjected to ‘open, selective and axial coding’ Boilerplate	Qualitative diary data not presented in the article, only used to generate items for quantitative questionnaire.
4	4 5	Waddington (2005)	Examines the methodological considerations of diary	In-situ recording of events enables	Individual	Multiple analytical approaches - Quasi-statistical, template and	Presents statistical and qualitative findings separately. Qualitative section presents the thematic template,

		<p>Waddington, K. (2005). Using diaries to explore the characteristics of work-related gossip: Methodological considerations from exploratory multimethod research. <i>Journal of occupational and Organizational Psychology</i>, 78(2), 221-236.</p>	<p>methods, as used in exploratory multimethod research into the characteristics and function of gossip in nursing and health care organisations. Substantive research questions:</p> <ul style="list-style-type: none"> - Are there individual differences in the amount and content of gossip at work relating to gender, personality, occupation/profession and position in the organisation? - Does gossip play a role in sensemaking and socialisation for individuals in organisations? - Is the amount and content of gossip affected by organisational size, methods of formal communication and level of uncertainty and change in the organisation? 	<p>researchers to capture the elusive and hidden nature of gossip as a phenomenon.</p>		<p>immersion/crystallisation styles of analysis.</p> <p>Bricolage</p>	<p>followed by example of theme 'gossip and emotion'. Final section of the findings integrated the quantitative and qualitative analysis</p>
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			- Is gossip a feature of the expression and management of emotion in relation to the experience of stress at work?				
5	4 6	Scheinbaum & Zinkhan (2009) Scheinbaum, A. C., & Zinkhan, G. (2009). Market Resistance and Valentine's Day Events. <i>Journal of Business Research</i> , 62(2).	To uncover the anti-consumption and alternative consumption attitudes and behaviours during a commercial holiday. To advance resistance theories in these areas.	Diaries lend to a 'personal feel' and some informant feel more comfortable writing their story rather than in person.	Individual	Qualitative data analysed iteratively based on objectives, theories and themes derived from the literature. Axial, open and selective coding. Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts.
6	4 7	O'Brien & Linehan (2018) O'Brien, E., & Linehan, C. (2018). The last taboo?: surfacing and supporting Emotional Labour in HR work. <i>The International Journal of Human Resource Management</i> , 29(4), 683-709.	Explores the emotion handling aspect of HR work and asks what organisations can do to prepare human resource practitioners for, and support them in, this role.	No rationale provided	Individual	Grounded theory analysis (Strauss & Corbin, 1990) – constant comparison method. Boilerplate	Presentation of data structure. Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts
7	4 8	Riach & Warren (2015) Riach, K., & Warren, S. (2015). Smell organization:	How does smell engagement as a 'somatic model of attention or deep attachment constitute or reproduce relations between workers, co-	No rationale provided	Individual	Iterative analysis informed by Waskul and Vannini's (2008) notion of 'somatic work, thereby theoretically informed coding. Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts.

		Bodies and corporeal porosity in office work. <i>Human Relations</i> , 68(5), 789-809.	worker and their surroundings? In what ways is smelling situated in, or abstracted from, the propinquities of organisational life? And to what extent does smell provide a means of understanding the often unspoken dimensions of porous bodies working alongside other porous bodies?				
8	49	Mick, Spiller & Baglioni (2012) Mick, D. G., Spiller, S. A., & Baglioni, A. J. (2012). A systematic self-observation study of consumers' conceptions of practical wisdom in everyday purchase events. <i>Journal of Business Research</i> , 65(7), 1051-1059	Illustrates the application of systematic self-observation in a study that explores how consumers conceive of what it means to be wise or unwise in their ongoing purchases.	No rationale provided	Individual	Interpretive-hermeneutical and content analysis. Quantitative data subjected to hierarchal linear modelling. Bricolage	Quantitative data presented following descriptive and inferential statistical conventions. Qualitative findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts
9	50	O'Brien & Linehan (2014) O'Brien, E., & Linehan, C. (2014). A balancing act: Emotional	Do HR professionals engage in emotional labour? Why and how do they do so? What do they perceive to be the rules for emotional expression governing their job role?	Reduce retrospection and get 'live' examples of workplace interactions. Means to overcome	Individual	Grounded theory analysis (Strauss & Corbin, 1990) – constant comparison method. Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpt

		challenges in the HR role. <i>Journal of Management Studies</i> , 51(8), 1257-1285.	What are the consequences for individuals performing such activities?	inability to capture observational data.			
10	51	McColl-Kennedy et al. (2017) McColl-Kennedy, J. R., Hogan, S. J., Witell, L., & Snyder, H. (2017). Cocreative customer practices: Effects of health care customer value cocreation practices on well-being. <i>Journal of Business Research</i> , 70, 55-66.	To investigate customer value co-creation practices across several ongoing illness contexts identifying the specific interactions and activities that have greatest impact on well-being To model the effects of customer value co-creation practices on well-being	No rationale provided	Individual	Content analysis Boilerplate	Findings arranged around three main categories, following convention of analytical narrative interspersed with participant data excerpt and use of evidence tables.
11	52	Margolis & Molinsky (2008) Margolis, J. D., & Molinsky, A. (2008). Navigating the bind of necessary evils: Psychological engagement and the production of interpersonally sensitive behavior. <i>Academy of Management</i>	How do performers of necessary evils respond psychologically to the act of causing harm to another human being? How do these psychological responses relate to the form of interpersonally sensitive behaviour that they produce?	Overcome issues of retrospection, 'closer to the moment' reporting as a means to 'checking the insights gained from interview data.	Individual	All data combined and subjected to Grounded theory coding (Strauss & Corbin, 1990) progressing to constant comparative method (Glaser & Strauss, 1967). Some quantification e.g. frequency of episodes and other themes Bricolage	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Uses evidence tables to provide frequency counts of particular themes for a given group as well as typology of response styles drawn from the data.

		<i>Journal, 51(5), 847-872.</i>					
1 2	5 3	Linehan & O'Brien (2017) Linehan, C., & O'Brien, E. (2017). From tell-tale signs to irreconcilable struggles: The value of emotion in exploring the ethical dilemmas of human resource professionals. <i>Journal of Business Ethics, 141(4), 763-777.</i>	How do HRP's feel when competing values collide and what impact does emotion have on their experience of ethical dilemmas at work?	Reduce retrospection and get 'live' examples of interaction	Individual	Systematic analysis with techniques associated with Glaser and Strauss (1967), Strauss and Corbin (1990) – constant comparison method at the heart of the approach Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Also presents diagram that explains relationship between themes.
1 3	5 4	Lai & Burchell (2008) Lai, Y., & Burchell, B. (2008). Distributed work: communication in an 'officeless firm'. <i>New technology, work and employment, 23(1-2), 61-76.</i>	To investigate distributed work and the communication processes through which distributed team members work together, learn from one another and create shared understandings and relationships which are essential to their activities.	Diaries complemented and provided cross-validation for observations and interview data (p.64)	Organisational/case based	No analytical method described Blackbox	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts. Also presents table to illustrate communication methods detailed in diaries.
1 4	5 5	Hilbrecht et al. (2008) Hilbrecht, M., Shaw, S. M., Johnson, L. C., & Andrey, J. (2008). 'I'm home for the	To what extent do mothers who are teleworkers experience temporal flexibility in their lives because they work at home? How do they respond to this flexibility in terms	No rationale provided.	Individual	Open, axial and selective coding (Strauss & Corbin, 1998) and constant comparative method (Glaser & Strauss, 1967) Diary data does not appear to be included. Boilerplate	Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts

		<p>kids': contradictory implications for work-life balance of teleworking mothers. <i>Gender, Work & Organization</i>, 15(5), 454-476.</p>	<p>of their domestic roles, employment roles and their personal time? Do they perceive that this increased flexibility contributes to an improvement in their work-life balance and if so, in what ways?</p>				
1 5	5 6	<p>Fisher & Hutchings (2013)</p> <p>Fisher, K., & Hutchings, K. (2013). Making sense of cultural distance for military expatriates operating in an extreme context. <i>Journal of Organizational Behavior</i>, 34(6), 791-812.</p>	<p>What is the influence of cultural distance on the adjustment of military expatriates in an extreme context? Which attributes of cultural distance are salient to military expatriates in an extreme context?</p>	<p>No explicit rational provided but cites that multiple sources of data allowed for tests of convergence and provided data for triangulation (p.799)</p>	<p>Case based</p>	<p>Naturalistic inquiry (Lincoln & Guba, 1985) and constant comparison techniques (Glaser & Strauss). No explicit mention of diary data in analysis, but suggests other data sources were used for data triangulation.</p> <p>Bricolage</p>	<p>Findings arranged thematically – findings highlight six shared schemas - following convention of analytical narrative interspersed with participant data excerpts. Develops a conceptual framework on p.806 and presents propositions in the discussion.</p>
1 6	5 7	<p>Finkel & Danby (2019)</p> <p>Finkel, R., & Danby, P. (2019). Legitimizing leisure experiences as emotional work: A post-humanist approach to gendered equine encounters. <i>Gender, Work & Organization</i>, 26(3), 377-391.</p>	<p>Focuses on human-equine relations, examining blurred boundaries between therapeutic and recreational interspecies encounters, and reciprocal care and emotional bonds that result in mutual well-being.</p>	<p>Provided insight into private and reflective thoughts to enrich the study data (p.383)</p>	<p>Individual</p>	<p>No explicit approach cited, states data were coded and fundamental themes were identified that encompassed human-equine encounters and equine leisure engagement (p.383)</p> <p>Blackbox</p>	<p>Findings arranged thematically, following convention of analytical narrative interspersed with participant data excerpts</p>

1 7	5 8	<p>Cottingham, Johnson & Taylor (2016)</p> <p>Cottingham, M. D., Johnson, A. H., & Taylor, T. (2016). Heteronormative labour: Conflicting accountability structures among men in nursing. <i>Gender, Work & Organization</i>, 23(6), 535-550.</p>	<p>How do heteronormative assumptions influence men's experiences in nursing? How does sexuality – real or presumed – intersect with masculinity to shape men's interactions with patients and colleagues? What are the implications for theorising intersections of masculinity and heteronormativity and men's experiences in a caring profession?</p>	<p>Capture spontaneous reflections</p>	<p>Individual</p>	<p>Constructed meta-narratives using strategies consistent with grounded theory (Glaser & Strauss, 1967) data were analysed abductively. Data from interviews and audio diaries combined in analysis.</p> <p>Boilerplate</p>	<p>Findings arranged thematically along three main themes (p.540), following convention of analytical narrative interspersed with participant data excerpts</p>
1 8	5 9	<p>Daniels et al. (2013)</p> <p>Daniels, K., Glover, J., Beesley, N., Wimalasiri, V., Cohen, L., Cheyne, A., & Hislop, D. (2013). Utilizing job resources: Qualitative evidence of the roles of job control and social support in problem solving. <i>Work & Stress</i>, 27(2), 200-221.</p>	<p>To provide an explicit examination of a core assumption of job demands-resources model and the demand-control-support models that job resources are used to cope with job demands.</p> <ul style="list-style-type: none"> - Whether workers use job controls and social support to solve problems, and if so, how they do that. 	<p>Diaries useful for uncovering condition, behaviours and thought processes that surround phenomena close to when they occur (p.204)</p>	<p>Individual</p>	<p>Template analysis (King, 2004)</p> <p>Boilerplate</p>	<p>Findings arranged thematically along four major themes (p.207), following convention of analytical narrative interspersed with participant data excerpts. Makes use of evidence tables providing illustrative and exemplar quotes.</p>

19	60	<p>Fahs (2011)</p> <p>Fahs, B. (2011). Dreaded “Otherness” Heteronormative Patrolling in Women’s Body Hair Rebellions. <i>Gender & Society</i>, 25(4), 451-472.</p>	<p>How might heterosexism, sexism and control of women’s bodies link together and inform women’s experiences of their body hair?</p> <p>When women temporarily stop shaving, what do the social penalties they face – both internally and externally – reveal about the social Maintenance of feminists and heterosexuality?</p>	No explicit rationale provided	Individual	<p>Thematic analysis (Braun & Clarke, 2006)</p> <p>Boilerplate</p>	Findings arranged thematically along four major themes (p.207), following convention of analytical narrative interspersed with participant data excerpts.
20	61	<p>Fahs (2014)</p> <p>Fahs, B. (2014). Perilous patches and pitstaches: Imagined versus lived experiences of women’s body hair growth. <i>Psychology of Women Quarterly</i>, 38(2), 167-180</p>	<p>Because women’s airlessness represents an invisible yet compulsory norm, how do women think about, talk about, and experience violations of that norm?</p> <p>What narrative differences appear when women imagine growing their body hair compared with those who actually grow their hair?</p> <p>How do women conceptualise freedom, agency, and choice when imagining and experiencing body hair norm violations?</p>	No explicit rationale provided	Individual	<p>Thematic analysis (Braun & Clarke, 2006)</p> <p>Boilerplate</p>	Findings arranged thematically along four major themes following convention of analytical narrative interspersed with participant data excerpts.
21	62	<p>Anderson & Boocock (2002)</p> <p>Anderson, V., & Boocock, G.</p>	In what circumstances do formal and informal learning occur in small organisations and what types of knowledge are	No explicit rationale provided	Case based	Qualitative data analysed and coded using pattern matching and grouping (Miles and Huberman, 1984; Yin, 1994) (p.13)	Findings arranged thematically along ‘individual learning processes’, ‘external organisational environment’ and ‘internal organisational context’ following discussion based structure,

	(2002). Small firms and internationalisation: learning to manage and managing to learn. <i>Human Resource Management Journal</i> , 12(3), 5-24.	obtained through inferential processes? What contribution do stakeholders in formal and informal business networks make to learning in small firms? What are the main influences on the learning 'climate' of the small organisation?			Unclear how different data sources combined. Bricolage	limited qualitative data presented. Makes use of evidence tables of quantitative data and presents a conceptual model of learning.
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Appendix B: Thematic Trajectory Analysis steps 1-3 visual aid

Step 1: Create data display matrix

Temporal unit		1	2	3	4
Day of entry		5	4	5	7
1. Emotion evaluation					
2. How was work today? Did you have a positive or not so positive day and why? Did you enjoy work why/why not?	Not so positive. Helping boss master student	Neutral day. I did not enjoy the day but there were no major problems	Neutral		Bad.
3. Did you experience any negative interactions or mistreatment today at work? If so, tell me about it, please try and be as detailed as possible about the event(s):	Follow up meeting of a project I was following from start. My boss met the collaborators without telling me anything in her office. No response for me. I will have again to chase for information if there will not be any follow with my boss about what happened today (IWN)	Only thing, I asked one of the staff about details of a procedure that in the workflow I am supposed to manage and the staff said he did not have time. So I will have to chase it. (IWN)	Usual issues. Waiting for 4 days to meet one of my bosses regarding one project with a company (IWN)	I was told by my main boss 2 min before a meeting regarding a collaboration I initiated that I was not needed in the meeting where the external partner invited me (IWN)	
4. In what ways did this impact you? i.e. how did you feel directly after? Did it have any effect on your work and/or your mood for the rest of the day?	feel lagging behind respect to the work (IWPN)	Mood unaffected for the rest of the day, but I see workload increasing because of a lot of new things to chase (IWPN)	Keep chasing with mails and visiting offices, to do list getting bigger because of lack of communication (IWPN)	Yes, it does, lack of motivation (IPSP)	
5. How do you feel about going to work tomorrow?	Not so positive (ANU) (LAN)	not so positive (ANU) (LAN)	bad (AN) (LAN)		Bad (AN) (LAN)

Participant data

Iterative movement back and forth between templates to refine coding and themes (see King & Brookes, 2016)

Step 2: Thematic template analysis at micro-, meso- and macro-levels

Micro-template (template/diary entry)

Day 1 – micro-template	Day 2 – micro-template	Day 3 – micro-template	Day 4 – micro-template
A. Evaluation of day ▪ 5 – somewhat negative	A. Evaluation of day ▪ 4 – neutral	A. Evaluation of day ▪ 5 – somewhat negative	A. Evaluation of day ▪ 7 – very negative
B. Interaction/events ▪ IWN – left out of meeting	B. Interaction/events ▪ IWN – Request for help denied	B. Interaction/events ▪ IWN – meeting delays; lack of communication	B. Interaction/events ▪ IWN – last minute change; left out of meeting
C. Impact of interaction ▪ IWPN – lagging behind	C. Impact of interaction ▪ IWPN – feel like have to chase things	C. Impact of interaction ▪ IWPN – work progress hindered	C. Impact of interaction ▪ IPSP – demotivated
D. Anticipation (eval) ▪ ANU – neutral	D. Anticipation (eval) ▪ ANU – neutral	D. Anticipation (eval) ▪ AN – negative	D. Anticipation (eval) ▪ AN – negative
E. Locus of anticipation ▪ LAN – evaluative only	E. Locus of anticipation ▪ LAN – evaluative only	E. Locus of anticipation ▪ LAN – evaluative only	E. Locus of anticipation ▪ LAN – evaluative only

Combine all participant micro-templates to create meso-template



Iterative movement back and forth between trajectories and participant data in matrix to interpret and contextualise patterns in textual data

Meso-template (template/participant)

- A. Evaluation of day (uses 7pt Likert scale - reversed)
 - i. Very negative (4, 10, 15)
 - ii. Somewhat negative (1, 3, 7, 8, 14)
 - iii. Neutral (2, 5, 6, 9, 12, 13)
 - iv. Positive (11, 16)
- B. Interactions/ events (Informed by Bartlett & Bartlett (2011) typology)
 - i. Person-related
 - a. Positive interaction/ event (IPP) (5, 7, 10, 15, 15)
 - b. Negative interaction/ event (IPN)
 - ii. Work-related
 - a. Positive interaction/ event (IWP) (11, 13)
 - b. Negative interaction/ event (IWN) (1, 2, 3, 4, 5, 6, 8, 8, 1)
 - iii. None reported (IO) (9, 14, 16)
- C. Impact of interactions/ event
 - i. Impact on self
 - a. Positive impact IPSP (5, 11, 13, 16)
 - b. Negative impact IPSN (4, 5, 7, 10, 10, 15)
 - ii. Impact on work
 - a. Positive impact IPWP
 - b. Negative impact IPWN (1, 2, 3, 3, 6, 8, 12)
 - iii. None reported IPO (M9) (M16)
- D. Anticipation of next day
 - i. Positive AP (5, 11, 13)
 - ii. Neutral ANU (1, 2, 6, 9, 12, 14, 16)
 - iii. Negative AN (3, 4, 7, 10, 15)
- E. Locus of anticipation
 - i. Retrospective (LAR) (13, 15)
 - ii. Prospective (LAP) (7, 14)
 - iii. 'Friday' effect (TGIF) (5)
 - iv. None/evaluative only (LAN) (1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 16)

Numbers denote days theme was present; derived from micro-templates

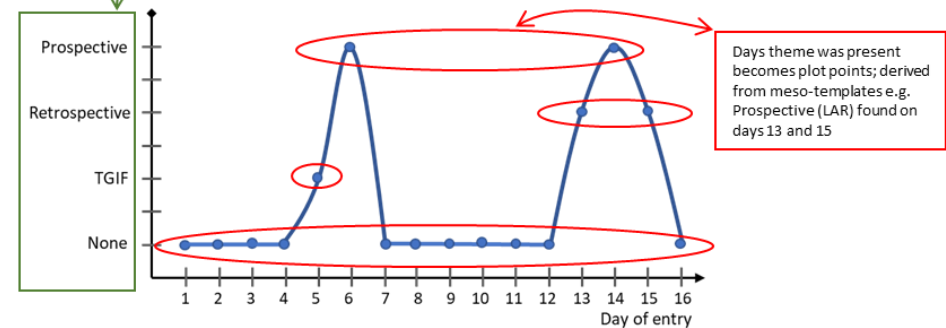
Combine all participants meso-templates to create macro-template

Macro-template (template/sample)

- A. Evaluation of day (uses 7pt Likert scale - reversed)
 - i. Very negative
 - ii. Negative
 - iii. Somewhat negative
 - iv. Neutral
 - v. Positive
 - vi. Somewhat positive
 - vii. Positive
 - viii. Very positive
- B. Interactions/ events (Informed by Bartlett & Bartlett (2011) typology)
 - i. Person-related
 - a. Positive interaction/ event (IPP)
 - b. Negative interaction/ event (IPN)
 - ii. Work-related
 - a. Positive interaction/ event (IWP)
 - b. Negative interaction/ event (IWN)
 - iii. None reported (IO)
- C. Impact of interactions/ event
 - i. Impact on self (IPS)
 - a. Positive impact (IPSP)
 - b. Negative impact (IPSN)
 - ii. Impact on work (IPW)
 - a. Positive impact (IPWP)
 - b. Negative impact (IPWN)
 - iii. None reported (IPO)
- D. Anticipation of next day
 - i. Positive (AP)
 - ii. Neutral (ANU)
 - iii. Negative (AN)
- E. Locus of anticipation
 - i. Retrospective (LAR)
 - ii. Prospective (LAP)
 - iii. Friday effect (TGIF)
 - iv. None/evaluative only (LAN)

Y-axis themes derived from macro-template

Thematic trajectory: Locus of anticipation



Step 3: Visualisation of Thematic Trajectories

