

**JAIPURIA INSTITUTE OF MANAGEMENT**

**PGDM; TRIMESTER III; ACADEMIC YEAR 2020-21**

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| Course Code and title | OM 301, Business Research Methods |
| Credits | 1.5 |
| Term and Year | III Term, 2020-21 |
| Course Pre-requisite(s) | Statistics for Management, OM 101 |
| Course Requirement(s) | Basic Mathematics |
| Course Schedule (day and time of class) |  |
| Classroom # (Location) |  |
| Course Instructor |  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) |  |
| 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 (PLOs)**

PLO1: Communicate effectively.

PLO2: Demonstrate ability to work in teams to achieve desired goals.

PLO3: Reflect on business situations applying relevant conceptual frameworks.

PLO4: Deconstruct ethical business practices.

PLO5: Comprehend sustainability issues.

PLO 6: Exhibit creative thinking.

**Course Learning Outcomes (CLOs)**

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

CLO 1. Structuring the Business Research Problem

CLO 2. Apply Relevant Conceptual / Analytical Frameworks to Business Situations

CLO 3. Communicate Research Findings Effectively

**3. Mappings**

**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 |  |  |  |  |  |

**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** |  | **X** |  |  |
| **CLO 3** |  | **X** |  |  |

**Mapping of CLOs with PLOs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1** | **PLO-2** | **PLO-3** | **PLO-4** | **PLO-5** | **PLO 6** |
| **CLO1** |  |  |  |  |  | I |
| **CLO2** |  |  | M |  |  |  |
| **CLO3** | R |  |  |  |  |  |

**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. Session Plan**

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| --- | --- | --- | --- | --- | --- |
| **Session No.** | **Topic** | **Readings (Chapter No. & Pp.)/ Cases** | **Pedagogy** | **Session Learning Outcome** | **CLO** |
| 1 | Role of Business Research, Formulating Research Problem, Review of secondary data, *APA citation style MS Word referencing* | Chapter:1,  Pg: 3-18 | Discussion & Case lets | The students will Learn-What is business research and how to identify a management problem/opportunity | CLO1 |
| 2 | Types of Research Design  Descriptive Research Design (Cross-sectional: Single, Multiple & 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 |
| 3 | 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 |
| 4 | Questionnaire Designing  (Using Google Docs) | Chapter: 8, Pg: 175-185 | Workshop | The influence of question content, wording, response and collection of data using electronic methods | CLO2 |
| 5 | Sampling Concepts and Probability Sampling Design | Chapter: 9, Pg: 229-236  Caselets | Exercise  Discussion | Students will learn to identify sampling techniques to be used in given situation | CLO2 |
| 6. | Non Probability Sampling Design**,** Determining Sample size | Chapter: 9, Pg: 229-236  Caselets | Exercise  Discussion | Students will learn to identify sampling techniques to be used in given situation | CLO2 |
| 7 | 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 | CLO2 |
| 8 | 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 | CLO2 |
| 9 | Choosing appropriate Statistics and making inferences (nonparametric test) | Chapter: 14, Pg: 397-407  Caselets | SPSS Exercise | Able to apply statistical methods for bi-variate data | CLO3 |
| 10 | Report Writing | Discussion on research project | Discussion | Learn to prepare empirical project report | CLO3 |

**6. Assessment Tasks**

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| --- | --- | --- | --- |
| **Assessment Component** | **Description** | **Weightage** | **CLO** |
| End Term Exam | Case-based exams requiring identification of problem/s and solutions. Case-based problems are designed to predict student ability to formulate problem, interpret output tables, suggest sampling design supporting management decision. Will be conducted on LMS. | 40 | 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  5-Presentation / VIVA | 40 | CLO3  CLO3 |
| Quiz | Two MCQ quiz will be conducted to test the theoretical and critical understanding. The quiz schedule will be announced to students. | **20** | CLO1&CLO2 |

**7. Rubrics for Assessment Tasks**

**RUBRICS FOR End Term (40 Marks) (CLO 1 & 2) (PLO3)**

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| --- | --- | --- | --- |
| **Criteria/Trait** | **Below Expectations (Below 35%)** | **Meet Expectations**  **(35%- below 70%)** | **Exceed Expectation**  **(70% and above)** |
| Connect theoretical frameworks with the facts and structuring research problem, objectives and assumptions | Unable to connect present facts with theoretical frameworks. Rarely generates new approach to solve a problem. No new assumptions derived. | Searches for new and effective methods and makes connections between previously unrelated ideas. Come up with new assumptions as per the present scenario. | Pursues new methods and solutions, thinks outside the box and connects unrelated ideas. Able to come up with new assumption and approach to define and solve the present problem |
| Select and use relevant data collection tool, sampling Technique and statistical test | Has limited knowledge on selecting and using data collection methods, sampling technique, and statistical test. Struggles to use the analytical tools available. | Has understanding in on selecting and using data collection methods, sampling technique, and statistical test. Is able to use the analytical tools and techniques. | Selects and uses relevant collection methods, sampling technique, and statistical test. Demonstrates a sophisticated understanding of what information is needed. Has expertise in using the analytical tools and techniques. |

***RUBRICS FOR COMPREHENSIVE PROJECT (40 Marks) (CLO 3)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **Below Expectations** (Below 35%) | **Meet Expectations**  (35%- below 70%) | **Exceed Expectation**  (70% and above) |
| Structuring Problem and Reviewing Literature, Defining Objectives and Hypotheses | Problem statement not focused. No convincing review of related studies. Does not follows the manuscript style. Gathers information from unreliable source and hypotheses not defined properly. | The Review clearly states the main topic, identifies gap and provides proper linkages. Follows the manuscript style. Selects and uses relevant concepts and frameworks. Hypotheses needs to be aligned with literature. | Clearly and concise problem statement. Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of search/selection criteria. Hypotheses aligned with literature |
| Data collection and analysis of data followed by project report and Viva | Inappropriate selection and implementation of data collection methods and statistical tool. Report is not structured; no format is followed. Lack of clarity about the concepts and inference drawn | Selection and execution of data collection methods and statistical tool are applicable and justified.Report is structured, however APA referencing is not followed.Rationally clear understanding about the concepts and inferences drawn | Selection and execution of data collection methods and statistical tool are appropriate and fully justified. Report is structured, APA referencing is followed, Contents well aligned. Excellent command over subject matter and clarity about the inferences drawn |

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

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| **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.

**9. 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.