

## Research Methods and Design in Management

课程编号: 02814540

授课对象: IPHD

学 分: 3

任课教师: 李博柏

课程类型: 专业必修

开课学期: 2014 秋

先修课程:

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任课教师联系方式: Bobai Li,  
Department of Organizational Management  
New GSM Building Room 441  
Tel: 6275-6267; Email: [libb@gsm.pku.edu.cn](mailto:libb@gsm.pku.edu.cn)

辅导、答疑时间: Wednesday 2:00-4:00PM, or by appointment.

### 一、项目培养目标

学习目标 1 系统掌握从事学术研究所需要的专业知识及理论。

具体目标 1、系统掌握本学科基础知识及基本理论

具体目标 2、掌握本学科前沿知识和理论、具有足够的相关领域的知识

具体目标 3、熟练掌握本学科的研究方法

学习目标 2 具有从事创新性研究的能力; 能够撰写并发表高质量的毕业论文和学术论文

具体目标 1、撰写高质量的毕业论文和学术论文

具体目标 2、具有高水平的分析能力和批判思维能力, 能够创造性地解决问题

学习目标 3 具有宽阔的国际视野, 能够与国际学者进行交流、合作的能力。

具体目标 1、具有优秀的口头交流和文字交流能力

具体目标 2、能够熟练地运用至少一门外语进行学术交流与沟通

学习目标 4 了解学术伦理, 具有强烈的社会责任感、关注社会问题

具体目标 1、了解社会责任感的重要性

具体目标 2、了解学术生涯中的学术道德问题

具体目标 3、关注现实社会问题

### 二、课程概述

This course introduces students into the world of academic research. Main course topics include: 1) the logic and the fundamentals of scientific research underlying major social science disciplines and the connections of such logic to basic statistical analyses; 2) commonly used research design (such as surveys, experiments ethnographic case studies) and their relative strengths and weakness; 3) common research procedures (from research questions, hypotheses, sampling, measurement, to

styles and conventions of writing journal articles) in organization and management research; and 4) common problems in mainstream research methods (i.e., common bias, selection bias, cross-culture methods, etc. ) and their solutions. The discussion of these topics will be connected closely to common statistical methods and actual research published in top international management journals.

三、课程目标（包括学生所提高的技能要求），本课程目标如何服务于项目的培养目标

The instruction language for the course is English. Students should be proficient in reading, speaking, and writing in English. Students are not assumed to have research experience, but sufficient exposure to research articles (English) will be helpful. Working knowledge of statistics will also be a plus.

Students completing this course are expected to develop critical scientific thinking, broad methodological perspectives, and working research knowledge of their own fields. Specifically, students should be able to---

- develop valid research questions and formulate testable hypotheses;
- develop solid understanding of causality and its connections to basic statistics and hypothesis testing;
- understand the relative advantages and disadvantages of common research methods and design;
- develop the ability of understanding, analyzing, and resolving fundamental problems in research design;
- read, analyze, and evaluate research articles;
- understand the procedures of empirical research; write research proposals and research papers independently.

四、内容提要及学时分配

#### **Class Schedule**

<b>Week &amp; Date</b>	<b>Topic</b>	<b>Readings</b>
Week 1 (09/15)	Course Introduction, Research Foundations	No readings
Week 2 (09/22)	Variation & Conceptualization	Reader A, 1,2,3
Week 3 (09/29)	Measurement	Reader A 4, 5; Reader B 1, 2
Week 4 (10/06)	No Class	--
Week 5 (10/13)	Statistical Inference and Hypothesis Testing	Reader A 6; Reader C, Ch. 1-2
Week 6 (10/20)	Regression and Causality I	Reader C, Ch. 3,
Week 7 (10/27)	Regression and Causality II	Reader A, 7 Reader B, 3; Reader C, Ch. 4,
Week 8 (11/03)	Regression and Causality III	Reader A, 8;

		Reader B, 4; Reader C, 5
Week 9 (11/10)	Survey Design I	de Vaus, Ch. 1-3, 10-12; Reader B, 5-6
Week 10 (11/17)	Survey Design II	de Vaus, Ch. 7-9; Reader A, 9; Reader B, 7-8
Week 11 (11/24)	Experimental Design	de Vaus, Ch. 4-6; Reader A, 10; Reader B, 9-11
Week 12 (12/01)	Ethnographic Study Design	de Vaus, Ch. 13-15; Reader A, 11,12 Reader B, 12-14
Week 13 (12/07)	Common Methodological Problems I	Reader A, 14-15 Reader B, 15-16
Week 14 (12/14)	Practical Issues in Management Research	Reader A, 16 Reader B 17-19
Week 15 (12/21)	Group Project & Final Presentation I	
Week 16 (12/28)	Group Project & Final Presentation II	
Week 17 (01/05)	Final Exam	

## 五、教学方式

**Class Format:** There will be a minimum amount of lecturing. The professor's role in the course is mainly that of a coach and a resource person to help students understand course materials and develop their thinking. Each class will begin with a brief introduction to background, concepts and issues of a particular topic and end with short summaries or concluding remarks. The majority of the class time will be devoted to class discussion or group projects.

## 六、教学过程中 IT 工具等技术手段的应用

## 七、教材

### Textbooks and Course Materials

- David A. de Vaus. 2001. *Research Design in Social Research*. Sage Publications (Required).
- Course Reader A (Methodological Articles) (Required, PDF Copy).
- Course Reader B ( Empirical Articles) (Required, PDF Copy).
- Course Reader C (Methodological Articles) (Optional, PDF Copy).

## 八、参考书目

- Xiaoping Chen, Anne Tsui, and Jing-Lih Farh. 2008. *Empirical Methods in Organization and Management Research*. Peking University Press (in Chinese. Optional)

九、教学辅助材料，如 CD、录影等

十、课程学习要求及课堂纪律规范

**Requirements:** 1) Students should attend every class, read the assigned materials before every class and be fully prepared for class discussion. Any enrolled student who misses three classes without advanced permissions will fail the course automatically 2) Students are expected to actively participate in class discussion. 3) All written assignments should be typed, using 12-pitch font size, double-spaced, and one-inch margins; attention to English grammar and clarity of write are expected. 4) Assignments should be turned in by the deadline; late assignments will not be graded unless permission is granted in advance under special circumstances.

十一、学生成绩评定办法（需详细说明评估学生学习效果的方法）

**Coursework and Evaluation:** Coursework includes homework assignments, group project, and final exam

**Homework Assignments (5%×5=25%):** Students are encouraged to discuss assignment questions with fellow classmates. However, each student should write his or her answers independently. Copying others' answers or allowing others to copy one's answer will not receive any grades.

**Group Project (25%):** Students will be organized into four- or five-person groups. Each group is required to write a formal research proposal, which includes literature review, theory and hypothesis development, data collection (or sources), analytical design and methods. The research proposal should run about 12 pages, include at least 15 citations, and follow the styles of one journal in the reader. Students who propose to use secondary data or who perform a pilot and encouraged to present preliminary results.

**Final Exam (50%):** January 7, 2015.

Written assignments will be graded based on contents, logics, and writing, while discussions and presentations will be effort- and attitude-based. The final score of the course will be calculated as the total score a student earns from all coursework.