

**BMA401**  
**Research Methods in**  
**Management**

*Semester 1, 2009*

This unit will be offered in:

**Hobart**

The lecturing team responsible will be:

**Phillip Patman**

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**and**

**Other School of Management Staff**

<http://www.utas.edu.au/mgmt/student.htm>

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## Introduction to the Unit

This unit covers major issues connected with the research process in Management and related fields, including qualitative and quantitative research.

The unit will be offered full-time over a one-week intensive period prior to the commencement of Semester One. The intensive week is designed to equip students with a sound understanding of theory building and the research process, with emphasis both on qualitative and quantitative applications of research methods in Management. After completion of the unit, students will have the methodological understandings to plan their Honours dissertation research project, as well as the necessary skills to conduct the research and report the findings. During the semester, ad hoc seminars may be conducted to allow students to further develop understanding of research methods as their individual research projects proceed.

### Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## Learning Outcomes

On completion of this unit, you should be able to:

- Demonstrate a sound understanding of the research process and research methodology in Management
- Demonstrate the ability to critically analyse published research in Management
- Demonstrate an in-depth understanding of one particular research methodology in Management

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### Knowledge

- To develop a detailed understanding of the issues involved in conducting qualitative and quantitative research in Management and related fields
- To acquire knowledge in research methodology and interpretation
- To use a wide range of academic skills (research, analysis, synthesis, and so forth)
- To develop the ability to analyse and critically appraise key concepts, arguments and research findings within the relevant literature
- To be able to discuss the merits of good research in management and understand the range of possible research processes and their applications
- To learn both independently and cooperatively
- To apply learning to new and unexpected situations

### Communication Skills

- To communicate effectively using oral and written mediums and to present well-reasoned arguments in a logical and coherent manner
- To develop oral presentation skills through the process of discussing research methods

### Problem Solving Skills

- To demonstrate the ability to plan, execute and evaluate qualitative and quantitative research
- To conceptualise problems and formulate a range of solutions
- To find, acquire, evaluate, manage and use relevant information

### Global Perspective

- To demonstrate an awareness of the local and global context of Management and related research

### Social Responsibility

- To act ethically, with integrity and social responsibility, in the conduct of research
- To acknowledge the social and ethical implications of research

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## Prerequisites

Completion of BBus, BTourism, BBA, or equivalent, and approved entry into the Management Honours program.

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## Texts

### Prescribed Texts

Neuman, W.L. 2003. *Social research methods: Qualitative and quantitative approaches* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

Other materials will be supplied.

### School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Books

Babbie, E. 2002. *The basics of social research*. (2<sup>nd</sup> ed.). Belmont: Wadsworth.

Bagozzi, R. (Ed.). 1994. *Principles of marketing research*. Cambridge: Basil Blackwell.

Davis, D. & Cosenza, R.M. 1993. *Business research for decision making* (3<sup>rd</sup> ed.). Belmont: Wadsworth.

- Emory, C.W. & Cooper, D.R. 1991. *Business research methods* (4<sup>th</sup> ed.). Boston: Irwin.
- Hair, Jr. J.F. 1995. *Multivariate data analysis with readings* (4<sup>th</sup> ed.). Englewood Cliffs: Prentice Hall.
- Laurent, G., Lilien, G.L. & Pras, B. 1994, *Research traditions in marketing*. Boston, Massachusetts: Kluwer, International Series in Quantitative Marketing.
- Malhotra, N.K., Hall, J., Shaw, M. & Oppenheim, P.P. 2004. *Essentials of marketing research: An applied orientation*. Frenchs Forest, NSW: Pearson Education.
- Raimond, P. 1993. *Management projects*. London: Chapman & Hall.
- Salkind, N.J. 1997. *Exploring research* (3<sup>rd</sup> ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Saunders, M., Lewis, P. & Thornhill, A. 2003. *Research methods for business students* (3<sup>rd</sup> ed.). Harlow, Essex: Prentice-Hall.
- Schmitt, N.W. & Klimoski, R.J. 1991. *Research methods in human resources management*. South-Western series in human resources management. Cincinnati: South-Western.
- Sekaran, U. 1992. *Research methods for business: A skill building approach* (2<sup>nd</sup> ed.). New York: John Wiley.
- Tabachnick, B. & Fidell, L. 1996. *Using multivariate statistics* (3<sup>rd</sup> ed.). New York: Harper Collins.
- Tharenou, P., Donohue, R. & Cooper, B. 2007. *Management research methods*. Melbourne: Cambridge University Press.
- Tilly, A. 1994. *An introduction to psychological research and statistics*. Brisbane: Pineapple Press.
- Tull, D.S. & Hawkins, D.I. 1993. *Marketing research: Measurement and method* (6<sup>th</sup> ed.). New York: Macmillan.
- Weidenborner, S. & Caruso, D. 1982. *Writing research papers: A guide to the process*. New York: St Martin's Press.
- Whyte, W.F. 1984. *Learning from the field: A guide from experience*. London: Sage.

## **Journals and Periodicals**

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*Academy of Management Journal*

*Academy of Management Review*

*Administrative Science Quarterly*

*European Journal of Marketing*

*Journal of the Australian and New Zealand Academy of Management*

*Journal of Business Research*

*Journal of International Business Studies*

*Journal of International Marketing*

*Journal of Management Studies*

*Journal of Marketing*

*Journal of Marketing Management*  
*Journal of Marketing Research*  
*Qualitative Marketing Research*  
*Research in Organizational Behaviour*

## Articles and Selected Other Readings

*Please note: note all of the following are held in the University library and may involve using a journal database such as Proquest.*

### 1. Paradigms and Philosophies of Research

Blackler, F. & Brown, C. 1983. Qualitative research and paradigms of practice. *Journal of Management Studies*, 20 (3): 349–365.

Burrell G. & Morgan, G. 1979. *Sociological paradigms and organizational analysis*. London: Heinemann. Chapter 1: 1–9, Assumptions About the Nature of Social Science, Chapter 3: 21–37, Two Dimensions, Four Paradigms.

Cooper, D.R. & Emory, C.W. 1995. *Business research methods* (5<sup>th</sup> ed.). Chicago: Irwin. Chapter 2 — Scientific Thinking.

Denzin, N.K. & Lincoln, Y.S. 1994. Introduction: Entering the field of qualitative research. In N.K. Denzin and Y.S. Lincoln (Eds.). *Handbook of qualitative research*, 1–17. London: Sage Publications.

Goulding, C. 1999. Consumer research, interpretive paradigms and methodological ambiguities. *European Journal of Marketing*, 33(9/10): 859.

Hanson, D. & Grimmer, M. 2007. The mix of qualitative and quantitative research in major marketing journals, 1993–2002. *European Journal of Marketing*, 41(1/2): 58–70.

Hunt, S.D. 1990. Truth in marketing theory and research. *Journal of Marketing*, 54(3): 1–15.

Hunt, S.D. 1994. On rethinking marketing: our discipline, our practice, our methods. *European Journal of Marketing*, 28(3): 13–25.

Keen, P.W. 1991. Relevance and rigor in information systems: Improving quality, confidence, cohesion and impact. In H. Nissen, H.K. Klein & R. Hirschheim (Eds.). *Information systems research: Contemporary approaches and emergent traditions*. North Holland: Elsevier.

Malhotra, N.K. & Peterson, M. 2001. Marketing research in the new millennium: emerging issues and trends. *Marketing Intelligence and Planning*, 19(4): 216–235.

Neuman, W.J. 1997. *Social research methods* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon. Chapter 4—The Meanings of Methodology: 61–87.

Orlikowski, W.J. & Baroudi, J.J. 1991. Studying information technology in organizations: Research approaches and assumptions. *Information Systems Research*, 2 (1): 1–28.

Wass, V.J. & Wells, P.E. 1994. *Principles and practice in business and management research*. Aldershot UK: Dartmouth. Chapter 1—Research methods in action.

### 2. Methodologies

Barrett, P. 2005. What if there were no psychometrics? Constructs, complexity, and measurement. *Journal of Personality Assessment*, 85(2): 134–140.

- Birnbaum, M.H. 2004. Human research and data collection via the internet. *Annual Review of Psychology*, 55: 803-832.
- Boote, J. & Matthews, A. 1999. "Saying is one thing; doing is another": The role of observation in marketing research. *Qualitative Marketing Research*, 2(1): 15.
- Cahill, D.J. 1996. When to use qualitative methods: A new approach. *Marketing Intelligence and Planning*, 14(6): 16.
- Cohen, R.J. 1999. What qualitative research can be. *Psychology and Marketing*, 16(4): 351-368.
- Cooper, D.R. & Emory, C.W. 1995. *Business research methods* (5<sup>th</sup> ed.). Chicago: Irwin. Chapter 5— Design Strategies.
- Dawis, R.V. 1987. Scale construction. *Journal of Counseling Psychology*, 34(4): 481-489.
- Dyer, W.G. & Wilkins, A.L. 1991. Better stories, not better constructs to generate better theory - a rejoinder to Eisenhardt. *Academy of Management Review*, 16 (3): 613-619.
- Eisenhardt, K. 1989. Building theories from case study research. *Academy of Management Review*, 14 (4): 532-550.
- Eisenhardt, K. 1991. Better stories and better constructs: The case for rigor and comparative logic. *Academy of Management Review*, 16 (3): 620-627.
- Fossey, E., Harvey, C., McDermott, F. & Davodson, L. 2002. Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry*, 36: 717-732.
- Gronhaug, K. & Olson, O. 1999. Action research and knowledge creation. *Qualitative Marketing Research*, 2(1): 6.
- Hall, A.L. & Rist, R.C. 1999. Integrating multiple qualitative research methods (or avoiding the precariousness of a one-legged stool). *Psychology and Marketing*, 16(4): 291-304.
- Healey, B. & Gendall, P. 2007. Asking the age questions in mail and on-line surveys. Paper Presented at the ANZMAC 2007 Conference, University of Otago, Dunedin, New Zealand.
- Jick, T. 1979. Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly*, 24 (4) (December): 602-611.
- Kidd, S.A. 2002. The role of qualitative research in psychological journals. *Psychological Methods*, 7(1): 126-138.
- Kitzinger, J. 1995. Introducing focus groups. *British Medical Journal*, 311: 299-303.
- Krosnick, J.A. 1999. Survey research. *Annual Review of Psychology*, 50: 537-567.
- Mays, N. & Pope, C. 1995. Rigour and qualitative research. *British Medical Journal*, 310: 109-113.
- Morgan, G. & Smircich, L. 1980. The case for qualitative research. *Academy of Management Review*, 5: 491-500.
- Nancarrow, C., Barker, A. & Wright, L.T. 2001. Engaging in the right mindset in qualitative marketing research. *Marketing Intelligence and Planning*, 19(4): 236-244.
- Nancarrow, C., Pallister, J. & Brace, I. 2001. A new research medium, new research populations and seven deadly sins for Internet researchers. *Qualitative Market Research*, 4(3): 136-149.

- Neuman, W.L. 1994. *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn and Bacon.
- Schafer, J.L. & Graham, J.W. 2002. Missing data: Our view of the state of the art. *Psychological Methods*, 7(2): 147-177.
- Schaffer, N.C. & Presser, S. 2003. The science of asking questions. *Annual Review of Sociology*, 29: 65-88.
- Schwarz, N. 1999. Self-reports: How the questions shape the answers. *American Psychologist*, 54(2): 93-105.
- Schwarz, N. & Oyserman, D. 2001. Asking questions about behaviour: Cognition, communication, and questionnaire construction. *American Journal of Evaluation*, 22(2): 127-160.
- Smith, G.T., Fischer, S. & Fister, S.M. 2003. Incremental validity principles in test construction. *Psychological Assessment*, 15(4): 467-477.
- Stenbacka, C. 2001. Qualitative research requires quality concepts of its own. *Management Decision*, 39 (7): 551-555.
- Strauss, A. & Corbin, J. 1994. Grounded theory methodology - An overview. In N.K. Denzin & Y.S. Lincoln (Eds.). *Handbook of qualitative research*, 273–285. London: Sage Publications.
- Walsham, G. 1995. Interpretive case studies in information systems research: Nature and method. *European Journal of Information Systems*, 4: 74–81.
- Yin, R. 1994. *Case study research* (2<sup>nd</sup> ed.). Thousand Oaks: Sage. Chapter 1, Introduction, 1–17.

### 3. Writing Up Research

- Gay, L.R. & Diehl, P.L. 1992. *Research methods for business and management*. New York: Macmillan. Chapter 14—Preparation of a research report.
- Kazdin, A.E. 1995. Preparing and evaluating research reports. *Psychological Assessment*, 7(3): 228-237.
- Woolcot, H. 1990. *Writing up qualitative research*. London: Sage Publications, 9–36.
- Wright, D.B. 2003. Making friends with your data: improving how statistics are conducted and reported. *British Journal of Educational Psychology*, 73: 123-136.

### Library Resources

The library offers a variety of electronic and physical resources that may be helpful for completing assignments. The library's subject guide for management can be found at the following address:

<http://www.utas.edu.au/library/info/subj/management.html>

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## Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See *Learning Online* <http://uconnect.utas.edu.au/> for computer software you will need.

*Note:* Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of

Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

## Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/coursesonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
Assignment 1	50	13 March 2008	3000 words
Assignment 2	50	24 April 2008	3000 words
Total Marks	100		

\* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## Study Week

The Honours programme does not recognise the School of Management study week.

## Examination

### *Format*

There is no examination in this unit.

## Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support

services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## Submission of Coursework

### Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box at room 316, Commerce & Economics Building.

*Launceston students:* Lodge in assignment box beside room A170.

**All coursework must be handed in at 2.00 pm on the due date.**

### Late Coursework

#### *Written Work*

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

## *Tests*

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## **Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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## Assignment Topics

### Assignment 1

*Due Date:* 13 March 2008

*Length:* 3000 words

*Value:* 50 marks

Using two of the research articles provided, critically analyse the methodologies employed in developing a research program to answer the research questions and hypotheses. Identify those factors that may have affected the generalisation of the research outcomes and provide a design that may have provided a better outcome. You may choose to analyse a selection of other articles with the approval of the lecturer-in-charge.

The basic aim is provide a critique of the articles provided (or any you have chosen instead of the “standard package”). Issues to consider in the critique include:

1. What is the research question(s) and does this follow logically from the literature? Does it fulfil the requirements of a good research question? Are there any hypotheses and what is their quality? What type of research question is used (that is, exploratory, descriptive, explanatory)?
2. What is the methodology employed (in terms of interpretive versus positivist approaches, or qualitative versus quantitative), and does this suit the research question?
3. Who are the participants and what impact does this have on generalisability? Does the choice of participants fulfil the requirements of the research question?
4. How is data collected and does this suit the research question?
5. How is data analysed and interpreted and is this logical? Are there any problems in interpretation?
6. What are the overall strengths and weaknesses of the research?
7. What suggestions would you make in terms of improving any stage of the research process followed?

In terms of references, please focus on the methodologies that are used in each of the research articles (not so much the content of the research, but the process).

## Assignment 2

*Due Date:* 24 April 2008

*Length:* 3000 words

*Value:* 50 marks

You are required to write and submit a research proposal for the dissertation project that you are going to conduct. This should be developed in association with your supervisor. The purpose of this proposal is:

1. to establish clearly the nature of your research area of interest, the work you intend to undertake, and the rationale for this;
2. to provide you and your supervisor with direction and focus for your literature review and subsequent research work; and
3. to provide a basis for your submission for ethics approval if necessary.

The proposal should be fully referenced. The length of this proposal should be not more than 3000 words and should outline:

1. the general nature and aims of your intended work, and the relationship of this work to the disciplinary area and body of literature of interest to you;
2. your anticipated research question(s);
3. the method by which you intend to answer the question(s); and
4. the anticipated outcomes and contribution of your work to the relevant disciplinary area.

Make a careful choice of the research method you intend to use, for example, interviews, surveys/questionnaires, focus groups, case studies, observation, content analysis, and so forth. Make sure you provide a critical review of the method. Explain the research orientation(s) for which the method can be used; the manner of research question(s) that can be answered, and the type(s) of data produced.

## Seminar Schedule

Semester 1, 2009

<b>Week Intensive: Day</b>	<b>Topic</b>	<b>Due Dates</b>
1 Monday	<b>Orientation</b> Introduction to Honours	
2 Tuesday	<b>The Research Process</b> Developing a dissertation topic: theories, literature and research questions Designing research Interpreting and evaluating research outcomes	
3 Wednesday	<b>Qualitative Approaches</b> Interviewing Case study research	
4 Thursday	<b>Qualitative Approaches (Continued)</b> "Non-scientific method" Ethics in research <b>Quantitative Approaches</b> Sampling, data preparation, questionnaires	
5 Friday	<b>Quantitative Approaches (Continued)</b> Sampling, data preparation, questionnaires (Continued) Types of quantitative data	
		Assign. 1 – 13 March Assign. 2 – 24 April
<p>A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a>.</p>		

The intensive week will be held in Hobart and will be in the form of an informal seminar/tutorial.