

RESEARCH METHODOLOGY

Course code	GRAL010
Level of studies	Graduate
Number of credits	6 ECTS; 36 class hours, 124 hours of self-study, 2 hours for consultation
Course coordinator (title and name)	Assoc. Prof. Irina Liuberté, e-mail: Irina.liuberte@ism.it
Prerequisites	Undergraduate diploma
Language of instruction	English

THE AIM OF THE COURSE

The course provides an introduction to research methods used in business and management. It covers qualitative and quantitative methods, using primary and secondary data. The course is designed to provide students with a solid foundation for conducting their own research and understanding and critically evaluating prior academic research. The course presents the fundamentals of the research process. The knowledge and competencies acquired in a study process will empower students to make methodological decisions in designing and planning research. The overall goal of the course is to equip students with the skills necessary to perform research.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Understand the relevance of research in managerial decision-making.	Lectures, class discussion	Participation, research project assessment
CLO2. Have a critical awareness of research issues, methodologies, and methods used in business and management as well as understanding of potential ethical problems of the research	Lectures, discussion, individual study, home assignments	Participation, research project assessment
CLO3. Obtain skills to identify a business problem/need, translate it into a research question, and design an appropriate way to answer it.	Lectures, individual study, home assignments, presentation	Participation, research project assessment
CLO4. Develop skills to identify and understand the main qualitative and quantitative strategies of research, their advantages and disadvantages and appropriate application areas.	Lectures, individual study, home assignments	Participation, research project assessment
CLO5. Develop skills to design a research project and collect data.	Lectures, team work, individual study, home assignments	Participation, research project assessment
CLO6. Obtain skills to analyse data and draw reasonable interpretations as well as communicate research findings in a clear and well-organized way	Lectures, individual study, team work, home assignments	Participation, research project assessment
CLO7. Develop skills to critically evaluate the quality of other researchers' findings and the process used to obtain them.	Lectures, individual study, home assignments	Participation, research project assessment

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics (<https://www.ism.it/en/about-ism/academic-ethics>) is fully applicable and will be strictly enforced in the course. Academic dishonesty, e.g., plagiarism and cheating, can and will lead to a report to the ISM Committee on Ethics. With regards to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

Chat GPT and other AI tools are not allowed to be used to produce parts of your proposal content. The use of AI is allowed only when explicitly approved by the lecturer (will be discussed in the classroom). All use of AI has to be cited and a chat script attached in appendices. Not acknowledging the use of AI tool or using it for the purposes not allowed in this course is a breach of ethics. ISM guidelines of the use of AI and citing examples: [Guidelines for the Use of Generative AI](#)

COURSE OUTLINE

Topic	In-class hours	Recommended reading TBD <u>before</u> each lecture
1. Introduction to research methods. Overview of the course; definition of research; research proposal and master thesis structure; generating research questions; types of research designs (qualitative, quantitative, mixed methods).	4	Saunders et al. (2012). Chapter 1. Introduction to research, p. 2-14 Bryman (2012). Chapter 1. The nature and process of social research, p. 4-16 Easterby-Smith et al. (2018) Mixed methods, p. 122 – 128
2. Literature review: Understanding different types and sources of literature, literature search strategies and review structure; relevance and novelty of research	4	Easterby-Smith et al. (2018) Chapter 2. Reviewing the literature, p. 18 - 57
3. Research ethics: research ethics, academic ethics and academic writing	4	Creswell (2009). Ethical issues to anticipate. P. 87 – 92 Vilkanienė & Liubertė (2022). Essentials of the 7th Edition of the APA Style. https://www.ism.lt/v2/wp-content/uploads/2022/10/Essentials-of-the-7th-Edition.pdf Requirement for Master thesis in Global Leadership and Strategy Program 2023, ISM Formatting and Citing Requirements for Student Academic Papers, ISM Academic Writer Tutorial: Basics of Seventh Edition APA Style. https://extras.apa.org/apastyle/basics-7e/
4. Research philosophy and research design: considerations of epistemology & ontology; reliability and validity of research; research model; setting research goal and objectives (overall and empirical)	4	Saunders et al. (2012). Chapter 4. Understanding research philosophies and approaches, p. 126-149 Yilmaz (2013). Comparison of Quantitative and Qualitative Research (and evaluation criteria). p. 311 – 323
5. Sampling. Qualitative research study design: sampling methods; interviews, focus groups, observation, case studies, secondary data.	4	Saunders et al. (2012). Chapter 10. Collecting primary data using semi-structured, in-depth and group interviews, p. 372-408 Patton (2015). 59. Question options and skilled question formulation. p. 444-456 Bryman (2012). Chapter 8. Sampling, p. 186-207 Ritchie et al. (2014). Case study research, Participatory action research, p. 66-69
6. Quantitative research study design: formulating hypothesis, constructing surveys, experiments, conjoint analysis.	4	Saunders et al. (2012). Chapter 11. Collecting primary data using questionnaires, p. 416-459
7. Qualitative data analysis. Template analysis, inductive approach, vignette-based analysis.	4	Saunders et al. (2009). Chapter 13. Analysing qualitative data p. 480 – 516 Taylor-Powell & Renner (2003). Analyzing qualitative data, p. 1-10

8. Quantitative data analysis: frequencies, summary table, means; scale reliability; factor analysis; t-test, Anova, correlation, and regression analysis	4	Bryman (2012). Chapter 15. Quantitative data analysis, p. 329 – 351 Bryman (2012). Chapter 16. Using IBM SPSS for Windows, p. 353 - 374
9. Research proposal review. Detailed review of research proposal and thesis requirements; presentation structure and requirements	4	N/A
10. Presentation and discussion of final research proposals	4	N/A
	Total: 40 hours	

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Classroom assignments and participation	25	20%
Interim proposal submission	25	20%
Research proposal and presentation	74	60%
Total:	124	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Research Proposal and presentation: The project for this course will involve you beginning to develop your thesis. More information regarding the specific requirements of the proposal will be available in class. The basic structure of the Proposal should include the following sections:

- Title Page
- Abstract
- Table of Contents
- List of Figures and/or List of Tables (if any)
- Introduction
- Literature Review
- Research Methodology
- References
- Appendices (if any)

Students have to present the proposals in class and deliver complete proposals via e-learning system. Both interim and final proposal submission is checked for plagiarism and use of AI.

RETAKE POLICY

Research proposal: can be retaken.

Classroom assignments: cannot be retaken.

ADDITIONAL REMARKS

Class Participation: Classroom discussions and questions will include additional materials that may not be fully covered in your reading material. Also, participation in the classroom assignments will contribute to 20% of your course grade.

Assistance: Do not hesitate to request assistance with anything related to the course materials and assignments. Consultation times will be announced.

Electronic Devices: Please bring your laptops in order to use them during classroom assignments. Please turn off the sound of your cell phone and other communication devices during class. Computers or phones may be used for notes or assignments.

Class Conduct/Professional Behavior: Students are expected to behave in a manner conducive to an educational setting in the classroom. Inappropriate behavior will result in the student being asked to leave the class. In addition, students contacting the public (including, but not limited to, research for your project) are expected to act in a professional manner – keeping appointments, dressing appropriately if personal interview, being respectful of the public's time, etc.

Deadlines and Details: Meeting deadlines and taking care of details are of extreme importance. Therefore, for all assignments that are not turned in on time a grade of "0" will be given. If for any reason you require an extension, please inform your lecturer in advance.

Communication: The students must use their official ISM e-mail to contact the lecturer and clearly indicate the **course name and the subject matter of the question** in the subject line of the e-mail. Whenever the students have to submit their work, their names must be clearly indicated on the document and the document must be properly formatted according to ISM requirements. The file names of e-mailed documents, such as the research project, must include the **students' last names**. It is very important that you follow these rules, so your e-mails and submissions do not get lost.

RECOMMENDED READING

Bryman, A. (2012). *Social Research Methods*. 4th ed. Oxford: Oxford University Press.

Creswell (2009). *Research Design. Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

Easterby-Smith, M., Thorpe, R., Jackson, P.R., Jaspersen, L. J. (2018). *Management and business research* (6th ed). Los Angeles: Sage.

Ritchy, J., Lewis, J., McNaughton Nicholson, C., Ormston, R. (2014). *Qualitative research practice. A guide for social science students & researchers*. Los Angeles: Sage.

Saunders, M., Lewis, P. and Thornhill, A. (2009, 2012, or 2019). *Research methods for business students* (5th to 8th ed). Harlow: Pearson Education.

Patton, M. Q. (2015). *Qualitative evaluation and research methods* (4th Ed.). Los Angeles: Sage.

Taylor-Powell, E. & Renner, M. (2003). Analyzing qualitative data. *Programme Development & Evaluation, University of Wisconsin-Extension Cooperative Extension*, 1-10.

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European journal of education*, 48(2), 311-325.