DOTTORATO IN LAW AND ORGANIZATIONAL STUDIES
FOR THE PROMOTION OF DIVERSITY AND INCLUSION
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QUALITATIVE RESEARCH METHODS: TECHNIQUES FOR DATA COLLECTION,
ANALYSIS, AND WRITING

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Course description

This course is aimed at providing students with the epistemological, theoretical, and methodological basis necessary to understand and perform qualitative research. In the first part of the course, the philosophical underpinnings of qualitative research will be tackled. Then we will move on to how to collect empirical data: different forms of qualitative data collection will be discussed. We will then discuss different forms of qualitative data analysis, and how to convincingly write qualitative papers. One class will be devoted to presenting some computer-aided tools to perform such an analysis. The last class will be dedicated to the presentation of papers by students.

Aims

At the end of the course, the students will be able to:

- To understand the philosophical underpinnings and methodological debates in qualitative research in management studies
- To understand and compare different techniques to collect qualitative data
- To understand and compare different techniques for analysing data
- To understand the most relevant issues in writing and publishing qualitative research.

Learning methods

- Students **are required to read mandatory reading papers before classes**.
- Classes will be based on discussions between the professor and students regarding the main issues emerging from the assigned readings. Students will present and discuss the readings, and the professor will moderate the discussion and clarify doubts. Also, students will have to highlight the main strengths and weaknesses of the assigned readings
- All students are expected to actively participate in the debate providing comments and raising questions on the issues discussed in class.
- Doctoral students will undertake a practical research project that will require the use of qualitative methods. The work will be presented during the final class.

Course material

The course material will consist of book chapters and methodological and empirical journal articles. In addition to the required readings listed for each session, further readings will be suggested to deepen the knowledge of specific methods and techniques.

Exam & Evalutation

Doctoral students will be evaluated based on their constructive participation in class and the final paper. In-class participation accounts for 40% of the evaluation.

Research project

Students will have to develop a small research project, which can be a first step toward the "positioning paper". Specifically, they will carry out a qualitative research study applying one or more of the data collection techniques and methodologies of analysis tackled during sessions. Students will be asked to:

- Identify a research topic suited to be addressed through qualitative research
- Draft a research protocol
- Collect data through interviews, focus groups, ethnography, or collecting textual data related to the topic;
- Analyse data
- Draft a preliminary paper (5,000 to 8,000 words roughly) to be discussed in the last session. Both the paper and the presentation will be evaluated.

Class participation

Classes will be mostly online. A Teams link will be provided in due time

Detailed program

Class 1 6/11/2024 15:00-17:00 Aula 2	Fundamentals of epistemology in social sciences
Mandatory readings	- Maggi, B., & Solé, A. (2006). Disputa sulle concezioni del processo decisionale. Impresa Progetto-Electronic Journal of Management, (2). Download from: www.impresaprogetto.it/sites/impresaprogetto.it/files/articles/ip_2-2006_wp_maggisole.pdf After the first class, and before the second one, doctoral students will be required to identify a published qualitative paper from their main field of

	interest. Papers will have to be shared between participants of the course before the second class, so as to be discussed during the session.
Optional reading	
Class 2 14/11/2024 11:00-13:00 Aula 2	**Introduction to qualitative research**
Mandatory readings	• Cornelissen, J. P. (2017). Preserving theoretical divergence in management research: Why the explanatory potential of qualitative research should be harnessed rather than suppressed. Journal of Management Studies, 54(3), 368-383. • Graebner Melissa E. M. E., Martin J. A. and Roundy, P. T. 2012. Qualitative data: Cooking without a recipe, Strategic Organization, 10 (3), 276–284. • Bansal, P. and Corley, K. 2012. What's different about qualitative research? Academy of Management Journal, 55(3), 509-513.
Optional reading	

Class 3 21/11/2024 11:00-13:00 Aula 2	**Comparing different approaches to qualitative research**
Mandatory readings	• Alvesson, M. and Sandberg, J. 2011. Generating research questions through problematization. Academy of Management Review 36(2), 247–271 • Silverman, D. (2015). Interpreting qualitative data. Sage. 3rd edition. Chapter 1. • Eisenhardt, K.M. 1989. Building theories from case study research. Academy of Management Review 14(4), 532-550. • Suddaby, R. 2006. From the editors: What grounded theory is not. Academy of Management Journal, 49, 633–42. • Rhodes C., Brown A. D. 2005. Narrative, organizations and research. International Journal of Management Reviews, 7(3), 167–188.
Optional readings	• Boje, D. M. 2001. Narrative methods for organizational & communication research. London: Sage. • Czarniawska, B. 2004. Narratives in social science research. London: Sage. • Eisenhardt, K. & Graebner, M. E. 2007. Theory building from cases: opportunities and challenges. Academy of Management Journal, 50(1): 25-32. • Glaser, B. G., & Strauss, A. 1967. The discovery of grounded theory. Chicago: Aldine.

	• Strauss, A., & Corbin, J. 1998. Basics of qualitative research: Grounded theory procedures and techniques (2nd ed.). Newbury Park, CA: Sage. • Yin R.Y. 2014. Case study research. Design and methods. Sage, London, 5 edition. • Urquhart, C. (2012). Grounded theory for qualitative research: A practical guide. Sage.

Class 4 28/11/2024 11:00-13:00 Aula 2	**Interviews and focus groups**
Mandatory readings	• Flick, U. (2014). An introduction to qualitative research. Sage. 5th edition. Chapters 16 Interviews and 17 Focus Groups
Optional readings	• Alvesson, M. (2010). Interpreting interviews. Sage. • Czarniawska, B. (2002). Narrative, interviews, and organizations. Handbook of interview research: Context and method, 733-749. • Rubin, H. and Rubin I. 2012. Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications. • Cassell C., Symon G., 2004. Essential guide to qualitative methods in organizational research. SAGE Publications Ltd. • Morgan, D. L. (1996). Focus groups as qualitative research (Vol. 16). Sage publications.

Class 5 5/12/2024 11:00-13:00 Aula 2	**Ethnography**
Mandatory readings	• Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. Handbook of qualitative research, 1(23), 248-261. • Watson, T. J. (2011). Ethnography, reality, and truth: The vital need for studies of 'how things work' in organizations and management. Journal of Management Studies, 48(1), 202-217. • Van Maanen, J. (2011). Ethnography as work: Some rules of engagement. Journal of Management Studies, 48(1), 218-234.
Optional readings	• Flick, U. (2014). An introduction to qualitative research. Sage. 5th edition. Chapter 20 – Observation and Ethnography

Class 6 16/1/2025 11:00-13:00	**Doing and analysing qualitative research**

Aula 2	
Mandatory readings	• Barley, S. R. (1990). Images of imaging: Notes on doing longitudinal field work. Organization science, 1(3), 220-247. • Sergi, V., & Hallin, A. (2011). Thick performances, not just thick descriptions: the processual nature of doing qualitative research. Qualitative Research in Organizations and Management: An International Journal, 6(2), 191-208. • Miles, M.B., Huberman A.M., Saldaña J. 2014. Qualitative Data Analysis. A Methods Sourcebook. Third Edition. Thousand Oaks, CA: Sage Publications. Chapter 4.
Optional readings	• Saldaña J. 2013. The coding manual for qualitative researchers. Thousand Oaks, CA: Sage Publications. • Silverman, D. (2015). Interpreting qualitative data. Sage. • Miles, M.B., Huberman A.M., Saldaña J. 2014. Qualitative Data Analysis. A Methods Sourcebook. Third Edition. Thousand Oaks, CA: Sage Publications. • Flick, U. (2014). An introduction to qualitative research. Sage. 5th edition. Chapter 9 – Designing Qualitative Research

Class 7 23/1/2025 11:00-13:00 Aula 2	Topic Modeling
Mandatory	• DiMaggio, P., Nag, M., & Blei, D. (2013). Exploiting affinities between topic modeling and the sociological perspective on culture: Application to newspaper coverage of US government arts funding. Poetics, 41(6), 570-606. • Hannigan, T. R., Haans, R. F., Vakili, K., Tchalian, H., Glaser, V. L., Wang, M. S., ... & Jennings, P. D. (2019). Topic modeling in management research: Rendering new theory from textual data. Academy of Management Annals, 13(2), 586-632. • Schmiedel, T., Müller, O., & vom Brocke, J. (2019). Topic modeling as a strategy of inquiry in organizational research: A tutorial with an application example on organizational culture. Organizational Research Methods, 22(4), 941-968.
Optional readings	• Ferri, P., Lusiani, M., & Pareschi, L. (2020). Shades of theory: A topic modeling of ways of theorizing in accounting history research. Accounting History, 1032373220964271. • Ferri, P., Lusiani, M., & Pareschi, L. (2018). Accounting for Accounting History: A topic modeling approach (1996–2015). Accounting History, 23(1-2), 173-205.

Class 8 30/01/2025	Laboratory on computer-aided qualitative research: Nvivo and Topic Modeling

11:00-13:00 Aula 2	
Mandatory readings	Install: • Nvivo trial version (https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo). The trial version expires after 14 days, so I recommend installing it just before classes • MITAO (https://github.com/catarsi/mitao). During this session, the professor will explain how to use these tools for analysing data. Students will have the chance to analyze their data.
Optional readings	• Jackson, K., & Bazeley, P. (2019). Qualitative data analysis with NVivo. Sage. • Ferri, P., Heibi, I., Pareschi, L., & Peroni, S. (2020). MITAO: A User Friendly and Modular Software for Topic Modelling. MITAO: a User Friendly and Modular Software for Topic Modelling, 135-149.

Class 9 6/02/2025 11:00-13:00 Aula 2	**Writing qualitative research**
Mandatory	• Jarzabkowski, P., Bednarek, R., & Lê, J. K. (2014). Producing persuasive findings: Demystifying ethnographic text work in strategy and organization research. Strategic Organization, 12(4), 274-287. • Patriotta, G., (2017). Crafting papers for publication: Novelty and convention in academic writing. Journal of Management Studies 54(5), 747-759. • Jonsen, K., Fendt, J., Point, S., (2018). Convincing qualitative research: What constitutes persuasive writing? Organizational Research Methods, 21(1), 30- 67.
Optional readings	• Van Maanen, J. (2011). Tales of the field: On writing ethnography. University of Chicago Press. • Flick, U. (2014). An introduction to qualitative research. Sage. 5th edition. Chapter 30 – Writing Qualitative Research

Class 10 13/2/2025 11:00-13:00 Aula 3	**Q&A**
	Students will share their questions and doubts about their paper work.

Assignement 27/2/2025 11:00-15:00 Aula 2	**Paper presentation**
	All the individual papers will be discussed. Students will be required to share the paper at least **one week before the discussion** so that everyone can participate in the discussion. Each paper will have a discussant (one of the other students), but all students will participate in class discussion.