

GEN501 (Management) Research Methodology Module 4, 2015-2016

Course Information

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

Teaching Assistant:

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Classes:

Lectures: Thursdays; 1:30-3:20pm

Venue: PHBS Building, Room 337

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 a bad business research may look 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 good business research. By answering the nine questions, students are expected to learn the procedures of conducting good business research. In summary, the two goals of the course in combination, if achieved, can help management students develop and execute their graduate theses, and even work place problems.

1.2 Textbooks and Reading Materials

Required Readings:

The readings, coming from a number of different sources, are carefully chosen to reflect a variety of perspectives and to stimulate your thinking. This class is probably the best opportunity you have to learn about human resources from a general management perspective—a subject that will become increasingly important as your career develops. I hope you will seize this opportunity and avail yourself of all the course materials.

1. Rosenzweig, P. 2014 (2nd Ed.). *The Halo Effect ... and the Eight Other Business Delusions That Deceive Managers*. Free Press. (Hereinafter **R**).
2. Cooper, D., and Schindler, P. 2013 (11th Ed.). *Business Research Methods*. McGraw Hill Education. (Hereinafter **C&S**).

Additional Readings (Optional):

3. Stanovich, K. 2014 (9th Ed.). *How to Think Straight about Psychology?* Pearson Education. (Hereinafter **S**).
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.	
	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

In designing the course, its content, and operating procedures, I have tried to adhere to a basic belief that is worth making explicit:

We, students and faculty collectively, are jointly responsible in large measure for what goes on in the classroom.

While I work hard at promoting your learning, you need to understand it is ultimately *your* learning. Therefore, the quality of the learning experience also heavily depends on your preparation and how you contribute to the class discussion. That is, what you learn depends on the effort you and your colleagues expend. I will do my utmost to facilitate the learning process, but in the end, what you gain from the class is largely up to you (and your colleagues, too).

To implement this belief, I have tried to organize and run the course in ways that emphasize class discussion. Your grades reflect your individual effort as well as that of your team. You will be randomly grouped as teams, and I encourage you to prepare for the class and to discuss course concepts with your team members. Everyone needs to submit a case write-up every week, while the final exam will be the joint product of your team. Let me elaborate in the following section.

Assessment task	Weighting
Class Participation	30%
Weekly Reports—Rosenzweig’s Book: <i>The Halo Effect</i>	35%
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).

Weekly reports grades consist of seven out of eight weekly reports you have written 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 write eight reports and receive 35% (i.e., 7x5%) of total grade. The report is due every week starting from session 2. Your report is limited to one page. I will describe what

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 you’re the degree you apply what we have learned in class to your thesis proposal and how well your writing is. 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 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

3.1 Summary of Class Sessions

Session	Month	Date	Day	Topics	Before-Class R : Weekly Reports	After-Class: Textbook C&S
1	Apr.	28	Thu.	What is Research Methodology?		Ch.1
2	May	5	Thu.	What is a Good Thesis Topic?	Report 1: Ch.1-3	Ch.3-4
3	May	12	Thu.	Where and How to Collect Data?	Report 2: Ch.4 & <i>Delusion 1</i>	Ch.5&10
4	May	19	Thu.	How to Review Literature?	Report 3: Ch.5 & <i>Delusion 2-3</i>	-
5	May	26	Thu.	What are Hypotheses?	Report 4: Ch.6 & <i>Delusion 4-6</i>	Ch.17
6	Jun.	2	Thu.	What are Empirical Model & Measures?	Report 5: Ch.7 & <i>Delusion 7-9</i>	Ch.11-12
7*	<u>Jun.</u>	<u>8</u>	<u>Wed.</u>	How to Present Your Findings?	Report 6: Ch.8-9	Ch.16&19
8	Jun.	16	Thu.	How to Write an Introduction?	Report 7: Ch.10-11	-
9	Jun.	23	Thu.	What is Thesis Defence?	Report 8: Ch.12	Ch.20
Exam	Jun.	30	Thu.	Final Exam: Your Thesis Proposal	The exam is from 1-3pm .	

Part I. What Is Business Research?

Session 1. What is Research Methodology? (Apr. 28)

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

Session 2. What is a Good Thesis Topic? (May 5)

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

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

Part II. Nine Delusions in Business Research

Session 3. Where and How to Collect Data? (May 12)

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

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

Session 4. How to Review Literature? (May 19)

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

Additional Reading: **TBD**

Session 5. What are Hypotheses? (May 26)

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

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

Session 6. What are Empirical Model & Measures? (Jun. 2)

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

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

Part III. Practical Suggestions

Session 7. How to Present Your Findings? (Jun. 8)¹

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

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

Session 8. How to Write an Introduction? (Jun. 16)

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

Additional Reading: **TBD**

Session 9. What is Thesis Defence? (Jun. 23)

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

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

Final Exam (Jun. 30)

Final exam starts at 1pm and is due at 3pm on June 30th. Everyone needs to submit ONE copy of your thesis proposal.

¹ The class will be held on June 8th (Wed.), instead of the regular schedule of June 9th (Thu.).