

COURSE SPECIFICATION DOCUMENT**Academic School/Department:** Richmond Business**Programme:** BA (Hons) Business Management
BA (Hons) Finance and Investment
BA (Hons) Economics
BA (Hons) Fashion Management and Marketing
BA (Hons) Marketing**FHEQ Level:** 5**Course Title:** Research Methods**Course Code:** MGT 5210**Course Leader:** Marios Konstantinidis**Student Engagement Hours:** 120

Lectures: 30

Seminar / Tutorials: 15

Independent / Guided Learning: 75

Semester: Fall, Spring**Credits:** 12 UK CATS credits
6 ECTS credits
3 US credits**Course Description:**

The purpose of this course is to provide students with an overview of the range of research methods, approaches and tools that are available to you in order to conduct your senior research project. This course will cover philosophy and ethics in research, primary and secondary methods including qualitative and quantitative methods. This Course introduces the main concepts and techniques involved in research in the field of business and economics. The Course develops four main themes: research in context which puts the student as the researcher and as the user of research; research methodology which deals with the nature and limitations of different philosophies of research design e.g. deductive versus inductive approaches and qualitative versus quantitative approaches and the role of literature; research methods which deals with advantages and issues associated with the use of various data collection methods including observation, use of groups, interviewing techniques and questionnaire design; research proposal preparation which deals with issues of planning, literature review, topic selection, access to data, schedules, action plans, writing styles and referencing systems.

Prerequisites: GEP 4180, MGT 4205, MTH 4120, or ARW 4195

Aims and Objectives:

1. To understand the importance of different research approaches, philosophies and methodologies in the fields of business & economics.
2. To give students a first hand experience of planning and conducting quantitative and qualitative research
3. To give students an opportunity to understand limitations of published work, and critically evaluate it

To place students in a real project management situation, where they have to research, plan and discuss a research proposal

Programme Outcomes

Business Management:

A1, A2, A4, B2, B3, B5, D1, D5

Finance and Investment:

A4, B2, B4, B5, D1, D5

Economics:

A2, B1

Fashion Management and Marketing:

A1, A2, A4, B2, B3, B5, D1, D5

Marketing:

A1, A2, A4, B2, B3, B5, D1, D5

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and found at: <http://www.richmond.ac.uk/admitted-students/programme-and-course-specifications/>

Learning Outcomes:

Upon completion of this course, a successful student should be able to

1. Critically discuss, select and justify research approaches and research methods in relation to an appropriately formed research proposal which addresses a relevant business or economics issue.
2. Integrate ethical guidelines and standards when conducting research.
3. Understand and apply the steps required to create a literature review.
4. Understand how to apply appropriate research designs for quantitative and qualitative research.
5. Demonstrate an understanding of proper structure and citation in all academic work.
6. Present research results via a written report and an oral presentation.

Knowledge and Understanding

1. Have a detailed knowledge of the different types of research approaches (quantitative & qualitative)
2. Understand the importance of epistemology in conducting sound research

Cognitive Skills

3. Identify the respective advantages and disadvantages of quantitative and qualitative research
4. Research and enquiry: be able to conduct a literature review, identify a gap in the literature, identify recent developments, and develop a research question that integrates within an existing body of work
5. Synthesis and creativity: be able to critically synthesize findings, identify shortcomings of quantitative and qualitative projects, and offer areas for future research

Practical and / or Professional Skills

1. Team and organizational working: be able to work efficiently in a group, coordinate efforts, and adapt to group demand. To be able to engage in a class discussion during the group presentation.
2. Ethical awareness and application: understand the ethical aspects of conducting a research projects; understand the need for ethical approval before collecting data

Key Skills

1. Effective oral and written communication business skills with the group project (report + presentation)

Indicative Content:

1. "What is research? / How can epistemology help us understanding research? / Why do we do research? / Introduction to Academic Research / The specificity of Business Research"
2. "What is the logic of research? / Research questions / Testing hypothesis and ideas / Ethics and research design / Identifying relevant research questions / Sub-research questions / Validity / reliability"
3. "How to get started on a research project? / Integrating research in an existing body of knowledge / Using the literature and scholar resources: introduction to an efficient literature search / Research plan and schedule"
4. "How to design a quantitative research project? / Choosing a quantitative method / Sampling, participant selection inferences / Online studies / Setup an online survey (survey monkey) / When do you choose a quantitative research method?"
5. "How to design a qualitative research project? / participant selection, target groups? / When to choose a qualitative research method?"
6. "How to design quantitative research instruments? Quantitative Research: questionnaires, surveys, secondary data etc..."
7. "How to design qualitative research instruments? Qualitative research: interview, focus groups, "
8. "How to conduct quantitative data analysis? Introduction to concepts such as: independent variable, interdependent variable, nominal, ordinal, interval, ratio variables"
9. "How to conduct qualitative data analysis? Qualitative Data Analysis: NVivo, Thematic Analysis, Narrative Analysis, Content Analysis"
10. Structuring a research report; writing styles, citations

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board.

Teaching Methodology:

Weekly sessions will be divided between lectures and seminars. Lectures will offer an overview of the key theories and concepts, alongside with a critical perspective. Seminars will be the occasion for students to engage in developing their own research project. Students have to produce a research proposal (1000 words), a critical literature review (2000 words), and a research project of 3000 -3500 words. **The critique of a research paper to analyse how topical is the underlying research issue, Does the article include current debates, Is the methodology used is appropriate?**

Powercampus will be used to upload lecture notes and other essential course-related information.

Bibliography:

Required Texts/Reading

The core text used for this course is:

Bryman, A. and Bell, E. (2015) *Business Research Methods*. 4th Ed. Oxford: Oxford University Press

Saldana, J. (2015) *The Coding Manual for Qualitative Researchers*. 3rd Ed. London: Sage

Saunders, M., Lewis, P. & Thornhill, A. (2015) *Research Methods for Business Students*. 7th Ed. Essex: Pearson Education

Recommended Reading & Additional Resources

The following books constitute advanced and reliable sources of information for the course.

Bauer, M.W. & Gaskell, G. (Eds) (2000) *Qualitative Researching with Text, Image and Sound: A practical handbook*. London: Sage. (Especially Chapter 1)

Burton, D. (2000) *Research Training for Social Scientists*, Sage. (Especially chapters on epistemology, triangulation and ethics)

Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. 5th Ed. London: Sage

Field, A. (2017) *Discovering Statistics Using IBM SPSS Statistics*. 5th Ed. London: Sage

Kumar, R. (2019) *Research methodology: a step-by-step guide for beginners*. 5th Ed. London: Sage

Poynter, R. (2010) *The handbook of online and social media research: tools and techniques for market researchers*. Chichester: John Wiley & Sons Ltd

Sommer, R. and Sommer, B. (2002) *A Practical Guide to Behavioral Research: Tools and techniques*. Oxford: Oxford University Press (5th Edn.).

Thiétart, R. et al (2001) *Doing Management Research; A Comprehensive Guide*. London: Sage (especially Part 1).

Useful resources for analyzing qualitative research can be found online:

http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php

(NB: the site is a comprehensive and accessible resource on qualitative data

analysis) http://www.psy.dmu.ac.uk/michael/qual_collect.htm

Qual instrument Design

Barbour, R. S. (2008) *Doing focus groups*. London: Sage

Edwards, R. (2013) *What is qualitative interviewing?* London: Bloomsbury Publishing

Fitzroy Dearborn Kappas, A. and Krämer, N. C. (2011) *Face-to-face communication over the Internet emotions in a web of culture, language, and technology*. Cambridge: Cambridge University Press

Quant instrument Design

Brace, I. (2013) *Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research*. 3rd Ed. London: Kogan Page

Riffe, D., Lacy, S. and Fico, F. (2014) *Analyzing Media Messages: Using Quantitative Content Analysis in Research*. 3rd Ed. Oxon: Routledge

Rowntree, D. (2000) *Statistics without Tears: An Introduction for Non-Mathematicians*. London: Penguin

Presentation skills

Bradbury, A. (2010) *Successful presentation skills*. 4th Ed. London: Kogan Page

Software Requirements

SPSS, Excel.

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry
Updated List of Programme Outcomes	School 11 th Nov 16	
Change of Assessment Norms (to Atypical Assessments, no final exam)	School 08/01/2018	
Updated list of reading list, and assessment	June 2019	

