

Subject Description Form

Subject Code	MM3011
Subject Title	Research Methods for Management
Credit Value	3
Level	3
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Pre-requisite: Quantitative Methods for Business (AMA2101) or Introduction to Statistics for Business (AMA1501) equivalent
Role and Purposes	This subject provides an introduction to the use of research as a problem solving tool. The aims of this subject are to offer students a broad spectrum of research topics which enable them, first of all, to appreciate the intricacies of research, and also, to acquire the skills and knowledge required for them to do research work independently. Students who plan to do their final year projects should find this subject helpful in terms of formulating research questions, implementing a research plan to collect data and subsequently, analyzing research evidence that leads to a valid conclusion.
Subject Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate a systematic understanding of the basic knowledge of research methodology; b. Appreciate different research paradigms and review published research findings critically; c. Formulate theoretically grounded research questions and apply the learned principles and skills in business and management research work; d. Appraise the ethical implications of implementing research programmes (BBA Outcome 4); e. Design appropriate sampling strategies, collect, analyse, interpret data, as well as exhibit skills essential to the planning and conduct of a research proposal which may form the basis of their Management Capstone Project (BBA Outcome 6); f. Identify the range of channels for disseminating research and demonstrate the ability to communicate research findings effectively, both orally and in written form, to the business research and practitioner communities (BBA Outcome 1).
Subject Synopsis/ Indicative Syllabus	<p>The Hallmarks of the Scientific Method</p> <p>Overview of Research Process</p> <ul style="list-style-type: none"> - Problem definition - Types of variable - Theory construction

Elements of Research Design

- Exploratory study; descriptive study; hypothesis testing study
- Causal vs. Correlational study
- Inference, study setting, unit of analysis & time horizon

Experimental Design

- Manipulation of variables
- Threats to internal validity
- Types of experimental designs

Measurement

- Measurement of variables
- Measurement of scales

Data Collection Methods

- Observations
- Interviews
- Surveys

Sampling Strategies

- Probability and Non-probability sampling
- Statistical power and sample size

Statistics I: Data Analysis & Interpretation

- Editing, describing, summarizing, and plotting the data
- Reliability coefficients
- Strength of a relationship

Statistics II: Data Analysis & Interpretation

- Comparing means of two independent groups
- Comparing means of three or more independent groups
- Post Hoc pair-wise comparisons
- Two-way ANOVA
- Testing and interpreting interaction effects

	<p>Statistics III: Data Analysis & Interpretation</p> <ul style="list-style-type: none"> - Simple regression - Multiple regression analysis - Multi-collinearity and Tolerance/Variance Inflation Factor (VIF) - Exploratory factor analysis and reliability analysis 																																																														
<p>Teaching/Learning Methodology</p>	<p>Lectures cover the core principles and concepts of the subject syllabus. Seminars are structured to enhance students' understanding of relevant concepts through various kinds of activities, including presentation and discussion.</p>																																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="451 558 1494 1167"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment*</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. In-Class Participation</td> <td>10%</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Individual Assignment</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Seminar Presentations & Reports</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Peer Assessment</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> ▪ In-Class Participation - lectures, seminar sessions and usage of Blackboard. Assessment on participation will be based on a combination of factors such as attendance, intellectual discourse and other quality responses in classroom. ▪ Individual Assignment – Working on an individual basis, students will be asked to hand in a write-up of a real issue or problem they have encountered in the University. ▪ Group Seminar Presentations & Reports – Working on a group basis, students will be asked to choose only one research problem among all the proposed topics submitted by members. Students should then research and analyze the problem, drawing on theoretical models, and gathering necessary information and finally drawing sound and valid conclusion based on the findings of this study. ▪ Peer Assessment – This is an exercise for students to experience the group behavior theories and concepts learned in previous classes. Students have to provide ratings to 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Continuous Assessment*	100%							1. In-Class Participation	10%	✓						2. Individual Assignment	30%			✓				3. Group Seminar Presentations & Reports	50%	✓	✓	✓	✓	✓	✓	4. Peer Assessment	10%						✓	Total	100 %						
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	all the group members based on their contribution to the research project.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	42 Hrs.
	▪ Preparation for assignment/group project and presentation	84 Hrs.
	Total student study effort	165 Hrs.
Reading List and References	<p><i>Recommended Textbooks</i></p> <p>Corbin, J. and Strauss, A. (2015). <i>Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory</i> (4th edition). Thousand Oaks, CA: SAGE.</p> <p>Sekaran, U. and Bougie, R. (2016). <i>Research Methods for Business – A Skill Building Approach</i> (7th edition). NY: John Wiley & Sons.</p> <p><i>Suggested Readings</i></p> <p>Bowerman, B. L., O'Connell, R. T. and Murphree, E. S. (2014). <i>Business Statistics in Practice</i> (7th edition). NY: McGraw-Hill.</p> <p>Cooper, D. R. and Schindler, P. S. (2014). <i>Business Research Methods</i> (12th edition). NY: McGraw-Hill.</p> <p>Dillman, D. A., Smyth, J. D. and Christian, L. M. (2014). <i>Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method</i> (4th edition). Hoboken, NJ: John Wiley & Sons.</p> <p>Ghauri, P. and Gronhaug, K. (2010). <i>Research Methods in Business Studies</i> (4th edition). London: Financial Times Prentice Hall.</p> <p>Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E. (2010). <i>Multivariate Data Analysis</i> (7th edition). Upper Saddle River, NJ: Prentice Hall.</p> <p>Miles, M. B., Huberman, A. M. and Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i> (3rd edition). Thousand Oaks, CA: Sage.</p> <p>Yin, R. K. (2014). <i>Case Study Research: Design and Methods</i> (5th edition). Thousand Oaks, CA: Sage.</p>	