Annex No. 3		**Second Cycle Study Program**
1.	Title of course	**Business Research Methods & Analytics**
2.	Code	**MSHR 523**
3.	Study program	MBA in Strategic Human Resource Management
4.	Organizer of the study program (university unit i.e. institute, department,	Faculty of Economics-Skopje Ss Cyril and Methodius University in Skopje

	division)				
5.	Degree (first, second, third cycle)	Second cycle			
6.	Academic year / semester	Year	1	Semester	2
7.	Course load expressed in ECTS	5 ECTS			
8.	Professor (in case of multiple professors, a designated professor in charge)	Prof. Mijalche Santa, PhD, Full professor			
9.	Language of instruction	English			
10.	Necessary prerequisites for enrolling in the course	None			
11.	Course objectives (competences) and learning outcomes:	Research skills are important skill that enable the students to explore a practical issue and provide an academically appropriate suggestion. This is a "hands on" course for students who seek to learn about practicalities of business research methods and analytics. The goal of this course is the student to develop competencies through which it will be able • Apply basic principles of scholarly research, including the ability to undertake original research in HRM; apply this knowledge to an independent constructed work (i.e., dissertation). LO 1.5 • Critically evaluate and apply artificial intelligence tools in the research process, including AI-assisted literature reviews, data analysis, and research writing, while maintaining academic integrity and understanding the limitations of AI-generated outputs. LO 2.1 and LO 3.2 • Articulate ideas, thoughts, recommendations and other communications clearly, concisely and persuasively to business audiences. LO 4.1 To achieve this the student will • Be able to select a research question that can be answered in a scientifically sound manner within the given amount of time. • Be able to work systematically to use that time effectively. • Be familiar with the different stages in the research process and the role of AI tools within each stage. • Have acquired the ability to see the relationships between choice of research question, theoretical perspective, research design and choice of method. • Be able to critically evaluate AI-generated outputs for accuracy, bias, and relevance to their research. • Demonstrate responsible use of AI tools while maintaining academic integrity and transparency. • Have written an independent piece of research proposal related to Strategic Human Resource Management theme in a scientifically sound manner, demonstrating responsible AI use where appropriate.			
12.	Detailed course content by chapters and units with learning outcomes for each chapter:	**Chapter 1: Introduction to Business Research** *Units*: • The nature and importance of business research • Understanding the research process and its stages • The role of research in solving practical business problems *Learning Outcomes:* • Explain the importance of research skills in adding value to professional practice (SLO 2.2) • Identify the different stages in the research process (SLO 2.2) • Recognize the connection between research and evidence-based decision making in HRM			

		(SLO 2.2) **Chapter 2: Artificial Intelligence in Research** *Units*: • Introduction to AI tools for academic research: capabilities and limitations • AI-assisted literature review: searching, summarizing, and gap identification • AI for data analysis: qualitative coding assistance and quantitative exploration • AI-powered writing support: drafting, editing, and argumentation • Ethical considerations: academic integrity, transparency, and citation of AI tools • Critical evaluation of AI outputs: accuracy, bias, and validation strategies *Learning Outcomes:* • Critically evaluate and apply AI tools in the research process (SLO 2.3) • Use AI for literature review, data analysis, and writing support while understanding limitations (SLO 2.3) • Assess AI-generated outputs for accuracy, bias, and relevance to research (SLO 2.3) • Demonstrate responsible use of AI tools while maintaining academic integrity and transparency (SLO 2.3) • Integrate AI tools appropriately within each stage of the research process (SLO 2.3) **Chapter 3: Developing a Research Topic and Research Question** *Units*: • Identifying an area of research interest (population, phenomenon, context/setting) • Formulating research questions that address practical problems • Criteria for evaluating research questions (feasibility, relevance, novelty) • Using AI tools to explore and refine research topics *Learning Outcomes:* • Select a research question that can be answered in a scientifically sound manner within a given timeframe (SLO 2.2) • Articulate a research problem clearly and concisely (SLO 3.1) • Demonstrate systematic thinking in scoping a research topic (SLO 2.2) • Apply AI tools responsibly to assist in topic exploration while critically evaluating outputs (SLO 2.3) **Chapter 4: Literature Review and Annotated Bibliography** *Units*: • Searching for and selecting relevant empirical studies • Critical reading and evaluation of scholarly articles • Writing annotated bibliographies • Synthesizing literature to identify research gaps • Using AI for literature search, summarization, and synthesis *Learning Outcomes:* • Select and evaluate empirical studies relevant to a chosen research topic (SLO 2.2) • Synthesize literature to build a theoretical foundation for research (SLO 2.2) • Communicate key findings from literature clearly and persuasively (SLO 3.1) • Use AI-assisted tools for literature discovery while verifying accuracy and relevance (SLO 2.3) **Chapter 5: Research Methods Review** *Units*: • Overview of qualitative research methods • Overview of quantitative research methods • Mixed methods approaches • Selecting appropriate methods based on research questions *Learning Outcomes:* • Distinguish between qualitative, quantitative, and mixed methods approaches (SLO 2.2) • Evaluate how other researchers have studied similar topics (SLO 2.2)

		• See the relationships between research question, theoretical perspective, research design, and choice of method (SLO 2.2) **Chapter 6: Data Analysis Methods** *Units:* • Approaches to qualitative data analysis • Approaches to quantitative data analysis • Selecting analysis methods aligned with research questions • Ensuring rigor and validity in data analysis • AI-assisted data analysis: opportunities and limitations *Learning Outcomes:* • Choose an appropriate data analysis approach for a given research topic (SLO 2.2) • Justify the selection of analysis methods in relation to research objectives (SLO 3.1) • Apply principles of analytical rigor to research design (SLO 2.2) • Critically evaluate AI-assisted analysis outputs for accuracy and bias (SLO 2.3) **Chapter 7: Data Collection Methods** *Units*: • Primary vs. secondary data sources • Surveys, interviews, observations, and archival data • Sampling strategies • Ethical considerations in data collection *Learning Outcomes:* • Select appropriate data collection methods based on analysis requirements (SLO 2.2) • Design data collection procedures that are feasible and ethically sound (SLO 2.2) • Articulate data collection plans clearly to academic and business audiences (SLO 3.1) **Chapter 8: Argumentation and Research Proposal Structure** *Units*: • Building logical arguments in academic writing • Story structure in research proposals • Connecting research elements into a coherent narrative • Writing clearly, concisely, and persuasively • Using AI writing tools responsibly for drafting and editing *Learning Outcomes:* • Construct a logical and coherent argument for a research proposal (SLO 3.1) • Articulate ideas, thoughts, and recommendations persuasively to business audiences (SLO 3.1) • Integrate all research elements into a unified proposal structure (SLO 2.2) • Use AI writing assistance responsibly while maintaining academic integrity (SLO 2.3) **Chapter 9: Final Research Proposal** *Units:* • Integrating all components into a complete research proposal • Peer review and feedback • Revision and refinement • Documentation of AI tool usage *Learning Outcomes:* • Write an independent piece of research proposal related to Strategic Human Resource Management in a scientifically sound manner (SLO 2.2) • Apply knowledge from all course chapters to construct a coherent dissertation proposal (SLO 2.2) • Demonstrate responsible AI use with proper documentation (SLO 2.3) • Present research ideas clearly and persuasively (SLO 3.1)
13.	Interrelationship of courses:	/

<table>
<tr><td>14.</td><td>Detailed description of the teaching and working methods for the course:</td><td colspan="3">The course's value is maximized only when the student recognizes and embraces the role of an "active learner". As active learners the students are challenged to exhibit a higher level of intellectual engagement than one often sees in a traditional classroom setting. This type of engagement is expected before, during and after the class. Students will develop proficiency in using AI tools as research assistants early in the course (Chapter 2), learning to leverage these technologies while maintaining critical thinking and academic integrity throughout all subsequent chapters.
Before each class, students will read assigned materials and complete short preparatory tasks. For each reading, students will write short-answer responses that will be presented and discussed during class. Students may use AI tools to help clarify concepts, but must document such use and be prepared to discuss the material independently.
During each class, students will engage in topic presentations, discussions, and peer feedback sessions. Every class includes 15 minutes of individual consultation on assignments and 3 minutes of structured peer feedback on a colleague's work.
After each class, students will write up to 100 words answering the question "What was the most unclear or confusing point in (lecture, assignment, discussion)?".
Progressive assignments align with each chapter and build toward the final research proposal:
• AI Tools Exploration (Chapter 2): Students explore at least two AI tools for research tasks (literature search, summarization, writing assistance). Students complete a structured task using each tool and submit a critical reflection (approx. 500 words) evaluating capabilities, limitations, accuracy of outputs, and ethical considerations for academic use.
• Choose a Research Topic and Research Question (Chapter 3): Students identify a research area (population, phenomenon, context/setting), provide justification for the topic (interesting, important, useful, feasible), and formulate three research questions.
• Select Literature and Write Annotated Bibliography (Chapter 4): Students identify 2-4 foundational literatures, select critical references (backward and forward), and document key insights from each source.
• Methods Review (Chapter 5): Students analyze articles from the previous assignment to identify research approaches (qualitative, quantitative, mixed), data collection methods, and perform thematic analysis of methods used.
• Data Analysis Method (Chapter 6): Students select and justify epistemological framing (positivist/constructivist) and analytical approach (quantitative, qualitative, mixed) for their research (approx. 500-1000 words).
• Data Collection Method (Chapter 7): Students select and justify data collection method, explaining its relationship to the chosen analysis method (approx. 300-800 words).
• Thesis Introduction (Chapter 8): Students develop the full logic of the research proposal using the structure: larger problem, common ground, complication, concern, course of action, and contribution.
• Final Research Proposal (Chapter 9): Students integrate all assignments into a complete research proposal (up to ten pages) following the master thesis application format.
The final research proposal (up to ten pages) integrates all assignments into a coherent document that can serve as a starting proposal for the master thesis. The proposal follows the Faculty's official format including: proposed topic and theses, description of scientific and professional justification, outline of thesis, and literature overview. Students must include a brief appendix documenting any AI tools used and reflecting on their contribution to the research process.</td></tr>
<tr><td>15.</td><td>Total hours:</td><td colspan="3">5 ECTS x 25 hours = 125 hours</td></tr>
<tr><td rowspan="2">16.</td><td rowspan="2">Forms of teaching activates</td><td>16.1.</td><td>Lectures – theoretical teaching: classes</td><td>24</td></tr>
<tr><td>16.2.</td><td>Tutorials (laboratory, auditory), seminars, teamwork: classes</td><td>6</td></tr>
<tr><td></td><td></td><td>16.3.</td><td>Practice: hours</td><td></td></tr>
<tr><td rowspan="3">17.</td><td rowspan="3">Other forms of activities</td><td>17.1.</td><td>Project assignments: hours</td><td>40</td></tr>
<tr><td>17.2.</td><td>Individual assignments: hours</td><td>40</td></tr>
<tr><td>17.3.</td><td>Self- study: hours</td><td>15</td></tr>
<tr><td>18.</td><td colspan="4">Signature requirements: 50% of class presence</td></tr>
<tr><td rowspan="2">19.</td><td colspan="4">Method of assessment</td></tr>
<tr><td>19.1.</td><td colspan="3">Tests: points</td></tr>
</table>

	19.2.	Individual tasks / projects (assignments: written and oral), seminar paper/project, written and oral presentations: points		90
	19.3.	Attendance		10
20.	Assessment criteria (points/grade)		Up to 50 points	5 (five) (F)
			51- 60 points	6 (six) (E)
			61- 70 points	7 (seven) (D)
			71- 80 points	8 (eight) (C)
			81- 90 points	9 (nine) (B)
			91- 100 points	10 (ten) (A)
21.	Method of monitoring the quality of teaching		Students' evaluation, professor's self-evaluation, professor peer evaluation	

22. Literature

22.1. Mandatory literature

No.	Author	Title	Publisher	Year
1.	Karin Sanders, Julie A. Cogin, and Hugh T.J. Bainbridge	Research Methods for Human Resource Management	Routledge	2014
2	John W. Creswell and J. David Creswell	Research Design Qualitative, Quantitative, and Mixed Methods Approaches	Sage	2022
3.	Alvesson, M., & Sandberg, J.	Generating Research Questions Through Problematization.	Academy of Management Review, 36(2), 247–271. https://doi.org/10.5465/amr.2009.0188	2011
4.	Alvesson, M., & Sandberg, J.	Habitat and Habitus: Boxed- in versus Box-Breaking Research.	Organization Studies, 35(7), 967–987. https://doi.org/10.1177/0170840614530916	2014
5.	Gioia, D. A., Corley, K. G., & Hamilton, A. L.	Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology.	Organizational Research Methods, 16(1), 15–31. https://doi.org/10.1177/1094428112452151	2013
6.	Nick Morgan	Writing Well When Time Is Tight	Harvard Business Review	2002
7.	HBR	Writing Clearly, Part I: Storytelling; Part II: The Paragraph; Part III: Adding Pizzazz	Harvard Business Review	2000

		8.	Dwivedi, Y. K., et al.	"So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy	International Journal of Information Management, 71, 102642	2023
		9.	Salvagno, M., Taccone, F. S., & Gerli, A. G.	Can artificial intelligence help for scientific writing?	Critical Care, 27(1), 75	2023
	22.2.	Additional literature				
		No.	Author	Title	Publisher	Year
		1.	Lynn P. Nygaard	Writing Your Master's Thesis From A to Zen	SAGE publications	2017
		2.	Sok&Skriv	Search & Write -	https://sokogskriv.no/en/	2024
		3.				