VHB-ProDok
Verband der Hochschullehrerinnen und
Hochschullehrer für Betriebswirtschaft e. V.
Syllabus

Discipline: Methods, overview

1. Language

Englisch

2. Title

Quantitative and Qualitative Content Analysis

3. Lecturer

Prof. Dr. Nadine Kammerlander (WHU – Otto Beisheim School of Management)

Jun.-Prof. Dr. Julian Schenkenhofer (WHU – Otto Beisheim School of Management)

https://www.whu.edu/de/fakultaet-forschung/entrepreneurship-and-innovation-group/center-of-excellence/#c33272

4. Date and Location

April 27-28 and

May 11-12, 2026

Online Course

5. Course Description

5.1 Abstract and Learning Objectives

This course addresses young scientists of business administration who want to use quantitative or qualitative content analysis in their research. The main objective of this course is to provide participants with methodological basics and further knowledge in content analysis. After attending the course, the participants are able to:

- identify research questions that are suitable for qualitative and quantitative content analysis; know when qualitative/quantitative content analysis is or is not a good methodological choice;

- understand the methodical approach of data collection and -analysis of quantitative and qualitative content analysis as well as transfer it for individual research projects;

- identify, analyze, and deal with core problems during the planning, implementation, analysis and paper writing phase;

- understand what reviewers look at when evaluating qualitative or quantitative content analysis papers; assess the quality of content analysis based on quality characteristics.

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5.2 Content

Texts such as annual reports, press articles, social media posts, and interview transcripts as well as other sources of rich data, such as audio or visual records, provide young researchers with valuable and helpful resources for the collection of data for their research projects. By analyzing documents, audios and video, important data can be collected, which cannot be found in a classic archives database.

The goal of this methodology course is to give interested, young scientists an understanding of the essential elements of quantitative and qualitative content analysis. The course starts with an introduction of the methodology and some research questions of the content analysis. Throughout the course, the differences between the quantitative and qualitative content analysis will be outlined. Furthermore, quality features, the typical "obstacles" in the planning phase of the research project as well as the collection and analysis of the data are discussed. In addition, the correct way of "writing down" the methodology – especially from the reviewer and the editor perspective – is addressed. In order to learn about these contents, the participants will analyze published "best practices" and apply the findings to their own research projects.

Overall, the participants should acquire a basic knowledge of the methodology, in order to independently carry out a qualitative and quantitative content analysis, which meets the international scientific standards.

5.3 Schedule (including start and end time)

April 27-28 (qualitative part) and May 11-12 (quantitative part), 2026 (h9:00 – h17:00)

5.4 Course format

The course consists of introductory (interactive) presentations with discussions, assignments, and exercises, which are mainly based on already published content analyses / "best practices". Participants need to prepare some literature in advance. Active participation is required.

6. Preparation and Literature

6.1 Prerequisites

The course does not require prior knowledge about content analysis. However, knowledge of general business administration is necessary and active participation is required.

The participants will receive course materials such as a literature overview (including basic and advanced literature) and assignments for the preparation in advance.

6.2 Essential Reading Material

Methodological books/articles:

Krippendorff, K. (1980). Content analysis. An Introduction to its Methodology. Beverly Hills: Sage.

Mayring, Ph. (2000). Qualitative Inhaltsanalyse. Grundlagen und Techniken (7th edition, first edition 1983). Weinheim: Deutscher Studien Verlag.

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Riff, D., Lacy, S., & Fico, F. (2014). Analysing media messages: Using quantitative content analysis in research. Routledge.

Kammerlander, N., & De Massis, A. (2020). Frequently asked questions in qualitative research and some guidelines to avoid risky paths. In Handbook of qualitative research methods for family business. Edward Elgar Publishing.

"Best practices":

Bingham, C. B., & Kahl, S. J. (2013). The process of schema emergence: Assimilation, deconstruction, unitization and the plurality of analogies. Academy of Management Journal, 56(1), 14-34.

Kammerlander, N., König, A., & Richards, M. (2018). Why do incumbents respond heterogeneously to disruptive innovations? The interplay of domain identity and role identity. Journal of Management Studies, 55(7), 1122-1165.

Gamache, D. L., McNamara, G., Mannor, M. J., & Johnson, R. E. (2015). Motivated to acquire? The impact of CEO regulatory focus on firm acquisitions. Academy of Management Journal, 58(4), 1261-1282.

6.3 Additional Reading Material

Additional material will be provided before and during the course.

6.4 To prepare

The course does not require prior knowledge about content analysis. In order to familiarize with the contents of the course, please read with following articles in advance:

Part 1: Quantitative part

General, basic knowledge about quantitative, theory testing studies is required. Students need to know about how hypotheses look like, how to set up hypotheses, and what constructs and variables are. Suggestion for reading: https://www.jstor.org/stable/pdf/20159361.pdf

Part 2: Coding and theorizing qualitative data

- Bansal, P., Smith, W. K., & Vaara, E. (2018). New ways of seeing through qualitative research. Academy of Management Journal, 61(4), 1189–1195

- Pratt, M. G. (2009). From the Editors: For the Lack of a Boilerplate: Tips on Writing up (And Reviewing) Qualitative Research. Academy of Management Journal, 52(5), 856-862.

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7. Administration

7.1 Max. number of participants

20 participants

7.2 Assignments

Together with the course materials there will be instructions and tasks for preparation. All participants should work with the reading to be familiar with the various topics and prepare the assignments.

7.3 Exam

Submission of the assignment at the end of the fourth day.

7.4 Credits

The course corresponds to a scope of 6 LP/ECTS.

8. Working Hours

Working Hours	Hours
Preparations (reading, reflecting on research questions)	45 hours
Active participation during course	32 hours
Homework	8 hours
Follow up work on course	45 hours
Hand-in submission for passing the course, qualitative part	25 hours
Hand-in submission for passing the course, quantitative part	25 hours
SUMME	**180 h**
ECTS: 6	