



Course title: Social Research Development and Methodology - 6 ECTS

Type of course: Compulsory doctoral programme course

Year of study: 1st study year

Semester: I semester (Fall)

Number of credits allocated:
ECTS: 6

Name of lecturer: Prof. dr. Ilona Buciuniene

Objectives of the course:

The aim of the course is to disclose the nature of social research development and main requirements for research and doctoral dissertation in social sciences. It also intends to discuss the scientific approach and the stages of research process, introduce students with the scientific contribution of research and make aware with conceptual foundations of research. Students will be introduced to main approaches of theory building and testing and corresponding choice of research strategy. Research as well as publication ethics will be discussed.

A lot of time and attention will be dedicated to doctoral students' research projects development therefore during the course students will work and advance their own research and at the end of the course will present the extended introduction and research plan of a doctoral research.

At the end of the course a doctoral student is expected to be able to:

- analyse and evaluate research ideas,
- formulate a topic, research problem, aim and objectives of a doctoral research,
- demonstrate awareness and understanding of scientific contribution of research,
- develop the research plan and write the extended introduction of a doctoral research,
- be aware of main principles of theory building and testing,
- select and develop the most appropriate theoretical model for a specific research,
- be aware of research and publishing ethics.

Course content:

Scientific approach to the research process. In this course meeting we will discuss the stages of research process, the nature of doctoral research and main requirements for doctoral research in social sciences. We will cover the issues of research domain, problem, aim and the scientific contribution.

Conceptual foundations of a doctoral research. We will cover main aspects of theory building: the function of concepts, constructs and variables, the principles of literature analysis, the development of propositions and hypotheses, and the transition from the conceptual to the observational level.

Theoretical model development. Transformation of a theory into a research model. During this class meeting a theoretical model development will be covered, analysing main issues of variance and process studies.

Translation of material between languages in social research. Research and publishing ethics. Ethical issues in research will be discussed and main principles of research plans development will be touched.

Mediation and moderation effects. Common Method Biases in Social Research.
Main principles of research proposals development.

Teaching methods: Lectures, discussions, student’s presentations, student’s individual work (writing and presenting a research proposal). All course material is in e-learning platform <http://elearning.ism.lt/> “Social Research Methodology”.

Assessment methods: Student performance in this course will be evaluated on five assignments, peer evaluations, class participation and the final exam.

During the course students are expected to fulfil such assignments:

Assignment	Due date	Value in per cent from the final grade
1.The moderation of a class discussion	According to schedule provided in the “Paper analysis and discussion guidelines”	15 per cent of the final grade
2.Analysis “The main features of a good research paper”	Submit to e-learning system (Microsoft Word version)	5 per cent of the final grade.
3.The value and scientific contribution of my research	Submit to e-learning system (Microsoft Word version)	5 per cent of the final grade.
4. Operationalization of concepts	Submit to e-learning system (Power point presentation)	5 per cent of the final grade
5.Building process and variance models	Submit to e-learning system	5 per cent of the final grade
6.Research proposal preparation	Submit to e-learning system	20 per cent of the final grade
7.Peer review of the research proposal of one classmate	Submit to e-learning system Present 2 printed copies	10 per cent of the final grade
Exam		30 per cent of the final grade
Class participation		5 per cent of the final grade

Description of course assignments

1. The moderation of a class discussion

Every doctoral student is invited to lead one class discussion based on the pre-assigned paper. You will find “Paper analysis and discussion guidelines” and the list of presentation in e-learning system.

This assignment is worth 15 per cent of the final grade.

2. The main features of a good research paper

You will find the Journal Quality List in e-learning system. Please select the journals from your research area and using keywords of your research find 10 articles closest to your research topic, read them carefully and based on the most important papers write an analysis “The main features of a good research paper” (3000-5000 characters long, including spaces). Submit to e-learning system.

This assignment is worth 5 per cent of the final grade.

3. The value and scientific contribution of my research

Write a concentrated overview of the current state of the research in your research area, show remaining gaps and formulate 3-5 contributions of your research (3000-5000 characters long,

including spaces) and submit to e-learning system. Prepare 1 PowerPoint slide and be ready to present.

This assignment is worth 5 per cent of the final grade.

4. Operationalization of concepts:

- Provide operationalization of one concept from your research. You will receive the guidelines for this this assignment during the class. Prepare a short PowerPoint presentation.
- This assignment is worth 5 per cent of the final grade.

5. Building variance and process models

- Based on your research topic formulate the research question and construct corresponding variance or process model. Prepare a short PowerPoint presentation and present during the class.
- This assignment is worth 5 per cent of the final grade.

6. Research proposal preparation and presentation

- Students are expected to prepare a research proposal, which should be submitted to e-learning system in a written form for evaluation and presented to the class. Research proposal will be evaluated by student’s supervisor and the lecturer of the course.
- This assignment is worth 20 per cent of the final grade.

7. Peer review of the research proposal of one classmate

Every student will be assigned to evaluate a research proposal of one classmate and write a review. Please follow the *Main requirements for research proposal structure and content*, presented in my PowerPoint presentation, and *Outline the Substance of Your Review* in AOM Reviewer Resources (<http://aom.org/Publications/AMJ/Reviewer-Resources.aspx>) as main guidelines for your review. You will find the List of reviewers and Research proposals at e-learning system. The length of review is 1-2 pages. You are expected to submit your review to e-learning system and bring 2 printed copies of your review to the seminar.

- This assignment is worth 10 per cent of the final grade.

Final examination

This assignment is worth 30 per cent of the final grade.

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- **Class participation**
- Students are expected to participate in class discussions in a meaningful way. This requires to come to the class prepared to discuss papers included in class readings and contribute to class discussions.
- This assignment is worth 5 per cent of the final grade.

Language of instruction: English

	<i>Readings</i>
<p>Scientific approach to the research process. In this course meeting we will discuss the stages of research process, the nature of doctoral research and main requirements for doctoral research in social sciences. We will cover the issues of research domain, problem, aim and the scientific contribution of a research.</p> <p>Assignment No.2. The main features of a good</p>	<p>Whetten, D.A. (1989) What Constitutes a Theoretical Contribution? <i>Academy of Management Review</i>, Vol.14, No.4, pp.490-495.</p> <p>Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. <i>Academy of Management Journal</i>, 50(6), 1281-1303.</p>

research paper	Bartunek, J. M., Rynes, S. L., & Ireland, R. D. (2006). What makes management research interesting, and why does it matter. <i>Academy of Management Journal</i> , 49, 9-15.
	<i>Readings</i>
<p>Conceptual foundations of a doctoral research: theory building. We will cover main aspects of theory building: the function of concepts, constructs and variables. The principles of literature analysis, development of propositions and hypotheses, transition from the conceptual to the observational level will be discussed.</p> <p>Assignment No.3. The value and scientific contribution of my research</p>	<p>Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. <i>Academy of management review</i>, 32(4), 1246-1264.</p> <p>Sutton, R. I. & Staw, B. M. (1995). What theory is not. <i>Administrative Science Quarterly</i>, 40, 371-384.</p> <p>Bacharach, S. (1989). Organizational theories: Some criteria for evaluation. <i>Academy of Management Review</i>, 14, 496-515.</p> <p>Daft, R. L. (1995). Why I recommended that your manuscript be rejected and what you can do about it. In Cummings, L. L., & Frost, P. J. (Eds.), <i>Publishing in the organizational sciences</i> (pp. 164-182). Thousand Islands, CA: Sage.</p>
	<i>Readings</i>
<p>Theoretical model development: designing of variance and process studies. We will discuss the differences between variance and process studies and theoretical variance and process models development.</p> <p>Assignment No.4. Operationalisation of concepts- students presentations</p>	<p>Van de Ven, A.H. (2007). Engaged scholarship: A guide for organizational and social research/Chapter 5: Variance and Process Models. Oxford, UK: Oxford University Press pp. 143-154</p> <p>Mohr, L.B., (1982) Explaining Organizational Behavior/ Chapter 2.Approaches to Explanation. <i>Variance and Process Theory</i>. San Francisco: Jossey-Bass, pp.35-70.</p>
	<i>Readings</i>
<p>Translation of material between languages in social research. Research and publishing ethics.</p> <p>Assignment No.5. Presentation of Variance or process models developed by students.</p>	<p>Brislin, R.W. (1980). Translation and content analysis of oral and written materials. In H.C. Triandis & J.W. Berry (Eds.), <i>Handbook of cross-cultural psychology</i>, vol. 2—Methodology (pp.426-444). Boston, MA: Allyn & Bacon.</p> <p>Kacmar, M. (2009) From the editors: an ethical quiz. <i>Academy of Management Journal</i>, Vol. 52, No. 3, 432–434.</p> <p>Van de Ven, A.H. (2007). Engaged scholarship: A guide for organizational and social research/Chapter 5: Variance and Process Models. Oxford, UK: Oxford University Press pp. 143-160.</p> <p>Mohr, L.B., (1982) Explaining Organizational Behavior/ Chapter 2.Approaches to Explanation. <i>Variance and Process Theory</i>. San Francisco: Jossey-Bass, pp.35-70.</p>

	<i>Readings</i>
<p>Mediation and moderation effects. Common Method Biases in Social Research. Main principles of research plans development.</p>	<p>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, 1173-1182.</p> <p>Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. <i>Journal of applied psychology</i>, 88(5), 879.</p> <p>Cresswell, J. W. (2009). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3rd. ed.). Thousand Oaks, CA: Sage. Chapters 5 & 6.</p> <p>Reinartz, W. J. (2016). Crafting a JMR manuscript. <i>Journal of Marketing Research</i>, 53(1), 139-141.</p>
	<i>Readings</i>
<p>Assignment No.6 Submission of research proposals for evaluation. You are expected to submit your research proposal to the ISM e-learning system http://elearning.ism.lt ant to email to phd@ism.lt</p>	<p>Daft, R. L. (1995). Why I recommended that your manuscript be rejected and what you can do about it. In Cummings, L. L., & Frost, P. J. (Eds.), <i>Publishing in the organizational sciences</i> (pp. 164-182). Thousand Islands, CA: Sage.</p> <p>Hoyle, R. H., Harris, M. J., & Judd, C.M. (2003). <i>Research methods in social relations</i> (7th ed.). Wadsworth. Chapter 20.</p> <p>Cresswell, J. W. (2009). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3rd. ed.). Thousand Oaks, CA: Sage. Chapters 5 & 6.</p>
<p>Research proposal presentations seminar</p> <p>Students are expected to present a research proposal of their doctoral research to the class and prepare the peer-review of assigned research proposal of one classmate.</p> <p>You are expected to provide: 7 minute PowerPoint presentation based on your research; The content of presentation: –Current state of the research and the remaining gaps;</p>	<p>As the analysis of research proposals is an important component of the learning process, all students are expected to read research proposals of all classmates and participate actively during all the day.</p>

<p>–Research problem/question; –Research aim and objectives; –Scientific contribution and value; –Research methodology; –Theoretical model (if applicable); –Limitations</p> <p>Assignment No.7.Peer review of the research proposal of one classmate.</p> <p>You are expected to prepare the peer-review of the assigned research proposal of one classmate and bring 2 printed copies to the seminar.</p>	
<p>Final examination.</p>	

Readings:

1. Bacharach, S. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14, 496-515.
2. 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, 1173-1182.
3. Bartunek, J. M., Rynes, S. L., & Ireland, R. D. (2006). What makes management research interesting, and why does it matter. *Academy of Management Journal*, 49, 9-15.
4. Bergh, D. (2003) Thinking strategically about contribution. *Academy of Management Journal*, 46: 135–136.
5. Brislin, R.W. (1980). Translation and content analysis of oral and written materials. In H.C. Triandis & J.W. Berry (Eds.), *Handbook of cross-cultural psychology*, vol. 2—Methodology (pp.426-444). Boston, MA: Allyn & Bacon.
6. Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the *Academy of Management Journal*. *Academy of Management Journal*, 50(6), 1281-1303.
7. Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage. Chapters 5 & 6.
8. Daft, R. L. (1995). Why I recommended that your manuscript be rejected and what you can do about it. In Cummings, L. L., & Frost, P. J. (Eds.), *Publishing in the organizational sciences* (pp. 164-182). Thousand Islands, CA: Sage.
9. Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of management review*, 32(4), 1246-1264.
10. Kacmar, M. (2009) From the editors: an ethical quiz. *Academy of Management Journal*, Vol. 52, No. 3, 432–434.
11. Mohr, L.B., (1982) Explaining Organizational Behavior/ Chapter 2. Approaches to Explanation: Variance and Process Theory. San Francisco: Jossey-Bass, pp.35-70.
12. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879.
13. Reinartz, W. J. (2016). Crafting a JMR manuscript. *Journal of Marketing Research*, 53(1), 139-141.
14. Van de Ven A. H. (2007) *Engaged scholarship guide for organizational and social research*/New York: Oxford University Press, 330.

15. Whetten, D.A. (1989) What Constitutes a Theoretical Contribution? *Academy of Management Review*, Vol.14, No.4, pp.490-495.

Additional literature:

16. Davis, G.,B. and Parker, C.A. (1997) Writing the doctoral dissertation: a systematic approach. 2nd ed./Barron's Educational series. P. 155.
17. Frankfort-Nachmias,Ch.,and Nachmias, D. (2005) Research methods in the social sciences/ 5th ed. London: Arnold
18. Hoyle, R. H., Harris, M. J., & Judd, C.M. (2003). *Research methods in social relations* (7th ed.). Wadsworth. Chapter 20.
19. Maylor, H. and Blackmon, K., (2005) Researching Business and Management/ Palgrave Macmillan.
20. Rudestam, K.E., and Newton, R.R. (2001) Surviving your dissertation: a compressive guide to content and process. 2nd ed. Sage Publications, Inc. pp.298.
21. Gravetter, F.J. and Forzano, L.-A.B, (2006) Research Methods for the Behavioral Science 2nd. ed. Wadsworth/Thomson learning, Belmont, USA.