



# Linnéuniversitetet

Kalmar Växjö

## Kursplan

Fakultetsnämnden för ekonomi och design  
Ekonomihögskolan

4FE72E Business Administration IV - Thesis Project Management,  
Methodology and a Master's Thesis, 30 högskolepoäng

Business Administration IV - Thesis Project Management,  
Methodology and a Master's Thesis, 30 credits

### Ämnesgrupp

Företagsekonomi

### Nivå

Avancerad nivå

### Fördjupning

A1E

### Fastställande

Fastställd av institutionsstyrelsen vid Ekonomihögskolan 2009-10-08

Kursplanen gäller från och med vårterminen 2010

### Förkunskaper

Particular eligibility for the programme is a Bachelor Degree in Business Administration, i.e. 180 hp, with at least 90 hp Business Administration including a 15 hp worth independent thesis work.

Applicants from abroad must comply with the general requirements and regulations for higher education in Sweden. They must also have the required proficiency in the English language corresponding to at least the following levels: TOEFL: 550/213 p; IELTS: score 6.0; (not lower than 5.0); MELAB: score 90 p; "Cambridge EFL examination": grade A or B.

### Förväntade studieresultat

This course is offered as an integrated part following the general structure of the syllabus of the Master's Programme in Leadership and Management in International Context.

After completing this course the student should be able to:

- implement thorough and qualified skills in the art and process of planning, conducting, implementing and presenting a research in a thesis form.
- identify a research question and design a project to answer it
- write a critical literature review
- define working concepts and conceptual frameworks to give structure to the work
- collect and analyse research data efficiently and effectively

- interpret findings sensitively as a basis for making recommendations for action that are practicable and sound
- write reports and dissertations that are persuasive, well structured and well written demonstrating:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- Conceptual understanding that enables the student:
  - „X To evaluate critically current research and advanced scholarship in the discipline; and
  - „X To evaluate methodologies and develop critiques thereof and, where appropriate, to propose new hypotheses.

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in - planning and implementing tasks at a professional or equivalent level;

- Continue to advance their knowledge and understanding, and to develop new skills to a high level.
  - Acquire the qualities and transferable skills necessary for employment requiring:
    - „X The exercise of initiative and personal responsibility;
    - „X Decision making in complex and unpredictable situations; and
    - „X The independent learning ability required for continuing professional development.
- understand how this course is connected to society at large and to be able to relate to, grasp and use the state of the art of the research within the subject.

## Innehåll

The course consists of three distinctive and integrated activities:

### Project Management

This is a process that starts at early stage of this course and aims at organising and managing all the activities related to the thesis. Theses groups are formed, and seminars are organised in order to culminate in a thesis proposal for each group. The thesis proposal must contain a thorough description of the research problem, the research questions as well as a vision of a supporting theoretical framework and a vision of how a prospective empirical investigation is to be conducted. During this initial process, the students have the opportunity to specialise in areas with relevance to leadership and management in international contexts.

### Methodology

Throughout the whole course regular seminars on methodology are provided. Different methodological approaches are studied and the implications they have on research are examined. Each thesis group is given the possibility to relate methodological issues to their particular research problem. Thus, approaches such as case study, grounded theory and quantitative survey methods are examined and evaluated. The students are thereby trained in the principles of valid research methodologies and in the relationship between the research problem and the adequate methodological approach. The project management part of this course starts at the very beginning of the programme where

the course is integrated, thus encouraging and helping the students to enter into the process of formulating a thesis proposal and related issues at an early stage. This process allows for the maturation of the end result and gives many correcting opportunities.

#### Research and the art of writing

The student's progress and knowledge acquisition are continually monitored through written papers, team work activities and presentations of the progress and results. Students have the opportunity to study scientific papers, conference proceedings, journal articles and finished theses in order to gain and improve their own research and writing skills. The course also hosts researchers and PhD students who present their work, their methodologies and their writing routines.

#### Undervisningsformer

Theses teams are normally constituted by 2 students. Participation in lectures, seminars and teamwork activities is mandatory. There will be a possibility to present the written thesis either in a monographic form or in a series of short scientific papers.

The course is taught in English. The teaching forms are integrated. The examination of the thesis course including all its parts is based on the following activities:

Master thesis: 70 %

Methodology: 20%

Opposition and defence of the master thesis: 10 %

Results are graded using one of the terms Passed with distinction, Pass or Fail, and A-F according to the ECTS scale. The grade is set depending on how well the student has fulfilled the learning outcomes. Pass with distinction requires deeper, more elaborated and complex discussions around the same learning outcomes.

#### Examinationsformer

Kursen bedöms med betygen Underkänd, Godkänd eller Väl godkänd.

#### Kursvärdering

Continuous monitoring and evaluation of the progress of the students is carried out through seminars, workshops and submission of reports. The written thesis in itself constitutes the final examination.

#### Kurslitteratur och övriga läromedel

##### **Obligatory literature**

Daudi, Ph., "Generating Knowledge and the Theory of Discourse" Ch 3 in *The Discourse of Power in Managerial Praxis*, Basil Blackwell, Oxford, 1986.

Fisher, C., and others, "Researching and Writing a Dissertation for Business Students", Pearson Education Ltd., 2004, ISBN 0 273 68334 9

Strauss, A., and Corbin, J., "Basics of Qualitative research: Grounded Theory Procedures and Techniques", Sage Publications, Newbury Park, 1990

Strauss, A., and Corbin, J., "Grounded Theory in Practice"; Sage Publications, 1997

Yin, Robert K., *Case Study Research. Design and Methods*, Second Edition, Sage, (1994).

##### **Additional teaching material**

Relevant and continuously updated scientific articles:

Victor R. Prybutok and Ranga Ramasesh, *An action-research based instrument for monitoring continuous quality improvement*, *European Journal of Operational Research*,

Volume 166, Issue 2, 16 October 2005, Pages 293-309.

Nigel Harwood, Nowhere has anyone attempted ... In this article I aim to do just that': A corpus-based study of self-promotional I and we in academic writing across four disciplines, *Journal of Pragmatics*, Volume 37, Issue 8, August 2005, Pages 1207-1231

L. Cherchye and P. Vanden Abeele, On research efficiency: A micro-analysis of Dutch university research in Economics and Business Management, *Research Policy*, Volume 34, Issue 4, May 2005, Pages 495-516

Alexandros Papalexandris, George Ioannou, Gregory Prastacos and Klas Eric Soderquist, An Integrated Methodology for Putting the Balanced Scorecard into Action, *European Management Journal*, Volume 23, Issue 2, April 2005, Pages 214-227

Glen Lehman, Taylor, Expressivism, and Interpretation: Toward a New Evaluative Discourse Lost to Modernity? *Critical Perspectives on Accounting*, Volume 11, Issue 4, August 2000, Pages 433-445

Noël O'Sullivan, Nietzsche and the agenda of post-modernity, *History of European Ideas*, Volume 20, Issues 1-3, January 1995, Pages 145-151

Joseph B. Lyons and Tamera R. Schneider, The influence of emotional intelligence on performance, *Personality and Individual Differences*, April 2005,

The evolving definition of what comprises international strategic management research *Journal of International Management*, Volume 10, Issue 3, 2004, Pages 413-429  
Garry D. Bruton, Franz T. Lohrke and Jane W. Lu

Boas Shamir and Galit Eilamb, "What's your story?" A life-stories approach to authentic leadership development, *The Leadership Quarterly*, Volume 16, Issue 3, June 2005, Pages 395-417

The philosophical discourse of modernity: Twelve lectures : By Jürgen Habermas. Translated by Frederick Lawrence. Cambridge, Massachusetts: M.I.T. Press, 1987.

Fragments of modernity : By David Frisby. Cambridge, Massachusetts: M.I.T. Press, 1988.

Logics of disintegration: Post-structuralist thought and the claims of critical theory : By Peter Dews. London: Verso, 1987.

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