



**Course title:** Social Research Development and Methodology - 6 ECTS

**Type of course:** Compulsory doctoral programme course

**Year of study:** 1<sup>st</sup> 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 the main requirements for research and doctoral dissertations in social sciences. It also intends to discuss the scientific approach and the stages of the research process; to introduce students to the scientific contribution of research and to make them aware with the conceptual foundations of research. Students will be introduced to main the approaches of theory building and testing and the criteria of research strategy choice. The main dilemmas of research as well as publishing ethics will be discussed.

A lot of time and attention will be dedicated to doctoral students' research project development. Thus, during the course, students will develop and advance their own research and at the end of the course will present the extended research proposal of a doctoral research.

**Artificial Intelligence usage policies:**

You are allowed to use generative AI tools for literature search and preparation of your class discussion.

This course is dedicated for your methodological and academic writing skills development. Therefore, you are not allowed to use the texts generated by AI for the written assignments (assignments No.2-7) preparation.

**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 the scientific contribution of research,
- develop the research plan and write the extended introduction of doctoral research,
- be aware of the main principles of theory building and testing,
- select and develop the most appropriate theoretical model for specific research,
- be aware of research and publishing ethics.

**Learning outcomes**

<b>Course learning outcomes (CLO)</b>	<b>Study methods</b>	<b>Evaluation methods</b>
CLO1 Be able to understand and apply research methods in management and economics.	Moderating class discussions; analyzing pre-assigned papers; participating in seminars.	Moderation of a class discussion, participation in class discussions; research proposal, final examination.

CLO2 Be able to formulate and plan a doctoral research project, including problem definition and research design.	Developing research proposal; writing research plan; operationalizing concepts; formulating research questions.	Research proposal preparation and presentation: Writing a proposal, presenting it to the class; operationalizing one concept from research; final examination.
CLO3 Be able to critically analyze research and identify gaps, contributions, and ethical considerations.	Writing assignments analyzing key journal articles; identifying research gaps; preparing peer reviews; reading and reflecting on advanced literature, preparing research proposal.	"The value and scientific contribution of my research": Writing an overview of research gaps and contributions; peer review of a research proposal; research proposal.
CLO4 Be able to construct and refine theoretical models for specific research questions.	Constructing and presenting theoretical models; analyzing and applying frameworks; discussing and participating in seminars.	Formulating research questions and constructing models; presenting theoretical models.
CLO5 Be aware of research and publishing ethics and apply them in scholarship.	Participating in seminars on ethics; discussing ethical dilemmas; reviewing proposals with attention to ethics; reflecting on ethical issues.	Research proposal preparation, peer review of a classmate's research proposal, final examination. Writing with attention to structure, content, and ethical considerations.

**Course content:**

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

**Conceptual foundations of doctoral research.** We will cover the 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, analyzing main issues of variance and process studies as well as specifics of modelling in economics.

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

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

**Teaching methods:** Lectures, seminars, discussions, student presentations, student's individual work (writing and presenting a research proposal). All course material is in the e-learning platform <http://elearning.ism.lt/> "Social Research Development and Methodology 2024".

**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 percent from the final grade
1. The moderation of a class discussion	According to the schedule provided in the "Paper analysis and discussion guidelines"	15 percent of the final grade
2. Analysis "The main features of a good research paper"	<u>October 22</u> Submit to e-learning system by 16:00 (Microsoft Word document)	5 percent of the final grade.
3. The value and scientific contribution of my research	<u>October 29</u> Submit to e-learning system by 16:00 (Microsoft Word document) Prepare 1 PowerPoint slide and be ready to present on <u>November 8.</u>	5 percent of the final grade.
4. Operationalization of concepts	<u>November 5</u> Submit to the e-learning system by 16:00 (PowerPoint presentation). Present on <u>November 6</u>	5 percent of the final grade
5. Building process and variance models	<u>November 12</u> Submit to the e-learning system by 16:00	5 percent of the final grade
6. Research proposal submission	<u>December 5</u> Submit to the e-learning system by 12:00 Presentation on December 11.	
7. Peer review of the research proposal of one classmate	<u>December 10</u> Submit to the e-learning system by 17:00	10 percent of the final grade
Research proposals presentation seminar	December 11	20 percent of the final grade
Exam	January 15	30 percent of the final grade
Class participation		5 percent 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 presentations in the e-learning system.

This assignment is worth 15 percent of the final grade.

**2. The main features of a good research paper**

You will find the Academic Journal Guide in the e-learning system. Please select the journals from your research area, preferably Journals with rank 4 and 4\* (you may consult with your supervisor), and using keywords of your research find 5-10 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).

This assignment is worth 5 percent 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 2-3 remaining gaps, and formulate contributions mirroring described gaps (3000-5000 characters long, including spaces).

This assignment is worth 5 percent of the final grade.

**4. Operationalization of concepts:**

- Provide operationalization of one concept from your research. You will receive the guidelines for this assignment during the class on October 30
- This assignment is worth 5 percent of the final grade.

## 5. Building theoretical models

- Based on your research topic formulate the research question and construct a corresponding theoretical model. Prepare a short PowerPoint presentation and present it during the class.
- This assignment is worth 5 percent of the final grade.

## 6. Research proposal preparation and presentation

- Prepare a research proposal, which should be submitted to the e-learning system in a written form for evaluation at 12:00 a.m. on the **5<sup>th</sup> of December** and presented to the class on **December 11<sup>th</sup>**.
- This assignment is worth 20 percent 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 the *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 in the e-learning system. The length of review is 1-2 pages. You are expected to submit your review to the e-learning system and send it to the author of the reviewed research proposal by December 10.

This assignment is worth 10 percent of the final grade.

## Final examination – January 15

- This assignment is worth 30 percent of the final grade.
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- **Class participation**
- Students are expected to participate in class discussions in a meaningful way. This requires coming to the class prepared to discuss papers included in class readings and contribute to class discussions.
- This assignment is worth 5 percent of the final grade.

**Language of instruction:** English

October 23, 11:30-15:30 Room 303	Readings
<p><b>Scientific approach to a research process.</b> In this course meeting we will discuss the stages of the research process, the nature of doctoral research, and the main requirements for doctoral research in social sciences. We will cover the issues of the research domain, problem, aim, and the scientific contribution of the research.</p> <p><b>Assignment No.2.</b> <i>The main features of a good research paper in my research area</i></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>Bartunek, J. M., Rynes, S. L., &amp; Ireland, R. D. (2006). What makes management research interesting, and why does it matter. <i>Academy of Management Journal</i>, 49, 9-15.</p> <p>*<sup>1</sup>Ethridge, D. (2004). Research and methodology. In <i>Research methodology in applied economics: organizing, planning, and conducting economic research</i>, Blackwell publishing. Chapter 2, pp.15-30</p> <p>Colquitt, J. A., &amp; Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the <i>Academy of Management Journal</i>. <i>Academy of Management Journal</i>, 50(6), 1281-1303.</p>
October 30, 11:30-15:30 Room 303	Readings

<sup>1</sup> \*For doctoral students in Economics. Please take the book from the ISM Library.

<p><b>Conceptual foundations of doctoral research: theory building.</b> We will cover the main aspects of theory building: the function of concepts, constructs, and variables. The principles of literature analysis, development of propositions and hypotheses, and transition from the conceptual to the observational level will be discussed.</p> <p><b>Assignment No.3.</b> <i>The value and scientific contribution of my research</i></p>	<p>Sutton, R. I. &amp; 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., &amp; Frost, P. J. (Eds.), <i>Publishing in the organizational sciences</i> (pp. 164-182). Thousand Islands, CA: Sage.</p> <p>Thatcher, S. M. B. and G. Fisher (2022). "From the Editors—The Nuts and Bolts of Writing a Theory Paper: A Practical Guide to Getting Started." <i>Academy of Management Review</i> 47(1): 1-8.</p> <p>*Ethridge, D. (2004). The literature review. in <i>Research methodology in applied economics: organizing, planning, and conducting economic research</i>, Blackwell publishing. Pp.113-126.</p>
<p><b>November 6, 13:00-15:30 Room 303</b></p>	<p><i>Readings</i></p>
<p><b>Validity, reliability, and generalizability. Theoretical model development</b> We will discuss validity, reliability, and generalizability in research. Theoretical model development and the differences between variance and process studies.</p> <p><b>Assignment No.4.</b> <i>Operationalisation of concepts-students' presentations</i></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. Variance and Process Theory. San Francisco: Jossey-Bass, pp.35-70.</p> <p>*Ethridge, D. (2004). Models in Economics Research. In <i>Research methodology in applied economics: organizing, planning, and conducting economic research</i>, Blackwell publishing. Pp.144-146.</p>
<p><b>November 13; 11:30-15:30 Room 303</b></p>	<p><i>Readings</i></p>
<p><b>Methodological fit in research. Common Method Biases in Social Research. Translation of material between languages in social research</b></p> <p><b>Assignment No.5.</b> <i>Presentation of Theoretical models developed by students.</i></p>	<p>Edmondson, A. C., &amp; McManus, S. E. (2007). Methodological fit in management field research. <i>Academy of Management Review</i>, 32(4), 1246-1264.</p> <p>Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., &amp; 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>Brislin, R.W. (1980). Translation and content analysis of oral and written materials. In H.C. Triandis &amp; J.W. Berry (Eds.), <i>Handbook of cross-cultural psychology</i>, vol. 2—Methodology (pp.426-444). Boston, MA: Allyn &amp; Bacon.</p> <p>Douglas, S. P., &amp; Craig, C. S. (2007). Collaborative and Iterative Translation: An Alternative Approach to Back Translation. <i>Journal of International Marketing</i>, 15(1), 30-43. doi:10.1509/jimk.15.1.030</p>
<p><b>November 20; 11:30-15:30 Room 210</b></p>	<p><i>Readings</i></p>

<p><b>Mediation and moderation effects. Research and publishing ethics.</b></p> <p><b>Main principles of extended research proposal development</b></p>	<p>Baron, R.M., &amp; 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>*Celli, V. (2022). Causal mediation analysis in economics: Objectives, assumptions, models. <i>Journal of Economic Surveys</i> 36(1): 214-234.</p> <p>Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. <i>Communication monographs</i> 76(4): 408-420.</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>Makadok, R., et al. (2018). "A practical guide for making theory contributions in strategic management." <i>Strategic Management Journal</i> 39(6): 1530-1545.</p>
<p><b>December 5 untill 12:00 a.m.</b> Submission of extended research proposals for evaluation.</p>	<p><i>Readings</i></p>
<p><b>Assignment No.6</b> Submission of extended research proposals for evaluation. You are expected to submit your extended research proposal to the ISM e-learning system <a href="http://elearning.ism.it">http://elearning.ism.it</a> ant to email to <a href="mailto:phd@ism.it">phd@ism.it</a></p>	<p>Hoyle, R. H., Harris, M. J., &amp; Judd, C.M. (2003). <i>Research methods in social relations</i> (7<sup>th</sup> ed.). Wadsworth. Chapter 20.</p> <p>Creswell, J. W. (2009). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. Chapters 5 &amp; 6.</p> <p>Reinartz, W. J. (2016). Crafting a JMR manuscript. <i>Journal of Marketing Research</i>, 53(1), 139-141.</p>
<p><b>December 11. 11:30-15:30 Room 303</b></p>	
<p><b>Extended research proposal presentations seminar</b></p> <p>Students are expected to present an extended research proposal of their doctoral research to the class and prepare the peer review of the assigned research proposal of one classmate.</p> <p>You are expected to provide: 10-minute PowerPoint presentation based on your research. The content of the presentation:</p> <ul style="list-style-type: none"> <li>• Current state of the research and the remaining gaps.</li> <li>• Research problem/question.</li> <li>• Research aim and objectives;</li> <li>• Scientific contribution and value.</li> <li>• The outline of the theoretical part.</li> <li>• Theoretical framework</li> <li>• Research methodology.</li> <li>• Theoretical model (if applicable).</li> </ul>	<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 day.</p>

<ul style="list-style-type: none"> <li>• Limitations</li> </ul> <p><b>Assignment No.7.Peer review of the research proposal of one classmate.</b></p> <p>You are expected to prepare the peer-review of the assigned research proposal of one classmate, and upload to the Elearning system</p>	
<p><b>January 15 12:00-14:00; room 208</b> <b>Final examination.</b></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. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup>. 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. Douglas, S. P., & Craig, C. S. (2007). Collaborative and Iterative Translation: An Alternative Approach to Back Translation. *Journal of International Marketing*, 15(1), 30-43.  
doi:10.1509/jimk.15.1.030
10. Edmondson, A. C., & McManus, S. E. (2007). Methodological fit in management field research. *Academy of management review*, 32(4), 1246-1264.
11. \*Ethrige, D. (2004). *Research methodology in applied economics: organizing, planning, and conducting economic research*, Blackwell publishing.
12. Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication monographs* 76(4): 408-420.
13. Kacmar, M. (2009) From the editors: an ethical quiz. *Academy of Management Journal*, Vol. 52, No. 3, 432–434.
14. Mohr, L.B., (1982) *Explaining Organizational Behavior/ Chapter 2. Approaches to Explanation: Variance and Process Theory*. San Francisco: Jossey-Bass, pp.35-70.
15. Nikolov, P. (2023). "Writing Tips for Crafting Effective Economics Research Papers–2023-2024 Edition."
16. 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.

17. Reinartz, W. J. (2016). Crafting a JMR manuscript. *Journal of Marketing Research*, 53(1), 139-141.
18. Thatcher, S. M. B. and G. Fisher (2022). "From the Editors—The Nuts and Bolts of Writing a Theory Paper: A Practical Guide to Getting Started." *Academy of management review* 47(1): 1-8.
19. Van de Ven A. H. (2007) *Engaged scholarship guide for organizational and social research*/New York: Oxford University Press, 330.
20. Whetten, D.A. (1989) What Constitutes a Theoretical Contribution? *Academy of Management Review*, Vol.14, No.4, pp.490-495.

**Additional literature:**

1. Davis, G.,B. and Parker, C.A. (1997) *Writing the doctoral dissertation: a systematic approach*. 2nd ed./Barron's Educational series. P. 155.
2. Frankfort-Nachmias,Ch.,and Nachmias, D. (2005) *Research methods in the social sciences/ 5th ed*. London: Arnold
3. Hoyle, R. H., Harris, M. J., & Judd, C.M. (2003). *Research methods in social relations* (7<sup>th</sup> ed.). Wadsworth. Chapter 20.
4. Maylor, H. and Blackmon, K., (2005) *Researching Business and Management/ Palgrave Macmillan*.
5. 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.
6. Gravetter, F.J. and Forzano, L.-A.B, (2006) *Research Methods for the Behavioral Science* 2nd. ed. Wadsworth/Thomson learning, Belmont, USA.
7. Makadok, R., Burton, R., & Barney, J. (2018). A practical guide for making theory contributions in strategic management. *Strategic Management Journal*, 39(6), 1530-1545.