MAKERERE **UNIVERSITY**

RESEARCH METHODOLOGY & DESIGN FOR BUSINESS

STUDY GUIDE

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Statement From The Quality Assurance Directorate Of Makerere University

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DIRECTORATE OF QUALITY ASSURANCE

8th October, 2018

Re: Blended course in Research Methodology and Design for Business

Quality Assurance at Makerere University is premised on having systems in place to ensure that the products and services in the University meet expected standards. For the university, Quality Assurance is a mechanism to sustain confidence in its stakeholders that the standards of the university's academic provisions are continuous monitored for enhancement. Three levels of standards have been subjected to the blended course in Research Methodology and Design for Business.

The first level is that of the designing department enshrined the course development that ensures that the course has the key elements tuned towards attaining the purpose for which it is designed. Such include the course objectives, learning outcomes, the course content, instructional design, course structure, student support, selection of technology/media to use, development of assessment tasks, as well as evaluation criteria.

The second level is meeting the institutional requirements that include the development unit requirements and are documented in the University Quality Assurance of the university. At this level, the alignment of the objectives of the course with the university mission and vision and *fitness for purpose* is determined. In addition, ensuring that the resources to successfully deliver the intended product is determined. This course complies with this requirement and is already running as part of the university curriculum.

The third level is complying with the national requirements set by the National Council for Higher Education. The course has already complied with these requirements even though these are considered minimal. The university normally aspires for higher standards for excellence. The components in the mode of delivery is not explicitly specified in the national requirements at the moment.

The course developers have ensured that the course adheres to all quality assurance standards like other face-to-face courses and provides room for students to evaluate the course through mid-term and summative evaluation. Room for regular review and updating of the course is provided.

The course subjected to the QA rubric (as attached).

Yours sincerely,

V. A. Ssembatya, Ph.D.
Director, Directorate of Quality Assurance,
Makerere University Kampala
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Quality Assurance Measures In Course Development

Quality was put at the forefront of the planning process for the Blended Course in Research Methodology and Design for Business. Rigor was employed in development the key components of the course. Particular attention was paid to quality in development of the course content, instructional design, course structure, student support, selection of technology/media to use, development of assessment tasks, as well as quality assurance and evaluation criteria.

In terms of expected learning outcomes, the course development team ensured that the learning outcomes were defined against the academic and workplace standards and aligned to Bloom's taxonomy. It was ensured that content and all aids integrated support comprehension of subject matter; encourage peer interaction and coaching; and the hours allocated to the sessions adhere to the University standards. The course content puts in mind the current market needs and takes care of students' personal aspirations, interests and cultural experiences. The course makes use of relevant, credible and up-to-date materials that are accurately cited.

The course design adopted a variety of learning activities (e-tivities) that are constructively aligned to the learning outcomes and instructional content and learner friendly media that are all intended at achieving the overall course aim and learning outcomes. Avenues for collaborative working and critical thinking are taken care of in the course design by the course developers. The course structure is developed in a flexible manner and adheres to the guidelines by National Council for Higher Education. It integrates use of OER, library research database and URLs to useful websites.

Student support takes a core area in the development of this blended learning course and clear instructions to be followed by students at every stage are given. Clear explanation to the assessment and grading is provided and students are informed on who to contact in case of any question or in need of technical and professional help. The course was developed by an adequately trained and qualified team and so are the tutors that will facilitate the course. Time is provided for online student orientation and socialization in week zero.

The course is developed with the technology to be used in mind. The course is moodle friendly and the use of moodle learning management system supports easy navigation through the course and completion of course activities and attainment of learning outcomes. Care is taken to ensure that students can still have access to resources even amidst limited connectivity. Both internal and external hyperlinks are provided and always checked to ensure they are functional. The e-learning unit has developed an electronic user manual and students will be given access to it to answer some of their technological questions with the use of the LMS.

Clear instructions on the forms of assessment and the grading system are provided to the students early enough in the course. Systems are put in place to ensure timely access to their achievement records and feedback by students. A variety of assessment types are provided including formative and summative assessments which are aimed at mastery of the course and attainment of learning outcomes.

The course developers have ensured that the course adheres to all quality assurance standards like other face-to-face courses and provides room for students to evaluate the course through mid-term and summative evaluation. Room for regular review and updating of the course is provided.

Welcome Message

Welcome to the course!

The main objective of this course is to introduce students to research practices of organisations as well as the emerging changes in the research environment in light of the new technologies. The course will focus on the practice of research in contemporary businesses, organisations, the economy and society. Students will learn how to design research projects and how to choose appropriate research designs, sampling methods, data collection methods, data analysis, data presentation, proposal and research report writing.

You should pay special attention to unit 1 as it lays the groundwork for understanding the later units. The final grade in the course will be made up of discussions, individual and group assignments, tests and a final exam at the end of the course. In order to pass this course, you will need to participate in the discussion topics by posting in the course forums to fulfil the requirements for the course. There are discussion activities that provide learners opportunities to learn from the work of their peers and discuss issues in working with their assignment. There are both group and individual assignments that generally require learners to examine a range of aspects of research methodology. This study guide will be followed throughout the entire course. The study guide provides participants with detailed learning outcomes, tasks, activities, time plan and learning resources.

As you can see from the study guide, much emphasis is put on your ability to collaborate in groups. Collaboration is much easier when everyone has an online identity. For that matter, Unit 0 has been designed in which you will be required to introduce yourself to others and also add a photo of yourself for your group members to see you. You will be in groups for effective participation. You will also be required to have a personal folder. This is where you will be uploading your individual hand-ins.

Contact the tutor(s) if you have any questions.

Enjoy the course!

Course overview
Aims
In our daily lives, we consciously or unconsciously engage in research to solve the problems we encounter. This course provides you with the opportunity to develop comprehensive research knowledge and skills to enable you to identify business related problems and recommend appropriate solutions. The course develops your ability to identify research problems, design studies, select samples, collect data, analyse data, and write and present research proposals and reports.

Learning outcomes
On completion of the course, the learners should be able to:
1. Explain the ethical and theoretical foundations of business
2. Identify business research problems
3. Plan/design a research study/project
4. Apply the appropriate methods to collect data from the right respondents
5. Report well analysed research findings
6. Recommend practical research-based solutions to solving business related problems

Grading
Grades in this course will be as follows:
- Individual assessments worth - 10%
- Group assignment worth - 10%
- Your own participation in group discussions and projects - 10%
- Final Examination - 70%

CONSTRUCTIVE ALIGNMENT OF THE COURSE
This course is guided by the following learning outcomes;

Upon completion of this course, you should be able to;
1. Explain the ethical and theoretical foundations of business
2. Identify business research problems
3. Plan/design a research study/project
4. Apply the appropriate methods to collect data from the right respondents
5. Report well analysed research findings
6. Recommend practical research-based solutions to solving business related problems

The following table shows the units of the course in which the activities (e-tivities are located), the intended learning outcomes addressed and when assessment is to take place and the type of assessment;

Unit No.	Unit Title	Learning Outcome Addressed	Week In Which Unit Is To Be Covered (Where Activities Are Located)	Assessment type
0	Familiarisation With LMS, Introductions And Expectations		1	
1	Introduction To Research And The Nature Of Research Methodology	1	2	
2	Steps In The Research Process And Problem Definition	1, 2	3	Transversal Assignment covering outcomes 1, 2, 3 ,4
3	Types, Approaches, Strategies Of Research And Research Designs	2, 3	4 and 5	
4	Sampling	2, 3, 4	6 and 7	
5	Data Collection	2, 3, 4	8 and 9	
6	Measurement In Business Research	2, 3, 4, 5	10	
7	Data Processing And Analysis	2, 3, 4, 5	11 and 12	CAT with case study and quiz covering outcomes 1, 2, 3, 4 and 5
8	Research Proposal Preparation; Research Report Writing And Dissemination Of Research Findings	1, 2, 3, 4, 5, 6	13 and 14	
	REVISION FOR EXAMS		15	Revision week
	EXAMINATIONS		16 and 17	Exam – covering all learning outcomes

<div align="center">**COURSE CONTENT**</div>

MODULE NAME: RESEARCH METHODOLOGY AND DESIGN FOR BUSINESS

1.0 INTRODUCTION TO RESEARCH AND THE NATURE OF RESEARCH METHODOLOGY
Meaning and Importance of research, The Nature Of Research, Business Research and managers, Ethics in business research, General Problems In Research, Characteristics of good Research, Qualities Of A Good Researcher.

2.0 STEPS IN THE RESEARCH PROCESS AND PROBLEM DEFINITION
Problem Definition, Determining Variables and Formulation Of A Research Topic, Research Design And Research Proposal Writing And Presentation, Measurement, Data Collection, Data Analysis, Generalisation And Managerial Decision-Making.

3.0 TYPES, APPROACHES, STRATEGIES OF RESEARCH AND RESEARCH DESIGNS
Types of Research, Approaches to Research, Strategies of research, Research Designs

4.0 SAMPLING
Introduction, Sampling methods, Probability sampling designs, Non-probability sampling designs, Non response, Determining Sample size, Sampling and non-sampling errors

5.0 DATA COLLECTION
Types of Data – Qualitative and quantitative data, Sources of data: secondary vs primary sources, Methods of data collection (Interviews, Observation, Experiments, Projective Technique, Focus group discussions), Tools of data collection

6.0 MEASUREMENT IN BUSINESS RESEARCH
Introduction, The process of operationalising variables, Scales of measurement

7.0 DATA PROCESSING AND ANALYSIS
Editing, Coding, Data entry and cleaning, Qualitative Data analysis, Quantitative data analysis, Data presentation (Tables, Diagrams, charts and Maps)

8.0 RESEARCH PROPOSAL PREPARATION RESEARCH; REPORT WRITING AND DISSEMINATION OF RESEARCH FINDINGS.
Research proposal – importance, format and content, Research report – importance, format and content, Dissemination of research findings

REFERENCES
Joseph F. Hair Jr. , Mary Wolfinbarger, Arthur H Money, Phillip Samouel, Michael J Page. Essentials of Business Research Methods Paperback – March 15, 2011 by Publisher: Routledge; 2 *edition* (March 17, 2011).
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ISBN 978-87-7681-421-2. Downloaded free book at BookBooN.com on http://gent.uab.cat/diego_prior/sites/gent.uab.cat.diego_prior/files/02_e_01_introduction-to-research-methods.pdf
Uma Sekaran (2003) *Research Methods for Business;* John Wiley & Sons Inc.
Frankfort-Nachmias C and D Nachmias (2003), *Research Methods in the Social Sciences*, Fifth Edition; London: Arnold.
Kothari CR (2000), *Research Methodology; Methods & Techniques;* New Delhi: Wishwa Prakashan.
Tripathi, P.C; (2007) *Research Methodology in Social Sciences.* Sultan Chand & Sons , New Delhi, India.
Mark Saunders, Adrian Thornhill, Philip Lewis (1997) Research Methods for Business Students (4th Edition) (). Available as an e-book at http://bookre.org/reader?file=1325297&pg=1

MODULE NOTIONAL HOURS AND TIMELINE

The table below sets out the notional hours required for completing the course and the timeline. Please note that Unit 7: Data Processing and Analysis will be done during a face-to-face session in which the will commit eight (8) hours a week interacting with the lecturers. They will also have a chance to learn a software program or statistical package for data analysis.

Unit Number and Title	Notional Hours	Start Date
Unit 0: Familiarisation With LMS, Introductions And Expectations	5	28th January 2019
Unit 1: Introduction To Research And The Nature Of Research Methodology	6	4th February 2019)
Unit 2: Steps In The Research Process And Problem Definition	6	11th February 2019
Unit 3a: Types and Approaches of Research	5	18th February 2019
Unit 3b: Strategies of Research And Research Designs	4	25th February 2019
Unit 4a: Sampling – an introduction, methods	5	4th March 2019
Unit 4b: Sampling – sample size, non-response	4	11th March 2019
Unit 5a: Data Collection – Introduction and methods	5	18th March 2019
Unit 5b: Data Collection – more methods	5	25th March 2019
Unit 6: Measurement In Business Research	4	1st April 2019
Unit 7a: Data Processing And Analysis – quantitative (Face-to-face)	8	8th April 2019
Unit 7b: Data Processing And Analysis – qualitative (Face-to-face)	8	15th April 2019
Unit 8a: Research Proposal Preparation	5	22nd April 2019
Unit 8b: Research Report Writing And Dissemination Of Research Findings	5	29th April 2019
REVISION FOR EXAMS		30th April 2019
EXAMINATIONS		6th May 2019

From the table above, you will see that the module comprises 75 notional study hours. It is expected that if this is followed, the intended learning outcomes will be achieved.

WEEKLY TASKS AND E-TIVITIES
The following section shows the weekly tasks and e-tivities;

WEEK 1 (28th January 2019 – 3rd February 2019) - UNIT 0: FAMILIARISATION WITH LMS, INTRODUCTIONS AND EXPECTATIONS

Learning outcomes for this unit.
By the end of this unit you should be able to:
 Login to the LMS (eg MUELE)
1. navigate through the materials on the LMS and utilise links.
2. utilise discussion forums by uploading material and make a discussion
3. update profile by adding information, a photograph and editing profile

Learning Outcome(s) addressed: Unit 0 is general and is aimed at getting learners familiarise with the Virtual Learning Environment, the Makerere University E-Learning Environment (MUELE). The unit will also prepare them to socialise with others as they create their own knowledge.

Unit 0 Intended Learning Outcomes
By the end of this unit you should be able to:
1. login to the LMS (eg MUELE)
2. navigate through the materials on the LMS and utilise links.
3. utilise discussion forums by uploading material, initiating and commenting on discussions
4. update profile by adding information, a photograph and editing profile

Purpose: Welcome to the study of Research Methodology for Business. Since your learning is going to be blended, having elements of face-to-face, self-study, group work and online study, this unit is intended to enable you be able to use this online platform to learn. You are going to do some e-tivities (Activities online or electronic Activities) online and offline.

Over to you: There are three main activities in this Unit. One is to enable you introduce yourself to the class, anther is to enable you update your profile while the third is to introduce you to online socialisation by commenting on the posts of your colleagues.

Preparatory research: As you prepare to study in a blended format, watch the following video about blended learning. https://www.youtube.com/watch?v=lIh4jJlvF44

E-Tivity 0.1: Introduce yourself to the class in the *Self-introduction discussion forum* according to the instructions. In the introduction, give the following;

1. Your names
2. Your expectations
3. A short message to the class

This e-tivity should be complete by 30th January 2019.

E-tivity 0.2: Get a soft copy your photograph that you wish to appear on your profile. Go to your profile page on MUELE and edit your profile. Include your telephone number in your profile. This e-tivity should be complete by 31st January 2019.

E-tivity 0.3: Each of you will receive a message assigning you to a group. Visit your group's discussion forum and welcome your colleagues by replying to the discussion that is already existing. Click on the links below to access your respective groups;

NB: When you reach your group discussion forum, click on 'Add a new discussion topic' then type your name as the subject eg John Mukasa. Then proceed and type something in the text box below the title.

GROUP A	GROUP D	GROUP G
GROUP B	GROUP E	GROUP H
GROUP C	GROUP F	GROUP I

This e-tivity should be complete by 3rd February 2019.

Guidance of selecting resources:
You are free to use other resources as you draft your responses to the e-tivities. As you search for reading materials online, take advantage of those with Creative Commons licenses. In the search engine, add "creative+commons" as you search for the material. But whatever other online material that you use, endeavor to acknowledge the source.

Link to other Units: Unit 0 links to all the Units since the skills are going to apply to all units.

Anticipated time required for Unit 0 activities: 5 hours

Deadlines for Unit 0 activities:
E-Tivity 0.1 - Self introduction: 30th January 2019.
E-tivity 0.2 - Update profile: 31st January 2019.
E-tivity 0.3 - Commenting on other people's work: 3rd February 2019.

WEEK 2 (4th – 10th February 2019) - UNIT 1: INTRODUCTION TO RESEARCH AND THE NATURE OF RESEARCH METHODOLOGY

Outcome(s)/Value(s) addressed: Unit 1 supports overall outcomes 1 & 2.

Intended learning outcomes for unit 1:
By the end of Unit 1, you should be able to:
1. define research
2. distinguish business research from other types of research
3. explain the benefits/ importance of business research
4. discuss the ethical issues in business research

Purpose: We all do research on a daily basis and each of us has some form of research experience which you will bring to this course. Unit 1 aims to help you develop a substantial understanding of the theoretical foundations and concepts of research and business research in particular.

Over to you: In this Unit, we are going to learn what research is and what makes business research different from other forms of research. It is an introductory unit and it will thus establish a strong foundation on which all other units of this course shall be based. In this unit we shall cover key definitions in research and business research, learn how research is beneficial to managers, ethics in business research, hallmarks of business research as well as applicability of business research.

Preparatory research: To learn the theoretical foundations or research and the nature of business research,

1. Read minilecture about introduction of research available here.
2. Read pages 1 -7, pages 11 – 13 and then pages 17 of Research Methods for Business by Sekaran (2003) here. These will enable you learn Definition and types of research, research and manager, managers and research.
3. Read minilecute about ethics in research available here.
4. Read about ethics in business research on pages 17 – 18 of Sekaran (2003) available here and pages 26 – 34 of Cooper & Schindler (2014) available here.
5. Watch video on introduction to research titled 'Business research: An Introduction' available here https://www.youtube.com/watch?v=L-0L2XF1cYM
6. Watch video on introduction to research by Dorbala Rajesh (2017) titled 'Introduction to business research' available here https://www.youtube.com/watch?v=FkhFSSL-AZY

E-tivity 1.1: Make a summary of 100 - 200 words containing a brief explanation of what business research is and its importance. Upload your summary on your group's discussion forum. Create a new discussion topic named 'Unit 1 Discussion forum (E-tivity 1.1)' for your group. Every member of the group should comment on at least two people's summaries on the forum. You can improve your summary after reading through the summaries of others. Please post your final summary by 6th February 2019.

E-tivity 1.2: Read about Hallmarks of business research on page 22 – 26 of Sekaran, U (2003) available here. Make a summary of 200 words indicating the hallmarks of good research and upload to the group forum. Remember to include other hallmarks that are not included in the text you read. Create a new discussion topic named 'Unit 1 Discussion forum (E-tivity 1.2) for your group. Comment on other people's summaries and improve your summary by adopting some new/good ideas from your peers.
Post your improved summary by 10th February 2019.

Link with other units: Unit 1 sets the pace for the course on research methodology that you will be covering for the next 15 weeks. It therefore links to all the other units.

Anticipated time required for Unit 1 activities: 6 hours

WEEK 3 (11th – 17th February 2019) - UNIT 2: STEPS IN THE RESEARCH PROCESS AND PROBLEM DEFINITION

Learning Outcome(s) addressed: Unit 2 addresses Learning Outcomes 1 & 2.

Intended Learning Outcomes for Unit 2:
By the end of this unit, you should be able to;
a) describe the steps in the research process
b) state a good research problem
c) develop a conceptual framework
d) design objectives, hypotheses, and research questions

Purpose: Research is a process that is systematic beginning from problem identification to dissemination of findings and managerial decision making. The process can either take a long time or happen instantly. This unit will enable you learn the stages in the research process and the importance of each step.

Over to you: As you embark on the research journey, you may want to complete the journey smoothly without any hindrance. But such a journey will begin from identifying a problem. That is the stimulus that will motivate you to inquire further. In the business and economic environment, you may have identified or experienced problems that call for scientific inquiry. Hence the need to carry out research and come up with solutions.

Preparatory research: In order to be able to learn the steps in the research process,
1. Read minilecture about the research process here.
2. Watch slides about the Research process here. https://slideplayer.com/slide/9234846/
3. Read minilecture about a research problem here.
4. Read further about variables, a conceptual framework and stating a research topic here.
5. Read minilecture about hypotheses, objectives, research questions and purpose of the study here.
6. Read minilecture about other steps of the research process here.
7. Read about stages in the research process on page 86 of Research Methods for Business by Sekaran (2003) available here.

E-tivity 2.1: Please access the Transversal Assignment of preparation of a concept paper here. In your group discussion forums, create a new discussion topic titled 'Concept Paper'. Create another new discussion topic in your group forum titled 'E-tivity 2.1'. Under it, discuss and identify a research problem in business research in your area of specialisation and develop a problem statement. Select one member of the group to the WEAVER who will compile the final problem statement and post it the new discussion topic titled 'Concept Paper' by 14th February 2019.

E-tivity 2.2: In your discussion forums, create another new discussion topic in your group forum titled 'E-tivity 2.2'. Under it, identify variables from the problem statement, draw a conceptual framework and state the topic, objectives and research questions, all related to the problem you identified. Your weaver should summarise the final solution for E-tivity 2.2 and post it under the discussion topic titled 'Concept Paper' by 17th February 2019.

Link to other Units: Unit 2 links to Units 1, 3, 5, 6, 7 and 8.

Anticipated time required for Unit 9 activities: 6 hours.

Deadlines for Unit 2 activity:
E-tivity 2.1 – Problem statement uploaded: 11th February 2019.
E-tivity 2.2 – Conceptual framework, topic, objectives and research questions uploaded: 17th February 2019.

WEEK 4 (18ᵗʰ – 24ᵗʰ February 2019) - UNIT 3a: TYPES, APPROACHES, STRATEGIES OF RESEARCH AND RESEARCH DESIGNS

Learning Outcome(s) addressed: Unit 3a supports Learning Outcomes 2, 3, 4, 5 & 6.

Intended learning outcomes for unit 3:
By the end of Unit 3, you should be able to:
1. distinguish between types, approaches, strategies of research and research designs.
2. apply knowledge of approaches, strategies and research designs to plan for and conduct respective business research studies

Purpose: This unit is intended to enable you learn how to identify the type of study and select the most appropriate approach(es), strateg(y)ies and design(s). Specifically for Unit 3a, you will learn the different types of research and approaches to research.

Over to you: The type of research, approach, strategies and designs depend on the research problem. The specific research problem is the basis for you to decide how you will approach a task and who you will include. You are therefore expected to read widely since the approaches are several.

Preparatory research: In order to learn the types and approaches of research;
1. read the minilecture about types of research here.
2. read minilecture about approaches to research here
3. read pages 7 – 10, pages 27 – 37 and page 374, of Research Methods for Business by Sekaran (2003) about types and approaches of research here.

E-tivity 3.1: Having read about research types and approaches, identify a business example for each type and each approach. In your group forum, create a new discussion topic called E-tivity 3.1. Post your suggested examples by 20ᵗʰ February 2019.

E-tivity 3.2: Comment on contributions of at least 2 other learners and improve yours if necessary. Save your improved work in your Portfolio by 22ⁿᵈ February 2019.

E-tivity 3.3: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 3.3. Under it, discuss and agree on the most suitable type of research and approach applicable for the concept paper that you are preparing. Select a weaver for this section who should summarise the final solution for E-tivity 3.3 and post it under the discussion topic titled 'Concept Paper' that you created under E-tivity 2.1 by 24ᵗʰ February 2019.

Link to other Units: Unit 3a links to Units 1, 2, 4, 5, 6, 7 & 8.

Anticipated time required for Unit 3a activities: 5 hours

Deadlines for Unit 3a activities:
E-tivity 3.1: Business example for each type and each approach: 20ᵗʰ February 2019
E-tivity 3.2: Commenting on contributions of at least 2 other learners: 22ⁿᵈ February 2019
E-tivity 3.3: Incorporating research type and approach in concept paper: 24ᵗʰ February 2019

WEEK 5 (25ᵗʰ February 2019 – 3ʳᵈ March 2019) - UNIT 3b: TYPES, APPROACHES, STRATEGIES OF RESEARCH AND RESEARCH DESIGNS (CTD…)

Learning Outcome(s) addressed: Unit 3b supports Learning Outcomes 2, 3, 4, 5 & 6.

Intended learning outcomes for unit 3:
By the end of Unit 3, you should be able to:
3. distinguish between types, approaches, strategies of research and research designs.
4. apply knowledge of approaches, strategies and research designs to plan for and conduct respective business research studies

Purpose: Unit 3b you will enable you learn the different research strategies and designs.

Over to you: As was pointed out in Unit 3a, the type of research, approach, strategies and designs depend on the research problem. The specific research problem is the basis for you to decide how you will approach a task and who you will include. In this part of Unit 3, you are expected to learn the situations under which different research strategies and designs apply.

Preparatory research: In order to learn the types and approaches of research;
4. read the minilecture about strategies of research here.
5. read minilecture about research designs here
6. read pages 116 – 127 of Research Methods for Business by Sekaran (2003) about strategies of research and research designs here.

E-tivity 3.4: Having read about research strategies and designs, identify a business example for each strategy and desing. In your group forum, create a new discussion topic called E-tivity 3.4. Post your suggested examples by 26ᵗʰ February 2019.

E-tivity 3.5: Comment on contributions of at least 2 other learners and improve yours if necessary. Save your improved work in your Portfolio by 28ᵗʰ February 2019.

E-tivity 3.6: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 3.6. Under it, discuss and agree on the most suitable research strategy and research design(s) applicable for the concept paper that you are preparing. Select a weaver for this section who should summarise the final solution for E-tivity 3.6 and post it under the discussion topic titled 'Concept Paper' that you created under E-tivity 2.1 by 3ʳᵈ March 2019.

Link to other Units: Unit 3b links to Units 1, 2, 4, 5, 6, 7 & 8.

Anticipated time required for Unit 3b activities: 4 hours

Deadlines for Unit 3b activities:
E-tivity 3.4: Business example for each strategy and design: 26ᵗʰ February 2019
E-tivity 3.5: Commenting on contributions of at least 2 other learners: 228ᵗʰ February 2019
E-tivity 3.3: Incorporating research strategy and designs in concept paper: 3ʳᵈ March 2019

WEEK 6 (4ᵗʰ – 10ᵗʰ March 2019) - UNIT 4a: SAMPLING (An Introduction)

Outcome(s) addressed: Unit 4a addresses learning outcomes 2 & 3.

Intended Learning Outcomes for Unit 4a:
By the end of unit 4a, you should be able to;
  1. explain key principles of sampling in business research
  2. apply suitable probability sampling methods to select a sample
  3. apply suitable non-probability sampling methods to select a sample

Purpose: Sometime the population is too large that it is practically impossible or even dangerous to collect data from every element therein. This part of Unit 4 will enable you learn and share knowledge and experience on sampling in business research and the different methods that can be used to select samples.

Over to you: In this Unit, you will describe sampling and the different types of sampling methods. The unit introduces you to concepts vital for completing Unit 4b, Units 5 & 6. There you go!

Preparatory research: In order to learn about what sampling is and application of the different sampling methods;

  1. Read the minilecture on introduction to sampling, its benefits, limitations and the process here.
  2. Read minilecture on probability sampling methods here.
  3. Read minilecture on non-probability sampling methods here.
  4. Read about sampling on pages 263 - 286 of Research Methods for Business by Sekaran (2003) available here.

E-tivity 4.1: As an individual, search the internet for the key sampling principles and methods. Post to your personal portfolio by 6ᵗʰ March February 2019

E-tivity 4.2: Visit your university library, pick any research report and write a summary of 100 – 200 words about the following by 8ᵗʰ March 2019;
(a) Sampling technique used to draw the sample.
(b) Whether the sample was a representative of the population from which it was drawn. Why or why not?
(c) Whether the author could have used a different sampling procedure. If so, which one?

E-tivity 4.3: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 4.3'. Under it, identify sampling techniques that are suitable for the concept paper that you are developing. Group members should discuss and agree on the most suitable technique(s). Select a weaver for this section who should summarise the final solution for E-tivity 4.3 and post it under the discussion topic titled 'Concept Paper' that you created under E-tivity 2.1 by 10ᵗʰ March 2019.

Link to other Units: Unit4a links to Units 1, 2 and 8.

Anticipated time required for Unit 4a activities: 5 hours

Deadlines for Unit 4a activities:
E-tivity 4.1 - Posting sampling principles and methods: by 6ᵗʰ March 2019
E-tivity 4.2 - Summarising sampling aspects of a research report: 8ᵗʰ March 2019.
E-tivity 4.3 - Including suitable sampling method in Concept Paper: 10ᵗʰ March 2019.

WEEK 7 (11th – 17th March 2019) - UNIT 4b: SAMPLING (Ctd…)

Outcome(s) addressed: Unit 4b addresses learning outcomes 2 & 3.

Intended Learning Outcomes for Unit 4b:
By the end of Unit 4b, you should be able to;
1. explain the factors that determine sample size
2. determine an appropriate sample size
3. identify sampling and non-sampling errors.

Purpose: As already learnt in Unit 4a, sampling is necessary for different reasons. However, one of the challenges is to select a suitable number of elements to include in the sample. This section will enable you learn how to determine how many elements to include in a sample and the errors that arise in sampling.

Over to you: In this Unit, you will describe the different ways of how to determine sample size and the sampling errors. Although it is a relatively short unit, the concepts it introduces are vital for completing the concept paper in Unit 2 and the activities in Unit 8. There you go!

Preparatory research: In order to be able to select suitable sample sizes;
1. Read the minilecture on selecting sample size here.
2. Read minilecture on sampling and non-sampling errors here.
3. Read minilecture on non-response here.
4. Read about sample size on pages 292 - 295 of Research Methods for Business by Sekaran (2003) available here.

E-tivity 4.4: Search the internet and identify appropriate considerations needed to be taken into account when determine sample size. Post to the personal portfolio by 13th March 2019.

E-tivity 4.5: Using a search engine like www.google.com and any other resources accessible to you, read and prepare a summary of 200 words on how to reduce non-response. Post to the group discussion forum by 15th March 2019.

E-tivity 4.6: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 4.6'. Under it, discuss and determine the sample size that is suitable for the concept paper that you are developing. Group members should discuss and agree on the most suitable sample size. Select a weaver for this section who should summarise the final solution for E-tivity 4.6 and post it under the discussion topic titled 'Concept Paper' that you created under E-tivity 2.1 by 17th March 2019.

Link to other Units: Unit4a links to Units 1, 2 and 8.

Anticipated time required for Unit 4b activities: 4 hours

Deadlines for Unit 4b activities:
E-tivity 4.4 - Considerations for determining sample size: 13th March 2019.
E-tivity 4.5 – How to reduce non-response: 15th March 2019.
E-tivity 4.6 – Including sample size in Concept Paper: 17th March 2019.

WEEK 8 (18th – 24th March 2019) UNIT 5a: DATA COLLECTION

Outcome(s) addressed: Unit 5a addresses learning outcomes 2, 3 & 4.

Intended Learning Outcomes for Unit 5a:
By the end of Unit 5a, you should be able to;
1. distinguish between the different types of data
2. apply appropriate data collection methods depending on the research problem, type of data required and the target population

Purpose: The purpose of this unit is to enable you learn the how to collect different types of data using the most appropriate tools. Each of you will share different knowledge and experience on data types, source and data collection methods.

Over to you: Data that a researcher collects will strongly depend on the research problem and the nature of target population. Even in your ordinary lives, there are cases when you have had to collect data to enable you solve a problem. It could be an assignment you want to answer. It could be a product that you want to buy but have little information about it. It could be information about the quality of services that you offer customers. In this Unit, you will learn and be able to describe the different types and sources of data. The unit introduces you to concepts vital for completing Units 8. There you go!

Preparatory research: In order to learn the introduction to data collection and the data collection methods;

1. Read the minilecture on introduction to data collection available here.
2. Read minilecutre on data collection methods.
3. Read about data collection on pages 218 - 236 of Research Methods for Business by Sekaran (2003) available here.

E-tivity 5.1: Propose the types and sources of data which can be used to assess the current business environment for the soft drink industry. Post your findings on the discussion forum and comment on others' postings. These should be complete by 20th March 2019.

E-tivity 5.2: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 5.2'. Under it, evaluate the data collection methods so far learnt. Post your comments to the forum by 24th March 2019.

Link to other Units: Unit 5a links to Units 1, 2, 4, 6, 7 & 8.

Anticipated time required for Unit 5a activities: 5 hours

Deadlines for Unit 5a activities:
E-tivity 5.1: Proposed types and sources of data which can be used to assess the current business environment for the soft drink industry: 20th March 2019.

E-tivity 5.2: Evaluating data collection methods so far learnt: 24th March 2019.

WEEK 9 (25th – 31st March 2019) UNIT 5b: DATA COLLECTION (CTD…)

Outcome(s) addressed: Unit 5b addresses learning outcomes 2, 3 & 4.

Intended Learning Outcomes for Unit 5b:
By the end of Unit 5b, you should be able to;
1. apply appropriate data collection methods depending on the research problem, type of data required and the target population
2. design data collection instruments or tools

Purpose: After a data collection method has been chosen, it is important that a tool is designed to collect the data using that method. This section will enable you learn more data collection methods. You will also learn how to design appropriate data collection tools. Each of you will share different knowledge and experience on data collection tools.

Over to you: In this Unit, you will search, read and describe the different data collection tools. You will apply this knowledge in building yet another part of the concept paper. The unit introduces you to concepts vital for completing Units 8. There you go!

Preparatory research: In order to learn more data collection methods and design data collection instruments;

1. Read minilecutre on data collection methods.
2. Read minilecture on data collection instruments/tools.
3. Read about data collection on pages 236 – 262 of Research Methods for Business by Sekaran (2003) available here.

E-tivity 5.3: One of the most widely used tool in research is a questionnaire. Access the sample questionnaire here. Using principles of questionnaire design, write a summary of 200-300 words commenting on the extent to which that questionnaire satisfies the principles. This should be in your group discussion forum under the discussion topic 'E-tivity 5.3'. Comment on other people's observations and improve on your own.

E-tivity 5.4: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 5.4'. Under it, discuss the types of data, sources of data, data collection methods and data collection tools that are suitable for the concept paper that you are developing. Design a questionnaire for the research problem you identified in unit 2. Group members should discuss and agree on the most suitable answers. Select a weaver for this section who should summarise the final solution for E-tivity 5.2 and post it under the discussion topic titled 'Concept Paper' that you created under E-tivity 2.1 by 24th March 2019.

Link to other Units: Unit 5b links to Units 1, 2, 4, 6, 7 & 8.

Anticipated time required for Unit 5b part one activities: 5 hours

Deadlines for Unit 5b activities:
E-tivity 5.3: Summary of extent to which that questionnaire satisfies the principles: 26th March 2019.

E-tivity 5.4: Identifying the types of data, sources of data, data collection methods and data collection tools that are suitable for the concept paper and designing a questionnaire: 31st March 2019.

WEEK 10 (1ˢᵗ – 7ᵗʰ April 2019) UNIT 6: MEASUREMENT IN BUSINESS RESEARCH

Learning Outcome(s) addressed: Unit 6 supports Learning Outcomes 2, 3, 4 & 5.

Intended Learning Outcomes for Unit 6:
By the end of Unit 6, you should be able to;
1. operationalise/ break down abstract concepts/variables into observable behaviour
2. incorporate appropriate scales of measurements while designing data collection instruments or tools

Purpose: Each of you will use your prior knowledge and/or experience on formulating questionnaires and collecting data. You will be able to reduce abstract variables into observable behavior ready to collect data. By the end of this unit, you will be able to define measurement, conceptualise and oprationalise variables and apply the various scales of measurement and the frequently used scales.

Over to you: Whenever you look at a questionnaire or interview guide, you find question framed differently. Some require 'yes' or 'no' answers, while others require you to tick the extent to which you agree or disagree with statements given. Other will take on different forms. This show that there are different scales of measurement used when getting or soliciting or collecting data. In this Unit, we are going to master the ideas that make measurement of abstract concepts/variables possible. As you embark on the preparatory research, first read the e-tivities and know what is required of you.

Preparatory research: As you learn about measurement in business research;
1. Read minilecture about measurement available here.
2. Read minilecture about scales of measurement here.
3. Read about the process of operationalizing abstract variables on pages 174 – 184 of Research Methods for Business by Sekaran (2003) *Research Methods for Business;* John Wiley & Sons Inc. available online here .
4. Read about scales of measurement on pages 185 – 192 of Research Methods for Business by Sekaran (2003) *Research Methods for Business;* John Wiley & Sons Inc. available online here.

E-tivity 6.1: This e-tivity challenges you to express your knowledge of the process of operationalizing abstract variables. Make a summary of 200 words about the process of operationalizing abstract variables and save it to your portfolio by 3ʳᵈ April 2019.

E-tivity 6.2: Using the sample questionnaire available here, identify the different measurement scale used. Write the question number and the type of scale use. For example you can say that Question 15 – Likert Scale. Put the summary in your portfolio by 5ᵗʰ April 2019.

E-tivity 6.3: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 6.3'. Under it, make adjustments to the questionnaire for the concept paper that you had designed under E-tivity 5.4. Group members should discuss and agree on the most suitable adjustments. Select a weaver for this section who should summarise the final solution for E-tivity 6.3 and post a new adjusted questionnaire for 'Concept Paper' that you created under E-tivity 2.1 by 7ᵗʰ April 2019.

Link to other Units: Unit 6 links to Units 1, 2, 5, 7 & 8.

Anticipated time required for Unit 6 activities: 4 hours

E-tivity 6.1: Summary about the process of operationalizing abstract variables: 3ʳᵈ April 2019.
E-tivity 6.2: Identifying different measurement scale used: 5ᵗʰ April 2019.
E-tivity 6.3: Adjusting questionnaire for concept paper: 7ᵗʰ April 2019.

WEEK 11 (8th – 14th April 2019) UNIT 7a: DATA PROCESSING, ANALYSIS AND PRESENTATION

Learning Outcome(s) addressed: Unit 7a supports Learning Outcomes 2, 3, 4, 5 & 6.

Intended Learning Outcomes for Unit 7:
By the end of Unit 7, you should be able to;
1. prepare data for analysis
2. apply statistical techniques to analyse quantitative data
3. apply appropriate procedures and techniques to analyse qualitative
4. apply computer software packages to analyse data
5. present and interpret data

Purpose: When date is collected, the next step is to organize it so that meaningful information is derived from it. This unit will enable you organize both quantitative and qualitative data so as to get meaning out of both types.

Over to you: Many times we encounter situations where we collect data to be used for various purposes. The data can be overwhelming that on can fear to begin. But as a researcher, you need to do analyse it before writing a report. In this unit, you will describe data gathering process and how to clean the data. The unit introduces you concepts vital for completing Units 7b and 8. No facilitation of Basic Statistics will be taught here because you covered Statistics and a separate course unit. You are expected to refer to and apply the knowledge you acquired in statistics regarding descriptive statistics, inferential statistics and data presentation. In this unit, you will learn the practical applicability of that knowledge in business research.

Preparatory research: In order to learn about data analysis;
1. Read minilecture about introduction to data analysis here
2. Read minilecture about quantitative data analysis here.
3. Read minilecture about statistical methods/approaches to data analysis here.
4. Read about descriptive statistics here. https://opentextbc.ca/researchmethods/part/descriptive-statistics/
5. Read about inferential statistics here. https://opentextbc.ca/researchmethods/part/inferential-statistics/
6. Read article about descriptive and inferential statistics here; https://journals.library.ualberta.ca/eblip/index.php/EBLIP/article/view/168/239

E-tivity 7.1: Having read about the statistical methods/approaches to data analysis, make a summary of six statistical tools and what they measures (three for descriptive and three for inferential statistics). You can tabulate the solution and post it to your portfolio by 14th April 2019.

Link to other Units: Unit 7a links to Units 1, 2, 5, 6 & 8.

Anticipated time required for Unit 7a activities: 8 hours

Deadline for Unit 7a activity:
E-tivity 7.1: Tabulating statistical tools and what they measure: 14th April 2019.

WEEK 12 (15ᵗʰ – 21ˢᵗ April 2019) UNIT 7b: DATA PROCESSING, ANALYSIS AND PRESENTATION (CTD…)

Learning Outcome(s) addressed: Unit 7b supports Learning Outcomes 2, 3, 4, 5 & 6.

Intended Learning Outcomes for Unit 7:
By the end of Unit 7, you should be able to;
1. prepare data for analysis
2. apply statistical techniques to analyse quantitative data
3. apply appropriate procedures and techniques to analyse qualitative
4. apply computer software packages to analyse data
5. present and interpret data

Purpose: The purpose of this part of Unit 7 is to enable you learn qualitative data analysis and application of computer software in data analysis. It builds on knowledge learnt in Unit 7a and will enable you completed Unit 8.

Over to you: Just like quantitative data is analysed using several statistical techniques, qualitative data too is analysed. The process of analyzing qualitative data does not rely on figures and calculations but anlaysis of themes. This section will also enable you learn how to uses computer software to analyse data. In this Unit, you will describe presentation and interpretation of research findings.

Preparatory research: In order to be able to analyse qualitative data, use computers to analyse data and also interpret research findings;

1. Read minilecture about qualitative data analysis here.
2. Read minilecture about data presentation and presentation here.
3. Read about data presentation here and here.
4. Read minilecture about data analysis and presentation using statistical computer software/ programs here. You can also read about descriptive and inferential statistics using SPSS here.
5. Watch videos about data analysis using SPSS (Statistical Package for Social Sciences) here, here and here. https://www.youtube.com/watch?v=ADDR3_Ng5CA
https://www.youtube.com/watch?v=ISGRGtQlbiU
https://www.youtube.com/watch?v=4CWeHF3Mn00

E-tivity 7.2: Using the questionnaire that you prepared for the concept paper, get one person to fill it. Get all the group's questionnaires and enter them into SPSS. Those will be 10 (ten) questionnaires. Basing on the data you collected, do the following;
   a) Edit the questionnaires,
   b) Handle blank responses
   c) Code the data
   d) Create a data file
   e) Enter the data into SPSS software
   f) Analyze the data for measures of central tendency.
   g) Present your research findings in tables, graphs and charts and interpret the results. Keep the presentation in your portfolio by 21ˢᵗ April 2019.

Link to other Units: Unit 7b links to Units 1, 2, 5, 6 & 8.

Anticipated time required for Unit 7b activities: 8 hours

Deadline for Unit 7b activity:
E-tivity 7.1: Presentation of results: 21ˢᵗ April 2019.

WEEK 13 (22nd – 28th April 2019) UNIT 8a: RESEARCH PROPOSAL PREPARATION RESEARCH; REPORT WRITING AND DISSEMINATION OF RESEARCH FINDINGS. PART 1 – RESEARCH PROPOSAL PREPARATION

Learning Outcome(s) addressed: Unit 8a supports Learning Outcomes 1, 2, 3, 4, 5 & 6.

Intended Learning Outcomes for Unit 8:
By the end of Unit 8, you should be able to;
1. explain the meaning and format of a research proposal
2. prepare a research proposal
3. explain the meaning and format of a research report
4. prepare a different parts of a research report
5. use various approach to disseminate research findings

Purpose: In this part of Unit 8, you will apply, blend and utilize the knowledge and skills acquired from all the previous units (i.e. 1 to 7) to craft a practicable plan (i.e. research proposal) for undertaking a business-related research project.

Over to you: In this part of Unit 8, we intend to utilize all the knowledge from units 1 to 7 to document how best to identify a business-related researchable problem, come up with suitable objectives, research questions, study scope, relevant literature to be review and methodology (i.e. research design, study population and sample, data collection and analysis) devise a viable plan (approach) necessary to address the identified problem.

Preparatory research: In order to learn about the research proposal;

1. Read minilecture on introduction to research proposal available here.
2. Read minilecture on contents of a research proposal here.
3. Read about citation and referencing using APA format here and Harvard format here.

E-tivity 8.1: In the group discussion forum, create another new discussion topic in your group forum titled 'E-tivity 8.1'. Under it, review the citation and referencing style that was used to prepare the concept paper and ensure that it conforms to the APA style or Harvard style (One will be chosen by the facilitators). To learn more about the APA style and the Harvard style;
1. Read about APA citation style here.
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjHuJXp8MPdAh
UJmrQKHZmJD_gQFjACegQIAhAC&url=https%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdo
wnload.jsp%3Fid%3D263890&usg=AOvVaw20iyLFl4LfhcZflaaN9ggz

2. Visit the South Mountain Community College website to learn APA referencing and citation style. This website is available under a creative commons license. Here
http://libguides.southmountaincc.edu/citing_your_sources

3. Visit The Betty Archadale Library website that explains the APA style here.
https://abbotsleigh.libguides.com/c.php?g=173893&p=4469501

4. Read Coventry University Harvard Reference Style Guide and Glossary available here.
https://biblioteca.uah.es/investigacion/documentos/Harvard_Guide_v3.0.2.pdf

As you refer to the above documents, group members should discuss and agree on the most suitable adjustments. Select a weaver for this section who should adjust the citations and references. Post a new adjustments for the 'Concept Paper' that you created under E-tivity 2.1 by 28th April 2019.

Link to other Units: Unit 8a links to Units 1, 2, 3, 4 5, 6 & 7

Anticipated time required for Unit 8a activities: 5 hours

Deadlines for Unit 8a activities:
E-tivity 8.1: Adjusting citation and referencing style in Concept Paper: 28th April 2019.

WEEK 14 (29th April 2019 – 5th May 2019) UNIT 8b: RESEARCH PROPOSAL PREPARATION RESEARCH; REPORT WRITING AND DISSEMINATION OF RESEARCH FINDINGS. PART 2 - REPORT WRITING AND DISSEMINATION OF RESEARCH FINDINGS

Learning Outcome(s) addressed: Unit 8b supports Learning Outcomes 1, 2, 3, 4, 5 & 6.

Intended Learning Outcomes for Unit 8:
By the end of Unit 8, you should be able to;
1.   explain the meaning and format of a research proposal
2.   prepare a research proposal
3.   explain the meaning and format of a research report
4.   prepare a different parts of a research report
5.   use various approach to disseminate research findings

Purpose: Each of you will get exposed to good/better approaches to compiling business-related research reports and the dissemination of research results.

Over to you: Research findings have to be reported to an audience. But before this is done, a report has to be compiled. In this part of Unit 8b, we intend to learn of and/or improve our understanding and application of the meaning of a research report, the main contents of a research report, the characteristics of a well written research report, the principles of writing a good research report and the various methods of spreading research findings.

Preparatory research: As you progress the process of preparing a research proposal:
1.   Read minilecture on research report writing here.
2.   Read minilecture about dissemination of research findings here.

E-tivity 8.2: The research report has got preliminary pages, each of which is important. In your group forums, create a new discussion topic titled 'E-tivity 8.2'. Under that heading justify the preliminary pages of a research report. Choose a weaver who should make a 500 – 1000 word summary of the same and post it to the group forum by 1st May 2019.

E-tivity 8.3: In your discussion groups in the online discussion forum, choose two major methods of dissemination and explain the strengths and limitations of each method. Choose a weaver how should make a summary of not more than 600 words and post to group forum by 5th May 2019.

Link to other Units: Unit 8b links to Units 1, 2, 3, 4 5, 6 & 7

Anticipated time required for Unit 8b activities: 5 hours

Deadlines for Unit 8b activities:
E-tivity 8.2: Justifying the preliminary pages of a research report: 1st May 2019.
E-tivity 8.3: Strengths and limitations of two major methods of dissemination: 5th May 2019.