

Annex No. 3		Second Cycle Studies Subject Programme			
1.	Title of subject	Business Research Methods & Analytics			
2.	Code	MSHR 523			
3.	Study programme	Strategic Human Resource Management			
4.	Organizer of the study programme (university unit i.e. institute, chair, department)	Faculty of Economics-Skopje, SS. Cyril and Methodius University in Skopje			
5.	Level (first, second, third cycle)	Second			
6.	Academic year / semester	2021/2022 2 nd semester (summer)	7.	Number of ECTS credits	6
8.	Professor	Mijalche Santa, PhD			
9.	Preconditions for enrolment	Completed first cycle of studies with obtained minimum of 240 credits			
10.	<p>Course Competencies and Student Learning Objectives:</p> <p>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</p> <ul style="list-style-type: none">- SLO 2.2: 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)- SLO 3.1: Articulate ideas, thoughts, recommendations and other communications clearly, concisely and persuasively to business audiences <p>To achieve this the student will</p> <ul style="list-style-type: none">- 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.- Have acquired the ability to see the relationships between choice of research question, theoretical perspective, research design and choice of method.- Have written an independent piece of research proposal related to Strategic Human Resource Management theme in a scientifically sound manner.				
11.	<p>Course Content:</p> <p>The course will cover</p> <ul style="list-style-type: none">- How to develop a research question which answer will make a contribution to solving a practice problem- How to postulate a research hypothesis in order to test it through research- Presentation of different research methods (qualitative and quantitative) and how to select the appropriate method- Writing through systematic argumentation strategies in order to build strong research proposal				
12.	<p>Learning methods:</p> <p>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. Before the classes the students will need to read the assigned reading materials and write. For the reading material for each class the student will write short-answer that will be presented and discussed during the class.</p> <p>After each lecture the students will need to write up to 100 words answer to the question "What was the most unclear or confusing point in (lecture, assignment, discussion)?" After two study themes the students will be asked to make a take-home exam (of half page) that will help them in the process of designing their research. As a final exam the students will need to submit a four-page essay that they can use it as a starting proposal for their master thesis.</p>				
13.	Total hours	6 ECTS x 25 = 150 hours			

14.	Allocation of hours per activity					
15.	Types of teaching activates	15.1.	Lectures – theoretical teaching	24		
		15.2.	Tutorials (laboratory, auditory), seminars, teamwork	16		
16.	Other types of activities	16.1.	Project assignments	40		
		16.2.	Individual assignments	35		
		16.3.	Self- study	35		
17.	Grading method					
	17.1.	Short-answers critical thinking	25			
	17.2.	Follow-up answers	15			
	17.3.	Take home exams	30			
	17.4.	Essay	30			
18.	Grading scale			5 (five) (F)		
				6 (six) (E)		
				7 (seven) (D)		
				8 (eight) (C)		
				9 (nine) (B)		
				10 (ten) (A)		
19.	Preconditions for taking the final exam	None				
20.	Language	English, Macedonian				
21.	Evaluation method	Internal evaluation				
22.	Literature					
	22.1.	Mandatory literature				
		No.	Author	Title	Publisher	Year
		1.	John W. Creswell and J. David Creswell	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	SAGE publications	2018
		2.	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
		3.	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
			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
			James R. Rubin	MBA Writing Diagnostic	Harvard Business Review	2009
			Nick Morgan	Writing Well When Time Is Tight	Harvard Business Review	2002

			John S. Fielden	“What Do You Mean I Can’t Write?”	Harvard Business Review	1964
			HBR	Writing Clearly, Part I: Storytelling; Part II: The Paragraph; Part III: Adding Pizzazz	Harvard Business Review	2000
		Supplemental literature				
		No.	Author	Title	Publisher	Year
	22.2.	1.	Karin Sanders, Julie A. Cugin, and Hugh T.J. Bainbridge	Research Methods for Human Resource Management	Routledge	2014
		2.	Lynn P. Nygaard	Writing Your Master's Thesis From A to Zen	SAGE publications	2017
		3.	Sok&Skriv	Search & Write - Creative Commons Attribution-NonCommercial-ShareAlike 4.0	https://sokogskriv.no/en/	2020