

**JAIPURIA INSTITUTE OF MANAGEMENT**

**PGDM; TRIMESTER III; ACADEMIC YEAR 2021-22**

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| Course Code and title | 20503: Business Research Methods |
| Credits | 3 |
| Term and Year | III Term, 2021-22 |
| Course Pre-requisite(s) | Statistics for Management  |
| Course Requirement(s) | Basic understanding of management and business |
| Course Schedule (day and time of class) | As per the time table  |
| Classroom # (Location) | As per the time table |
| Course Instructor | Prof. Richa Misra |
| Course Instructor Email | richa.misra@jaipuria.ac.in  |
| Course Instructor Phone (Office) | 9868357892 |
| 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.

The course starts with the module on identification of the business/management problem which consist of exploration of the problem scenario, identification of management problem and detailing of the problem in term of research problems and research questions. This is the paramount part of the course since precise and efficient identification of the problem is much required to have better answers and better solutions. The second module is on structuring of the research problem where blue print of the research plan of action will be developed to have an efficient research process. Then the third module is based on solving the problem where appropriate statistical tools are employed to analyze the data (primary or secondary) that has been collected. 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, factor analysis, cluster analysis, discriminant 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. This course will make the students understand the importance of business research as an aid in management decision-making and helpful in developing a series of key skills including: identification of management problem/opportunity, developing research question(s), selecting, justifying and implementing an appropriate research design and finally solving the business problem in an efficient and effective manner.

**2.Programme Learning Outcomes (PLOs)**

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

PLO1: Communicate effectively.

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

PLO3: Reflect on business situations and apply relevant conceptual frameworks in service management context.

PLO4: Evaluate different ethical perspectives.

PLO5: Discuss the centrality of customer experience in service management.

PLO6: Exhibit innovative and creative thinking.

**3a. Course Learning Outcomes (CLOs)**

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

CLO 1. Recognize the Business Research Problem.

CLO 2. Develop Research Plan by applying relevant conceptual frameworks to Business Situations.

CLO 3. Communicate Research Findings Effectively.

**3b. Competency Goals**

CG 1: Communicate Effectively.

CG 2: Demonstrate the Ability to Work in Teams to Achieve Desired Goals

CG 3: Apply relevant conceptual frameworks to a given business situation

CG 4: Evaluate different ethical perspectives

CG 5: Awareness of impact of business decisions on issues of social concern

**4. Mappings**

**Mapping of CLOs with PLOs**

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

*(CLO2 will be used for AOL Mapping)*

**Mapping of CLOs with CGs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **CG-1** | **CG-2** | **CG-3** | **CG-4** | **CG-5** |
| **CLO1** | I |  | R |  |  |
| **CLO2** |  |  | R |  |  |
| **CLO3** | R |  | R | I | I |

*(Note: CLO2 to be considered for AOL)*

**4. Books and References**

**Text Book**

Business Research Methods: A South Asian Perspective; Zikmund, Babin, Carr, Adhikari, Griffin (9th Edition, Cengage Learning)

**References**

* Business Research Methods- Donald. R. Cooper, Pamela. S. Schindler (9th Edition, Tata Mc Graw Hill Education Private Limited)
* Research Methodology: Concepts and Cases, D. Chawla and Neena Sondhi (2nd Edition, Vikas Publishing House Pvt Ltd)
* 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. Workshop on reviewing the scholarly literature and planning a study**

* Introduction
* How to find research literature
* Citation styles
* How to conduct a systematic literature review
* Using the internet for social research

**6. Session Plan**

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| **S.No.** | **Topic** | **Readings (Chapter No. & Pp.)/ Cases** | **Pedagogy** | **Session Learning Outcome** | **CLO** |
| **Module 1: Identification and Exploring the Problem**  |
|  1 | Doing Social researchWhy do social research, scientific method and attitude, use of social research  | Chapter: 1, 3-10 | Discussion | The students will understand what is management research  | CLO1 |
|  2 | Formulating Research Problem | Chapter:6, 107-112 & 116-120 | Discussion & Case lets | The students will learn how to identify a management problem/opportunity | CLO1 |
|  3 | Introduction to evaluating websites and data-base searching, finding, & using background Literature | Handouts | Demonstration & Article Reference | Explaining relationship in social research  | CLO1 |
|  4 | Formulation of Research Design (Exploratory Research Design)  | Chapter: 4, 51-58 | Discussion & Case lets | Students will learn research design as a blueprint for the measurement, collection and analysis of empirical evidence | CLO1 |
|  5 | Formulation of Research Design (Conclusive and Experimental research design) | Chapter: 12, 254-260 | Discussion | Students will learn common tools of descriptive research | CLO1 |
| **Module 2: Structuring the Problem** |
|  6 | Types of ScalesComparative Scaling techniques | Chapter: 13, 289-295 | Exercise Discussion | Students will be able to distinguish different levels of scale measurement | CLO2 |
|  7 | Non-comparative Scaling techniques And scale Evaluation  | Chapter: 13, 297-305 | DiscussionCase-let | Student will learn basic approaches to measure attitudes | CLO2 |
|  8 | Methods of data collectionObservation ,Focus group and projective technique | Chapter: 7, 131-152 | Role Play and Videos | Student will learn to collect data using focus group and observation method  | CLO2 |
|  9 | Coding and concept formation, Analytical strategies for qualitative data, Quantitative content analysis | **Readings and Handouts** | CasesDiscussion | Student will understand the qualitative method of data analysis | CLO2 |
|  10 | Questionnaire Designing Procedure and Structure | Chapter: 10, 206-210 & Chapter: 15. 341-347 | DiscussionVideo Demonstration | The influence of question content, wording, response and preliminary analysis planning on the questionnaire | CLO2 |
|  11 | Sampling Concepts and Probability Sampling and Non-probability sampling  | Chapter: 16, 385-390 & 395-398 | CasesDiscussion | Students will know the importance of sampling and to identify target population and sampling frame | CLO2 |
|  12 | **Ethics in social research , ethical issues involving research participants** | **Readings and Handouts** | CasesDiscussion | Students will understand the importance research Ethics within the scientific community | CLO3 |
|  13 | Data PreparationEditing and Codingand determination of sample size | Chapter:19, 459-465 | SPSS Exercise | Students will know the way data are coded in a data file. | CLO2 |
| **Module 3: Data Analysis & Presenting the Report** |
|  14 | Summarizing the DataCrosstabs Analysis (Chi square test) | Chapter:20, 484-488 | SPSS Exercise | Students will be able to use descriptive statistics and checking independence of categorical variables and interpret them | CLO2 |
|  15 | Two way ANOVA and Post hoc test and interpretation | Chapter:22, 542-547 | SPSS Exercise | Able to apply statistical methods for k-mean testing for two factors data | CLO2 and CLO3 |
|  16 | Multiple regression model and interpretation | Chapter:23,561-569 | SPSS Exercise | Learn about multivariate associative relationship technique | CLO2 and CLO3 |
|  17 | Introduction to exploratory factor analysis | Chapter:24, 584-587, & 594-595 | SPSS Exercise | Importance of variable Reduction and identifying underlying dimensions | CLO2 |
|  18 | Introduction to cluster analysis | Chapter:24, 584-587, & 594-595 | SPSS Exercise  | Importance of data reduction and segmentation | CLO2 |
|  19 | Introduction to discriminant analysis | Chapter:24, 589-592 | SPSS Exercise | The associative relationship when dependent variable is categorical in nature | CLO2 |
|  20 | Presentation of results, Report Writing | Chapter: 25,611-615 | Discussion and presentation | Able to prepare a research report in a clear and concise manner according to standard formats | CLO1-3 |

**7. Assessment Tasks**

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| **Assessment Component** | **Description** | **Weightage** | **CLO** |
| Quiz | Three MCQ quiz will be conducted to test the theoretical and critical understanding. The quiz schedule will be announced to students.  |  20 | Only for grading |
| 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:Marks=20CLO 2:Marks=20 |
| 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 Data4-Project Report 5-Presentation / VIVA | 40 | CLO3 |

**8. Rubrics for Assessment Tasks**

***Rubrics for Quiz (20%)*** *For Grading Purpose only*

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| --- | --- | --- | --- |
| **Traits/Tasks** | **Below Expectations****(Below 35%)** | **Meet Expectations****(35% to 70%)** | **Exceeds Expectations****(Above 70%)** |
| Clear understanding of the concepts and their application  | Less than 35% of the answers are correct. Most of the concepts are not clear and the student is unable to understand the same. | Between 35 – below 70% of answers are correct. Many of the concepts are clear and understood by the student. | 70% and above answers are correct. Most of the concepts are clear and understood by the student. |

**9.Rubrics for End Term (40 Marks) (CLO 1 & 2)**

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| --- | --- | --- | --- |
| **Criteria/Trait** | **Below Expectations (Below 35%)** | **Meet Expectations**  **(35%- below 70%)** | **Exceed Expectation** **(70% and above)** |
| CLO1: Recognize the Business Research Problem (Marks: 10) | Unable to Recognize the business research problem, and may not be able to establish connection with the research objectives and assumptions. Rarely generates new approach to define a problem.  | Able to recognize the business research problem and may establish connection with the research objectives and assumptions but may not be able to generates new approach to define a problem. | Able to recognize the business research problem effectively and may establish connection with the research objectives and assumptions in a comprehensive manner and also able to generates new approach to define a problem. |
| CLO 2: Develop Research Plan by applying relevant conceptual frameworks to Business **(15)**CLO 3. Communicate Research Findings Effectively. **(15)** | Has limited knowledge about the sampling and scaling technique. Not able to identify appropriate technique based on situation. A little understanding about the statistical test used to analyse business datasetsStudents is not able to interpret the test , and communicate the findings of the test**.** | Has an understanding about the sampling design, however lacks critical justification in selecting the appropriate technique and tools. A good understanding about the statistical test used to analyse business datasetsStudents has an understanding about the test, however they are not able to interpret and report the findings effectively.  | Demonstrates a sophisticated understanding in framing the question using measurement scales and provide critical justification to select a sampling technique. Can effectively apply statistical model in different business situationStudents has a clear understanding about the statistical tests and are able to interpret the report findings effectively |

**10.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(Marks: 20) | 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**(**Marks: 20) | 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 |

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

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| **Activity** | **Description** | **Time Budgeted**  |
| Classes  | 3 hours per week for 10 weeks |  30 hours |
| Reading | Prescribed readings and making notes |  12 hours |
| Preparation of Project and Evaluation | Reading and writing |  20 hours |
| **Total** |  |  62 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.