RESEARCH METHODOLOGY

|  |  |
| --- | --- |
| Course code | *GRAV001* |
| 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) | *Prof. dr. Bernadeta Goštautaitė, e-mail: bergos@ism.lt* |
| 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 a solid foundation for conducting their own research and critically evaluating and consuming 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, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard 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.

**COURSE OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Topic** | **In-class hours** | **Readings** |
| **Organizational details of the course**. Introduction and definition of research. The research process. Theoretical contribution. Finding novel and meaningful research ideas.  *Assignment at class: generating and discussing ideas for research* | 4 | Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, *29*(4), 405-415.  MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. *Journal of Marketing*, *75*(4), 136-154  Kumar, V. (2016). My reflections on publishing in Journal of Marketing. *Journal of Marketing*, 1-6 |
| **Writing up the research proposal**. Organizing and structuring the literature review. Research ethics.  *Assignment at class: drawing your research model, formulating research problem, goal, objectives.* | 4 | Hofstee, E. (2006). *Constructing a good dissertation: a practical guide to finishing a Master's, MBA or PhD on schedule*. Epe. |
| **Qualitative research**: research questions for qualitative study, sampling, research instruments, interviews, projective techniques, focus groups, ethnography and netnography, data analysis and presentation. | 4 | Arnould, E.J., Amber, E. (2006). Consumer experience. Listening and Learning With Qualitative Data.  in: Vriens, M., & Grover, R. The Handbook of Marketing Research : Uses, Misuses, and Future Advances, 51-82  Additional material: TBC |
| **Research designs I.** Cross-sectional designs.  *Assignment at class: participating in the study* | 4 | Hogg, M. A., & Vaughan, G. M. (2010). *Social psychology: An introduction*. Harvester Wheatsheaf.  *Chapter 1*  Additional material  Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. *The Psychology Research Handbook*, 326-341. |
| **Research designs II**. Experimental designs. Formulating research hypotheses.  *Assignment at class: drafting the research design and formulating research hypotheses* | 4 | Haslam, S. A., & McGarty, C. (2008). Experimental design and causality in social psychological research. *C. Sansone, MCC & AT Panter (Eds.), The Sage Handbook of Methods in Social Psychology*, 237-264.  Aronson*,* E., Wilson*,* T. D., & Brewer*,* M. B. *(1998*). *Experimentation in social psychology*. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), The Handbook of Social Psychology (4th ed., Vol. 1, pp. 99-142). Boston: McGraw-Hill. Banks, S. M., Salovey, P., Greener, S., Rothman, A. J., Moyer, A., Beauvais, J., et al.  Additional material  Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, *54*(1), 140-143. |
| **Sampling**: Choice of sample and sample size considerations. Questionnaire design. Selecting appropriate measures for research. Introduction to the measurement theory.  *Assignment at class: selecting measures for research from the scale book* | 4 | DeVellis, R. F. (2016). *Scale development: Theory and applications* (Vol. 26). Sage publications.  *Chapters 1 and 2*  Malhotra, N. K. (2006). Questionnaire design and scale development. *The Handbook of Marketing Research: Uses, Misuses, and Future Advances*, 176-202.  Additional material  Diamantopoulos, A., Riefler, P., & Roth, K. P. (2008). Advancing formative measurement models. *Journal of Business Research*, *61*(12), 1203-1218.  DeVellis, R. F. (2016). *Scale development: Theory and applications* (Vol. 26). Sage publications.  *Chapters 3 and 4*  Bruner, G. C. (2009). *Marketing Scales Handbook: A compilation of multi-item measures for consumer behavior & advertising research. v. 5* (Vol. 5). GCBII Productions. |
| **Preparing data for the analysis**. Factor analysis. Correlation and regression analysis.  *Assignment at class: working with sample data analysis.* | 4 | Field, A. (2016). *Discovering statistics using IBM SPSS statistics*. Sage.  Chapters 7, 8, 17 |
| **Moderation, mediation and conditional process analysis**. Reporting your data.  *Assignment at class: working with sample data analysis and programming study in the Qualtrics.* | 4 | Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Publications.  Part 1  Petty, R. E. (2006). The research script: One researcher’s view. *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants*, 465-480.  Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, *51*(6), 1173.  Additional material  Process models |
| Final research proposals presentation and discussion | 4 | *Main assignment due: presenting final research proposals* |
|  | **Total: 36 hours** |  |

**FINAL GRADE COMPOSITION**

|  |  |  |
| --- | --- | --- |
| **Type of assignment** | **Self-study hours** | **% of the total grade** |
| Research proposal (individual component) | 50 | 40% |
| Examination (individual component) | 74 | 60% |
| **Total:** | **124** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

**Assessment 1. Research Proposal (Expanded)**: 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:

1. Thesis topic
2. Thesis problem definition
3. Thesis goal and objectives
4. Research design (including justification of selected method(s) of research)
5. Methods of data collection and analysis
6. Sequence in which the intended research will be carried out.
7. Bibliography

Students have to present the proposals in class and deliver complete proposals via e-learning system.

**Assessment 2. Examination**

**Exam** will cover the conceptual material from the lectures, readings and questions relating to lecture/discussion material from class. Exam questions will be multiple choice. Exam will count 60% of the final grade.

**RETAKE POLICY**

**Retake of the research proposal.** Research proposals cannot be retaken.

**Exam re-take:** The retake exam will consist of 60% of the overall grade, with the research proposal counting as 40%.

**ADDITIONAL REMARKS**

**Class Participation:** Class discussions and questions make the subject more interesting and relevant, for both students and the instructor.

**Assistance:** Do not ever hesitate to request assistance with anything you do not understand.

**Electronic Devices: NO electronic devices may be used in the classroom** without prior instructor approval. Please turn off ALL cell phones and communication devices during class. Other devices, including but not limited to computers, tape recorders, or mp3 players are banned – except by specific consent of instructor. Computers will be exempt only with prior instructor approval.

**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 publics’ 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.

**Communication:** The students must use their official ISM e-mail to contact the lecturer and clearly indicate the **course name (IMM Research Methodology) 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.

**REQUIRED READINGS**

1. Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, *29*(4), 405-415.
2. MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. *Journal of Marketing*, *75*(4), 136-154.
3. Kumar, V. (2016). My reflections on publishing in Journal of Marketing. *Journal of Marketing*, 1-6.
4. Hogg, M. A., & Vaughan, G. M. (2010). *Social psychology: An introduction*. Harvester Wheatsheaf. *Chapter 1*
5. Haslam, S. A., & McGarty, C. (2008). Experimental design and causality in social psychological research. *C. Sansone, MCC & AT Panter (Eds.), The Sage Handbook of Methods in Social Psychology*, 237-264.
6. Aronson*,* E., Wilson*,* T. D., & Brewer*,* M. B. *(1998*). *Experimentation in social psychology*. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), The Handbook of Social Psychology (4th ed., Vol. 1, pp. 99-142). Boston: McGraw-Hill. Banks, S. M., Salovey, P., Greener, S., Rothman, A. J., Moyer, A., Beauvais, J., et al.
7. DeVellis, R. F. (2016). *Scale development: Theory and applications* (Vol. 26). Sage publications. *Chapters 1 and 2*
8. Malhotra, N. K. (2006). Questionnaire design and scale development. *The Handbook of Marketing Research: Uses, Misuses, and Future Advances*, 176-202
9. DeVellis, R. F. (2016). *Scale development: Theory and applications* (Vol. 26). Sage publications. *Chapters 3 and 4*
10. Bruner, G. C. (2009). *Marketing Scales Handbook: A compilation of multi-item measures for consumer behavior & advertising research. v. 5* (Vol. 5). GCBII Productions.
11. Field, A. (2016). *Discovering statistics using IBM SPSS statistics*. Sage. Chapters 7, 8, 17
12. Hayes, A. F. (2017). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. Guilford Publications. Part 1
13. Petty, R. E. (2006). The research script: One researcher’s view. The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants, 465-480.
14. Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology, 51(6), 1173.
15. Arnould, E.J., Amber, E. (2006). Consumer experience. Listening and Learning With Qualitative Data. in: Vriens, M., & Grover, R. The Handbook of Marketing Research : Uses, Misuses, and Future Advances, 51-82

**ADDITIONAL READINGS**

1. Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. *The Psychology Research Handbook*, 326-341.
2. Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, *54*(1), 140-143.
3. Diamantopoulos, A., Riefler, P., & Roth, K. P. (2008). Advancing formative measurement models. *Journal of Business Research*, *61*(12), 1203-1218.