Course Objectives:

This course is aimed at introducing students to the craft of executing a research project successfully. It covers conceptualization of a relevant research idea, implementation of that idea with rigor, and presentation of the research in a manner amenable to journal publication with potential for high citations. Qualitative, quantitative and mixed methods approach to research would be covered. The course also aims to build understanding of cross-disciplinary research.

Intended Learning Outcomes:

Refer to session outlines for specific intended learning outcomes for each session. Though specific intended learning outcomes exist for each session, cumulative addition to knowledge of the research process is expected to accrue from progression to each session.

Generic learning outcomes:

- Develop written and verbal communication skills
- Develop analytical skills to solve problems
- Develop the ability to view problems holistically from different management perspectives
- Develop presentation skills
- Develop skills to debate original ideas in a friendly but forceful manner with logical arguments

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Course Delivery

This course consists of twenty 90 minute sessions. Students will be selected randomly for presenting articles assigned in each session. Faculty will facilitate the learning process by asking questions that would help to cumulatively build the knowledge acquired in each session. Students would also be encouraged to ask questions that add value to cumulative knowledge building. Some sessions would be taken jointly by the two faculties and some singly.

Course Requirements:

Students are required to fulfill the following requirements.

Students will also have to make in-class presentations (not more than 10 slides) based on the assigned journal articles. Students will be selected randomly for presenting articles assigned in each session. However, each student, even when not selected to present a particular paper during a session, will still have to submit PowerPoint presentation on each of the assigned articles supposed to be discussed during that particular session. Each student will be asked to provide their views on these articles in class. The focus of these presentations should be on identifying the research question, literature review, model specification, empirical methods, results, and limitations. Students should also comment on the uniqueness of these articles, or how they contribute to the existing literature.

Each student will also select two articles, one quantitative and one qualitative from top level (A* or A) journals as per the ABDC ranking: http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html, and present critical evaluation of the selected papers on lines indicated above. This will be done during sessions 9 and 18. Each student should get the article approved well in advance. A written critique of the selected paper (not more than 2500 words) must be handed over in hard copy before the in-class presentation. The critique should be constructive, in that it should not only identify the weaknesses, but also recommend solutions to address the weaknesses.

During sessions 10 and 19, students will make presentations on two research proposals, one quantitative and one qualitative (each being not more than 5000 words), that a student will write during the course. Each student should get the research topics approved well in advance. Students are encouraged to discuss the research ideas with the instructors on a regular basis. Difficulties will (and should) arise while developing the original research idea, and how actively a student seeks to solve the problem will determine the student’s success in the academic publication game. It is a student’s responsibility to ensure and demonstrate that the research project will make a new contribution to the existing literature. The instructors will be available throughout the course duration to assist and guide the students in the right direction.

If any student faces any problem or difficulty during the course, please discuss it with the instructors as early as possible.

Plagiarism:

Plagiarism is a serious offense in academic circles and other professional areas. If you are not sure what plagiarism is, please consult these guidelines:

- http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html

Please ensure that your research paper is free of plagiarism related issues. Among other things, you should always cite any source from which an idea has been taken, even when paraphrasing. Plagiarism will have
serious consequences on a scholar’s academic and professional career, and should be avoided at all costs. If a student is found cheating or a group is found plagiarizing, then the most severe action will be taken as per the institute’s guidelines.

Grading:

The course will be graded as per the following scheme.

<table>
<thead>
<tr>
<th>Grading Scheme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>25%</td>
</tr>
<tr>
<td>Critiquing published research papers</td>
<td>25%</td>
</tr>
<tr>
<td>Research Proposals</td>
<td>50%</td>
</tr>
</tbody>
</table>

Readings:

This course will focus mainly on assigned journal articles. Students are expected to study the materials before class and make positive contributions to in-class discussions.

Textbooks:


Suggested Textbooks:


Sessions:

This course consists of twenty 90 minutes long sessions.

Session 1: Research Philosophy

- Objectives:
  - Understanding and explaining deductive and inductive research approaches
  - Understanding the importance of ontological and epistemological perspectives in knowledge inquiry and knowledge creation.
  - Understanding the differences in ontological and epistemological perspectives in positivist, interpretive, and critical research
• Readings (Qualitative):

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapter 4

Session 2: Building Blocks of Research

• Objectives:
  – Understanding the purpose and focus of management research
  – Understanding the research process
  – Understanding the relevance of research questions, the logic and completeness of literature review, positioning the theory, understanding the link between methodology, hypotheses and research question, appropriateness of data analysis, discussion of the results and their implications for theory and practice

• Readings (Qualitative):
  – Blake E. Ashforth and Peter H. Reingen (2014); Functions of Dysfunction: Managing the Dynamics of an Organizational Duality in a Natural Food Cooperative; Administrative Science Quarterly; 59 (3); 474–516
  – Alison R. Fragale, John J. Sumanth, Larissa Z. Tiedens, and Gregory B. Northcraft (2012); Appeasing Equals: Lateral Deference in Organizational Communication; Administrative Science Quarterly; 57 (3); 373–406

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapter 1

Session 3 & 11: Theoretical Background and Hypothesis Generation

• Objectives:
  – Understanding how to critically review and synthesize relevant prior academic and non-academic literature, choose appropriate theories, logically link literature review /findings to hypotheses and research question in the positivist and interpretive approaches
  – Generating ideas
  – Defining a clear objective
– Developing a critical perspective

• Readings (Qualitative):

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapters 2 & 3

**Session 4 & 12: Research Design**

• Objectives:
  – Understanding in the context of both qualitative and quantitative studies the importance of research strategy, sampling technique, techniques for data collection appropriate to the chosen epistemology (interview protocol, case protocol / questionnaire development), methods for data collection and analysis, longitudinal and cross-sectional studies, triangulation, mixed methods approach, limitations of research design and taking corrective steps; validity and reliability issues

• Readings (Qualitative):
  – Steward Harrison Oppong (2013); The Problem of Sampling in Qualitative Research; Asian Journal of Management Sciences and Education; Vol. 2. No. 2

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapter 5
Session 5 & 13: Data Collection

• Objectives:
  – In the context of qualitative studies, understand interviewing techniques, participant selection, gathering data from observations and field notes, questionnaires, eliminating response bias, creating the data repository
  – In the quantitative context, understanding the proper usage of data collection through questionnaire, different types of questionnaire, appropriate questionnaire selection for different research objectives, Designing and administering questionnaire for enhanced response rate

• Readings (Qualitative):
  – Kathryn Roulston (2010); Considering quality in qualitative interviewing; Qualitative Research; vol. 10(2) 199–228
  – Timothy John Rapley (2001); The art(fulness) of open-ended interviewing: some considerations on analysing interviews; Qualitative Research; SAGE Publications; vol. 1(3): 303-323

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapter 11

Session 6 & 14: Overview of Data Analysis

• Objectives:
  – Understanding the techniques of scientific qualitative data analysis, deductive and inductive logic in pattern and theme identification and validating/generating hypotheses with positivist/interpretive approaches
  – Understanding quantitative data preparation and analysis, different data types, data analysis using computer, appropriate tools for data exploration, interpreting the results

• Readings (Qualitative):
  – David R. Thomas A general inductive approach for qualitative data analysis; Publication of School of Population Health University of Auckland, New Zealand (2003)

• Readings (Quantitative):
  – Saunders, Lewis, & Thornhill: Chapter 12
Session 7, 8 & 15, 16: Writing Up Research

- Objectives:
  - To understand the craft of writing in both qualitative and quantitative research contexts the abstract and components of the research paper in a manner that presents the entire research as a structured process of scientific inquiry and tell a convincing story that is likely to engage the attention of the reviewers, and subsequently, the academics and practitioners

- Readings (Qualitative):

- Readings (Quantitative):
  - Saunders, Lewis, & Thornhill: Chapter 14

Session 9: Paper Critique (Quantitative)

- Objectives:
  - Demonstrate understanding of the entire research process, ability to spot weaknesses and strengths of different aspects of a research manuscript and suggest ways to address deficiencies
Session 10: Student Presentations (Quantitative)

- Objective
  - Demonstrate through the research proposal a sound understanding of the entire research process, ability to conceptualization relevant research question, ability to synthesize prior literature and relevant theory, generate testable hypotheses from literature/theory or data analysis, understanding of methodological rigor in qualitative and quantitative data analysis, and presentation of the research in a manner that is understood by academics from all disciplines and is of publishable quality

Session 17: Research Ethics

- Objectives:
  - Understand ethics and plagiarism in research and their social consequences
- Readings (Qualitative):
- Readings (Quantitative):
  - Saunders, Lewis, & Thornhill: Chapter 6

Session 18: Paper Critique (Qualitative)

- Objectives:
  - Demonstrate understanding of the entire research process, ability to spot weaknesses and strengths of different aspects of a research manuscript and suggest ways to address deficiencies

Session 19: Student Presentations (Qualitative)

- Objective
  - Demonstrate through the research proposal a sound understanding of the entire research process, ability to conceptualization relevant research question, ability to synthesize prior literature and relevant theory, generate testable hypotheses from literature/theory or data analysis, understanding of methodological rigor in qualitative and quantitative data analysis, and presentation of the research in a manner that is understood by academics from all disciplines and is of publishable quality
Session 20: Summarization and Valediction

- Objectives:
  - Tying it all up

Supplementary Readings:

- Jason P. Davis and Kathleen M. Eisenhardt (2011); Rotating Leadership and Collaborative Innovation: Recombination Processes in Symbiotic Relationships; Administrative Science Quarterly 56 (2); 159–201
- Russell J. Funk and Daniel Hirschman (2014); Derivatives and Deregulation: Financial Innovation and the Demise of Glass–Steagall; Administrative Science Quarterly; 59 (4); 669–704
- Juan Almandoz (2014); Founding Teams as Carriers of Competing Logics: When Institutional Forces Predict Banks’ Risk Exposure; Administrative Science Quarterly; 59 (3); 442–473
- Sarah Jane Blithe (2014); Creating the Water Cooler: Virtual Workers’ Discursive Practices of Gossip, Qualitative Research Reports in Communication, 15:1, 59-65, DOI:10.1080/17459435.2014.955593