



RESEARCH METHODOLOGY

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

Course Description

An activity course involving practical experience in planning a research project, 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 for critically evaluating and reading prior academic research. The course presents the fundamentals of the research process. The knowledge and competencies acquired in the study process will enable 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 an 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, of their advantages and disadvantages and of 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 analyze 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.

Course Agenda

Lecture	Topic	Class Hours	Suggested readings
1	<p>Organizational details of the course. Introduction and definition of research. The research process. Theoretical contribution. Finding novel and meaningful research ideas.</p> <p>Assignment in class/seminar: generating and discussing ideas for research; explanation of home assignment; thinking out a research topic.</p>	4	<ul style="list-style-type: none"> 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. <p><i>Additional material:</i></p> <ul style="list-style-type: none"> 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	<p>Writing up the research proposal. Organizing and structuring the introduction and literature review.</p> <p>Assignment in class/seminar: looking for literature supporting the research topic; drawing your research model; formulating the research problem, goal, objectives.</p>	4	<ul style="list-style-type: none"> Hofstee, E. (2006). <i>Constructing a good dissertation: a practical guide to finishing a Master's, MBA or PhD on schedule.</i> Epe.
3	<p>Research designs I. Cross-sectional designs, survey designs, experimental designs.</p> <p>Assignment in class/ seminar: participating in a study; designing a study.</p>	4	<ul style="list-style-type: none"> Hogg, M. A., & Vaughan, G. M. (2010). <i>Social psychology: An introduction.</i> Harvester Wheatsheaf. Chapter 1 <p><i>Additional material:</i></p> <ul style="list-style-type: none"> Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. <i>The Psychology Research Handbook</i>, 326-341.
4	<p>Research designs II. Formulating research hypotheses, validity and reliability, external and internal validity.</p> <p>Assignment in class/ seminar: drafting the research design and formulating research hypotheses; exploring possible moderators and mediators of your model.</p>	4	<ul style="list-style-type: none"> 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. <p><i>Additional material:</i></p> <ul style="list-style-type: none"> Gneezy, A. (2017). Field experimentation in marketing research. <i>Journal of Marketing Research</i>, 54(1), 140-143.
5	<p>Sampling: Choice of sample and sample size considerations; questionnaire design; selecting appropriate measures for research.</p> <p>Assignment in class/seminar: selecting measures for research (online search, and from the scale book).</p>	4	<ul style="list-style-type: none"> DeVellis, R. F. (2016). <i>Scale development: Theory and applications</i> (Vol. 26). Sage publications. Chapters 1 and 2 Malhotra, N. K. (2006). <i>Questionnaire design and scale development. The Handbook of Marketing Research: Uses,</i>

			<p><i>Misuses, and Future Advances, 176- 202.</i></p> <p><i>Additional material:</i></p> <ul style="list-style-type: none"> • Diamantopoulos, A., Riefler, P., & Roth, K. P. (2008). <i>Advancing formative measurement models. Journal of Business Research, 61(12), 1203-1218.</i> • DeVellis, R. F. (2016). <i>Scale development: Theory and applications (Vol. 26).</i> 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 (Vol. 5).</i> GCBI Productions.
6	<p>Qualitative research: research questions for qualitative study, sampling; research instruments, interviews; projective techniques; focus groups; ethnography; data analysis and presentation.</p> <p>Assignment at class/ seminar: exercises.</p>	4	<ul style="list-style-type: none"> • Arnould, E.J., Amber, E. (2006). <i>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.</i>
7	<p>Preparing data for the analysis. Factor analysis; correlation and regression analysis.</p> <p>Assignment at class/ seminar: performing data analysis</p>	4	<ul style="list-style-type: none"> • Field, A. (2016). <i>Discovering statistics using IBM SPSS statistics.</i> Sage. Chapters 7, 8, 17
8	<p>Moderation, mediation and conditional process analysis. Reporting your data.</p> <p>Assignment at class/ seminar: working with data analysis</p>	4	<ul style="list-style-type: none"> • Hayes, A. F. (2017). <i>Introduction to mediation, moderation, and conditional process analysis: A regression-based approach.</i> Guilford Publications. Part 1 • 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, 51(6), 1173.</i> <p><i>Additional material:</i></p> <ul style="list-style-type: none"> • Process models
9	<p>Final research proposals presentation and discussion (Opponent groups prepare questions).</p>	4	<p><i>Main assignment due: presenting research proposals</i></p>

Self-study Hours and Assessments

Type of assignment	Readings	Self-study hours	Evaluation, %
Final exam	Lectures and suggested readings	70	50
Research Proposal presentation		12	10
Research Proposal		38	30
Active participation (opponent groups)		4	10
Total:		124	100

Exam and assignment

1. The final **exam** will be **open book**, and will cover the slides from the lectures, required readings and questions relating to the lecture/discussion material from class. Exam questions will be a combination of

multiple-choice questions and open questions. Examples of possible exam questions will be discussed during the course. The final exam will count for 50% of the final grade. If students fail the final exam, they have the opportunity to retake it. Like the final exam, the retake exam will consist of 50% of the overall grade.

2. Research Proposal (Expanded): For this course, you will have to make a research proposal about a marketing-related topic. The research proposal counts for 40% of the final grade (10% for presenting the proposal; 30% for the written proposal). More information regarding the specific requirements of the proposal will be available in class. The proposal should include the following sections:

- a) Thesis topic
- b) Thesis problem definition
- c) Thesis goal and objectives
- d) Review of literature
- e) Research design (including justification of selected method(s) of research)
- f) Methods of data collection and analysis
- g) Sequence in which the intended research will be carried out (procedure)
- h) Expected findings (including graphical representation of expected outcomes).
- i) Bibliography

Students have to present the proposals in class (during the last session) and deliver the complete proposals on **June 26 by 8AM** local LT time via the e-learning system and **email them to jusgin@ism.lt**. Students who fail on the assignment have one opportunity to make corrections to the proposal.

Further practical information

In-class assignments: Students will work on different types of assignments in class (e.g., generating and discussing research ideas, formulating research problem, hypotheses, selecting measures and working with sample data analysis).

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

Assistance: Never 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.

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, 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 a shortened 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.

Literature (Additional resources may be provided during the course of the class).

- 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
- Hofstee, E. (2006). Constructing a good dissertation: a practical guide to finishing a Master's, MBA or PhD on schedule. Epe.
- Hogg, M. A., & Vaughan, G. M. (2010). *Social psychology: An introduction*. Harvester Wheatsheaf. Chapter 1
- Zaitzow, B. H., & Fields, C. B. (2006). Archival data sets: Revisiting issues and considerations. *The Psychology Research Handbook*, 326-341.
- 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.
- Gneezy, A. (2017). Field experimentation in marketing research. *Journal of Marketing Research*, 54(1), 140-143.
- 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.
- 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.
- 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
- Field, A. (2016). *Discovering statistics using IBM SPSS statistics*. Sage. Chapters 7, 8, 17
- Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Publications. Part 1
- 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.