



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
Far Eastern Federal University
(FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

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COURSE TEACHING MATERIALS

INTRODUCTION TO GRADUATE RESEARCH SKILLS

Research Methods **in Management**
Field of training: **38.04.02 Management**
International Business and Project Management
Mode of Study: full-time

Year 2 Semester 3
Lectures 18 hours
Practical Studies 36 hours
Seminars hours
Laboratory Work hours
Consultations hours
Total In-class Work 36 hours
Independent Work 72 hours
Term Papers not applicable
Tests
Pass/fail semester
Exam 3 semester

The course teaching materials has been prepared in accordance with the regulations of the federal state educational standard of higher professional education № 20 of January 16, 2017 for field of training: 38.04.02 Management

Рабочая программа обсуждена на заседании кафедры менеджмента, **протокол № ??? от «????»**
_____ 201? г.

Заведующий кафедрой: д-р полит. наук, проф. Глотова Е.А.
Составители: магистр эконом. наук. Лутченко В.А.

I. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 201_ г. № _____

Заведующий кафедрой _____
(подпись) (И.О. Фамилия)

II. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 201_ г. № _____

Заведующий кафедрой _____
(подпись) (И.О. Фамилия)

ABSTRACT

The training course "Research Methods in management" is intended for the students of the direction of preparation 38.04.02 Management, the master program "International Business and Project Management" is carried out in the English language. The "Research Methods in management" course is a part of the core disciplines of professional cycle, an elective part.

The discipline "Research Methods in management" is included in structure of a variable part of the block "Disciplines (modules) for the Choice (D.2)".

The total intensity of the course is 3 credits - 108 hours. The curriculum provides lectures (18 hours) and practical classes (36 hours including methods of active learning – 18 hours), and independent student work (18 hours, including exam preparation – 36 hours). The course is implemented in the 2nd year on the 3rd term.

The discipline "Research Methods in management" is based on knowledge, skills received as a result of studying of disciplines of a bachelor degree and also disciplines (and their modules) "Critical and design thinking", "Global Research Communication", "Skills for Study in Economics and Management" also allows to prepare students for performance of research work, participation in research seminars, for preparation and protection of the master thesis.

Content of discipline covers the following circle of questions: strategy, tactics and technology of carrying out empirical research, qualitative and quantitative methods of data collection (observation, interview, focus group and open group discussion, case study and analysis of documents, visual data sources, poll, social experiment, composite indexes, Internet researches, and experiment), and program of a research. Feature of discipline is approach application of "training through practice": during implementation of discipline, undergraduates under the leadership of the teacher study the group research project, applying various technicians and tactics to collecting empirical data.

The purpose – formation at students of a complex of competences in carrying out researches with emphasis at the choice of strategy of a research and justification of the choice.

Tasks:

- to give to students an idea of strategy, tactics and technicians of carrying out an empirical research and also the methodological bases of their application;
- to acquaint students with modern methods of qualitative and quantitative methods of data collection in management, to create skills on their practical application;
- to develop at students skills of development of the program of a research according to the chosen design of the project.

For successful studying of the discipline "Research methods in management" the students should have the following preliminary competences (a part of competences):

- ability to independently choose the strategy of a research, based on correctly raised research question;
- ability to solve standard problems of professional activity on the basis of information and bibliographic culture with application of information and communication technologies and taking into account the main requirements of information security;
- possession of skills of the quantitative and qualitative analysis of information at adoption of management decisions, creation of economic, financial and organizational and administrative models by their adaptation to specific objectives of management;
- ability to estimate economic and social conditions of implementation of business activity, to reveal new market opportunities and to form new business models.

As a result of studying of this discipline at students the following all-professional and professional competences (elements of competences) are formed:

The competence's code and wording	The Stages of competence's formation	
PC-5 the ability to determine the development prospects of the organization based on an assessment of the company's position in the market and trends in the influence of environmental factors	Knows	the practice of applying different methods of collecting empirical data; features of qualitative, quantitative and mixed research design
	Able to do	to verify the results, to assess their adequacy to the research question, goals and objectives of the project; to select methods of data analysis.
	Possess	methods of sampling choice in the application of qualitative and quantitative research methods; skills to find suitable methods of empirical data collection.
PC-13 ability to conduct independent research in accordance with the developed program	Knows	functional features of the research components (problem, motivation, question, goal and objectives, etc.).
	Able to do	to develop a plan for empirical research; to justify the choice of research strategies and tactics; to identify possible sources of data, to assess their viability.
	Possess	skills to identify logical contradictions and gaps in research.
PC-14 ability to apply research methods and strategies to research organization	Knows	basic research strategies; organizational features of data collection; data collection methods;
	Able to do	develop and implement research strategy, to monitor the study progress; to justify the sampling method, to calculate the sample size, to select techniques for monitoring the sample study; to organize the process of data collection.
	Possess	observation, interview, survey and focus group research techniques

For successful study of the "Research Methods in management" course, students should form the following preliminary competences:

To form the above competencies in the "Research Methods in management" course, the following methods of active / interactive learning are used: work in mini groups (group research project), blended learning, brainstorming, discussion, case study.

I. STRUCTURE AND CONTENT OF THEORETICAL PART OF THE COURSE

Topic 1. The basic concept of research (2 hours)

- 1.1. Research definitions
- 1.2. Research Method and Nature Study Method
- 1.3. Research methods procedures
- 1.4. Problem, motivation, purpose and contribution of the research method
- 1.5. Informational resources
- 1.6. Business Research Classification
- 1.7. Types and characteristics of data
- 1.8. Research problem
 - 1.8.1. Types of research problems
 - 1.8.2. Research Method Development Issues
 - 1.8.3. Typical errors in the development of research problems

Topic 2. Theoretical foundations and development of a hypothesis (2 hours)

- 2.1 the Relationship of the theoretical framework and the development of the hypothesis
- 2.2 Types of hypotheses
- 2.3 Classification of hypotheses
- 2.4 Development of a hypothesis
- 2.5 Good Hypotheses

Topic 3. Research plan and measurement (2 hours)

- 3.1 Characteristics of the study plan
- 3.2 Factors of a research plan
 - 3.2.1 Testing
- 3.3A Good research plan

3.4 Measurement

3.5 Extent of research

3.5.1 Scale methods

3.5.2 Rating Scale

Topic 4. Sampling and sampling techniques (2 hours)

4.1 Selection Criteria

4.2 Sampling of decision making methods

4.2.1 Simple random sampling

4.2.2 Comprehensive random sampling

4.3 Methods of improbable sampling

4.3.1 Selection of consonants

4.3.2 Sampling at discretion

4.3.3 Quota selection

4.3.4 Snowball method

4.4 Strategy, sources and sampling methods

Topic 5. Methods of data collection (2 hours.)

5.1 Observation technique

5.2 Behavioral observation

5.2.1 Non-verbal analysis

5.2.2 Linguistic analysis

5.2.3 Extralinguistic analysis

5.2.4 Spatial analysis

5.3 Non-behavioral observation

5.3.1 Report Analysis

5.3.2 Physical Analysis

5.3.3 Analysis of the physical process

5.4 Observation application

5.5 Reasons for choosing surveillance technology

- 5.6 Interview Technique
- 5.7 Interview Technique Problems
- 5.8 Application of personal interview
- 5.9 Reasons for choosing an interview technique
- 5.10 Telephone interview
 - 5.10.1 Reasons for choosing a telephone interview
- 5.11 Experimental Technique
 - 5.11.1 Rules and experiment questions
 - 5.11.2 Randomization and pairing
 - 5.11.3 Internal validity
- 5.12 Research Technique
 - 5.12.1 Self-administered research
 - 5.12. Mail survey
 - 5.12. 3 Problems of research technique
 - 5.12. 4 Computer surveys
- 5.13 Archive technology

Topic 6. Validity and reliability (2 hours)

- 6.1 Validity
 - 6.1.1 Internal validity
 - 6.1.1.1 Content validity
 - 6.1.1.2 Validness related to criteria
 - 6.1.1.3 Design validity
 - 6.2 External validity
- 6.3 Reliability
- 6.4 Approaches to Reliability
 - 6.4.1 Retest
 - 6.4.2 Parallel form
 - 6.4.3 Splitting Method

Topic 7. Empirical Model (2 hours)

7.1 Types of Empirical Models

7.2 Empirical Model Variables

7.2.1 Moderation of variables

7.2.2 Mediation Variables

7.2.3 Foreign variables

7.2.4 Control of variables

7.2.5 Distorting factor

7.3 Definition of a variable

7.3.1 Interrelated Definitions

7.3.2 Operational definition

Topic 8. Statistics Testing and Conclusions, Discussion, Conclusion, Limitations, Tips (4 hours)

8.1 Descriptive Statistics

8.2 Hypothesis Testing

8.3 Qualitative data analysis

8.4 Conclusions

8.5 Discussion

8.6 Conclusion

8.7 Restriction

8.8 Recommendations for future research

II. STRUCTURE AND CONTENT OF PRACTICAL COURSE (36 hours, including 18 hours using active learning methods (ALM))

Lesson 1. The essence of research in business and management (4 hours.)

The essence of research

The essence of research in business and management

Research process

Lesson 2. Formation and clarification of the research topic (4 hours)

Lesson 3: Study Plan (4 hours)

Purpose of your research

The need for a clear research strategy

Data selection - a combination of data collection methods and analysis procedures

Time boundaries

Reliability of research results

Ethnic Research Plan

Lesson 4: Sampling (4 hours)

Probabilistic sampling

Incredible sample

Lesson 5: Data collection using various methods (4 hours)

- Questionnaire: Make a questionnaire for your research!

- Observation: Choose an everyday example of social behavior, such as the way motorists park their cars in "open" (not multi-story) parking. Note this behavior (for example, the distance from the input / output) and draw general conclusions about the observed behavior patterns.

- Interview:

In a group of 2 people, select a topic on which you would be interested to interview another person. Separately develop your interviews and prepare a guide for semi-structured interviews. At the same time, decide which of the roles in Table 10.2 you would like to play during the interview.

but. Do both interviews and, if possible, make an audio recording. If this is not possible the interviewer should take notes.

b. Listen to each of the audio recordings or view the recordings - which aspects of each of your interviews need to be improved?

Lesson 6: Validity and Reliability Testing (4 hours)

Discussion:

Using the case method, which is based on the following situation: a production company with more than 500 customers, gained access to an internal report on market research. This was undertaken by the company's marketing department. The report presents the results of a recent customer survey as a percentage. The section of the report, which describes how data was collected and analyzed, is given below:

Data was collected from a sample of current customers selected from a customer database. Data was collected using an Internet-mediated questionnaire developed and entered using the online SurveyMonkey™ software tool. Twenty-five responding customers, resulting in a response rate of 12.5 percent. This data was analyzed using computer software, SNAP™. Additional qualitative data based on in-depth interviews with clients were also included.

but. Do you find this data reliable?

b. Justify your answer.

Lesson 7. Empirical model (4 hours)

The purpose of empirical research

Reasons for using an empirical research method

Advantages of empirical methods

The use of variable variance

Lesson 8. Qualitative and quantitative data testing (6 hours)

Quantitative Sources

Quantitative Data Analysis

Qualitative data sources

Qualitative data analysis

Chi square

Regression

Dual regression

Normality test

III. TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT WORK OF STUDENTS

Educational and methodological support of students' independent work in the discipline "Methods of research in management" is presented in Appendix 1 and includes:

the schedule of the independent work on the discipline, including the approximate standard time to perform for each task;

characteristics of tasks for independent work of students and methodological recommendations for their implementation;

requirements for the presentation and presentation of the results of independent work;

criteria for assessing the performance of independent work.

IV. CONTROL OF ACHIEVEMENT OF COURSE GOALS

№ п/п	Controlled sections	Codes and stages of the formation of competencies		Evaluation tools	
				current control	current control
1.	Analysis of research methods (journals)	ПК-5	Can	UO-1 oral test	ИП -3 essay
			Knows	Conducting research	
			Master	Mastery of the study plan	
2.	Research plan	ПК-5	Can	UO-2 oral test	ИП -3 essay
			Knows	Conducting research	
			Master	Mastery of the study plan	
3.	Practical work / Coursework	ПК – 13; ПК – 14	Can	UO-1 oral test	ИП -3 essay
			Knows	Discussion	

			Master	Discussion	
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V. LIST OF EDUCATIONAL LITERATURE AND INFORMATION AND METHODICAL PROVISION OF DISCIPLINE

Main literature

(electronic and print publications)

1. 1. Saunders, Mark, Philip Lewis, and Adrian Thornhill. *Research methods for business students*.2013.
2. Cooper, Donald R., Pamela S. Schindler, and Jianmin Sun. *Business research methods*.2003.
- Creswell, John W. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sagepublications, 2013.

Additional literature:

(electronic and print publications)

1. 1. Easterby-Smith,. M. Thorpe, R. Jackson, P. and Lowe, A. (2008). *Management Research*.(3rd edn). London: Sage. Chapter 1 provides a very clear and readable introduction to management research and how it is distinct from other forms of research.
2. Starkey, K. and Madan, P. (2001) ‘Bridging the relevance gap: aligning stakeholders in the future of management research’, *British Journal of Management*, Vol. 12, Special Issue,pp. 3–26. This paper argues the need for relevant management research within a Mode 2 framework, emphasising a need for research partnership. **(Unit 1)**
3. Fisher, C. (2007) *Researching and Writing a Dissertation for Business Students* (2nd edn), Harlow: Financial Times Prentice Hall. Chapter 1 has some very practical tips on choosing your research topic.
4. Maylor, H. and Blackmon, K. (2005) *Researching Business and Management*. Basingstoke: Palgrave Macmillan. Chapter 3 covers similar ground to this chapter and has some useful ideas on generating research topics and some very interesting examples of student topics.
5. Sutton, R. and Staw, B. (1995) ‘What theory is not’, *Administrative Science Quarterly*, Vol. 40,No. 3, pp. 371–84. This is an excellent article which

makes very clear what theory is by explaining what theory is not. The authors draw on their experience as journal editors who constantly have to examine articles submitted for publication. They report that the reason for refusals is usually that there is no theory in the article. This leads to some very clear and practical advice for us all to follow.

6. Whetten, D. (1989) 'What constitutes a theoretical contribution?' *Academy of Management Review*, Vol. 14, No. 4, pp. 490–5. Whetten also comments as a journal editor and covers similar ground to Sutton and Staw. Again, this is clear and straight forward advice and, read together with Sutton and Staw, gives a pretty clear idea of how to avoid criticisms of a lack of theory in research writing.

7. Coghlan, D. and Brannick, T. (2005) *Doing Action Research in Your Own Organisation* (2nd edn). London: Sage. A valuable guide for those wishing to conduct research in their own organisation.

8. Hakim, C. (2000) *Research Design: Successful Designs for Social and Economic Research* (2nd edn). London: Routledge. This book provides an extremely clear discussion of the issues associated with a range of research designs. It is particularly helpful with regard to how different designs may be combined.

9. Quinton, S. and Smallbone, T. (2005) 'The troublesome triplets: issues in teaching reliability, validity and generalisation to business students', *Teaching in Higher Education*, Vol. 10, No. 3, pp. 299–311. This article provides a useful discussion of how validity, reliability and generalisability can be considered from positivist and phenomenological viewpoints.

10. Robson, C. (2002) *Real World Research* (2nd edn). Oxford: Blackwell. Chapters 4–7 give an excellent readable account of all the topics covered in this chapter. The examples are not drawn principally from management and business. However, do not let that put you off.

11. Tashakkori, A. and Teddlie, C. (1998) *Mixed Methodology: Combining Quantitative and Qualitative Approaches*. Thousand Oaks, CA: Sage. Chapters 1 to 3 of this book provide a useful introduction to multiple methods.

12. Barnett, V. (1991) *Sample Survey Principles and Method*. London: Edward Arnold. Chapters 2, 5 and 6 provide an explanation of statistics behind probability sampling and quota sampling as well as the techniques.

13. Baruch, Y. (1999) 'Response rates in academic studies – a comparative analysis', *Human Relations*. Vol. 52, No. 4, pp. 421–38. This examines 175 different studies in which sampling was used covering approximately 200 000 respondents. The paper suggests likely response rates between studies and highlights a decline in response rates over the period 1975–95.

14. deVaus, D.A. (2002) *Surveys in Social Research*. (5th edn). London: Routledge. Chapter 6 provides a useful overview of both probability and non-probability sampling techniques.
15. Diamantopoulos, A. and Schlegelmilch, B.B. (1997) *Taking the Fear Out of Data Analysis*. London: Dryden Press. Chapter 2 contains a clear, humorous discussion of both probability and non-probability sampling.
16. Dillman, D.A., Eltringe, J.L., Groves, J.L. and Little, R.J.A. (eds) (2002) *Survey Nonresponse*. New York: Wiley Interscience. This book contains a wealth of information on survey nonresponse. Chapter 1 provides a useful overview in relation to the impact of survey design on nonresponse. This is discussed in more detail in Chapters 7 to 17, Chapter 14 referring specifically to business surveys and Chapter 15 to Internet-based surveys.
17. Patton, M.Q. (2002) *Qualitative Research and Evaluation Methods* (3rd edn). Thousand Oaks, CA: Sage. Chapter 5, 'Designing qualitative studies', contains a useful discussion of nonprobability sampling techniques, with examples.
18. deVaus, D.A. (2002) *Surveys in Social Research* (5th edn). London: Routledge. Chapters 7 and 8 provide a detailed guide to constructing and administering questionnaires, respectively.
19. Dillman, D.A. (2007) *Mail and Internet Surveys: The Tailored Design Method* (2nd edn).
20. Hoboken, NJ: Wiley. The updated second edition of this classic text contains an extremely detailed and well-researched discussion of how to design postal and Internet-based questionnaires to maximise response rates. The new appendix is particularly helpful regarding recent developments.
21. Foddy, W. (1994) *Constructing Questions for Interviews and Questionnaires*. Cambridge: Cambridge University Press. This contains a wealth of information on framing questions, including the use of scaling techniques.
22. Hewson, C., Yule, P., Laurent, D. and Vogel, C. (2003) *Internet Research Methods: A Practical Guide for the Social and Behavioural Sciences*. London: Sage. Chapter 3 offers a useful overview of Internet-mediated research, including a discussion of questionnaires, whilst Chapter 5 discusses design issues concerned with Internet-mediated questionnaires.
23. Cassell, C. and Symon, G. (2004) (eds) *Essential Guide to Qualitative Methods in Organizational Research*. London: Sage. Chapter 2 by Nigel King and Chapter 3 by Stephanie Morgan and Gillian Symon are readable accounts of interviews and electronic interviews, respectively, both with extremely useful detailed case studies.

24. Krueger, R.A. and Casey, M.A. (2000) *Focus Groups: A Practical Guide for Applied Research*(3rd edn). Thousand Oaks, CA: Sage. A very useful work for those considering the use of this method of group interviewing.

25. Mann, C. and Stewart, F. (2000) *Internet Communication and Qualitative Research: A Handbook for Researching Online*. London: Sage. Although written in 2000, Chapter 6 still provides a useful guide to using online interviews and Chapter 5 to online focus groups.

26. Berman Brown, R. and Saunders, M. (2008) *Dealing with statistics: What you need to know*. Maidenhead: McGraw Hill Open University Press. This is a statistics book that assumes virtually no statistical knowledge focusing upon which test or graph, when to use it and why. It is written for people who are fearful and anxious about statistics and do not think they can understand numbers!

27. Blastland, M. and Dilnot, A. (2007) *The Tiger than Isn't*. London: Profile Books. This is a very different type of book on statistics. Rather than explaining how to calculate different statistics it explains how to make sense of the numbers and statistics which we are confronted with in the news media and other publications. It is well worth reading and will almost certainly help you to better understand and interpret numbers and statistics.

28. Dancey, C.P. and Reidy, J. (2008) *Statistics Without Maths for Psychology: Using SPSS for Windows* (4th edn). Harlow: Prentice Hall. This book introduces key statistical concepts and techniques, avoiding as much maths as possible. It also provides clear descriptions of how to perform statistical tests using SPSS and how to report your results both graphically and in texts.

29. deVaus, D.A. (2002) *Surveys in Social Research* (5th edn). London: Routledge. Chapters 9 and contain an excellent discussion about coding data and preparing data for analysis. Part IV(Chapters 12–18) provides a detailed discussion of how to analyse survey data.

30. Field, A. (2005). *Discovering Statistics Using SPSS* (2nd edn). London: Sage. This book offers a clearly explained guide to statistics and using SPSS for Windows. It is divided into four levels, the lowest of which assumes no familiarity with the data analysis software and very little with statistics. It covers inputting data and how to generate and interpret a wide range of tables, diagrams and statistics using SPSS version 13. If you are using an earlier version of SPSS, particularly pre-version 9, be sure to use a book written specifically for that version as there are a number of changes between versions.

31. Hair, J.F., Black, B., Babin, B., Anderson, R.E. and Tatham, R.L. (2006) *Multivariate Data Analysis*. (6th edn). Harlow: Pearson Education. This book provides detailed information on statistical concepts and techniques. Issues

pertinent to design, assumptions, estimation and interpretation are systematically explained for users of more advanced statistical techniques.

32. Morris, C. (2003) *Quantitative Approaches in Business Studies*. (6th edn). Harlow, Financial Times Prentice Hall. This gives a clear introduction to the use of mathematical and statistical techniques and diagrams in business. Guidance is given on using the Excel spreadsheet.

33. Baron, Reuben M., and David A. Kenny. "The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations." *Journal of personality and social psychology* 51.6 (1986): 1173.

34. Creswell, John W., et al. "Advanced mixed methods research designs." *Handbook of mixed methods in social and behavioral research* (2003): 209-240.

Burns, Robert Bounds. *Introduction to research methods*. Addison Wesley Longman, 1997.

The list of resources information and telecommunications network

"Internet"

1. Social research methods: <http://www.socialresearchmethods.net/>

Statistics:

2. Statistics World : <http://www.statistics.com/>
3. SPSS: <http://www.spss-tutorials.com/basics/>
4. Statistics Data: <https://www.usa.gov/statistics>
5. Google

Analytic:

https://www.google.com/analytics/#?modal_active=none

6. Statistics Portal: <https://www.statista.com/>
7. Smart Statistics: <https://knoema.com/>

Research Methodology:

8. Research Methodology: <https://explorable.com/research-methodology>
9. Research Methodology Helps: <http://methods.sagepub.com/>

Journals:

10. Sciencedirect: <https://sciencedirect.com>
11. Scopus: <http://scopus.com>
12. Project Management Institute: <http://pmi.org>
Oxford Journal: <http://www.oxfordjournals.org/en/>

**List of information technology
and software**

Presentations in MS PowerPoint

**VI. METHODOICAL INSTRUCTIONS ON THE DEVELOPMENT OF
DISCIPLINE**

The research methodology is a specific method of acquiring information necessary for structuring or solving a problem. This is not a set of facts, but a buildup of knowledge and data in order to discover new facts related through processes to dynamic changes in society. This course describes the research methodology adopted to achieve the research objectives. The research methodology also considers the constraints, the research plan, the data collection, the sampling method, the research methods used and the research limitations.

Students not only learn from books, but also to magazines that have been provided on sites. Through journals, students can analyze how research is developed. The international practice of teaching this course is very diverse. In some universities, students are offered extensive material, as presented in the study by John W. Creswell: Qualitative, quantitative and mixed research methods (2013).

General guidelines

Since only a student himself, through intellectual activity, can acquire knowledge, make them his own wealth. The effectiveness of independent work of students depends largely on how independent it is and how the teacher can control it. When a student studies recommended literature sporadically, he does not gain

in-depth knowledge. The systematic or non-systematic independent work of students depends, above all, on its planning and organization by the teacher, as well as on the control exercised over it. Therefore, the main content of independent work of students, its forms and methods, the sequence and deadlines for the work are determined by the teacher as part of the educational process.

The educational process in higher education is largely based on the independent work of students, without which it is difficult to fully master the complex program material and learn to constantly improve the acquired knowledge and skills in the future.

Independent work is extracurricular and is intended for independent familiarization of the student with certain sections of the course on materials recommended by the teacher and preparation for the implementation of individual tasks for the course.

Independent work includes the following activities:

- study lecture material;
- study of the program material on the textbooks, which was not presented at the lectures;
- preparation for seminars, practical exercises, laboratory work, colloquiums;
- preparation of reports, articles, abstracts;
- performance of educational tasks of the department (settlement and settlement and graphic work, presentations);
- implementation of term papers and projects;

In the course of lectures it is necessary to take note of the educational material.

To pay attention to categories, wording, revealing the content of certain phenomena and processes, scientific findings and practical recommendations.

It is advisable to leave in the working notes of the field on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical

positions. To ask the teacher clarifying questions in order to clarify the theoretical positions, the resolution of controversial situations.

In the course of preparing for the seminars, study the main literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. At the same time take into account the recommendations of the teacher and the requirements of the curriculum. To refine your lecture notes, making in it the relevant notes from the literature recommended by the teacher and the prescribed curriculum.

Prepare abstracts for presentations on all training issues submitted to the seminar.

When preparing for a report or abstract report, contact a teacher for guidance. Make a plan-summary of his speech.

During the seminar lesson, listen carefully to the speeches of your classmates. If necessary, ask them clarifying questions.

To take an active part in the discussion of educational issues: to make presentations, abstracts, reviews of scientific articles, individual publications of the periodical press concerning the content of the topic of the seminar lesson. In the course of his speech use technical means of education, a board and a marker.

Types of tasks for extracurricular independent work are:

- to master the knowledge: reading the text (textbook, primary source, additional literature), drawing up a text plan, graphic representation of the structure of the text, note-taking text, extracts from the text, working with dictionaries and reference books, familiarization with regulatory documents, teaching and research work, the use of audio - and video recordings, computer equipment and the Internet, etc .;

- to consolidate and systematize knowledge: work with lecture notes, text processing, re-work on educational material (textbook, original source, additional literature, audio and video recordings, drawing up a plan, drawing up tables for systematizing educational material, answering test questions, analytical text processing (annotation, reviewing, summarizing, abstract-analysis, etc.),

preparation of multimedia messages / reports for presentation at a seminar (conference), preparation of a paper, compilation of a bibliography AI thematic crosswords, tests, etc .;

- for the formation of skills: solving problems and exercises on the model, solving variable tasks, performing drawings, diagrams, performing calculations (graphic works), solving situational (professional) tasks, preparing for business games, designing and modeling different types and components of professional activity, experimental experimental work, reflective analysis of professional skills using audio and video equipment, etc .;

Independent work can be carried out individually or by groups of students depending on the purpose, scope, specific subject of independent work, level of complexity, level of students' skills.

Monitoring of the results of extracurricular independent work of students can be carried out within the time allotted for compulsory training sessions on the discipline and extracurricular independent work of students on the discipline, can be written, oral or mixed.

Qualitative criteria for evaluating an essay:

- knowledge and understanding of the problem;
- the ability to systematize and analyze the material, clearly and reasonably formulate conclusions;
- “labor-intensive” (volume of the studied literature, conscientious attitude to the analysis of the problem);
- independence, the ability to determine their own position on the issue and to the practical adaptation of the material, the inadmissibility (!) Of plagiarism;
- fulfillment of necessary formalities (accuracy in citing and indicating the source of the text fragment, accuracy of design)

**Requirement for students to prepare and present a report at the
classroom**

1. The report is a message on a given topic, with the goal of introducing knowledge from additional literature, systematizing the material, illustrating with examples, developing the skills of independent work with scientific literature, cognitive interest in scientific knowledge.

2. The topic of the report should be agreed with the teacher and correspond to the topic of the lesson.

3. Materials in its preparation must comply with the scientific and methodological requirements of the university and be listed in the report.

4. It is necessary to comply with the regulations agreed upon receipt of the task.

5. Illustrations must be sufficient, but not excessive.

6. The student's work on the presentation paper includes the development of public speaking skills and the ability to organize and conduct a dispute.

7. The student during the work on the presentation of the report, works out the ability to navigate the material and answer additional questions from the audience.

8. A student in the course of work on the presentation of the report, works out the ability to independently summarize the material and draw conclusions in conclusion.

9. The presentation of the student's essay corresponding to the topic of the lesson can also be a report.

10. The student is obliged to prepare and make a report in a strictly allotted time by the teacher and within the prescribed period.

Instructions for speakers and co-rapporteurs

The speakers and co-rapporteurs are the main actors. They largely determine the content, style, activity of this lesson. The difficulty is that speakers and co-rapporteurs must know and be able to do a lot:

- report new information;
- use technical means;
- know and be well versed in the topic of the entire presentation (seminar);
- be able to discuss and quickly answer questions;

- clearly follow the established regulations: speaker - 10 min .; co-rapporteur - 5 min; discussion - 10 min .;

- have an idea of the compositional structure of the report.

It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion.

The introduction helps to ensure the success of performances on any topic.

Entry must contain:

- the title of the presentation (report)
- message of the main idea
- modern assessment of the subject of presentation
- a brief listing of issues addressed
- lively interesting form of presentation
- emphasis on originality of approach

The main part, in which the speaker has to deeply reveal the essence of the topic touched upon, is usually based on the principle of a report. The task of the main part is to provide enough data so that listeners can become interested in the topic and want to familiarize themselves with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio-visual and visual materials.

The conclusion is a clear, clear summary and brief conclusions, which listeners are always waiting.

Methodical instructions for preparing for practical exercises in the form of seminars (seminars)

Seminar classes are held in the form of discussion, which is a discussion of specific economic situations. Discussions are aimed at mastering the scientific foundations, effective methods and techniques for solving specific practical problems, and developing the abilities for creative use of the knowledge and skills obtained.

The main purpose of the seminar is to consolidate the knowledge gained in the course of listening to the lecture material.

The seminar is held in the form of an oral survey of students on issues of seminars, as well as in the form of solving practical problems or modeling a practical situation.

In preparation for the seminar, the student should review the lecture materials, and then begin to study textbooks. You should know that the coverage of a particular issue in the literature is often the personal opinion of the author, built on the analysis of various sources, so you should not be limited to one textbook or monograph, but consider as much material as possible on the topic of interest.

In the course of independent work, the student must keep track of scientific articles in specialized journals, as well as study statistical materials relevant to each topic.

The student is recommended the following scheme of preparation for the seminar lesson:

1. Work out lecture notes;
2. Read the main and additional literature recommended for the section under study;
3. Answer the questions of the seminar plan;
4. Do homework;
5. Work out test tasks and tasks;
6. In case of difficulties, formulate questions to the teacher.

In preparing for seminars should be guided by the instructions and recommendations of the teacher, use the main literature from the list presented to them. For the most profound mastering of the discipline, it is recommended to study the literature designated as “additional” in the presented list.

When preparing a report for a seminar lesson, it is advisable to discuss in advance the list of used literature with the teacher, a day before the seminar lesson warn about the technical means necessary to provide the material, provide the printed text of the report to the teacher.

VII. MATERIAL AND TECHNICAL MAINTENANCE OF DISCIPLINE

1. Projector for presentation.
2. Computer / laptop.
3. Board and markers for graphing and problem solving.



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
Far Eastern Federal University
(FEFU)

SCHOOL OF ECONOMICS AND MANAGEMENT

TRAINING AND METHODOLOGICAL SUPPORT
INDEPENDENT WORK OF STUDENTS
Research Methods in Management
Field of training: 38.04.02 Management
International Business and Project Management
Mode of Study: full-time

Vladivostok
2019

I. Schedule for the performance of independent work in the discipline

№	Date / Deadline	Type of independent work	Estimated time	Form of control
1	week 1	Study of materials of the lecture and additional, drawing up abstracts, preparation of questions for the teacher ¹	2 hours for each classroom hour	Survey, solution of settlement problems, verification of solution of settlement problems
2	week 2	Ongoing training	2 hours for each classroom hour	Survey, discussions
3	week 3	Ongoing training	2 hours for each classroom hour	Survey, discussions
4	week 4	Current preparation as well as writing an essay	On the current training 2 hours for each hour of classroom training, on the essay 10 hours.	Quiz, assessment of the essay
5	week 5	Ongoing training	2 hours for each classroom hour	Survey, discussions
6	week 6	Ongoing training	2 hours for each classroom hour	Survey, discussions
7	week 7	Ongoing training	2 hours for each classroom hour	Survey, discussions
8	week 8	Ongoing training Writing final essays	2 hours for each classroom hour	Survey, discussions
9	week 9		10-12 ч	Survey, essay

¹ Далее Текущая подготовка

TASKS FOR INDEPENDENT WORK OF STUDENTS

General Aspects of Research Methods

Select 2-3 articles in your WRC and analyze the following items:

- Name
- Year
- Author
- Magazine
- Issue under investigation
- Hypothesis
- Information collection methods
- Data analysis methods
- Research results

Diploma Plan

Make a plan for your Diploma. Structure:

1 Theoretical base for research in your chosen field

1.1 Review and use of a variety of research methods identified problems

1.2 Overview of potential data types and sources

2 Purpose of research and task definition

2.1 The phenomenon under study, aspects, level and context (should be well explained)

2.2 definition of research methods and tools

General requirements: Times New Roman 14, 1.5 spacing. The work must include all sources and references.

Research methods

Find articles related to your Diploma where the following research methods are used:

- philosophical, general scientific and special-scientific;
- methods based on identifying and summarizing the opinions of experienced experts, using their experience and innovative approaches to the analysis of the organization's activities (brainstorming method, method of "scenario" type, method of expert assessments, Delphi type method, methods tree of goals ", "business game ", morphological methods and a number of other methods);
- methods of formalized representation of control systems based on the use of mathematical, economic and mathematical methods and models of research of control systems;
- complex methods: combinatorics, situational modeling, topology, graphical semiotics, etc.

Questionnaire development

Develop a questionnaire on your Diploma.

The questionnaire should contain different types of questions (question alternative, relationship scale, closing and opening questions) and answer choices (dichotomous answer, nominal answer, direct answer, answer with continuation, interval response).

15-20 questions.

Analysis of the situation

Analyze the situations below. Write down what methods can be most effective in terms of collecting information about what was the source of each of the problem situations. Describe how to solve each of the situations. Suggest a solution to the problem.

1) Large trading company. Over the past year, the percentage of sales in stores and departments of the company has dropped significantly. As the manager notes, this may be due to the fact that salespeople in retail outlets "do not linger" for a long time, the duration of the work of a new employee is 1-2 months.

2) The enterprise of the fuel and energy complex. It is well provided with personnel, the turnover is low. Recently, the company participated in a tender for a tender of 15 million rubles. The essence of the tender was to carry out a set of works on one of the new types of equipment that the company purchased about six months ago. Tender company did not win. One of the reasons, according to management, could be the lack of qualifications of employees.

3) In the organization, in the personnel management service department, a career management department was created. The functionality of the staff of this department "overlapped" with the functionality of the staff of the personnel training department. As a result, the productivity of employees of both departments sharply decreased.

4) The system of material incentives for work introduced into the organization for a long time (about a year) gave good results. Intangible incentives did not pay

special attention to the company. Recently, however, labor efficiency has fallen, employees began to show dissatisfaction with the existing system of motivation.

5) The newly appointed young manager, after some time of successful work, began to experience difficulties in work: he had lost his time to solve production problems, conflicts began to arise with his subordinates, and the state of stress worsened.

Preparing a report on independent research

The report should contain: an analytical review of processed sources on a given course topic or research topic. The review on the topic of the course should give a comparative description of the approaches of the authors of various textbooks and monographs to the presentation of each topic, to highlight the most relevant topics, new, interesting. The results of the work are presented in the form of a written report or presentation.

Task for offset

For your future research, write a list of variables, break them into dependent and independent ones, explain your unit.

What will your sampling methods be? Explain their applicability and relevance to your topic.

Determine the types of research for your work and determine the conditions for the reliability and reliability of the data. Describe possible obstacles in the design and implementation of the study.

Make a list of three research questions, at least in relation to various aspects of your future work.

Expected problems and ambiguities. What are possible solutions?

Topics

(performed individually)

1. Analysis of the competitive advantages of the company.
2. Analysis of the deficiencies of the management system and the allocation of root management problems.
3. Analysis of the organizational culture of the company.
4. Analysis of personnel compatibility in the division of the company.
5. Patterns and principles of formation of modern control systems.
6. Patterns of the organization of the questionnaire survey management systems.
7. Intuition, common sense and logic: a role in management research.
8. Study of the investment potential of the enterprise.

9. Study of the competitiveness of the organization.
10. Research risks when making management decisions.
11. The study of leadership styles in the company and the choice of adequate style.
12. The study of technical support of management processes in the enterprise.
13. Research technology management decisions.
14. Research methods of management systems: diversity, selection criteria, problems of use.
15. Modeling of socio-economic processes: the boundaries of the possible and factors of efficiency.
16. Organization of research management system in the enterprise.
17. Organization of survey management systems based on the interview.
18. Organization of an expert survey to assess the moral and psychological climate in the units of management systems.
19. The main directions of improvement of management systems in modern conditions.
20. Features of the justification and conduct of a comprehensive study of management systems.
21. Assessment of the company's position in the cycle of its life.
22. Evaluation of the effectiveness of strategic decisions.
23. Search and recognition of contradictions in the research process.
24. Application of experiment planning to study the characteristics of firm management systems.
25. Principles and process of diagnostics of control systems.
26. The role of research in the success of modern management.
27. Management systems as a complex object of study.
28. The essence and characteristics of expert research methods of management systems.
29. Factors, criteria and methods for determining the scientific and practical effectiveness of management systems research.
30. Expert procedure for assessing the organizational culture of the company.

Questions to the course "Research Methods in Management"

1. The essence of the study as an activity.
2. Goals, objectives, object and subject of management research.

3. The role of the study of problem situations in management for making effective management decisions.
4. Research as one of the initial stages of the management process.
5. Types of research in management. Fundamental and applied, quantitative and qualitative, unique and comprehensive research.
6. Dependence of the type of research applied on organizational factors: the level of decision making, the desired result, etc.
7. Problem situations in management.
8. Levels of problem statement in the study: intuitive awareness, localization, composition, evaluation, justification, explication.
9. Criteria for the selection of research problems.
10. Research Methodology. The main methodological approaches in management.
11. Methods of systems approach (systems analysis, modeling, etc.).
12. Logical and theoretical methods (abstraction, comparison, induction, deduction, etc.).
13. Empirical and theoretical methods (experiment, measurement, observation, description).
14. Determination of the main objectives of the study.
15. Description and preliminary analysis of the problem situation.
16. The formulation of a scientific problem. Hypothesis development. The concept of central and working hypotheses.
17. Collection and classification of information.
18. The stage of concept development (scientific theory).
19. Validation of research results (verification of the theory).
20. Overcoming the discrepancy between the desired and the real state of the object under study.
21. The influence of the criterion formulation on the solution of the problem.
22. Tasks, methodological principles and working methods of operations research.
23. Mathematical methods of optimization: linear, nonlinear, dynamic programming, game theory, queuing theory, etc.
24. The most important areas of application of methods of research operations.
25. Types of managerial problems solved using the methods of operations research.
26. The concept and principles of optimization of management decisions.
27. Parameters and criteria for optimality.

28. General characteristics of the network planning and management method.
29. Specific research methods as methods reflecting the specifics, subject and objectives of the research object.
30. Specific methods for studying documents.
31. Methods of sociological research
32. Testing, sociometry, business game, methods of simulation.
33. The method of expert estimates. The problem of selection of experts in the expert group. Methods of selection of experts.
34. SWOT - analysis: the essence, scope, disadvantages.
35. SWOT analysis modifications: SNW analysis, SMART analysis.
36. Method of analyzing hierarchies in management
37. Method of morphological analysis.
38. The method of brainstorming (brainstorming).
39. The experimental group and its formation.
40. The research process.
41. Field experiments.
42. Experimental and quasi-experimental programs.
43. The program of interaction of selection and experiment.
44. Analysis of factors affecting the effectiveness of the research program.
45. Importance of research
46. Definitions of research methods
47. Characterization of research methods
48. Boundaries of the study
49. Research Plan
50. Doing research
51. Research Gaps
52. Research Issues
53. The main objectives of the work
54. Literature Review
55. Theoretical foundations
56. Plagiarism
57. Hypotheses

58. Types of hypotheses
59. How to develop a hypothesis
60. Quantitative data
61. Qualitative data
62. How to check quality data
63. How to check quantitative data
64. General population
65. Sampling
66. Secondary data
67. Primary data
68. Sample data
69. Data Types
70. Data collection methods
71. Scale of research
72. Definition of interrelated variables
73. Operational definition of a variable
74. Observation
75. Interview
76. Questioning
77. Probabilistic test. Incredible test. Normal test
78. Chi-square. Regression. Multiple regression
79. Pilot test. Variables. Variable options. Descriptive statistics
80. Restrictions. Discussion. Conclusion Future research

General guidelines

Since only a student himself, through intellectual activity, can acquire knowledge, make them his own wealth. The effectiveness of independent work of students depends largely on how independent it is and how the teacher can control it. When a student studies recommended literature sporadically, he does not gain in-depth knowledge. The systematic or non-systematic independent work of students depends, above all, on its planning and organization by the teacher, as well as on the control exercised over it. Therefore, the main content of independent work of students, its forms and methods, the sequence and deadlines for the work are

determined by the teacher as part of the educational process.

The educational process in higher education is largely based on the independent work of students, without which it is difficult to fully master the complex program material and learn to constantly improve the acquired knowledge and skills in the future.

Independent work is extracurricular and is intended for independent familiarization of the student with certain sections of the course on materials recommended by the teacher and preparation for the implementation of individual tasks for the course.

Independent work includes the following activities:

- study lecture material;
- study of the program material on the textbooks, which was not presented at the lectures;
- preparation for seminars, practical exercises, laboratory work, colloquiums;
- preparation of reports, articles, abstracts;
- performance of educational tasks of the department (settlement and settlement and graphic work, presentations);
- implementation of term papers and projects;

In the course of lectures it is necessary to take note of the educational material.

To pay attention to categories, wording, revealing the content of certain phenomena and processes, scientific findings and practical recommendations.

It is advisable to leave in the working notes of the field on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions. To ask the teacher clarifying questions in order to clarify the theoretical positions, the resolution of controversial situations.

In the course of preparing for the seminars, study the main literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. At the same time take into account the recommendations of the teacher and the requirements of the curriculum. To refine your lecture notes, making in it the relevant notes from the literature recommended by the teacher and the prescribed curriculum.

Prepare abstracts for presentations on all training issues submitted to the seminar.

When preparing for a report or abstract report, contact a teacher for guidance. Make a plan-summary of his speech.

During the seminar lesson, listen carefully to the speeches of your classmates. If necessary, ask them clarifying questions.

To take an active part in the discussion of educational issues: to make presentations, abstracts, reviews of scientific articles, individual publications of the periodical press concerning the content of the topic of the seminar lesson. In the course of his speech use technical means of education, a board and a marker.

Types of tasks for extracurricular independent work are:

- to master the knowledge: reading the text (textbook, primary source, additional literature), drawing up a text plan, graphic representation of the structure of the text, note-taking text, extracts from the text, working with dictionaries and reference books, familiarization with regulatory documents, teaching and research work, the use of audio - and video recordings, computer equipment and the Internet, etc .;
- to consolidate and systematize knowledge: work with lecture notes, text processing, re-work on educational material (textbook, original source, additional literature, audio and video recordings, drawing up a plan, drawing up tables for systematizing educational material, answering test questions, analytical text processing (annotation, reviewing, summarizing, abstract-analysis, etc.), preparing multimedia messages / reports for a presentation at a seminar (conference), preparing an abstract, compiling a bibliographer AI, thematic crosswords, testing, etc .;
- for the formation of skills: solving problems and exercises on the model, solving variable tasks, performing drawings, diagrams, performing calculations (graphic works), solving situational (professional) tasks, preparing for business games, designing and modeling different types and components of professional activity, experimental experimental work, reflective analysis of professional skills using audio and video equipment, etc .;

Independent work can be carried out individually or by groups of students depending on the purpose, scope, specific subject of independent work, level of complexity, level of students' skills.

Monitoring of the results of extracurricular independent work of students can be carried out within the time allotted for compulsory training sessions on the discipline and extracurricular independent work of students on the discipline, can be written, oral or mixed.

Qualitative criteria for evaluating an essay:

- knowledge and understanding of the problem;
- the ability to systematize and analyze the material, clearly and reasonably formulate conclusions;
- “labor-intensive” (volume of the studied literature, conscientious attitude to the analysis of the problem);
- independence, the ability to determine their own position on the issue and to the practical adaptation of the material, the inadmissibility (!) Of plagiarism;
- fulfillment of necessary formalities (accuracy in citing and indicating the source of the text fragment, accuracy of design)

Requirement for students to prepare and present a report at the classroom

1. The report is a message on a given topic, with the goal of introducing

knowledge from additional literature, systematizing the material, illustrating with examples, developing the skills of independent work with scientific literature, cognitive interest in scientific knowledge.

2. The topic of the report should be agreed with the teacher and correspond to the topic of the lesson.

3. Materials in its preparation must comply with the scientific and methodological requirements of the university and be listed in the report.

4. It is necessary to comply with the regulations agreed upon receipt of the task.

5. Illustrations must be sufficient, but not excessive.

6. The student's work on the presentation paper includes the development of public speaking skills and the ability to organize and conduct a dispute.

7. The student during the work on the presentation of the report, works out the ability to navigate the material and answer additional questions from the audience.

8. A student in the course of work on the presentation of the report, works out the ability to independently summarize the material and draw conclusions in conclusion.

9. The presentation of the student's essay corresponding to the topic of the lesson can also be a report.

10. The student is obliged to prepare and make a report in a strictly allotted time by the teacher and within the prescribed period.

Instructions for speakers and co-rapporteurs

The speakers and co-rapporteurs are the main actors. They largely determine the content, style, activity of this lesson. The difficulty is that speakers and co-rapporteurs must know and be able to do a lot:

- report new information;
- use technical means;
- know and be well versed in the topic of the entire presentation (seminar);
- be able to discuss and quickly answer questions;
- clearly follow the established regulations: speaker - 10 min .; co-rapporteur - 5 min; discussion - 10 min .;
- have an idea of the compositional structure of the report.

It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion.

The introduction helps to ensure the success of performances on any topic. Entry must contain:

- the title of the presentation (report)
- message of the main idea

- modern assessment of the subject of presentation
- a brief listing of issues addressed
- lively interesting form of presentation
- emphasis on originality of approach

The main part, in which the speaker has to deeply reveal the essence of the topic touched upon, is usually based on the principle of a report. The task of the main part is to provide enough data so that listeners can become interested in the topic and want to familiarize themselves with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio-visual and visual materials.

The conclusion is a clear, clear summary and brief conclusions, which listeners are always waiting.

Methodical instructions for preparing for practical exercises in the form of seminars (seminars)

Seminar classes are held in the form of discussion, which is a discussion of specific economic situations. Discussions are aimed at mastering the scientific foundations, effective methods and techniques for solving specific practical problems, and developing the abilities for creative use of the knowledge and skills obtained.

The main purpose of the seminar is to consolidate the knowledge gained in the course of listening to the lecture material.

The seminar is held in the form of an oral survey of students on issues of seminars, as well as in the form of solving practical problems or modeling a practical situation.

In preparation for the seminar, the student should review the lecture materials, and then begin to study textbooks. You should know that the coverage of a particular issue in the literature is often the personal opinion of the author, built on the analysis of various sources, so you should not be limited to one textbook or monograph, but consider as much material as possible on the topic of interest.

In the course of independent work, the student must keep track of scientific articles in specialized journals, as well as study statistical materials relevant to each topic.

The student is recommended the following scheme of preparation for the seminar lesson:

7. Work out lecture notes;
8. Read the main and additional literature recommended for the section under study;
9. Answer the questions of the seminar plan;
10. Do homework;

11. Work out test tasks and tasks;

12. In case of difficulties, formulate questions to the teacher.

In preparing for seminars should be guided by the instructions and recommendations of the teacher, use the main literature from the list presented to them. For the most profound mastering of the discipline, it is recommended to study the literature designated as “additional” in the presented list.

When preparing a report for a seminar lesson, it is advisable to discuss in advance the list of used literature with the teacher, a day before the seminar lesson warn about the technical means necessary to provide the material, provide the printed text of the report to the teacher.



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SCHOOL OF ECONOMICS AND MANAGEMENT

TEST AND EXAMINATION MATERIALS

Research Methods in Management

Field of training: 38.04.02 Management

International Business and Project Management

Mode of Study: full-time

Vladivostok
2019

Questions to the course "Research Methods in Management"

1. The essence of the study as an activity.
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3. The role of the study of problem situations in management for making effective management decisions.
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22. Tasks, methodological principles and working methods of operations research.
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24. The most important areas of application of methods of research operations.
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54. Literature Review
55. Theoretical foundations
56. Plagiarism
57. Hypotheses
58. Types of hypotheses
59. How to develop a hypothesis
60. Quantitative data
61. Qualitative data
62. How to check quality data
63. How to check quantitative data
64. General population
65. Sampling
66. Secondary data
67. Primary data
68. Sample data
69. Data Types
70. Data collection methods
71. Scale of research
72. Definition of interrelated variables
73. Operational definition of a variable
74. Observation
75. Interview
76. Questioning

- 77. Probabilistic test. Incredible test. Normal test
- 78. Chi-square. Regression. Multiple regression
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- 80. Restrictions. Discussion. Conclusion Future research

TASKS FOR INDEPENDENT WORK OF STUDENTS

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Select 2-3 articles in your WRC and analyze the following items:

- Name
- Year
- Author
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- Data analysis methods
- Research results

Diploma Plan

Make a plan for your Diploma. Structure:

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 - 1.2 Overview of potential data types and sources
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 - 2.1 The phenomenon under study, aspects, level and context (should be well explained)
 - 2.2 definition of research methods and tools

General requirements: Times New Roman 14, 1.5 spacing. The work must include all sources and references.

Research methods

Find articles related to your Diploma where the following research methods are used:

- philosophical, general scientific and special-scientific;
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Develop a questionnaire on your Diploma.

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15-20 questions.

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Analyze the situations below. Write down what methods can be most effective in terms of collecting information about what was the source of each of the problem situations. Describe how to solve each of the situations. Suggest a solution to the problem.

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2) The enterprise of the fuel and energy complex. It is well provided with personnel, the turnover is low. Recently, the company participated in a tender for a tender of 15 million rubles. The essence of the tender was to carry out a set of works on one of the new types of equipment that the company purchased about six months ago. Tender company did not win. One of the reasons, according to management, could be the lack of qualifications of employees.

3) In the organization, in the personnel management service department, a career management department was created. The functionality of the staff of this department "overlapped" with the functionality of the staff of the personnel

training department. As a result, the productivity of employees of both departments sharply decreased.

4) The system of material incentives for work introduced into the organization for a long time (about a year) gave good results. Intangible incentives did not pay special attention to the company. Recently, however, labor efficiency has fallen, employees began to show dissatisfaction with the existing system of motivation.

5) The newly appointed young manager, after some time of successful work, began to experience difficulties in work: he had lost his time to solve production problems, conflicts began to arise with his subordinates, and the state of stress worsened.

Preparing a report on independent research

The report should contain: an analytical review of processed sources on a given course topic or research topic. The review on the topic of the course should give a comparative description of the approaches of the authors of various textbooks and monographs to the presentation of each topic, to highlight the most relevant topics, new, interesting. The results of the work are presented in the form of a written report or presentation.

Task for offset

For your future research, write a list of variables, break them into dependent and independent ones, explain your unit.

What will your sampling methods be? Explain their applicability and relevance to your topic.

Determine the types of research for your work and determine the conditions for the reliability and reliability of the data. Describe possible obstacles in the design and implementation of the study.

Make a list of three research questions, at least in relation to various aspects of your future work.

Expected problems and ambiguities. What are possible solutions?

Topics

(performed individually)

1. Analysis of the competitive advantages of the company.
2. Analysis of the deficiencies of the management system and the allocation of root management problems.
3. Analysis of the organizational culture of the company.
4. Analysis of personnel compatibility in the division of the company.
5. Patterns and principles of formation of modern control systems.

6. Patterns of the organization of the questionnaire survey management systems.
7. Intuition, common sense and logic: a role in management research.
8. Study of the investment potential of the enterprise.
9. Study of the competitiveness of the organization.
10. Research risks when making management decisions.
11. The study of leadership styles in the company and the choice of adequate style.
12. The study of technical support of management processes in the enterprise.
13. Research technology management decisions.
14. Research methods of management systems: diversity, selection criteria, problems of use.
15. Modeling of socio-economic processes: the boundaries of the possible and factors of efficiency.
16. Organization of research management system in the enterprise.
17. Organization of survey management systems based on the interview.
18. Organization of an expert survey to assess the moral and psychological climate in the units of management systems.
19. The main directions of improvement of management systems in modern conditions.
20. Features of the justification and conduct of a comprehensive study of management systems.
21. Assessment of the company's position in the cycle of its life.
22. Evaluation of the effectiveness of strategic decisions.
23. Search and recognition of contradictions in the research process.
24. Application of experiment planning to study the characteristics of firm management systems.
25. Principles and process of diagnostics of control systems.
26. The role of research in the success of modern management.
27. Management systems as a complex object of study.
28. The essence and characteristics of expert research methods of management systems.
29. Factors, criteria and methods for determining the scientific and practical effectiveness of management systems research.
30. Expert procedure for assessing the organizational culture of the company.

Quantitative evaluation criteria for all types of work (written / oral report, response, abstract, message, essay, including in the form of presentations):

5 points - is exposed to the student, if the student has expressed his opinion on the formulated problem, argued it, having precisely defined its content and components. The data of domestic and foreign literature, statistical information, regulatory information are given. The student knows and has the skill of independent research work on the topic of research; methods and techniques for analyzing the theoretical and / or practical aspects of the studied area. There are no actual errors associated with understanding the problem; the work is properly framed

4 points - the work is characterized by semantic integrity, coherence and consistency of presentation; no more than 2 errors were made in explaining the meaning or content of the problem. For the argument given data of domestic and foreign authors. Demonstrated research skills. There are no actual errors in understanding the problem. Three to four mistakes in the design work.

3 points - the student conducts a fairly independent analysis of the main stages and the semantic components of the problem; understands the basic fundamentals and theoretical justification of the chosen topic. Involved the main sources on the subject. No more than 5 mistakes were made in the sense or content of the problem, in the design of the work.

2 points / not scored (the work should be redone to increase the positive assessment) - the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic are not disclosed. Allowed 5 or more errors in the semantic content of the disclosed problem, in the design of the work.

Criteria for evaluating a creative task performed during a practical lesson

5 points are given if the student / group expressed their opinion on the formulated problem, argued it, having precisely defined its content and components. The data of domestic and foreign literature, statistical information, regulatory information are given. Demonstrated knowledge and skills of independent research work on the research topic; methods and techniques for analyzing international political practice. There are no actual errors associated with understanding the problem.

4 points - the work of a student / group is characterized by semantic integrity, coherence and consistency of presentation; no more than 2 mistakes were made in explaining the meaning or content of the problem. For the argument given data of domestic and foreign authors. Demonstrated research skills. There are no actual errors in understanding the problem.

3 points - a fairly independent analysis of the main stages and the semantic components of the problem; understanding of the basic principles and theoretical justification of the chosen topic. Involved the main sources on the subject. There are no more than 4 errors in the meaning or content of the problem.

2 points - the work is a retold or completely rewritten source text without any comments or analysis. The structure and theoretical component of the topic are not disclosed.

Technical Requirements for Intermediate and Final Essay

The volume of the final essay is 7-10 pages, for an intermediate one - 6-7 pages; Times New Roman 12, 1.5 intervals. There should be correctly issued footnotes, a list of sources.