

**POSTGRADUATE CERTIFICATE**

**POSTGRADUATE DIPLOMA**

**IN RESEARCH METHODOLOGY IN  
BUSINESS AND MANAGEMENT**

**AND**

**MRES IN BUSINESS AND  
MANAGEMENT**

**2009/2010**

**Contact:**  
Ms Judith Fisher  
Faculty Research Co-ordinator  
[judith.fisher@strath.ac.uk](mailto:judith.fisher@strath.ac.uk)  
0141 553 6050

## CONTENTS

<b>Staff and Student Engagement .....</b>	<b>3</b>
<b>Course Dates. ....</b>	<b>4</b>
<b>1. Course Overview. ....</b>	<b>5</b>
<b>2. Research Philosophy.....</b>	<b>13</b>
<b>3. Research Methods.....</b>	<b>16</b>
<b>4. Writing and Presenting Research. ....</b>	<b>20</b>
<b>5. Interdisciplinary Collaborative Research. ....</b>	<b>24</b>
<b>6. Advanced Quantitative Methods. ....</b>	<b>27</b>
<b>7. Advanced Qualitative Methods. ....</b>	<b>29</b>
<b>8. Practice Based Research. ....</b>	<b>32</b>
<b>9. Research Colloquium. ....</b>	<b>36</b>
<b>10. Additional Modules. ....</b>	<b>38</b>
<b>11. Optional Subjects – Specific Modules.....</b>	<b>39</b>
<b>Appendix 1.....</b>	<b>41</b>

## STAFF AND STUDENT ENGAGEMENT

### Who's Who on the Programme:-

#### **The Director of Research Degrees is Professor John Quigley**

Department of Management Science, Graham Hills Building, Tel: 0141 548 3152, email [j.quigley@strath.ac.uk](mailto:j.quigley@strath.ac.uk). Professor Quigley is responsible for the programme.

#### **The Course Administrator is Ms Judith Fisher**

Sir William Duncan Building, Tel: 0141 553 6050,  
Email; [judith.fisher@strath.ac.uk](mailto:judith.fisher@strath.ac.uk)

Ms Fisher has responsibility for the administration of the programme, and deals with progress of students through the course and provides support for the organisation of it. Ms Fisher is the first point of contact.

Each module has a '**Module Coordinator**'. The Module Co-ordinator has responsibility for the development, delivery and assessment of the module. The Module Co-ordinator provides the first point of contact for any problems/issues that may arise relating to the module.

### **STUDENT REPRESENTATION**

Your active involvement in the programme is encouraged. There are a number of mechanisms both informal and formal where your views can be expressed and documented.

#### **Student Evaluation Forms**

All modules are subject to evaluation by students. At the end of each module students are given an evaluation form to be completed and returned. The completed forms are reviewed by the module co-ordinator and the Course Director.

#### **Staff - Student Committee**

In addition at the end of the first class the cohort will nominate, and if necessary, elect a student representative. This representative will meet formally and informally with the Course Director throughout the academic year. The role of the representative is three fold, firstly to organise feedback from students to the module coordinator and Course Director, secondly, to be a conduit for additional information from the Course Director to the students and thirdly to be involved in the organisation of extra curricular activities for students.

### **NEPTUNE**

'NEPTUNE' is the online database used for Postgraduate Research students across the Business School. Each student's record will show the course you are registered for, the modules you are taking and other relevant information. During registration, you will be asked to provide details to populate your record. Please ensure that these remain up to date during your time on the course.

NEPTUNE is also used to upload assignments and to provide feedback and grades. Assignments should be uploaded to the link within the appropriate module. You should ensure that this is done by the deadline given.

## COURSE DATES

Induction Day	13 <sup>th</sup> October 2009
Research Philosophy	14 <sup>th</sup> - 16 <sup>th</sup> October 2009
Research Methods	30 <sup>th</sup> Nov – 4 <sup>th</sup> Dec 2009
Writing and Presenting Research	18 <sup>th</sup> , 20 <sup>th</sup> & 21 <sup>st</sup> Jan 2010
Interdisciplinary Collaborative Research	15 <sup>th</sup> – 17 <sup>th</sup> Feb 2010
Advanced Quantitative	10 <sup>th</sup> - 12 <sup>th</sup> March 2010
Advanced Qualitative	21 <sup>st</sup> - 23 <sup>rd</sup> April 2010
Research Colloquium	12 <sup>th</sup> -14 <sup>th</sup> May 2010

Unless otherwise stated each module will run over a three (or five day for Research Methods) day period, from 9am until 5pm, there will be a one hour break for lunch. Students should therefore schedule appropriate blocks of time into their programme of work. Modules may require evening work.

## 1.0 COURSE OVERVIEW

### 1.1 COURSE MISSION

The course is intended to provide research training of the highest standard to postgraduate researchers and professionals in business and management. It is designed to enable students to develop skills and competencies across the spectrum of research methods, balancing the acquisition of specialist knowledge with the ability to apply a range of research techniques in a practical environment. The course will draw on the wide range of expertise that exists across the faculty and, where necessary, from other universities. By bringing together academics and professionals from a range of subject areas and a variety of cultures, the course will provide a stimulating environment in which to develop traditional and innovative research competencies.

The course is offered at three levels, Post Graduate Certificate, Post Graduate Diploma and Masters, with full time and part time modes. It is approved by the ESRC and EPSRC as:

- a) a stand alone Masters in Research
- b) Strathclyde Business School's instructional course in research training for students undertaking higher degrees by research at Masters and Doctoral levels.

Students undertaking (b) should complete at least to Certificate level. All students registered for a higher degree by research (PhD, DBA and MPhil) must undertake this training unless they have received demonstrable equivalent research training elsewhere. **It is the requirement of the University that all research training is completed to qualify for higher degree by research.** It is the Director of Research Degrees, Professor John Quigley, who must approve exemptions.

The course is intended to train the next generation of professional researchers so that they can undertake or evaluate credible, independent and contributory research. To this end the programme is also designed to enable participation by non-academic research professionals such as consultants.

### 1.2 AIMS OF THE COURSE

The aim of the course is to provide students with knowledge, skills and experience of research that will enable them to conduct high quality business and management research either as practitioners or academics. The course is designed to enable students to develop competencies across the spectrum of research methods, balancing the acquisition of specialist knowledge with the ability to apply research techniques in practice.

On completion of the course students are expected to be able to:

- demonstrate systematic understanding and critical awareness of how research contributes to theory;
- demonstrate an awareness of research in business and management;
- contribute to theory and address practical concerns;
- demonstrate a systematic understanding of research philosophy, appreciating alternative epistemological positions and their implications for theory development and research design, analysis and interpretation;
- formulate research problems and/or hypotheses in a clear and concise fashion;
- show originality in the application of research methodologies;
- demonstrate a systematic understanding of the range of advanced research techniques, be able to critically evaluate these techniques and apply them appropriately; and
- identify the range of channels for disseminating research and demonstrate the ability to communicate research findings effectively, both orally and in written form, to the business research and practitioner communities.

### 1.3 ENTRY REQUIREMENT

Applicants to the course must ordinarily be in possession of at least an upper second class degree from a British university or a recognized equivalent from a non-British institution. All candidates whose first language is not English will be required to demonstrate an appropriate level of competence in the English language as required by the University.

Applicants who intend to obtain a Postgraduate Certificate or Diploma in Research Methodology as a composite part of their PhD will be subject to the PhD application regulations. Similarly, applicants who intend to obtain a Postgraduate Certificate as part of an MPhil or DBA will be subject to the MPhil or DBA application regulations. Where students can demonstrate that they have undertaken a master's degree with a strong research methods component they may be exempt from some components of the course. The Final decision will be made by the Director of Research Degrees.

### 1.4 COURSE CONTENT

Ordinarily the taught element of the course comprises **six** modules designed to develop core competencies in research theory and practice. In addition there is **one** module devoted to a research colloquium and **one** skills-development module, which is designed to help students confront problems that are likely to be encountered at various stages of the research process and to develop their abilities to manage and defend research. These eight modules include:

- Research Philosophy
- Research Methods
- Advanced Quantitative Methods
- Advanced Qualitative Methods
- Research Colloquium
- Writing and Presenting Research
- Interdisciplinary Collaborative Research

All students regardless of qualification route **must participate** in the Research Colloquium. It is strongly advised therefore that students consider taking this module as an option. Exceptions must be approved by the Director of Research Degrees.

In addition, a wide range of subject-specific modules from across the Strathclyde Business School are offered to students who require advanced training in a cognate area. These modules are outlined in Section 10 of this handbook. Students who wish to participate in these modules need to check their availability at the start of the course and preferably register their participation on that module **at that time**, after consultation with their supervisor and relevant departmental post graduate director of instructional courses.

Students who proceed to a Master's level qualification will undertake a dissertation. The **60 credits dissertation is the usual dissertation element** of the course, and is sometimes called Variant 1. Variant 2 or the 90 credits dissertation ordinarily should only be pursued by students requiring to follow the degree structure recommended by the EPSRC. If in doubt, students should consult with the Director of Research Degrees and their supervisor at the start of the course.

During the course additional non-credited workshops are organised. Ordinarily these workshops relate to careers advice and students will be notified about these workshops. There will also be research methods and related Masterclasses organised twice yearly. These classes feature invited speakers with international reputations in their field. Students will be expected to attend these Masterclasses and will be notified about them well in advance.

Below is an outline of the normal requirements for students registered for research training to each level of exit qualification. To qualify for the Certificate students must complete the specified 60 post

graduate credits, 120 credits for the Diploma and for the Masters Degree 180 credits. In addition students undertaking research training for a higher degree by research, that is to Certificate level, are strongly encouraged to also participate in the Research Colloquium and Research Skills modules.

### **1.5 THE POST GRADUATE CERTIFICATE**

Students studying for a Certificate will take four modules. Three of these are modules designed to develop competencies in key areas of research theory and practice. The fourth module is optional, **selected from the remaining modules offered on the course but please note the point on the previous page about the Research Colloquium**. The Postgraduate Certificate therefore comprises:

- Research Philosophy
- Research Methods 1 & 2
- One optional module

The optional module can be taken from either the subject specific module list or from other research training modules. The Research Skills module is recommended to students registered for all exit qualifications, though it is not compulsory.

Successful completion of the certificate is the minimum training requirement for doctoral students.

The Certificate is credit rated at 60 PG credits.

Students seeking a Specialisation in Risk and Reliability for the Postgraduate Certificate in addition to the compulsory modules shall undertake the 1 optional module from the following to a total of no fewer than 60 credits:

MS 901	Quantitative Risk Analysis for ALARP Decision Making
MS 902	Goal-oriented Assessment of Reliability and Maintainability
MS 914	Foundations of Risk

### **1.6 THE POST GRADUATE DIPLOMA**

Students studying for a Diploma will take eight modules. Four of these are modules designed to develop competencies in key areas of research theory and practice, one is the research colloquium, at least one is an advanced methods module, and the final two modules are optional, selected from the remaining modules offered on the course. The Postgraduate Diploma therefore comprises:

- Research Philosophy
- Research Methods
- Research Colloquium
- Advanced Quantitative Methods **or** Advanced Qualitative Methods
- No fewer than 45 credits of optional modules (either from the cognate areas or from the Research Training Programme)

The optional modules can be taken from either the subject specific module list or from other research training modules.

The Diploma is credit rated at 120 PG credits.

Students seeking a Specialisation in Risk and Reliability for the Postgraduate Diploma shall undertake the 45 credits of optional modules from the following to a total of no fewer than 120 credits:

MS 901	Quantitative Risk Analysis for ALARP Decision Making
MS 902	Goal-oriented Assessment of Reliability and Maintainability
MS 914	Foundations of Risk

### **1.7 THE MASTERS DEGREE (Variant 1)**

The Variant 1 route is the Masters Degree ordinarily to be taken by students. If in doubt students should consult the Course Director and their Supervisor. Students intending to complete the Variant 1 Master's Degree are required to complete the taught elements of the course as outlined for the Postgraduate Diploma. They will also submit a dissertation (60 credits). The dissertation is a piece of work that demonstrates high levels of research competence. The specific nature of the dissertation is agreed between the student, the supervisor and the Director of Research Degrees; its focus should be on doing research. Students should note that material from the dissertation must be clearly differentiated to that forming part of any subsequent PhD or DBA.

An additional guidance booklet is provided for all students undertaking a dissertation.

The Master's Degree is credit rated at 180 PG credits.

### **1.8 THE MASTERS DEGREE (Variant 2)**

The Variant 2 route is ordinarily only taken by students required to follow the degree structure recommended by the EPSRC. If in doubt, students should consult with the Director of Research Degrees and their supervisor at the start of the course. Students intending to complete the Variant 2 Masters degree are required to complete the taught elements of the course as outlined below and submit a dissertation (90 credits). The dissertation is a piece of work that demonstrates high levels of research competence and will go into greater depth than the dissertation for Variant 1. The specific nature of the dissertation is agreed between the student, the supervisor and the course director. Its focus should be on doing research. Students should note that material from the dissertation must be clearly differentiated to that forming part of any subsequent PhD or DBA. An additional guidance booklet is provided for all students undertaking a dissertation. The taught elements are:

- Research Philosophy
- Research Methods
- Advanced Quantitative Methods **or** Advanced Qualitative Methods
- Not fewer than 30 credits of optional modules

The optional modules can be taken from either the subject specific module list or from other research training modules.

For students taking the Risk and Reliability specialist route the following modules should be taken:

- Research Philosophy
- Research Methods
- MS 901 Quantitative Risk Analysis for ALARP Decision Making
- MS 902 Goal-oriented Assessment of Reliability and Maintainability
- MS 914 Foundations of Risk

Any queries about this specialist route should be clarified with Dr John Quigley.

The Master's Degree is credit rated at 180 PG credits.

## **1.9 FULL TIME AND PART-TIME STUDY**

The course is available in both full and part time modes. The full time course runs over a minimum of nine months in the same Academic year. Students studying part time will take the modules indicated above but will be able to complete their course of study over two academic years.

## **1.10 LEARNING APPROACH**

The general approach to learning in all modules is infused by the values of interactive learning and learning by doing, through reflection and co-operative inquiry in learning sets. One central goal of the course is to create a collegial and supportive environment for students learning about research methodology. Facilitating the development of supportive relationships and networks amongst students is a major influence on the modes of delivery adopted for the course.

For each module there is an average of 25 contact hours over a three day block in addition to computer laboratory sessions for some modules and personal study time of around 5 hours per contact hour. There is one block per month. The intensive blocks for course delivery are intended to encourage students to fully engage with the subject of study. This format also enables part time students to study with full time students and a 'community of practice' to be developed.

## **1.11 COURSE LEARNING OUTCOMES AND EXPECTATIONS**

The descriptors set out are characteristic generic outcomes of Post Graduate certificates, diplomas and masters level study and are drawn from the Scottish Credit and Qualifications Framework (SCQF). They are intended to provide a general shared understanding of the expectations ordinarily to be fulfilled at this level of study and differentiate this level of study from other levels.

They are intended as a guideline and not a precise statement, and maybe revised in due course. Students should therefore use them as a guideline of what is expected of them in the course of their Research Methods training. An outline of the generic learning outcomes is included as Appendix 1 and students should consult it.

## **1.12 ASSESSMENT**

Students are assessed at the end of each module. Various forms of assessment are used across the modules. The pass mark for each module is 50%.

## **1.13 RESUBMISSION**

It is important to note that if a student fails an assessment they are entitled to **ONE** resubmission.

The following table provides guidance into the general criteria used to assess submitted work. Specific advice on individual modules' assessment will be supplied by the module coordinators.

%	
90 -100	<u>Truly Exceptional/Outstanding</u> demonstration of learning outcomes: wide, appropriate knowledge and understanding (and where appropriate effective project work) including outstanding insight and/or originality
80 - 89	evidence of reading and thought beyond course/assignment materials appropriate use of references and exemplars an exceptionally high standard of writing and communication
70 - 79	<u>Excellent</u> demonstration of learning outcomes: a) wide, appropriate knowledge and understanding including insight and/or originality b) evidence of reading and thought beyond course/assignment materials c) appropriate use of references and exemplars d) a high standard of writing and communication
60 - 69	<u>Good Pass - Comprehensively Good</u> demonstration of learning outcomes: wide appropriate knowledge and understanding (and where appropriate effective project work) with only occasional lapses in detail evidence of reading and thought beyond course/assignment materials a high standard of writing and communication
50 - 59	<u>Pass - Generally Satisfactory</u> demonstration of learning outcomes: sound knowledge and understanding of essential material (and where appropriate essential project skills) general accuracy with occasional mistakes and/or uncoordinated use of information
40 - 49	<u>Fail - Unsatisfactory</u> demonstration of learning outcomes: some very basic knowledge and understanding (and where appropriate basic project skills) omissions and/or weaknesses of presentation and/or logic and/or evidence Inconsistency in argument and unsubstantiated assertion
30 - 39	<u>Poor</u> performance in learning outcomes: some relevant information and limited understanding (and where appropriate some project work completed under supervision) omissions and/or weaknesses of presentation and/or logic and/or evidence lack of familiarity with the subject of assessment and/or assessment vehicle Inconsistency in argument and unsubstantiated assertion
20 - 29	<u>Weak</u> performance in learning outcomes: a few key words or phrases
1 - 19	serious errors little evidence that learning or project work was seriously attempted Entirely inconsistency in argument and unsubstantiated assertion
0	No work submitted for assessment

### 1.15 REFERENCING PROTOCOLS

In submitting your assessments there are a number of possible systems for the purposes of referencing material. For this programme of study it is recommended that the Harvard System is used. The Harvard System provides brief citations within the main text, along with full referencing details in the bibliography at the end of an essay or dissertation. For example:-

#### (1) *In the Text*

When you refer generally to the work or arguments of an author, state the authors name and the date of the publication e.g.:

As Sisson (1989) argues, personnel management is in transition.

**Or**

It has been argued that personnel management is in transition (Sisson 1989).

When you quote an author directly, either by repeating text or referring to statistics given, state the author's name, date of publication **and** the page number e.g.:

It has been suggested that employers are '...getting increasingly desperate and in their hour of need are turning to some ingenious and, in many cases, highly enlightened policies' (Pickard 1989, p 46) or (Pickard 1989: 46).

## **(2) In the Bibliography**

When using the Harvard system, books and articles should be listed in alphabetical order in the bibliography as follows:

**a) Books:** author (date) *Title in italics: with full subtitle*, place of publication: publisher.

Example: Kelly J (1998) *Rethinking Industrial Relations: Mobilisation, Collectivism and Long Waves* London: Routledge/LSE.

**b) Edited books:** editor, ed. (date) *Title in italics: with full subtitle*, place of publication: publisher.

Example: Thompson P & Warhurst C (eds) (1998) *Workplaces of the Future* London: MacMillan.

**c) Chapters in Edited books:** author (date) 'Title of Chapter' in Editors, *Title of collection in italics*, place of publication: publisher.

Example: Ackers P, Smith C & Smith P (1996) 'Against All Odds ? British Trade Unions in the New Workplace' in Ackers. P, Smith. C & Smith. P (eds) *The New Workplace and Trade Unionism: Critical Perspectives on Work and Organisation*, London: Routledge.

**d) Articles in Journals:** Author (date) 'Title of article', *Journal title in italics*, Volume and number: page numbers.

Example: Ramsay, H, Scholarios, D. & Harley, B. (2000) 'Employees and High Performance Work Systems: Testing Inside the Black Box', *British Journal of Industrial Relations*, Vol. 38. No. 4 pp.501-531.

**e) Internet references -**

**Web Documents - Items for inclusion:** Author/Editor (date) Title (in italics or underlined) Edition Place of publication Publisher (if ascertainable) Available URL: http:// internet address /remote path Date accessed [in square brackets]

Example: Miller, K. (1999). *Mentoring via Mouse*, [www.howcome?.org](http://www.howcome?.org), accessed 21 September 2003.

## **Penalties**

Each module has a different date for the submission of the assessments. These dates are included in each module descriptor. All assessments must be submitted via NEPTUNE. Ordinarily, students will receive their grades for each assessment within six weeks of submission.

Students who fail a module assessment will, in the first instance, be offered the opportunity to resubmit that assessment. The maximum mark for a resubmission will be the pass mark. Late submissions of module assessments without prior notice of due cause approved by either the module tutor or course director will be penalised (normally at 5% per working day).

## 1.16 GENERAL READING

- Bryman, A. & Bell, E., (2003) *Business Research Methods*, Oxford: Oxford University Press
- Bryman, A. (2000) *Social Research Methods*, Oxford: Oxford: University Press
- Collis, J. & Hussey, R. (2003) *Business Research*, London: Palgrave
- Dawson, C., (2002) *Practical Research Methods*, Oxford: How To Books
- Easterby Smith, M., Thorpe, R. and Lowe, A. (2002), *Management Research: an introduction*, London: Sage
- Gill, J. & Johnson, P. (2002) *Research Methods for Managers*, London: Paul Chapman
- Gay, L. & Diehl, P. (1992) *Research Methods for Business and Management*, New York: Maxwell Macmillan International
- Hart, C. (2005) *Doing a Literature Review*, London: Sage
- Hart, C. (2003) *Doing Your Masters Dissertation*, London: Sage
- Kaplan, D. (ed.) (2004) *The SAGE handbook of Quantitative Methodology for the Social Sciences*, London: Sage
- Maylor, H. and Blackmon, K. (2005) *Researching Business and Management*, London: Palgrave
- Murray, R. (2000) *How to write a thesis*, Milton Keynes: Open University Press
- Phillips, E.M. & Pugh, D.S. (2000), *How to get a PhD*, Milton Keynes: Open University Press
- Potter, S., (ed.) (2002) *Doing Postgraduate Research*, London: Sage
- Remyeni, D., Williams, B., Money, A. and Swartz, B. (1998) *Doing Research in Business and Management*, London: Sage
- Saunders, M., Lewis, P & Thornhill, A. (2002) *Research Methods for Business Students*, London: FT/Prentice Hall
- Seale, C. et al. (eds) (2004) *Qualitative Research Practice*, London: Sage

You might also be interested in the following as contextual reading that critiques the current state of academia:

- Furedi, F. (2004) *Where have all the intellectuals gone?*, London: Continuum
- Nieminen, M. (2004) 'Changing academic research environments and innovative research' in C.M. Allwood and B.R. Marin (eds) *Creative Knowledge Environments*, Cheltenham: Edward Elgar.

This course is intended to provide training in business and management related research methodology. There are other generic training and skills that might be useful to you and which are provided by the university's Centre for Academic Practice which is located in the Graham Hills Building. All students are strongly advised to contact the Centre to enquire about its additional workshops and material. The University's Centre for Academic Practice and Learning Enhancement can also be accessed on: <http://www.strath.ac.uk/Departments/CAPLE>

## 2.0 RESEARCH PHILOSOPHY (15 Credits)

**Module Coordinator:**

**Dr Viktor Dorfler (Department of Management Science), email: [viktor.dorfler@strath.ac.uk](mailto:viktor.dorfler@strath.ac.uk)**

**Other lecturers:**

**Dr Barbara Simpson (Department of Management), email: [barbara@gsb.strath.ac.uk](mailto:barbara@gsb.strath.ac.uk)**

**Further lecture contribution from staff across the Business School and external speakers.**

Core/optional: Core for PGC, PGD and Masters

### 2.1 RATIONALE

This module introduces debates on the status and nature of social science and management research and outlines alternative philosophical positions and epistemologies.

### 2.2 MODULE DESCRIPTION/INTRODUCTION

The module provides the foundation for research methods training. This module is based on the premise that an appreciation of ontology and epistemology is essential to enable students to make appropriate choices in research methodology, to defend the status of their work and assess the contributions of others in the research community.

### 2.3 MODULE AIMS

The purposes are to provide students with a framework within which they can map and make sense of alternative philosophies, and through a practical exercise and written work to enable them to think through, and gain feedback on, their own position. The contents and materials provide a framework for subsequent modules in the programme. The module also gives doctoral researchers the opportunity to explore the implications of these underlying philosophical considerations for their choices in research design for their PhD projects.

### 2.4 LEARNING OUTCOMES

1. Subject specific knowledge and skills.

Upon completion of this module student will:

- Have an awareness and appreciation philosophical issues in management research
- Understand the fundamental concepts of ontology, epistemology, paradigms and methodology
- Be able to identify the underlying philosophical assumptions when addressing particular research questions
- Appreciate the implications of these philosophical assumptions and positions for research design, theoretical constructs, methodology, empirical data, analytical techniques and interpretive methods.

2. Cognitive abilities and non-subject specific skills

Through the module students will practice and develop their skills in the following areas:

- Formulation and presentation of philosophical argument
- Constructive critique of philosophical positions
- Mapping and integration of concepts and their implications for practice

## 2.5 LEARNING AND TEACHING METHODS

The introduction of the core philosophical concepts is primarily didactic using a common core real PhD project to illustrate the application and effects of alternative research philosophies. Lecture sessions introduce a conceptual framework to be used for mapping philosophical positions, their application to the illustrative PhD project, and their implications for the practice of research. A module handbook for students contains a glossary of key philosophical concepts and terms. The learning approach also includes a series of focused group exercises based on students' doctoral topics which allows discussion and exploration of the underlying research philosophies and their implications for students' own projects. Following a series of lecture and group work sessions, groups are required to prepare a presentation covering particular learning outcomes and the presentation session entails detailed feedback and critical development of the understanding and application of concepts. Reading material is provided and following individual reading and personal reflection on their position, students are required to submit a written report which explicitly focuses on their personal reflection and critical engagement with both the philosophical position they intend to adopt and at least one other that they do not intend to adopt (with a reasoned argument for both).

## 2.6 INDICATIVE CONTENT

SESSION	TOPIC
1	Introduction – scoping the field
2	Positivist paradigm
3	Interpretivist paradigm
4	Action paradigm
5	Critical paradigm
6	Directed group work
7	Panel presentations and feedback

## 2.7 INDICATIVE READING LIST

Chalmers, Alan F. (1999) *What is this thing called science?* (3<sup>rd</sup> edition), Buckingham: Open University Press

Crotty, Michael (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*, London: Sage Publications

Easterby-Smith, Mark, Thorpe, Richard & Lowe, Andy (2002) *Management Research: An Introduction* (2<sup>nd</sup> edition), London: Sage Publications.

Johnson, Phil & Duberley, Joanne (2000) *Understanding Management Research: An Introduction to Epistemology*, London: Sage Publications.

Kuhn, Thomas S. (1962/1996) *The Structure of Scientific Revolutions* (3<sup>rd</sup> edition), Chicago, IL: The University of Chicago Press.

Popper, Karl R. (1968/2004) *The Logic of Scientific Discovery* (2<sup>nd</sup> edition), London: Routledge.

Morgan, Gareth & Smircich, Linda (1980) The Case for Qualitative Research, *Academy of Management Review*, 5(4), 491-500.

Donaldson, Lex (2005) Vita Contemplativa: Following the Scientific Method: How I Became a Committed Functionalist and Positivist, *Organization Studies*, 26(7), 1071-1088.

Cunliffe, Ann L. (2004) On Becoming a Critically Reflexive Practitioner, *Journal of Management Education*, 28(4), 407-426.

## 2.8 ASSESSMENT

The assessment for the module comprises a presentation and an individual written report of 2,500 words. Further details of the assessment will be given at the start of the module. **The submission date is no later than 16/11/2009. Assessments should be submitted via NEPTUNE.**

The assessment will be undertaken by the lecturers responsible for delivering the module.

## 2.9 MATRIX OF LEARNING OUTCOMES/ASSESSMENT

Matrix of learning outcomes/assessment

Objective	Learning and Teaching	Assessment
Have an awareness and appreciation of philosophical issues in management research	(l)(cs) (gw) (ir) (pr)	(p) (iwr)
Understand the fundamental concepts of ontology, epistemology, paradigms and methodology.	(l)(cs) (gw) (ir) (pr)	(p) (iwr)
Be able to identify the underlying philosophical assumptions when addressing particular research questions	(l)(cs) (gw) (ir) (pr)	(p) (iwr)
Appreciate the implications of philosophical assumptions for research design, theoretical constructs, methodology, empirical data, analytical techniques and interpretive methods.	(l)(cs) (gw) (ir) (pr)	(p) (iwr)
Constructive critique of philosophical positions	(gw) (pr)	(p) (iwr)
Mapping and integration of concepts and their implications for practice	(l) (gw)	(p) (iwr)

Learning and Teaching:

Lecture (l), Case Study (cs), Group Work (gw), Independent Reading (ir), Personal Reflection (pr)

Assessment:

Group Presentation (p), Individual Written Report (iwr)

## 3.0 RESEARCH METHODS (30 Credits)

### Module coordinators:

Dr. Dora Scholarios (Department of Human Resource Management), email:

[d.scholarios@strath.ac.uk](mailto:d.scholarios@strath.ac.uk))

Prof. John Quigley (Department of Management Science), email: ([j.quigley@strath.ac.uk](mailto:j.quigley@strath.ac.uk))

Prof. Chris Huxham (Department of Management), email: [chris@gsb.strath.ac.uk](mailto:chris@gsb.strath.ac.uk))

**Further lecture contribution from staff across the Business School and external speakers.**

Core/optional: Core for PGC, PGD and Masters

Pre-requisites: Ordinarily Research Philosophy must be taken before Research Methods. Exceptions must be approved by the module coordinator.

### 3.1 RATIONALE

Research Methods develops the themes covered in Research Philosophy. Research Philosophy addresses the assumptions underlying different methodological approaches, and Research Methods deals with the implementation of these research choices.

### 3.2 MODULE DESCRIPTION/INTRODUCTION

In addition, the module views methods used in management research in terms of a broad spectrum rather than the more conventional split between quantitative and qualitative methods. Students are exposed to a range of methodological approaches through a series of vignettes, presented by staff from departments across the Business Faculty of the University of Strathclyde. This provides students with access to specialists with particular strengths in different approaches, both during and after the module. Also, by using in-house Business School members of staff, the methodological approaches covered in each vignette are more likely to appropriately target the needs of our own students.

### 3.3 MODULE AIMS

Research Methods aims to provide the participants with an appreciation of the wide range of methodological choices available to management researchers, including, where relevant, an overview of their approaches to data collection, principles of data analysis and theory development. Basic skills will be developed and students should appreciate issues common to different methodological approaches.

### 3.4 LEARNING OUTCOMES

#### Subject specific knowledge and skills

- A basic understanding of a range of methodological approaches and the knowledge claim implied by each
- An understanding of alternative options for enacting the generic tasks of research: collecting data, accessing data, using subject literature and external research, research design, using methodology, analysis and theory building, and writing
- An understanding of and the ability to articulate the basis of methodological choice

#### Cognitive abilities and non-subject specific skills

- An ability to explicate a chosen research approach, verbally and in writing
- An ability to cope with ambiguity caused by indistinct boundaries between methodological options in management research
- Ability to debate methodological issues

### 3.5 LEARNING AND TEACHING METHODS

The course is delivered through a series of vignettes of methodological approaches. Each vignette is an interactive 2-hour session normally delivered by University of Strathclyde specialists. In order to help students compare and analyse the alternative approaches there is a structured introduction, an overview of data collection methods, synthesizing discussion sessions, group work and presentations. In addition, each vignette will cover, if appropriate, the following topics:

- overview of the approach
- typical research sites and access issues
- data collection methods
- analysis methods
- typical form of research output
- limitations/critical appraisal of the method
- ethical issues
- order of research activities
- practical considerations

### 3.6 INDICATIVE CONTENT

- A framework for understanding and choosing research methods.
- An overview of data collection methods
- Vignettes on a series of methodologies. For example:
  1. Using literature
  2. Action research
  3. Survey methods
  4. Discourse analysis
  5. Grounded theory
  6. Experimental methods
  7. Model building
  8. Case studies
  9. Multivariate research designs
  10. Reflective groupwork

### 3.7 INDICATIVE READING LIST

Detailed reading lists are provided for each of the methodological approaches covered in the vignettes. Recommended general texts on research methods include:

Brewer, J. & Hunter, A. (2005) *Foundations of Multimethod Research. Synthesizing Styles*. London: Sage.

Bryman, A. & Burgess, E. (2007) *Business Research Methods*, 2<sup>nd</sup> Edition, Oxford: Oxford University Press.

Collis, J. & Hussey, R. (2003) *Business Research*, 2<sup>nd</sup> Edition, London: Palgrave.

Easterby Smith, M., Thorpe, R. & Lowe, A. (2001) *Management Research: an introduction*, 2<sup>nd</sup> Edition, London: Sage.

Gill, J. & Johnson, P. (2002) *Research Methods for Managers*, London: Paul Chapman.

Gay, L. & Diehl, P. (1992) *Research Methods for Business and Management*, New York: Maxwell Macmillan.

Marshall, C. & Rossman, G. (2006) *Designing Qualitative Research*, 4<sup>th</sup> Edition, London: Sage.

Remyeni, D., Williams, B., Money, A. & Swartz, B. (1998) *Doing Research in Business and Management*, London: Sage.

Saunders, M., Lewis, P. & Thornhill, A. (2007) *Research Methods for Business Students*, 4<sup>th</sup> Edition, London: FT Prentice Hall.

### 3.8 ASSESSMENT

There is one assignment (described below). This involves producing a research paper on the topic of the students' research area. Students are asked to work with their supervisors in choosing methodologies appropriate to their research area and also in the assessment of the work. Supervisors are asked to return detailed feedback.

#### **Assignment: Research Paper**

Select **two** of the approaches covered as part of Research Methods vignettes and consider these in the context of a problem of interest to you, such as your own area of research.

If you wish, **one** of your methods may be different from those covered in the course. Other methods include, for example, ethnography, behavioural observation, cooperative inquiry, etc.

Whichever approach you choose, you should discuss your choice with your supervisor, who will also be responsible for assessing and providing feedback on the assignment.

In your answer include at least the following:

- A statement of your problem of interest and a specific research question for the purposes of this assignment
- A short review of relevant literature in your area of study and what methodologies have been used in research conducted in this area.
- Why the methods are appropriate or inappropriate for your problem of interest and the previous literature/research. This discussion might include, for example, a consideration of how research philosophy restricts your choice of methodology, limitations and delimitations of your research questions which influence the relevance of methods, reference to other similar studies which have adopted the method, or trade-offs involved in choosing one method over another.
- Reference to appropriate methodological literature
- Potential critiques of the methods
- A consideration of the pragmatics of these methods; i.e. problems and constraints
- How you might deal with potential problems and constraints at this stage of planning of your research process

**Your answer should be presented in essay format and should be approximately 1500 words in length.**

**The submission date is no later than 19 February 2010. Assessments should be submitted via NEPTUNE.**

**Matrix of learning outcomes/assessment**

Subject specific knowledge and skills	Learning/ teaching method	Evidence of outcome
A basic understanding of a range of methodological approaches and the knowledge claim implied by each.	l, dr, ir, cd	cd, gp, rp
An understanding of alternative options for enacting the generic tasks of research: collecting data, accessing data, using subject literature and external research, research design, using methodology, analysis and theory building, and writing.	l, dr, ir, cd, gp	cd, gp, rp
An understanding of and the ability to articulate the basis of methodological choice.	l, dr, ir, cd, gp	cd, gp, rp
<b>Cognitive abilities and non-subject specific skills</b>		
An ability to explicate a chosen research approach, verbally and in writing.	l, dr, ir, cd	cd, gp, rp
An ability to cope with ambiguity caused by indistinct boundaries between methodological options in management research	l, dr, ir, cd, gp	cd, gp, rp
An ability to debate methodological issues.	l, dr, ir, cd, gp	cd, gp, rp

[indicative list] l – lecture, c – computer lab session, dr – directed reading, ir – independent reading, rp- research papers, ep – empirical project, gp- group presentation, e – exam, cd – class discussion.

## 4.0 WRITING AND PRESENTING RESEARCH (15 Credits)

Module Coordinator: Dr Elsa João (David Livingston Centre for Sustainability, Civil Engineering Department)

Email: [elsa.joao@strath.ac.uk](mailto:elsa.joao@strath.ac.uk)

Other lecturers:

Dr Christine Sinclair (Centre for Academic Practice and Learning Enhancement);

[christine.sinclair@strath.ac.uk](mailto:christine.sinclair@strath.ac.uk)

Vanessa Collingridge (External speaker)

Core/optional: Optional

Pre-requisites: None

**IMPORTANT NOTE** This module will be jointly delivered with the class CL927 “Writing & Presenting Research” offered to all PhD students across the University. Students taking CL927 will do a single assessment and, if they pass, will get 5 credits for the class only. However, students taking the PG Cert/PG Dip in Research Methodology in Business and Management, and the MRes students in Business and Management, will gain 15 credits as long as they submit and pass the three assignments described in this handbook.

Students who wish to take this module should register *simultaneously* with Judith Fisher (Course Administrator) and online here: <http://www.ce.strath.ac.uk/events/> (entering type of attendee as SBSPPG – which means Strathclyde Business School Postgraduate Student).

Any questions should be addressed to the module coordinator, Dr Elsa João.

### 4.1 RATIONALE

This module addresses issues associated with writing and presenting research for academic (e.g. thesis, research paper, viva) and user group (e.g. newspaper article, public speaking) purposes. It also deals with the development of a research proposal and develops skills required for academic research. This module provides skills that will help students create, promote and defend a thesis or dissertation. It is a salient component of research training, equipping new researchers with the understanding, knowledge and skills to confront the range of tasks that they will face in the process of conducting an independent research project. The module also provides the opportunities for students to share their experience of problems encountered and discuss possible solutions/forward strategies.

### 4.2 MODULE DESCRIPTION/INTRODUCTION

The module covers a range of issues associated with the intellectual and practical demands of the research process. The proposed composition is outlined below, although there is some flexibility in the precise content of the module with adaptations being made on the basis of course feedback and the needs of each cohort. This module supports the other modules on the course, providing skills that will enhance students’ capabilities in confronting a range of learning tasks (e.g. writing skills – Colloquium, research proposal) and help them to manage their passage through the course (e.g. time management). The module will also be instrumental in aiding students undertaking independent research projects (MRes dissertation and/or PhD thesis).

### 4.3 MODULE AIMS

The module aims to develop understanding, knowledge and skills that will enable students to confront the intellectual and practical demands of the research process.

### 4.4 LEARNING OUTCOMES

On completion of this module, students should be able to:

- identify what is expected of a dissertation or thesis in their field – with respect to its nature, characteristics and qualities, and consider the implications for their writing

- Describe and use techniques that support the process of writing and other forms of communication
- Differentiate between styles of writing and other forms of communication required for different purposes, particularly academic communication and communication for the media
- Write effective literature review, academic abstracts and newspaper articles based on their own work

#### 4.5 LEARNING AND TEACHING METHODS

The module uses a variety of methods including interactive lectures, writing exercises and group work.

#### 4.6 INDICATIVE CONTENT/STRUCTURE OF MODULE/LECTURE PROGRAMME

Exemplar topics proposed are:

- What is a PhD thesis/MRes dissertation?
- Problem-focused research
- Effective writing for research
- Time management
- Writing and communicating with the media

As indicated above, there is some flexibility in the precise content of the module with adaptations being made on the basis of course feedback and the needs of each cohort

#### 4.7 INDICATIVE READING LIST

Becker, Howard S. (1986) *Writing for Social Scientists – How to Start and Finish Your Thesis, Book, or Article*, Chicago: University of Chicago Press.

Bell, J. (1999) *Doing your research Project – a Guide for First-Time Researchers in Education and Social Science*, Buckingham; Philadelphia: Open University Press.

Brown, G. & Atkins, M. (1990) *Effective Teaching in Higher Education*, London: Routledge, (see chapter 6 “Planning in Research Supervision”)

Easterby-Smith, M., Thorpe, R. & Lowe, A. (2001) *Management Research: An Introduction*, London: Sage.

Gowers, E. (1986) *The Complete Plain Words*, London: H.M.S.O.

Hart, C. (2005) *Doing a Literature Review*, London: Sage.

Murray, R. (2005) *Writing for Academic Journals*. Maidenhead: Open University Press

Murray, R. (2003) *How to Survive Your Viva*, Maidenhead: Open University Press

Murray, R. (2003) *How to Write a Thesis*, Buckingham: Open University Press

Phillips, E.M. & Pugh, D.S. (1987) *How to Get a PhD: a handbook for students and their supervisors*, Open University Press, Milton Keynes

Turabian, Kate L. (1996) *A manual for writers of term papers, theses, and dissertations*. 6th ed. / rev. by John Grossman and Alice Bennett. Chicago: University of Chicago Press.

Watson, G. (1987) *Writing a Thesis – a Guide to Long Essays and Dissertations*, London: Longman.

#### 4.8 ASSESSMENT

This module is assessed by 100% coursework. The nature of this module means that attendance is compulsory.

**A1. Write an academic abstract about your own work** (between 200 and 300 words; worth 30% of the final grade). Please include an explanation of where this abstract would be submitted for

publication and any other relevant information that would contribute to a rationale for the submission (this should also not exceed 200 words). A good abstract should be:

- an effective summary of the full work
- suitable for the specific readership
- understandable to a lay reader
- appropriate to the requirements of the proposed journal, conference or other body
- academic in style
- clear, well written, well structured and well argued
- (please don't forget to include an appropriate title)

Note that the requirement that the abstract be academic in style and of a certain length will affect the selection of an appropriate target journal. Depending on the research stage students are at, it may be necessary to "invent" some aspects of the abstract. While this will be acceptable, it is important not to be too fanciful and students should make the position clear in the rationale/context.

**A2. Write a newspaper article for a tabloid (400 words) or a broadsheet (800 words) about your own work** (worth 30% of the final grade). Please include an explanation of where this article would be submitted for publication and any other relevant information that would contribute to a rationale for the submission (this should not exceed 200 words). In preparing for this assessment you should review actual tabloid and broadsheet newspaper articles. A good newspaper article should be:

- understandable to a lay reader
- able to generate interest in the research
- clear, well written, well structured and well argued
- (please don't forget to include an appropriate title)

**A3. Write a short literature review justifying the interest and novelty of your own work** (1000 words; worth 40% of the final grade). A good literature review has the following features:

- it is *not* just a list
- it is *not* just descriptive
- it is critical and analytical
- ideally it should argue a case in a progressive fashion
- it should include original ideas of your own
- it must make explicit links between the text and the references listed at the end (use the Harvard system of (author, year) please)
- it must include a title and a complete and correctly done list of references

**The submission date is no later than 19th February 2010. Assessments should be submitted via NEPTUNE.**

**N.B.**

- a) Although an attempt has been made to create assignments that are relevant and practical, the exercise is an academic one. For example, the results are not tied to whether or not the abstract or the newspaper article is accepted in practice. Thus, an excellent mark does not guarantee acceptance by the intended body or publisher. Similarly, a poor abstract or newspaper article that is nevertheless accepted for publication will not be automatically marked up!
- b) All three assignments will be marked by three different people so each assignment needs to be self-contained. It is important to bear in mind that the three markers might not be familiar with all the research topics being presented. It is therefore particularly important to

not assume previous knowledge and that students are particularly clear when writing about their topic of research.

**Matrix of learning outcomes/assessment**

Subject specific knowledge and skills	Learning/ teaching method	evidence of outcome
An appreciation of expectations of the nature, characteristics and qualities of a dissertation/thesis	l, cd	gp
Be familiar with techniques that support the process of writing and other forms of communication	l, cd, we, ir, dr	wa
Be able to differentiate between styles of writing and other forms of communication required for different purposes.	l, cd, we,	wa
Be able to write effective literature review, academic abstracts and newspaper articles.	l, cd, we, ir, dr	wa
writing skills	l, cd, dr, we	wa
time management	l, cd, we	
presentation skills	l, cd	gp

l – lecture, dr – directed reading, ir – independent reading, rp- research papers, ep – empirical project, gp- group presentation, e – exam, cd – class discussion, we - writing exercise, wa – writing assignment.

## 5.0 INTERDISCIPLINARY COLLABORATIVE RESEARCH (15 Credits)

Module co-coordinators: Dr Paul Hibbert (Department of Management)

Email: [paul.hibbert@gsb.strath.ac.uk](mailto:paul.hibbert@gsb.strath.ac.uk)

Pre-requisites:

### 7.1 MODULE DESCRIPTION/INTRODUCTION

The class aims to help participants understand the nature of the challenge of collaborative research, by drawing on the extensive research on collaboration conducted within the Department of Management, and to begin to develop the requisite skills for engaging in such projects

### 7.2 MODULE AIMS

- To give participants a broad understanding of the difficulties and potential of collaboration.
- To give participants insights into the particular challenges associated with working across disciplinary boundaries.
- To develop an understanding of the characteristics and actions required of a collaborative research 'champion'.
- To introduce examples of collaborative research that demonstrates the potential and illustrates the issues involved in particular projects, so that participants can develop an understanding of the reflective practice approach needed in adapting generic collaborative skills to particular situations

### 7.3 LEARNING OUTCOMES

#### *Skills Outcomes*

On completion of this class students will be able to:

- Develop and apply strategies for the development of their own collaborative practice in interdisciplinary contexts.
- Effectively employ reflective practice in the adaptation and application of theory and practice exemplars to particular projects.

#### *Knowledge Based Outcomes*

On completion of this class students should be able to demonstrate knowledge of:

- The causes of difficulty in collaborative projects, with a particular focus on interdisciplinary issues.
- The kinds of management and organizational actions required for the development of a collaborative interdisciplinary project.
- Processes of reflective practice.

#### *Learning Outcomes*

On completion of this class students will have learnt:

- How to identify and stimulate collaborative interdisciplinary research opportunities
- To understand their own role in the success or failure of collaborative research
- How to reflectively apply theory and practice exemplars in their own collaborative practice.

## 7.4 LEARNING AND TEACHING METHODS

The class will include a variety of teaching and learning approaches including lectures, debates, reflective exercises, case studies and group discussions. The approach is designed to provide a balance on two dimensions. The first is to provide both individual and group learning processes within the overall framework. The second is to provide a balance between engaged, experiential work and theoretically informed reflective work. The pattern designed to support such a balance is set out in section 7 below.

## 7.5 INDICATIVE CONTENT

<p><b>Session 1</b> <b>About interdisciplinary research (IDR)</b></p> <ul style="list-style-type: none"> <li>▪ The concept of IDR</li> <li>▪ IDR as a collaborative process</li> </ul>	<p><b>Session 2</b> <b>Getting started with IDR collaborations</b></p> <ul style="list-style-type: none"> <li>▪ Language and culture</li> <li>▪ Bridging Communities of practice</li> </ul>
<p><b>Session 3</b> <b>Major issues in IDR</b></p> <ul style="list-style-type: none"> <li>▪ IDR barriers and opportunities</li> <li>▪ Academic careers &amp; IDR</li> </ul>	<p><b>Session 4</b> <b>Being an IDR collaboration ‘champion’</b></p> <ul style="list-style-type: none"> <li>▪ Characteristics of champions</li> <li>▪ Building a champion’s role</li> </ul>
<p><b>Session 5</b> <b>‘Doing’ IDR collaboration championship</b></p> <ul style="list-style-type: none"> <li>▪ Maintaining processes</li> <li>▪ Learning and knowledge creation</li> </ul>	<p><b>Session 6</b> <b>IDR case study and reflective practice</b></p> <ul style="list-style-type: none"> <li>▪ Case: The BTG project</li> <li>▪ Reflective collaborative practice</li> </ul>

## 7.6 INDICATIVE READING LIST

### **Required Reading:**

*Course reader:* Interdisciplinary Collaborative Research (based on research conducted in the department of management).

### **Suggested Additional Readings:**

Assimakopoulos D and Macdonald S (2003): A Dual Approach to Understanding Information Networks. *International Journal of Technology Management*, 25:1/2, pp 96-112.

Duncker E., 2001. Symbolic Communication in Multidisciplinary Cooperations. *Science, Technology, & Human Values*, Vol. 26, No.3, pp. 349 - 386.

Gooch J., 2005. The Dynamics and Challenges of Interdisciplinary Collaboration: A Case Study of “Cortical Depth of Bench” in Group Proposal Writing. *IEEE Transactions on Professional Communication*. Vol 48, No 2: 177 - 190

Hibbert, P. and Huxham, C. (2005) A Little About the Mystery: Process Learning as Collaboration Evolves. *European Management Review*, 2:1 59-69.

Huxham, C. and Vangen, S. (2005) *Managing to Collaborate*. London: Routledge

Jeffrey P., 2003. Smoothing the Waters: Observations on the Process of Cross-Disciplinary Research Collaboration. *Social Studies of Science*, 33, pp: 539 – 562.

Pettigrew A., Knight L., 2007. Process and Performance in International Collaborative Research. Paper presented at the Academy of Management Conference, Philadelphia, US.

## 7.7 ASSESSMENT

A single summative assignment (100% of the final grade) will require participants to explore the implications of the class for their future collaborative research practice. The assessment criteria will include:

- A reflective and convincing treatment of past experience or a case study.
- A considered development of the *personal* implications, possibilities and limitations for future collaborative research.
- Appropriate use of (and reference to) theories and/or situations explored in course materials and other appropriate reading, to challenge, contextualise and shape future practice.
- A well structured argument.

**The submission date is no later than 22<sup>nd</sup> March 2010. Assessments should be submitted via NEPTUNE.**

### **Matrix of learning outcomes/assessment**

<b>Subject specific knowledge and skills</b>	<b>Teaching / Learning Method</b>	<b>Evidence of Outcome</b>
Develop and apply strategies for the development of their own collaborative practice in interdisciplinary contexts.	l, dr, ir, cd	se
Effectively employ reflective practice in the adaptation and application of theory and practice exemplars to particular projects.	l, dr, ir, cd	se
Demonstrate knowledge of the causes of difficulty in collaborative projects, with a particular focus on interdisciplinary issues.	l, dr, ir	se
Demonstrate knowledge of the kinds of management and organizational actions required for the development of a collaborative interdisciplinary project.	l, dr, ir	se
Demonstrate knowledge of the processes of reflective practice.	l, dr, ir	se
Demonstrate an understanding of how to identify and stimulate collaborative interdisciplinary research opportunities	l, dr, cd	se
Demonstrate and understanding of their own role in the success or failure of collaborative research.	l, dr, cd	se
Demonstrate and understanding of how to reflectively apply theory and practice exemplars in their own collaborative practice.	l, dr, cd	se

l – lecture, dr – directed reading, ir – independent reading, cd – class discussion, se – summative essay

## 6.0 ADVANCED QUANTITATIVE METHODS (15 Credits)

**Module Coordinator:**

**Dr Stephen Tagg, (Department of Marketing), email: [s.k.tagg@strath.ac.uk](mailto:s.k.tagg@strath.ac.uk)**

Core/optional: Optional

Pre-requisites: Research Philosophy and Research Methods and a basic knowledge of statistics (Means and Standard Deviation; percentages)

### 6.1 RATIONALE

This module provides an introduction to advanced quantitative methods in use in Business & Management research.

### 6.2 MODULE DESCRIPTION/INTRODUCTION

This module builds on Research Methods and is designed to provide students with more advanced skills in statistical methods. The module will revise descriptive statistics, hypothesis testing and statistical tests and proceed to develop students' understanding of widely used multivariate data analysis techniques used in management research. In addition, it will introduce students to more contemporary statistical tools.

### 6.3 MODULE AIMS

The module aims to instil awareness and appreciation of the nature of advanced quantitative methods. Participants should appreciate both the challenge required to become fully proficient with the techniques and the potential contribution to research promised by the selected methods.

### 6.4 LEARNING OUTCOMES

1. Subject specific knowledge and skills

- Descriptive statistics and Relationship testing
- Variance analysis
- Exploratory factor analysis
- Cluster analysis
- Multiple regression analysis
- Confirmatory Factor Analysis

For the 6 above, this includes running SPSS procedures with current management research datasets.

2. Cognitive abilities and non-subject specific skills

Relevant computer and statistical skills along with the skills in interpretation allowing participants to make critical use of the results of quantitative methods

### 6.5 LEARNING AND TEACHING METHODS

Lectures, round table discussions, interpretation of program output, hands-on laboratory sessions with SPSS and AMOS: discussion of articles on each technique (one for each business faculty department).

## 6.6 INDICATIVE CONTENT/STRUCTURE OF MODULE/LECTURE PROGRAMME

Session	Content/ Structure
Day 1 am	Catching up on pre-reading. SPSS Introduction up to descriptive, correlation, t-tests and chi-square. Some idea of secondary data analysis, scales and reliability
Day 1 pm	Exploratory Factor Analysis – Overview of 5 remaining session. Interpretation of factor analysis, rotation, Use in Scale construction.
Day 2 am	Regression Analysis – simple/ single, multiple and non-linear
Day 2 pm	Cluster Analysis. 3 types of SPSS cluster analysis – introduction to latent class analysis
Day 3 am	Confirmatory factor Analysis – CFA uses in scale construction using AMOS and introduction to Structural Equation Modelling (SEM)
Day 3 pm	Variance Analysis – ANOVA, ANCOVA, MANOVA

## 6.7 INDICATIVE READING LIST

Hair, J.F., Black, W.C., Babin, B., Anderson, R. E., Tatham, R. L.(2005) *Multivariate Data Analysis*, 6e, New York: Macmillan.

Diamantopoulos, A. & Schlegelmich, B. (1997) *Taking the fear out of data analysis*, London: Dryden/ Thomson.

Gatignon, H. (2003) *Statistical Analysis of Management Data*, Amsterdam: Kluwer,

## 6.8 ASSESSMENT

This requires students to run either on their own or on supplied data one of the secondary analyses done in a lab class: however rather than simply providing the program output, the report should selectively interpret and evaluate the analysis.

**The submission date is no later than April 9 2010. Assessments should be submitted via NEPTUNE.**

### **Matrix of learning outcomes/assessment**

subject specific knowledge and skills	Learning/ teaching method	evidence of outcome
1.Learning selected advanced quantitative techniques 2. SPSS usage	1. Lectures, working sessions and labs 2. labs	1. Report 2. Report
cognitive abilities and non-subject specific skills		
1. Statistics 2. Interpretation	1. pre-learning and post-learning 2. via lectures, class discussions and lab supervision	1. not assessed 2. Report

## 7.0 ADVANCED QUALITATIVE METHODS (15 Credits)

Module Coordinator:

Dr Andrea Coulson (Department of Accounting and Finance)

email: [a.b.coulson@strath.ac.uk](mailto:a.b.coulson@strath.ac.uk)

Other Lecturers:

Prof. Fran Ackerman (Department of Management Science),

Prof. John Finch (Department of Marketing),

Dr Kevin O’Gorman (Department of Hospitality & Tourism Management),

Anne Marie Cullen (Department of Human Resource Management)

Dr Ross Deuchar (Faculty of Education)

Core/optional: Optional

Pre-requisites: Research Philosophy, Research Methods

### 6.1 RATIONALE

The module will provide knowledge and understanding of qualitative methods and develop skills in the implementation of a variety of such methods. The module is proposed as a component of research methods training intended to ensure high standards of practice and understanding where Master’s students and doctoral researchers adopt qualitative methods in their own research. It will also build students’ ability to critique qualitative research in extant literature.

### 6.2 MODULE DESCRIPTION/INTRODUCTION

This module builds on the Research Methods module, providing students with the knowledge, understanding and skills to conduct qualitative methods of data collection and analysis in management contexts. There are also links to the Research Philosophy and Knowledge and Management modules in that the module will revisit methodological (ontology and epistemology) positional and other issues peculiar to conducting research in management contexts.

### 6.3 MODULE AIMS

The module aims to developing a deeper understanding of particular qualitative approaches and building the skills required to implement them. The module will also regard the contribution of qualitative methods to management research.

### 6.4 LEARNING OUTCOMES

1. Subject specific knowledge and skills

Upon completion of this module students will have:

- an understanding of the principles, applications and implications of qualitative research methods, with specific reference to preparation/design, data collection, analysis, interpretation/reflection
- a systematic understanding and critical awareness of the strengths and limitations of qualitative methods
- confidence in the use of qualitative methods in their own research
- the ability to evaluate their practical fieldwork

2. Cognitive abilities and non-subject specific skills

The objectives of the module are:

- to build skills in the critical analysis of research
- to develop self direction and originality in tackling and solving problems, and to encourage autonomy in planning and implementing

## 6.5 LEARNING AND TEACHING METHODS

Interactive lectures will feature in the first half of the module but much of the learning will be achieved through practical exercises and workshops designed to provide students with the opportunity to apply a range of methods, build and refine their skills in preparing, collecting, analysing and validating qualitative research. This approach will also enable students to discover the difficulties encountered in application of the methods and reflect on their respective strengths and weaknesses.

## 6.6 INDICATIVE CONTENT

Overview of Empirical Research Process  
Preparation/Design, Data Collection, Analysis, Interpretation/Reflection  
Research Strategy, Preparation and Design  
Sample, Content, Format, Tools for Data Capture  
Research Methods  
Observation: preparation, types and data collection  
Focus Groups: issues for data collection & method(s) of analysis  
Interviewing: preparation and data collection  
Causal Mapping: issues for data collection & methods of analysis  
Practical Fieldwork  
“Hands-on” Preparation and Data Collection  
Student-led “Hands-on” Analysis  
Tutor-led “Hands-on” Reflection

## 6.7 INDICATIVE READING LIST

Ackerman, F. and Eden, C. Using Causal mapping individual and group; traditional and new. Pidd, M., Editor. *Systems Modelling Theory and Practice*. Chichester Wiley; 2004; pp. 127-145

Alvesson, M. & Skolberg, K. (2000) *Reflexive Methodology*, London: Sage.

Bryman, A. & Bell, E. (2003) *Business Research Methods*, London: Sage.

Denzin, N.K. & Lincoln, Y.S. (eds) (2005) *The Sage Handbook of Qualitative Research*, London: Sage.

Gillham, B. (2000) *The Research Interview*, London: Continuum

Gummesson, E. (1991) *Qualitative Methods in Management Research*, London: Sage, pp. 108-19

Lewis, A. and Silver, C. (2007) *Using Software in Qualitative Research: A Step-by-Step Guide*. Sage, London.

Miles, M. & Huberman, A. (1984) *Qualitative Data Analysis*, Sage: London.

Morgan, D.L. (1997) *Focus Groups as Qualitative Research*, London: Sage

Silverman, D. (2000) *Doing Qualitative Research: A Practical Handbook*, London: Sage.

Strauss, A.L. & Corbin, J. (1997) *Grounded Theory in Practice*, Thousand Oaks, CA.: Sage.

Titscher, S., Meyer, M., Wodak, R. & Vetter, E. (2000) *Methods of Text and Discourse Analysis*, London: Sage.

## 6.8 ASSESSMENT

The module is assessed by 100% coursework. Two assignments, each assignment of approximately 1500 words are to be submitted as follows:

### Assignment 1

Students will write up an account of the research method they undertake for research fieldwork, as part of the “hands-on” exercise. This is to include their reflection on each stage of the qualitative research process (preparation/design, data capture/collection, analysis and interpretation/reflection) and a consideration of the validity of their findings in relation to that method (50%).

### Assignment 2

Students will critique a key academic journal text reporting empirical research based on one or multiple qualitative research methods. The article will be chosen by the student from a list of texts supplied during the module. This critique will involve a discussion and evaluation of the research methods and the validity of research findings. Particular emphasis should be placed on an evaluation of the strengths and weaknesses of the chosen method and the methodological justification for its use in the study in question (50%).

**The submission date is no later than 7<sup>th</sup> June 2010. Assessments should be submitted via NEPTUNE.**

#### Matrix of learning outcomes/assessment

Subject specific knowledge and skills	Learning/ Teaching method	evidence of outcome
An understanding of the principles, applications and implications of qualitative research methods, with specific reference to preparation/design, data collection, analysis, interpretation/reflection	l, dr, cd, h-ogw	ld, ct
A systematic understanding and critical awareness of the strengths and limitations of qualitative methods	l, dr, rp, ir, cd	ld, ct
Confidence in the use of qualitative methods in their own research	h-ogw	ld
The ability to evaluate their practical work	h-ogw, cd	ld
Cognitive abilities and non-subject specific skills objectives		
To build skills in the critical analysis of research	l, dr, rp, ir, cd	ld, ct
To develop self direction and originality in tackling and solving problems, and to encourage autonomy in planning and implementing	h-ogw, cd	ld

[indicative list] l – lecture, c – computer lab session, dr – directed reading, ir – independent reading, rp- research papers, ep – empirical project, gp- group presentation, e – exam, cd – class discussion, h-ogw – ‘hands on’ group work, ld – learning diary, ct – critique of text.

## 8.0 PRACTICE BASED RESEARCH (15 Credits)

Module co-coordinator: Professor Sara McGaughey (Department of Management)

Email: [sara.mcgaughey@gsb.strath.ac.uk](mailto:sara.mcgaughey@gsb.strath.ac.uk)

### Other Lecturers:

Professor Fran Ackermann (Department of Management), email: [fran.ackermann@strath.ac.uk](mailto:fran.ackermann@strath.ac.uk)

Pre-requisites: None, however permission to take this module **must** be sought from Professor Sara McGaughey.

### 8.1 MODULE DESCRIPTION/INTRODUCTION

Accepted practice within SBS is that candidates for all higher research degrees are required to complete, as a minimum, the 60 credits of research training that comprise a Postgraduate Certificate in Research Methodology in Business and Management (Regulations 19.80.60-69). The intention for SBS DBA students is that this requirement will be fulfilled by taking this class in Practice Based Research (15 credits) along with Research Philosophy (15 credits) and the Research Methods class (30 credits) as currently offered within the certificate programme. Consequently this class will replace (for DBAs only) the currently offered certificate classes in Colloquium and/or Advanced Methods. The class is delivered over several months through four elements: (1) pre-contact reading, (2) intensive taught elements, (3) post-contact reading, and (4) assignment. Specifically, it will include paradigmatic debates about the assumptions that underpin practice based research. It will explore to an advanced level specific theory and methods that are relevant to the relevant paradigm (such as Ethnography, Intervention Theory and Action Research), and it will also develop skills in reflexivity, critical reading through focused literature reviews, critical writing through theory and practice, and ethical considerations in research. The SBS DBA students will have the option to join Advanced Methods courses, if desired.

### 8.2 MODULE AIMS

The class is intended to provide students with a framework upon which to position their thinking about, and understanding of, research in a broad sense, and their skill requirements in a specific sense. This will be achieved through reading, discussion, critique, analysis, participative exercises and written work. These foundations will then inform students in their subsequent engagement with the Research Philosophy and Research Methods classes and the development of their own research proposals. The focus on research proposals will cover both the pilot project, as well as the (subsequent) main project.

### 8.3 LEARNING OUTCOMES

#### 1. Subject specific knowledge and skills:

- A critical appreciation of the philosophical underpinnings of practice based research;
- An understanding of the implications of these philosophical assumptions for the design and conduct of practice based research;
- An understanding of the issues that arise when conducting research in one's own organisation;
- An awareness of the University's requirements for ethical practice in research, especially as an 'insider';
- Practical knowledge of the design and implementation of interventions in organisations or case study research; and
- An understanding of the opportunities for, and obstacles to, accessing and collecting data in one's own (or another) organisation.

#### 2. Cognitive abilities and non-subject specific skills:

- An ability to justify a chosen research approach;

- An ability to formulate an argument to support a particular choice;
- An ability to engage constructively with literature through practice;
- A proficiency in the use of library facilities for research purposes;
- An ability to reflect on one's own practice within the context of research;
- An ability to understand and cope with the ambiguity caused by indistinct boundaries in practice situations.

#### **8.4 LEARNING AND TEACHING METHODS**

Students taking this class will be cohort members of a DBA intake (and so will be expected to work together on material both during intensive learning sessions and between them). Other SBS DBA candidates may also join the course. Through mini lectures, reading, debate and discussion the DBA students will gain familiarity in research methods, develop skills in terms of assessing methods and reading academic materials, to develop a shared view on practice based methods. Learning subsequent to the course will be facilitated through the University's on-line learning support for doctoral research.

Teaching methods used during the workshops will deliberately weave theory and practice together to draw out and deepen students' understandings of practice based research. They will be varied in nature, and will include for example, critical review and discussion of articles and textbooks; critical discussion on the strengths and weaknesses of the various approaches to case study research; the design and implications of undertaking case study research, interventions and action research as the basis of research; discussion on research dilemmas; discussion on the design and implications of undertaking longitudinal research on organizations. Delivery will be by experienced senior research-active academics from departments across SBS, who will bring the necessary and relevant expertise.

#### **8.5 INDICATIVE CONTENT**

- Overview of and introduction to practice based research.
- What constitutes new knowledge anyway? How would you know it if you saw it?
- Competing research paradigms and implications for the conduct of practice based research.
- Dilemmas in Research Design.
- Structure and argument in research.
- Literature reviews and accessing the various academic databases.
- Reading critically and building new insights from theory and practice
- Towards becoming a reflective practitioner.
- Using interviews, observations and ethnographic methods in practice based research.
- Focus groups in research.
- Alternative approaches for case study research.
- Longitudinal case study research design and methods
- Designing and implementing interventions in your own organisation.
- Alternate approaches to Action Research.
- Theory and practice of Action Research.
- The capture and analysis of qualitative data.
- Ethical issues in practice based research; the University's requirements for ethical practice in research.
- Typical forms of research output.
- Design of pilot project.
- Design of main project.

#### **8.6 INDICATIVE READING LIST**

- The following reading list touches on the key themes of this class, but in addition a selection of seminal articles will be distributed via the DBA intranet and will be read and critiqued by all students:

Books:

- Alvesson, M. and Skolberg, K. (2000) *Reflexive methodology*. London: Sage.
- Argyris, C (1970) *Intervention Theory and Method: A Behavioral Science View*, Addison Wesley: Reading MA.
- Behrens, L. and Rosen, L. (1999) *Writing and reading across the curriculum*. Longman.
- Crotty, M. (1998) *Foundations of social research: meaning and perspective in the research process*. London: Sage.
- Denzin, N.K. & Lincoln, Y. (eds) *Strategies of Qualitative Inquiry* (2<sup>nd</sup> edn), Sage, Thousand Oaks, CA
- Gibbons, M. et al (1994) *The new production of knowledge: the dynamics of science and research in contemporary societies*. London: Sage.
- Eden C and Huxham C (2006) *Researching Organizations Using Action Research*. In Nord, W. (Eds.), *Handbook of Organization Studies*. 388-408. Beverly Hills Sage.
- Hart, C. (2005) *Doing a literature review*. London: Sage.
- Huber, G. P. and Van de Ven, A. H. (eds.), (1995) *Longitudinal Field Research Methods, Studying Processes of Organizational Change*, Sage, Thousand Oaks, CA.
- Huberman, A.M. & Miles, M.B. (2002) *The Qualitative Researcher's Companion*, Sage, Thousand Oaks, CA
- Huff, A. S. (1999) *Writing for Scholarly Publication*, Thousand Oaks, Sage.
- Morgan, G. (2002) *Images of organization*. Thousand Oaks, CA: Sage.
- Murray, R. (2003) *How to write a thesis*. Buckingham: Open University Press.
- Reason, P. and Bradbury, H. (eds) (2001) *Handbook of action research: participative inquiry and practice*. London: Sage.
- Rossman, G. B. and Rallis, S. F. (1998) *Learning in the Field, An Introduction to Qualitative Research*, Sage, Thousand Oaks, CA.
- Schein, E. H. (1999) *Process Consultation Revisited, Building the Helping Relationship*, Addison Wesley, Reading MA.
- Schon, D. A. (1991) *The Reflective Practitioner, How Professionals Think in Action*, Arena (Ashgate Publishing Limited), London
- Stake, R. E. (1995) *The Art of Case Study Research*, Thousand Oaks, Sage.
- Wallace, M. & Wray, A. (2006) *Critical Reading and Writing for Postgraduates*, Thousand Oaks, Sage.
- Yin, R. K. (1994) *Case Study Research: Design and Methods* (2<sup>nd</sup> ed) Thousand Oaks, Sage.

**8.7 ASSESSMENT**

All students will write a 3,000 word essay that critically analyses practice based research in light of other competing research paradigms, and reflects on the student's orientation with respect to this analysis based on a reflective diary kept throughout the class.

**The submission date is to be agreed with the course coordinator, Professor Sara McGaughey. Assessments should be submitted via NEPTUNE.**

**Matrix of learning outcomes/assessment**

subject specific knowledge and skills	teaching/ learning method	evidence of outcome
---------------------------------------	---------------------------------	------------------------

<ul style="list-style-type: none"> <li>▪ A critical appreciation of the philosophical underpinnings of practice based research;</li> <li>▪ An understanding of the implications of these philosophical assumptions for the design and conduct of practice based research;</li> <li>▪ An understanding of the issues that arise when conducting research in one's own organization;</li> <li>▪ An awareness of the University's requirements for ethical practice in research, especially as an 'insider';</li> <li>▪ Practical knowledge of the design and implementation of interventions in organizations;</li> <li>▪ An understanding of the opportunities for, and obstacles to, accessing and collecting data in one's own organization.</li> </ul>	l, dr, ir, pr, cd, ex	cd, iwr
cognitive abilities and non-subject specific skills		
<ul style="list-style-type: none"> <li>▪ Ability to justify a chosen research approach;</li> <li>▪ Ability to formulate an argument;</li> <li>▪ Ability to engage constructively with literature through practice;</li> <li>▪ Proficiency in the use of library facilities for research purposes;</li> <li>▪ Ability to reflect on own practice within the context of research;</li> <li>▪ Ability to understand and cope with the ambiguity caused by indistinct boundaries in practice situations.</li> </ul>	cd, pr, ex	iwr

l – lecture, dr – directed reading, ir – independent reading, pr – personal reflection, ex – class exercises, cd – class discussion, iwr – individual written report

## 9.0 RESEARCH COLLOQUIUM (15 Credits)

Module co-coordinators: Prof. John Quigley (Department of Management Science)

Email: [j.quigley@strath.ac.uk](mailto:j.quigley@strath.ac.uk)

Other Lecturers:

Dr Barbara Simpson (Department of Management), email: [barbara@gsb.strath.ac.uk](mailto:barbara@gsb.strath.ac.uk)

Dr Jason Cope (Hunter Centre for Entrepreneurship), email: [jason.cope@strath.ac.uk](mailto:jason.cope@strath.ac.uk)

### 9.1 MODULE DESCRIPTION/INTRODUCTION

The colloquium provides students with the opportunity to present their proposed research (for the MRes dissertation or, where students are taking the Certificate or Diploma as doctoral research training, their PhD) and to discuss research-related issues with peers, supervisors and other members of academic staff from across the faculty. This module allows students to draw together their learning from across the course and apply it to their own research project. The Research Philosophy and Research Methods 1 and 2 modules will provide fundamental grounding, but other modules such as Knowledge and Management and the Advanced Methods modules will alert them to other issues to be addressed in the context of their own research.

### 9.2 MODULE AIMS

The module aims to provide students with opportunity to present and prosecute their proposed research and to develop their appreciation of research-related issues – methodological and conceptual - in the context of their own project.

### 9.3 LEARNING OUTCOMES

1. In taking this module students will develop subject specific knowledge and skills such that they can:

- demonstrate understanding of research philosophy, including a critical awareness of alternative epistemological positions and their implications for theory development and research design, analysis and interpretation
- formulate research problems, questions and/or hypotheses in a clear and concise fashion
- show originality in the application of research methodologies
- present a proposal for research that will make an original contribution to theory and/or practice

2. Cognitive abilities and non-subject specific skills

- demonstrate oral and written presentation skills required for the organisation and dissemination of knowledge in academic and non academic contexts

### 9.4 LEARNING AND TEACHING METHODS

The format of the module will centre on student presentations of research proposal with class discussion of research issues raised.

### 9.5 INDICATIVE CONTENT

The class is split into groups of 3-4 students whose proposed research methods or foci have some commonality. Over a three-hour period, each student will present their proposal and have time for discussion amongst the larger group (around 12). The final hour is devoted to discussion of a research issue identified by the presentation group to be of particular concern across their projects.

## 9.6 ASSESSMENT

This module is assessed on the basis of: a) an individual oral presentation, b) a written report/proposal. See instructions below:

- a) A research proposal presentation should be made lasting no longer than 20 minutes, with 10 additional minutes for discussion. If you are unsure how much to include in the proposal presentation (i.e. how far down the research process you should be) please consult your supervisor. There is flexibility on the content of this presentation as students will be at different stages of their masters or doctoral research projects (25%).
- b) A written proposal (or alternative piece of written work related to a research project and agreed with supervisor/course director) (3,000 words) is to be submitted. The colloquium is intended to help you in the development of the written proposal and/or your research methodology. Therefore, you should take note of the feedback and discussion in your presentation session and use it in developing/revising your proposal and/or project (75%).

The assessment of the presentation will be conducted in situ and will be undertaken by a panel of lecturers including students' supervisors and or departmental director of higher degrees by research. The written work will be assessed by your supervisor.

**The submission date is no later than 25 June 2010. Assessments should be submitted via NEPTUNE.**

### **Matrix of learning outcomes/assessment**

Subject specific knowledge and skills	Learning/ teaching method	Evidence of outcome
Demonstrate understanding of research philosophy, including a critical awareness of alternative epistemological positions and their implications for theory development and research design, analysis and interpretation	ip, dip, rid	ip, rid, wp
formulate research problems, questions and/or hypotheses in a clear and concise fashion		
Show originality in the application of research methodologies	ip, dip, ri	ip, rid, wp
Present a proposal for research that will make an original contribution to theory and/or practice	ip	ip, wp
Cognitive abilities and non-subject specific skills		
Demonstrate oral and written presentation skills required for the dissemination of knowledge in academic and non academic contexts		ip, wp

[indicative list]

ip – individual presentation, dip – discussion of individual presentations, rid – research issues class discussion, written proposal - wp

## 10.0 ADDITIONAL MODULES

In addition to the modules specified as making up the Certificate, Diploma and Masters, a number of additional modules are offered on an annual basis and you will be notified about these courses throughout the year.

At this stage these classes are in two groups: Research Methodology Master Classes and additional workshops intended to help students plan and develop their careers. Students will be notified of the details of these additional classes in due course.

### **Research Methodology Master Classes**

These classes will be lead by academics who have international reputations in their field. Typically, they will focus upon leading edge research methodologies, concepts or techniques. There will be one class in each semester and all students will be expected to attend. Details of each class will follow in due course.

### **Career Management Skills for Postgraduate Researchers**

Whether you have undertaken your postgraduate research degree as a step towards a specific future career goal or do not yet know what you want to do at the end of your course, the Careers Service can help you. They offer the same level of support to postgraduate research students as they do to undergraduate students. Their dedicated website for postgraduate researchers is designed to lead you through the sequential stages of career planning and give you round the clock access to information, advice and useful resources to help you plan your future. You can also use their Resource Centre or call in and get individual help from a careers adviser.

[www.strath.ac.uk/careers/pgr](http://www.strath.ac.uk/careers/pgr)

## **11.0 OPTIONAL SUBJECTS-SPECIFIC MODULES FROM ACROSS THE FACULTY**

This list is indicative and may change subject to availability. Students who wish to participate in these modules need to check their availability at the start of the course and preferably register their participation on that module at that time after consultation with their supervisor and relevant departmental post graduate director of instructional courses.

### **11.0 Foundations of Risk (15 Credits)**

This course is concerned with holistic approaches to the study of risk problems. Risk analysis is dominated by technical methods for providing decision support, often referred to as the rational actor approach, but the field is not exclusively studied from this perspective. Much attention has been paid in the fields of psychology and sociology to the understanding of risk, often highlighting shortcomings in the technical solutions. Specifically we will explore the study of risk from the following perspectives:

- Rational actor
- Psychometric
- Cultural Theory
- Systems Theory
- Critical Theory

The course is run entirely online. Assessment is via contribution to discussions and a written assignment. For information on dates, please see: [www.foundationsofrisk.org](http://www.foundationsofrisk.org)

### **11.1 DEPARTMENT OF MANAGEMENT SCIENCE**

6 postgraduate credits:

Statistics 1 (foundations of statistical reasoning)  
Statistics 2 (development of statistical modelling skills)  
Simulation  
System Dynamics  
Operations management  
Optimisation  
Stochastic models  
Decision Analysis  
Problem structuring

3 postgraduate credits:

Operations Strategy  
Forecasting  
Information systems in organisations  
Project risk  
Performance Measurement

### **11.2 DEPARTMENT OF MARKETING**

Students should contact the Postgraduate Administrator to ascertain which classes are available.

### **11.3 DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

HRM A  
HRM B

People Resourcing  
Learning & Development  
Employment Relations  
International Human Resource Management  
Monitoring the Work Environment  
Managing Information for Competitive Advantage  
Employment Issues and the Law

**11.4 DEPARTMENT OF MANAGEMENT**

6 credits:

Integrated Marketing Communications  
Strategizing through decision support  
Innovation and New product development  
Treasury Management  
Leadership

**11.5 HUNTER CENTRE OF ENTREPRENEURSHIP**

Personal Effectiveness and Entrepreneurship (15 credits)  
Opportunity Recognition (15 credits)  
Accessing Resources (15 credits)  
Technology Venture Management (15 credits)  
Company-based Investigation (15 credits)

## APPENDIX 1

### SCQF Level 11 (PG Dip, PG Cert, MA, MSc)

Note that the learning outcomes outlined below relate to sub doctoral post graduate qualifications. A full outline can be obtained from the Scottish Credit and Qualifications Framework (SCQF) for doctoral candidates but is not included here. Students wishing to proceed to doctoral studying will find it a useful guide and should consult the SCQF website.

#### **Knowledge and Understanding**

(Characteristic outcomes of learning at each level include the ability to demonstrate and/or work with:

- Knowledge that covers and integrates most, if not all, of the main areas of a subject/discipline – including their features, boundaries, terminology and conventions
- A critical understanding of the principal theories, principles and concepts
- A critical understanding of a range of specialised theories, principles and theories
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront
- Critical awareness of current issues in a subject/discipline and one or more specialisms

#### **Practice: Applied Knowledge and Understanding**

- Use a significant range of the practical skills, techniques, practices and/or materials which are associated with a subject/discipline
- Use a range of specialised skills, techniques, practices and/or material which are at the forefront or informed by forefront developments
- Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry
- Plan and execute a significant project of research, investigation or development
- Demonstrate originality or creativity in the application of knowledge, understanding and/or practices
- Practice in a wide and often unpredictable variety of professional level contexts

#### **Generic Cognitive Skills**

- Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments at the forefront of a subject/discipline
- Identify, conceptualise and define new and abstract problems and issues
- Develop original and creative responses to problems and issues
- Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information

#### **Communication, ICT and numeracy skills**

- Use a range of advanced and specialised skills as appropriate to a subject/discipline – for example:
- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise

- Communicate with peers, more senior colleagues and specialists
- Use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness
- Undertake critical evaluations of a wide range of numerical and graphical data

#### **Autonomy, accountability and working with others**

- Exercise substantial autonomy and initiative in professional and equivalent activities
- Take responsibility for own work and/or significant responsibility for the work of others
- Take responsibility for a significant range of resources
- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development
- Practice in ways which draw on critical reflection on own and others' roles and responsibilities
- Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices