

Subject Code	MM6022
Subject Title	Introduction to Business Research
Credit Value	3
Level	6
Normal Duration	1-semester
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject contributes to the achievement of the programme outcome by sharpening students' ability to conduct applied research and innovation by critically applying knowledge and scientific skills within their academic discipline and formulating sophisticated solutions as critical thinkers (Outcome 1).</p> <p>This subject will introduce the focal components of a research study as well as the operational and strategic considerations underpinning each of these components.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Appreciate the process of research and its key components Gain an overview of the operational and strategic considerations underpinning each component of the research process Critically evaluate the pros and cons of employing different research designs in data collection
Subject Synopsis/ Indicative Syllabus	<p>The purpose of the subject is to: (1) expose students to the focal components of a research study, and (2) facilitate deep reflections on the range of plausible strategies for designing research studies to investigate a given phenomenon. It is not the intention of the subject to advocate for an optimal research design that can cater to any type of study, but rather, to delve into the pros and cons of employing different strategies for designing research studies.</p> <p>In completing the subject, students are expected to be able to not only articulate why a phenomenon may be worth investigating, but to also compare and contrast various design alternatives for researching the phenomenon.</p>
Teaching/Learning Methodology	<p>The pedagogical format of the subject comprises a series of participatory seminars involving lectures, class presentations, and directed discussions. The seminars are devised to walk participants through the process of conducting a research study, which include (1) the formulation of relevant and timely research questions in reference to a given phenomenon of interest, (2) the review of extant literature to assess the current state of knowledge on the phenomenon of interest, as well as (3) the employment of appropriate data collection and analytical methods in answering the research questions. Active participation in this course is required.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	Continuous Assessment*	100 %			
	1. Class Participation	20 %	✓	✓	✓
	2. Research Presentation	20 %	✓	✓	✓
	3. Research Proposal	60 %	✓	✓	✓
	Total	100 %			
	<i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i>				
To pass this subject, students are required to obtain Grade D or above in the overall subject grade.					
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:					
<p>Class participation and interaction is a necessary means of assessment for this subject because participants are expected to engage in deep reflection and self-learning. Through class participation, each participant can receive constant feedback to track the progress of their own learning.</p> <p>The research presentation toward the end of the course will be especially valuable in not only helping participants to hone their skills in presentation, but to also garner feedback on the theoretical and empirical feasibility of their proposed research project.</p> <p>The research proposal is intended to train participants in conducting original applied research of their own. Each participant will be expected to discuss research ideas with classmates and lecturers before deciding on a topic that he/she deem to be appropriate for further exploration. Based on the selected topic, each participant is required to draft a report describing the importance of the topic for research, the current status of knowledge pertaining to the topic within extant literature, the qualitative and/or quantitative method(s) to be employed in investigating the topic, as well as the projected contribution to theory and practice. Through such assessment, it is expected that participants can gain hands-on knowledge of how the research process actually unfold in practice.</p>					
Student Study Effort Expected	Class contact:				
	▪ Lectures			30 Hrs.	
	Other student study effort:				
	▪ Lecture preparations			30 Hrs.	
	▪ Preparation for research presentation and proposal			60 Hrs.	
	Total student study effort			120 Hrs.	

<p>Reading List and References</p>	<p>Research articles from leading academic journals that touch on theorizing as well as the strengths and weaknesses of different designs when conducting research. The reading list will be updated on an annual basis.</p> <p>Recommended Textbook:</p> <p>Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., and Fitzgerald, W. T. <i>The Craft of Research (5th Edition)</i>, University of Chicago Press, 2024.</p> <p>Reading List:</p> <p>Ellis, T., and Levy, Y. “Framework of Problem-Based Research: A Guide for Novice Researchers on the Development of a Research-Worthy Problem,” <i>Informing Science: The International Journal of an Emerging Transdiscipline</i> (11), 2008, pp. 17-33</p> <p>Gregor, S. “The Nature of Theory in Information Systems,” <i>MIS Quarterly</i> (30:3), 2006, pp. 611- 642.</p> <p>Orlikowski, W. and Baroudi, J. J. “Studying Information Technology in Organizations: Research Approaches and Assumptions,” <i>Information Systems Research</i> (2:1), 1991, pp. 1-28.</p> <p>Van de Ven, A. H., and Poole, M. S. “Explaining Development and Change in Organizations,” <i>Academy of Management Review</i> (20:3), 1995, pp. 510-541.</p> <p>Webster, J. and Watson, R. “Analyzing the Past to Prepare for the Future: Writing a Literature Review,” <i>MIS Quarterly</i> (26:2), 2002, pp. xiii-xxiii.</p>
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