# University of Management and Technology
## School of Commerce and Accountancy
### Quaid e Azam Campus

# Course Outline

| Course Title: Business Research |
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| **(MK-435)** |

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| **Program** | BCom Hons./BS/ADP |
| **Credits Hours** | 3 |
| **Duration** | 15 Weeks / 30 Sessions |
| **Prerequisites** | Principles of Marketing |
| **Resource Person** | |
| **Contact/Email** | |

**Course Description:**

Research methods find application in all factors of management. Managers at different levels are making decisions of varying magnitude and financial impact on their organizations. The front line managers require scientific, systematic, and objective analysis of the situations, ranging from major investment and organisational redesigning issues to the pricing, new product launch and production planning decisions at the top and middle level managers, or retailer's incentives, negotiations for purchasing and point of sale promotional decisions. Managers are provided with data that needs to be converted into relevant information and knowledge for wise decision-making. This course prepares the participants to plan, organize, collect, and analyse business situations in a systematic, logical, and scientific manner. It develops critical thinking process enabling the participants to analyse the data and draw meaningful conclusions for sound decision-making.

The participants will walk through the complete research process that starts with the translation of a management concern into a business research problem. This is followed by a careful preparation of a blue print for the research. Participants are also exposed to the fieldwork where they actually collect data through surveys, focus groups, and observation techniques. Towards the conclusion the participants experience management decision-making based on the empirical evidence provided through the research that they have conducted.

**Learning Objectives:**

In this course, the participants will be taken through a process of developing their own understanding of business research both by theory and practice. After studying this course the participants should be able to:

1. Develop their own understanding of the management problem being faced by their client, be it an organization, an individual manager or their own selves as managers.

2. Develop an ability to convert their managerial concern into a business research problem in a clear, objective, and pragmatic manner.

3. Prepare a roadmap or a blue print of the research making a proper mix of the various research methodologies and tools learnt in the course.

4. Develop data collection tools relevant to the research problem and appropriate for the target respondents.

5. Conduct interviews for data collection at different stages of the research.

6. Select and apply the basic statistical and non-statistical tools appropriate for analysis.

7. Report the research project in a form of a coherent research report.

8. Sharpen their analytical skills based on objective and pragmatic investigation of business situations.

**Teaching-Learning Methodology:**

Participants are expected to not only attend all classes but also fully participate in discussions in a meaningful and productive manner. This will only be possible when you come to the class well prepared. The class participation should reflect maturity of ideas, creative zest, and intrusive urge for knowledge and incessant attempts to relate theory with the practice.

This course uses a blend of Interactive class teaching, discussions, activities, case based teaching and applied projects

**Recommended Text Book:**

1. Research Methods for Business Students, Mark Saunders, Philip Lewis, and Adrian Thornhill. 8th edition (2019)

2. Advanced research methods for the social and behavioural science BY John E. Edlund, and Austin Lee Nichols, Cambridge Press (2019)

Reference Books:

1. Research Methods In Psychology, Ninth Edition by John J. Shaughnessy, Eugene B. Zechmeister, Jeanne S. Zechmeister, McGraw Hill

2. Marketing Research (An Applied Orientation) by Naresh K. Malhotra 7th Edition, Pearson 2019

**Assessment & Evaluation:**

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| Quizzes | **15%** |
| Assignments | |
| Final Project | 20% |
| Project Presentation/Presentations | |
| Mid Term | **25%** |
| End Term Exam | **40%** |
| **Total:** | **100** |

| Week | Topics to be covered in the course | Learning Objective of this topic | Expected Outcomes from Students | Teaching Method | Assessment Criteria | Deadlines and Homework |
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| 1 | Introduction to the Course What to Expect How the course will be conducted Students Expectations and Concerns from the Course Course Outline Explanation Activities and Projects Explanation | | | Lecture | None | |
| 2 | **CH 1: THE NATURE OF BUSINESS RESEARCH** **CH 1: Introduction to Business Research** • What is Research All About? • Nature of Research • Style of Research • Scientific Research Process Application of Scientific Research to Social and Business Problems Basic Concepts and Vocabulary of Business Research | 1 and 2 | • be able to outline the purpose and distinct focus of management research; • be able to place their research project on a basic-applied research continuum, according to its purpose and context; • understand the stages that they will need to complete (and revisit) as part of their research process; | **Lecture:** Online via Youtube Before Class **In Class:** Discussion and Application | **Activity 1** | In Class |
| 3 | **CH 2: FORMULATING AND CLARIFYING THE RESEARCH TOPIC** The Research Process Research Problem Identification Creative VS Rational Thinking Research Idea Generation and Refining | 2 and 3 | • generate ideas that will help in the choice of a suitable research topic; • identify the attributes of a good research topic; • turn research ideas into research problems, which have clear research question(s) and objectives and draft a research proposal. | **Lecture:** Online via Youtube Before Class **In Class:** Discussion and Application | **Activity 2** | In Class |
| 4 | **CH 2: FORMULATING AND CLARIFYING THE RESEARCH TOPIC** Research Objectives Research Questions Limitations of the Research | 3 | • turn research problems into a research question(s) and objectives for drafting a research proposal. | **Lecture:** Online via Youtube Before Class **In Class:** Discussion and Application | **Activity 3** | In Class |
| 5 | **CH 3: LITERATURE REVIEW** Why to do a literature Review Sources of Literature Review Conduction Literature Review Evaluation and Recording of literature Review Plagiarism and Ethics | 4 and 8 | • understand the importance and purpose of the critical literature review for their research project; • be able to adopt a critical perspective in their reading; | **Lecture:** Online via Youtube Before Class **In Class:** Discussion | **Activity 4** | In Class |

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| | | | • know what they need to include when writing their critical review;<br>• be aware of the range of primary, secondary and tertiary literature sources available<br>• be able to identify key words and undertake a literature search using a range of methods;<br>• be able to evaluate the relevance and sufficiency of the literature found;<br>• be able to reference the literature found accurately;<br>• understand what is meant by plagiarism and | and Application | | |
| 6 | **CH 4, 5, 6,7: RESEARCH PHILOSOPHY and DESIGN**<br>Research Philosophy<br>Research Strategy<br>Type of Research<br>Process of Research<br>Gaining Access and Sample Selection<br>Ethics in Research Design<br>Qual VS Quant Research Design | 3 and 4 | • understand the main research paradigms which are significant for business research;<br>• distinguish between main research approaches: deductive and inductive;<br>• understand the importance of having thought carefully about their research design;<br>• explain the differences between quantitative and qualitative data collection techniques<br>• explain the benefits of adopting multiple methods<br>• understand some of the main ethical issues implied by choice of research strategy. | **Lecture:**<br>Online via Youtube Before Class<br><br>**In Class:**<br>Discussion and Application | **Activity 5** | In Class |
| 7 | **CH 9 and 10: COLLECTION OF QUALITATIVE DATA**<br>Participant Observation<br>Interviews<br>Focus Group | 5 | • understand the role that observation may play as a data collection method in your research design;<br>• identify two types of observation, participant observation and structured observation,<br>• aware of research situations favoring the use of semi-structured and in-depth interviews, and their limitations;<br>• able to consider the development of your competence to undertake semi-structured and in-depth interviews, and the logistical and resource issues that affect their use; | **Lecture:**<br>Online via Youtube Before Class<br><br>**In Class:**<br>Discussion and Application | **Activity 6**<br><br>Developing Interview Questions<br><br>**Circulation and Discussion of Project 1 Outline** | In Class |

| | | | • aware of the advantages and disadvantages of using one-to-one and group interviews, including focus groups, in particular contexts; | | | |
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| 8 | **CH 13: ANALYSIS OF QUALITATIVE DATA**<br>Preparing Data for Analysis<br>Approaches to Analysis<br>Type of Analysis Processes<br>Analytical Aids<br>Coding and Process of Analysis<br>Reporting and Write-up of Analysis<br>Ethics in Analysis | 6 | • identify the main issues that need to be considered; when preparing qualitative data for analysis, including when analyzing these data, using computer-aided qualitative data analysis software (NVIVO); | **Lecture:** Online via Youtube Before Class<br>**In Class:** Discussion and Application | **Discussion on the Progress of Project 1** | |
| 9 | **Midterm** | | | | | |
| 10 | **CH 8: USING SECONDARY DATA FOR QUANTITATIVE REPORT**<br><br>Types of Secondary Data<br>Sources of Secondary Data in Pakistan and Globally<br>Advantages and Disadvantages of Secondary Data<br>Evaluating Secondary Data<br>Making decisions on the basis of Secondary Data<br>ITC and Trade Maps | 4 | • identify the full variety of secondary data that are available;<br>• appreciate ways in which secondary data can be utilized to help to answer the research question(s) and meet objectives;<br>• understand the advantages and disadvantages of using secondary data in research projects;<br>• use a range of techniques, including published guides and the Internet, to locate secondary data; | **Lecture:** Online via Youtube Before Class<br><br>**In Class:** Discussion and Application | **Activity 7** | In class |
| 11 | **CH 11: COLLECTING QUANT DATA THROUGH QUESTIONNAIRES**<br>Understanding Quant Data<br>What is a Questioner<br>How questioner is used to collecting data<br>Questioner Techniques<br>Deciding what data needs to be collected<br>Designing the questioner<br>Administering the questioner<br>Uni-Dimensional Vs Multi-Dimensional Scales<br>Balanced Vs Imbalanced Scales<br>Types of Rating Scales<br>Types of Ranking Scales<br>Structured Vs Unstructured, Open Ended Vs Close Ended, and Filter Vs Screen Questions | 4 | • understand the advantages and disadvantages of questionnaires as a data collection method;<br>• be aware of a range of self-administered and interviewer-administered questionnaires;<br>• be able to select and justify the use of appropriate questionnaire techniques for a variety of research scenarios;<br>• be able to design, pilot and administer a questionnaire to answer research questions and to meet objectives;<br>• be able to take appropriate action to enhance response rates and to ensure the validity and reliability of the data collected; | **Lecture:** Online via Youtube Before Class<br><br>**In Class:** Discussion and Application | **Activity 8** | |

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| 12 | **CH 11: COLLECTING QUANT DATA THROUGH QUESTIONNAIRES**<br>*Survey Monkey and Google Forms | 4 | • be able to apply the knowledge, skills and understanding gained to their own research project. | **Lecture:** Online via Youtube Before Class<br>**In Class:** Discussion and Application | **Activity 9** | In Class |
| 13 | **CH 12: ANALYZING QUANTITATIVE DATA**<br>Understanding Quantitative Data<br>Type of Quant Data<br>Coding<br>Process of Entering Data and Checking for Errors<br>**SPSS LAB**<br>Introduction to SPSS<br>Development of Coding Plan<br>Data Feeding in SPSS<br>Descriptive Analysis of Data<br>  • Frequencies, Percentages, Crosstabs etc. Using SPSS<br>Graphs using SPSS<br>Measures of Central Tendency (Mean, Median, Mode)<br>Measures of Dispersion (Variance, Standard Deviation) | 6 | • identify the main issues that they need to consider when preparing quantitative data for analysis and when analyzing these data by the computer;<br>• recognize different types of data and understand the implications of data type for subsequent analyses;<br>• create a data matrix and code data for analysis by a computer;<br>• select the most appropriate tables and diagrams to explore and illustrate different aspects of their data;<br>• Interpret correctly the tables, diagrams and statistics that they use. | **Lecture:** Online via Youtube Before Class<br><br>**In Class:** Discussion and Application | **Activity 10**<br><br>SPSS LAB | |
| 14 | Final Project Discussion | 6 | | | | |
| 15 | **PRESENTATION OF PROJECT 1**<br>**SUBMISSION OF PROJECT 1** | 7 | | Applied Project | | |

## Classroom Rules & Behavior:

- **Regularity and Punctuality will be very strictly observed. You have an allowance of only six absences <u>(Out of 30 sessions)</u>.**

- **No leave is acceptable (Except Special Cases referred by Director).**

- **Arrive in the class within 10 minutes of the scheduled time, Otherwise marked absent.**

- **In case of group presentation any student with absenteeism will get zero marks.**

- **No Quiz, Assignment, Project will be accepted or entertained after due date.**

- **Zero tolerance for Mobile usage in class.**

- **No participant will be allowed to sit without displaying his/her student card.**

## Participant Responsibilities:

### Class Participation:

Positive, healthy and constructive class participation will be monitored for each class. Particular emphasis will be given during the presentation sessions. The manner in which the question is asked or answered will also be noted. Your behaviour, as business executives in the class will contribute to the class participation marks.

### Honesty Policy:

A student found in cheating (plagiarism) on any exam/ assignment/ project, his/her case will be referred to Unfair Means Committee (UFM) that may result in no credit (i.e. no grade) for that exam/ assignment/ project. A deduction from the sessional marks and financial penalties are other possibilities as decided by the committee.

### Plagiarism:

It is defined in dictionaries as "the wrongful appropriation, close imitation, or purloining (stealing) and publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own original work.