Syllabus

Course Description

Course Title	Qualitative Research
Course Code	29120
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	English
Degree Course	PhD Programme in Management
Other Degree Courses (Loaned)	
Lecturers	dr. Silvia Sanasi, Silvia.Sanasi@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/47276
Teaching Assistant	
Semester	Second semester
Course Year/s	1
CP	2.5
Teaching Hours	16h (8h offered by Dr. Silvia Sanasi, 4h offered by Prof. Ericka Costa (UniTN) and 4h by Prof. Maria Laura Frigotto (UniTN)
Lab Hours	0
Individual Study Hours	0
Planned Office Hours	0
Contents Summary	The course provides an introductory knowledge to qualitative research methods (particularly case study research and semi-structured interview methods) , together with an understanding of broader qualitative approaches/methodologies within which they may be utilized.
Course Topics	The main topics covered course within the course are: • Introduction to qualitative methodology and methods: from ontology to methodology of research • Case study research: theorizing from case study data,

	approaches to case study research, case study research, collecting information • Semi-structured interview: how to conduct an interview and how to collect the data during a semi-structured interview. How to analyse the data (coding) and how to ensure validity of data collection and reliability of the analysis
Keywords	case study, qualitative research, interviews, methodology
Recommended Prerequisites	No prerequisites
Propaedeutic Courses	No propaedeutic courses
Teaching Format	Lectures, readings, in-class discussions
Mandatory Attendance	Required
Specific Educational Objectives and Learning Outcomes	The course objectives can be summarized as: 1. Introducing students to qualitative research by discussing the need to make the research question(s) and the research method(s) consistent. 2. Exposing students to insights in the practice of case study research, and encouraging them to experiment in the use of this approach for qualitative data collection and analysis. 3. Introducing the student to the adoption of semi-structured interviews, data collection and data analysis to encourage them to experiment this method in their research. 4. Sharing experience in collecting, analyzing, and reporting from case study research and semi-structured interview data collection, and discussing the challenges and opportunities of publishing qualitative research. At the end of the course, the students will be able to i) understand the differences among epistemologies, ii) select and use the case study research method in different situations properly, and iii) adopt semi-structured interviews in their data collection and analysis. Moreover, they will be able to assess the rigor and trustworthiness of qualitative inquiry.
Specific Educational Objectives and Learning	Knowledge and understanding: • Articulate the key features and benefits of qualitative research

Outcomes (additional info.)	and when and how it can be utilized. • Assess the applicability of a range of core qualitative approaches to their own research topics and understand how these approaches can be applied to conduct effective research. Applying knowledge and understanding: • Implement a range of qualitative data collection techniques, including semi-structured interviews, observations, and documents. • Effectively analyze and write up qualitative data in order to answer your research questions and disseminate your findings. Judgment on the appropriate approach to qualitative inquiry: • Learning skills: In conducting qualitative research, effectively address issues relating to validity, reliability and ethics. • Communication skills to effectively present the findings from a qualitative study.
Assessment	The assessment for this course is based on a written assignment (70%). During the course, you will be asked to write up a short essay (working paper). The goal is to analyze a research question suitable to be investigated through qualitative research methods. The research question should ideally be linked to the topic of your doctoral dissertation. The essay will include the following sessions: (1) Introduction: including current knowledge, research gap and research question; (2) Methodology: suitable method(s) to address the research question, research design, data collection procedure, hypothetical data analysis procedure; (3) Potential contributions: How does your qualitative study contribute to the ongoing theoretical debate? What are the implications of your analysis for theory and practice, with specific focus on the choice of this method of inquiry? 5,000 words maximum (incl. references) This essay must be delivered after the course is over. The assessment of your essay will consider the appropriateness of the selected method for your research question, the soundness and feasibility of your research design, and the overall quality of the manuscript. The assessment will be based on the quality of the work as well as of the ability to rework based on feedback given during the

	presentation. An excellent working paper will be characterized by a grounded and appropriate research question, accurate and comprehensive data collection procedure, rigorous prospect for analysis, and insightful observations about potential contributions.
Evaluation Criteria	To pass the exam students must obtain a positive overall evaluation of the working paper based on the following criteria: appropriateness of the selected method for your research question, the soundness and feasibility of your research design, and the overall quality of the manuscript, and clarity of presentation.
Required Readings	All the slides of the lectures will be made available to the students. In each lecture, a number of key readings on the practice and craft of qualitative research will be assigned. Course readings will include two types of articles (see detailed course plan): methodological articles and empirical pieces. When reading empirical articles, focus on methodological aspects: What did the authors do? How do they describe and justify the way in which they collected and analyze data? How do they report from their analysis? How do they try to reassure readers about the soundness of their conclusions? What are the most (and the least) convincing aspects of their method? Bansal, P., Smith, W. K., & Vaara, E. (2018). New ways of seeing through qualitative research. *Academy of management journal*, *61*(4), 1189-1195. Berends, H., & Deken, F. (2021). Composing qualitative process research. *Strategic Organization*, *19*(1), 134-146. Bertello, A. (2025). From stormy waters to navigable seas: How PhD students make use of coping mechanisms to deparalyze pragmatic paradoxes. *Academy of Management Learning & Education*, *24*(3), 317-346. Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic organization*, *19*(1), 113-133. Crosina, E., Mismetti, M., De Massis, A., Pratt, M. G., & Williams, T. A. (2025). Ethnography in Entrepreneurship Research: Promises, Pitfalls, and Practical Pathways. *Entrepreneurship Theory and Practice*, *49*(6), 1499-1534. Dorobantu, S., Gruber, M., Ravasi, D., & Wellman, N. (2024). The

	AMJ management research canvas: A tool for conducting and reporting empirical research. *Academy of Management Journal*, *67*(5), 1163-1174. Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of management review*, *14*(4), 532-550. Eisenhardt, K. M. (2021). What is the Eisenhardt Method, really?. *Strategic organization*, *19*(1), 147-160. Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational research methods*, *16*(1), 15-31. Howard-Grenville, J., Nelson, A., Vough, H., & Zilber, T. B. (2021). From the editors—Achieving fit and avoiding misfit in qualitative research. *Academy of Management Journal*, *64*(5), 1313-1323. Klag, M., & Langley, A. (2013). Approaching the conceptual leap in qualitative research. *International journal of management reviews*, *15*(2), 149-166. Langley, A. (1999). Strategies for theorizing from process data. *Academy of Management review*, *24*(4), 691-710. Langley, A., Smallman, C., Tsoukas, H., & Van de Ven, A. H. (2013). Process studies of change in organization and management: Unveiling temporality, activity, and flow. *Academy of management journal*, *56*(1), 1-13. Pettigrew, A. M. (1990). Longitudinal field research on change: Theory and practice. *Organization science*, *1*(3), 267-292. Siggelkow, N. (2007). Persuasion with case studies. *Academy of Management Journal*, *50*(1), 20-24. Van de Ven, A., & Poole, M. S. (1985). Explaining development and change in organizations. *Academy of Management Review*, *20*(3), 5.
Supplementary Readings	If you are interested in a comprehensive textbook, here are some of the most popular ones: Becker, H. (1998). Tricks of the Trade: How to Think About Research While Doing It. Chicago and London. Creswell, J. 2012. *Research design: Qualitative, quantitative, and*

	mixed methods approaches (4th ed.) Thousand Oaks, CA: Sage Denzin, N, and Lincoln, Y. 2011. The SAGE handbook of qualitative research (4th ed.). Thousand Oaks, CA: Sage Lee, T. W. 1999. *Using Qualitative Methods in Organization Research*. London: Sage. Marshall, C. & Rossman, G. B. 2006. *Designing qualitative research* (4th ed.) Thousand Oaks, CA: Sage. Miles, M.B., Huberman, A.M. & Saldana, J. 2014. *Qualitative data analysis: A methods sourcebook – Third edition.* Thousand Oaks, CA: Sage. Patton M. Q. 2002. *Qualitative Research and Evaluation Methods*, Newbury Park: Sage. Prasad, P. (2017). *Crafting qualitative research: Beyond positivist traditions*. Routledge. Ritchie, J., Lewis, J., McNaughton Nicholls, C., Ormston, R. (2014). Qualitative Research Practice: A Guide for Social Science Students and Researchers. Sage, Silverman, D. 2013. *Doing Qualitative Research*, London: Sage Yin, RK (2018). Case Study Research and Applications: Design and Methods (6th ed.). Thousand Oaks, CA: Sage
Further Information	
Sustainable Development Goals (SDGs)	Quality education