

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: iriliu@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 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.lt/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.

COURSE OUTLINE

Topic	In-class hours	Reading TBD before each lecture
1. Introduction to research. Introduction and definition of research;	4	Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i> , 5th edition, Oxford: Oxford University Press, chapters 1 and 3.

generating research questions; types of research design; research proposal and master thesis structure		Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i> . 8th ed. Harlow: Pearson education, chapters 1 and 2.
2. Literature review: Understanding different types and sources of literature, literature search strategies and review structure; relevance and novelty of research	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapter 5.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i>. 8th ed. Harlow: Pearson education, chapter 3.</p>
3. Ethical considerations: academic ethics and academic writing		<p>https://www.ism.lt/en/about-ism/academic-ethics/academic-writing-guidelines/</p> <p>https://apastyle.apa.org/</p>
4. Research philosophy and research design: considerations of epistemology, ontology and axiology; research model; setting research goal and objectives (overall and empirical)	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapter 2.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i>. 8th ed. Harlow: Pearson education, chapter 4.</p>
5. Designing qualitative research study: interviews, focus groups, secondary data	4	<p>Alvesson, M. and Ashcraft, K.L. (2012). 'Interviews' in Symon, G. and Cassell, C. (eds.) <i>The Practice of Qualitative Organizational Research: Core Methods and Current Challenges</i>, London, Sage, pp. 239–57.</p> <p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapters 17-23 inclusive.</p> <p>Cassell, C. (2015). <i>Conducting Research Interviews</i>, London: Sage.</p> <p>Lee, B. (2021). <i>How do I collect documentary evidence?</i> Cheltenham: Edward Elgar.</p> <p>Lee, B. and Aslam, U. (2018). 'Towards the wholesome interview: Technical, social and political dimensions' in Cassell, C., Cunliffe, A. and Grandy, G. (eds.): <i>The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges</i>, London: Sage.</p> <p>Oates, C.J. and Alevizou, P.J. (2017). <i>Conducting Focus Groups</i>, London: Sage.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i>. 8th ed. Harlow: Pearson education, chapters 9 and 10.</p> <p>Whiting, R. and Pritchard, K. (2020). <i>Collecting Qualitative Data Using Digital Methods</i>, London: Sage.</p>
6. Analyzing qualitative data. Template analysis, inductive approach, stories and metaphor analysis.	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapter 24.</p> <p>Gabriel, Y. (2018). 'Stories and Narratives' in Cassell, C., Cunliffe, A. and Grandy, G. (eds.): <i>The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges</i>, pp. 63-81, London: Sage.</p> <p>Greatbatch, D. and Clark, T. (2017). <i>Using Conversation Analysis</i>, London: Sage.</p> <p>King, N. and Brookes, J.M. (2017). <i>Template Analysis</i>, London: Sage.</p> <p>Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019). <i>Research Methods for Business Students</i>, 8th edition, Harlow: Pearson Education, chapter 13</p> <p>Walsh, I., Holton, J.A. and Mourmant, G. (2020): <i>Conducting Classic Grounded Theory</i>, London: Sage.</p>

7. Designing quantitative research study: Formulating hypothesis, constructing surveys, experiments, secondary databases	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapter 11.</p> <p>Ekinci, Y. (2015). <i>Designing Research Questionnaires</i>, Sage: London.</p> <p>Saunders, M.N.K., Lewis, P and Thornhill, A. (2019). <i>Research Methods for Business Students</i>, 8th edition, Harlow: Pearson Education, chapter 11.</p>
8. Analyzing and reporting quantitative data: frequencies, summary table, means; scale reliability; factor analysis; t-test, Anova, correlation, and regression analysis	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapters 15 and 16.</p> <p>Dawson, J. (2017). <i>Analysing Quantitative Survey Data</i>, London: Sage.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2019). <i>Research methods for business students</i>. 8th ed. Harlow: Pearson education, chapter 12.</p> <p>Scherbaum, C.A. and Shockley, K.M. (2015). <i>Analysing Quantitative Data</i>, London: Sage.</p>
9. Conducting mixed methods research and research proposal overview. Strategies for mixed methods research and case studies; action research; review of research proposal and thesis requirements	4	<p>Bell, E., Bryman, A. and Harley, B. (2019). <i>Business Research Methods</i>, 5th edition, Oxford: Oxford University Press, chapters 26 & 27.</p> <p>Creswell, J.W. and Plano Clark, V.L. (2011). <i>Designing and Conducting Mixed Methods Research</i>, 2nd Edition, Sage: London.</p> <p>Lee, B. and Saunders, M.N.K. (2017). <i>Conducting Case Studies</i>, London: Sage.</p> <p>Lee, B. and Saunders, M.N.K. (2019). "Case Study Research in Business and Management" in Atkinson, P.A., Cernat, A., Delamont, S., Sakshaug, J.W. and Williams, R.A. (Eds.), <i>SAGE Research Methods Foundations</i>. Sage Publications, available at: http://methods.sagepub.com/foundations/case-study-research-in-business-and-management</p> <p>Saunders, M.N.K., Lewis, P and Thornhill, A. (2019). <i>Research Methods for Business Students</i>, 8th edition, Harlow: Pearson Education, pp. 176-212.</p>
10. Final research proposals presentation and discussion	4	N/A
	Total: 36 hours	

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Research proposal and presentation	74	60%
Classroom assignments	50	40%
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
- Empirical Research Results
- References
- Appendices

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

Classroom assignments

TBC

RETAKE POLICY

Research proposal: cannot be retaken.

Classroom assignments: Cannot be retaken.

ADDITIONAL REMARKS

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

Assistance: Do not hesitate to request assistance with anything related to the course materials and assignments. Please come 20 minutes prior the lecture if you want to ask questions individually.

Electronic Devices: Please turn off ALL cell phones and 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

Adams, R.J., Smart, P. and Huff, A.S. (2017). 'Shades of Grey: Guidelines for Working with the Grey Literature in Systematic Reviews for Management and Organizational Studies', *International Journal of Management Reviews*, 19(4), pp. 432–454.

Alvesson, M. and Ashcraft, K.L. (2012). 'Interviews' in Symon, G. and Cassell, C. (eds.) *The Practice of Qualitative Organizational Research: Core Methods and Current Challenges*, London, Sage, pp. 239–57.

Bell, E., Bryman, A. and Harley, B. (2019). *Business Research Methods*, 5th edition, Oxford: Oxford University Press.

Cassell, C. (2015). *Conducting Research Interviews*, London: Sage.

Creswell, J.W. and Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*, 2nd Edition, Sage: London.

Dawson, J. (2017). *Analysing Quantitative Survey Data*, London: Sage.

- Ekinci, Y. (2015). *Designing Research Questionnaires*, London: Sage.
- Gabriel, Y. (2018). 'Stories and Narratives' in Cassell, C., Cunliffe, A. and Grandy, G. (eds.). *The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges*, pp. 63-81, London: Sage.
- Greatbatch, D. and Clark, T. (2017). *Using Conversation Analysis*, London: Sage.
- King, N. and Brookes, J.M. (2017). *Template Analysis*, London: Sage.
- Lee, B. (2021). *How do I collect documentary evidence?* Cheltenham: Edward Elgar.
- Lee, B. and Aslam, U. (2018). 'Towards the wholesome interview: Technical, social and political dimensions' in Cassell, C., Cunliffe, A. and Grandy, G. (eds.): *The SAGE Handbook of Qualitative Business and Management Research Methods: Methods and Challenges*, London: Sage.
- Lee, B. and Saunders, M.N.K. (2017). *Conducting Case Studies*, London: Sage.
- Lee, B. and Saunders, M.N.K. (2019). "Case Study Research in Business and Management" in Atkinson, P.A., Cernat, A., Delamont, S., Sakshaug, J.W. and Williams, R.A. (Eds.), *SAGE Research Methods Foundations*. Sage Publications, available at: <http://methods.sagepub.com/foundations/case-study-research-in-business-and-management>
- Oates, C.J. and Alevizou, P.J. (2017). *Conducting Focus Groups*, London: Sage.
- Saunders, M., Lewis, P. and Thornhill, A. (2019). *Research Methods for Business Students*, 8th edition. Harlow: Pearson Education.
- Scherbaum, C.A. and Shockley, K.M. (2015). *Analysing Quantitative Data*, London: Sage.
- Tranfield, D.R., Denyer, D. and Smart, P.K. (2003). 'Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review', *British Journal of Management*, 14(3), pp. 207-222.
- Walsh, I., Holton, J.A. and Mourmant, G. (2020). *Conducting Classic Grounded Theory*, London: Sage.
- Whiting, R. and Pritchard, K. (2020). *Collecting Qualitative Data Using Digital Methods*, London: Sage.