Course prescription
Focuses on the principles and practices of scholarly work and what it means to conduct research. Themes that will be discussed address, among others, identifying and engaging in scholarly conversations, identifying topics and transiting from topics to research questions, conducting literature reviews, selecting and applying theories and methods, levels of theories and data, the ethics of research activities, research contextualisation, interestingness of research, and writing up research.

Course advice
Students are expected to come to class prepared, already having carefully studied the readings assigned for the week’s topics. They are also expected to contribute in class through discussion that shows that they have prepared in advance.

PhD students are advised that this is a Master’s level course. They should identify and study readings beyond those assigned for this course.

Goals of the course
The course provides students with an in-depth overview of issues related to conducting research. This includes a review of particular themes and prescriptions that have influenced scholars and their research work.

During the course students develop a research proposal that shows they are able to, at a Masters level, choose and give the rationale for the appropriate research design chosen, and how to address relevant research issues.

This course is training students how to use a research perspective to approach and solve problems in the workplace.

Learning outcomes (LO)
By the end of the course, it is expected that students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
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</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Develop a critical awareness of issues and debates related to the processes of conducting research</td>
<td>1. Disciplinary knowledge and practice</td>
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<td></td>
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<td>2. Critical thinking</td>
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<tr>
<td>#</td>
<td>Learning outcome</td>
<td>Graduate profile capability*</td>
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</table>
| LO2 | Synthesise existing knowledge to examine particular themes regarding research processes | 1. Disciplinary knowledge and practice  
2. Critical thinking  
4a. Communication (Oral) |
| LO3 | Apply the necessary principles and analytical tools to undertake independent and rigorous research | 3. Solution seeking  
4b. Communication (Written)  
5a. Independence |
| LO4 | Combine knowledge and propose solutions to conduct further research when engaging with a scholarly field | 4c. Engagement (Collaboration)  
5a. Independence  
5b. Integrity |

* See the graduate profile this course belongs to at the end of this course outline.

## Content outline

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
</table>
| Week 1 | Research as scholarly conversation. Choosing research topics. What is interesting research? | • Prescribed readings uploaded to Canvas.  
• Class participation.  
• Research journal exercises on Canvas. | • Class participation. |
| Week 2 | The craft of conducting research. Formulating research questions. Getting started (for real) | • Prescribed readings uploaded to Canvas.  
• Class participation.  
• Research journal exercises on Canvas. | • Class participation.  
• Research journal exercises on Canvas to receive feedback—Week 1 and 2 inclusive (due 15th March at 5pm on Canvas). |
| Week 3 | Conducting literature reviews. Writing up research. | • Prescribed readings uploaded to Canvas.  
• Class participation.  
• Research journal exercises on Canvas. | • Class participation. |
| Week 4 | Theory. Utilising theory when conducting research. Levels issues in research. | • Prescribed readings uploaded to Canvas.  
• Class participation.  
• Research journal exercises on Canvas. | • Class participation.  
• Research journal exercises on Canvas to receive feedback—Week 3 and 4 inclusive (due 29th March at 5pm on Canvas). |
| Week 5 | Ontology, epistemology, and methodology. Research methods. | • Prescribed readings uploaded to Canvas.  
• Class participation. | • Class participation. |
### Learning and teaching

The course comprises 12 sessions of 3 contact hours each taking place in 6 weeks. Regular class attendance is expected. The in-class sessions include lectures, independent work, group work, and participative discussions. Students are expected to take primary responsibility for and be active participants in the learning process. They are required to carefully study the assigned readings prior to each session and be prepared to participate in class discussions related to the readings. Students should also independently search for, identify and study material relevant for their assignments.

### Teaching staff

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E-mail: s.michailova@auckland.ac.nz  
http://staff.business.auckland.ac.nz/smichailova  
Office hours by appointment

### Learning resources

Book chapters and articles from academic journals comprise assigned readings for this course. The list of prescribed readings is available on Canvas.

### Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Group and Individual</td>
<td>In-class</td>
</tr>
<tr>
<td>Research journal Canvas exercises – Round One</td>
<td>15%</td>
<td>Individual</td>
<td>Canvas</td>
</tr>
<tr>
<td>Research journal Canvas exercises – Round Two</td>
<td>15%</td>
<td>Individual</td>
<td>Canvas</td>
</tr>
<tr>
<td>Full research proposal</td>
<td>30%</td>
<td>Individual</td>
<td>Uploaded to Canvas and hardcopy to the assignment office (Level 0)</td>
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<tr>
<td>Final in-class test</td>
<td>30%</td>
<td>Individual</td>
<td>In-class</td>
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Pass requirements
An overall grade of C- or better is required to pass this course.
Some students require a B+ to continue their programme, please check with your
programme advisor.

Description of assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Research journal Canvas exercises</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Full research proposal</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td>Final in-class test</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
</tbody>
</table>

Class participation
Total Marks: 10%

Students are expected to attend and be well prepared for each session. Participation is
graded on the basis of quality, not quantity, and is recorded on a weekly basis on a three-
point scale.

0 = no attendance; attendance, but no participation; participation based on
common knowledge/experience rather than based on assigned readings
1 = acceptable level of participation; based on readings, but lacking good
understanding and depth
2 = good level of participation; demonstrates thorough engagement with readings;
arguments well-grounded in readings; critical thinking

Written research proposals
Total Marks: 60%

Research journal Canvas exercises – Round One
(covering material from Weeks 1 – 2 inclusive),
Weighting: 15% of the final course grade
Due: 15th March at 5pm on Canvas

Research journal Canvas exercises – Round Two
(covering material from Weeks 2 – 4 inclusive),
Weighting: 15% of the final course grade
Due: 29th March at 5pm on Canvas

Full research proposal (covering all material),
Weighting: 30% of the final course grade
Due: 2nd May at 9am

Soft copies of the proposal are to be submitted via Canvas.
Hard copies are to be submitted to the assignment office on Level 0 of OGGB.

During the course students are expected to develop a research proposal in 2 stages.
The research journal Canvas exercises should be 1,000 (+/– 5%) each in length, including
appendices and references.

The full proposal should be 4,000 (+/– 10%) words in length, excluding appendices and
references. The full proposal should include a revised version of feedback received on the
research journal Canvas exercises.

More details on the proposal will be provided during the sessions.
Use APA referencing to format your in-text citations, quotations, and reference list. Please refer to the University of Auckland Library website for more information: http://www.cite.auckland.ac.nz/index.php?p=faculty_styles

Final in-class test
Date: 11th April
Total marks: 30%

The test will assess the range and level of the knowledge students have acquired during the entire course. This will be a closed-book-and-notes test of two hours in duration. It will consist of a combination of short answer and longer essay-type questions.

Inclusive learning
Students are invited to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

Academic integrity
The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting their learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback
Student feedback is valuable. It has been and will be used to improve the course delivery.

In the event of an unexpected disruption
We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for Master of Commerce
The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.
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<tbody>
<tr>
<td>1.</td>
<td>Disciplinary knowledge and practice</td>
<td>Graduates will be able to apply highly specialised knowledge within the discipline to demonstrate an advanced awareness and understanding in a global context.</td>
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<td>2.</td>
<td>Critical thinking</td>
<td>Graduates will be able to analyse and evaluate the relevant literature, and design and develop scholarly arguments that demonstrate advanced and diverse thinking.</td>
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<td>3.</td>
<td>Solution seeking</td>
<td>Graduates will be able to creatively research and analyse complex issues, and develop innovative solutions.</td>
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<td>4.</td>
<td>Communication and engagement</td>
<td>Graduates will be able to engage, communicate, and collaborate with diverse groups using multiple formats and effectively address a range of professional and academic audiences.</td>
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<td>5.</td>
<td>Independence and integrity</td>
<td>Graduates will be able to demonstrate advanced independent thought, self-reflection, ethics, and integrity.</td>
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<td>6.</td>
<td>Social and environmental responsibility</td>
<td>Graduates will consider, in relation to their discipline, the potential significance of the principles underpinning both the Treaty of Waitangi and sustainability.</td>
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