

RESEARCH METHODOLOGY Course code	<i>GRAV001</i>
Course title	<i>Research Methodology</i>
Type of course	<i>Compulsory</i>
Year of Study	<i>1st</i>
Semester	<i>Spring</i>
Number of Credits	<i>6 ECTS; 36 class hours, 124 hours of self-study,</i>
Lecturer	<i>Prof.dr. Justina Gineikiene (jusgin@ism.lt)</i>
Form of Studies	<i>Full-time</i>
Prerequisites	<i>Undergraduate diploma</i>
Language of instruction	<i>English</i>

Course Description

An activity course involving practical experience in planning a research investigation, designing questionnaires, sampling, interpreting results and preparing a research report.

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

On completion of this course successful students will:

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

Quality Assurance Measures

The lecturer will apply a variety of teaching methods to keep the students engaged in the topic. Continuous student feedback will be encouraged and accommodated to continuously improve class experience.

N o	Date	Topic	Class Hours	Readings
1	4 March Monday 17:45-21:00 411	Organizational details of the course. Introduction and definition of research. The research process. Theoretical contribution. Finding novel and meaningful research ideas. <i>Assignment at class: generating and discussing ideas for research</i>	4	Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. <i>Journal of the Academy of Marketing Science</i> , 29(4), 405-415. MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. <i>Journal of Marketing</i> , 75(4), 136-154 Kumar, V. (2016). My reflections on publishing in Journal of Marketing. <i>Journal of Marketing</i> , 1-6
2	13 March Wednesday 17:45-21:00 411	Writing up the research proposal. Organizing and structuring the literature review. Research ethics. <i>Assignment at class: drawing your research model, formulating research problem, goal, objectives.</i>	4	Hofstee, E. (2006). <i>Constructing a good dissertation: a practical guide to finishing a Master's, MBA or PhD on schedule</i> . Epe.
3	6 March Wednesday 17:45-21:00 411	Qualitative research: research questions for qualitative study, sampling, research instruments, interviews, projective techniques, focus groups, ethnography and netnography, data analysis and presentation. Lectured by Irina Liuberté	4	Arnould, E.J., Amber, E. (2006). Consumer experience. Listening and Learning With Qualitative Data. in: Vriens, M., & Grover, R. <i>The Handbook of Marketing Research : Uses, Misuses, and Future Advances</i> , 51-82 <u>Additional material</u> TBC
4	14 March Thursday 17:45-21:00 411	Research designs I. Cross-sectional designs. <i>Assignment at class: participating in the study</i>	4	Hogg, M. A., & Vaughan, G. M. (2010). <i>Social psychology: An introduction</i> . Harvester Wheatsheaf. Chapter 1 <u>Additional material</u> Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. <i>The Psychology Research Handbook</i> , 326-341.
5	18 March Monday 17:45-21:00 411	Research designs II. Experimental designs. Formulating research hypotheses. <i>Assignment at class: drafting the research design and formulating research hypotheses</i>	4	Haslam, S. A., & McGarty, C. (2008). Experimental design and causality in social psychological research. C. Sansone, MCC & AT Panter (Eds.), <i>The Sage Handbook of Methods in Social Psychology</i> , 237-264. Aronson, E., Wilson, T. D., & Brewer, M. B. (1998). <i>Experimentation in social psychology</i> . In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), <i>The Handbook of Social Psychology</i> (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. <u>Additional material</u> Gneezy, A. (2017). Field experimentation in marketing research. <i>Journal of Marketing Research</i> , 54(1), 140-143.
6	20 March Wednesday 17:45-21:00 212	Sampling: Choice of sample and sample size considerations. Questionnaire design. Selecting appropriate measures for research. Introduction to the measurement theory. <i>Assignment at class: selecting measures for research from the scale book</i>	4	DeVellis, R. F. (2016). <i>Scale development: Theory and applications</i> (Vol. 26). Sage publications. Chapters 1 and 2 Malhotra, N. K. (2006). Questionnaire design and scale development. <i>The Handbook of Marketing Research: Uses, Misuses, and Future Advances</i> , 176-202. <u>Additional material</u> Diamantopoulos, A., Riefler, P., & Roth, K. P. (2008). Advancing formative measurement models. <i>Journal of Business Research</i> , 61(12), 1203-1218.

				DeVellis, R. F. (2016). <i>Scale development: Theory and applications</i> (Vol. 26). Sage publications. Chapters 3 and 4 Bruner, G. C. (2009). <i>Marketing Scales Handbook: A compilation of multi-item measures for consumer behavior & advertising research. v. 5</i> (Vol. 5). GCBII Productions.
7	21 March Thursday 17:45-21:00 212	Preparing data for the analysis. Factor analysis. Correlation and regression analysis. <i>Assignment at class: working with sample data analysis.</i>	4	Field, A. (2016). <i>Discovering statistics using IBM SPSS statistics</i> . Sage. Chapters 7, 8, 17
8	25 March Monday 17:45-21:00 212	Moderation, mediation and conditional process analysis. Reporting your data. <i>Assignment at class: working with sample data analysis and programming study in the Qualtrics.</i>	4	Hayes, A. F. (2017). <i>Introduction to mediation, moderation, and conditional process analysis: A regression-based approach</i> . Guilford Publications. Part 1 Petty, R. E. (2006). The research script: One researcher's view. <i>The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants</i> , 465-480. Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. <i>Journal of Personality and Social Psychology</i> , 51(6), 1173. <u>Additional material</u> Process models
9	26 March Tuesday 17:45-21:00 411	Final research proposals presentation and discussion	4	<i>Main assignment due: presenting final research proposals</i>
26 April 8AM LT time		Complete research proposals due by 8AM local LT time via e-learning system AND email (jusgin@ism.lt)		
29 April 17:45		EXAM, room 113		

Self-study Hours and Assessments

Type of assignment	Readings	Self-study hours	Evaluation, %
Exam	All and Lectures	74	60
Research Proposals (Due by 8AM local LT time Apr 26)		50	40
Total:		124	100

1. **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.

2. **Assignments:** Students will work with different types of assignments at class (e.g., generating and discussing research ideas, formulating research problem, hypotheses, selecting measures and working with sample data analysis).

2. **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:

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

Students have to present the proposals in class and deliver complete proposals on **Apr 26 by 8AM** local LT time via e-learning system and **email them to jusgin@ism.lt**.

Exam re-take: The retake exam will consist of 60% of the overall grade, with the research proposal counting as 40%. Research proposals cannot be retaken.

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 public's time, etc.

Assignments: Students will email research proposals as an attachment to jusgin@ism.lt. In addition, they will prepare an abbreviated presentation for class.

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. Please use jusgin@ism.lt for all correspondence.

Required Readings

Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. <i>Journal of the Academy of Marketing Science</i> , 29(4), 405-415.
MacInnis, D. J. (2011). A framework for conceptual contributions in marketing. <i>Journal of Marketing</i> , 75(4), 136-154
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Hofstee, E. (2006). <i>Constructing a good dissertation: a practical guide to finishing a Master's, MBA or PhD on schedule</i> . Epe.
Hogg, M. A., & Vaughan, G. M. (2010). <i>Social psychology: An introduction</i> . Harvester Wheatsheaf. Chapter 1
<u>Additional material</u> Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. <i>The Psychology Research Handbook</i> , 326-341.
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Aronson, E., Wilson, T. D., & Brewer, M. B. (1998). <i>Experimentation in social psychology</i> . In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), <i>The Handbook of Social Psychology</i> (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.
<u>Additional material</u> Gneezy, A. (2017). Field experimentation in marketing research. <i>Journal of Marketing Research</i> , 54(1), 140-143.
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DeVellis, R. F. (2016). <i>Scale development: Theory and applications</i> (Vol. 26). Sage publications. Chapters 3 and 4
Bruner, G. C. (2009). <i>Marketing Scales Handbook: A compilation of multi-item measures for consumer behavior & advertising research</i> . v. 5 (Vol. 5). GCBII Productions.
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Hayes, A. F. (2017). <i>Introduction to mediation, moderation, and conditional process analysis: A regression-based approach</i> . Guilford Publications. Part 1
Petty, R. E. (2006). The research script: One researcher's view. <i>The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants</i> , 465-480.
Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. <i>Journal of Personality and Social Psychology</i> , 51(6), 1173.
<u>Additional material</u> Process models
<i>Main assignment due: presenting final research proposals</i>
Arnould, E.J., Amber, E. (2006). Consumer experience. Listening and Learning With Qualitative Data. in: Vriens, M., & Grover, R. <i>The Handbook of Marketing Research : Uses, Misuses, and Future Advances</i> , 51-82
<u>Additional material</u> TBC

Readings before the course

Course will be adapted to international marketing research context; therefore, it is essential for the students to be acquainted with the core research and concepts in the area. Please read following papers **before** the course starts (please read at least the introduction and theory part of the papers).

Students need to prepare following additional readings BEFORE the course start:

1. Shimp, T. A., & Sharma, S. (1987). Consumer ethnocentrism: Construction and validation of the CETSCALE. *Journal of Marketing Research*, 280-289.
2. Klein, J. G., Ettenson, R., & Morris, M. D. (1998). The animosity model of foreign product purchase: An empirical test in the People's Republic of China. *The Journal of Marketing*, 89-100.
3. Verlegh, P. W., & Steenkamp, J. B. E. (1999). A review and meta-analysis of country-of-origin research. *Journal of Economic Psychology*, 20(5), 521-546.
4. Pharr, J. M. (2005). Synthesizing country-of-origin research from the last decade: is the concept still salient in an era of global brands?. *Journal of Marketing Theory and Practice*, 13(4), 34-45.
5. Riefler, P., & Diamantopoulos, A. (2007). Consumer animosity: a literature review and a reconsideration of its measurement. *International Marketing Review*, 24(1), 87-119.
6. Oberecker, E. M., & Diamantopoulos, A. (2011). Consumers' emotional bonds with foreign countries: Does consumer affinity affect behavioral intentions?. *Journal of International Marketing*, 19(2), 45-72.
7. Riefler, P., Diamantopoulos, A., & Siguaw, J. A. (2012). Cosmopolitan consumers as a target group for segmentation. *Journal of International Business Studies*, 43(3), 285-305.
8. Bartsch, F., Riefler, P., & Diamantopoulos, A. (2016). A taxonomy and review of positive consumer dispositions toward foreign countries and globalization. *Journal of International Marketing*, 24(1), 82-110.
9. Gineikiene, J., Schlegelmilch, B. B., & Ruzeviciute, R. (2016). Our apples are healthier than your apples: Deciphering the healthiness bias for domestic and foreign products. *Journal of International Marketing*, 24(2), 80-99.
10. Gineikiene, J., & Diamantopoulos, A. (2017). I hate where it comes from but I still buy it: Countervailing influences of animosity and nostalgia. *Journal of International Business Studies*, 48(8), 992-1008.