



GEN501 (Management) Research Methodology 3rd Module, 2025-2026

Course Information

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Office Hour: Tue 8:30 – 10:30am, Fri 10:30am – 12:30pm

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Classes:

Lectures: Tuesday, 10:30am – 12:30pm

Venue: PHBS Building, Room

Course Website:

If any.

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

Reference Books:

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. 2015 (12th Ed.). *Business Research Methods*. McGraw Hill Education. (Hereinafter **C&S**).

Additional Readings (Optional):

1. Stanovich, K. 2018 (11th Ed.). *How to Think Straight about Psychology?* Pearson Education.
2. Other additional readings will be posted on the CMS.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes, students will be expected to propose their research ideas in a clear and organized way.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes, students will be expected to present and discuss their research ideas.
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, students will share their critics on reading materials and work in a group to discuss research ideas.
	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.	Yes, students will apply what they learned to solve practical business problems.
	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.	Yes, students will apply what they learned to solve practical business problems.
	5.3. Our students will demonstrate competency in critical thinking.	Yes, students will share their critical ideas and solutions throughout the course materials and during in-class discussions.

2.2 Course specific objectives

- **Develop the ability to conduct high-quality research** by understanding the principles of rigorous inquiry and applying them to business and management contexts.
- **Critically analyze common errors** in research design and business practices through assigned textbook readings and guided discussions, learning strategies to recognize and avoid these pitfalls.
- **Formulate nuanced and original research questions**
- **Design appropriate research methodologies** (e.g., qualitative, quantitative, and mixed-method approaches) that align with their research questions
- **Engage in collaborative discussions** to refine ideas, evaluate alternative approaches, and strengthen their ability to communicate research insights effectively.

2.3 Assessment/Grading Details

Assessment task	Weighting
Class Participation (attendance, in-class discussion, activities)	25%
Group Reports—Rosenzweig's <i>The Halo Effect</i>	25%
Quizzes	15%
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). I will randomly choose students to answer my questions. Your responses will be evaluated to form class participation grades.

Group reports consist of six weekly reports during the course period. Each report constitutes 5% of your total grade. I will exclude your worst grade/report at the end of the class. Put differently, you will receive 25% (i.e., **5x5%**) of total grade. The report is due every week starting from session 2. Your report is limited to one page. I will describe what you have to do in the class. The grades will be group-based.

Quizzes Quizzes will be administered periodically throughout the course to reinforce learning and to assess students' progress.

Thesis proposal grade is determined based on 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 **three pages**, in the last class (April 28th). Your grades are based on how well you are able to apply what you have learned in class to your thesis proposal. Detailed content will be explained in class.

2.4 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.

AI tools requirements:

Using AI tools to complete assignments or assessments without the approval of the course instructor will be regarded as an act of academic dishonesty. Depending on the severity of the situation, penalties will be implemented in accordance with the provisions of the Peking University Graduate Student Handbook.

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

3. Topics, Teaching and Assessment Schedule

Content of Class Sessions

Session	Month	Date	Day	Topics	Weekly Reports: Rosenzweig	Reference Book: C&S
1	Mar.	3	Tue	<i>What is Research Methodology?</i>		Ch.1
2	Mar.	10	Tue	<i>What is a Good Thesis Topic?</i>	Report 1: Ch.1-3	Ch.3-4
3	Mar.	17	Tue	<i>Where and How to Collect Data?</i>	Report 2: Ch.4 & <i>Delusion 1</i>	Ch.5&10
4	Mar.	24	Tue	<i>What are Theories and Hypotheses?</i>	Report 3: Ch.5 & <i>Delusion 2-3</i> Data collection assignment	Ch.17
5	Mar.	31	Tue	<i>How to Review Literature?</i>	Report 4: Ch.6 & <i>Delusion 4-6</i>	
6	Apr.	7	Tue	<i>What are Empirical Model & Measures?</i>	Read Ch.7 but <i>No Report</i>	Ch.11-12
7	Apr.	14	Tue	<i>How to Present Your Findings?</i>	Report 5: Ch. 8-9	Ch.16&19
8	Apr.	21	Tue	<i>How to Write an Introduction?</i>	Report 6: Ch.10-11	
9	Apr.	28	Tue	<i>What is Thesis Defence? And Then?</i>	Read Ch.12 but <i>No Report</i>	Your Thesis Proposal (soft & hard copies) is due on April 28 th