



北京大學  
汇丰商学院

Peking University HSBC Business School

# GEN501 (Management) Research Methodology Second Module, 2017-2018

## Course Information

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### **Instructor: C. James Yen**

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Office Hour: Wed. 2:00pm-4:00pm, or by appointment

### **Teaching Assistant: Kevin Kurnia**

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### **Classes:**

Lectures: Thursdays; 10:30am-12:20pm

Venue: PHBS Building, Room 335

**Course Website: GEN501 in Course Management System (CMS)**

## 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 in management is. Specifically, the course introduces a list of nine bad practices—or nine **business delusions** in Rosenzweig’s (2014) words—that plague business research. By recognizing what “**bad** business research” looks like (i.e., nine business delusions), students are expected to better understand 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 reasonably equipped in developing and conducting their graduate theses, and even in solving their work-place business problems.

### 1.2 Textbooks and Reading Materials

#### **Required Readings:**

1. Rosenzweig, P. 2014 (2<sup>nd</sup> Ed.). *The Halo Effect ... and the Eight Other Business Delusions That Deceive Managers*. Free Press. (Hereinafter **R**).
2. Cooper, D., and Schindler, P. 2015 (12<sup>th</sup> Ed.). *Business Research Methods*. McGraw Hill Education. (Hereinafter **C&S**).

**Additional Readings (Optional):**

3. Stanovich, K. 2014 (9<sup>th</sup> Ed.). *How to Think Straight about Psychology?* Pearson Education.
4. Other additional readings will be posted on the CMS.

**2. Learning Outcomes**

**2.1 Intended Learning Objectives / Outcomes**

Learning Goals	Objectives/Outcomes	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	O
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	O
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.	O
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	O
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	
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.	
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	O
	5.3. Our students will demonstrate competency in critical thinking.	O

**2.2 Assessment/Grading Details**

Assessment task	Weighting
Class Participation	20%
Group Reports—Rosenzweig’s <i>The Halo Effect</i>	35%
Individual Write-up —Thesis Proposal	10%
Final Exam—Thesis Proposal	35%

**Class participation** grades reflect my judgment of your contribution to the learning environment. The grades take into account (1) the *frequency* of your responses in class, (2) their *quality* (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (3) the *professionalism* of your conduct (i.e., attendance, punctuality, preparedness, and respect to your colleagues and their contributions). In addition, every student will be assigned a **number** in class. I will randomly choose students to answer my questions based on the assigned numbers. That is, you will have to answer my questions in class if your number is drawn. Your responses will be evaluated to form class participation grades. A lottery box will be employed to pick up one student to answer my questions. The details of the functioning of the lottery will be described in class.

**Group reports** consist of eight weekly reports during the course period. Each report constitutes 5% of your total grade. I will automatically exclude your worst grade/report at the end of the class. Put differently, you will receive 35% (i.e., **7x5%**) of total grade. The report is due every week starting from session 2. Your report is limited to two pages. I 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 your thesis topic in one page. The write-up constitutes 10% of total grades. Note that the write-up is closely related to your final exam because your final exam is also about writing your thesis proposal.

**Final exam** grades are my evaluation of your **thesis proposal** in written format. Everyone is required to write and submit your thesis proposal, *within four pages*, at the final exam date. Your grades are based on how well you are able to apply what you have learned in class to your thesis proposal. In addition, you are encouraged to write your thesis proposal to the extent that you will submit to your advisors. It is reasonable to expect better performance of your thesis if you are able to complete your proposal at the end of the module.

## **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's work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which includes 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

#### 3.1 Content of Class Sessions

Session	Month	Date	Day	Topics	Before-Class <b>R</b> : Weekly Reports	After-Class: Textbook <b>C&amp;S</b>
1	Nov.	16	Thu.	<i>What is Research Methodology?</i>		Ch.1
2	Nov.	23	Thu.	<i>What is a Good Thesis Topic?</i>	<b>Report 1:</b> Ch.1-3	Ch.3-4
3	Nov.	30	Thu.	<i>Where and How to Collect Data?</i>	<b>Report 2:</b> Ch.4 & Delusion 1	Ch.5&10
4	Dec.	7	Thu.	<i>What are Theories and Hypotheses?</i>	<b>Report 3:</b> Ch.5 & Delusion 2-3	Ch.17
5	Dec.	14	Thu.	<i>How to Review Literature?</i>	<b>Report 4:</b> Ch.6 & Delusion 4-6	<b>Write-up:</b> Your Thesis Topic
6	Dec.	21	Thu.	<i>What are Empirical Model &amp; Measures?</i>	<b>Report 5:</b> Ch.7 & Delusion 7-9	Ch.11-12
7	Dec.	28	Thu.	<i>How to Present Your Findings?</i>	<b>Report 6:</b> Ch.8-9	Ch.16&19
8	Jan.	4	Thu.	<i>How to Write an Introduction?</i>	<b>Report 7:</b> Ch.10-11	
9	Jan.	11	Thu.	<i>What is Thesis Defense? And Then?</i>	<b>Report 8:</b> Ch.12	Ch.20
<b>Exam</b>	Jan.	18	Thu.	<b>Final Exam:</b> Your Thesis Proposal	Final Exam is due on Jan. 18 <sup>th</sup>	

## **Part I. What Is Business Research?**

**Session 1.** What is Research Methodology? (Nov. 16)

After-Class Reading: **C&S**, Ch.1

**Session 2.** What is a Good Thesis Topic? (Nov. 23)

Before-Class Reading: **R**, Ch.1-3.

Group report 1 is due.

After-Class Readings: **C&S**, Ch.3-4

## **Part II. Nine Delusions in Business Research**

**Session 3.** Where and How to Collect Data? (Nov. 30)

Before-Class Reading: **R**, Ch.4

Group report 2 is due.

After-Class Readings: **C&S**, Ch.5&10

**Session 4.** What are Theories and Hypotheses? (Dec. 7)

Before-Class Reading: **R**, Ch.5

Group report 3 is due.

After-Class Readings: **C&S**, Ch.17

**Session 5.** How to Review Literature? (Dec. 14)

Before-Class Reading: **R**, Ch.6

Group report 4 is due.

**Session 6.** What are Empirical Model & Measures? (Dec. 21)

Before-Class Reading: **R**, Ch.7

Group report 5 is due.

Individual write-up 1 is due. Write down ***what your thesis topic is*** in **one page**.

After-Class Readings: **C&S**, Ch.11-12

## **Part III. Practical Suggestions**

**Session 7.** How to Present Your Findings? (Dec. 28)

Before-Class Reading: **R**, Ch.8-9

Group report 6 is due.

After-Class Readings: **C&S**, Ch. 16&19

**Session 8.** How to Write an Introduction? (Jan. 4)

Before-Class Reading: **R**, Ch.10-11

Group report 7 is due.

**Session 9.** What is Thesis Defence? And Then? (Jan. 11)

Before-Class Reading: **R**, Ch.12

Group report 8 is due.

After-Class Readings: **C&S**, Ch. 20

**Final Exam** (Jan. 18)

Final exam is due on Jan. 18<sup>th</sup>. Everyone needs to submit ONE copy of your own thesis proposal within **three** pages.