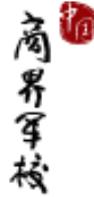




**PHBS**  
北京大学汇丰商学院



# GEN501 Research Methodology Module 4, 2017-2018

## Course Information

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**Instructor: Christer Ljungwall**

Office: PHBS Building, Room 702

Email: [christer@phbs.pku.edu.cn](mailto:christer@phbs.pku.edu.cn)

Office Hour: By appointment (arrange via email)

**Teaching Assistant:**

Stevanus Tjunandar

Email: [1701213818@sz.pku.edu.cn](mailto:1701213818@sz.pku.edu.cn)

**Classes:**

Lectures: Mondays, 15:30-17:20

Venue: PHBS Building, Room 313

**Course Website:**

PHBS Course Management System (To be advised)

## 1. Course Description

### 1.1 Context

**Course overview:**

This course aims to achieve two goals: First, providing students an understanding of what good business research is. Specifically, the course introduces a list of nine bad practices or nine business delusions in Rosenzweig's book. By recognizing what "bad business research" looks like, students are expected to have better understanding about what good business research should be. Second, teaching students a process of doing good business research. In particular, the course presents a list of nine questions, each of which constitutes a unique step in carrying out business research. By answering the nine questions, students are expected to learn the procedures of conducting business research. In sum, after achieving the two learning goals, management students are equipped in developing and conducting their graduate theses, and even in solving their work-place business problems.

### 1.2 Textbooks and Reading Materials

**Primary textbooks:**

Rosenzweig, P. (2014). *The Halo Effect and the Eight Other Business Delusions That Deceive Managers*, 2<sup>nd</sup> edition. Free Press. (named as Textbook **R**)

Cooper, D., and Schindler, P. (2015). *Business Research Methods*, 12<sup>th</sup> edition. McGraw Hill Education. (named as Textbook **C&S**)

## 2. Learning Objectives/Outcomes

### 2.1 Intended Learning Objectives/Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyse business problems and identify the ethical aspects, provide a solution and defend it.	Yes
	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

### 2.2 Assessment/Grading Details

Assessment task	Weighting
Class Participation	20%
Group Reports - Rosenzweig's The Halo Effect Book	35%
Individual Write-up - Thesis Proposal	10%
Final Exam - Thesis Proposal	35%

#### Explanation:

**Class participation** grades reflect the instructors' judgment of the students' contribution to the learning environment. The grades take into account (1) the **frequency** of the students' response in class, and (2) the **quality** of the response (e.g., relevance to course materials; insights that differ from others' point of view; elaboration or clarification of others' opinions) as well as (3) the **professionalism** of the students' conduct (e.g., attendance, punctuality, preparedness, and behaviour during the class). The class participation score will be differently graded as full score, half score, or zero score for each student.

**Group reports** consist of eight weekly reports during the course period. Each report constitutes 5% of total grade. The students' worst grade/report will automatically be excluded at the end of the class. That is, students' will receive 35% (e.g., 7x5%) of total grade. The report is due every week starting from session two. The report is limited to two pages. The instructor will describe what you have to do in the class. The grades will be team-based.

**Individual Write-up** encompasses an assignment relating to your thesis proposal. It is to identify and write down students' topic on one page. The write-up constitutes 10% of total grades. Note that the write-up is closely related to students' final exam because the final exam is about writing a thesis proposal.

**Final exam** grades are the instructors' evaluation of your thesis proposal in written format. Everyone is required to write and submit a thesis proposal, within four pages, at the final exam date. The grades are based on how well students are able to apply what has been learned in class to the thesis proposal. Students' are encouraged to write the thesis proposal to the extent it can be submitted to the thesis advisors.

## 2.3 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to **PHBS Student Handbook**.

## 3. Topics, Teaching and Assessment Schedule

Session	Month	Day	Topics	Before-Class <b>R</b>	After-Class <b>C&amp;S</b>
<b>Part I. What is Business Research?</b>					
1	May	7	<i>What is Research Methodology?</i>		Chapter 1
2	May	14	<i>What is a Good Thesis Topic?</i>	<b>Report 1:</b> Chapter 1-3	Chapter 3-4

<b>Part II. Nine Delusions in Business Research</b>					
3	May	21	<i>Where and How to Collect Data</i>	<b>Report 2:</b> Chapter 4 + Delusion 1	Chapter 5 & 10
4	May	28	<i>What are Theories and Hypothesis?</i>	<b>Report 3:</b> Chapter 5 + Delusion 2-3	Chapter 17
5	June	4	<i>How to review Literature?</i>	<b>Report 4:</b> Chapter 6 + Delusion 4-6	<b>Write-up:</b> Thesis Topic
6	June	11	<i>What are Empirical Model &amp; Measures?</i>	<b>Report 5:</b> Chapter 7 + Delusion 7-9	Chapter 11-12
<b>Part III. Practical Suggestions</b>					
7	June	20	<i>How to Present Your Findings?</i>	<b>Report 6:</b> Chapter 8-9	Chapter 16 & 19
8	June	25	<i>How to Write an Introduction?</i>	<b>Report 7:</b> Chapter 10-11	
9	July	2	<i>What is Thesis Defense? And then?</i>	<b>Report 8:</b> Chapter 12	Chapter 20
<b>Exam</b>	July	5	<b>Final Exam:</b> Thesis Proposal	Final exam is due on July 5. Students' must submit <u>ONE</u> copy their own thesis proposal within <u>THREE</u> pages	

## 4. Additional Information

### PHBS Course Management System

CMS is the primary communications vehicle for outside-of-class communications and course documentation. The student is expected to routinely check the site for information and class related announcements-preferably on a daily basis. Instructions on using the website will be provided on the first day of class.

### About the Instructor

Dr. Christer Ljungwall is a China political-economist, and an expert in economic development, global innovation trends, and innovation policy. He joined the PKU-HSBC Business School as lecturer in 2018. He is also Vice-President, Head of Research, at ENC International Advisory Group. He has held positions over the years as Sr. diplomat with the Swedish government; Sr. Economist with the Asian Development Bank; and Research fellow at Peking University. He is affiliated Professor at Copenhagen Business School. He is a regularly invited speaker on Chinese and Asian economic and political affairs, and innovation. He is strategic advisor to a number of MNCs, member of the Scientific Advisory Board - the Knowledge Economy (BIT Congress) and, member of The Growth Net, New York. He is the author of 35+ academic journal articles in English, 150+ reports, and five books. Dr. Christer Ljungwall received his PhD in economics from Gothenburg University in 2003.