

MGT3412: RESEARCH METHODS IN MANAGEMENT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Research Methods in Management

Subject Code

MGT - Management

Course Number

3412

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MS3105 Sampling Survey; MS3321 Customer Surveys; MS3224 Business Survey Design; MKT3602 Marketing Research; MKT3608 Marketing Intelligence

Part II Course Details

Abstract

This course aims to:

- Introduce research methods as a rigorous theory driven and evidence-based approach for solving managerial problems.
- Provide students with the knowledge and skills needed to conduct management research.
- Familiarize students with skills to use both qualitative and quantitative methods to analyze managerial and organizational problems.
- Acquaint students with the ability to use an evidence-based approach to critically evaluate challenges facing managers and organizations, and use data and theory to develop and evaluate solutions in response to these challenges.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the importance and necessity of using research methods for addressing managerial problems and organizational issues.	20	x		
2	Critically analyze management problems while developing theoretical frameworks based on learned management theories.	20		x	
3	Design and evaluate appropriate research methods for testing theoretical frameworks.	20		x	x
4	Apply specific research designs in solving management problem, collect and analyze the data necessary in order to solve the problems while developing a systematic view regarding theory building, data collection and analyses as well as result interpretation.	40	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Students will engage in reading on research method. By studying the materials, students will describe the importance of the topic, explain the pros and cons of a particular method, as well as evaluate and analyze each approach and research design.	1, 2, 3, 4	1.5-2hrs
2	Lectures	During the lectures, students will actively participate by discussion or responding to the questions provided in class. By sharing their own thoughts and having feedback from others, students will develop the ability to describe, explain, and analyze management problems as well as crucial concepts regarding research methods.	1, 2, 3	1.5-2hrs
3	Drill and Practices	Students will design and implement research projects. This includes defining research question, conducting literature review, performing statistical analyses, and giving research presentation. These activities collectively provide valuable opportunities to analyze management problems, evaluate research methods, design questionnaires and scales, choose appropriate statistical tests as well prepare research presentations.	1, 2, 3, 4	1-1.5hrs

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	In-class exercises	1, 2, 3, 4	40	Exercises are given in class that examine students' mastery of various skills of research methods, such as sampling, experimental design, scale development, and the interpretation of the results from statistical tests. In general, one week will have an in-class demonstration and practice session, and then the next week will have the assessed in-class exercise on the same topic. These exercises allow students to apply the concepts and skills they learn to given research issues.	No

2	Mid-term examination	1, 2, 3, 4	20	Mid-term examination focuses on the ability to define research problems and develop appropriate research frameworks for given management issues. The minimum learning outcome is to define the independent and dependent variables given a management problem. The middle learning outcome is to come up with appropriate independent and dependent variables while being able to elaborate the model by considering moderating and/or mediating variables. Higher levels of learning outcomes require students to demonstrate the above skills while proposing innovative, feasible solutions to management problems.	No
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Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

In-class exercises, Mid-term examination, Final examination

Excellent (A+, A, A-)

Exhibits mastery of the concepts and definitions from class while demonstrating the ability to apply these concepts in defining and addressing a research problem. Demonstrates the ability to select appropriate research methods, design and implement the chosen research design, and then select, calculate, and interpret the appropriate analytical techniques.

Good (B+, B, B-)

Exhibits knowledge of most concepts and definitions from class, with moderate ability to select and apply these concepts to research problems. Given a specific research method, students can explain and demonstrate appropriate use of that method. Given a specific analytical technique, students can calculate and interpret the results.

Fair (C+, C, C-)

Exhibits knowledge of most concepts and definitions from class, with ability to apply these concepts to research problems when directed to do so. When given a specific research method or analytical technique, students exhibit a moderate number of errors in implementation, analysis, and interpretation.

Marginal (D)

Exhibits knowledge of key concepts and definitions from class, but with limited ability to apply these concepts to research problems. Limited ability to select, use, and interpret results of appropriate analytical techniques.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

Organizations constantly face many challenges and problems so effective solutions are always needed. However, solutions may not be effective when they are not supported by sound theories and appropriate data analyses. Two types of skills are thus crucial. First, in order to search useful data, managers must ask themselves which theory is used and what kind of information is needed. Once managers know which type of the information is needed, the next step is to collect and analyze data. Second, managers must be able to appropriately analyze the data, accurately interpret the findings, and make conclusions for management problems. These two fundamental skills complement each other and are crucial for executives. This course is designed to develop these skills while emphasizing the importance of developing theories and using data for solving managerial problems and enhancing decision qualities.

Reading List

Compulsory Readings

Title	
1	Sekaran, U., & Bougie, R. 2013. Research methods for business: A skill-building approach. (6th ed.). New York: John Wiley & Sons.
2	Alvesson, M., & Ashcraft, K. L. 2012. Interviews. In S. Gillian & C. Cassell (Eds.), Qualitative organizational research: Core methods and current challenges: 239-257. London: Sage.

Additional Readings

	Title
1	Online Resources: SPSS for Windows documentation: Statistical Software Tutorials. Information Technology Services at the University of Texas – Austin. Getting Started www.utexas.edu/its/rc/tutorials/stat/spss/spss1/index.html Descriptive and Inferential Statistics www.utexas.edu/its/rc/tutorials/stat/spss/spss2/index.html Displaying Data www.utexas.edu/its/rc/tutorials/stat/spss/spss3/index.html Data Manipulation (Section 7 only) www.utexas.edu/its/rc/tutorials/stat/spss/spss4/index.html