

**JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA**

**PGDM (SM); TRIMESTER III; ACADEMIC YEAR 2018-19**

|  |  |
| --- | --- |
| Course Code and title | OM 301, Business Research Methods |
| Credits | 1.5 |
| Term and Year | III Term, 2018 -19 |
| Course Pre-requisite(s) | Business Research Methods , OM 301 |
| Course Requirement(s) | Knowledge of Statistical Tools |
| Course Schedule (day and time of class) |  |
| Classroom # (Location) |  |
| Course Instructor | Dr. Surender Kumar / Dr. Richa Misra |
| Course Instructor Email | [Surrender.kumar@jaipuria.ac.in](mailto:Surrender.kumar@jaipuria.ac.in); [richa.misra@jaipuria.ac.in](mailto:richa.misra@jaipuria.ac.in) |
| Course Instructor Phone (Office) | 0120-4638330 / 332 |
| Student Consultation Hours |  |
| Office location |  |

**1. Course Overview**

Business research is a management tool that companies use to reduce uncertainty and risk in managerial decision making. Business Research is a systematic enquiry that provides information to guide managerial decisions. More specifically, it is a process of planning, acquiring, analyzing and disseminating relevant data, information and insights to decision makers in ways that mobilize organizations to take appropriate actions that, in turn, maximizes business performance. Academic standards exist on what constitutes good research, and this course assists in familiarizing with these standards. Also, it justifies the methodological choices to gather meaningful, relevant, credible, trustworthy and plausible data which will answer research questions and undertake research in an ethical way.

This course reviews and explains the statistical concepts and techniques that are most commonly used in the area of Management and Business Administration, and includes topics like exploratory data analysis, t-test of one mean, t-tests of two means, correlation, association between two categorical variables, ANOVA for multiple means, regression analysis, scale construction, and reliability analysis. Managers can use business research in all stages of the decision making process. Research is also used to evaluate current programs and courses of action, to explain what went wrong with managerial efforts in the past, and to forecast future conditions.

.

**2. Graduate Attributes(GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs**

**Graduate Attributes (GAs)**

GA 1: Self-initiative

GA 2: Deep Discipline knowledge

GA 3: Critical Thinking and Problem Solving

GA 4: Humanity, Team-Building and Leadership Skills

GA 5: Open and Clear Communication

GA 6: Global Outlook

GA 7: Ethical Competency and Sustainable Mindset

GA 8: Entrepreneurial and Innovative

**Key Differentiators**

KD 1: Entrepreneurial Mindset

KD 2: Critical Thinking

KD 3: Sustainable Mindset

KD 4: Team-Player

**Programme Learning Outcomes (POs)**

The graduates of PGDM at the end of the programme will be able to:

PO 1. Communicate effectively and display inter-personal skills

PO2. Demonstrate leadership and teamwork towards achievement of organizational goals

PO 3. Apply relevant concepts for decision-making in service businesses.

PO 4. Develop innovative thinking for effective management of services.

PO 5. Demonstrate domain competency in a chosen sector of services industry.

PO 6. Appreciate sustainable and ethical business practices.

PO 7. Leverage technology for services management.

PO 8. Demonstrate capability as an independent learner.

**Course Learning Outcomes (CLOs)**

At the end of the course, the students should be able to:

CLO 1. Formulate business research problem

CLO 2. Choose suitable method for data collection

CLO 3. Develop an appropriate research methodology

CLO 4. Prepare business research report

**3. Mappings**

**Mapping of CLOs with Pos**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CLO's | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| CLO 1 |  |  |  |  |  |  |  |  |
| CLO 2 |  |  |  |  |  |  |  |  |
| CLO 3 |  |  | R\* |  |  |  |  |  |
| CLO4 |  |  | R\* |  |  |  | R\* |  |

**\*For course attainment**

**Mapping of CLOs with GAs**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GA 1** | **GA 2** | **GA 3** | **GA 4** | **GA 5** | **GA 6** | **GA 7** | **GA 8** |
| **CLO 1** |  | X |  |  |  |  |  |  |
| **CLO 2** |  | X |  |  |  |  |  |  |
| **CLO 3** |  |  | X |  |  |  |  |  |
| **CLO 4** |  |  | X |  |  |  |  |  |
| **Total** |  | **2** | 2 |  |  |  |  |  |

**Mapping of CLOs with KDs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **KD 1 (Entrepreneurial Mindset)** | **KD 2**  **(Critical Thinking)** | **KD 3 (Sustainability Mindset))** | **KD 4**  **(Team Player)** |
| **CLO 1** |  |  |  |  |
| **CLO 2** |  |  |  |  |
| **CLO 3** |  | **X** |  |  |
| **CLO 4** |  | X |  |  |
| **Total** |  | **2** |  |  |

**4. Books and References**

**Text Book**

Research Methodology: Concepts and Cases, D. Chawla and Neena Sondhi (1st Edition, Vikas Publishing House Pvt Ltd)

**References**

* Business Research Methods: A South Asian Perspective- Zikmund, Babin, Carr, Adhikari, Griffin Cengage Learning
* Business Research Methods- Donald. R. Cooper, Pamela. S. Schindler (9th Edition, Tata Mc Graw Hill Education Private Limited)
* Research Methods for Business Students -Mark Saunders, Phillip Lewis and Adrian Thronhill (4th Edition, Pearson Education)
* Marketing Research, 5/e: An Applied Orientation- Naresh K Malhotra and Satyabhushan Dash (5th Edition, Pearson Education)

**Internet Resources**

* Nptel.iitk.ac.in
* Learnerstv.com

**5. Prescribed VED framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Vital**  **(prerequisite or basic knowledge or skills)** | **Essential**  **(Non-imperative yet significant)** | **Desirable**  **(adds substance, breadth, or interest to a subject or skill)** |
| **Module I:**  **Formulation of the Research Problem, Development of the Research Hypotheses and Research Designs** | **Identifying & elucidating the business problem. Defining a research topic to refining a research question/hypotheses.**  **Identifying and using sources of secondary data** | Working with pre-existing conceptual frameworks & theories  Research application in business decision’s | Database usage workshop/s  Developing conceptual frameworks |
| **Module II:**  **Attitude Measurement Scaling, Sampling Design, Questionnaire Designing** | Basic Scales, Probability and non-probability based sampling design, do’s and don’ts of questionnaire designing | From Research question to questionnaire items.  Developing and conducting Interviews  Design of a survey instrument | Reliability and Validity checks  Variable types: moderator and mediator |
| **Module III:**  **Data Analysis and Presentation** | **Data coding, tabulation, Descriptive statistics, Mean test, Reporting research** | Multivariate analysis  Concept of discriminant analysis | Data Transformation, qualitative analysis |

|  |  |
| --- | --- |
|  | Pre-class |
|  | In-class |
|  | Beyond class |

**6. Session Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session No.** | **Topic** | **Readings (Chapter No. & Pp.)/ Cases** | **Pedagogy** | **Session Learning Outcome** | **CLO** |
| 1 | Role of Business Research. Nature, Scope and Type of Research | Chapter:1,  Pg: 3-18 | Discussion & Case lets | The students will Learn-What is business research? Students will acquire business research process skills | CLO1 |
| 2 | Formulating Research Problem, Review of secondary data, *APA citation style MS Word referencing,*  *Key Word Search using search engine and EBSCO host* | Chapter: 2, Pg: 28-31 | Discussion & Case lets | How to identify a management problem/opportunity | CLO1 |
| 3 | Defining variables, Operationalizing construct, Writing a Research Proposal | Chapter: 3, Pg: 51-52 | Case study  And exercise | How secondary data is useful for defining the research problem. Defining one’s own problem and writing Research Proposal | CLO1 |
| 4 | Types of Research Design  Descriptive Research Design (Cross-sectional: Single, Multiple & Cohort and Longitudinal) | Chapter: 3, Pg: 48-49 | Discussion & Case lets | Students will learn research design as a blueprint for the measurement, collection and analysis of empirical evidence, so to obtain answers to research questions | CLO2 |
| 5 | Secondary data collection method (Using Prowess and other contemporary database) | Handouts | Workshop | Students will learn how to extract data from databases | CLO2 |
| 6 | Types of Scales  Comparative and Non comparative Scaling techniques | Chapter: 7, Pg: 144-154 | Exercise  Discussion | Students will be able to distinguish different levels of scale measurement and know which needs to be used for specific research question. | CLO3 |
| 7 | Questionnaire Designing  (Using Google Docs/Survey Monkey) | Chapter: 8, Pg: 175-185 | Workshop | The influence of question content, wording, response and collection of data using electronic methods | CLO2 |
| 8 | Measuring Reliability and validity of Construct | Chapter: 8, Pg: 190-195 | Live Data testing  And Reference Articles | The significance of pretesting and reliability of scale | CLO3 |
| 9 | Non-probability sampling**,** Determining Sample size | Chapter: 9, Pg: 229-236  Case lets | Exercise  Discussion | Students will learn to identify sampling techniques to be used in given situation | CLO2, CLO3 |
| 10 | Data Preparation  Editing and Coding | Chapter: 10, Pg: 242-252 | SPSS Exercise | Students will know the way data are represented in a data file using SPSS | CLO3 |
| 11 | Choosing appropriate Statistics and making inferences (nonparametric test) | Chapter: 14, Pg: 397-407  Case lets | SPSS Exercise | Able to apply statistical methods for bi-variate data | CLO3 |
| 12 | Report Writing | Discussion on research project | Discussion | Learn to prepare empirical project | CLO4 |

**7. Assessment Tasks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Component** | **Description** | **Weightage** | **CLO** |
| Quiz | There will be 2 quizzes as per schedule. Quizzes will be conducted on Moodle. The duration of each quiz will be 10 minutes with 10 questions each. Each quiz will be of 10 marks. | 20 | CLO 1, CLO 2 |
| Comprehensive Project | The students will prepare a detailed research proposal while working in study groups. The students must ensure that the report is original in content, updated on information and free of factual, theoretical and grammatical errors. The Project submission will be in phases.  **1-**Research Problem and Literature Review: Select a business, economic, finance or human resource area of focus. Develop a well characterized research problem statement for this area  **2**-Purpose Statements and Research Questions/hypotheses  **3-**Data Collection (Databases/ field data), Analyzing data, Interpreting Data  **4**-Project Report Submission (APA), Presentation and VIVA | 15  15  20  30 | CLO3  CLO4 |

**8. Rubrics for Assessment Tasks**

***RUBRICS for CLOs***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **LEVEL 1 BEGINING** | **LEVEL 2 AVERAGE** | **LEVEL 3 ACCOMPLISHED** | **LEVEL 4 EXCELLENT** |
| **CLO1:** Define research problem and relate them in the context of existing literature | Know the process of converting decision problem to research problem | Identify relevant literature and relate with context | Designing conceptual model and develop appropriate hypotheses | Apply and relate the conceptual model for real business scenario |
| **CLO2:** Choose an appropriate quantitative or qualitative method to collect data | Know the methods of data collection | Understand data collection method, and distinguish different methods | Able to use appropriate data collection tool as per the situation demands. | Effectively communicate with the audience and elicit the genuine data to fulfil the gap identified |
| **CLO3:** Develop a research methodology for qualitative or quantitative designs, using appropriate statistical methods for data analysis | Know the sampling schemes, parametric and non-parametric test used in management research | Understand the sampling schemes, types of data , definition of test and their significance | Apply the sampling schemes and statistical test as per the objectives defined | Apply the sampling schemes, data analysis, findings in real business problem and deriving implication |
| **CLO4:** Prepare research report based on theoretical framework, project's objective using appropriate manuscript writing procedures | Know the report structure | Understand report structure and relevant manuscript style | apply interpretation of results and suggested recommendation for business decision making | Solve the different business problems by applying relevant data analysis techniques, appropriate reporting style, effective documentation and presentation. |

**RUBRICS FOR QUIZ (20 Marks)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **POOR** | **FAIR** | **GOOD** | **EXCELLENT** |
| **Below 30%** | **30%-60%** | **60%-80%** | **80% and above** |
| **UNSATISFACTORY** | **MINIMAL** | **PROFICIENT** | **EXEMPLARY** |
| Clarity of Concepts and ability to apply them  (Quiz 1) | Most of the concepts related to problem definition, operationalizing construct, scaling technique and data summarization, are not clear, remembered and answered by the student | Some of the concepts related to problem definition, operationalizing construct, scaling technique and data summarization, are not clear, remembered and answered by the student | Majority of concepts related to problem definition, operationalizing construct, scaling technique and data summarization, are not clear, remembered and answered by the student | Most of concepts related to problem definition, operationalizing construct, scaling technique and data summarization, are not clear, remembered and answered by the student |
| Clarity of Concepts and ability to apply them  (Quiz 2) | Most of the concepts related to data collection, sampling technique, reliability of instrument, questionnaire designing, and statistical test are not clear, remembered and answered by the student | Some of the concepts related to data collection, sampling technique, reliability of instrument, questionnaire designing and statistical test are not clear, remembered and answered by the student | Majority of concepts related to data collection, sampling technique, reliability of instrument, questionnaire designing and statistical test are not clear, remembered and answered by the student | Most of concepts related to data collection, sampling technique, reliability of instrument, questionnaire designing and statistical test are not clear, remembered and answered by the student |

***RUBRICS FOR COMPREHENSIVE PROJECT (80 Marks)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CRITERIA** | **DEVELOPING** | **APPROACHING PROFICIENCY** | **PROFICIENT** | **ADVANCED** |
| **Below 30%** | **30% – 60%** | **60% – 80%** | **80% and Above** |
| Problem Definition and Reviewing Literature  (15 Marks)  Purpose Statements and Research Questions/hypotheses  (15 Marks)  Data Collection (Databases/ field data), Analyzing data, Interpreting Data  Analyzing data, Interpreting Data  (20 Marks)  Project Submission by following prescribed manuscript style.  (30 Marks) | Problem statement Incomplete and/or unfocused. No convincing evidence of an understanding of the literature  Purpose is not identified or does not connect to theme. No identifiable statement research questions or hypothesis  Inappropriate selection and implementation (or absence) of data collection methods  Little or no evidence of appropriate data analysis techniques | Summarising and relating with the context  Identification of relevant literature  Research questions are unclear or have only a weak connection to the theme  Some evidence of data collection methods is provided.  Some clarity of using appropriate data analysis techniques | The Review clearly states the main topic, identifies gap and provides proper linkages. Follows the manuscript style.  Questions/hypotheses parallel the purpose. Well defined and sequential  Selection and implementation of data collection methods are appropriate and justified  Clear evidence of using appropriate data analysis techniques | Clearly and concisely states the problem purpose in a single sentence, which is engaging, Critical review of the literature relevant to the study  Specific research questions are clearly stated, parallel and support the purpose, and have potential to contribute to the discipline.  Selection and implementation of data collection methods are entirely appropriate and fully justified  Clear and extensive evidence of a high level of appropriate data analysis techniques. |

**9. Time Budgeting in Course Planning:**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Time Budgeted** |
| Classes | 2-3 hours per week for 12 weeks | 15 hours |
| Reading | Prescribed readings and making notes | 12 hours |
| Preparation of Project and Evaluation | Reading and writing | 25 hours |
| **TOTAL** |  | 52 hours |

**Instructions:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation. Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

**10. Academic Conduct**

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/ Impartus**

LMS-Moodle/ Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

 Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.