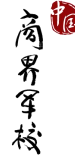




# PHBS

北京大学汇丰商学院



## GEN501 (Management) *Research Methodology* Fourth Module, 2025-2026

### Course Information

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**Teaching Assistant:**

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**Classes:**

Lectures: **Tuesdays**; 10:30am-12:20pm

Venue: PHBS Building, Room

Office Hour: **Wednesdays, 2:00pm-4:00pm or by appointment**

## 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 Reference Books and Reading Materials

**Reference Books:**

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**).  
There is a Chinese translation you can find called [光环效应](#)
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. 2018 (11<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**

<b>Learning Goals</b>	<b>Objectives/Outcomes</b>	<b>Assessment</b>
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**

<b>Assessment task</b>	<b>Weighting</b>
Class Participation	30%
Group Reports—Rosenzweig's <i>The Halo Effect</i> (TBD)	20%
Individual Write-up —Thesis Proposal	15%
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. The participation constitutes 30% of total grades.

**Group reports** consist of **two** group reports during the course period. Each report constitutes 10% of your total grade. Put differently, the reports will account for 20% (i.e., **2x10%**) of your total grade. Your report is limited to **three 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, which accounts for 35% of total grades. You are 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. 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 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	AI Reports: <b>Rosenzweig</b>	Reference Book: <b>C&amp;S</b>
1	May	<b>6<sup>th</sup></b>	<b>Wed.*</b>	<i>What is Research Methodology?</i>		Ch.1
2	May	12 <sup>th</sup>	Tue.	<i>What is a Good Thesis Topic?</i>	Ch.1-3	Ch.3-4
3	May	19 <sup>th</sup>	Tue.	<i>Where and How to Collect Data?</i>	Ch.4 & <i>Delusion 1</i>	Ch.5&10
4	May	26 <sup>th</sup>	Tue.	<i>What are Theories and Hypotheses?</i>	Ch.5 & <i>Delusion 2-3</i> <b>Report 1</b> is due	Ch.17
5	Jun.	2 <sup>th</sup>	Tue.	<i>How to Review Literature?</i>	Ch.6 & <i>Delusion 4-6</i>	
6	Jun.	9 <sup>th</sup>	Tue.	<i>What are Empirical Model &amp; Measures?</i>	Read Ch.7 <b>Write-up:</b> Your Thesis Topic	Ch.11-12
7	Jun.	16 <sup>th</sup>	Tue.	<i>How to Perform Empirical Analysis and Present Findings?</i>	Ch. 8-9	Ch.16&19
8	Jun.	23 <sup>rd</sup>	Tue.	<i>How to Write an Introduction?</i>	Ch.10-11 <b>Report 2</b> is due	
9	Jun.	30 <sup>th</sup>	Tue.	<i>What is Thesis Defence? And Then?</i>	Read Ch.12	
<b>Final</b>	Jul.	7 <sup>th</sup>	Tue.	<b>Final Report</b>	<i>Your Thesis Proposal</i>	

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

### **Session 1.** What is Research Methodology?

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

### **Session 2.** What is a Good Thesis Topic?

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?

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

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

### **Session 4.** What are Theories and Hypotheses?

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

#### **Group report 1 is due.**

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

### **Session 5.** How to Review Literature?

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

### **Session 6.** What are Empirical Model & Measures?

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

**Individual write-up 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?

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

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

### **Session 8.** How to Write an Introduction?

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

#### **Group report 2 is due.**

**Session 9.** What is Thesis Defence? And Then?

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

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

**Final Exam**

Final proposal is due on Jul. 7<sup>th</sup> (**Tue.**) at 5pm. Everyone needs to submit an electronic copy of your own thesis proposal [within four pages](#).