17 - 21 July 2017, from 9.00 to 13.00

Course title:
CASE STUDY RESEARCH: DESIGN, EXECUTION AND PUBLICATION
ECTS credits: 6

Lecturer: Professor Rui Sousa, Catholic University of Portugal (Porto)
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AIMS OF THE COURSE:

There have been recent calls in the Business Studies field for stronger theory development, as well as for more relevant and impactful research. The case method is one of the most powerful empirical research methods for accomplishing these objectives. But in order to achieve these goals and lead to high quality publications, case research needs to be rigorously designed and conducted. The challenges in conducting case research and the ways to deal with them are often of a tacit nature and not well understood. The objective of this course is to provide a hands-on roadmap for designing, conducting and publishing high-quality case-based research in the field of Business Studies.

The course is appropriate to all PhD students and junior researchers that plan to engage in case-based research during their studies or who wish to master the case-method as part of their broad research skills tool kit. Case research may be employed as the sole method in a PhD thesis or in combination with other methods, such as survey, modelling, simulation, etc. Since the course covers all stages of case research (from design to publication), the course will be of value to students at all stages of their PhD program. This may range from a first-year student who has a research question and is about to design his/her research, as well as a student who has already conducted data collection and his engaged in analysing the data, writing and publishing a paper.

COURSE SYLLABUS:

1. Introduction to case research
Developing research questions and choosing a research approach. What is a case study – key features of the case method.

2. When to use case research

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Strengths and weaknesses of the case approach. Single versus multiple cases. Triangulation with other methods. Selection of cases - replication versus sampling logic.

3. Case methodology

Developing the research framework, constructs and questions. Developing research instruments and protocols. Choice of data to be collected. Data collection methods. Interviewing strategies. Use of secondary data. Validation.

4. Case analysis

Methods for analysing case data. Dealing with and exploiting the richness of case research. Dealing with small sample sizes. Developing generalizable conclusions from case data. Relating conclusions to theory and practice development. Reliability and validity in case research. Examples from published case research.

5. Writing up, evaluating and publishing case research

Recognizing good case research. Issues in publishing case research. Navigating the journal submission and review process.

LIST OF READINGS:

Participants should read the following articles in advance of the course:

- Eisenhardt, K., Graebner, M. (2007), "Theory building from cases: Opportunities and challenges", *Academy of Management Journal,* Vol. 50, No. 1, 25-32.
- Sousa, R., Voss, C. (2001), "Quality management: Universal or context dependent?", *Production and Operations Management*, Vol. 10, No. 4, 383-404.

The second article will be used extensively throughout the course to illustrate concepts and as a basis for class discussion.

Further readings:

Case study method:

- Anderson, I., Borum, F., Kristensen, P., Karnoe, P. (1995), *On the Art of Doing Field Studies – An Experienced-based Research Methodology*, Munksgaard: Handelshojskolens Forlag Distribution.
- Ketokivi, M., Choi, T. (2014), "Renaissance of case research as a scientific method", *Journal of Operations Management*, Vol. 32, No. 5, 232-240.
- Siggelkow, N. (2007), "Persuasion with case studies", *Academy of Management Journal,* Vol. 50, No. 1, 20-24.
- Voss, C., Tsikriktsis, N., Frohlich, M. (2002), "Case research in operations management", *International Journal of Operations & Production Management*, Vol. 22, No. 2, 195-219.
- Yin, R. (2009), *Case Study Research: Design and Methods*, 4th Ed, Applied Social Research Methods Series, Thousand Oaks, Sage Publications.

Using case studies to build theory:

- Eisenhardt, K. (1989), "Building theories from case study research", *Academy of Management Review*, Vol. 14, No. 4, 532-550.
- Eisenhardt, K., Graebner, M. (2007), "Theory building from cases: Opportunities and challenges", *Academy of Management Journal,* Vol. 50, No. 1, 25-32.
- Gioia, D., Corley, K., Hamilton, A. (2013), "Seeking qualitative rigor in inductive research: Notes on the Gioia Methodology", *Organizational Research Methods*, 16, 15–31.
- Glaser, B., Strauss, A. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*, London, Wiedenfeld and Nicholson.

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- Vanpoucke, E., Vereecke, A., Boyer, K. (2014), "Triggers and patterns of integration initiatives in successful buyer–supplier relationships", *Journal of Operations Management*, Vol. 32, 15-33.

Using case studies to test theory:
- Boyer, K., McDermott, C. (1999), "Strategic consensus in operations strategy", *Journal of Operations Management*, Vol. 17, 289-305.
- Bullock, R., Tubbs, M. (1987), "The case meta-analysis for OD", *Research in Organizational Change and Development*, Vol. 1, JAI Press, Greenwich, CT, 171-228.
- Larsson, R. (1993), "Case survey methodology: Quantitative analysis of patterns across case studies", *Academy of Management Journal*, Vol. 36, No. 6, 1515-1546.
- Miller, K., Tsang, E. (2011), "Testing management theories: critical realist philosophy and research methods", *Strategic Management Journal*, Vol. 32, No. 2, 139-158.

Longitudinal case studies:
- Leonard-Barton, D. (1990), "A dual methodology for case studies: Synergistic use of a longitudinal single site with replicated multiple sites", *Organization Science*, Vol. 1, No. 3, 248-266.
- Van de Ven, A., Huber, G. (1990), "Longitudinal field research methods for studying processes of organizational change", *Organization Science*, Vol. 1, No. 3, 213-219.

Data collection:
- Gentile, M. (1990), "Field interviewing tips for the case researcher", Harvard Business School Teaching Note N9-391-041 8/13/90

Analysis of qualitative data:
- Demaree, R., Wolf, G. (1984), "Estimating within-group inter-rater reliability with and without response bias", *Journal of Applied Psychology*, Vol. 69, No. 1, 85-98.
- Galunic, D., Eisenhardt, K. (1996), "The evolution of intracorporate domains: Divisional charter losses in high-technology, multidivisional corporations", *Organization Science*, Vol. 7, No. 3, 255-282.
- Miles, M., Huberman, A. (1994), *Qualitative Data Analysis: An Expanded Sourcebook,* 2nd Ed., SAGE Publications, Beverly Hills, CA.

Non-parametric statistical tests:
- Daniel, W. (1990), *Applied Nonparametric Statistics*, PWS-KENT Publishing Company, Boston.

TEACHING METHODS:

Each daily session (4 contact hours) will include a mix of a standard lecture (exposing the key concepts of the session) and student group work, including focused discussions and presentations. The lecturer will draw on several hands-on examples of his own research, delving into the detailed and often tacit issues arising when designing, conducting and publishing case-based research in the context of a PhD program. During the classes, the students will be encouraged to reflect and discuss how the concepts learned in class can be applied to their own PhD research.

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Students wishing to receive credits for the course will be assessed based on the following elements:

1. A short presentation outlining how the concepts learned in the course can be applied in their own research. This presentation will take place in the last class. All students are encouraged to discuss and provide feedback to their peers. Discussing other people's work is a great way to reflect on one's own research, since many challenges are common across research projects.

2. One written report (max 4000 words) outlining how the concepts learned in the course can be applied in their own research. Depending on the student's goals, this could comprise a description and justification of the research design to be adopted, of how the field work will be conducted, how the data will be analysed, etc. The report should be handed in by email to the lecturer one week after the last class.

3. Class attendance and quality participation in in-class discussions and exercises.

Assessment weights:
1&2 (joint assessment): 80% of the final grade
3: 20% of the final grade

The main goal of the assessment is for students to use the course to advance their own research. They will receive useful feedback on their case-based research both from the lecturer and their fellow colleagues.

The lecturer will be available to advise students on the development of their assignments.

Lecturer's Biographical Note:

Rui Sousa has received his PhD from the London Business School. His doctoral work – based on case research - has been awarded the 2000/2001 EFQM PhD Thesis Award, an international award given by the European Foundation for Quality Management for the best thesis in Quality Management, recognizing an outstanding contribution to the development of the field and degree of innovation of the findings. His research has won several awards and has been published in leading international journals, including the Journal of Operations Management, Production and Operations Management, Decision Sciences, International Journal of Operations & Production Management and the Journal of Service Research. Rui serves on a number of Editorial Review Boards (e.g., JOM, IJOPM) and has served for six years in the Board of the European Operations Management Association. Rui has extensive experience in conducting case-based research and in teaching the case study methodology to PhD students. He has taught courses and seminars on the case study method internationally, including at the European Institute for Advanced Studies in Management (EDEN Doctoral Seminar in Research Methodology, EIASM, Brussels), Haskayne School of Business (University of Calgary, Canada), University of Exeter (UK), University of Surrey (UK), Catholic University of Rio de Janeiro (Brazil), and the Decision Sciences Institute Annual Meeting (US). He has taught at the London Business School, London School of Economics and in the major Portuguese Business Schools. His present research interests include service operations, digital economy and operations strategy. Rui is Full Professor at Catolica Porto Business School and director of the Service Management Lab.