Universidad Rey Juan Carlos

TEACHING GUIDE

OTHER LINES OF RESEARCH IN BUSINESS ORGANIZATION

MÁSTER U. EN BUSINESS ORGANIZATION (INGLÉS)

ACADEMIC YEAR 2026-27

Q2803011B UNIVERSIDAD REY JUAN CARLOS
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Publication date: 26-06-2026

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 1S semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The objective of this course is to help students acquire the basic knowledge necessary for the development of scientific research in the field of Business Organization and Management. With this purpose, the aim is to develop the conceptual, analytical, methodological, and attitudinal competences for research in this field of study. Scientific research is the process of applying the scientific method to specific situations or problems in the area of business to seek answers and obtain new theoretical and practical knowledge. This requires prioritising research in a systematic way. It is necessary to understand the basic methodological approaches to research and their limitations in order to develop critical skills. Understanding this in the early stages of a research project is important. The method depends on the research problem, the research design, the purpose of the research, as well as the capacities and resources available for the particular research.

Students are expected to learn how to formulate a research problem, how to address the state-of-the-art, how to choose a particular research method, and how to comment, motivate, and justify it.

It is also expected to learn how to write a valid and publishable paper.

III.-Learning outcomes

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CG01. Habilidades básicas de gestión de la información en la investigación.
CG02. Capacidad para exponer con argumento los puntos de vista propios y analizar y valorar alternativas en los trabajos de investigación.
CG03. Habilidad para verificar e integrar conocimientos actualizados en el ámbito de la Organización de Empresas.
CG04. Capacidad para aplicar el conocimiento a la práctica de forma creativa.
CT01. Aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios.
CT02. Integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta y limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
CT03. Comunicar sus conclusiones a públicos especializados y no especializados de un modo claro y sin ambigüedades
CT04. Adquirir habilidades de aprendizaje que permitan continuar estudiando de un modo que habrá de ser en gran medida auto-dirigido y autónomo.
CT05. Desarrollar el razonamiento crítico y la capacidad para realizar análisis y síntesis de la información disponible
CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación
CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio
CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios
CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades
CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
CE01. Saber identificar las necesidades y demandas de los contextos en los que se exige la aplicación de herramientas metodológicas y aprender a proponer soluciones adecuadas para las preguntas de investigación que emanan de las líneas derivadas del ámbito de Organización de Empresas
CE02. Desarrollar el razonamiento y pensamiento crítico para realizar análisis de la realidad empresarial a través de la identificación, descripción y diagnóstico de problemáticas empresariales actuales cercanas al entorno en el que el alumno se encuentra utilizando las herramientas estratégico organizativas que desde el área de Organización de Empresas se ofrecen, y que utilizan las organizaciones para su propio diagnóstico.
CE03. Aplicar herramientas metodológicas para la solución de problemas y/o preguntas de investigación en el ámbito estratégico-organizativo
CE04. Saber utilizar herramientas de estrategia y organización para identificar y resolver los problemas, tales como análisis de las 5 fuerzas de Porter, Análisis PESTLE, de factores económicos, sociales, tecnológicos, legales y de entorno, análisis del diamante de Porter, análisis DAFO, modelos de cuadros de mando integrales¿
CE05. Aprender a proponer soluciones apropiadas basándose en los modelos empresariales estudiados.
CE07. Obtener información de forma efectiva lo que implica ser capaz de buscar, gestionar organizar y analizar la información bibliográfica relevante en el ámbito de Organización de Empresas, y en cada línea de investigación propuesta
CE10. Evaluar la investigación proyectada por otros investigadores y profesionales, a través del desarrollo de competencias de lectura y síntesis crítica de artículos de investigación de cada una de las líneas de Organización de Empresas que se enseñan en la titulación
CE12. Conocer los principales modelos teóricos que subyacen en los diversos ámbitos específicos de la investigación. Los alumnos adquieren conocimientos específicos de las teorías más relevantes que explican los comportamientos empresariales, como la Teoría de los Recursos y Capacidades, la Teoría de los Costes de Transacción, la Teoría de Capacidades Dinámicas, la Teoría de la Agencia, la Teoría de Dependencia de Recursos, la Teoría Ecléctica¿.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

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IV.-Contents

IV.A.-Syllabus

Thematic section	Topic	Subtopics
I.- PRELIMINARY ISSUES	1. The publication process in the field of Business Organization	- General remarks. - Types of publications. - Most important stages in the publication process.
II.- RESEARCH DESIGN	2. Stages in the development of a research paper (I): Questions formulation	- Topic selection - Theoretical approach selection. - Literature review: hypothesis formulation and justification of hypotheses.
	3.- Stages in the development of a research work (II): Sources and information collection	- Secondary data sources. - Primary data sources Research design through the use of surveys. - Case study methodology.
	4.- Stages in the development of a research project (III): Data preparation	- Data collection. - Data processing. - Preliminary data analysis. - Use of statistical software such as SPSS for data processing and data pre-analysis.
	5.- Stages in the development of a research project (IV): Data analysis	- Descriptive data analysis. - Statistical techniques. Use of statistical software such as SPSS for data analysis. - Interpretation of statistical analyses (hypothesis testing). - Bibliometric analysis.
III. - PRESENTATION OF RESEARCH RESULTS	6.- Writing and presentation of the research paper	The writing of the research paper and its components: Title of the paper; Introduction; Theoretical review; Hypothesis; Methodology; Results; Discussion of results; Conclusions, Implications; Limitations Bibliography

IV.B.-Training activities

Type	Title
Practical sessions	The instructor will inform students about the planning and organization of the practical assignments, including both individual and group projects.

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Theoretical sessions	Seminars and In-Person Classes
Academic tutorials	Office Hours and Tutorials
Lectures	Farangi, M. R., Nejadghanbar, H., & Hu, G. (2025). Use of generative AI in research: ethical considerations and emotional experiences. Ethics & Behavior, Vol. 35, Nº. 7, pp. 527-543
Lectures	Kraus, S., Bouncken, R. B., & Yela Aránega, A. (2024). The burgeoning role of literature review articles in management research: an introduction and outlook. Review of Managerial Science, Vol. 18, Nº. 2, pp. 299-314.
Lectures	Bouncken, R. B., Czakon, W., & Schmitt, F. (2026). Purposeful sampling and saturation in qualitative research methodologies: recommendations and review. Review of Managerial Science, Vol. 20, Nº. 2, pp. 579-615
Lectures	Fainshmidt, S., Witt, M. A., Aguilera, R. V., Verbeke, A. (2020). The contributions of qualitative comparative analysis (QCA) to international business research. Journal of International Business Studies, Vol. 51, pp. 455-466.
Lectures	Campos-García, I., Zúñiga-Vicente, J. Á. (2019). The female presence in different organisational positions and performance in secondary schools: Does a woman leader function as mediator? PloS One, Vol. 14, No. 9, p. e0222411
Lectures	Escobedo Portillo, M. T., Hernández Gómez, J. A., Estebané Ortega, V., Martínez Moreno, G. (2016). Modelos de ecuaciones estructurales: Características, fases, construcción, aplicación y resultados. Ciencia & Trabajo, Vol. 18, No. 55, pp. 16-22
Lectures	Thomas, D. E. (2006). International diversification and firm performance in Mexican firms: A curvilinear relationship? Journal of Business Research, Vol. 59, Nº. 4, pp. 501-507.
Lectures	Scandura, T. A., Williams, E. A. (2000). Research methodology in management: Current practices, trends, and implications for future research. Academy of Management Journal, Vol. 43, No. 6, pp. 1248-1264.
Lectures	Ketchen, D. J., Shook, C. L. (1996). The application of cluster analysis in strategic management research: An analysis and critique. Strategic Management Journal, Vol. 17, nº. 6, pp. 441-458.
Lectures	Sutton, R. I., Staw, B. M. (1995). What theory is not. Administrative Science Quarterly, Vol. 40, pp. 371-384.
Lectures	Miller, D., Friesen, P. H. (1982). The longitudinal analysis of organizations: A methodological perspective. Management Science, Vol. 28, Nº. 9, pp. 1013-1034

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Lectures	Whetten D. A. (1989). What constitutes a theoretical contribution? Academy of Management Review, Vol. 14, Nº. 4, pp. 490-495.

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V.-Student workload	
Theoretical sessions	22
Resolution of exercises, problems, case studies, etc.	22
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	12
Related activities: conferences, seminars, etc.	0
Preparation of theoretical sessions and self-study	40
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	10
Total student workload	150

VI.-Methodology and academic programme

Type	Period	Content
Theoretical sessions	Week 1 to Week 14	Programme items development.
Practical sessions	Week 1 to Week 14	Presentation of work, preparation of activities, research works, elaboration of worksheets, search activities for articles in databases, and other exercises.
Academic tutorials	Week 1 to Week 14	Possibility of tutoring to facilitate the student's work in the different subjects and tasks proposed, as well as for the preparation of the final exam.
Tests and/or exams	Week 14 to Week 16	Examination of a theoretical-practical written test (multiple-choice).

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VII.-Assessment methods
The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University. All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject. The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call). Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities. The distribution and characteristics of the assessment activities are described below.
VII.A.-Description and weight of the assessment activities

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Assessment System	Assessment Activity	Weighting	Resittable in Extraordinary Examination Session	Minimum Grade	Contents	Date
E01. Continuous Assessment	Individual or group practical assignments	20%	Yes	5/10	Entire course syllabus	To be assigned by the instructor during the academic term
	Individual practical work in class	20%	No	Not applicable (non-cumulative)	Entire course syllabus	To be assigned by the instructor during the academic term
E02. Class and/or Seminar Attendance	Attendance at classes and/or seminars	10%	No	Not applicable (non-cumulative)	Entire course syllabus	To be assigned by the instructor during the academic term
E03. Final Exam	Final exam	50%	Yes	5/10	Entire course syllabus	Official exam date

Calculation of the Final Grade

The grades obtained by students during the teaching period will form part of their assessment in both the ordinary and the resit examination periods. The course will be passed, in both the ordinary and resit examination sessions, with a minimum overall grade of **5 out of 10** (50% of the total course grade), provided that the minimum requirements established for each assessment component are also met.

Extraordinary assessment

Students who have not passed the course in the ordinary examination session, or who did not sit the examination, may take the resit examination in person. Assessment activities completed and passed during the teaching period will continue to count towards the student's final grade. Any assessment components eligible for reassessment may be retaken during the resit examination session.

Early Examination Session

In accordance with the Procedure for Early Examination Sessions for the Completion of Undergraduate Studies, the assessment procedure may be adapted to meet the specific requirements of the early examination session. Once authorization for assessment through the early examination session has been granted, the instructor will inform the student, via the Virtual Classroom, of any necessary adaptations to the assessment system applicable in each case. As a general rule, students will be required to submit one or two assignments, accounting for **40%** of the final grade, and to sit an **in-person examination**, accounting for the remaining **60%**.

Other Remarks and Clarifications

SPELLING AND WRITTEN EXPRESSION – The grading of written assessments includes consideration of spelling, grammar, and academic writing standards. Each instructor will determine the specific marking criteria.

ACADEMIC ASSIGNMENTS – All assignments must be original work. Any use of external sources or excerpts must be properly cited, and such use must not be excessive or indiscriminate. Instructors may provide guidance on this matter and will establish the relevant assessment criteria. Please note that plagiarism constitutes academic misconduct. Plagiarism, copying, or the improper use of artificial intelligence in any assessed assignment or examination will result in a failing grade for that assessment component.

In accordance with Article 8(g) of the University Coexistence Regulations of Universidad Rey Juan Carlos, academic fraud in any assessment activity is considered a very serious offence. Under Article 11 of these regulations, sanctions for very serious offences may include temporary expulsion from the University and, where applicable, the loss of enrolment rights.

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VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.
Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials
Basic bibliography
Bryman, A. (2016). Social Research Methods (5th edition). Oxford: Oxford University Press
Dagnino, G. B., Cinici, M. C. (Eds.). (2016). Research Methods for Strategic Management. Oxon: Routledge
Ghauri, P., Grønhaug, K., Strange, R. (2020). Research Methods in Business Studies, 5th. Edition, Cambridge University Press, Cambridge.
Hair J. F. (2011). Multivariate Data Analysis: An Overview. In: Lovric M. (eds) International Encyclopedia of Statistical Science. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-04898-2_395
Hair, J. F., Black, B., Babin, B.J., Anderson, R.E. (2013). Multivariate Data Analysis: Pearson New International Edition, 7th Edition, Pearson, UK.
Kelle, U. (2006). Combining qualitative and quantitative methods in research practice: Purposes and advantages. Qualitative Research in Psychology, 3(4), 293-311.
Ketchen, Jr, D. J., Boyd, B. K., Bergh, D. D. (2008). Research methodology in strategic management: Past accomplishments and future challenges. Organizational Research Methods, 11(4), 643-658
Molina-Azorín, J. F. (2012). Mixed methods research in strategic management: Impact and applications. Organizational Research Methods, 15(1), 33-56.
Peña, D. (2002). Análisis de datos Multivariantes. McGraw-Hill Interamericana de España
Mabirizi, V., Katushabe, C., Muhoza, G., & Rugasira, J. (2025). A systematic review of the impact of generative AI on postgraduate research: opportunities, challenges, and ethical implications. Discover Artificial Intelligence, Vol. 5, Nº. 1: 238.
Consultation bibliography
Salkind, N. J. (1999). Métodos de Investigación México: Prentice-Hall, 3ª Ed.
Schmidt, W. (2019). IBM SPSS: Guía Completa Para Principiantes Aprende Estadísticas Utilizando IBM SPSS De la A-Z. Editorial: Independently published (30 julio 2019).
Schmidt, W. (2021). IBM SPSS: Consejos y Trucos para Aprender y Estudiar Estadística con IBM SPSS desde la A hasta la Z. Editorial: Independently published (24 septiembre 2021).
George, D.; Mallery, P. (2022). IBM SPSS Statistics 27 Step by Step: A Simple Guide and Reference. Routledge, 17 edición (12 enero 2022).

IX.-Professors	
Name and surname	SARA ALONSO MUÑOZ
E-mail address	sara.alonso@urjc.es
Department	Economía de la Empresa (ADO), Economía Aplicada II y Fundamentos Análisis Económico
Campus	Madrid - Vicálvaro
Category	Profesor/a Permanente Laboral
Academic degree	Doctor
Person responsible for the subject	Yes

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Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docentia	2

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