



QUALITATIVE RESEARCH METHODS

Course title: Qualitative Methodology – 6 ETCS

Type of course: Compulsory doctoral programme course

Year of study: 1-4 study years (full time); 1-6 study years (part time)

Semester: 1-7 semester (full time); 1-11 semester (part time)

Number of credits allocated: 6 ECTS

Names of responsible lecturers: Prof. Dr. Trish Reay

Language of instruction: English

Course annotation

The course provides an overview of qualitative methodology and allows learning and practicing qualitative methodology as it is used in organizational studies.

The overall volume of the course is 6 ECTS.

Aim of this Course

The course aims to introduce different approaches to qualitative methodology which are used in organization studies and get acquired the required abilities to conduct qualitative research from research design to publishing articles process. The course aims to develop critical thinking skills by using open discussion during seminars and to develop writing skills by providing feedback on participants' qualitative project which is developed during seminars.

Objectives of the Course:

- 1) to develop understanding and knowledge of different approaches to qualitative methodology in organization studies;
- 2) to develop the required ability for conducting all aspects of qualitative methodology (research design, data collection, data analysis, drawing conclusions, publishing articles);
- 3) to develop the ability to use and demonstrate critical thinking skills.

Course learning outcomes (CLO)	Study methods	Evaluation methods
CLO1 Be familiar with different approaches to qualitative methodology	Seminars, individual study with providing reading list	Writing reflection paper regarding the materials assigned for each seminar.
CLO2 Be able to formulate a research problem, develop a research design, data gathering, and analysing in accordance with qualitative research.	Individual work	Final paper submission at the end of course.
CLO3 Be able to write research articles and publish in peer-reviewed journals.	Seminars on how to publish, individual work	Final paper submission at the end of course.
CLO4 Be able to critically think, communicate and to present research findings.	Class participation, presentation of final paper.	Research presentations in the class
CLO5 By aware of research ethics	Seminars, individual study	Final paper submission at the end of course

Course content

The course is composed of open discussion and individual assignments.

Teaching methods: Seminars, discussions, student's presentations, student's individual work (reflection papers, final paper). All course material is in e-learning platform <http://elearning.ism.it/>

Assessment methods: Student performance in this course will be evaluated on five assignments, peer evaluations, class participation and the final exam.

The assessment is based on the following

Assignment	Due date	Value in per cent from the final grade
Participation of class		20 per cent of the final grade.
The reflection papers		40 per cent of the final grade
The final paper		40 per cent of the final grade

Description of course assignments

1. Class Participation (20 points)

Since this is a seminar class, full participation is required. In addition to attending class, participation includes active input into discussions. Participation points will depend on your contribution quality, e.g. how well you bring in concepts from readings; build on ideas of others; add new insights to readings; offer a different, unique, and relevant perspective on an issue; extend rather than repeat others' comments; demonstrate reflective thinking; or expand understanding by asking clarifying and/or thought-stimulating questions.

2. Written Reflection Paper (10 points each – best 4 out of 5)

Each day, students must write and hand in a 2 to 3 page reflection paper regarding the materials assigned for discussion that day. This is an opportunity to practice using your critical thinking skills. You should write about your thoughts regarding the assigned reading – usually in light of your qualitative research project for this course.

Each reflection paper will be marked out of 10.

3. Final Paper (40 points)

The object of the assignment is for students to apply their knowledge about qualitative methodology in writing a scholarly paper.

Students will develop a paper based on qualitative data collected from at least two different sources that inform the same topic. For example, you might write a paper that contributes to the literature on identity. To do this, you collect qualitative data in at least two ways – e.g. interview data, observational data or documents or other texts. This gives you the opportunity to analyze the data in a way that involves triangulation. The final paper should be complete – but the focus is on the methodology section and the presentation of findings.

Students will present their paper (as a work in progress) in the class.

Reading List:

1. Brown, A., Ainsworth, S. & Grant, D. 2012. The Rhetoric of Institutional Change. *Organization Studies*, 33(3): 297-321.
2. Creswell, J.W. 2013. *Qualitative inquiry & research design*. Thousand Oaks: Sage.
3. Gephart, R. P. 2004. Qualitative research and the Academy of Management Journal. *Academy of Management Journal*, 47(4): 454-462.
4. Gioia, D. A., Corley, K. G., & Hamilton, A. L. 2012. Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16(1): 15-31.
5. Hodder, I. 2000. The interpretation of documents and material culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd edition: 703-716. Thousand Oaks: Sage.
6. Jarzabkowski, P., Bednarek, R. & Le, J.K. 2014. Producing persuasive findings: Demystifying ethnographic textwork in strategy and organization research. *Strategic Organization*, 12(4): 274-287.
7. Kellogg, K. 2009. Operating room: Relational spaces and microinstitutional change in surgery. *American Journal of Sociology*, 115: 657-711.
8. Langley, A., & Abdallah, C. 2011. Templates and turns in qualitative studies of strategy and management. *Research Methodology in Strategy and Management*, 6: 201-235.

9. Langley, A., Smallman, C., Tsoukas, H., & Van de Ven, A. 2013. Process studies of change in organization and management. *Academy of Management Journal*, 56(1): 1-13.
10. Locke, K. 2001. *Grounded theory in management research*. London: Sage.
11. Mantere, S. & Ketokivi, M. 2013. Reasoning in Organization Science. *Academy of Management Review*, vol. 38 no. 1 70-89
12. Miles, M. B., & Huberman, A. M. 1994. *Qualitative data analysis: An expanded sourcebook*. Sage.
13. Myers, M. 2013. *Qualitative Research in Business & Management, 2nd edition*. London: Sage.
14. Pratt, M. G. 2008. Fitting oval pegs into round holes tensions in evaluating and publishing qualitative research in top-tier North American Journals. *Organizational Research Methods*, 11(3): 481-509.
15. Patton, M. Q. (2003). *Qualitative evaluation and research methods* (3rd Ed.). Thousand Oaks, CA: Sage.
16. Reay, T. 2014. Publishing Qualitative Research. *Family Business Review*, 27: 95-102.
17. Reay, T, Golden-Biddle, K., & GermAnn, K. 2006. Legitimizing a new role: Small wins and micro-processes of change. *Academy of Management Journal*, 49(5): 977-998.
18. Reay, T., Goodrick, E., Waldorff, S. & Casebeer, A. 2017. Getting Leopards to Change their Spots: Co-Creating a New Professional Role Identity. *Academy of Management Journal*.
19. Reay, T., Zafar, A., Monteiro, P. & Glaser, V. 2019. Presenting Findings from Qualitative Research: One Size Does Not Fit All! Chapter in *Research in the Sociology of Organizations*, 'The Production of Managerial Knowledge and Organizational Theory: New Approaches to Writing, Producing and Consuming Theory'
20. Smets, M., Morris, T., & Greenwood, R. 2012. From Practice to Field: A Multilevel Model of Practice Driven Institutional Change. *Academy of Management Journal*, 55: 877–904.
21. Smith, W. 2014. Dynamic Decision Making: A Model of Senior Leaders Managing Strategic Paradoxes. *Academy of Management Journal*, vol. 57 no. 6 1592-1623
22. Stake, R. E. 1995. *The art of case study research*. Sage.
23. Stake, R. E. 2000. Case studies. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd edition: 435-454. Thousand Oaks: Sage.
24. Stake, R. E. 2006. *Multiple case study analysis*. New York: The Guilford Press.
25. Suddaby, R. 2006. From the editors: What grounded theory is not. *Academy of management journal*, 49(4), 633-642.
26. Yin, R. K. 2009. *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.