

Course Syllabus

Title of the course	Research seminar		
Title of the Academic Programme	Management		
Type of the course	Project/Scientific research seminar, projects		
Prerequisites	Philosophy, Sociology, Economic Theory & Statistics, Econometrics, Management, Human resources management, Theory of organizations and organizational behavior, Project seminar and Course Paper		
ECTS workload	5 credits		
Total indicative study hours	Directed Study	Self-directed study	Total
	64	126	190
Course Overview	<p>The Research seminar (RES) emphasizes the role of research as an aid to decision making process in management or related areas. This course will provide students with a working knowledge of the analytical tools available to researcher. Data management (collection, processing, evaluation, etc.) techniques, research designs, methods for presenting the results are covered. The course also deals with how to define and evaluate alternative sources of information, basic information needs for exact cases. Primary objective is to avoid creating the inappropriate distinction between “theoretical research” and “empirical contribution”. We will take into account both theoretically and practically interesting/popular insights and topics, demonstrating the connection between managerial problems, research fields and techniques.</p> <p>Most important, this course in a hands-on manner supports students in drafting a course paper or junior research paper that incorporates designs, methods and techniques covered in class with their own research interests. Students will work in small groups on a research project and academic revision/critique process.</p>		
Intended Learning Outcomes (ILO)	<p>At the end of the course students are expected:</p> <p>1) To develop an understanding of how to:</p> <ul style="list-style-type: none"> - formulate a research question; - organize work on research project (scientific paper, thesis, course paper, essay, etc.); - choose an appropriate research strategy/design, method and technique, sampling method; - distinguish quantitative and qualitative research, different types of data and measurement levels; - validate the quality of the research design, instruments and results; <p>2) To demonstrate the ability to:</p> <ul style="list-style-type: none"> - design research plan/program; - formulate research question, rationale and hypotheses; - search and evaluate, process different sources of information; - construct previous and actual research field (literature review); 		

		- create questionnaires, in-depth interview forms, observation protocols and other research instruments; - write valid and understandable research proposal; - to present the results of the research in different formats (research paper, poster, presentation).			
Teaching and Learning Methods		We will read and discuss assigned materials, students will take turns leading the discussions. Each student will write a research paper, that will be reviewed and then revised in response to the reviewers.			
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	<p>Topic 1. Introduction. Overviewing course structure, content, ILO and assessment methods. Practitioners need management research: why. Scientific and non-scientific methods: several principles to distinguish. Basic concepts – observation, hypothesis, law, theory. Integrating RES content in social media (networks): mini-hackathon/discussion.</p> <p>Readings: 1) R8 Chapter 1, p. 1-23 2) R9 Chapter 1, p. 2-24</p>	10	-	4	6
2	<p>Topic 2. Research design basics. The theoretical antecedents to management research: epistemology, ontology. Positivism, pragmatism, constructivism. Research ideology (design): level and unit of analysis, research purpose, research question. Deductive versus inductive. Nomothetic versus ideographic. Fundamental versus applied. Empirical cycle: observation, induction, deduction, testing and evaluation.</p> <p>Readings (philosophical underpinnings): 1) R1, Chapter 1, p. 21-37 2) R2, Chapter 1, p. 21-34 3) R4, Chapter 3, p. 20-35 4) R8, Chapter 3, Chapter 4, p. 92-123 5) R9, Chapter 2, p. 25-44 Chapter 3, p. 45-72</p> <p>Readings (research design basics): 1) R2 Chapter 3, p. 54-68 Chapter 5, p. 88-104 Chapter 6, p. 106-125 2) R6, Chapter 2-5, p. 17-80 3) R8, Chapter 2, p. 25-54 Chapter 3 Chapter 6, p. 165-201</p>	14	-	6	8
3	<p>Topic 3. Rationale, research questions and literature review. Significance of research.</p>	14	-	6	8

	<p>Research questions: good and bad ones. Literature review: structure, key words. Sources: citation, co-citation, open access journals, journal rankings, reference types, impact factor, h-index, Web of Science, Google Scholar, Scopus. Citation management systems, APA, Chicago manual. Construction of the research fields (mental maps) with VosViewer and CitNetExplorer.</p> <p>Readings (research questions):</p> <ol style="list-style-type: none"> 1) R2, Chapter 2, p. 35-54 2) R3, Chapter 2, p. 26-50 3) R5, Chapter 2, p. 56-75 Chapter 4, p. 92-113 4) R6, Chapter 7, p. 103-108 5) R9, Chapter 6, p. 132-163 <p>Readings (literature review):</p> <ol style="list-style-type: none"> 1) R1, Chapter 3, p. 62-84 Chapter 10, p. 185-199 2) R3, Chapter 4, p. 73-108 3) R6, Chapter 8, p. 109-210 4) R8, Chapter 3, p. 55-90 Chapter 5, p. 124-165 				
4	<p>Topic 4. Constructs and variables. Data types. Operational definition. Independent, dependent variables. Constant. Confounder, control variables. Measurement levels and structures. Nominal, ordinal, interval and ratio scales. Construct validity. Measurement reliability. Test/retest. Split ratios. Random and systematic error.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. R1, Chapter 12, p. 222-245 2. R2, Chapter 4, p. 70-84 3. R2, Chapter 7, p. 126-139 4. R2, Chapter 9, p. 164-185 5. R3, Chapter 6, p. 143-166 6. R4, Chapter 11, p. 154-175 7. R6, Chapter 15, p. 239-262 8. R9, Chapter 7, p. 164-186 9. R9, Chapter 8, p. 187-213 10. R9, Chapter 9, p. 214-242 11. R10, Chapter 13, p. 435-474 12. R2, Chapter 4, p. 70-84 13. R3, Chapter 5, p. 114-138 14. R4, Chapter 6, p. 64-78 15. R4, Chapter 7, p. 79-98 16. R7, Chapter 2, p. 31-60 17. R8, Chapter 12, p. 393-430 18. R8, Chapter 14, p. 476-512 19. R9, Chapter 20, p. 499-526 	14	-	4	10

5	<p>Topic 5. Research methods and techniques – overview. Experiments. Surveys. Observation. Case study. Interviews. Grounded theory. Descriptive statistics, inferential statistics. Causality and correlation.</p> <p>Readings:</p> <p>1) R1, Chapter 6, p. 110-126 2) R8, Chapter 7, p. 201-244 3) R10, Chapter 9, p. 283-317</p>	14	-	4	10
6	<p>Topic 6. Research documentation and planning. Research protocol, statistical plan, data management, codebook. Research program (brief) structure. Research plan (milestones), resource planning.</p> <p>Readings:</p> <p>1) R3, Chapter 3, p. 51-72 2) R4, Chapter 5, p. 51-63 3) R7, Chapter 1, p. 1-30</p>	10	-	4	6
7	<p>Topic 7. Sampling. External validity: basics and threats (selection, history, setting, pretesting, reactivity). Population, sample, stratum, census, element. Random (probability) sampling methods. Non probability sampling methods. Sample estimate. Sampling bias. Confidence interval. Sample size</p> <p>Readings:</p> <p>1) R2, Chapter 8, p. 110-163 2) R8, Chapter 8, p. 245-280 3) R9, Chapter 114, p. 350-380 4) R10, Chapter 3, p. 77-105</p>	14	-	4	10
8	<p>Topic 8. Experiments. True experiments: randomized control trials and assignment, manipulation. Factorial design. Main and interaction effects. Repeated measures, between and within subject. Longitudinal design. Control group. Lab versus field. Randomization check failure. Pretest posttest design. Quasi experimental design.</p> <p>Readings:</p> <p>1) R4, Chapter 9, p. 113-128 2) R6, Chapter 10, p. 141-152 3) R8, Chapter 9, p. 281-314 4) R9, Chapter 10, p. 243-270 5) R9, Chapter 11, p. 271-290 6) R10, Chapter 6, p. 182-213</p>	12	-	4	8
9	<p>Topic 9. Cross sectional design. Surveys. Types of quantitative research. Types of questions to be asked. Target audience and response rate. Tips for building effective survey. Pretesting. Quality control. Designing questionnaire and response options. Response and rate bias. Panels design.</p>	16		6	10

	<p>Time series design.</p> <p>Readings:</p> <p>1) R4, Chapter 10, p. 129-153</p> <p>2) R6, Chapter 13, p. 199-222</p> <p>3) R8, Chapter 10, p. 315-367</p> <p>4) R9, Chapter 15, p. 381-406</p> <p>5) R10, Chapter 12, p. 375-412 Chapter 13, p. 413-434 Chapter 15, p. 475-508</p>				
10	<p>Topic 10. Interviews and focus groups. Types of interview, possible purposes. Recruiting right participants. Icebreakers, flipcharts and other ways to guide conversation. Reports. Tips to conduct an interview, a focus group</p> <p>Readings:</p> <p>1) R8, Chapter 13, p. 431-476</p> <p>2) R9, Chapter 18, p. 456-477</p> <p>3) R10, Chapter 18, p. 589-616</p>	12		4	8
11	<p>Topic 12. Observation/ethnography. Fieldwork. Selection of the participant. What and how to observe. Access issues. Establishing rapport. Taking notes and finalizing results.</p> <p>Readings:</p> <p>1) R1, Chapter 7, p. 127-143</p> <p>2) R4, Chapter 8, p. 97-112</p> <p>3) R6, Chapter 22, p. 411-445</p> <p>4) R10, Chapter 17, p. 543-588</p> <p>5) R11, Chapter 2 & 3 & 6 & 7 & 8, p. 9-120</p>	10		4	6
12	<p>Topic 13. Research findings. Reports, scientific papers, abstracts, posters. Presentation skills and tips. Accuracy, Validity, Limitations, Implications. Confirmation/disconfirmation. Reliability and validity (construct, internal, external). Research ethics: fraud, plagiarism, conflicts of interest, harking, p-hacking, data snooping, cherry picking, selective omission.</p> <p>Readings:</p> <p>1) R2, Chapter 17, p. 359-371</p> <p>2) R3, Chapter 8, p. 193-230</p> <p>3) R8, Chapter 15, p. 513-546</p>	26	-	4	22
13	<p>Workshops/master-classes (topics are a subject of change):</p> <ul style="list-style-type: none"> - Marketing research - Internet, big data research - Fundamental research - Contemporary research methods and techniques 	24	-	10	14
Total study hours		190	-	64	126

Indicative Assessment Methods and Strategy

Class meets once in two weeks (in most of the cases).

By the end of the course everyone should have a junior research project complete (on a narrowly-defined topic). You'll also prepare a poster presentation of your research project. Towards this goal a short written assignment (e.g. provisional research program, intellectual map of the concepts, discussion of an article related to your topic or other progress reports) will typically be due each class.

Attendance and participation

1) Regular attendance & engagement. Class time (directed study hours) in this course will focus primarily on developing skills for your own research, including discussions of possible manageable research questions/projects, creating research instruments, validating data and presenting results. This course is aimed to give you the tools to complete your JRP and to engage in any future research of interest to you. As such, your success depends on regular attendance and active engagement.

2) Possible changes in assignment list and due dates. Assignments listed here may be subject to change. The course LMS page and Telegram channel will always show an up-to-date list of deadlines.

3) Homework announcement, due dates. Homework will be announced in class and on the class LMS page and in Telegram channel. It's your responsibility to be aware of when assignments are due. Like you, assignments are expected to appear promptly at the due date & hour.

4) If you can't submit on time. If urgent circumstances keep you from completing an assignment on time, you must make alternate arrangements BEFORE the assignment is due. You may receive demerit points for submitting assignments after the due date.

5) If you can't visit the class with your study group. Our schedule is quite flexible, so you are recommended to visit the class with other groups rather than ask for additional home assignment.

6) Recommendations for written assignments

We'll use LMS to collect your written assignments (unless I say otherwise). I don't care whether written work is typed or handwritten (unless we need to check the plagiarism). However, all work should be easy to understand.

This means it must be:

- legible (clear enough to read). If you have messy handwriting, you should make a serious effort to write clearly or consider typing. If your printer is running out of ink and prints only in yellow and pink stripes, please find another printer. It must be comfortable to read your work, otherwise it won't receive a grade.

- correctly spelled (more or less).

- clearly organized. When you're explaining complex data or making an intricate argument, it takes a fair amount of thought to make sure you express your ideas clearly. Think about what points you want to make, and how you want to explain them before you start writing (use Minto principle – at very least).

Grading policy

Your grades are located here - <https://goo.gl/PwP8mU>

You can receive up to 500 points total (cumulative grade), of which:

- 150 - Peer review (2), response letter
- 100 - JRP process (brief, research program, literature review, operationalization, sample, results and discussions)
- 50 - Presentations on JRP progress
- 100 - In class assignments, discussions
- 100 - Home assignments, including workshop/masterclass feedback

To calculate your cumulative grade divide total sum of points received in 500 (Ex: You've received 400 points total, then your final grade equals to $400/500=80\%$)

- 95,00 %+ equals 10,00
- 85,00 - 94,999% equals 9,00
- 75,00 - 84,999% equals 8,00
- 65,00 - 74,999% equals 7,00
- 55,00 - 64,999% equals 6,00
- 45,00 - 54,999% equals 5,00
- 35,00 - 44,999% equals 4,00
- 25,00 – 34,999% equals 3,00
- 15,00 – 24,999% equals 2,00
- 0 – 14,999 equals 1,00

Final grades will be rounded. Curve (rounding) is arithmetical (3.49 equals a 3; 3,501 equals a 4).

List of assignments

1) In class assignments

This list is not an ultimate list of activities. It can be adjusted based on the actual agenda of the lesson, the state (progress reports) of the research project and due to the change to more exciting formats of work in the class. The amount of points for different items vary from 5 to 10.

- 1) Hackathon “Improve Research seminar course’s “infrastructure”
- 2) Review your previous course paper (in terms of different types of the research)
- 3) World café “Philosophical underpinning of the research design”
- 4) Systematize the steps of the research cycle / course paper (JRP)
- 5) Research question discussion + peer-review of the statements
- 6) Poster “Possible validity threats” (What can possible go wrong with your JRP)
- 7) Discussion “Guidelines for a thorough literature review. Coping with Scopus and Web of Science”
- 8) Discussion “Planning your research program”
- 9) Role play “Paired interviews and focus groups”
- 10) Group work, peer-review “Designing an experiment”
- 11) Group work, peer-review “Constructing questionnaire for which you will not be ashamed of”
- 12) Group work, discussion “Describing population, calculating samples”

- 13) Discussion “Observation as a part of management research practice” (additionally – discussion of “Kitchen stories” (a 2003 Norwegian film by Bent Hamer)
- 14) Peer-review “Validity and reliability threats”, “Fraudulent data analysis and reporting”
- 15) Training on data presentation / discussion of the research results

2) Home assignments

Short description	Amount of points	Deadline
Master class / open lecture feedback + questions	4 times * (5 (per questions) + 5 (per feedback)) = 40 points	TBA, 1 per module
Research team posted (including background info)	10 points	December, the end of 1 st week
Research field deconstruction (CitNET explorer, VosViewer)	20 points	January, third week
Mind map of a concept	10 points	February, first week
Presentation “Research of the week”	20 points	Each class, 3-4 modules, no more than 10 presentation / each study group

3) Junior research paper (JRP assignments)

Title of the step	Preliminary Submission date (online, LMS)	Colloquium date (presentation + discussion with scientific board)	Amount of points (MAX)
Introduction + Provisional version of research problem statement	December 17 th	No colloquium, only online feedback + consultations in late December	10 (research rationale + introduction) + 10 points (research team posted, background info) + 10 points (distribution of duties, plan)
Literature review	January 21 th	January 22 – February 3 (Colloquium 1)	30 + 15 points for colloquium + additional points + 20 points (research filed deconstruction with CitNET explorer, home assignment)
Operational definition	February 4 th	No colloquium, only online	10 points + 10 points (mind

		feedback + consultations in the middle of February	map for concept)
Methodology + final version of research problem/questions/hypotheses	February 25th	February 26 – March 9 (Colloquim 2)	30 points + 15 points for colloquium
Results and discussion	April 15	April 16 – April 27 (Colloquim 3)	20 + 15 points for colloquium
JRP first version	May 10	-	-
Double blind peer-review of JRP	May 20	-	50 points * 2 peer reviews
Response letter	May 30	-	50 points

4) JRP (Junior Research Paper): Guidelines

Students will write a research course paper that relates one or more topics to their own research interests. The primarily goal of a JRP is the analysis/synthesis of the theoretical and empirical data in order to consolidate knowledge and skills acquired in the learning process. JRP typically involves a mix of practical work/analysis of experimental data, written (corpus) data or fieldwork in combination with study of secondary sources (library work). The objective of the JRP is to provide an opportunity to learn how to do research and to work closely with a faculty member.

Skills developed in this context are useful in any future career and will also allow you to explore whether or not you wish to apply for research master program. If you do, the thesis might arise out of the research paper, or it may be on a different topic altogether. In any event, the research skills acquired can be transferred to the task of writing the bachelor's diploma (thesis). Research seminar course (RES) will provide support for developing JRP.

We are flexible as to the goal of the paper, because we want it to meet your needs. One option is the exploratory research in order to get new knowledge about the structure, the features, the tendencies and pattern of a certain research object/subject/phenomena. The second option is the explanatory research that defines a research question, reviews and critiques the extant literature, develops a few testable hypotheses and proposes a method for testing the proposed hypotheses. In this case you'll also have to gather and analyze data. A pure theory paper is also acceptable as is the development of an existing scientific laws, models and theories. Papers spanning management and other disciplines such as organization theory, organization behavior, accounting, finance, marketing, strategic management are acceptable. Topic of research is supposed to be approved by your scientific advisor from the department of management.

Requirements

1. Research work is done in groups of 2-3 students.
2. We recommend to write JRP in English, though the rules allow to write in Russian. All assignments on Research Seminar Course should be submitted in English, regardless the language of your JRP.

3. The body of the manuscript (excl. title page, references, figures) should not exceed 7000 words in English (+ no more than 20% of the recommended number of words), 1,5 spaced with 12 pt Times New Roman font, double spacing between text and headings. Margins: left 2,5 sm, right— 2 sm, upper — 3 sm, bottom — 2,5 sm. Alignment is justified.

4. The JRP should be submitted in late May 2018.

5. As you are supposed to write your JRP in groups, it is necessary to attach a report on the author's contribution. This report is an integral part of determining the individual evaluation of each of the authors of the work.

JRP structure - overview

Coursework in a format of JRP consists of an introduction, the main part, conclusion, a list of used literature and applications. The structure of JRP equals to a typical structure of academic research article. In general, the structure of the work and the approximate volume of each part is given in the following table.

The title of the part	The description	Recommended amount of words
Abstract	1) Problem statement 2) Indication of methodology 3) Main findings 4) Principal conclusion	300 words
Introduction	1) Establishing a territory (claiming centrality, making topic generalizations, reviewing items of previous research) 2) Establishing a niche (counter-claiming, indicating a gap, question raising, continuing a tradition) 3) Occupying the niche (outlining purposes, announcing the significance and target audience of present research, indicating structure)	10%, 700 words
Literature review	1) identifying the work that has become the basis for the study of this particular research issue; 2) identify the area of the research issue that has not yet been resolved or solved partly, but requires a solution = indicating a gap; 3) Defining the basic concepts (theories, paradigms, approaches) that must be used to solve this research question (to occupy the niche)	25%, approximately 1800 words
Research problem and questions formulation	1) What needs to be done to achieve the goal / solve the research problems? 2) What are the proposed methods for the solution of the questions posed?	10%, 700 words
Methodology	The description of data collection process and data analysis techniques. 1) Describing the design of the study (the main stages and their sequence); 2) Describing the methods of data collection for each stage of the study, their limitations; 3) Formulating the hypotheses; 3) Constructing and describing the research tools (which must necessarily be reflected in the Appendices to the work, for example, in the form	20%, 1400 words

	of do-files from STATA or transcripts of interviews); 4) Describing the features of the data collection process, data sources, population and sample (its representativeness) 5) Describing the methods and procedures for data analysis, an indication of the statistical packages used.	
Results	Objective description of the results obtained 1) What are the significant effects, the evidence found during the study? 2) What are the most important options for interpreting these results? 3) Critical analysis and discussion on the relevance of the findings	25%, approximately 1800 words
Discussion and conclusion	1) Introduction (review findings, discuss outcomes, stake a claim) 2) Evaluation (analyze, offer explanations, reference the literature, state implications) 3) Conclusion (limitations, recommendations)	10%, approximately 700 words
References	1) Harvard reference system ¹ or APA Style ² 2) The list of references should contain bibliographic information about all publications mentioned in the coursework, and should not contain items for which there are no references in the text.	-
Appendice		
Report on author's contribution		

JRP structure: description of stages

1) Introduction.

The introduction is an independent part of the course paper. It should cover these issues:

- The description of the «territory» (general problem area): the relevance/importance of the issue being researched, topic generalizations (reviewing the most important items of the previous research);
- Finding «research gap»: indicating a gap in previous research (contradicting statements/theories or continuing a tradition on a new market, etc), research problem/question raising;
- Occupying «research niche»: describing the purpose and objectives (tasks); presenting research paradigm/strategy/methods; determining the the importance and place of current research paper; indicating structure of the research paper and outlining the primary sources of literature.

The purpose of the work determines for what the research is being

¹ <http://www.emeraldgroupublishing.com/authors/guides/write/harvard.htm>

² <http://www.apastyle.org/index.aspx>

conducted, what is planned to receive as a result. Achieving the goal of JRP focuses students on the solution of the problem in two main areas - theoretical and applied. Students are also supposed to mention the desired target audience of the research results.

It's recommended to discuss the goal of the JRP in 2 ways:

- USE AND AUDIENCE OF RESEARCH: Basic (fundamental) or Applied
- PURPOSE OF RESEARCH: Explore or Describe or Explain

The tasks of the work are a sequence of actions to achieve the goal of the work. These are the stages in each of which a particular research operation is carried out (studying literature, collecting empirical data, analyzing them, constructing classifications, developing methodologies and implementing them). The complex of all tasks should ensure the achievement of the goal.

“A lot of textbooks assume that researchers always start from a **defined problematic: a general question** to which they want to respond. But the problems that we address as researchers are not simply handed to us by the world about us. We invent them, we construct them – whatever our knowledge goal may be. The process of constructing a research problem is then itself an integral part of the research process, a step that is all the more decisive as it constitutes the foundation on which everything else is to be built³. Constructing the research problem is an essential step that can serve to guide the research process and the methodological choices made within it. Even though you'll probably reformulate your research problem / question several times, it's important to have an initial point of departure. Don't forget to check whether your research problem/ research question statement (wording) takes into account:

- the “so what” principle (target audience is stated clearly);
- the requirement of the symmetric research results;
- criteria of a good research problem: Precise and be clear (no multiple interpretations); Realistic and feasible, i.e. keep the researcher's resources in terms of personality, time and finances; scientific (its underlying intention is understanding or explaining reality); takes care about ethics (moral & cultural values and limitations)
- feasibility of the research proposed in terms of: Access to and availability of data and information; Opportunity to pursue a particular research design; Time needed to complete the research;

³ Thietart, Raymond-Alain. Doing Management Research : A Comprehensive Guide, SAGE Publications, 2001. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=254725>.

Technical skills needed; Financial support (budget constraints);
The risk involved.

It's important to clearly state **the rationale of the significance** of the research. The practical importance of the work allows us to assess the degree of independence of students' work, the significance of the applied problem or research task being solved, the potential of contributing the results of the work to the development of a particular scientific subject. The description of your motivation/rationale to conduct this research should cover what's interesting, attention grabbing, important in your research problem/question. You are supposed to provide well-defined arguments to support the significance of your research question (use the results of the previous research, experts' opinion, statistics, other sources of data). Your own opinion is not a valid basis to state that the chosen research question is relevant and significant.

2) Research paradigm (ideology)/strategy/methods

Research ideology refers to how the researcher thinks about knowledge claims, as being on a continuum based on explicit evidence structured from theories to the other extreme of authentic qualitative tacit meanings expressed by participants.

1) Indicate whether you have axiology, epistemology or ontology factor.

A business and management scholar's philosophical attitudes are generally categorized on the basis of axiology, epistemology, and ontology. These categories of within the ideology are merely for relative comparison between scholars so that they may understand one another's terminology and priorities—there is no incorrect ideology. The purpose of the ideology layer is two-fold. First it forces researchers to articulate their philosophical view or belief system that in turn strongly influences how they design, execute, and report a scholarly study. Second, it serves as a common baseline for researchers to communicate and understand one another's publications. In fact, knowing another researcher's ideology will assist in understanding their conceptual diagrams and models, even if those are not published.

2) Indicate whether you have positivist, pragmatic or constructivist factor.

The consensus is that research ideology is a continuum of sociocultural philosophical knowledge beliefs and values held by the researcher, starting from positivism (fact based), toward pragmatic in the center with participant constructed realities at the extreme left (opinion based). The following subsections define the commonly accepted philosophical

positions within the research ideology continuum.

Research design begins with a grounding in a research ideology (worldview philosophy or epistemology) followed by the unit(s) of analysis. This is the foundation of all designs. This component of the research design is straightforward, yet essential before continuing on to the selection of methods and techniques. Researchers can avoid articulating a specific ideology, but they cannot design or complete a high-quality scholarly study without a clear strategy.

Research strategy – units, levels, generalization goal and research question

While ideology identifies the researcher's way of thinking about the study, it is strategy wherein goals, research questions, or hypotheses are formed based on the unit(s), level(s) of analysis and generalization goal. A sample generalization goal and research questions or hypotheses must be integrated with the level and unit of analysis. Usually the research design hierarchy is first the unit, then level of analysis, followed by generalization goal, and then purpose questions or hypotheses.

On the other hand, it is equally possible—and useful—to do this in reverse direction, by first writing draft research questions or hypotheses, to inform the development of the generalization goal, which helps to determine the unit of analysis, and finally the level of analysis.

Level of analysis: The levels of analysis are attributes referring to where the scholarly focus of the study is, such as the individual, the group, or a larger partition (political level – industry, region, country, population). Level of analysis conceptually relates to the goal for the sampling method. This is because the level of analysis defines where the researcher intends to generalize the findings to, assuming they are reliable and significant (positivism) or credible and inductive (constructivism). Later on in the research design process, the sampling technique ought to be selected in such a way as to ensure that the participant(s) or object(s) in the level of analysis will be generalizable to the intended population(s); otherwise who would find the implications credible?

Unit of analysis: The unit of analysis refers to the factor, variable, process, relationship, tacit phenomena, or plural combination thereof, which is at the focus of the study. This is the “what” and “how” explanation of the units to be analyzed within the levels of analysis. Units are generally decided first, because there are generally multiple levels of analysis that one could describe, evaluate, explain, or explore. The unit of analysis must also be integrated with the generalization goal. Once the level of analysis, unit of analysis, and generalization goals are

determined, then the research questions or hypotheses may be written. There is a logical relationship between the unit of analysis and the level of analysis. The level of analysis defines where the unit of analysis originates, or is created by, and whether it is grouped or not. Levels of analysis are individual humans or objects (e.g., company process, product, etc.), dyadic (twoperson unit), group, or political (country, international, etc.). Units of analysis may be variables of any data type, nominal, ordinal, integer, continuous, or a relationship. Examples include grades, satisfaction, tacit feelings, social meanings, narratives, business processes, or thematic categories. There may be several variables, or relationship(s) between them.

It's important to decide (when you choose the level and units of analysis):

- WITHIN OR ACROSS CASES: Case Study Research or Across Case Research

- SINGLE OR MULTIPLE POINTS IN TIME: Cross-Sectional or Longitudinal (Time series, Panel, Cohort)

Generalization goal and purpose:

A generalization goal contains two things: a deductive or inductive goal and the generalization target population. *Deductive refers* to testing a priori theories, concepts, constructs, or instruments to replicate findings or to discover nuances when the context changes. *Inductive refers* to building theories, concepts, constructs, or instruments from the sample data. In some cases, inductive refers to significantly modifying a priori models. A generalization target refers to the place, the population, or the subpopulation to which the findings and implications of the research outcome(s) apply.

On the one hand, some researchers do not have a generalization goal, that is, they are interested in only discovering and documenting the business processes used within their own company; this is still a generalization goal: The organization is the target, and it would be inductive because they would be creating a model that does not yet exist and may not be generalized outside the company.

On the other hand, if the researcher wishes to be able to generalize his or her findings to another company or to a multinational organization in another country, this would require two very different sampling techniques. The former—generalizing to another company (in the same national political region, e.g., country)—would require selecting a sample of one or more companies that are comparable to the company being examined in the unit of analysis. Comparable in this sense means that all but the unit of analysis would be similar, or the differences should be either controlled or accounted for. Researchers in general select companies to match their generalization goals, and they list the characteristics of each sampled company to establish credibility by

allowing other researchers to clearly see that the sampled units are similar enough to the generalization goal. In this example, to generalize a goal to another multinational organization, it is likely that several companies with offices located in the same defined countries would be selected, with a generalization goal to these countries. Another variation is to attempt to generalize to the industry and account for differences between the other contextual factors. All of the above applies to the individual and group levels of analysis.

The research goal also can be deductive or inductive. *Deductive* simply refers to a researcher applying an existing theory or construct and showing how it can describe, explain, or evaluate the unit of analysis in the sample data within- or between-groups, according to the level of analysis, for example, using the transformational leadership theory and a survey instrument. To compare the leading ability of female versus male project managers in the same industry. *Inductive* is the reverse, referring to the researcher trying to develop or modify a theory or construct from the sample data, for example, developing a new learning style instrument using the literature as a theoretical lens, piloting and replicating this with a representative sample of project managers, conducting exploratory factor analysis with validity and reliability estimates, and publishing the explanation of the factors (with reliabilities) along with the survey questions. In keeping with the pragmatic ideology, there are likely combinations of deductive-inductive research purposes. A deductive generalization goal could specify that the results of a study would form implications that would likely be found to be applicable to another (similar) target population if another researcher were to repeat the study there. The same concept applies to an inductive goals, in that if the study were repeated by another researcher on a sample in the generalized target population, it is likely that the researcher would come up with similar findings of the new/modified theory or construct. This is because the concept of a generalization goal is itself inductive—all scholarly studies are inductive insofar as the researcher is trying to produce new findings, whereby the implications are a confirmation of an a priori theory or construct or the development of a new theory or construct, which ought to apply to another population.

Research methods

The scientific method is not a methodology per se but rather it is a high-quality standard meaning to clearly approach a problem, articulate the research design, and carefully, ethically, execute the study, and then accurately, honestly communicate the findings. The scientific methodology recommends documenting the formal method applied and citing a thought leader.

Methodologies are complete systems of processes that include recommended techniques. In this handbook, research methods are

methodologies that cite the required or recommended techniques. Thus, it is difficult to separate techniques from methods in a discussion about either. Techniques are specific procedures to assist in answering the research questions and hypotheses. Most techniques are automated with software programs. Techniques are often logically grouped together in a family of related procedures, such as sampling method or parametric statistics. Additionally, some techniques are called methods, but it is asserted here that they are techniques since they do not contain a methodological application explanation published by a thought leader or a disciplinary community of practice. ANOVA is a good example since it is a technique that can be applied in several de facto methods where between- and within-group means are compared to estimate their statistical similarity, such as the survey and experiment methods. On the other hand, case study and correspondence analysis are examples of de facto methodologies. The survey method should not be confused with a survey or a questionnaire since the latter are instruments used within data collection techniques.

Make a preliminary decision on required data collection techniques for your research question: Quantitative Data (Experiment, Survey, content analysis, secondary analysis, existing statistics) or Qualitative Data (Field (ethnography, participant observation), Historical-comparitive).

The structure of the work is a summary of the sections and paragraphs of the main part. The structure should be thorough and systematic. The main part (Literature review, Methodology, Results), in most of the cases, consists of two or three sections, each of which is divided into paragraphs.

Literature review

Literature review plays an important role for the main part of the JRP (any coursework, actually). The literature review (or theoretical framework analysis, or reviewing previous research) reflects the ability of students to systematize existing ideas and theories in a specific area of study, critically examine them, identify the most significant ones, evaluate the experience of other researchers, determine the key ideas and discuss contradicting ones.

In this part you are supposed to:

- identify the studies that has become the basis for your area of research interest (problematic area);
- identify the area of the research field that has not yet been resolved or solved partly (and thus requires a solution);
- define the basic concepts (terms, theories) that must be used to solve your research question.

Since the coursework is usually devoted to the analysis of a narrow research field, the literature review should be «tailor made». It's not necessary to state everything that the author has learned from the articles (that has only an indirect relation to the chosen research

problems). You should discuss only those articles (sources), which have direct connection to the subject of study. Literature review allows us to justify the research question and choose the appropriate methodology in future. Therefore, it is essential to use only relevant literature (sources). Articles and monographs should be directly related to the field under study. When selecting sources, pay attention to the ranking of the journal (or publisher), the citation index of the selected publication, the year of publication.

Your literature review should be concise, based only on the most relevant and most essential, "landmark" sources/articles. You are not supposed to use textbooks and teaching aids for literature review. It is necessary to systematize the articles, critically comprehend them, find similarities and contradictions. If you are presenting controversial issues, it is necessary to reference the views of various authors. After the comparison, you should justify your opinion on the controversial issue or agree with one of the already existing points of view. In any case, it is necessary to present only scientifically substantiated arguments.

Sample items to be presented in this section:

- What are the central concepts used in the study area?
- What are the basic concepts, available in the literature, within the framework of the research question?
- What articles are essential to note, what is their influence (contribution) to the research field?
- What are the contradictions?
- What is the possible development of the research question?

Research problem & question (provisional and final version)

The formulation of the research problem is a section whose purpose is to describe the algorithm of research and to show the connection between the goal and the methods. The student needs to formulate a research question, based on the literature review presented in the previous part. Concepts, data base and provisional methods should be identified after the research problem is stated. Sample questions to be answered in this section:

- What needs to be done to achieve the goal / solve the research problems?
- Are the proposed methods adequate for the solution of the question posed?

Methodology

The purpose of this part of the JRP is to justify the fact that the methods and information base presented in the previous part can solve the research question formulated. In this part, it is necessary to "convince" that the data used and the methods for the data processing are relevant. You are also supposed to point out all critical constraints (validity threats). The depth of the description of methods is determined individually, depending on the specifics of the work.

It's required to cover the following issues:

- a description of the objectives and design of the study (the main stages and their sequence);
- a description of the methods of data collection for each stage of

	<p>the study, their limitations;</p> <ul style="list-style-type: none"> • a description of the research tools (which must necessarily be reflected in the Appendices to the work, for example, in the form of do-files from STATA or transcripts of interviews); • a description of the features of the data collection process, data sources, population and sample; • a description of methods and procedures for data analysis, an indication of the statistical packages used. <p>If your JRP is based on hypothesis testing, there also must be a clearly stated connection between literature review and hypotheses offered, and there must be a validation mechanism for the hypotheses stated.</p> <p>Results and discussion</p> <p>This section is devoted to the presentation of the results obtained in solving the research problem. It is recommended to use graphs, diagrams, tables, charts and other ways of presenting data/results. Sample questions to answer in this section:</p> <ul style="list-style-type: none"> - What are the significant effects, the evidence found during the study? - What are the most important options for interpreting these results? - With the work of which authors, do these results agree, with what contradicts? <p>It is important to note that this section provides an objective description of the results obtained (without critical analysis and discussion on the relevance of the findings). When describing the results obtained, it is necessary to give explanations regarding their compliance with the expected results and common sense. Particular attention should be paid to the consistency (inconsistency) of the results obtained with previous research papers, the review of which was presented in the theoretical justification. Based on the results of the section, it should be clear which hypotheses were confirmed, which ones were disproved, what factors are significant and with what sign, what is the quality of the model obtained.</p> <p>Double blind peer-review</p> <p>An important part of this course will be your socialization into the journal review process. Therefore, your research paper for this class will be submitted for double-blind peer review, and you will serve as a reviewer for a classmate's paper. Your final grade on Research seminar course depends on the quality of your peer-review comments (You are responsible for providing a quality review of 2 manuscripts submitted to the blind review process) and your written responses (response letters) to the reviewers explaining how you responded to each comment, or why you elected no to adopt a particular suggestion.</p>
Readings / Indicative Learning Resources	The following list of readings is representative of the sorts of things one might see in a standard Research seminar. In general, however, we will decide week-to-week what to read, based partly on particular interests and discussion topics that evolve during the seminar (or when interesting papers are newly published).

The list below is primarily a resource from which we'll draw a guide to the scholarly terrain.

1) Items with the direct link are from HSE E-Resources base, so you'd need HSE Wi-Fi net connection or your own login/pass to get access to the online library.

2) In most of the cases, you can find the required chapters (pdf-s) in your reading folders in LMS or in Google data storage (<https://goo.gl/YgvzP3>)

R1 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=354941>

Essential Skills for Management Research, edited by David Partington, SAGE Publications, 2008. ProQuest Ebook Central

R2 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=254725>

Thietart, Raymond-Alain. Doing Management Research: A Comprehensive Guide, SAGE Publications, 2001. ProQuest Ebook Central

R3 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=429558>

Sharp, John A, et al. The Management of a Student Research Project, Taylor and Francis, 2007. ProQuest Ebook Central

R4 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=297137>

Lancaster, Geoff. Research Methods in Management: A Concise Introduction to Research in Management and Business Consultancy, Taylor and Francis, 2004. ProQuest Ebook Central

R5 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1250100>

Doing Research That Matters: Shaping the Future of Management, edited by Marco Busi, Emerald Group Publishing Limited, 2013. ProQuest Ebook Central

R6 <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/reader.action?docID=2006666>

The Palgrave Handbook of Research Design in Business and Management, edited by K. Strang, Palgrave Macmillan US, 2015. ProQuest Ebook Central

R7 Field, A. P. (2009). Discovering statistics using SPSS: (and sex and drugs and rock 'n' roll). Los Angeles [i.e. Thousand Oaks, Calif.: SAGE Publications.

R8 Neuman W. L. (2014) Social Research Methods: Qualitative and Quantitative Approaches. Essex: Pearson Education Limited.

R9 Rubin A., Babbie E. Research Methods for Social Work, Belmont, USA: Brooks/Cole

	<p>R10 Handbook of applied social research methods. The Sage handbook of applied social research methods/edited by Leonard Bickman, Debra J. Rog.—2nd ed. Thousand Oaks, California. SAGE Publications, Inc. 2009</p> <p>R11 SAGE QUALITATIVE RESEARCH METHODS Volume 1 Edited by Paul Atkinson and Sara Delamont, 2011. SAGE Publications Ltd London</p> <p><u>Optional</u> Minto, B. (2002). The pyramid principle: Logic in writing and thinking. London: Financial Times Prentice Hall.</p>																										
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="528 607 1214 663">Type</th> <th data-bbox="1214 607 1366 663">+/-</th> <th data-bbox="1366 607 1495 663">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 663 1214 752">Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td data-bbox="1214 663 1366 752">+</td> <td data-bbox="1366 663 1495 752"></td> </tr> <tr> <td data-bbox="528 752 1214 804">Assignments for seminars / tutorials / labs</td> <td data-bbox="1214 752 1366 804">+</td> <td data-bbox="1366 752 1495 804"></td> </tr> <tr> <td data-bbox="528 804 1214 857">E-learning / distance learning (MOOC / LMS)</td> <td data-bbox="1214 804 1366 857">+</td> <td data-bbox="1366 804 1495 857"></td> </tr> <tr> <td data-bbox="528 857 1214 911">Fieldwork</td> <td data-bbox="1214 857 1366 911">+</td> <td data-bbox="1366 857 1495 911"></td> </tr> <tr> <td data-bbox="528 911 1214 965">Project work</td> <td data-bbox="1214 911 1366 965">+</td> <td data-bbox="1366 911 1495 965"></td> </tr> <tr> <td data-bbox="528 965 1214 1019">Other (please specify)</td> <td data-bbox="1214 965 1366 1019">-</td> <td data-bbox="1366 965 1495 1019">-</td> </tr> <tr> <td data-bbox="528 1019 1214 1070">Preparation for the exam</td> <td data-bbox="1214 1019 1366 1070">-</td> <td data-bbox="1366 1019 1495 1070">-</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+		Assignments for seminars / tutorials / labs	+		E-learning / distance learning (MOOC / LMS)	+		Fieldwork	+		Project work	+		Other (please specify)	-	-	Preparation for the exam	-	-		
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Academic Support for the Course	<p>1) <u>You'll have to read a lot.</u> This course will not primarily focus on books rather on research articles from peer-reviewed journals of management field. The style and scope of these papers differs significantly from the book format. Even though it's hard to follow some of these articles due to complicated language and structure, it's worth looking at some popular topics in the scholarly literature.</p> <p>2) <u>Academic honesty. Integrity and copyright.</u> You are expected to be familiar with and uphold with HSE copyright policy and so called integrity code. (https://istudents.hse.ru/copy) Any student whose behavior in this course is found to be in violation of the honor code will not receive points for the assignments and will receive penalties for violation (they can also go beyond the bounds of this course – suspension, expulsion). Please feel free to ask in class or in private if you have any questions about how the honor code relates to this course.</p> <p>3) Consultations. Study office will announce several consultations (during winter/spring holidays) for those research teams who'd like to have open (full version) feedback on JRP progress reports.</p>																										
Facilities, Equipment and Software	<p>This course will be formally facilitated utilizing EFront, the learning management system of HSE. Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials</p> <p>LMS is directly connected with your personal corporate email address.</p> <p>To get started with the course go to: Research Seminar 2017 уч. год Б 3 курс (код 92339, ОП: C380302МНДЖ) via www.lms.hse.ru (my courses page)</p>																										

	<p>I expect students to check their email daily and login at least 4 times per week during a vacation. Please check beforehand, that you have direct and limitless access to your personal corporate email account (@edu.hse.ru).</p> <p>We will also use Telegram for notifications, course alerts: t.me/reshse2017</p> <p>You can get online access to all course materials via Google Drive - https://goo.gl/YgvzP3</p>
<p>Course Instructor</p>	<p>Instructor (lecturer): Elena Veretennik, department of management SCEM HSE Email: veretennik@hse.ru</p> <p>Course assistant: Nadejda Chistyakova, 4th year BA student Email: nachistyakova@edu.hse.ru</p> <p>For personal questions/concerns email is the best way to contact me. I generally check email several times a week and you can expect a response within 48 hours. Most questions will be answered within 24 hours. Replies will be sent to your corporate email address.</p> <p>If you have a question that affects the entire class, the Telegram is a better way to clarify the answer. Once it's clear I will post a special announcement on Telegram. That way we can explain once instead of answering the same question multiple times.</p> <p>Office: 218, Kantemirovskaya 3 Office hours: after class & by appointment. I'm usually around most of the day on Wednesdays and Mondays. To sign up for an appointment: email or www.vk.com/veretennik</p>