



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: 6 ECTS

Name of lecturer: Prof. dr. Ilona Buciuniene

Language of instruction: English

Course annotation:

The aim of the course is to disclose the nature of social research development and the main requirements for research and doctoral dissertation in social sciences. It also intends to discuss the scientific approach and the stages of research process.

Objectives of the Course:

- 1) To introduce the scientific contribution of research and to make awareness of conceptual foundations of research.
- 2) To introduce the main approaches of theory building, testing and the criteria of research strategy choice.
- 3) To develop an awareness of research ethics and the main dilemmas of research.
- 4) To prepare participants to develop and present the extended research proposal of a doctoral research.

Course learning outcomes (CLO)	Study methods	Evaluation methods
CLO1 Be able to analyse and evaluate research ideas.	Seminars and individual work	Participation in discussions during class meetings, submission of an analysis paper on the main features a good research paper.
CLO2 Demonstrate awareness and understanding of the scientific contribution of research.	Students individual work	Paper submission on concreated overview of the current state of the participant's research area and showing remaining gaps and formulation of research contribution.
CLO3 Be aware of the main principles of theory building and testing	Seminar and individual work	Providing presentation on the operationalization of one concept from participant's research.
CLO4 Be aware of the main research ethics principles.	Seminars	Participation in discussions during class meetings.
CLO5 Be able to formulate a topic, research problem, aim and objectives of doctoral research	Individual work, peer reviews	Providing presentation on research proposal and submission of peer review.
CLO6 Developed research communication and presentation skills	Discussion in seminars	Leading one class discussion.

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, seminars, 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/>

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

The assessment structure:

Assignment	Value in per cent from the final grade
The moderation of a class discussion	15 per cent of the final grade.
The main features of a good research paper	5 per cent of the final grade
The paper related to value and scientific contribution of participants' research	5 per cent of the final grade
The presentation: Operationalization of concepts	5 per cent of the final grade
The presentation: Building variance and process models	5 per cent of the final grade
Research proposal preparation and presentation	20 per cent of the final grade
Peer review of the research proposal of one classmate	10 per cent of the final grade
Class participation	5 per cent of the final grade
The final exam	30 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 (you may consult with your supervisor) and using keywords of your research find 5 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 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 and prepare 1 PowerPoint slide.

- 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.

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.

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* (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. 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. Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication monographs* 76(4): 408-420.
12. Kacmar, M. (2009) From the editors: an ethical quiz. *Academy of Management Journal*, Vol. 52, No. 3, 432–434.
13. Mohr, L.B., (1982) *Explaining Organizational Behavior/ Chapter 2. Approaches to Explanation: Variance and Process Theory*. San Francisco: Jossey-Bass, pp.35-70.
14. 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.
15. Reinartz, W. J. (2016). Crafting a JMR manuscript. *Journal of Marketing Research*, 53(1), 139-141.
16. Van de Ven A. H. (2007) *Engaged scholarship guide for organizational and social research*/New York: Oxford University Press, 330.

17. 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* (7th 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.