



**National Research University Higher School of Economics  
Nizhny Novgorod**

Faculty of Management

**Course Syllabus**

“The Methodology of Research in Management”

Credit Hours - 6

38.04.02 – Management  
Master’s Programme in Global Business

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## 1. Course description

The course is competence-oriented and designed to help students develop their own research style. It also helps plan, design, organize research and analyze data and presents the outputs of a research project in the International Management area.

During the course students should revise their own academic competencies and get familiar with European and USA research traditions. Seminars will be devoted to analyzing articles from top ten leading Management Journals (e.g. Academy of Management Review, Academy of Management Journal, Journal of Applied Psychology, Organization Science, Strategic Management Journal), discussing research problems and methodology issues and data collection and analysis methods.

While the course mainly focuses on the research methodology, all the research phases will be considered: finding the idea, choosing the research paradigm, searching sources, designing research, data collection and analysis (quantitative and qualitative data), presenting the results, research standards and the best research practices. Special emphasis will be placed on research ethics, differences in intercultural perspectives in Management, cross-cultural research arrangement and research time management.

## 2. Sphere of application and normative references

The course program “The Methodology of Research in Management Research” establishes minimum requirements for students’ competencies and determines the content and styles of training sessions.

It is intended for students accomplishing Master Program 38.04.02 “Management” and majoring in “Global Business”.

This program is developed in accordance with:

- NRU - HSE educational standards;
- Educational program and curriculum for Master's Degree 38.04.02 “Management”, “Global Business” major

## 3. Course goals

The course is primarily aimed at helping students master their academic competencies, which will allow them to plan, design, and conduct international research projects.

The course focuses on the following competencies: critical thinking, academic reading and writing, time management, data analysis, communication and presentation in science.

The course contains three main topics – Research Concepts, Research Design, and Data Analysis.

We will discuss the differences in methodological paradigms, primary trends in Management Research, and the role of Big Data and Data Mining in contemporary science.



#### 4. Student learning outcomes

As a result, students will acquire the following competencies:

1. Managing research information (search for, store, analyze, read critically and cite information).
2. Communication and presentation (including the use of Power Point, Open Office or Prezi for clear and interesting presentation of study findings)
3. Methodology selection (problem analysis and research design)
4. Critical thinking and problem statement
5. Teamwork
6. Basics of qualitative and quantitative data analysis

At the completion of the course requirements the student will have the following competences:

Competence	Type of competence	Descriptors	Teaching methods to develop competences
<ul style="list-style-type: none"><li>• Able to analyze, apply scientific research methods in management</li></ul>	SC-M1,		Discussion of a contemporary research projects. Analysis of the articles published in leading journals.
<ul style="list-style-type: none"><li>• Able to develop models, concepts, invent and use new approaches and instruments of professional activity</li></ul>	SC-M2,		Analysis of the articles published in leading journals. Data analysis.
<ul style="list-style-type: none"><li>• Able to get to know a new research methods without special support from a teacher</li></ul>	SC –M3		Analysis of the articles published in leading journals suggesting new research methods
<ul style="list-style-type: none"><li>• Able to presents results of a study in presentation, report or article</li></ul>	M 3.1_3.2_4.2		Presentations at seminars, based on project proposal or analysis of the articles published in leading journals.

#### 5. The role of the discipline in the structure of the educational program

The “Research Methodology in Management” discipline is a part of the basic courses for students accomplishing Master Program 38.04.02 “Management” and majoring in “Global Business” and the basic academic, scholar and research competencies are taught to students at bachelor level.

This course is based on the following disciplines: Research Methods in Management, General Management, Strategic Management; Statistical Data Analysis (SPSS), Organizational Behavior; Human Resource Management, Philosophy of Science etc.



## 6. Course schedule

№	Topic	Total hours for the topic	Total class hours		Self-study
			Lectures	Seminars	
1	Understanding Research	74		14	60
2	Designing Research	76		16	60
3	Analyzing Data and Presenting Results	78		16	62
	Total	228		46	182

## 7. Assessment scheme

Type of assessment	Form of assessment	1year				Comments
		1				
Current	Test	*				
	Presentations	*				Group presentations x 3
Final	Exam	*				

### 7.2 Grading procedures

The criteria for evaluation of students’ competencies are as follows:

#### Class work

- Group assignment and presentations
  - Team Project 1 Types of Research: article-based presentation
  - Team Project 2 Critical Reading: article-based presentation
  - Team Project 3 Data Analysis: article-based presentation

As regards the group **assignment and presentations**, students are expected to analyze a scientific article, provide a clear presentation of its strengths and weaknesses to their peers and discuss a project question based on the article content.

#### Samples of group assignments.

##### Team project 1

Read carefully the paper “Relation of reward contingency and interpersonal context to intrinsic motivation: A review and test using cognitive evaluation theory” and answer the questions suggested by Peg Single (Chapter 3):

“What is the main point or result? Is the point well supported or not? Do the data or analysis support the author’s conclusion and implications?”

Which text, artwork, original sources, or data did the author analyze? How did the author obtain or collect these primary or secondary sources?

Which theoretical/conceptual approaches to analysis did the author apply?



Which research methodologies, discursive methods or methods of synthesis did the author use? Would I consider using these methods for my dissertation?

How does this reading relate to my academic interests, professional mission, current projects or future plans?” (Single, 2009, p. 65)

Make a 7-slide presentation for your peers.

1. The Big Picture
2. The Big Point
3. The Premise or Hypothesis
4. Data, Sources, or Arguments
5. Theories or Conceptual Approaches
6. Analytical or Research Methods
7. Results of Analysis

10-scores grade	5-scores grade	The level of the competences development
1-3	Fail	Student does not demonstrate the necessary level of competences
4	Satisfactorily	Student demonstrates: SC-M1 at low level M 3.1_3.2_4.2 at low level
5	Satisfactorily	Student demonstrates: SC-M1 at low level SC –M3 at low level M 3.1_3.2_4.2 at low level
6	Good	Student demonstrates: SC-M1 at medium level SC-M2 at low level SC –M3 at low level M 3.1_3.2_4.2 at medium level
7	Good	Student demonstrates SC-M1 at medium level SC-M2 at medium level SC –M3 at medium level M 3.1_3.2_4.2 at medium level
8	Excellent	Student demonstrates: SC-M1 at advanced level SC-M2 at medium level SC –M3 at medium level M 3.1_3.2_4.2 at advanced level
9	Excellent	Student demonstrates: SC-M1 at advanced level SC-M2 at medium level



		SC –M3 at advanced level M 3.1_3.2_4.2 at advanced level
10	Excellent	Student demonstrates: SC-M1 at advanced level SC-M2 at advanced level SC –M3 at advanced level M 3.1_3.2_4.2 at advanced level

#### • Test

Test covers three main topics:

1. Understanding Research (the analysis of three articles on chosen research topic)
2. Designing Research (plan and schedule of planned research project)
3. Analyzing Data and Presenting Results (data description, strategy of analysis and etc.)

Each section of a test will be graded separately (the average of all three sections will become a total grade for test).

Examples of test questions:

Read the article “Chevrier, S., & Viegas-Pires, M. (2013). Delegating effectively across cultures. *Journal of World Business*, 48(3), 431–439. <http://doi.org/10.1016/j.jwb.2012.07.026>”

Main task: Read the article and continue the sentences

#### ***The Big Picture of this article devoted to ...***

- The use of delegation across cultures
- Contingency approach to global leadership.
- Cross-cultural delegation
- Cross-cultural behavior
- Empowerment in a cross-cultural context

#### **The Big Point is ...**

- Research aims to examine the extent to which culture determines the conditions under which delegation is deemed acceptable
- Effective empowerment is not dependent on the amount of delegation, but rather it is dependent on how delegation is performed.
- This study identified some key characteristics of an efficient leadership style that universally endorsed.



- This article builds on the contingency approach to global leadership
- Delegation is crucial aspect of effective leadership

**The Premise or Hypothesis are...**

- Leadership and delegation processes vary in different countries
- Effectiveness of delegation is contingent on national culture
- Much of the literature discusses the presence or absence of managerial delegation
- Madagascar has not been included in the sample population of most cross-cultural research
- Delegation occurs when a manager gives subordinates the authority

10-scores grade	5-scores grade	The level of the competences development
1-3	Failes	Student does not demonstrate the necessary level of competences
4	Satisfactorily	Student demonstrates: SC-M1 at low level M 3.1_3.2_4.2 at low level
5	Satisfactorily	Student demonstrates: SC-M1 at low level M 3.1_3.2_4.2 at medium level
6	Good	Student demonstrates: SC-M1 at medium level M 3.1_3.2_4.2 at medium level
7	Good	Student demonstrates SC-M1 at medium level M 3.1_3.2_4.2 at advanced level
8	Excellent	Student demonstrates: SC-M1 at advanced level M 3.1_3.2_4.2 at advanced level
9	Excellent	Student demonstrates: SC-M1 at advanced level M 3.1_3.2_4.2 at advanced level
10	Excellent	Student demonstrates: SC-M1 at advanced level M 3.1_3.2_4.2 at advanced level



## Final exam

At the final exam students will get an article to write a critical analysis and a further research plan (up to 1,500 words).

Your main writing assignment for this class is to prepare a research proposal of 1,000-1,500 words (excluding references) of a given structure.

1. Understanding Research (analysis of three articles)
  - 1.1. The Big Picture
  - 1.2. The Big Point
  - 1.3. Keywords
  - 1.4. Main definitions
  - 1.5. The Premise or Hypothesis
  - 1.6. Data, Sources, or Arguments
  - 1.7. Theories or Conceptual Approaches
  - 1.8. Analytical or Research Methods
  - 1.9. Results of Analysis
2. Designing Research
  - 2.1. Abstract
  - 2.2. Problem statement
  - 2.3. Research plan
  - 2.4. Time schedule
3. Data Analysis
  - 3.1. Methodology (including data description and methods)
  - 3.2. Strategy of data analysis

Your proposal should include an introduction (literature review and conceptual argument, culminating in specific, novel, and testable hypotheses) and a research method. If you have data to work on (archival, already collected, downloaded from online database), you can also present the initial results of your analysis.

Please model your research proposal on the introduction and method sections using the style of articles published in top journals (e.g. *Academy of Management Journal*, *Journal of Applied Psychology*, *Academy of Management Review*, *Organizational Research Methods* etc.).

10-scores grade	5-scores grade	The level of the competences development
1-3	Failures	Student does not demonstrate the necessary level of competences
4	Satisfactorily	Student demonstrates: SC-M1 at low level M 3.1_3.2_4.2 at low level
5	Satisfactorily	Student demonstrates: SC-M1 at low level SC –M3 at low level M 3.1_3.2_4.2 at low level



6	Good	Student demonstrates: SC-M1 at medium level SC-M2 at low level SC –M3 at low level M 3.1_3.2_4.2 at medium level
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10	Excellent	Student demonstrates: SC-M1 at advanced level SC-M2 at advanced level SC –M3 at advanced level M 3.1_3.2_4.2 at advanced level

## Grading

Grading will be based on presentations, completion of a research plan and a final exam paper. Although students will not be evaluated based on participation in classes, attendance is expected in all classes, and constructive participation in class discussions is highly encouraged.

The final grade for the current control results is calculated in the following way (Grade):

$$G_{\text{final}} = 0.3 \cdot G_{\text{team}} + 0.3 \cdot G_{\text{test}} + 0.4 \cdot G_{\text{final exam}}$$

**Deadlines:** Students are strictly recommended to meet the deadlines for assignments. Team presentations should be made in class. Individual projects should be presented in the final class, detailed descriptions should be e-mailed to the lecturer three days before the final class. Failure to meet the deadlines results in nullified grades.

## 8. Course content

### Section 1. Understanding Research.



Lecture 1. Definition and purpose of research. Qualities of a good researcher. Types of research. The research process. Characteristics of a good research project. Practical issues: negotiating access, research ethics, managing research, time management in science.

Research paradigms. Paradigms and methodology. Types of research and methodology. Positivist methodologies. Mixing methodologies.

*Number of class work hours - 4 h of lectures and 4 h of seminars.*

The total amount of individual work on the subject is 30 hours, including reading research articles and preparing a team presentation.

**Required readings:**

1. Ng, W., & Coakes, E. (2014). *Business research: enjoy creating, developing, and writing your business project*. London: Kogan Page. [access]  
<http://library.books24x7.com/toc.aspx?bookid=58388>

**Additional readings:**

1. Introduction § Harvard Guide to Using Sources N.d.  
<http://usingsources.fas.harvard.edu/icb/icb.do>, accessed August 28, 2013.
2. Schrage, M. (2014). *The innovator’s hypothesis: how cheap experiments are worth more than good ideas*. Cambridge, Massachusetts: The MIT Press. . [access] <http://library.books24x7.com/toc.aspx?bookid=73671>

**Section 2. Designing Research**

Role of searching for literature. General search, finding right keywords for electronic sources and bibliometrics (data mining techniques). Recording references and writing literature reviews (citation manager Zotero).

Overview of research designs, identifying a research problem, purpose, theoretical framework. Transferring research questions to hypothesis. Determining the expected outcome and writing research proposals (text analytics with SWAN).

Working with existing data sources: International monetary, World bank, European Value Survey, World Value Survey, Polity IV database, etc.

Collecting original data: variables, samples, data collection methods, coding for computer analysis, data recording.

*Number of class work hours - 6 h of lectures and 6 h of seminars.*

The total amount of individual work on the subject is 40 hours, including reading research articles and preparing a team presentation.

**Required readings:**



1. Ng, W., & Coakes, E. (2014). *Business research: enjoy creating, developing, and writing your business project*. London: Kogan Page. [access] <http://library.books24x7.com/toc.aspx?bookid=58388>

**Additional readings:**

1. Single, Peg Boyle (2009) *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, LLC.
2. Leedy, P.D., Ormrod, J.E. 2013. *Practical Research: Planning and Design*. Pearson. 10th Edition (Shorthand: L&O) [access] <ftp://doc.nit.ac.ir/cee/jazayeri/Research%20Method/Book/Practical%20Research.pdf>
3. Wisker, Gina (2007) *The Postgraduate Research Handbook: Succeed with Your MA, MPhil, EdD and PhD*. Palgrave Macmillan.

**Section 3. Analyzing Data and Presenting Results**

Quantitative data analysis. Exploratory data analysis: frequencies, dispersion, change. Confirmatory data analysis: estimating from samples, measuring association, differences, forecasting. Advanced techniques: factor analysis, structural equation modelling. R as an open source platform for data analytics.

Qualitative data analysis: coding, summarising, categorising and identifying patterns. Cognitive mapping, data displays, grounded theory, quasi-judicial method.

Analysis evaluation procedures.

Research report planning. Content of a research report. Data presentation. Eleventh-hour strategy.

Writing papers and articles.

*Number of class work hours – 6 h of lectures and 6 h of seminars.*

The total amount of individual work on the subject is 42 hours, including reading research articles and preparing a team presentation.

**Required readings:**

1. Ng, W., & Coakes, E. (2014). *Business research: enjoy creating, developing, and writing your business project*. London: Kogan Page. [access] <http://library.books24x7.com/toc.aspx?bookid=58388>

**Additional readings:**

1. Pratt, M. (2009). From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52, 856–862. <http://amj.aom.org/content/52/5/856.short> doi:10.5465/AMJ.2009.44632557
2. Balakrishnan, N. (2010). *Methods and applications of statistics in business, finance, and management science*. Hoboken, N.J: Wiley. [access] <http://library.books24x7.com/toc.aspx?bookid=36508>



- Ahlemeyer-Stubbe, A. (2014). *A practical guide to data mining for business and industry*. Chichester, West Sussex, United Kingdom: Wiley. [access]  
<http://library.books24x7.com/toc.aspx?bookid=63686>

## 9. Educational Technologies (Practices)

The course “Research Methodology in Management” is organized using the following educational technologies: role playing, research games, group discussions with cognitive mapping, debates etc. Students will be encouraged to use Zotero citation tools and other open source software to facilitate the research process. During the course students will discuss several videos from TED.com with presentations of the best research practices.

Corporate LMS eFront will be used for storage of course-related information, peer-interaction, online discussions, collecting individual projects, grading, feedback etc.

## 10. Recommendations for students

To facilitate your progress on the research plan, please use following schedule:

**First week - Topic Statement**, write a 1-2 page description of your topic and find at least 10 empirical articles, published in top journals (e.g. *Academy of Management Journal*, *Journal of Applied Psychology*, *Academy of Management Review*, *Organizational Research Methods* etc.) and relevant to your topic.

**Second week– Annotated bibliography** with your comments. For each of articles identify the author(s), journal, year, independent variables (including how measured), dependent variables (including how measured), sample, key findings, and their implicit assumptions about the population. Please also provide a short 2-page description of the selected papers concerning their interrelationships: What have you learned? What kind of research strategy is most common in your area of interest? What topics have been neglected? What topics (e.g., hypotheses) are most common?

**Third week - Introduction, hypotheses, and method outline** - please turn in the first draft of the introduction to your research proposal (that is, the introduction, literature review, and hypotheses) and a brief description of your corresponding method of analysis. Model your draft after the introductory sections (up to the method) of top organizational behavior journals. Your proposal should be prepared in APA format.

**Fourth week - complete draft of proposal**. Please turn in the first *complete* draft of your research proposal. This should reflect a revision of your earlier draft and the inclusion of a method section (sample, procedures, measures, analyses), and initial data analysis. (Please remember to use APA style)

Each student will read two other students’ research proposals and provide constructive and detailed written feedback regarding each of the two proposals.



## 12. Online sources:

Riveting talks by remarkable people, free to the world

<http://www.TED.com>

Basics of APA style tutorial  
[http://flash1r.apa.org/apastyle/basics/index.htm?\\_utma=185732729.1242781786.1369987333.1369987333.1369987333.1&\\_utmb=185732729.4.10.1369987333&\\_utmc=185732729&\\_utmz=185732729.1369987333.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&\\_utmv=-&\\_utmh=255481224](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.1242781786.1369987333.1369987333.1369987333.1&_utmb=185732729.4.10.1369987333&_utmc=185732729&_utmz=185732729.1369987333.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmh=255481224)

A Summary of the Book, Publish & Flourish: Become a Prolific Scholar By Tara Gray  
<http://www.dissertationdoctor.com/articles/TaraGray.pdf>

Guide to assignment writing and referencing

<http://www.deakin.edu.au/current-students/assets/resources/study-support/study-skills/assign-ref.pdf>

## 13. Technical Provision

The present course is conducted using the following equipment: a laptop and projector for lectures and group project presentations, and a camcorder for reflection of role playing games, interviews, research process and other class activities.

## 14. Academic integrity

**14.1** Each student in this course is expected to abide by the Higher School of Economics' Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's personal work. For this course, collaboration is allowed in the following instances: group discussion in class, group projects and presentations.

**14.2** Students are encouraged to study together and to discuss information and concepts covered in lectures and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

**14.3** During examinations, every student must do his/her own work. Talking or discussing is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.