



**FACHHOCHSCHULE  
WIENER NEUSTADT**

Austrian Network for Higher Education

University of Applied Sciences

# Academic Skills II – Lecture 1

Introduction & How To: Research Proposal

B-BCI 2020

Summersemester 2022

Group 1: Melanie Hense, BA, MA → [melanie.hense@fhwn.ac.at](mailto:melanie.hense@fhwn.ac.at)

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Group 3: Mag. Dr. Karin Wegenstein → [karin.wegenstein@fhwn.ac.at](mailto:karin.wegenstein@fhwn.ac.at)

Course Leader: Melanie Hense, BA, MA – [melanie.hense@fhwn.ac.at](mailto:melanie.hense@fhwn.ac.at)  
Institute for Market Research & Methodology





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# Introduction & Course Requirements

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# Who are we?



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- **Melanie Hense** (Course Leader + Group 1)

*Lecturer / Researcher Institute of Market Research & Methodology  
melanie.hense@fhwn.ac.at*

- **Severin Maurer** (Group 2)

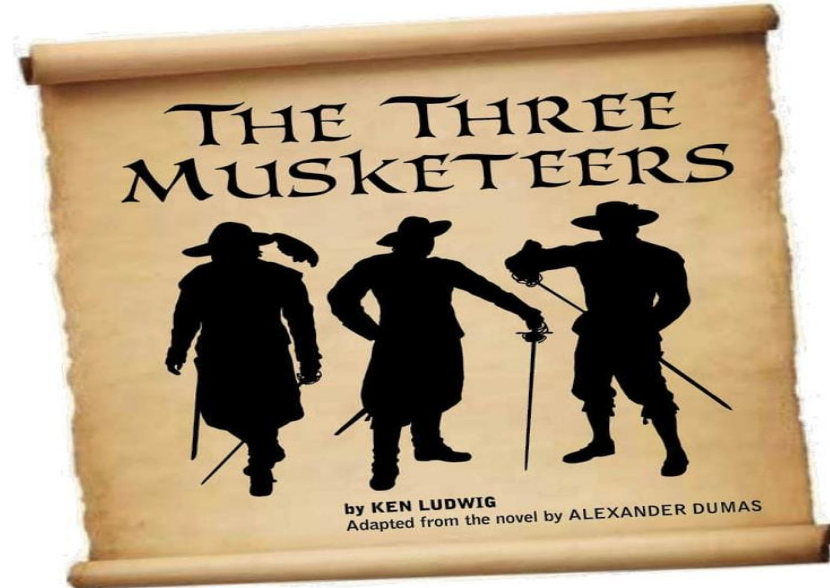
*Lecturer / Researcher Institute of Market Research & Methodology  
severin.maurer@fhwn.ac.at*

- **Karin Wegenstein** (Group 3)

*Programme Director Master Controlling & Business Intelligence  
karin.wegenstein@fhwn.ac.at*

Consultation hour: by appointment via e-mail

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& Methodology, City Campus





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## Overview (course content, learning objectives, submission deadlines, ...)

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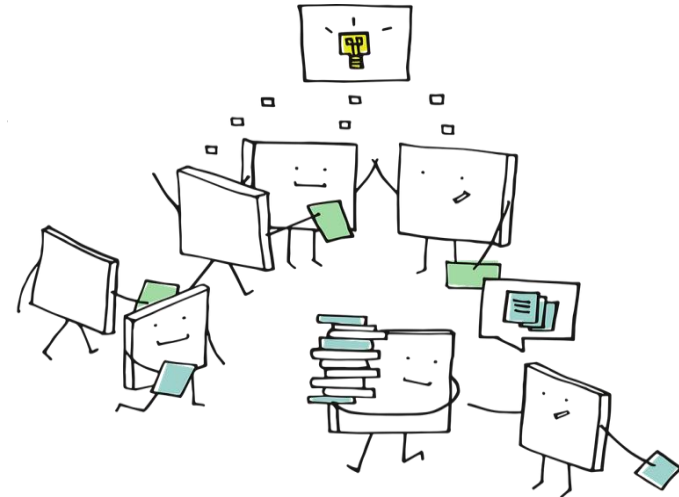
# Course Content



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- Writing a Research Proposal
- Methods of empirical data collection (qualitative and quantitative) such as qualitative interviews, focus groups, quantitative questionnaire design, experimental methods, etc.
- Qualitativ and quantitative data analysis and presentation



# Learning Outcomes



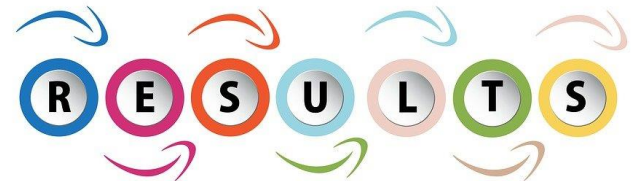
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*After successful completion of the course, students are able to conduct basic empirical research projects as they are able to*

- a) adopt **appropriate empirical research methods** for the **design and management of empirical research projects** and **justify the choice** of their research design.
- b) write a **transparent academic, empirical research proposal** for their bachelor thesis.
- c) differentiate between **qualitative and quantitative data collection** methods.
- d) independently **collect qualitative (mainly via interviews) and quantitative data (mainly via questionnaires)** according to scientific principles.
- e) **analyse qualitative and quantitative data**.
- f) **report, reflect and discuss** empirical (quantitative and qualitative) results.
- g) provide **constructive feedback** to peers.



# Group 1 - Hense

	Date/Session-Type	Content
1	23.02.2022 – 16:30-18:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Course Structure</li> <li>Structure of a Research Proposal</li> <li>Brief recap of the course topics (<i>Academic Skills I</i>)</li> </ul>
2	28.02.2022 – 13:30 – 17:00 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>Introduction to Qualitative Research</li> <li>Interactive Workshop</li> </ul>
3	02.03.2022 – 13:30 – 15:00 GROUP SESSION 1 (in Groups – Hense)	<ul style="list-style-type: none"> <li>Describing a qualitative research design</li> <li>Forming Student-Research Groups</li> <li>Assignment → Finding a qualitative research question + designing an interview guideline</li> </ul>
4	10.03.2022 – 14:00 – 16:30 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>In-depth Qualitative Research</li> <li>Qualitative Data Analysis</li> </ul>
5	17.03.2022 – 09:00 – 12:30 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Introduction to Quantitative Research</li> <li>Questionnaire Construction</li> </ul>
6	17.03.2022 – 13:00 – 14:30 GROUP SESSION 2 (in Groups – Hense)	<ul style="list-style-type: none"> <li>Describing a quantitative research design</li> <li>Assignment → Finding a quantitative research question + designing a questionnaire</li> </ul>
7	28.03.2022 – 13:30 – 16:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Analysing quantitative data</li> </ul>
8	28.03.2022 - ZUB	<ul style="list-style-type: none"> <li>Other forms of research – Introduction to the Science Lab</li> </ul>
9	31.03.2022 09:00-11:00 LECTURE (Plenary Wegenstein)	<ul style="list-style-type: none"> <li>Ethics in Research</li> </ul>
10	05.04.2022 11:00 – 12:30 LECTURE (in Groups – Hense)	<ul style="list-style-type: none"> <li>Last Tips: Writing a Good Research Proposal (incl. Q&amp;A for your project)</li> </ul>
11	07.04.2022 ZUB	<ul style="list-style-type: none"> <li>Presenting empirical results</li> </ul>
12	04.05.2022 – 13:30 – 17:30 GROUP SESSION 3 - PRESENTATIONS (in Groups - Hense)	<ul style="list-style-type: none"> <li>Presentation of empirical results</li> <li>Getting to know the Science Lab</li> </ul>
13	08.06.2022 – 13:00 – 14:30 GROUP SESSION 4 (in Groups – Hense)	<ul style="list-style-type: none"> <li>Global Feedback incl. Q &amp; A</li> </ul>

## Group 2 - Maurer

	Date/Session-Type	Content
1	23.02.2022 – 16:30-18:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>• Course Structure</li> <li>• Structure of a Research Proposal</li> <li>• <i>Brief recap of the course topics (Academic Skills I)</i></li> </ul>
2	28.02.2022 – 13:30 – 17:00 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>• Introduction to Qualitative Research</li> <li>• Interactive Workshop</li> </ul>
3	01.03.2022 – 14:00 – 15:30 GROUP SESSION 1 (in Groups - Maurer)	<ul style="list-style-type: none"> <li>• Describing a qualitative research design</li> <li>• Forming Student-Research Groups</li> <li>• Assignment → Finding a qualitative research question + designing an interview guideline</li> </ul>
4	10.03.2022 – 14:00 – 16:30 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>• In-depth Qualitative Research</li> <li>• Qualitative Data Analysis</li> </ul>
5	17.03.2022 – 09:00 – 12:30 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>• Introduction to Quantitative Research</li> <li>• Questionnaire Construction</li> </ul>
6	17.03.2022 – 13:00 – 14:30 GROUP SESSION 2 (in Groups - Maurer)	<ul style="list-style-type: none"> <li>• Describing a quantitative research design</li> <li>• Assignment → Finding a quantitative research question + designing a questionnaire</li> </ul>
7	28.03.2022 – 13:30 – 16:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>• Analysing quantitative data</li> </ul>
8	28.03.2022 - ZUB	<ul style="list-style-type: none"> <li>• Other forms of research – Introduction to the Science Lab</li> </ul>
9	31.03.2022 09:00-11:00 LECTURE (Plenary Wegenstein)	<ul style="list-style-type: none"> <li>• Ethics in Research</li> </ul>
10	05.04.2022 11:00 – 12:30 LECTURE (in Groups – Maurer)	<ul style="list-style-type: none"> <li>• Last Tips: Writing a Good Research Proposal (incl. Q&amp;A for your project)</li> </ul>
11	07.04.2022 ZUB	<ul style="list-style-type: none"> <li>• Presenting empirical results</li> </ul>
12	04.05.2022 – 13:30 – 17:30 GROUP SESSION 3 - PRESENTATIONS (in Groups – Maurer)	<ul style="list-style-type: none"> <li>• Presentation of empirical results</li> <li>• Getting to know the Science Lab</li> </ul>
13	08.06.2022 – 13:00 – 14:30 GROUP SESSION 4 (in Groups – Maurer)	<ul style="list-style-type: none"> <li>• Global Feedback incl. Q &amp; A</li> </ul>



## Group 3 - Wegenstein

	Date/Session-Type	Content
1	23.02.2022 – 16:30-18:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Course Structure</li> <li>Structure of a Research Proposal</li> <li>Brief recap of the course topics (Academic Skills I)</li> </ul>
2	28.02.2022 – 13:30 – 17:00 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>Introduction to Qualitative Research</li> <li>Interactive Workshop</li> </ul>
3	02.03.2022 – 09:00 – 10:30 GROUP SESSION 1 (in Groups – <b>Hense as representative of Wegenstein; please join the group session of Ms. Hense</b> )	<ul style="list-style-type: none"> <li>Describing a qualitative research design</li> <li>Forming Student-Research Groups</li> <li>Assignment → Finding a qualitative research question + designing an interview guideline</li> </ul>
4	10.03.2022 – 14:00 – 16:30 LECTURE (Plenary Hense)	<ul style="list-style-type: none"> <li>In-depth Qualitative Research</li> <li>Qualitative Data Analysis</li> </ul>
5	17.03.2022 – 09:00 – 12:30 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Introduction to Quantitative Research</li> <li>Questionnaire Construction</li> </ul>
6	21.03.2022 – 09:00 – 10:30 GROUP SESSION 2 (in Groups - Wegenstein)	<ul style="list-style-type: none"> <li>Describing a quantitative research design</li> <li>Assignment → Finding a quantitative research question + designing a questionnaire</li> </ul>
7	28.03.2022 – 13:30 – 16:00 LECTURE (Plenary Maurer)	<ul style="list-style-type: none"> <li>Analysing quantitative data</li> </ul>
8	28.03.2022 - ZUB	<ul style="list-style-type: none"> <li>Other forms of research – Introduction to the Science Lab</li> </ul>
9	31.03.2022 09:00-11:00 LECTURE (Plenary Wegenstein)	<ul style="list-style-type: none"> <li>Ethics in Research</li> </ul>
10	07.04.2022 ZUB	<ul style="list-style-type: none"> <li>Presenting empirical results</li> </ul>
11	07.04.2022 09:00-10:30 LECTURE (in Groups - Hense, Maurer, Wegenstein)	<ul style="list-style-type: none"> <li>Last Tips: Writing a Good Research Proposal (incl. Q&amp;A for your project)</li> </ul>
12	04.05.2022 – 13:30 – 17:30 GROUP SESSION 3 - PRESENTATIONS (in Groups - Wegenstein)	<ul style="list-style-type: none"> <li>Presentation of empirical results</li> <li>Getting to know the Science Lab</li> </ul>
13	09.06.2022 – 11:00– 12:30 GROUP SESSION 4 (in Groups - Wegenstein)	<ul style="list-style-type: none"> <li>Global Feedback incl. Q &amp; A</li> </ul>

# Required Student Performance & Grading

## Group Assignments (worth 45% of the total course grade):

- (1) Survey instrument/guideline for qualitative research (interview or focus group) incl. peer review of another group's survey instrument 15%
- (2) Quantitative questionnaire 10 %
- (3) Empirical data collection and results presentation - attendance of each group member is required, Session Nr. 12, 04.05.2022 20%

## Individual Assignments (worth 55% of the total course grade):

- (4) Research topic first draft of the research context & objective 10%
- (5) 1st draft of finished research proposal (binary)
- (6) Peer review of a colleague's research proposal 10%
- (7) 2nd draft of research proposal (optional - in case personal feedback is required/demanded)
- (8) Final research proposal (at bachelor thesis level, incl. scientific sources = peer-reviewed journals) 35%

Attendance is generally recommended.

**Each assignment, apart from assignments (5 & 7), is graded 1-5 on the Austrian grading scale according to the criteria stated in this presentation.** A final negative grade (graded 5 – Nicht Genügend) on a single assignment or non-submission results in a negative course grade. If all assignments have been submitted and positively graded by the end of the course, the final grade is determined by calculating the weighted average of all assignments according to the weights stated above.

*In case of a negative course assessment, the student shall be granted a reasonable extension period for the completion of the required coursework (1st repetition). Requirements for the 1st repetition will be specified by the lecturer analogous to the assignments listed above. After a second negative assessment, the examination shall be held before a committee (2nd repetition).*

# Submission Deadlines



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## GROUP ASSIGNMENTS (=Group Research Topic)

<b>1.1. Qualitative Survey Instrument - Version 1 (binary)</b>	Thursday, 17.03.2022 Submission in PDF on Edunet + E-Mail to Peer-Group (with lecturer in cc)
<b>1.2. Peer Review: Qualitative Survey Instrument (binary)</b>	Thursday, 24.03.2022 Submission in PDF on Edunet + E-Mail to Peer-Group (with lecturer in cc)
<b>1.3. Final Qualitative Survey Instrument (15%)</b>	Thursday, 28.03.2022 Submission in PDF on Edunet
<b>2. Quantitative Questionnaire (10%)</b>	Thursday, 31.03.2022 Submission in PDF + Qualtrics Link on Edunet
<b>3. Presentation of empirical results (20%)</b>	Wednesday, 04.05.2022 Presentation – attendance of every group member required

In order to positively complete the course, each assignment must be submitted by the due date and be passed.

Non-submission results in a negative course grade

# Submission Deadlines



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## INDIVIDUAL ASSIGNMENTS ( = Individual Topic)

<b>4. First part of the research proposal (10%)</b>	Monday, 10.03.2022 Submission in PDF on Edunet
<b>5. 1st draft of the research proposal (binary)</b>	Wednesday, 10.05.2022 Submission in PDF on Edunet + E-Mail to Peer (with lecturer in cc)
<b>6. Peer Review: research roposal (10%)</b>	Wednesday, 18.05.2022 Submission in PDF on Edunet + E-Mail to Peer (with lecturer in cc)
<b>7. 2nd draft of the research proposal (voluntary)</b>	Wednesday, 25.05.2022 Voluntary Submission in PDF on Edunet
<b>8. Final research proposal (35%)</b>	Wednesday, 15.06.2022 Submission in PDF on Edunet

In order to positively complete the course, each assignment must be submitted by the due date and be passed.

Non-submission results in a negative course grade

# Required Student Performance & Grading

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The group assignments will be discussed by your respective group-leader during the group sessions.

You will receive a description of the task for your individual assignment at the end of today's lecture.

**Please consult the syllabus on edunet for detailed information on the assignments!!!**

# Required



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## What's mandatory?

...the **course materials** (= the slides and additional materials on edunet).

...the **citation guide** (contains the necessary formal requirements regarding citation and bibliography - for this course we recommend the use of the Chicago citation system!)

## Additional literature:

### Recommended Literature:

(\*) Saunders, Mark, Philip Lewis, and Adrian Thornhill. 2019. Research Methods for Business Students. 8th edition. Pearson.

(\*) Easterby-Smith, M., Thorpe, R., and P. Jackson .2015. Management and Business Research. 5th edition. Sage.

# Important!



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## Course policies

Academic Honesty and Appeals: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable.

Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior defeats the intent of an examination or other class work.

Cheating on exams, **plagiarism, improper acknowledgement of sources in essays**, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action as outlined in the current Exam Regulations.

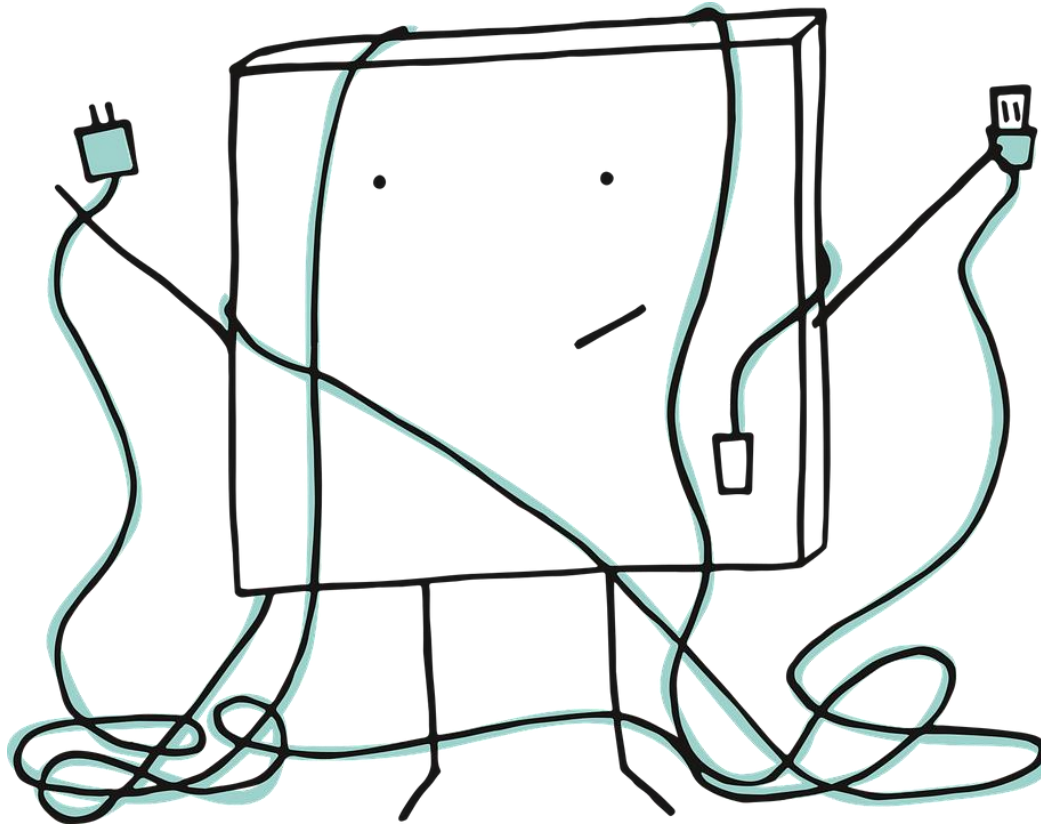
# Questions?



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# Lecture 1: „How to Research Proposal“

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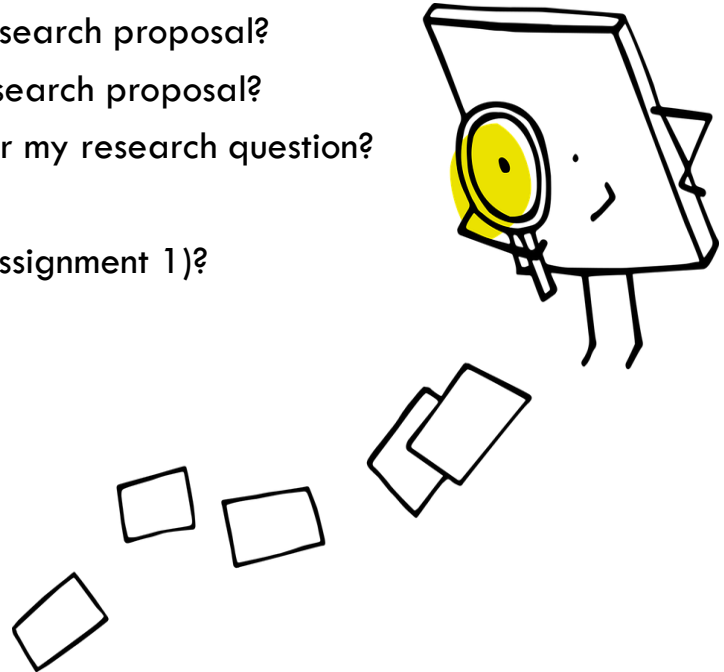
# Learning Outcomes



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- What is a research proposal?
- Why do I (actually you but of course I often too) need a research proposal?
- How do I (actually you but of course I often too) write a research proposal?
- What kind of research design/methods are there to answer my research question?
- What happens next?
- What do I (actually you) have to do with this knowledge (assignment 1)?



# The Stages of the Research Process

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## **Discuss with your neighbour – 5 Minutes:**

Provided you are interested to find out more about a specific topic. What would you do? What steps would you take? With which step would you begin?



# The Stages of the Research Process

The precise number of stages in the research process varies, but they usually include:

- Formulating and clarifying a **topic**.
- Formulating and refining a **research question**.
- Reviewing the **literature** (and secondary data).
- **Designing** the research.
- **Collecting data**.
- **Analysing data**.
- Writing up and **communicating** the research findings.



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# 1. What is a research proposal?

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# 1. What is a research proposal?

- Guideline & basis of every good piece of research
- **Why are you doing what you are doing in the way you are doing it (and who cares anyway)?**





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## 2. Why do I need a research proposal?

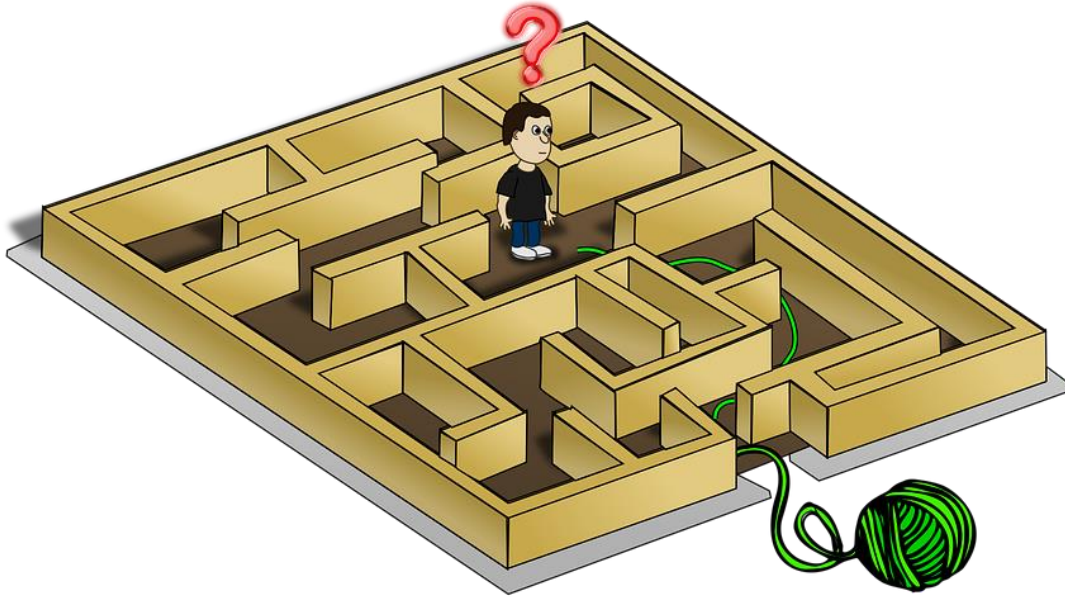
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## 2. Why do I need a reserach proposal?



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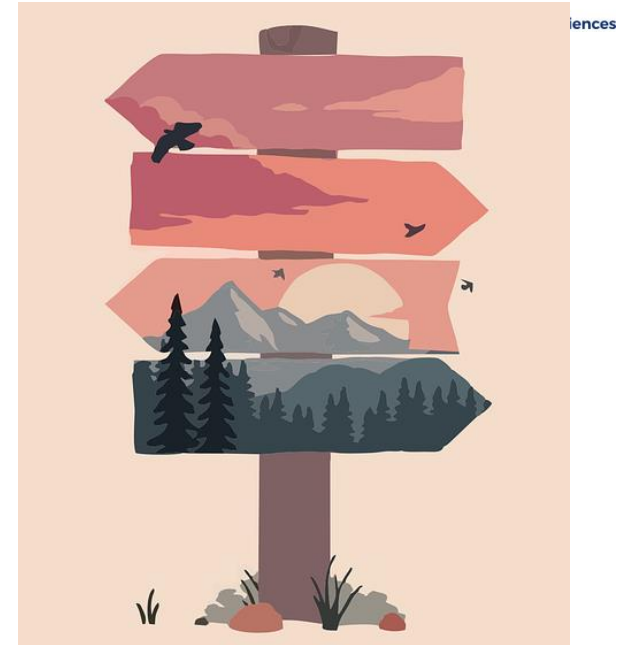


Without a good research proposal, you might easily get lost in the labyrinth of academic research.



## 2. Why do I need a reserach proposal?

- Helps you **plan your academic paper** & keep **track of your goal**
- **Guides you** through the writing / researching process
- Supports you to „**sell**“ **your idea**
- In the context of the bachelor paper: Gives your **supervisor an idea about your plan** and supports him/her in guiding you





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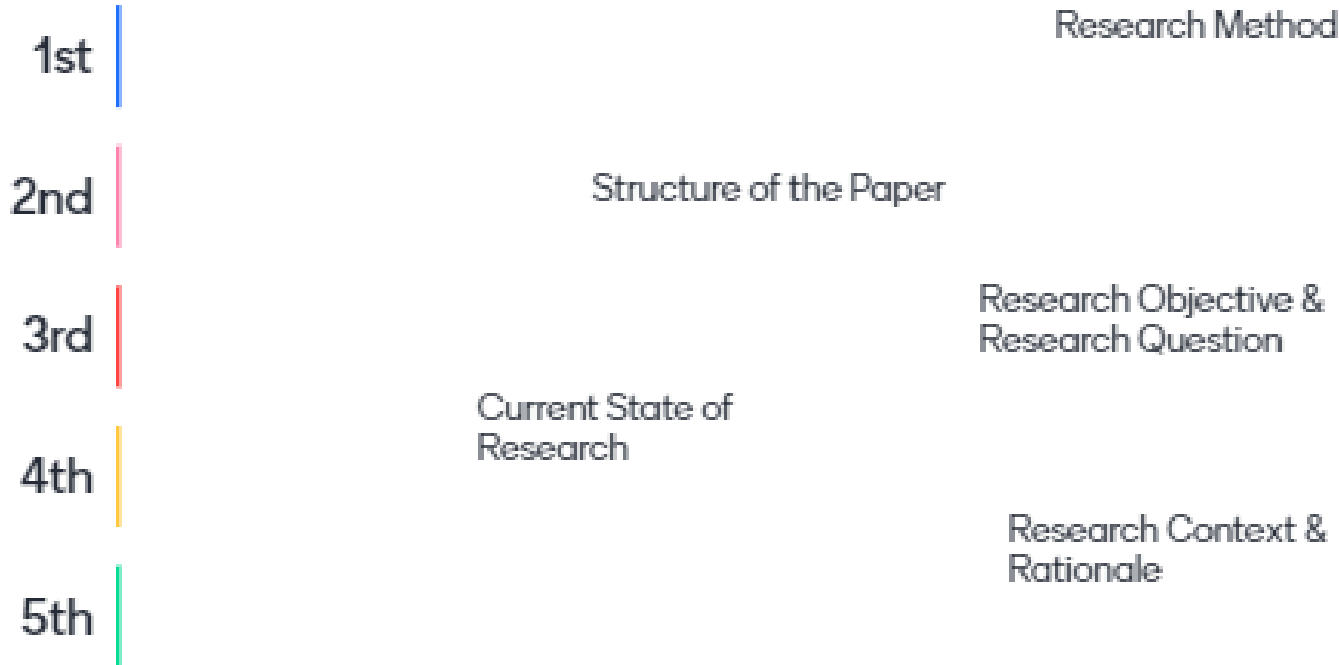
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### 3. How do I write a research proposal?

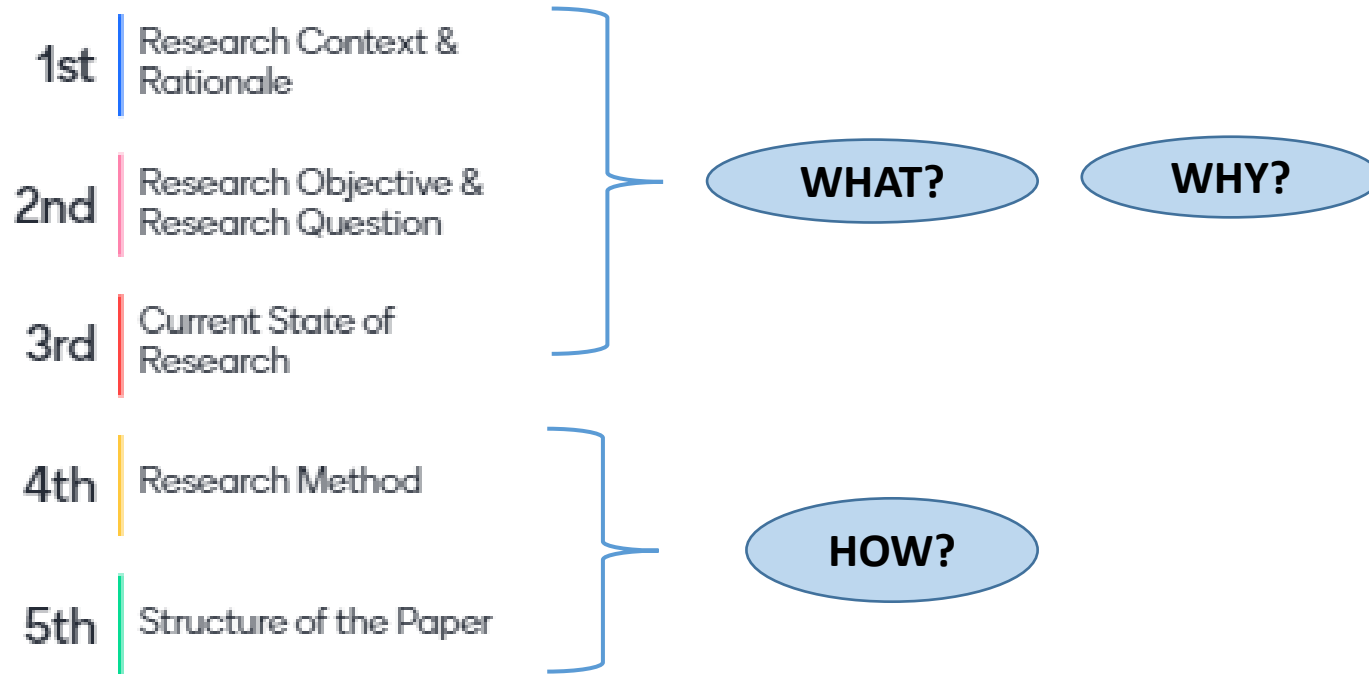
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## 2. Why do I need a reserach proposal?

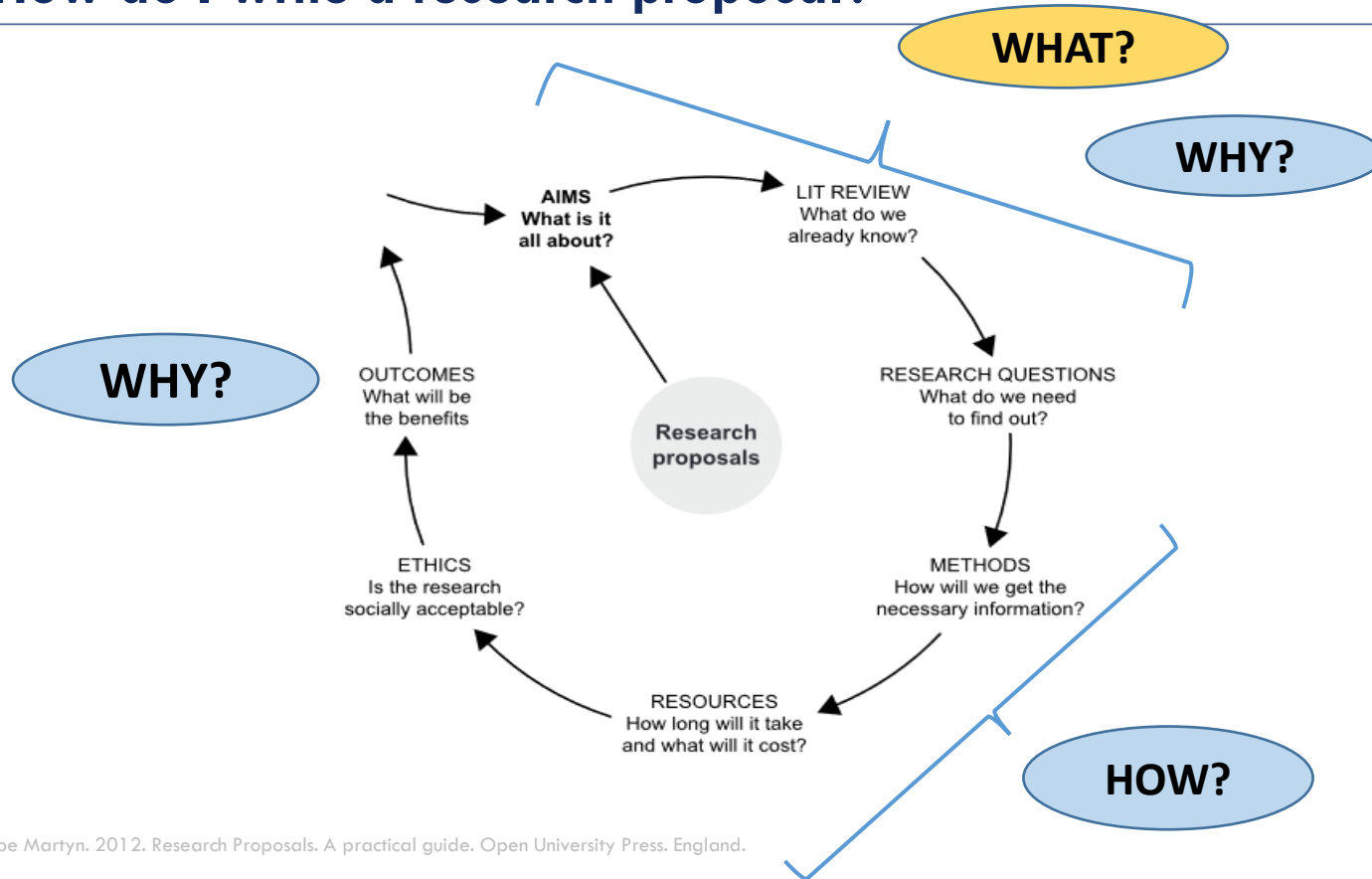
**Let's rank together the elements of a research proposal in the correct order! YIPPIE!!!!!!!**



## 2. Why do I need a research proposal?



### 3. How do I write a research proposal?



### 3. How do I write a research proposal?

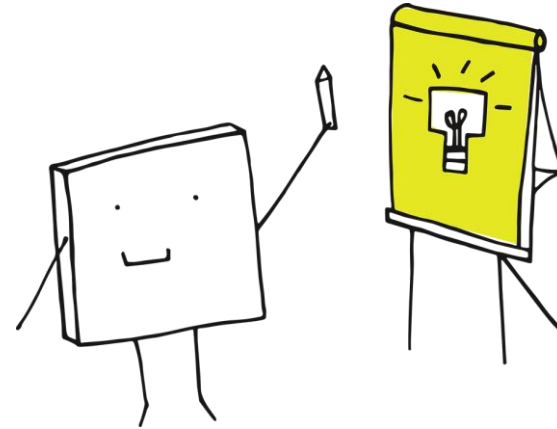
#### Step 1: Topic

→ see Academic Skills I

WHAT?

A topic to be worked on scientifically should...

- ... not be unknown.
- ... not be too big.
- ... be accessible.
- ... be interesting.
- ... not be too personal.
- ... not be too ambitious.
- ... be scientifically relevant (research gap, connectivity, social relevance).



(based on Dahinden, Sturzenegger & Neuroni, 2014)

### 3. How do I write a research proposal?

#### WHAT?

#### Step 1: Topic

→ see Academic Skills I

*A scientific topic can be said to exist when...*

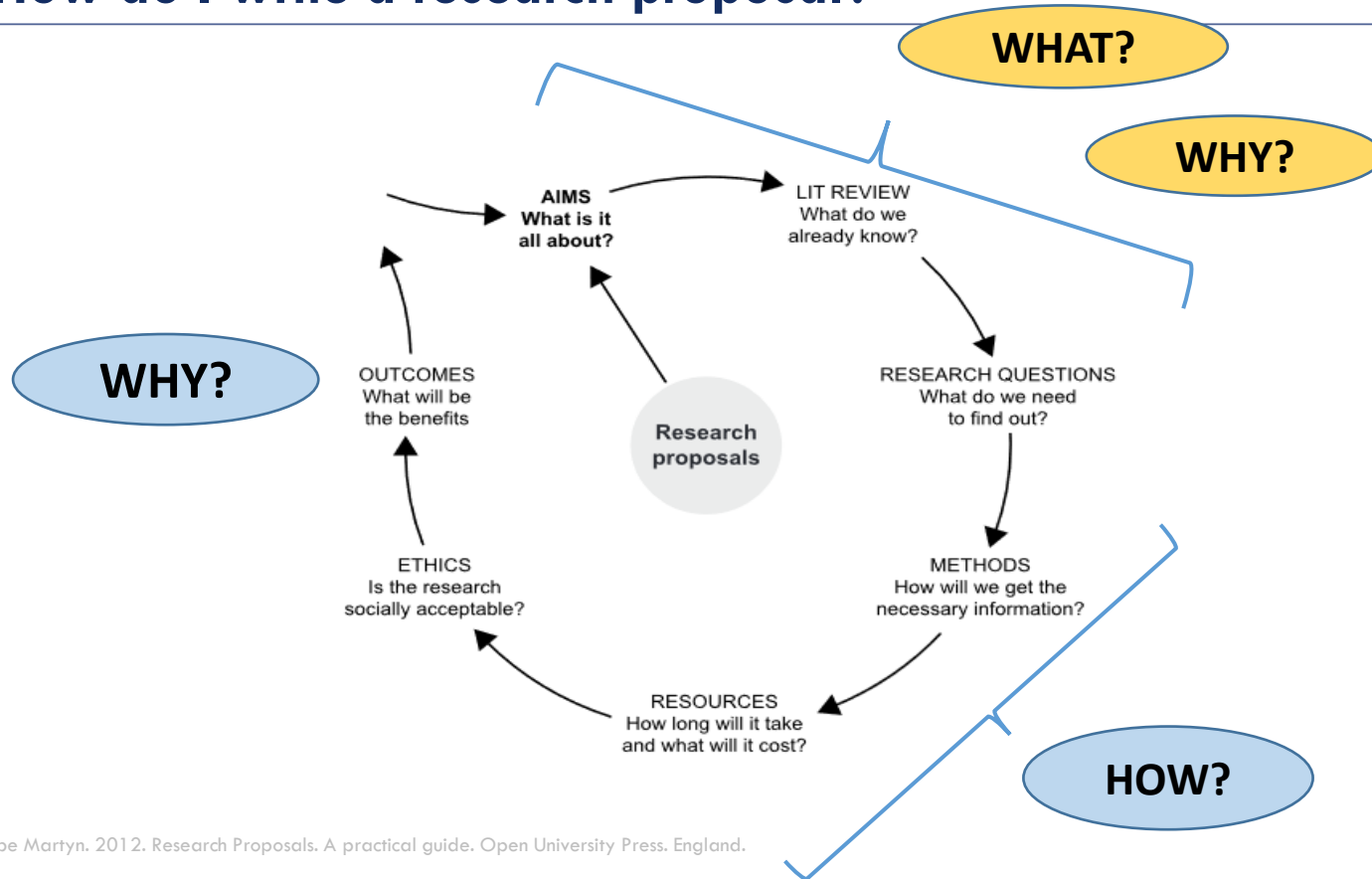
- ... new, as yet **unanswered questions** are posed.
- ... when **questions** already dealt with in the scientific literature are **answered differently**.
- ... when questions that have already been dealt with are answered with the same statements, but the **answers are explained by new arguments or with new methods**.

(Alemann & Forndran, 2002)

*How to find a topic:*

- Read through **scientific articles** on a topic ( scientific databases)
- Simply **read up** on e.g. study contents. Youtube, blogs, newspapers, etc. and write down interesting, debatable or differently treated topics.
- **Googling wildly** about what other people are researching (NOTE: not everyone is a scientist)

### 3. How do I write a research proposal?





### 3. How do I write a research proposal?

#### WHAT & WHY ?

#### Step 2: Research Context & Rationale

- **Introduction** to the topic
  - Context statement, problem statement
  - Answer the question: “What is the problem that needs to be solved?”
- Further **introduce your topic** by providing, for example
  - *main concepts (constructs)*
  - *their definitions*
  - *their taxonomy and components*
  - *their relationships*
  - *antecedent and outcomes*
  - *ideas from seminal works*
  - *most relevant empirical findings*
  - *how your topic is related to other concepts (e.g. firm performance) or fields of research*
  - *context of the phenomenon (e.g. financial crisis) etc.*
- Why is your **research relevant/important?** What is its **significance and contribution** to the field?
- *Refer to relevant academic literature!* All quotations need to be properly cited.

Literature Search → see Academic Skills I

# 3. How do I write a research proposal?

## Step 2: Research Context & Rationale – Example

WHAT &  
WHY ?



The importance of the effects of consumer behavior and the impact of personal purchase decisions on the environment increased, as sustainable consumption is a major variable in the future development of our economy. Green consumption is a sustainable approach towards the purchase of products and offers consumers the possibility to actively contribute to environmental protection (Sun, Liu, and Zhao 2019, 481; Tsai et al. 2020). Both nature and society will profit from a sustainable balancing of the world's ecosystem and a development of the economy into a “green” direction (Wei et al. 2017, 626). Correspondingly, green consumption and the appearance of a sustainable buying behavior increased substantially, which correlates with the growing number of green products and services available on the market (Halder et al. 2020, 1).

To further enhance green purchase behavior, understanding the underlying impacting factors of green consumer decision-making becomes essential for manufacturers and distributors (Tsai et al. 2020, 1) as environmental awareness grows. For this purpose, several research papers already examine which influencing factors have the power to enhance green purchase behavior. However, the results were often limited in terms of geographical area (Wei et al. 2017, 637), incomplete set of factors analyzed (Zaremohzzabieh et al. 2020), or the intention-action gap (ShabbirHusain and Varshney 2019, 105).

[.....]

Considering the listed influencing variables and limitations of the conducted research, a research gap has been identified. The effect of external factors on internal perception and individual variables can, hence, be investigated in detail by means of a qualitative approach. The geographical region - Austria - has been chosen as no comparable research has been conducted so far in this area. Overall, this study could help national and international companies and manufacturers operating in Austria to get a better understanding of influencing variables and their significance in the decision-making process of young adults from Austria, leading toward a green purchase behavior. Limitations: This research will just focus on products and services perceived as green and will not investigate the actual “sustainability” of advertised products or services.

(Extractions of the Research Proposal from yeargroup 2019 – Narosy Katharina)

### 3. How do I write a research proposal?

WHAT &  
WHY ?

#### Step 3: Research Objective & Research Question

- What is **the key research objective**?
  - What does your thesis aim to achieve?
  - What do you want to find out and why?
- Optional: Give **a justification for your field project**
  - e.g. outline a gap in the current literature or “puzzle” in the real world
- Present the **central research question or hypothesis which** will be investigated in your work.



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### 3. How do I write a research proposal?

WHAT &  
WHY ?

#### Step 3: Research Objective & Research Question

My research's aim/relevance is to...

- *explain the causes or consequences of something*
- *criticize or to evaluate some theory or belief*
- *describe something*
- *forecast some outcome*
- *develop good practice*
- *empower a social group*
- ....



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### 3. How do I write a research proposal?

WHAT &  
WHY ?

#### Step 3: Research Objective & Research Question



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- **Knowledge:** to define, to describe, to identify, to indicate, to recognize, etc.
- **Comprehension:** to assess, to compare, to contrast, to demonstrate, to describe, to differentiate, to discuss, to distinguish, to explain, to interpret, to predict, to understand, etc.
- **Application:** to apply, to calculate, to examine, to investigate, to measure (quantitative), to utilize, etc.
- **Analysis:** to analyze, to criticize, to identify, to infer, to measure (quantitative), to summarize.
- **Synthesis:** to arrange, to collect, to combine, to compose, to construct, to create, to develop, to formulate, to generalize, to integrate, to suggest, etc.
- **Evaluation:** to appraise, to assess, to compare, to determine, to estimate (quanti), to evaluate (quanti), to measure (quanti), to project (quanti), to rank, to rate, to recommend, to revise, to select, to test.

### 3. How do I write a research proposal?

WHAT?

#### Step 3: Research Objective & Research Question

- **A research question is the fundamental core of a research project, study, or review of literature.**
- **It provides focus, determines the methodology, and guides all stages of inquiry, analysis, and reporting.**
- *Your research question will inform your choice of*
  - data collection techniques
  - data analysis procedures
  - sampling techniques
  - the time horizon over which you conduct your project

→ see Academic Skills I & following plenary sessions on qualitative and quantitative research

### 3. How do I write a research proposal?

#### WHAT?

#### Step 3: Research Objective & Research Question

What can I ask about?

- Contexts, influences, ideas, behaviours, motives, consequences, aptitudes, attitudes, .....
  - **Description:** What is the case? How does „reality“ look like?
  - **Explanation:** Why is something the case?
  - **Outlook:** How will something look like in the future? Which changes will emerge?
  - **Problem solving:** Which means are appropriate to achieve a certain goal?

©Karin Dobernig & Bostjan Zrim

The research question should...

- open up an interesting approach to the research field
- clearly define what is important and what is not
- relate to a concrete problem or observation
- be relevant in the scientific context
- be answerable within the given framework (feasibility!)

# 3. How do I write a research proposal?

## Step 3: Research Objective & Research Question - Example

WHAT?



The differences in cultural norms and social values shape the market characteristics. Thereby, also young adults' consumption behavior depends on cultural and social influences. As it can be concluded from the limitations of other works, it is essential to conduct as many detailed studies as possible to provide higher institutions, companies, and manufacturers with information on how to effectively engage their customers in sustainable consumption and what leads their customers to the desired behavior. To optimally fill the detected research gap, this study will mainly build on influencing factors that have already been identified leading to green consumption behavior to check whether the results of this study agree with previous research outcomes.

This paper should consolidate the existing body of knowledge by exploring and evaluating drivers for green purchase behavior among young adults in Austria. The key objective is to (a) evaluate if this specific consumer group perceives certain factors as influencing toward green consumption and to (b) give insight into which internal and external influencing factors specifically enhance green decision-making.

This study aims to answer the question of which internal and external influencing variables companies or manufacturers have to consider to successfully engage young adults from Austria in green purchasing behavior.

To find answers, a set of sub-questions have to be formulated and integrated into the empirical research process:

- 1: How do social norms and cultural values shape environmental attitude?
- 2: Which internal and external factors are perceived to enhance green purchase behavior?



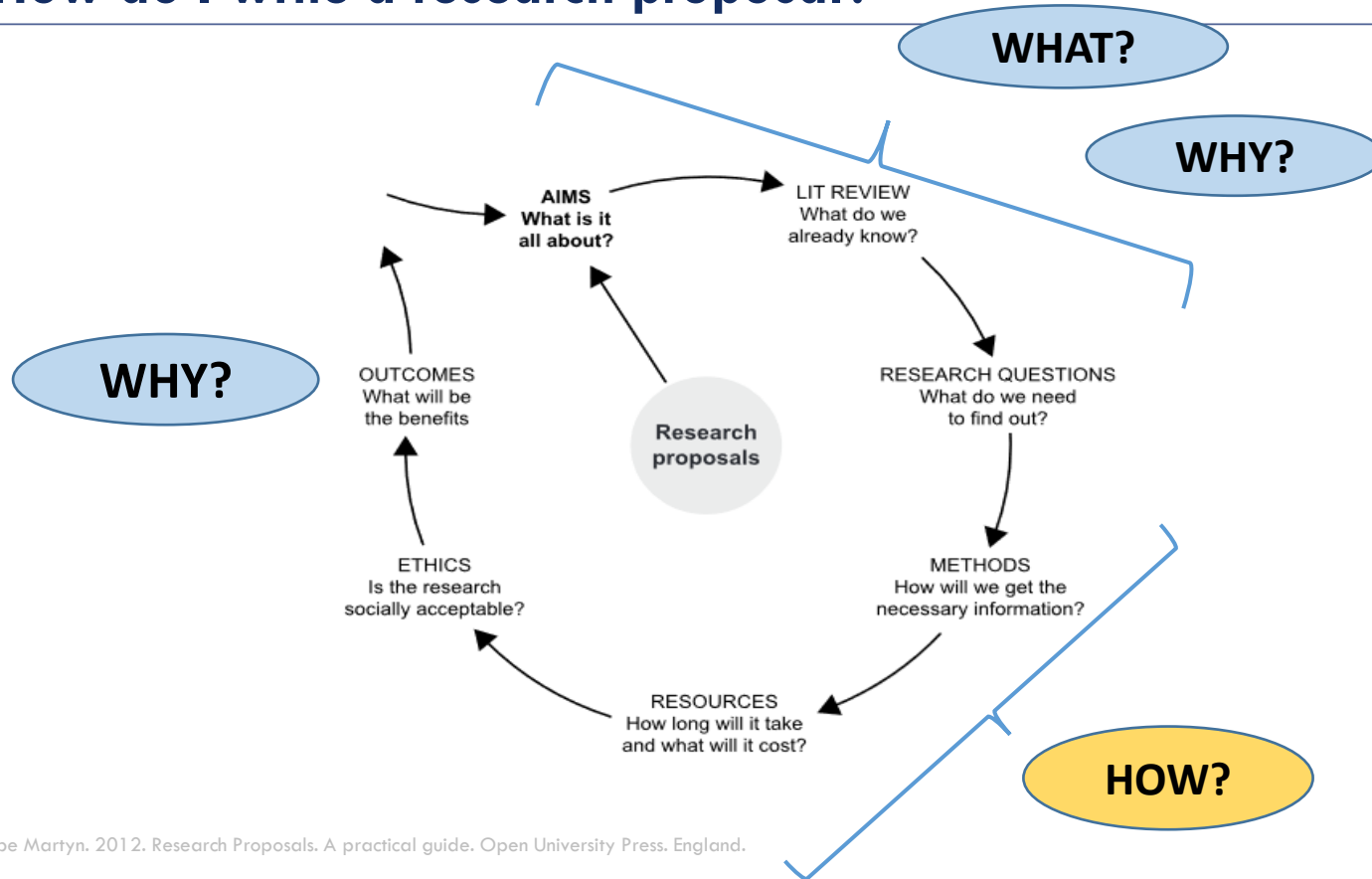
### 3. How do I write a research proposal?

#### Step 4: Current State of Research

→ see Academic Skills I

- Describe **relevant academic models/theories/frameworks** that you are referring to.
  - If you are writing on how a country or regions profile impacts the products from the area, you might refer to the Country of Origin Effect theory, first researched by...
  - If you are writing about cultural impact on xxx you might refer to Hofstede's or Hall's cultural dimension model....
  - If you are writing about a new innovation and how it is adopted you might refer to the Diffusion of Innovation model by Rogers...
  - If you are writing about brand equity and it's impact on xxx, you might refer to Aaker's Brand equity model.....
- Describe the **status of academic research on the research question/hypothesis**.
  - What is known about the research question so far?
  - **What are the results of previous studies on related questions?**
- **Refer to relevant academic literature!**

### 3. How do I write a research proposal?



### 3. How do I write a research proposal?

HOW?

#### Step 5: Research Design

You describe

- how the qualitative/quantitative **data will be collected** (e.g. interviews, focus groups, observation, survey)
- the type of **data collection instrument** used (guidelines, questionnaire, databases/data sources)
- the **planned time frame**
- the **sampling procedure**
  - *selection criteria*
  - *sample size*
  - *field access*
- the **procedure for qualitative/quantitative data analysis**

→ Academic Skills II

and you **give valid reasons for the choice** of method! Why did you choose a qualitative or quantitative (or mixed?) method design for your research question?

### 3. How do I write a research proposal?

HOW?

#### Tipps & Tricks

- A **good research idea is critical** to a good proposal.
- Good ideas move the field forward and therefore it is important to **be very familiar with the current status of the field.**
- **Don't try to solve all the problems** in your field in a single proposal.
- Be aware of the **limitations of resources available** in a particular competition. Make sure your **research aim is specific** and addresses a particular scientific question
- Emphasize the **importance of your project early in the proposal** to catch the attention of reviewers.



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## 4. What kind of research design/methods are there to answer your (or my) research question?

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→ Academic Skills II

## 4. What kind of research design/methods are there to answer my research question?



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I can formulate a research question aims at a **theoretical/conceptual scientific thesis.**

I can formulate a research question that aims at an **empirical scientific work.**

*empirical =  
observed/measured/tested with  
scientific methods = Academic  
Skills II*

i.e: experiment, questionnaire,  
interview, group discussion

I can formulate a research question that aims at an **systematic literature review (Academic Skills I).**

Literature Review = a  
comprehensive summary of  
previous research findings (from  
journals, books, etc.) on a topic =  
Academic Skills I

## 4. What kind of research design/methods are there to answer my research question?



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### Empirical Research Methods

#### **Primary Data**

The empirical data is collected directly by the investigator of the present research

#### **Secondary Data**

Data collected by someone else and used as a basis/part of your own research → you do not always have to collect new data yourself but can draw on empirical findings that other researchers have already published in textbooks or scientific journal articles.

# 4. What kind of research design/methods are there to answer my research question?



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## Empirical Research Methods

QUALITATIVE	QUANTITATIVE
To explore a phenomenon	To present a distribution / phenomenon
For exploring different views/motives/strategies	To analyse a connection / difference
Gaining a deeper insight in / understanding of the research topic	To test hypotheses
Relatively small sample (< 50 participants)	Relatively large sample (> 100 participants)
Interpreting, analysing & coding of verbal data	Statistical analysis methods

*Researching with words,  
documents, videos/pictures*

*Researching with numbers*

(Ebster & Stalzer, 2017)



## 4. What kind of research design/methods are there to answer my research question?



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### Empirical Research Methods

#### **Qualitative Research**

... with small  $n$  (= sample) → does not produce representative results.

But: Sampling approach and criteria for sample selection must be specified.

#### **Transparency!**

#### **Quantitative Research**

... aims to provide representative results.

... selection bias needs to be critically assessed.

# 4. What kind of research design/methods are there to answer my research question?



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## Empirical Research Methods



[https://www.google.com/search?q=quantitative+erhebungsmethoden&rlz=1C1GCEA\\_en&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjK-vGh9cruAhXpkosKHXCjDqgQ\\_AUoAXoECAgQAw&biw=1280&bih=610#imgrc=p8p-ajdn09o8HM](https://www.google.com/search?q=quantitative+erhebungsmethoden&rlz=1C1GCEA_en&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjK-vGh9cruAhXpkosKHXCjDqgQ_AUoAXoECAgQAw&biw=1280&bih=610#imgrc=p8p-ajdn09o8HM)

## 4. What kind of research design/methods are there to answer my research question?



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**Assign the instruments to the correct methods! AY CARAMBA!!!!**

Qualitative

Quantitative

OBSERVATION

FOCUS GROUP

INTERVIEW

DIARY

DOCUMENT ANALYSIS

EXPERIMENTS

USABILITY TESTS

QUESTIONNAIRE

## 4. What kind of research design/methods are there to answer my research question?



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### Empirical Research Methods

QUALITATIVE	QUANTITATIVE
Interviews	Questionnaire
Focus Groups	Experiment
Diary Study	
Usability Test <i>(can be both – depending on the data analysis method - but is usually applied within a qualitative context)</i>	
Observation <i>(can be both – depending on the data analysis method - but is usually applied within a qualitative context)</i>	
Document Analysis <i>(can be both – depending on the data analysis method - but is usually applied within a qualitative context)</i>	



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## 5. What happens after the research proposal is written?

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## 5. What happens afterwards?

- Start **writing the literature part** your scientific paper (i.e. bachelor thesis)
- Plan your **empirical data collection**
- **Collect your data**
- Choose your **data analysis method**
- **Analyse** your collected data
- **Dicuss** your data & compare it with the results of the literature review



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## 6. What do I have to do with this knowledge (individual assignment)?

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# Individual Assignments 4-8 Topic Choice

## Individual Assignment

### To Do before doing the assignments:

- Choose any research topic you are interested in. This topic can be similar to the one you want to write your bachelor thesis about → see this assignment as a preparation for the research proposal you will have to write for your bachelor paper next semester.
- Please note: For Academic Skills II, you must write a slightly shorter Research Proposal than you will probably have to write for your bachelor thesis (i.e. the current state of research should be elaborated more in your bachelor thesis' proposal).





# Assignment 4: 1st Part of the Research Proposal (10%)

## Individual Assignment

- Use the template for your research proposal (see Edunet).

## To Do for this Submission:

- Choose a research topic & do some literature research on this topic.
- Write the first draft of the following chapters of the research proposal:
  - Research Context and Rationale.
  - Research Objective incl. Research Question.
- Length: The content is the most important thing, i.e. that all aspects listed in the template are really covered. Be very specific with your arguments and reasoning. Bear in mind the academic writing style and citation guidelines (Academic Skills I).

*Important: Bear in mind that you are required to write an EMPIRICAL research proposal, not a proposal for a literature review!*

# Assignment 5: 1st Draft of the Individual Research Proposal (binary)



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## Individual Assignment

- Use the template for your research proposal (see Edunet).
- **To Do for this Submission:**
  - Complete your research proposal!
    - Revise Submission 4 → Research Context and Rationale, Research Objective incl. Research Question
    - Elaborate the Current State of Research & theoretical background.
    - Elaborate your empirical research method and include all aspects stated in the template and learned in class, i.e. sampling method & data collection etc.
  - Important: Use academic literature = academic (peer-reviewed) journal articles.
  - Upload this first draft of your research proposal on Edunet.
  - On Edunet, you will find an Excel-document in which you got assigned another peer.  
Send you first draft of the research proposal to this peer via E-Mail (lecturer in cc) additionally to the upload on Edunet.



# Assignment 6: Peer Review of another Research Proposal (10%)

## Individual Assignment

- You will have received a proposal from your peer via E-Mail.

### **To Do for this Submission:**

- Give your peer thorough feedback on his/her research proposal based on the checklist provided on Edunet.
- Upload the Peer-Review on Edunet as well as send it to your peer via E-Mail with your lecturer in cc.

# Assignment 7: 2nd Draft of the Individual Research Proposal (voluntary)

Voluntarily Individual Assignment



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- **To Do for this Submission:**
- Revise your research proposal based on the Peer-Feedback and the checklist you received.
- Upload the 2<sup>nd</sup> draft of your individual research proposal in case individual feedback is demanded (voluntarily).



# Assignment 8: Final Individual Research Proposal (35%)

## Individual Assignment

- Use the template for your research proposal (see Edunet).

### To Do for this Submission:

- Revise your research proposal based on the Peer-Feedback and the feedback you received from your lecturer. Don't forget to check
  - the citation (Chicago style → see citation guide on Edunet).
  - the layout (see template on Edunet).
  - the grammar and spelling.
  - if every aspect is properly covered (again, see template on Edunet).
  - if you used qualitative academic literature (i.e. academic journals/peer-reviewed).
  - if a common/red thread is given.
  - if your name is written on the document.
- Length: *Generally, the content is the most important thing, i.e. that all aspects listed in the template are really covered. To do so, ~ 6-10 pages should be sufficient.*



## Some obstacles last year's students stated

- Procrastination/ Getting started
- Topic Choice/ Lack of inspiration
- Selecting the right articles
- Finding a good structure
- Time
- Afraid to do something wrong/not obeying all the “rules”
- Length
- Correct referencing

How to cope with them → see handout “Top Tips for writing a reserach proposal - From & For Academic Skills II  
\_Summersemester 2021 Students” on edunet

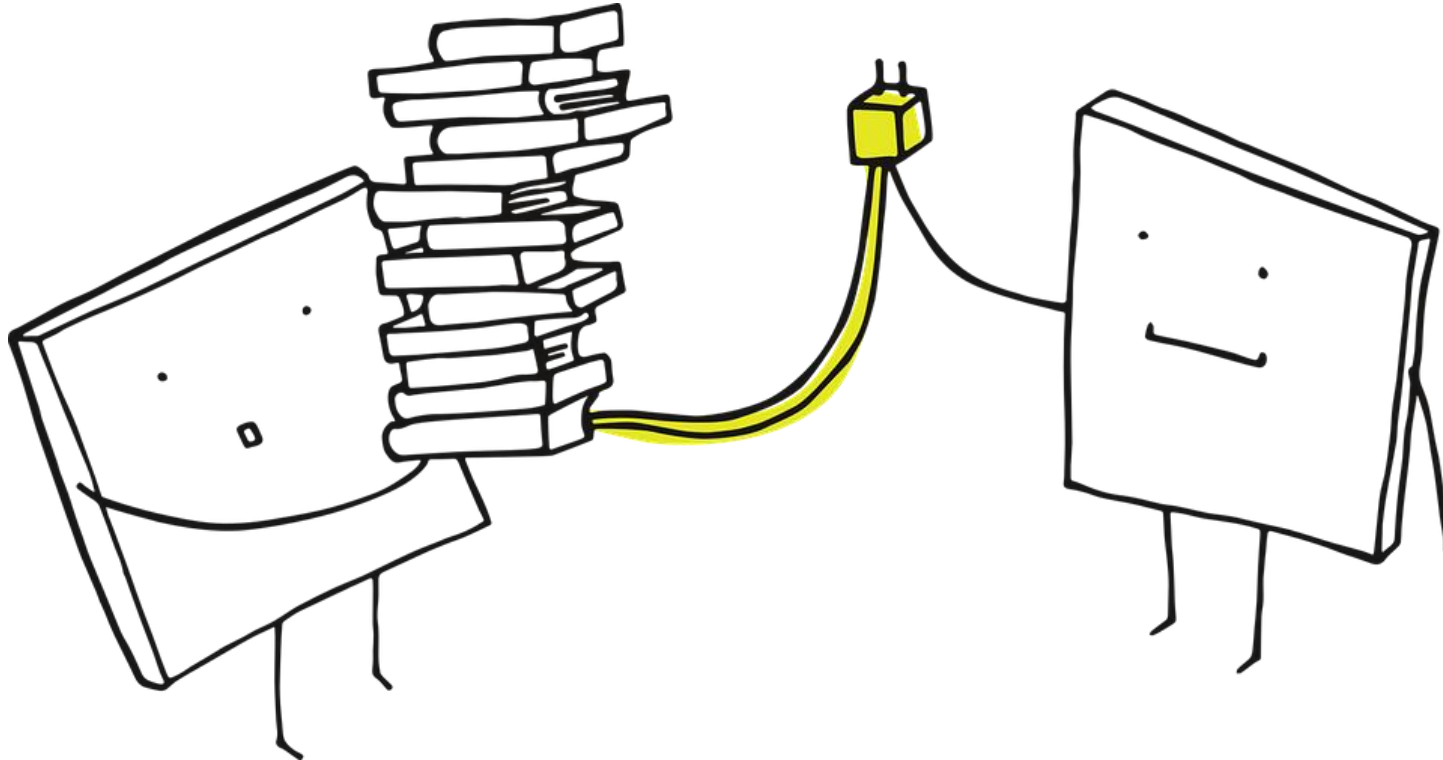
# Questions?



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# Good Luck & Have Fun!

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Questions?

- ✓ Group 1: Melanie Hense, BA, MA → [melanie.hense@fhwn.ac.at](mailto:melanie.hense@fhwn.ac.at) (Course Leader)
- ✓ Group 2: Mag. Severin Maurer, BA → [severin.maurer@fhwn.ac.at](mailto:severin.maurer@fhwn.ac.at)
- ✓ Group 3: Mag. Dr. Karin Wegenstein → [karin.wegenstein@fhwn.ac.at](mailto:karin.wegenstein@fhwn.ac.at)

Good Luck 



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