Frisian Research Skills Levels (FRESKIL)

Levels of research skills Research Skills for the Academy for International Business Administration

Underlying documents:
National professional profile HRM
National professional profile Business Administration
Dublin-descriptors
Netherlands Quality Framework (NLQF)

Research skill	Level 1	Level 2	Level 3
Defining the management problem (description and analysis)	The organisation and the management problem have been described. Possible causes of the management problem are given.	The organisation and the management problem are described and are related to developments in the industry. All aspects of the management problem are explained.	The organisation and its context is described, including an overview of all direct and indirect stakeholders. The description of the management problem takes into account developments in the (national and international) industry and trends in society.
Developing the frame of reference (theoretical framework, conceptual model, research question and sub-questions)	The student is able to present a description of the current state of the theory on the topic using handbooks, trade journals and generally accepted professional web sources. The student is able to design a basic conceptual model in order to visualize the literature used, for instance a word web. The student is able to formulate research questions that enables to collect data.	The student is able to present an up-to-date and accurate description of the topic using handbooks, trade journals and monographies. The student is able to visualise the current theoretical state of the topic and (if appropriate) causality in a conceptual model in which the relations between concepts are expressed. The student is able to formulate research questions and sub-questions that are derived from the management problem.	The student is able to present a complete, up-to-date and accurate description of the current state of the topic using handbooks, trade journals, monographies and articles from peer-reviewed journals. The frame of reference is visualised in a conceptual model in which all relevant concepts are interconnected and interrelated. The student is able to formulate research questions which are directly derived from the management problem. In the sub-questions all aspects of the conceptual model have been covered.
Administer methods and techniques of data collection	The student is able to apply elementary quantitative and qualitative methods of data collection, for example a basic questionnaire, observations and/or interviews.	The student is able to apply adequately quantitative and qualitative methods of data collection.	The student is able to correctly apply and argue the for the research question most suitable (combination) of quantitative and qualitative methods of data collection.
Perform statistical operations	The student is able to process quantitative data using Excel or SPSS and to present them in basic graphs such as bar charts and pie charts.	The student is able to process statistical data using tools such as SPSS or R and is able to conduct descriptive operations and calculate correlations.	The student can conduct inductive statistical operations such as chi-square, t-test, anova, regression analysis.
Coding qualitative data	The student is able to collect qualitative data, transcribe them and assign the outcomes to pre-designed codes that are derived from the conceptual model. The outcomes of this process of closed coding are presented in a table.	The student is able to code narrative data that appear in recorded and transcribed texts. The outcomes are presented in narratives.	The student is able to collect narrative data in the form of interviews, focus groups, observations, diaries and/or prototype testing. The student can apply open, closed and axial coding skills. In the analysis of the obtained themes are the perspectives of different stakeholders taken into account.
Presenting results	The student is able to present correctly collected data.	The student is able to present results and to provide a critical explanation.	The student is able to present in-depth results, assess and critically discuss them relating to the management problem and the research question. Results are compared with results from other sources.
Presenting conclusions	The research question is answered based upon the collected data.	The research question and sub-questions are answered. The conclusions are related to the conceptual model. Developments in the industry are taken into account.	The research question and sub-questions are answered and evaluated thoroughly. The conclusions are related to the theory. If necessary, the conceptual model is adapted. Conclusions are set in a context further than that of the organisation; developments in the industry and society have been taken into account.
Presenting recommendations or design	The recommendations and/or the design are an appropriate answer to t he management problem.	The recommendations and/or the design present a substantiated solution to the management problem. The feasibility of the solutions is explained.	The recommendations present a concrete and substantiated solution to the management problem. The feasibility has been confirmed and/or the design has been tested in practice and provides a feasible solution to the management problem.
Reporting	The document has a logical structure, is written in an accessible and professional style and contains no grammatical and spelling errors. Sources are presented in PA style	The report has a logical structure and is written in an accessible and professional style. Complex matter has been explained. The report contains no grammatical, stylistic and spelling errors. References are in APA style.	The report is well-written, objective, clear, complete and concise. The structure is logical, separate sections are connected coherently. APA style has been applied completely.