



**Syllabus Attività Formativa Dottorato di Ricerca**

Anno Offerta	2024-2025
Corso di Studio	Dottorato di Ricerca in XL
Insegnamento/Modulo	QUALITATIVE RESEARCH METHODS
Periodo Didattico	Fall 2024
Anno Corso	2024-2025
Settore	13/B3 – Organizzazione aziendale
CFU	4
Ore Attività Frontali	20

<b>Tipo Testo</b>	<b>Testo in Inglese</b>
OBIETTIVI/LEARNING GOALS	<p>This course is intended to introduce students to the design and implementation of qualitative research projects. The objective is manifold: (a) provide an overview of key perspectives related to the design of qualitative research, with emphasis on theory framing, purpose statement definition, research questions development, and sampling in the qualitative research traditions, (b) discuss practical experience in implementing data collection and analysis, and (c) provide introductory insights on writing and publishing qualitative research in top management and organization journals.</p>
RISULTATI DI APPRENDIMENTO ATTESI/ INTENDED LEARNING OUTCOMES	<p>Conoscenza e comprensione/ knowledge and understanding:</p> <p>Students</p> <ul style="list-style-type: none"> <li>- will have knowledge and understanding of basic qualitative research</li> <li>- can describe the common features of qualitative research and the terminology</li> <li>- will have knowledge about the research process involved in a basic qualitative study</li> <li>- will have knowledge of the ethical considerations involved in a basic qualitative study</li> </ul> <p>Capacità di applicare conoscenza e comprensione/ applying knowledge and understanding:</p> <p><u>Students can analyze qualitative semi-structured interview data</u></p> <p>Autonomia di giudizio/ making judgements:</p> <p>Students</p> <ul style="list-style-type: none"> <li>- can critically evaluate the suitability of a qualitative research design, sampling, and data collection technique</li> <li>- can cite the key elements of quality assessment in basic qualitative research</li> </ul> <p>Abilità comunicative/ communication skills:</p> <p><u>Students can communicate findings in the form of a scientific research report</u></p> <p>Capacità di apprendimento/ learning skills:</p> <p>Students will have the know-how to conduct and promote basic qualitative research in both academic and professional contexts, thereby contributing to the identification, exploration, and eventual resolution of issues or to the development of new initiatives by and in organizations and businesses in the society.</p>
Prerequisiti / Entry Requirements	<p>Students must be familiar with the foundations of management research methods and social science research methods:</p> <ol style="list-style-type: none"> <li>1) Epistemological bases of research</li> <li>2) Role of theory</li> <li>3) Purpose statement and research questions</li> </ol> <p>See Creswell, JW (2003) <b>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, London:</b> Sage Publications. Chapters 1, 5 and 6.</p>
Contenuti Del Corso / Course Content	<p><b>Session I</b></p> <p><b>Introducing Qualitative Research + Entering the field (Elena Bruni)</b></p> <p><b>Readings</b></p>



- Flick, U, et al (eds) (2004) **A Companion to Qualitative Research**, London: Sage. Part 1 and Part 4.
- Siggelkow, N. (2007) Persuasion with Case Studies, **Academy of Management Journal**, 50, 1, 20-24.
- Leonard-Burton D (1990) A Dual Methodology for Case Studies: Synergistic Use of a Longitudinal Single Site with Replicated Multiple Site. **Organization Science**, 1, 248-266.
- Bechky, B. and Okhuysen, G (2011) Expecting the Unexpected? How SWAT Officers and Film Crews Handle Surprises, **Academy of Management Journal**, 54, 2, 239-261.
- Plowman, DA, Baker, L, Beck, T, Kulkarani, M, Solansky, ST, Travis, DV (2007) Radical Change Accidentally: The Emergence and Amplification of Small Changes, **Academy of Management Journal**, 50, 3, 515-543.
- Batista, Maria da Graça, Stewart Clegg, Miguel Pina e Cunha, Luca Giustiniano, and Arménio Rego. "Improvising prescription: evidence from the emergency room." **British Journal of Management** 27, no. 2 (2016): 406-425.

### Assignments

1. Short Autobiographical Statement
2. Read – before class – Flick et al’s (2004) Part 1 and Part 4.
3. Other readings can be read after class.
4. Skim – before class – the papers by Bechky and Okhuysen (2011), Plowman et al (2007), Batista et al. (2016). Assignment questions will be distributed in class.

### Session II Literature Review

#### Readings (to be read after class)

- Kunisch, S., Menz, M., Bartunek, J. M., Cardinal, L. B., Denyer, D. (2018). Feature topic at Organizational Research Methods: How to conduct rigorous and impactful literature reviews. **Organizational Research Methods**, 21(3): 519–523.
- Hoon, C., & Baluch, A. M. (2019). The role of dialectical interrogation in review studies: Theorizing from what we see rather than what we have already seen. **Journal of Management Studies**, 57: 1246–1271.
- Alvesson, M., & Sandberg, J. (2020). The problematizing review: A counterpoint to Elsbach and Van Knippenberg’s argument for integrative reviews. **Journal of Management Studies**, 57(6), 1290-1304.

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### Session III/1 How to use tables and figures for an effective analysis

#### Readings

- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. **Strategic Organization**, 19(1), 113-133.
- Gioia, D., Corley, K., Eisenhardt, K., Feldman, M., Langley, A., Lê, J., Golden-Biddle, K., Locke, K., Mees-Buss, J., Piekkari, R., Ravasi, D., Rerup, C., Schmid, T., Silverman, D., & Welch, C. (2022). A Curated Debate: On Using “Templates” in Qualitative Research. **Journal of Management Inquiry**, 31(3), 231-252.
- Langley A., Ravasi D. (2019). Visual artifacts as tools for analysis and theorizing. In Zilber T. B., Amis J. M., Mair J. (Eds.), *The production of managerial knowledge and organizational theory: New approaches to writing, producing and consuming theory* (Vol. 59, (pp. 173-199). Emerald Publishing Limited.
- Cloutier, C. (2024). Strategies for Generating Deliberately Emergent Qualitative Research Designs. *The Journal of Applied Behavioral Science*, 60(2), 358-380.

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### Session III/2 Data Collection (Lakshmi Balachandran Nair)

- Semi-structured interviews
- Observation
- Digital data

#### Readings (to be read after the class)

- Balachandran Nair, L. (2023). Conducting qualitative management research with semi-structured interviews: From planning to interpretation. In **Researching and Analysing Business. Research Methods in Practice**. Routledge Taylor & Francis.
- Balachandran Nair, L. (2023). Qualitative Encounters of the Digital Kind – Roles of Online Spaces in Data Collection. In **Qualitative research for organizational scholars: Reflections on current developments**. Nova Science Publishers.
- Nicholls, C. M. (2013). Alice Yeo, Robin Legard, Jill Keegan, Kit Ward, Carol McNaughton Nicholls and Jane Lewis. **Qualitative Research Practice: A Guide for Social Science Students and Researchers**, 177.
- Kotecha, M. (2013). Carol McNaughton Nicholls, Lisa Mills and. **Qualitative Research Practice: A Guide for Social Science Students and Researchers**, 243.

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### Sessions IV Analyzing Qualitative Data (Lakshmi Balachandran Nair)

- Triangulation
  - Linking data and theory
  - Grounded Theory-based qualitative data analysis
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**Readings (to be read before the class)**

- Browning, L. D., Beyer, J. M., and Shetler, J. C. (1995) Building cooperation in a competitive industry: SEMATECH and the semiconductor industry, **Academy of Management Journal**, 38 (1), 113-151.
- Gioia D. A., Corley K. G. and Hamilton A. L. (2013) Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology, **Organizational Research Methods**, 16 (1), 15-31.

**Other materials for the class (will be provided by the convenors)**

- Interview transcripts for sample coding
- NVivo Manual

**Additional readings**

- Locke K. (2001) Grounded theory in Management research, London: Sage Publications.
- Balachandran Nair, L. (2020). What is Her Story?: Investigating sexual harassment in the modern workplace, SAGE Business Cases. 2020, 10.4135/9781529702408. ISBN: 9781529702408.
- Strauss, A & Corbin, J. (1998). **Basics of Qualitative Research**. 2nd edition. Thousand Oaks, CA: Sage Publications. Chapters 8-9-10.

**Session V**

**Writing and Assessing Qualitative Research (Lakshmi Balachandran Nair)**

- From rigor to trustworthiness in qualitative research
- Ethical issues in qualitative research
- Authoring and publishing qualitative research
- Reviewing qualitative research

**Readings (to be read after the class)**

- Kaufmann, L. and Denk, N. (2011). How to demonstrate rigor when presenting grounded theory research in the supply chain management literature. **Journal of Supply Chain Management**, 47 (4), 64-72.
- Balachandran Nair, L. (2020). From ‘whodunnit’ to ‘how’: Detective stories and auditability in qualitative business ethics research, **Journal of Business Ethics**, 172, 195-209.
- Balachandran Nair, L. (2021). To discard or to ado(a)pt? Looking at qualitative research templates through the lens of organizational routines, **Qualitative Research in Organizations and Management**, 16 (2), 409-423.
- Suddaby, R. (2006). "From the editors: What grounded theory is not." **Academy of Management Journal**, 49 (4), 633-642.

**Additional readings**

- Creswell, J. W. (2003) **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**, London: Sage Publications. Chapter 4.
- Balachandran Nair, L. (2020). “Mischief unmanaged”: Approaching ethics in qualitative business and management research with Harry Potter, **Sage Business Cases**. 2020, 10.4135/9781526499530. ISBN: 9781526499530.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). **Qualitative research practice: A guide for social science students and researchers**. Sage Publishers. – Chapters 4 & 13

Testi Di Riferimento / Reference Books	This course does not require any reference books. The required readings, additional readings, and other materials are mentioned in the course content.
Metodologie Didattiche/ Teaching Method	The course is structured as <b>laboratory course</b> : students will be exposed to traditional – though interactive – lectures as well as to small groups and plenary reflections and discussions, readings of research done by others, and in-class and field exercises. The course learning experience in class sessions is cumulative: students are required to actively participate to all class activities and expected to work outside of class to prepare assignments. In-class and outside class activities – and grading thereof – are illustrated as below.
Modalità di verifica e di accertamento dell'apprendimento/ Detailed Description of Assessment Method	<p><b>Attendance and participation (20% of the course grade)</b> Attendance and participation are critical to the completion of this course. Students are expected to complete the required work before each class and be fully prepared to discuss the assigned readings and exemplar articles. Depending on the class size, each reading will be assigned to several ‘primary’ reviewers, who will outline the topic addressed, critically review the reading, and comment on it highlighting its strengths and weaknesses. The rest of the class is expected to act as ‘secondary’ reviewers and to agree or disagree with primary reviewers—expect to be called on in class!</p> <p><b>Individual Interview Assignment (20% of the course grade)</b> Students will plan, develop a topic guide, conduct, tape record (with interviewee’s consent), and transcribe an interview of 20-40 minutes. The selection of the topic is up to the students. One possibility is to formulate a research question and subsequently a topic guide on the following general topic: “Gender in academia”. But the students are also free to choose any managerial/organizational research topic of interest to them. The transcript and the topic guide –will be due on (February 1st) via TurnitIn.</p> <p><b>Individual Observation Assignment (20% of the course grade)</b> Students will conduct an observation (approximately 30 minutes) of a public or private setting of their</p>



choosing. They should choose a setting that allows engagement with some relevant aspects of real life. Students are reminded that fieldnotes are a critical ingredient for collecting observational data. (To yield accurate results, it is best to record notes during the observation and / or as soon as possible after completing the observation.) Fieldnotes should be submitted by (February 1st) via Turnitin.

**Research proposal (40% of the course grade)**

Students should submit a proposal of 2000 words (maximum) focused on a research problem that is of interest and that can be addressed using qualitative research methods. Building on the knowledge acquired during the course, students should (1) identify a research problem and develop a research question, (2) discuss why an understanding of this problem is relevant to scholars and practitioners in management, (3) review relevant literature, and (3) present the specificities of the proposed research methodology (related to sampling, preliminary sample size, proposed data collection, rigor/trustworthiness etc.). The proposal should be submitted by (February 1<sup>st</sup>) via Turnitin.

**Rules and roles**

**Evaluation criteria of assignment** –We look for substance and clarity: a ‘B’ grade requires understanding of course materials, clear and logical thinking; an ‘A’ grade requires deep reflections, critical insights, and effective analysis. The students should stick to the specified word/page limits of each assignment.

**Late assignment policy** – The students must submit assignments due by the aforementioned deadlines. Barring serious problems, late assignments will be marked down.

**NOTE:** This is a qualitative research course. The research proposal should hence discuss solely the use of qualitative methods. Quantitative or mixed methods proposals will not be evaluated, since they are not part of this course.

Plagiarism and self-plagiarism, as we discuss also during the course, are to be avoided. Submissions which reflect either of them would result in automatic failing of the course.

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**ASSIGNMENTS SUMMARY TABLE**

Description	Percentage of grade	Grading
Attendance and participation	20	Both
Individual interview assignment	20	LBN
Individual Observation assignment	20	LBN
Research proposal	40	EB

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