



LONDON SOUTH BANK
UNIVERSITY

Unit Guide

Unit Name:

Research Methods &
Methodology
(MSc International Business)

Unit Reference Number:

MCS-M-155

Faculty:

Business

Academic year:

Semester 2, 2009/10

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<http://www.sparknotes.com/psychology/psych101/researchmethods/section3.rhtml>

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1.0 UNIT DETAILS

Unit Title:	Research Methods and Methodology
Unit Level:	M (Master's)
Unit Reference Number:	MCS-M-155
Credit Value:	1 (15 CAT POINTS)
Student Study Hours:	150
Contact Hours:	36 (minimum)
Private Study Hours:	114
Pre-requisite Learning (if applicable):	None
Co-requisite Units (if applicable):	None
Course:	MSc International Business
Year and Semester	1 (First Year and Second Semester)
Unit Leader:	Avril S. Platt
Contact Details:	Room L314, Extension 6991, plattas@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	Details of the teaching team are included inside.
Subject Area:	International Business
Summary of Assessment Method:	The unit is assessed by a 5,000-word proposal for the Master's Dissertation that normally follows this unit. Further details of assessment are later in this Unit Guide.

2.0 SHORT DESCRIPTION

The unit focuses on the nature, approaches, methods, tools and techniques of research within relevant disciplines from the world of international business. In doing so it attempts to develop much of the skills and knowledge required to complete a Master's level research focused dissertation in this domain. To this end, the unit facilitates a choice of dissertation topic and strategy by the student and prepares him/her to techniques that could possibly be employed when completing the dissertation.

3.0 AIMS OF THE UNIT

The main aims of the unit are to ensure that, within the broad domains of the particular Master's award on which enrolled, students:

- a. **acquire** an in-depth understanding of the methods, approaches and tools of academic research and the ability to appropriately seek out data required for research into a selected topic
- b. **demonstrate** understanding of the logic, sequence/structure of a research focused dissertation, and
- c. **cultivate** presentational, descriptive and analytical skills so that on completion of the unit, they are able to write up, present and, if required, defend their Master's dissertation.

4.0 LEARNING OUTCOMES

4.1 KNOWLEDGE AND UNDERSTANDING

On completion of this unit, within the broad domain of business, students should be able to:

- a. **identify** a theoretical or applied research problem, set objectives related to its solution and design a logical structure for a research project related to the problem;
- b. **identify** appropriate methods of research, techniques, and tools useful for the analysis and successful completion of a research focused dissertation;
- c. **demonstrate** the ability to respond well to the realities and complexities of empirical research - particularly as to the sourcing, collection, analysis and interpretation of data;
- d. **demonstrate** problem solving and decision making skill;
- e. **analyse** and present research results;
- f. **provide** evidence of written presentation skills by writing the Master's dissertation proposal.

4.2 INTELLECTUAL SKILLS

Inter alia, the unit is designed to cultivate and enhance both "research skills" and associated "soft skills", such as IT and presentation, employed in domains other than the business world. Thus, students will have the opportunity to develop skills in:

1. Critical analysis;
2. Understanding and using selected research methodologies.

The features (or skills) that are specifically assessed as part of the assessment strategy are stated in this Unit Guide.

4.3 PRACTICAL SKILLS

In addition, students can be provided with guidance on the following practical skills:

1. Communication (essentially written communication) skills;
2. Statistical techniques;
3. Information Technology (mainly use of the SPSS statistical package, Excel, and Stata 10)

4.4 TRANSFERABLE SKILLS

The unit aims to develop the following transferable skills:

1. The ability to communicate in writing and orally, in a clear and effective manner – taking into account the intended purpose and audience.
2. The ability to use self-managed learning time – refer Section 5.4 following.

5.0 INTRODUCTION TO STUDYING THE UNIT

The unit is designed for students on the MSc International Business offered in the Faculty of Business of London South Bank University.

The unit is designed to help provide students with a critical understanding of the main methods of research and to develop their abilities to use a variety of research sources within the domain of the MSc International Business. The unit is designed to help enable students to:

1. design and plan research projects;
2. select suitable research methods for the Master's dissertation;
3. develop research questionnaires;
4. consider sampling issues within a research context;
5. differentiate between primary and secondary sources of data.

5.1 OVERVIEW OF THE MAIN CONTENT

Topics indicative of the content of the unit include:

1. The research process;
2. The research design;
3. Sources of information, coding and data organization;
4. Case study, interviewing and qualitative methods/techniques;

5. Survey and quantitative methods of research;
6. Sampling, scaling and questionnaire design;
7. Fieldwork and ethics in research;
8. Theory and/or Hypothesis testing;
9. Report presentation.

Thus, the unit syllabus will have some coverage of the following key considerations of research:

The fundamentals of research;

Research planning and design;

Qualitative research methodologies;

Quantitative research methodologies;

Presenting the results of research;

5.2 OVERVIEW OF TYPES OF CLASSES

Teaching and/or academic exchange is usually made possible in the form of the following categories:

LECTURES:

In a lecture, usually of one hour, underlying concepts are ***merely introduced*** and parameters defined. Extant theory and/or practice related to the topic are identified and examples used to ***encourage exploration of the topic by further directed reading***.

Students ***must*** also take hand written notes during the lectures. If all that is required of the lecturer were to repeat what is on PowerPoint slides then there would be no point having a lecture; the student could receive the slides by email and read them by themselves. The PowerPoint slides are the mere skeleton of the subject. The lecturer will enhance and elaborate on the material presented in the slides during the course of the lecture. As such hand written notes must be taken for a full understanding to be developed.

SEMINARS:

Seminars, usually of 2 hours, are a forum for students to air opinions, clear doubts and crystallize thoughts. This gives the unit leader an opportunity to determine the extent to which concepts and techniques have been communicated, and consider the adequacy of each student's understanding with a view to taking due action. Seminars must be reinforced by use of BlackBoard (Virtual Learning Environment) site set up for the unit (see Annex B).

5.3 THE RESIDENTIAL WEEKEND

The Residential Weekend takes place at the Horsley Conference Centre, Surrey, on the weekend of **12th – 14th February 2010**. At the Residential Weekend there will be working sessions on research and the writing of the Dissertation. The nature of the Dissertation stage of the Masters degree and the timetable for completing the stage will be explained. A key aim of the weekend will be to help students identify an area of research that they would like to undertake for the purpose of writing the Dissertation and to develop their ideas. During the weekend, staff drawn from all the relevant subject areas within the Faculty will be present and students will have the opportunity to discuss possible research projects on an individual basis with different lecturers.

Before the weekend, students are issued with a Dissertation Proposal form (copy attached Annex C) that they will be asked to finally complete by no later than Wednesday 3rd March 2010, that gives a provisional title for their proposed research, sets out an overall aim of their work with a brief set of objectives and some indication as to how they intend going about the research. They will also be asked to indicate the broad subject areas (e.g. Trade/Economics, Strategy, Finance, Management, Marketing, Information Systems and HRM) in which their topic lies. Research areas may be of an interdisciplinary nature (in which case students may need to name more than one subject area) or of a specialist nature (in which case they would be expected to name one subject area). Students may wish to talk to more than one lecturer where their topic straddles more than one subject area.

The coaches leave from outside Borough Road building at 2.30pm sharp on Friday 12th February 2010, and will probably arrive at Horsley at 4.30 – 5pm, depending on traffic.

They leave Horsley after lunch on Sunday afternoon on 14th February 2010, arriving back at LSBU about 4.30 – 5pm.

Rooms, meals and transportation have been booked and paid for, for all the students. As such, students are reminded that attendance at the Residential Weekend is a compulsory part of the course.

Feedback from previous year groups has always been very positive. I am confident you will learn a lot and have a good time.

As the Residential Weekend is about 'your' dissertation proposal, all students will need to have undertaken extensive preparatory work on their topic before the 12th February. There is no point arriving for such a weekend with few ideas, a blank sheet of paper, and limited thoughts about what direction your dissertation will take. You will not get the best from the learning experience.

Students might like to bring a laptop along, so that they can continue working on the dissertation proposal over the weekend.

5.4 IMPORTANCE OF STUDENT SELF-MANAGED LEARNING

Academically, the unit is set at Master's level. Thus, a key feature of the unit (and, indeed of ALL Masters units) is INDEPENDENT LEARNING (Marshall & Rowland, 1995). This feature requires that you MUST complement the formal Lectures and Seminars by significant relevant personal reading and thinking. Much of this thinking will be about your particular choice of dissertation research question. Equally important will be your thinking about the selection of the most appropriate research techniques and methods to use in order to address your research question.

To do this you will need to read and consider:

1. Relevant chapters in books on Research Methods & Methodology. A list of several such books is provided in the back of this Unit Guide.
2. Related or comparable research done by others. A key source for this would be research journals. Some of these journals are identified in this Unit Guide.

The unit is delivered on the basis that each hour of formal (classroom) study will be supported by, at least, three hours of independent reading and/or study. This is very important in the early stages of the unit when the research question is being developed.

5.5 EMPLOYABILITY

On completion of this unit students should have an operational level knowledge of the main principles, approaches, conventions and practices of research within a determined context, so that they will be able to apply them within real-world problems and situations of the same or an associated context. In being able to do so, students are likely to enhance their overall employment potential and/or their ability to undertake practical research with a view to commencing a context related employment or self-employment.

5.6 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The timetable for the lecture and seminars is laid out below.

- There are no seminars in the first week. This is to allow you to assimilate the material in the first lecture that will take place in the first week.
- There are no lecture and seminars in the week of the Residential Weekend. You will have a whole weekend of them so don't worry!
- There is a special seminar session in the week of the final exams – **Friday 28th May 2010** – which will be in reality a feedback session for the Dissertation Proposals. You should attend the usual seminar room and your proposal marker will give back your proposal with mark and feedback. If you do not attend this session then there is NO guarantee that you will receive any feedback over the summer as the staff will be on holidays!
- A lecture lasts for one hour. Students arriving more than 10 minutes late will not be permitted to enter the lecture to avoid disrupting the class.
- All seminars last for two hours with an appropriate break half way through. It is at the discretion of the seminar leader whether students arriving late will be permitted to enter the seminar.
- Attendance sheets will be taken at all lectures and seminars.

Semester 2 Timetable for Unit Code MCS-M-155

Research Methods

Fri	9:00 - 11:00 Research Methods MCS-M-155 <i>Lect in CASTLE, fergusc2, plattas</i> 603.1 [BBIS]	11:00 - 13:00 Research Methods MCS-M-155 <i>Sem in L257, fergusc2</i> 603.1 Weeks: 20,22-25,32-34 [BBIS]	14:00 - 16:00 Research Methods MCS-M-155 <i>Sem in A2, woodm</i> 603.1 Weeks: 20,22-25,32-34 [BBIS]
		11:00 - 13:00 Research Methods MCS-M-155 <i>Sem in K402, scotta</i> 603.1 Weeks: 19-20,22-25,32-34 [BBIS]	14:00 - 16:00 Research Methods MCS-M-155 <i>Sem in L338, grimwans</i> 603.1 Weeks: 19-20,22-25,32-34 [BBIS]
		11:00 - 13:00 Research Methods MCS-M-155 <i>Sem in A1, plattas</i> 603.1 Weeks: 19-20,22-25,32-34 [BBIS]	14:00 - 16:00 Research Methods MCS-M-155 <i>Sem in A1, plattas</i> 603.1 Weeks: 19-20,22-25,32-34 [BBIS]
		11:00 - 13:00 Research Methods MCS-M-155 <i>Sem in L338, grimwans</i> 603.1 Weeks: 19-20,22-25,32-34 [BBIS]	
		11:00 - 13:00 Research Methods MCS-M-155 <i>Sem in A2, woodm</i> 603.1 Weeks: 20,22-25,32-34 [BBIS]	

- The room numbers are coded for each building. The letter L stands for London Road building, K stands for Keyworth Centre and the Castle lecture Theatre is in the Abbey Conference suite in London Road.
- Note: there will be a break in teaching (but not in studying!) from Monday 29th March to Friday 16th April 2010 for Easter.
- Final seminars will be held on Friday 30th April 2010.

5.7 Teaching Team Contact Details

For your information, below is listed the lecturers and seminar tutors contact details. The abbreviated names are given in the timetable above.

Full name	Contact details: office, phone extension, email address
Ms Avril Platt	L314, x6991, plattas@lsbu.ac.uk
Mr Colquhoun Ferguson	L353, x7871, fergusc2@lsbu.ac.uk
Mr Michael Wood	L51, x7780, woodml@lsbu.ac.uk
Mr Nigel Grimwade	L327, x7772, grimwans@lsbu.ac.uk
Ms Anne-Marie Scott	L306, x8143, scotta@lsbu.ac.uk

The Schedule of Lectures is as follows:

LECTURE 1: Friday 29th January 2010. *The nature and dimensions of research: That is, "What is Research?"*

LECTURE 2: Friday 5th February 2010. *The research problem.*

LECTURE 3: Friday 12th February 2010. The Residential Weekend School.
Lecture & seminars included in the Residential.

LECTURE 4: Friday 19th February 2010. *Generating a research idea by using online and tangible research resources.*

LECTURE 5: Friday 26th February 2010. *The review and analysis of the research related literature.*

LECTURE 6: Friday 5th March 2010. *The research plan.*

LECTURE 7: Friday 12th March 2010. *Writing the research proposal.*

LECTURE 8: Friday 19th March 2010. *Qualitative Research: some common methods.*

LECTURE 9: Friday 26th March 2010. *Quantitative Research: some pointers.*

Easter break from Monday 29th March to Friday 16th April 2010.

LECTURE 10: Friday 23rd April 2010. *Plagiarism and referencing. The style, format and organisation of the dissertation: some dos and don'ts.*

LECTURE 11: Friday 30th April 2010. No Lecture.

Submission of Coursework Wednesday 5th May 2010

LECTURE 12: Friday 7th May 2010. No classes.

FEEDBACK SESSION: Friday 28th May 2010

The General Schedule of Seminars is as follows

Note that there will be NO seminar in the first week of this unit. This is to allow you to 'digest' the material from the first lecture (which is on in the first week!) and read the recommended material.

WEEK 2, SEMINAR 1: Introduction to the Unit and Introduction from you! (Friday 5th February 2010)

This seminar will be divided into four parts.

a) Firstly (the major part), the seminar leader will go through the unit guide highlighting the main issues & the assessment contained in this very important document. This may seem a tad boring to some students. However, it is our experience that students – every year – will say they did not know of this or that procedure connected with the unit when something goes wrong. Whilst it is the responsibility *of the student* themselves to be familiar with the unit guide we wish to leave nothing to chance.

In addition, the students should avail themselves of the opportunity at this session to clarify anything within the unit guide that is not clear to them. **Please feel free to interrupt the seminar tutor at any stage if you are unsure of any points that are being made. This holds for all seminar classes.**

b) Secondly, each student will be asked to explain *in general terms* what they are interested in connected with International Business which they *may* then wish to be linked into their summer dissertation. They will need to speak for at least 2 or 3 minutes and explain why they *may* wish to concentrate on such a topic or area.

Students who do not know what general area they are interested in must explain for 2 or 3 minutes why they have spent almost £10,000 in fees to come onto an International Business course without having any interest in any topic connected with International business.

c) Thirdly, the seminar leader will explain that from next week each student must for all future seminars bring along their reflective diary where a short report will be given by each student. Such a report of 30 seconds to one minute will outline the nature of the research work undertaken in the previous week.

The student will have an opportunity here to ask any questions connected with the Reflective Diary.

d) Finally, if you have the time the seminar leader will go through the online material for chapter 1, 'What is Research?'.

http://wps.prenhall.com/chet_leedy_practical_8

This is the companion website that accompanies the book "Practical Research" that the Unit Leader is using with their lectures.

Note: Week 3, Friday 12th February 2010. There will be no lecture or seminars due to attendance at the Residential Weekend School, which will consist of seminars!

During the next seminar students will be shown a piece of research that is a good example of bad research! The student is to download the article *in advance* from the Blackboard website *for the next seminar* and answer the questions in next weeks seminar material below.

In weeks 4 or 5 the seminar classes will go to the LRC to have a session in the IT lab regarding the online Learning Resources available for research. Some seminars will attend in week 4 and some in week 5, we will let you know via Blackboard, during week 3 and the lectures. In the other week this seminar exercise below is to be done.

WEEK 4, SEMINAR 2: What is Research? (Friday 19th February 2010)

OR

WEEK 5, SEMINAR 3: What is Research? (Friday 26th February 2010)

At this seminar the student will have a chance to explore in detail what exactly is meant (and by implication what is not meant) by research. However, the students will first outline what they have written in their reflective diaries for the previous week and give feedback to their tutor on the Residential weekend and the work they have done towards their research topics.

At the end of any piece of research a reader of your work must be able to know why this research is important in the sense of how is it going to change this or that aspect of society. If they cannot see the relevance of the research they will often say to themselves (and others!) having just read your work: "So what?" To spell it out research without aim or purpose is not research.

You will be provided access to an article that you will be discussing in seminar this week. The students will break into different mini-groups to discuss the questions below.

The idea behind this seminar is to show you, the student, bad research in the hope that you yourselves will not repeat the same mistakes.

Questions for Research Article:

1. Does the article have a stated research question or problem? That is, can you determine the focus of the author's work?
2. Does the article describe the collection of data, or does it describe and synthesise other studies in which data was collected?
3. Is the article organised and easy to follow? What could have been done to improve its organisation?
4. Does the article contain a section that outlines and reviews previous studies on this topic? In what ways is this previous work if mentioned relevant to the research problem if stated?
5. If the author explained procedures that were followed in the study are these procedures clear enough that you could repeat the work and get similar results? What additional information might be helpful or essential for you to replicate the study?
6. If the data were collected, can you describe how they were collected and how they were analysed? Do you agree with what was done? What additional things would you have done if you had been the researcher?
7. Do you agree with the interpretation of the results? Why or why not?
8. Finally, reflect over the whole article. Was it for the most part important? What, if anything, did you find the most interesting? What do you think are the strengths and weaknesses of the article? Will you remember this article in the future? Why or why not?

Source of questions Leedy and Ormrod (2005) pp. 9 -10.

b) Briefly, at the end of this seminar, you will have next weeks (week 6) seminar explained to you, which is outlined below. In short, you should prepare 4 or 5 PowerPoint slides of the steps you think will be needed to conduct your research. This will take the form of a plan and will demonstrate to the seminar tutor and your fellow students what directions you intend to take to pursue your research.

NOTE: You will need to do 'home work' for next weeks seminar by giving a 5 minute presentation on their research ideas!!!!

WEEK 6, SEMINAR 4: THE RESEARCH PLAN AND CHOOSING A RESEARCH AREA (Friday 5th March 2010)

Make sure you have the contents of your reflective diary with you! You will be asked to give an update on what you have done in the previous week.

Students should assess during the seminar to what extent their PowerPoint presentation represents a worked out plan. In addition, it is also an opportunity to again discuss an appropriate area of research for you.

1. Tutors will begin by checking that every student has submitted a form identifying their proposed area of research.
2. Each student will be asked to give a brief plan in the form of a PowerPoint presentation on the possible area, in which they are planning to undertake their research. Their report should state:
 - a. the proposed title;
 - b. the aims and objectives;
 - c. the subject areas covered;
 - d. and possible research methods to use;
 - e. students should state why they have chosen this area.
3. Students will divide into small groups of four or five and discuss the following questions:
 - How did you go about choosing your area of research?
 - What factors guided you in the choice you have made?
 - What questions should you ask to see whether the proposal is a good one?
 - What might be the signs of a poor research proposal?
 - Are the steps outlined by each student sufficient to carry out their research?

Students are encouraged to give constructive criticisms to their fellow students' various research proposals.

4. Students will, then, come together to summarise the main conclusions reached. Each group should appoint a spokesperson.

At this seminar students who still do not have a definitive idea of what they intend to research **MUST** make an appointment with their seminar leader to discuss in detail what they will do as regards research.

WARNING! WARNING! Students who cannot make up their minds as regards the area of research they will conduct will ultimately have an area/theme/topic IMPOSED upon them for the purposes of their research proposal. You may end up liking the imposed topic or you may not! It will be far better if you have an area of your own selection.

Homework Task:

Over the following week, each student will find one journal article or other published work, covering some aspect of the area in which they plan to undertake their research. They will be asked to write a review of the article of between 500-1,000 words. This should cover the following:-

- The purpose of the research undertaken
- The results obtained
- The contribution of their research to knowledge about the subject matter
- The limitations or weaknesses of the research.
- The pointers to further research

A copy of this will be handed to their seminar tutor at the next seminar on the 12th March. Please note that newspaper articles or articles from weekly magazines are NOT acceptable.

WEEK 7, SEMINAR 5: THE LITERATURE REVIEW & UNDERTAKING THE LITERATURE REVIEW (Friday 12th March 2010)

Make sure you have the contents of your reflective diary with you! You will be asked to give an update on what you have done in the previous week.

1. Tutors will begin, after the reflective diary section, by checking that every student has submitted a form identifying their proposed area of research.
2. Students will divide into small groups of four and five to discuss the following questions:-
 - What is a literature review?
 - How do I go about undertaking a literature review?
 - What is the purpose of the literature review?
 - What factors constitute a good literature review?
 - What factors make for a poor literature review?
3. Students will, then, come together and summarise the main conclusions reached
4. Students will be given an example of a literature review taken from a journal article and asked to read it. What were the strengths/weaknesses of the review?

In the second hour students will discuss the results of the literature review completed by each student over the previous week.

1. Each student will be asked to give a brief *résumé* of the article, which they have reviewed over the previous week. Each student should talk for no more than five minutes to ensure that everyone in the group has a turn. Students should summarise the points from their reports on OHP transparencies, PowerPoint, or handouts.

2. At the end of the session, seminar tutors and students together are to identify from the oral reviews of all students examples of good and bad practice in conducting a literature review. Students will be invited to comment on the presentation given of other students and to make critically constructive comments.
3. Tutors are to collect the written reviews of each student and to return these the following week with some comments.

WEEK 8, SEMINAR 6: CHOOSING THE APPROPRIATE METHODOLOGY, QUALITATIVE RESEARCH METHODS (Friday 19th March 2010)

Make sure you have the contents of your reflective diary with you! You will be asked to give an update on what you have done in the previous week.

This seminar links in with the lecture on Qualitative Research: some common methods. As such, this session will be concerned with discussing alternative qualitative methods of research.

1. Each student will be asked to identify the main, qualitative research techniques that they are planning to use in their research
2. Students will divide into groups of four or five to answer the following questions:-
 - What different qualitative methods can be used in research?
 - What are the advantages and disadvantages of each?
 - What are the strengths and weaknesses of each?
 - What problems are involved in using each of the methods listed?
3. Students will, then, come together in a plenary session to summarise the results of their discussions
4. Tutors will be able to meet individually with students to discuss their progress in preparing their Research Proposal.

ONLINE MATERIAL

Having completed the above seminar students can now use the online material at:

http://wps.prenhall.com/chet_leedy_practical_8/0,9599,1569809-,00.html

This is based on chapter 7 of the Leedy and Ormrod textbook and covers “Qualitative Research”. The self-assessment items (multiple choice and true-false) can be used as well as the other items such as the checklist, projects and web destinations. If there is time (and the desire) proceed to chapter 8 which covers historical research and falls under the broad description of qualitative research.

WEEK 9, SEMINAR 7: (Friday 26th March 2010)

At this seminar the tutor will discuss a number of issues:

- a) Tutors will demonstrate the Turnitin software as all students are required to submit their Turnitin reports to Bb.
- b) Tutors will remind the group of the three components required for the assessment; the Research Proposal, the Turnitin submission & the Reflective Diary. They will discuss the requirements such as word length, presentation, formatting etc. and answer any questions about the assessments from students.
- c) The tutor will give the students an opportunity to have an individual discussion with them and ask any questions about their topics, proposals and presentations.
- d) The seminar tutor will demonstrate a few basic techniques in Microsoft Word which the student will find useful when writing their proposal and summer dissertation. It may well be that some students already know these techniques. If so well done! It is our experience, however, that many students do not. The techniques covered will include:
 1. left and right justifying of text;
 2. one-and-a-half and double line spacing of text;
 3. The use of the spell checker – its strengths and limitations;
 4. How to make sure that your document is using British English and not, say, American English;
 5. How to use the “Drop Cap” feature;
 6. How to add a footnote or an end note and switch between.
 7. How to insert a Header and Footer into a document;
 8. How to use the equation editor;
 9. The use of “control-enter”;
 10. How to use the format painter;
 11. How to divide a document into different sections in order to have a page in landscape view;
 12. Inserting page numbers in a document of the format i, ii, iii, iv, followed by 1, 2, 3, 4...;
 13. Inserting a table and use of various features to enhance the tables appearance;
 14. Inserting a table of contents;
 15. Inserting a table of figures, equations, and tables;
 16. How to use the drawing facility within Microsoft Word.

Easter Break: 29th March to 16th April 2010.

Students are required to give a presentation of their proposals to the rest of the group in weeks 10 and 11 on 23rd & 30th April. The details can be found below. Spend the Easter Break working on your proposals and presentations.

**WEEKS 10 & 11, SEMINAR 8 AND SEMINAR 9: INDIVIDUAL PRESENTATIONS
(Friday 23rd April & Friday 30th April 2010)**

Make sure you have the contents of your reflective diary with you! You will be asked to give an update on what you have done in the previous week.

THE LAST TWO SEMINARS WILL BE DEVOTED TO INDIVIDUAL STUDENT PRESENTATIONS. EACH STUDENT WILL BE ASKED TO GIVE A SHORT PRESENTATION TO THE REST OF THE GROUP ABOUT THEIR PROPOSED AREA OF RESEARCH. EACH TALK SHOULD LAST A MAXIMUM OF TEN MINUTES.

THIS PRESENTATION SESSION IS COMPULSORY FOR ALL STUDENTS.

It should set out:-

1. The aim of the research
2. The methods to be used to carry it out
3. The sources to be used for gathering the information needed
4. The expected results
5. The value of their research
6. Any problems that they are experiencing or are likely to

Other members of the group are expected to ask questions and make suggestions that might help the presenter with their research.

Tutors should aim to take 8/9 presentations per session, so spreading the talks over two weekly sessions.

Before the end of the final session, tutors should ensure that every student has a Dissertation Facilitator and has made initial contact with them.

WEEK 12:

Students are required to submit their assessments on Wednesday 5th May 2010. There will be no classes on Friday 7th May.

FEEDBACK SEMINAR (Friday 28th May 2010)

All students must attend this very important session to:

- a) Receive their mark for their research proposal;

And

- b) To get constructive feedback from their marker before the summer break. It may not be possible to provide suitable feedback via email.

6.0 ASSESSMENT OF & FEEDBACK ON THE UNIT

The unit is assessed primarily by a **Dissertation Proposal of *circa* 5,000 words, a Reflective Diary of 1,000 words and a *Turn-it-in* Report to accompany the Proposal.**

The assessment cannot be accepted without all 3 components being submitted.

The proposal word count is limited to the body of the Dissertation Proposal. Appendices/Bibliography is not included in these counts.

Dissertation Proposal

In all cases, the central theme of the Proposal must be within and appropriate to the domain of the MSc International Business. The proposal must be written as a detailed planning document so as to give focus to the dissertation to be written later. Thus it will reflect or include:

1. A CLEAR DEFINITION of the research problem and the objectives of analysis;
2. A CLEAR DESCRIPTION of the research strategy with related aims and objectives;
3. A detailed list of the RELEVANT HYPOTHESES (if appropriate);
4. A research plan with PROPOSED RESEARCH METHODS, SOURCES OF INFORMATION to be used and stages of conducting the dissertation.

Consequently, the dissertation proposal will almost always include or present all or most of the following features:

- a. the background/nature of the research problem(s)/question(s);
- b. the research objectives that flow from the research question(s) identified;
- c. the research plan (schedule of activities, outcomes, processes);
- d. as required and appropriate, it will also indicate planned:
 1. Data sources and collection methods
 2. Sampling methods
 3. Research instruments/tools (draft questionnaires etc.)
 4. Methods of data analysis
 5. Description and justification of planned research methodology.

The Seminar Leader and, if warranted, another appropriate academic (from the Department within which the Master's degree resides) will assess the dissertation proposal. Acceptance of the proposal (normally with at least 50%) and later endorsement at the relevant Award & Progression Board will constitute a pass in the unit. In assessing the Dissertation Proposal, assessors will base their views and marks awarded on the assessment scheme presented as Annex A (Page 31).

Using this scheme, students are encouraged to self-assess their Dissertation proposals prior to submission of their completed proposals. Used in this manner, the assessment scheme can also be used as a form of checklist for the proposal.

Reflective Diary

Additionally, together with their completed Dissertation Proposals, students must also submit a weekly Reflective Diary. This Reflective Diary is likely to be *circa* 1,000 words. It should present, in the form of weekly summaries, the student's personal thoughts/reflections on the thoughts, processes, readings, actions, and developments experienced and/or undertaken each week, in relation to the development of the Dissertation Proposal. The diary is meant to be a record of Personal Development and should reflect on a week by week basis how that development has taken place.

The Reflective Diary itself will not be subject to a MARKED ASSESSMENT, but, failure to submit the Reflective Diary will result in the Dissertation Proposal itself being incomplete - and hence not in a position to be marked. However, the Reflective Diary will be subjected to a Pass/Fail assessment and failure in the Reflective Diary will not enable the Dissertation Proposal itself to be marked.

It is often the case that students successfully complete (by achieving 50% or more) the assignment for this unit (i.e. the Dissertation Proposal) on the very first submission. While all decisions as to a student's possible progression or award are the sole preserve of the relevant Award & Progression Board, students who are unsuccessful on the first submission are usually permitted to submit for a second time – but on this occasion with the mark being “capped” (i.e. when the submission warrants 50% or more that it be limited to 50% regardless of the actual mark earned). If unsuccessful on the second submission, then the relevant Award & Progression Board *may* permit the student a further submission – but on this occasion on a “Repeat With Attendance” basis. This basis will almost always require a further set of fees for the unit to be paid.

DISSERTATION PROPOSAL: DEVELOPMENT AND SUBMISSION

The Dissertation Proposal is the result of much thought, reading and judgement by the student. It is meant to be entirely the student's own creation and responsibility. It is an assessed assignment and, in part, is assessed by the Unit Leader.

Student driven generalised guidance is on offer in the weekly Seminars and Dissertation Workshops, so that all students may benefit from the matters raised and explained. When such advice is sought, it must be done as early as possible. This will enable injection of constructive suggestions. Thus, students are very strongly advised to make good use of the weekly Seminar opportunities.

Regardless, development and submission of the Proposal on a timely basis is **ALWAYS** the exclusive and sole responsibility of the student. The proposal must be completed and presented on or prior to the prescribed date. It must be submitted to the Faculty Administrator in L105 **by 2pm on Wednesday 5th May 2010** along with the form in *Annex D* (Page 36).

If it becomes apparent that the student is not going to be able to complete the Proposal by the terminal date, and he/she wishes an extension to that date, the student must complete “**REQUEST FOR LATE SUBMISSION OF COURSEWORK FORM**” from L105. Then, together with all supporting evidence, it must be given to the Course Director, Brian Ardy, at least 2 weeks **before** the submission date.

It is worth pointing out that any extensions granted may affect feedback on the proposal. The student, if they successfully pass the proposal stage, may then need to proceed to the summer dissertation without any personalised feedback from their marker of the proposal. This will ultimately depend on the extension period and the ability of the marker to grade the proposal before the second semester.

PLAGIARISM

Plagiarism occurs when a significant amount of work submitted is that of (an) other(s) and full and/or proper attribution is not made in the references and/or bibliography.

Every year, a large number of students are found out to have simply copied and pasted large pieces of their work from the Internet or other sources into their proposal or indeed the final dissertation. Every year they are found out and depending on the extent of the copying they can be asked to submit a new proposal or may even be expelled from the MSc International Business course.

Thus, being fully conscious of the above, students are expected to undertake the research work necessary for the Dissertation Proposal on their own. They are also expected to write up the Dissertation Proposal independently. However, in an **academically appropriate manner**, they are expected to employ and draw on other people's ideas and collaborate with others. But, in such situations, the work of others must be used in a principled way with full acknowledgement of authorship.

Students are required to put the words of others in quotation marks and must give proper attribution in their reference and/or bibliography section(s). Even ideas that are not their own must be given due attribution. In short – pay full regard to proper academic referencing.

You will be required to use the “**Turn-It-In**” Academic Referencing software. You **MUST** use it to ensure that your referencing is academically sound. Your Course Director and/or Research Methods/Dissertation Co-ordinator will be pleased to provide you with further details about this software and how to use it.

*If in ANY doubt about proper attribution, you **MUST** consult with your relevant Seminar leader.*

There is further information in a guide with many useful links about Plagiarism in Annex E.

EXTENUATING CIRCUMSTANCES

Where the student has submitted or will submit the Dissertation Proposal by the terminal date, but considers its development and/or presentation has been marred by circumstances significantly beyond his/her control, he/she must complete the “**CLAIM FOR EXTENUATING CIRCUMSTANCES FORM**” available from L105 and submit it to the relevant Faculty Administrator by the terminal submission date for such forms.

FEEDBACK ON THE UNIT

Feedback on the Dissertation Proposal submitted (the assignment for this unit) will be provided by the marker of your proposal. This will *normally* be the individual who took you for your weekly seminar and in the same room where your seminars were held.

Very Important Note:

It should be noted that the date for this feedback will be **Friday 28th May 2010** and as such students who intend to leave the United Kingdom over the summer months should **not** book to travel home until after the feedback session.

Seminar Tutors along with the Unit Leader WILL NOT BE AVAILABLE TO PROVIDE FEEDBACK EITHER ON A ONE-TO-ONE BASIS OR BY EMAIL.

If you decide to book your travel and leave the United Kingdom before the feedback sessions then you do so at your own risk. Feedback is an important part of the proposal. It will enable you to tackle the actual summer dissertation in a more professional manner avoiding the pitfalls and omissions that your marker will have noticed.

RESEARCH METHODS & DISSERTATIONS CO-ORDINATOR:

Only after the Dissertation Proposal has been duly accepted, is it the role of the dissertations co-ordinator (see below) to associate an academic as Dissertation Facilitator for each such successful student and, if necessary, to act as a medium between student and academic. The current appointee to this role is:

<u>Course</u>	<u>Department</u>	<u>Co-ordinator</u> <u>(E-mail address)</u>
MSc International Business	Business Studies	Mr. M. Wood woodml@lsbu.ac.uk

7.0 LEARNING RESOURCES

Where editions later than those identified below are in existence, these later editions must be used:

CORE MATERIALS

LEEDY P. & ORMROD J. (2005)

Practical Research: Planning and Design

8th Edition

Prentice-Hall Inc.

New Jersey, USA

Website accompanying textbook: <http://www.prenhall.com/leedy>

The above textbook is the recommended textbook for the unit. The lecturer will be following the material in this book very closely in their PowerPoint slides. If the student intends to buy any book for this unit then the student should purchase this book. That said, if the style of the book is not to the student's liking then there are a number of other excellent books available some of which are listed below.

BRYMAN A. & BELL E. (2003)
Business Research Methods
Oxford University Press
Oxford, Oxfordshire, England
Website accompanying textbook: <http://www.oup/uk/booksites/busecon>

FISHER C. (2004)
Researching and Writing a Dissertation for Business Students
FT Prentice Hall – Pearson Education Limited
Harlow, Essex, England

JANKOWICZ A. (2005)
Business Research Projects (Fourth Edition)
Business Press Division of Thomson Learning
London, England

RYAN R., SCAPENS R. & THEOBALD M. (Second Edition) (2002)
Research Methods & Methodology in Finance and Accounting
Thomson Learning
London, England

SAUNDERS M., LEWIS P. & THORNHILL A. (Third Edition) (2003)
Research Methods for Business Students
Pearson Education Limited
Harlow, Essex, England
Website accompanying textbook: <http://www.ftmanagement.com>

OPTIONAL MATERIALS

BABBIE E. (1990)
Survey Research Methods
Wadsworth Publishing
Belmont, California, USA

BELL J. (1993)
Doing your research project:
A guide for First-Time researchers in Education and Social Science *Second Edition*
Buckingham, Buckinghamshire, England

BENJAFIELD J. (1994)
Thinking Critically about Research Methods
Allyn & Bacon: A Division of Paramount Publishing
Needham Heights, Massachusetts, USA

BERENSON M. LEVINE D. & KREHBIEL T. (2004)
Basic Business Statistics – Concepts and Applications
Pearson Education International
Upper Saddle River, New Jersey, USA
Website accompanying textbook: <http://www.prenhall.com/berenson>

BIRLEY G. & MORELAND N. (1998)
A Practical Guide to Academic Research
Kogan Page Limited
London, England

BUND-JACKSON B. (1983)
Multivariate Data Analysis
Richard D. Irwin Inc.
Homewood, Illinois, USA

CRESWELL J. (1994)
Research Design: Qualitative & Quantitative Approaches
Sage Publications Ltd
London, England

DENSCOMBE M. (1998)
The Good Research Guide:
For small-scale social research projects
Open University Press
Buckingham, Bucks., England

DIAMANTOPOULOS A. & SCHLEGELMILCH B. (1997)
Taking the Fear out of Data Analysis
The Dryden Press
London, England

FIELD A. (2000)
Discovering Statistics – Using SPSS for Windows
Sage Publications
London, England

GRAZIANO A. & RAULIN M. (Third Edition) (1997)
Research Methods: A process of Enquiry
Addison Wesley Longman
London, England

GREENFIELD T. (1996)
Research Methods: Guidance for Postgraduates
Arnold – A member of the Hodder Headline Group
London, England

HAIR J., ANDERSON R., TATHAM R. & BLACK W. (1998)
Multivariate Data Analysis (Fifth Edition)
Prentice-Hall International (UK) Limited
London, England

HINTON P. (1995)
Statistics Explained: A Guide For Social Science Students
Routledge Publishing
London, England

HUSSEY J. & HUSSEY R. (Second Edition) (2003)
Business Research:
Practical Guide for Undergraduate & Postgraduate Students
Macmillan Press Ltd
Basingstoke, Hampshire, England

JAY R. (1995)

How to write proposals and reports *that get results*

Financial Times Management: A Division of FT Professional Limited

London, England

KUMAR R. (1996)

Research Methodology: A Step-By-Step Guide for Beginners

SAGE Publications

London, England

MALIM T. & BIRCH A. (1997)

Research Methods and Statistics

Macmillan Press Limited

Basingstoke, Hampshire, England

MARSHALL L. & ROWLAND F. (1995)

A Guide to Learning Independently

Longman Australia Pty. Limited

Melbourne, Australia

McCORMACK B. & HILL E. (1997)

Conducting a Survey: The SPSS Workbook

Thomson Business Press, An International Thomson Company

London, England

OPPENHEIM A. (1998)

Questionnaire Design, Interviewing and Attitude Measurement

Pinter Publications

London, England

PALLANT J. (2001)

SPSS Survival Manual: A Step by step guide to data analysis with SPSS

Open University Press

Buckingham, England

Website accompanying textbook: <http://www.openup.co.uk>

SCHUTT R. (1999)

Investigating the Social World: The Process & Practice of Research

Pine Forge Press, Sage Publications Ltd

London, England

SEKARAN U. (2000)

Research Methods for Business: A Skill Building Approach

John Wiley & Sons. Inc

Chichester, Sussex, England

TEITELBAUM H. (1994)

How to Write a Thesis

Third Edition

Macmillan General Reference: A Prentice Hall Macmillan Company

New York, New York, USA

THOMPSON M. (1994)
Teach yourself Ethics
Hodder & Stoughton, Hodder Headline PLC
London, England

TURABIAN K. (1987)
A Manual for Writers of Term Papers, Theses and Dissertations
The University of Chicago Press
London, England

WHITE B. (2000)
Dissertation Skills: For Business and Management Studies
Cassell Publishing London, England

JOURNALS:

Journals are a rich source of theoretical/empirical offerings and **MUST** be widely consulted. Articles in them are invaluable when selecting and/or refining a suitable dissertation question/topic. They offer an insight into the standard and quality of journals, which, within the relevant domain of the Master's degree being sought, should be consulted. The relevant Seminar Leader is likely to be of help.

1. Harvard Business Review;
2. Journal of Business, Finance and Accounting;
3. Journal of Corporate Finance;
4. Journal of Finance;
5. Journal of Financial Economics;
6. The International Journal of Corporate Governance;
7. The Journal of Corporate Governance;
8. International Journal of Business Studies;
9. Journal of Asia Business Studies;
10. The Journal of Business and Economic Studies;
11. Journal of International Business Studies;
12. Asian Case Research Journal;
13. Cross Cultural Management;
14. European Management Journal;
15. International Journal of HRM;
16. Journal of Operational Research.



ANNEX A ASSESSMENT MARKING SCHEME FOR DISSERTATION PROPOSAL

REFLECTIVE DIARY SUBMITTED	YES	NO	
<u>REQUIREMENT</u>		<u>MAXIMUM MARK</u>	<u>AWARDED MARK</u>
1. CLEAR TITLE FOR THE RESEARCH DISSERTATION INDICATING WHAT MAY BE EXPECTED IN IT		5	
2. THOROUGH INTRODUCTION TO THE RESEARCH ISSUES, EMPHASISING BY THE LITERATURE (THEORETICAL AND/OR EMPIRICAL) THE SIGNIFICANCE, RELEVANCE AND JUSTIFICATION OF THE RESEARCH		15	
3. DEFINITION OF THE RESEARCH PROBLEM AND/OR THE MAIN HYPOTHESIS(ES) OF THE RESEARCH		15	
4. DETAILED RESEARCH OBJECTIVES DEMONSTRATING THE LOGIC/JUSTIFICATION OF RESEARCH APPROACH		20	
5. SOURCES OF DATA AND INFORMATION THAT WILL BE USED IN THE RESEARCH PROCESS		15	
6. JUSTIFIED METHODS FOR SUGGESTED GATHERING AND PROCESSING THE DATA FOR EACH OF THE OBJECTIVES		15	
7. LIKELY EXPECTED OUTCOMES AND IMPLICATIONS FROM POSSIBLE RESEARCH FINDINGS		5	
8. SELECT (HARVARD STYLE) BIBLIOGRAPHY INDICATING SOURCES OF MATERIAL		10	
TOTAL		100	
=====			
FIRST/SECOND ASSESSOR'S NAME: _____			
FIRST/SECOND ASSESSOR'S SIGNATURE: _____			
DATE: _____			

**ASSESSORS MUST STATE KEY ASSESSORY COMMENTS ON THE REVERSE.
IF NOT, THE MARKING WILL BE INCOMPLETE.**

ANNEX B HOW TO START USING BLACKBOARD

How to start using Blackboard



Blackboard student information

To use Blackboard you will need an Internet connection and a browser (Netscape 4.6 or later with JavaScript and cookies enabled or Internet Explorer 4 or later).

- 1) Go to <http://www.lsbu.ac.uk/bb/> (Have a look around this site later, there is other information to help you here – follow “Student Information” link)
- 2) Click on "Log in to Blackboard"
- 3) Enter your LSBU Username and Password
The username should be all lower case, no spaces. It will usually be the same as the first part of your LSBU email address (e.g. if your email address was bintonp@lsbu.ac.uk, your username would be bintonp. If it is the first time you have logged in, your initial password will be the 7-digit student number on your security pass. If you have an old style (blue) pass, to get this 7 digit number, take the last 8 digits from the long string of numbers at the bottom of the pass (usually starting with a 9 or a 2) and ignore the last digit.
- 4) When you click on the login button with the mouse, you should enter the Blackboard system.
If you have problems logging in:
 - a) Check that you have typed in your username and password correctly and try again.
 - b) Check that you have used lower case and that the caps lock is not on.
 - c) If you still cannot login, complete the application form at <http://www.lsbu.ac.uk/bb/student/studentform.html> including your LSBU user name, full name and email address. Details of your account will then be e-mailed to you. (If you do not know your user name or have not activated your LSBU computer account you should use the <http://www.lsbu.ac.uk/selfservice/> link to do so. An account cannot be created in Blackboard without your user name and you cannot be emailed details of your account if you do not have an active email account.)

The login form contains the following elements:

- Header: "Have an Account? Login Here."
- Text: "If you already have an account, enter your login information here and click the 'Login' button below."
- Form fields: "USERNAME:" and "PASSWORD:" with corresponding input boxes.
- Links: "Forgot your password?" and a "Login" button.

If it is the first time you have used Blackboard, you should change your password to one that only you know. You do this by clicking on "Personal Information" in the TOOLS section at the left-hand side of the LSBU tabbed screen, then choosing "Change Password". There are other parts of the Personal

Information section that you may want to edit. You can change the email address that Blackboard uses to send you mail by choosing "Edit Personal Details". If you have been given a CD to use with Blackboard and you are using Blackboard on a PC away from LSBU, you may need to change the letter that your PC uses to identify the CD drive by choosing "Set CD Rom Drive". Privacy Options are set to not reveal your personal details to other Blackboard users, only change this if you want the details (listed in "Edit Personal Details") to be available to all other LSBU Bb users.

The screenshot shows the Blackboard interface with the following components:

- Top navigation bar: "LONDON SOUTH BANK UNIVERSITY", "Home", "Help", "Logout".
- Left sidebar (TOOLS): "Announcements", "Calendar", "Tasks", "My Grades", "Send E-mail", "User Directory", "Address Book", "Personal Information" (highlighted with a red circle), "SEARCH THE WEB".
- Main content area: "Welcome, Anna!"
- Right sidebar (My Announcements, My Courses, My Calendar, My Tasks):
 - My Announcements:** "You have no announcements today. more..."
 - My Courses:** "No courses found."
 - My Calendar:** "You have no calendar events today. more..."
 - My Tasks:**
 - Personal Tasks:** "No Personal Tasks Due Today"
 - Course Tasks:** "No Course Tasks Due Today. more..."

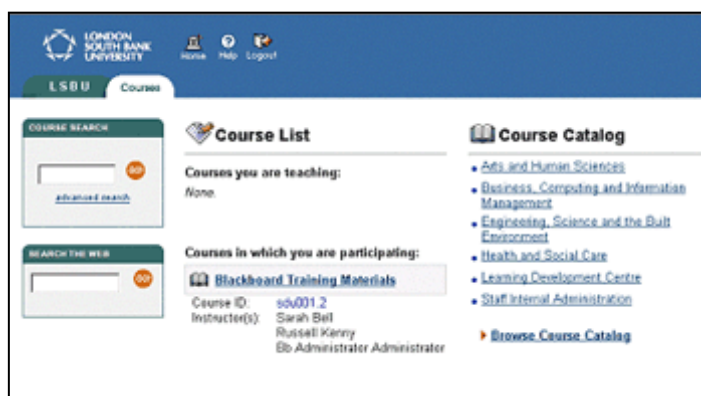
Feel free to explore the other features of the LSBU tabbed screen. There are some useful tools here.

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- 5) Click on the “Courses” tab at the top of the screen to move to the Courses tabbed screen.

This screen lists any LSBU Bb Units (Bb calls them “courses”) that you are participating in. If this is the first time that you have used Blackboard there will not be any listed yet. In order to participate in an LSBU Bb Unit, you need first to enrol on it (Note: this only enrolls you to use Blackboard at LSBU, it is not connected with other LSBU enrolment processes) it will then appear as a “course” that you are participating in.

- 6) On the right hand side of the “Courses” tabbed screen is a section marked “Course Catalog” (US spelling!). Beneath this are the names of the LSBU Faculties, look in the appropriate section for the LSBU Bb Unit that you are going to enrol on.



Your LSBU Bb Unit is called: Research Methods - Code (MCS-M-155_S104)

- 7) Click on the Enrol button to the right of its name. You will be asked for an enrolment access code, which for several courses is: **croablaf** Enter it then click on the Submit button. Please do not give the access code to anyone else.

You are now enrolled on this LSBU Bb Unit. Each time that you log into the LSBU Bb site, this unit will be one that you are listed as participating in. You will be able to enter the Unit from the “Courses” tabbed screen without having to enter the access code again.

Experiment with the various parts of Blackboard, you should find it quite intuitive to use. If you wish, you can download a Blackboard Student Manual as a PDF file that explains all features. It is available from <http://www.lsbu.ac.uk/bb/student/helpsheet.html> together with other useful information.

Forgotten Password?

If you forget your password, under the password entry box is a link that reads “Forgot your password?” you can click on this to get instructions about how to get a new password emailed automatically to the email address that Blackboard holds for you (initially your LSBU email account).

When you click on the link, enter either (1) your First Name, Last Name and User Name or (2) First Name, Last Name and E-mail Address. If you choose to use the e-mail address it must be the address that is stored in Blackboard. This is normally your LSBU e-mail address unless you have changed it. If you are unsure as to which e-mail address Blackboard is using, enter the first (1) option including your User Name.

Difficulty Accessing the Blackboard and the Site:

If you have problems logging in, check item 4 on page 1. Use the ‘Forgot your Password?’ link to reset your password.

If you can login but can’t register onto the site, check the enrolment access code has been entered in lower case. If this does not resolve the problem, check the code with the unit leader.

If you can access the site, but cannot use the communication tools or receive full access, check that you have registered fully onto the site. If you have registered fully, the site will appear in the My Courses box on the LSBU and Courses tabbed pages. If it does not appear and you do not have full access to the site and its tools it is likely that you have accessed the site as a guest. Follow steps 5-7 and ensure that you use the Enrol button.



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ANNEX C DISSERTATION PROPOSAL FORM

In order for a supervisor to be allocated to you in semester 2 it is necessary for you to provide detailed information regarding your proposed area of research. Therefore please complete the following questions and hand the form back to Ms Anna Kubik, the Course Administrator, in L105 by **3 p.m. Wednesday 3rd March 2010**. After this date no further allocations can be made.

FIRST NAME:

SURNAME:

STUDENT NUMBER:

EMAIL:

MOBILE TELEPHONE:

1) OUTLINE WHAT IS THE PROVISIONAL TITLE OF YOUR DISSERTATION?

2) OUTLINE THE *INTERNATIONAL BUSINESS CONTENT* THAT YOU WILL BE INCLUDING IN YOUR RESEARCH?

3) WHAT WILL THE OUTCOMES OF THE RESEARCH BE? GIVE DETAILS.

4) WHAT IS THE CORE READING THAT WILL UNDERPIN YOUR RESEARCH?

5) WHAT IS THE PREDOMINANT SUBJECT DISCIPLINE AREA(S)

TO BE COMPLETED BY DISSERTATION CO-ORDINATOR ONLY

DATE RECEIVED:

ALLOCATED SUPERVISOR:



ANNEX D DISSERTATION PROPOSAL SUBMISSION FORM

PART 1 – TO BE COMPLETED BY THE STUDENT IN BLOCK CAPITALS

Student's Surname: _____ Student's First Name: _____

Student's ID No. _____

Degree for which Dissertation Proposal is being submitted: _____

Course Code: _____ Mode of Study: Part-Time / Full-Time (delete as appropriate)

Dissertation Proposal Title:

I herewith submit one printed copy and an E-version (CD ROM) of my above Dissertation Proposal in conformity with the requirements for my course. I confirm that this Dissertation Proposal is essentially the result of my own work and research, and that it has been developed and written by me alone. If the "Turn-It-In" Academic Referencing Support Software has been made available to me by my department, I attach a print out of the "Turn-It-In" report that supports my submitted Dissertation Proposal. Finally, I confirm that where appropriate, I have faithfully made acknowledgements and/or reference to other sources used in the work.

If required, I will make myself available for a "viva voce" presentation. I hereby expressly give my permission for the E-version of my Dissertation Proposal to be subjected to electronic examination by computer software for assessment purposes.

I am able to confirm that I have informally approached (state name of academic) of the Faculty of Business, Computing & Information and that he/she has indicated that, if officially appointed, he/she would be willing to act as my Dissertation Facilitator.

Signature: _____ Date: _____

PART 2 – TO BE COMPLETED BY THE COURSE ADMINISTRATOR

Course Administrator's name (please print): _____

I confirm receiving 1 printed copy and 1 CD-ROM version of the above Dissertation Proposal on the date below:

Signature: _____

Date: _____

ANNEX E PLAGIARISM GUIDE

Plagiarism

In recent years plagiarism has been seen by all universities in the UK, Europe, the USA and elsewhere as a growing problem, and a serious issue. London South Bank University and The Department of Business and International Studies are playing their part in trying to reduce plagiarism at all levels.

Plagiarism and its dangers

Students often get into trouble with the Academic Misconduct Authorities of the University because they either;

- a). do not understand what plagiarism is, or
- b). they fail to see that they have committed plagiarism by not being careful in how they approach and present their academic work.

It is not difficult to avoid plagiarism, by taking a little care, and being aware of the rules and regulations of the University. The problem is made more difficult because the Internet and electronic forms of information and data often make it seem that information is freely available for all of us to use; just like a railway timetable. However, all academic and other forms of information must have been written by someone, or created by some institution or company. This is what makes academic copying so dangerous. It appears to be OK and acceptable. But it is not, and can lead the student into serious disciplinary problems with the University authorities.

What is Plagiarism?

Plagiarism is the practice of representing another person's work as the student's own, without acknowledgment of the source. Examples of plagiarism include:-

- Including in a student's own work more than a single phrase from the work of another person **without use of quotation marks and acknowledgement of the source**
- Summarising another person's work by changing a few words, or altering the format or order of presentation, without acknowledgement
- Using the ideas of another person, or data gathered by another person, in assessed work presented as the student's own, without acknowledgement of the source
- Copying the work of another source (e.g. a book or article, or the work of another current or past student at LSBU or elsewhere)
- Using and presenting as the student's own material prepared by another person and stored on a computer disk or downloaded from the Internet

Help to Avoid Plagiarism

The University provides a great materials and assistance to help students avoid the pitfalls of plagiarism. With this amount of material available, it is no defence for a student to say 'I didn't know, or understand that I was plagiarising'.

All students should read the following university materials.

The Library has several very good simple help sheets on the subject.

- Help Sheet HS04 Plagiarism, gives a clear definitive view and help on the subject. It is at: <http://www.lisa.lsbu.ac.uk/helpsheets/hs4.pdf>
- Help Sheet HS30, How to Do Your Referencing Using the Harvard System is a first class guide on referencing, including electronic references. It is at: <http://www.library.lsbu.ac.uk/helpsheets/hs30.pdf>
- Help Sheet HS28, How to do your Referencing Numerical Style is at: <http://www.library.lsbu.ac.uk/helpsheets/hs28.pdf>

- The Student Handbook has a section on Plagiarism. It is at:
<http://www.lsbu.ac.uk/current.student/handbook.html>
- Academic Assistant has a good website looking at Referencing and Quotations at:
[http://www.blc.lsbu.ac.uk/aa/aa/Communication/Writing%20Skills/R%26Q\(68\)/R%26Q3HarvardSystem\(68\).html](http://www.blc.lsbu.ac.uk/aa/aa/Communication/Writing%20Skills/R%26Q(68)/R%26Q3HarvardSystem(68).html)
- There is a very good PowerPoint presentation by Rebecca Fong, called, 'Plagiarism and Referencing', at:
<http://eent3.lsbu.ac.uk/STAFF/dimitrsa/Common/referencing%20and%20plagiarism.pdf>
- How to Avoid Plagiarism is tackled at the interesting Purdue University webpage at:
<http://owl.english.purdue.edu/owl/resource/589/01/>
- The Plagiarism Advisory Service, run by Turnitin, has some good advice at:
<http://www.jiscpas.ac.uk/apppage.cgi?USERPAGE=7510>
- Academic Regulations for Taught Programmes are boring, certainly, but very important. They are at:
<http://www.lsbu.ac.uk/current.student/downloads/AcademicRegsTaughtProgs.pdf>

Why do Universities get so upset about Plagiarism?

Consider two students. One has worked very hard in the library for six months on a dissertation. The other has 'cut and pasted' large chunks of material from the web and 'wrote' a dissertation in a few days. Should both get the same mark?

It is because plagiarism is a form of cheating for personal advantage that the university takes a strong line on exposing students who plagiarise and copy other people's work.

What if I am Caught Plagiarising?

Plagiarism is a form of serious academic misconduct and is not allowed. Where plagiarism has been taken place, the case will be reported to Michael Wood, the Academic Misconduct Co-ordinator for the BIS Department.

A preliminary investigation takes place to determine whether the allegation of plagiarism is justified. If it is the case, the matter will become the subject of a full investigation by the university, in which the student will be given the opportunity to explain their actions. Taking into account the explanation given by the student, a specially convened, independent university panel will, then, recommend to the Examinations Board the appropriate penalty. Where plagiarism has occurred, **it may result in the student failing the unit without the opportunity to be re-assessed.** In extreme cases, a student may be deemed to have failed all units of the course and be asked to terminate their studies and leave the university.

- Plagiarism is **very** serious
- There are **very** strict university rules that apply to all aspects of plagiarism
- Punishment is very severe, with significant financial and personal costs to the student
- The investigation and judicial process is very thorough, and so necessarily slow. The university uses a range of detection systems, including the JISC (Joint Information Systems Committee) computer based system, Turnitin, and other computer based systems.
- You cannot progress or graduate until the full process is completed. It may take 3-6 months
- This may mean you miss the graduation ceremony
- Even if you are found innocent, you may easily miss an academic year and not graduate with your friends

Student Requirements on Courses and Units

All students can submit their work themselves to the Turnitin system for checking. This can easily be done through the Blackboard site for each unit. Instructions are on the Blackboard site for the unit.

In addition, to address the problem of plagiarism in the writing of coursework, the BIS department requires students to submit **a copy of all coursework in electronic form, and a paper print out of the Turnitin Report needs to be attached to the back of the coursework** when it is handed in to L105. Work cannot be marked without this. Students may also be required to submit to a *viva voce* interview and investigation to demonstrate that their work is authentic.

Remember

**One simple guarantee that you are not plagiarising is to show your work to your class tutor before you submit it, with your Turnitin Report and ask, “Am I doing something silly here. Am I at risk of being caught plagiarising?”
They will give you advice.**



ANNEX F

M.Sc. IB Dissertation Timetable 2009-10

Dissertation lectures and workshops at the Residential Weekend 2010	12-14 th February
Submission of dissertation provisional title and content outline	3 rd March
Allocation of dissertation facilitators	30 th April
Individual presentations of dissertations in the research methods class	23 rd and 30 th April
Submission of research proposal in L105	5 th May
First meeting with dissertation facilitator, by	21 st May
One-to-one feedback seminar with research seminar tutors	28 th May
Submission date for resit research proposals in L105	1 st September
First draft submitted to dissertation supervisors by ...	8 th October
Final draft submitted to dissertation supervisors by ...	8 th November
Last day for Interruption of Studies request to Course Director (Involves additional fees, & dissertation can only be submitted on 12 th December 2011)	15 th November
Final date for extension request due to extenuating circumstances to Michael Wood. If the request is successful, a fee of £100 is payable	29 th November
Final submission of dissertation in L105 Two bound copies + electronic copy + Turnitin Report	13 th December 2010
Final date for submitting extenuating circumstances	18 th December 2010

Michael Wood
M.Sc. IB. Dissertation Coordinator