

A circular inset photograph on the left side of the slide shows a young woman with dark hair tied back in a bun, wearing large hoop earrings and a light-colored blazer over a dark top. She is looking down at a white laptop computer. A pair of black headphones hangs around her neck. The background is a plain, light-colored wall.

20106 Management Capstone

Lecture - Week 1

Dr Rebecca Dong UTS Business School



Agenda

Part 1: Nice to meet you!

Part 2: Subject Overview

- Assessment
-

- Expectations
-

Part 3: The introduction of Management Research

- Research Concepts
-

- Understanding how research is used to make decisions
-

- Research Process

Part 1:

Nice to Meet you!

Welcome to the learning journey of management capstone with me!





Teaching team

Associate Professor Feifei Lyu (Shanghai)

Dr Junyan (James) Lai (Shanghai)

Dr Rebecca Dong (Sydney)

**DR
Rebecca Dong**

0000-0002-2486-4511

 Lecturer
Management Discipline Group

0295145546 (Work)

Rebecca.Dong@uts.edu.au

Google Scholar

BIO

Dr Rebecca Dong is a lecturer at Business School, University of Technology Sydney. She achieved the Doctor of Philosophy at the University of Adelaide with a full scholarship. Also, she has completed two Master Degrees (Master of International Business and Master of Business Research) at the University of Adelaide in Australia and double Bachelor Degrees (Engineering and Art) with the award of Honors Graduate.

Rebecca's primary research interests include international management and organizational psychology. Her research passion lies in the micro-foundation of the organization and the firm's internationalization decisions, including but not limited to: (1) Psychological factors, motivation, emotion, knowledge sharing, safety, mental health and well-being of employees/leaders/decision-makers. (2) The firm's internationalization motivations, global strategies and non-market strategies, and its embedded institutional environment. Her papers appear in business management journals and psychology journals; and top-tier international conferences such as Academy of International Business and Academy of Management. She is the guest editor of multiple academic journals, such as the Journal of Risk and Financial Management.

Rebecca is an experienced academic with a demonstrated teaching history of business courses since 2015 such as Human Resource Management, Career Development, Manage Organization and People, International Business, Global Business Environment, International Marketing, Organizational Behavior, Cross-Cultural Management, Sustainable Management, Transformation Leadership, Advanced Management Theory, at both undergraduate and postgraduate levels.

In light of the community engagement, Rebecca was the Finalist of the Governor's Multicultural Awards 2018 Youth Award in South Australia. She received 2018 Premier's Certificate Recognition for Outstanding Volunteer Award and 2015 Governors International Student Award for Academic Excellence.

DEGREES

- **Doctor of Philosophy**
University of Adelaide, Adelaide, Australia
- **Master of Business Research**
University of Adelaide, Adelaide, Australia
- **Master of International Business**
University of Adelaide, Adelaide, Australia



Meet our amazing educators!

**Your tutors
are your
first
contact
and key
supporters!**



Dr Junyan (James) Lai | Tutor

About: Dr. Junyan (James) Lai, Lecturer of the SILC Business School, Shanghai University. He completed his PhD in Technology Management at the National Tsing Hua University, Taiwan, China. His current research interests include technological change, technological trajectory, innovation process, institutional entrepreneurship, and non-linearity in management and business. He particularly focuses on how new technology emerges and interacts with the social system by using natural language processing (e.g., topic modeling approach). His papers have been published in the Journal of Product Innovation Management, Industrial and Corporate Change, IEEE Transactions on Engineering Management, Journal of Engineering and Technology Management, and some top-tier Chinese journals. He has also presented his research findings in the Academy of Management Annual Meeting.

Email: Jiun-Yan.Lai@uts.edu.au

Office: Rm. 309, Wenshang Building, SILC Business School, Shanghai University

Phone: +86-21-69980028-53091



Associate Professor Feifei Lyu | Tutor

About: Dr. Feifei Lyu is an associate professor of management in SHU-UTS SILC Business School, Shanghai University. Her research interests include family business, political connections, innovation, entrepreneurship, and corporate social responsibility. Her work has appeared in Administrative Science Quarterly(UTD24), Research Policy (FT50), Family Business Review, Asia Pacific Journal of Management, Management and Organization Review, and other referred journals.

Email: Feifei.Lyu@uts.edu.au

Office: 314 Wenshang Building, SILC Business School, Shanghai University

Consultation by appointment: Friday 1-2 pm (either in campus or Zoom) in each teaching week. Please email to make an appointment in advance.

What are our expectations of you?

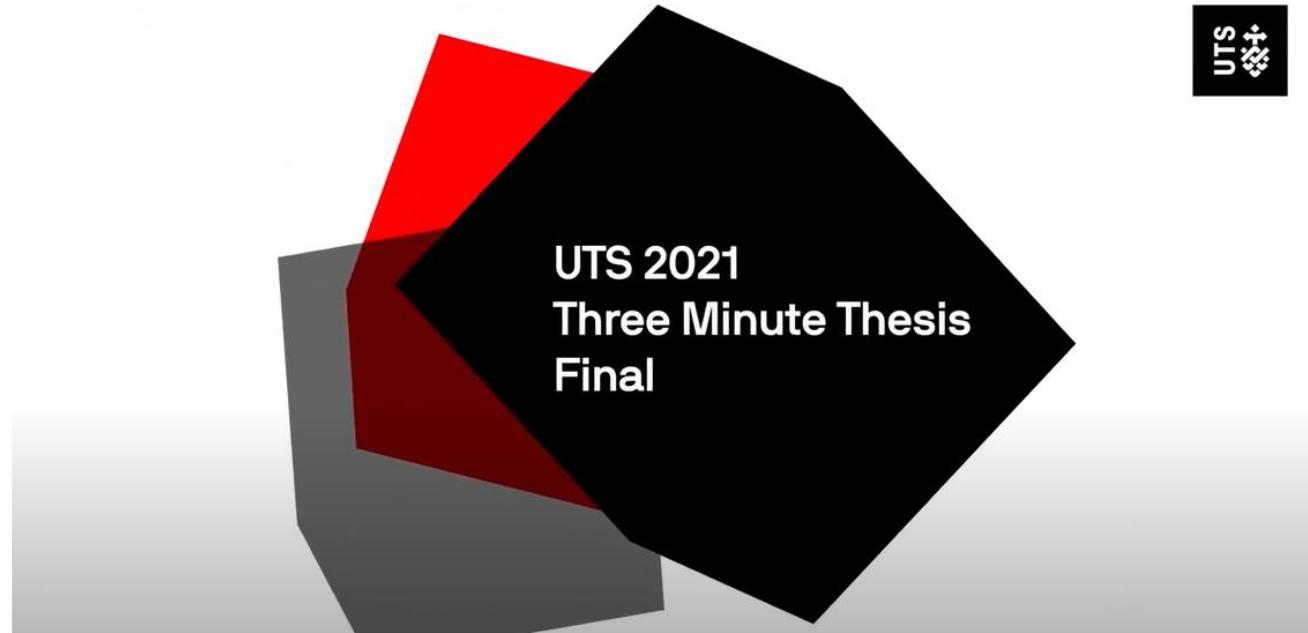
- Attend all lectures and tutorials. There will be content covered in the class that will be examinable and relevant to all your assessments.
- Come prepared to class and be attentive in class.
- Seek help early rather than later.
- Engage in class. The more you participate and ask questions, the better you will perform in this subject.



Attributes supervisors look for in research students

- Confidence, enthusiasm and a positive attitude
- Ability to communicate clearly in verbal and written communications
- Capacity for independent learning and developing new skills
- Ability to think independently and reason analytically
- Motivation and perseverance in achieving objectives
- Ability to manage and sustain progress
- Punctuality and good organisational skills
- Probability of establishing good working relationship



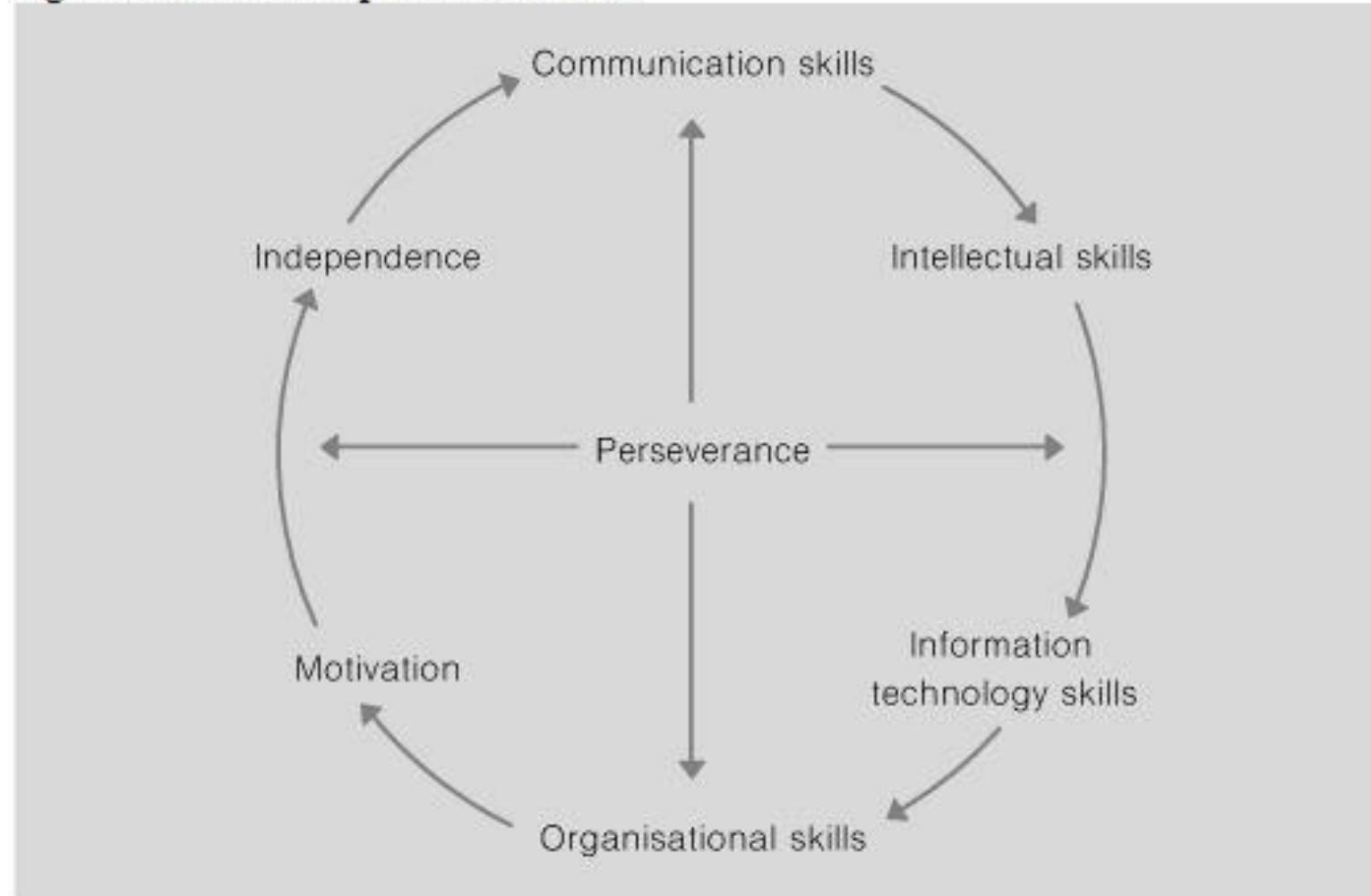


**Perhaps you may
start your HDR
journey after
learning this course
with us?**

Three Minute Thesis (3MT) is an exciting opportunity for research students to showcase their work and develop their communication and presentation skills.

The qualities of a good researcher

Figure 1.1 Research qualities and skills

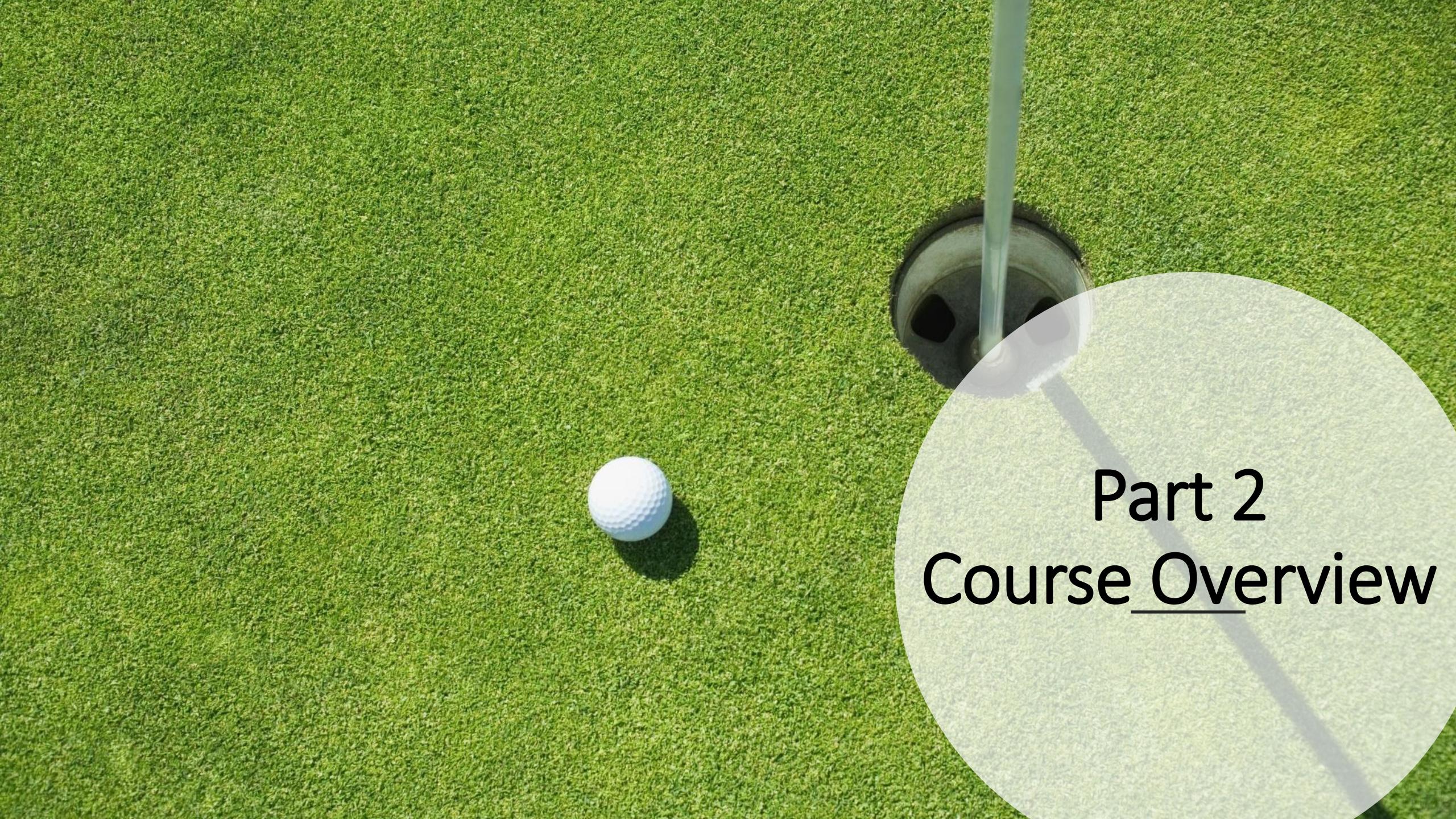


The qualities of a good researcher

Table 1.1 Qualities of competent researchers

<i>Knowledge</i>	<i>Skills</i>	<i>Personal qualities</i>
Awareness of different assumptions about the world	Ability to plan, organise and manage own time	Awareness of own strengths, weaknesses and values
Awareness of methods of data collection	Ability to search libraries and other sources	Clarity of thought
Awareness of different methodologies	Ability to gain support and cooperation from others	Sensitivity to events and feelings
Knowledge of immediate subject of study	Ability to structure and argue a case in writing	Emotional resilience
Knowledge of related subjects/disciplines	Ability to defend and argue views orally	Flexibility
Knowledge of key networks and contacts in chosen field	Ability to learn from experience	Creativity

Source: Adapted from Easterby-Smith, Thorpe and Lowe (1991) p. 17.

A photograph of a golf course featuring a white ball on a green grassy area, positioned near a circular hole with a flagstick extending from it. A large, semi-transparent light blue circle is overlaid on the bottom right side of the image, containing the text.

Part 2

Course Overview

What is this subject about?



As the capstone subject, our focus will be on application of knowledge learnt during the degree into research projects.



We will accomplish this via the three assessments in this subject.



The subject will equip you with the skills you will need to succeed in today's business environment.



The key element of this subject is the application of knowledge.

Subject Learning Objectives (SLOs)

Upon successful completion of this subject students should be able to:

- 1. Apply **theoretical approaches** to work practice
- 2. Engage in critical theoretical and professional discourse
- 3. Synthesize existing theories and expertise in creative and innovative ways
- 4. Reflect on personal, social, emotional and practical issues of working in the context of a team
- 5. Develop logical, consistent plans to solve a research-in-action problem, evaluate the consequences of the solution and articulate reasons for choosing the solution in an **interdisciplinary context**.

Course Intended Learning Objectives (CILOs)



Demonstrate interrelationships between differing business disciplines (1.2)



Critically evaluate data and resources in the context of relevant academic literature (2.2)



Apply critical and creative thinking to address issues in business (2.3)



Demonstrate an awareness of conflicting ethical demands of various stakeholders within business (4.1)



Evaluate business responses to ethical issues and dilemmas (4.2)



Critically analyse the core professional obligations, values and operations of organisations, including sustainability in teams in an inclusive manner (4.3)



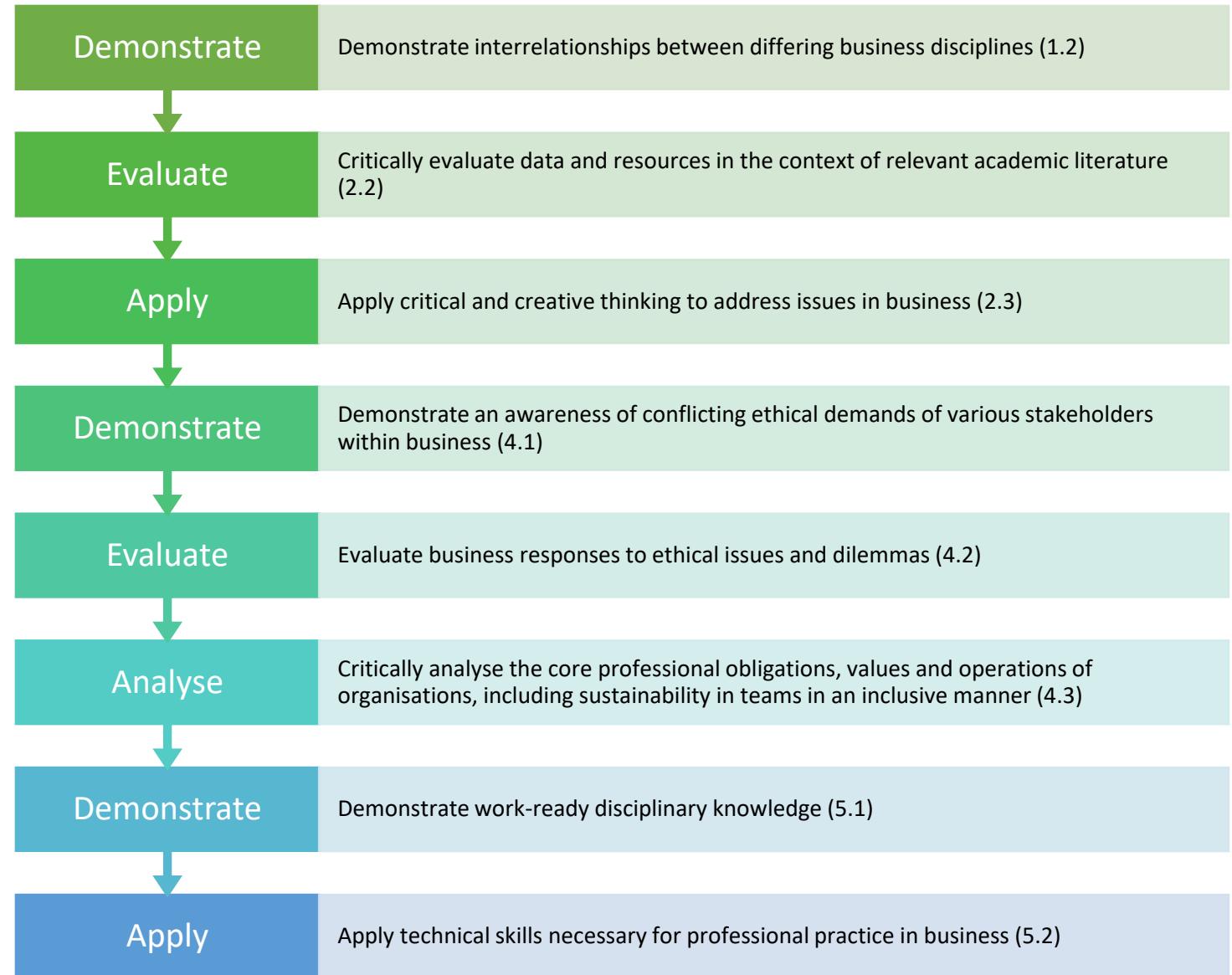
Demonstrate work-ready disciplinary knowledge (5.1)



Apply technical skills necessary for professional practice in business (5.2)



Course Intended Learning Objectives (CILOs)

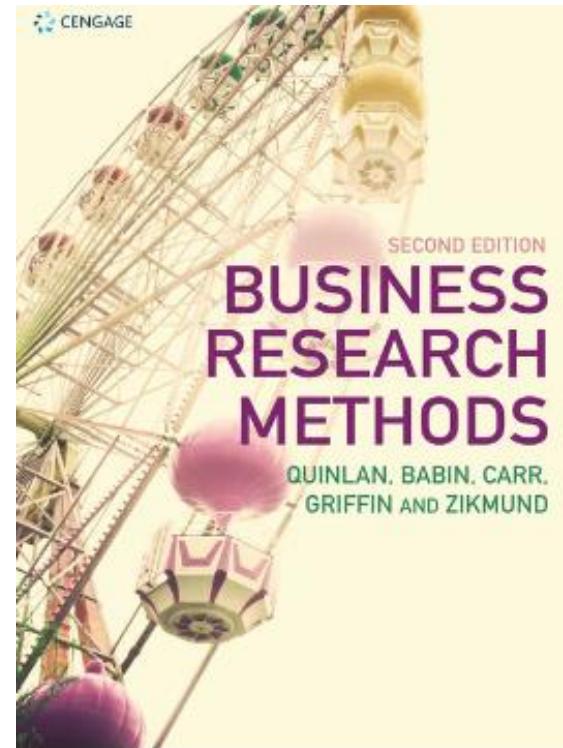


Course Schedule

Session	Description
21 March	Lecture 1: Introduction to subject and assessment; Understanding management and Decision making (Chapter 1)
28 March	Lecture 2: Theories in management research
4 April	Lecture 3: The research design (Chapter 4)
11 April	Lecture 4: Searching and Reviewing literature (Chapter 5)
18 April	Lecture 5: Writing up the research(Chapter 6)
25 April	Lecture 6: Data collection (Chapter 8)
2 May* public holiday	Lecture 7: Data collection methods & analysis
9 May	Lecture 8: Analyzing quantitative data
16 May	Lecture 9: Analyzing qualitative data ; Presenting your results
23 May	Lecture 10: Review of subject /Examination information

Textbook information (and more)

- Jill Collis and Roger Hussey (2019) Business Research: a practical guide for undergraduate and postgraduate students . 5th edn. Palgrave: London, UK.
- William G. Zikmund, Christina Quinlan, Mitch Griffin, Barry Babin, Jon Carr (2019) Business Research Methods, 2nd Edition, Cengage Learning, EMEA.



Assessments

There are three assessment items in this subject:

- Assessment 1 is an individual assignment (30%).
- Assessment 2 is a group assignment (30%).
- Assessment 3 is the final exam (individual) (40%).

Assessment 1- Short Business Analysis (Individual)

The following is a list of selected 10 biggest Companies in China and Australia by Market Cap for 2023 from different industries:

China:

1. Tencent Holdings
2. Alibaba Group Holding
3. Meituan
4. PetroChina
5. BYD Automotive

Australia:

1. BHP Group
2. Telstra Group
3. Woolworth Group
4. Origin Energy
5. Qantas Airways



Assessment 1- Short Business Analysis (Individual)

Length: 2000 words (excluding executive summary, reference list and appendices)

Due: 11.59 pm Friday 21 April 2023

You are required to select [one company](#) and write a report on what are the strengths of the firm that have made them successful. You will use **two theories in management** (e.g., **VRIO framework, Resource Based theory, Social network theory, Agency theory**) to identify the key strengths of the firm. Based on your research, you are expected to identify any potential challenges you believe the company may face in the future. Based on your research, you are expected to identify any potential challenges you believe the company may face in the future.

- The report should provide an executive summary (no more than 200 words).
- Ensure that headings are used in the body of the text to identify the various sections.
- -Emphasis will be placed on the quality of the research and the written document. All sources of data should be appropriately referenced.

Assessment task 2 – Business Analysis (Group)

- Your report and presentation will be judged on your ability to demonstrate strong research skills (**data collection and analysis, use of appropriate theory** to analyse the research problem) and your ability to present your findings in a professional manner (both written and oral).
- Further details about the assignment will be provided in the tutorials.
- The assignment has two parts to it.
 - **1. Written Group Report - maximum no. of words - 3,000 words (+/-10%) = 20%**
 - **2. Oral Group Presentation - 10-15 minutes presentation on-campus or online = 10%**
- The first part requires the group to **write a management report** addressing the issues identified in your topic.
- The second part of the assignment requires **an in-class group presentation**, where you will present the key findings from your research.

(Your tutor will allocate you into groups in Tutorial 1. Your tutor will ask about your research interest in Management and guide you to find a research topic further).

Assessment task 3 – Final Exam

(Individual)

- To be conducted during the exam period.
- Duration 2 hours plus 10 minutes reading time.
- Worth 40% of total grade.
- The final exam assesses the capacity of the student to reflect on their learning throughout the capstone and their management major.
- More details are provided at the end of semester



At UTS, plagiarism
is defined in rule
16.2.1(4) as

- 'Taking and using someone else's ideas or manner of expressing them and passing them off as his or her own by failing to give appropriate acknowledgement of the source to seek to gain an advantage by unfair means'

Consequences are serious

- Failure
- Reported to Faculty Integrity Unit

Instead:

- Use your own words
and refer to the author
- Use direct quotes with references
- [Take the plagiarism Quiz](#)

Library Study Guide: Management

Management: Home

This study guide looks at resources available for the study of business management, human resources management, sports management, events management, and other managerial subfields.

Welcome

If you are studying Management, this guide is for you.

In this guide, you will find:

- Key resources for Management: books and journal databases
- links to newspaper databases, podcasts and relevant websites
- Company, industry and country information
- Statistics and grey literature resources
- APA referencing resources

- **Home**
 - [Welcome](#)
 - [Key resources](#)
 - [Resource types](#)
 - [Plan Your Search](#)
 - [Other Useful Resources](#)
 - [Company, Industry & Country Information ↗](#)

A close-up photograph of a man with light brown hair, wearing a dark tuxedo and a black bow tie. He is holding a silver cigarette holder in his right hand and is looking directly at the camera with a slight smile. The background is dark and out of focus, showing some blurred lights.

*Rebecca said: I want
you to **succeed** in
my course!*



Part 3: Introduction to Management Research

Lecture 1: Learning Objectives

- ① What is research? And the typical purpose of research?
- ② Understand the qualities of a good researcher
- ③ Understand the different types of research
- ④ Understand the differences between theory and research framework
- ⑤ Understand the different levels of analysis



Question 1 What is research?

- Although research is central to business and academic activities, there is no consensus on how it should be defined
- But there is general agreement that research is ‘a systematic and methodical process of enquiry and investigation with a view to increasing knowledge’ (Collis and Hussey, 2014, p. 2).
 - 1) Research means finding answers to questions
 - 2) It is systematic search for truth.
 - 3) Research is search for knowledge.
 - 4) Research fulfils the gap of knowledge.

Business Research

Business research is the application of social science research methods in the process of examining business phenomenon.

The term 'research' connotes patient study and scientific investigation. The researcher carefully examines data to discover all that is known on the topic.

Why do students do research?

- The general purpose of academic research is to investigate a research question
 - A research question is the specific question the research is designed to investigate
 - It provides a focus for the research
- Research increases knowledge by
 - Providing a new analysis of secondary (existing) data
 - Analysing primary (original) data you have collected
 - Testing theory by replicating a study in a similar situation, in a different situation, at a different time, etc.



Key concepts in research

- A **hypothesis** is a proposition that can be tested for association or causality against empirical evidence
- **Empirical evidence** is **data** based on observation or experience
- **Data** are known facts or things used as a basis for inference or reckoning
- A **variable** is a characteristic of a phenomenon that can be observed or measured – hence, items of data are collected about a variable



Types of entity to investigate

Wide range of entities of different types and sizes

- In most countries the vast majority of businesses (99%) are small or medium-sized unincorporated entities or private companies
- Less than 1% are large companies listed on a stock exchange
- There are also not-for-profit entities (eg charities) and public sector organisations

Users of business research

- Owners, managers and professional advisers: to keep up with new ideas and developments
- Government: to develop and monitor policies
- Academics: for further research and educational purposes



Classifying research

- Research can be classified according to the
 - **Purpose** of the research
 - **Process** of the research
 - **Outcome** of the research
 - **Logic** of the research
- Understanding the characteristics of these typologies increases your understanding of the nature and purpose of research
- You may wish to use this knowledge when discussing your own research or describing previous studies

Classifying research by the purpose

- The aim of **exploratory research** is to provide a better general understanding of phenomena when there are few or no previous studies. It can also be used to examine the feasibility of a more rigorous study later
 - E.g. *What do employees feel about helping to reduce their employer's carbon footprint?*
- The aim of **descriptive research** is to identify and describe the detailed characteristics of phenomena to provide a basis for arguments founded on empirical evidence
 - E.g. *What actions would employees be prepared to take to reduce their employer's carbon footprint? (Continued)*

Classifying research by the purpose (cont.)

- The aim of **explanatory research** is to understand phenomena by discovering and measuring causal relationships between variables
 - *E.g. Why do small companies choose to have a non-mandatory audit of their accounts?*
- **Predictive research** goes even further by generalising from the analysis to make predictions on the basis of hypothesised general relationships
 - *E.g. Does the audit choice in small companies predict other voluntary reporting choices?*



Exercise 2

Do these research questions suggest an exploratory, descriptive, analytical or predictive study?

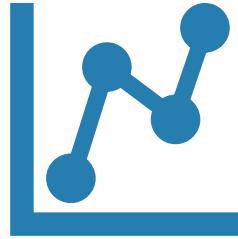
1. Why have the sales of our products in the UK been so high?
2. What are our sales in the UK compared to France over the last five years?
3. How can we improve our sales in France?
4. Why are our sales lower in Germany than in the UK or France?
5. Will a change in packaging improve our sales in France?
6. Is it possible to identify the factors that reduce the sale of illegal copies of our products?

Solution 2

Do these research questions suggest an exploratory, descriptive, analytical or predictive study?

1. Why have the sales of our products in the UK been so high? **Analytical**
2. What are our sales in the UK compared to France over the last five years? **Descriptive**
3. How can we improve our sales in France? **Predictive**
4. Why are our sales lower in Germany than in the UK or France? **Analytical**
5. Will a change in packaging improve our sales in France? **Predictive**
6. Is it possible to identify the factors that reduce the sale of illegal copies of our products? **Exploratory**

Classifying research by the process



Quantitative approach – The focus is on **measuring phenomena** and analysing quantitative research data using objective, statistical methods to gain understanding

E.g. What is the absentee rate among a particular group of employees?



Qualitative approach – The focus is on **examining phenomena** and analysing qualitative research data using subjective interpretive methods

E.g. What are the feelings of employees faced with redundancy?

Classifying research by the outcome



Applied research is designed to apply its findings to solving a specific, existing problem

E.g. How can the business meet its goal of net zero carbon emissions by 2030?



Basic research is designed to make a contribution to general knowledge and theoretical understanding, rather than solve a specific problem

E.g. What is 'sustainability' in the 21st century?

Classifying research by the logic

Deductive research – A theoretical framework is developed and then tested by empirical observation (logic moves from the general to the particular)

- E.g. *Does motivation theory explain productivity levels among a particular group of employees?*

Inductive research – Theory is developed from the observation of empirical reality (logic moves from the particular to the general)

- E.g. *You notice that the employees' productivity level is lower in the afternoon than the morning, and conclude that productivity varies with the number of hours worked*

Exercise 3

Classifying research (delete as appropriate)

1. A study to find out what factors made an advertising campaign for a major client such a success is an example of
Exploratory/ Descriptive/ Analytical/ Predictive research
2. Pilot projects are a common type of
Exploratory/ Descriptive/ Analytical/ Predictive research
3. A study that tests relationships between variables takes a
Quantitative/ Qualitative approach
4. A factory manager notes that productivity levels are higher when the weather is cooler and concludes that employees work harder in cold weather. This is an example of a
Deductive/ Inductive process

Solution 3

Classifying research

A study to find out what factors made an advertising campaign for a major client such a success is an example of

- Analytical research

Pilot projects are a common type of

- Exploratory/ Descriptive/ Analytical research

A study that tests relationships between variables takes a

- Quantitative approach

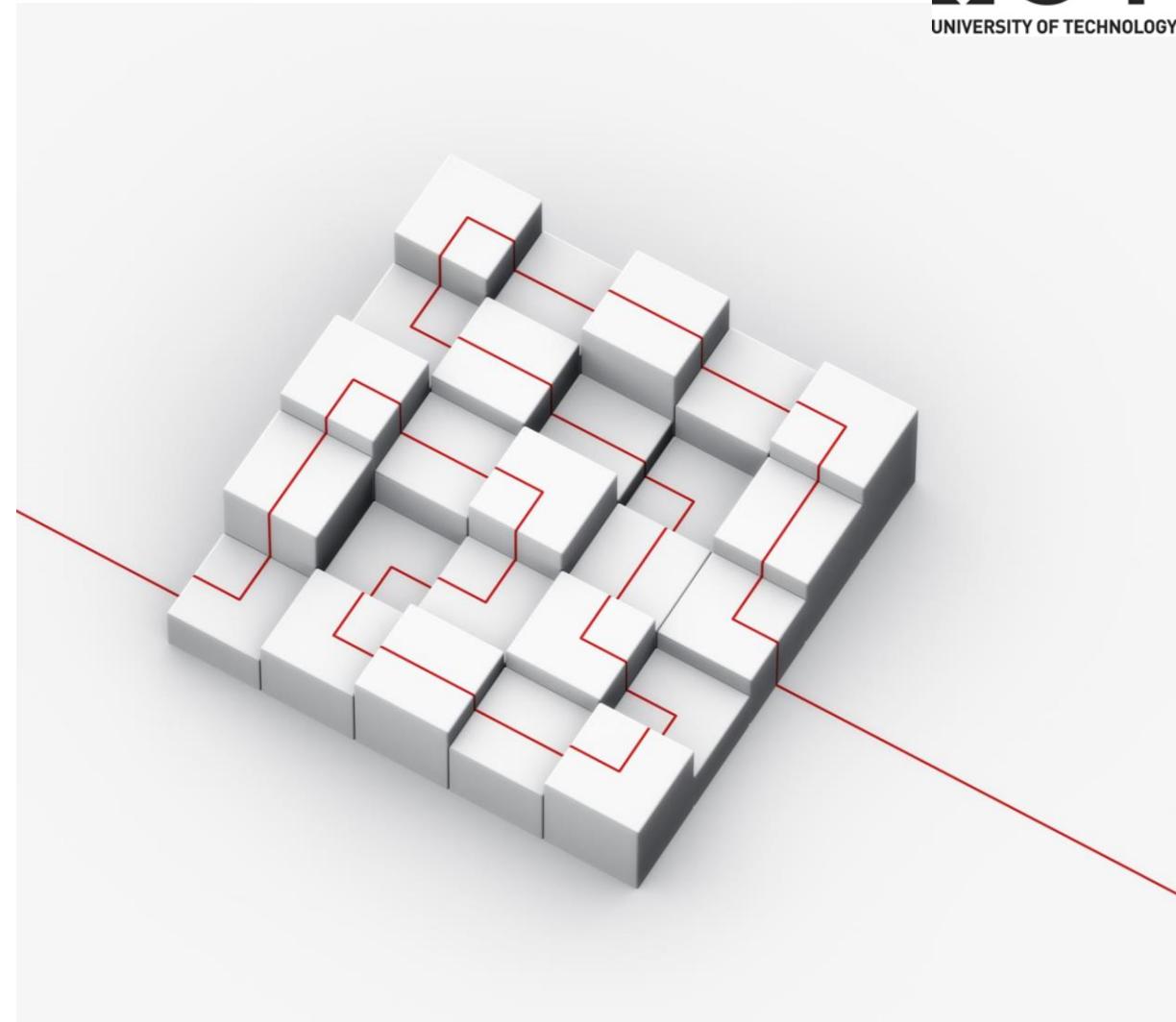
A factory manager notes that productivity levels are higher when the weather is cooler and concludes that employees work harder in cold weather. This is an example of an

- Inductive process

The Four Frameworks Approach

The four frameworks approach is an approach to carrying out research whereby the researcher uses four frameworks to develop the research project.

1. the conceptual framework,
2. the theoretical framework,
3. the methodological framework
4. the analytical framework,



The Four Frameworks Approach to the Research Project

First Framework: The conceptual framework is contained in the research statement, question or hypothesis developed by the researcher for the research project.

Conceptual framework

Second Framework: The theoretical framework is contained in the literature review.

Theoretical framework

Third Framework: The methodological framework details how the research was conducted. It is contained in the methodology section of the research report or thesis.

Methodological framework

Fourth Framework: The analytical framework is the structure of the detailed analysis of the data presented in the report or thesis.

Analytical framework

Figure 1.2 The four frameworks

The Conceptual Framework – contained in the research statement/question

Once you have decided on your topic for your research project it is a good discipline to be able to express this idea in one sentence. This one sentence then becomes the conceptual framework for the research project.

An example of a **research statement**:

'This research project is a case study designed to facilitate the creation of a new induction programme for new employees of Manning Manufacturing Ltd.'

Keeping a research diary



It is important to begin from the start of the research project to record your thoughts, ideas, inspirations, references and resources in your research diary.



This written, often scribbled, record of your thoughts and decisions will be invaluable to you when you are writing the formal written account of the research, the research report or thesis.



You will be able to refer back to the research

diary for inspiration and ideas for the writing and this will save you a lot of time in the writing process, as well as radically improving the formal written account of the research.

The Theoretical Framework

All academic researchers undertake a review of the literature in the field of their study.

They do this in order to assess the state of knowledge in the field, and to identify any gaps in knowledge in the field.

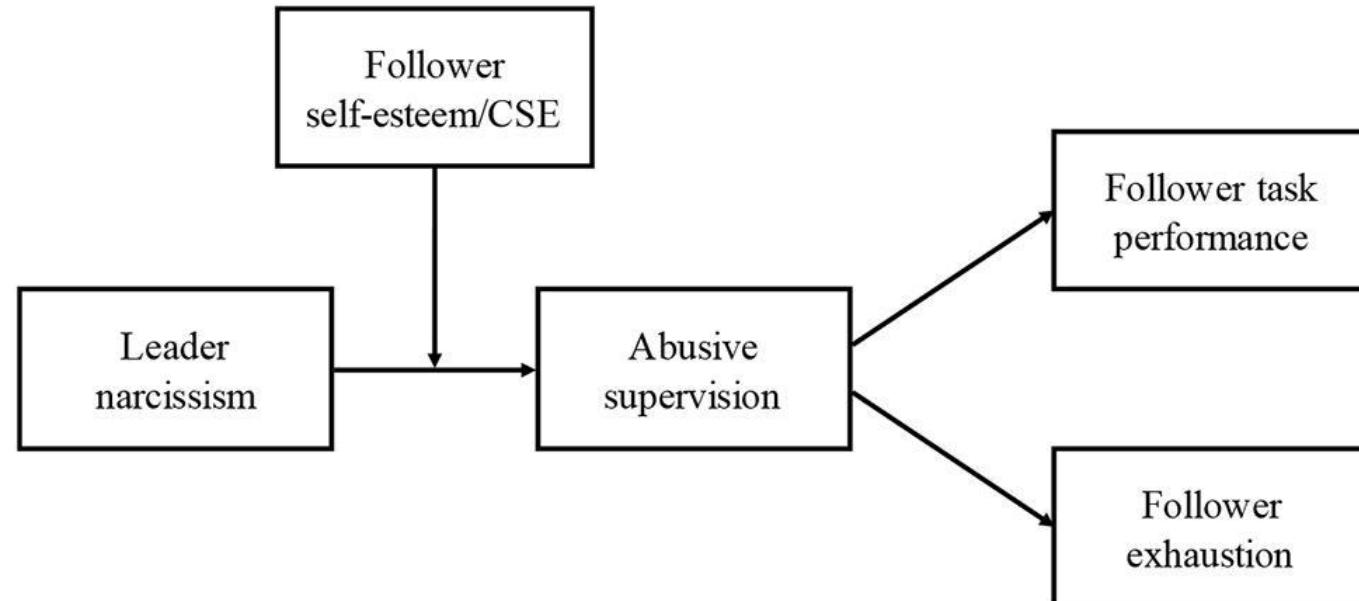
They also do this in order to develop their own expertise in the area or field of their research.

In writing a review of the literature, the

- researcher constructs a theoretical framework for the research they are carrying out.

Theories VS Models /framework

- **Theories** provide essentially a lens or perspective for managers to make sense of what is happening in the organization and more broadly in the macro environment.
- **Models and frameworks** allow managers to find out what are the key factors that are influencing the organization and to strategize their future course of action.



The Methodological Framework

- The methodological framework is contained in the methodology section of the thesis or report, and it contains all of the detail on how the research was conducted.
- Research methodology is the way in which the research was conducted.
- There are many different methodologies used in conducting research, among them case study, survey, experimental design, meta analysis, attitude research, action research, ethnography, feminist research, grounded theory, semiotics, image-based research, phenomenology and so on. Each of these methodologies has particular application (particular use) within research.
- The research methodology chosen for the research provides the philosophical framework for the research project.

Data Gathering Methods



Along with methodology the researcher is concerned with methods, data collection methods.



These are the means by which data for the research project are gathered by the researcher.



Data is evidence; it is presented as evidence in the research project in order to establish the argument, the case, or the hypothesis of the research.



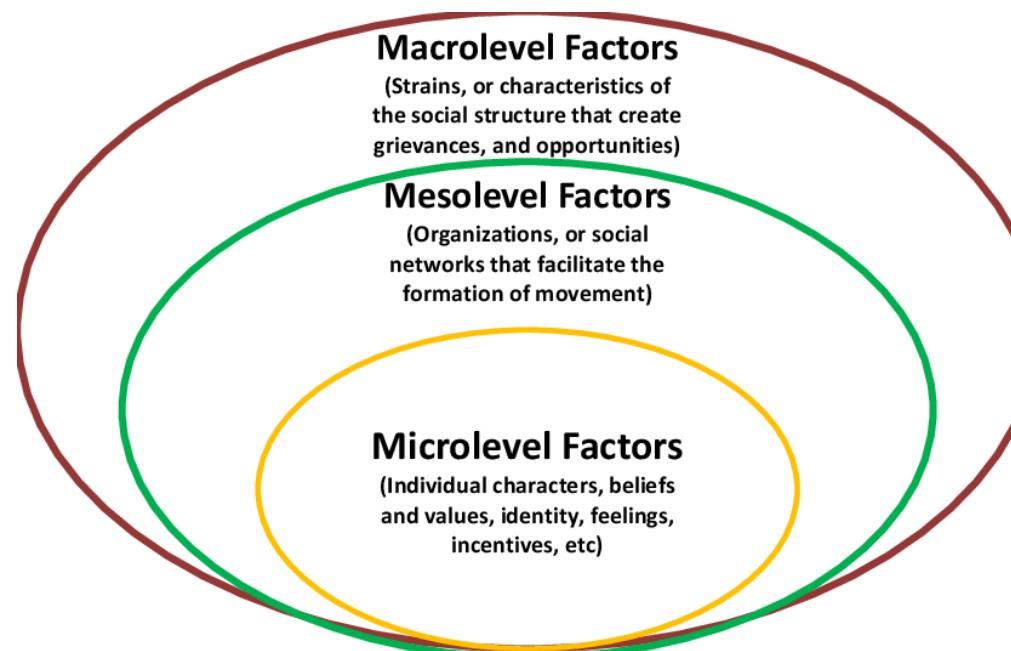
We are all very familiar with some data gathering techniques, or data collection methods. We have all filled in questionnaires, and some of us have participated in interviews and in focus groups. Each of these is a data collection method.



Every data collection method is designed to focus on, observe and record those observations, of some phenomenon.

Levels of analysis

- Macro: country-level analysis (e.g., national economy growth)
- Meso: group-level analysis (e.g., management team) ;organization-level analysis (e.g., firm's performance/strategy)
- Micro: individual-level analysis (e.g., employees)



The Analytical Framework

- The final framework is the analytical framework.
- This framework contains a synopsis of the analysis carried out for the research. It contains the aspects of data analysis that are to be presented in the written account of the research project.
- The researcher is guided in the work of carrying out data analysis and presenting data analysis for the research project by the conceptual framework and the theoretical framework constructed for the research project.



Some Problems Business Students Typically Encounter when Approaching Research Methods for the First Time



It is important to be able to [distinguish between an area of interest, and a topic for a research project.](#)



Once you have decided on your area, you need an idea for a topic within that area which you can develop into your research project. [A common mistake](#) that many beginning researchers make is to attempt to develop their research idea into their research project. They define their research project too broadly. Instead, they should develop their research project within the area of their research idea.





Some guides

For example, you might be interested in [human resources](#), but your topic for your research project might be, for instance, ‘The Development of a New Induction Program for New Employees of Mannings Manufacturing Ltd’, where Mannings Manufacturing Ltd is the company or business within which you will work on your college placement, or it is the company you will work with in your summer job, or it is the company you have your part-time job with, or indeed your full-time job, if you are in fulltime employment.

- While your area of interest can be and probably will be quite broad, your research project will be very focused, and quite small or very small in relation to the broad area.
- It is essential that your [research project is very focused and quite small because it must be completed within the time allowed for the research](#); it must be completed within the word count allowed for the project; and it must be ‘[do-able](#)’ or ‘[researchable](#)’ within the scope of the resources available to you for the research; and it must be to the standard required by your program of study. It must ‘fit’ with the requirements of your degree program.

How to Formulate a Researchable Project



The Test of Research-ability



In order to assess whether or not you could undertake and complete your research project, it is a good idea to apply 'the test of research-ability'. In this simple test you examine whether or not you have the resources to complete the research project.



The time needed to conduct the research: to design the project, carry out the field work, analyse the data, write up your findings, draw conclusions and make recommendations;



The money needed to conduct the research. In general with small-scale research projects if any money is needed it is the amount of money required for the fieldwork, for example, for posting questionnaires, for travelling to interviews and for organising focus groups;



Access to data. Many students underestimate the difficulties that researchers can encounter in accessing data, in attempting to access data, in securing access to data, and in maintaining access to data over the time period required to complete the fieldwork.

The Research Process

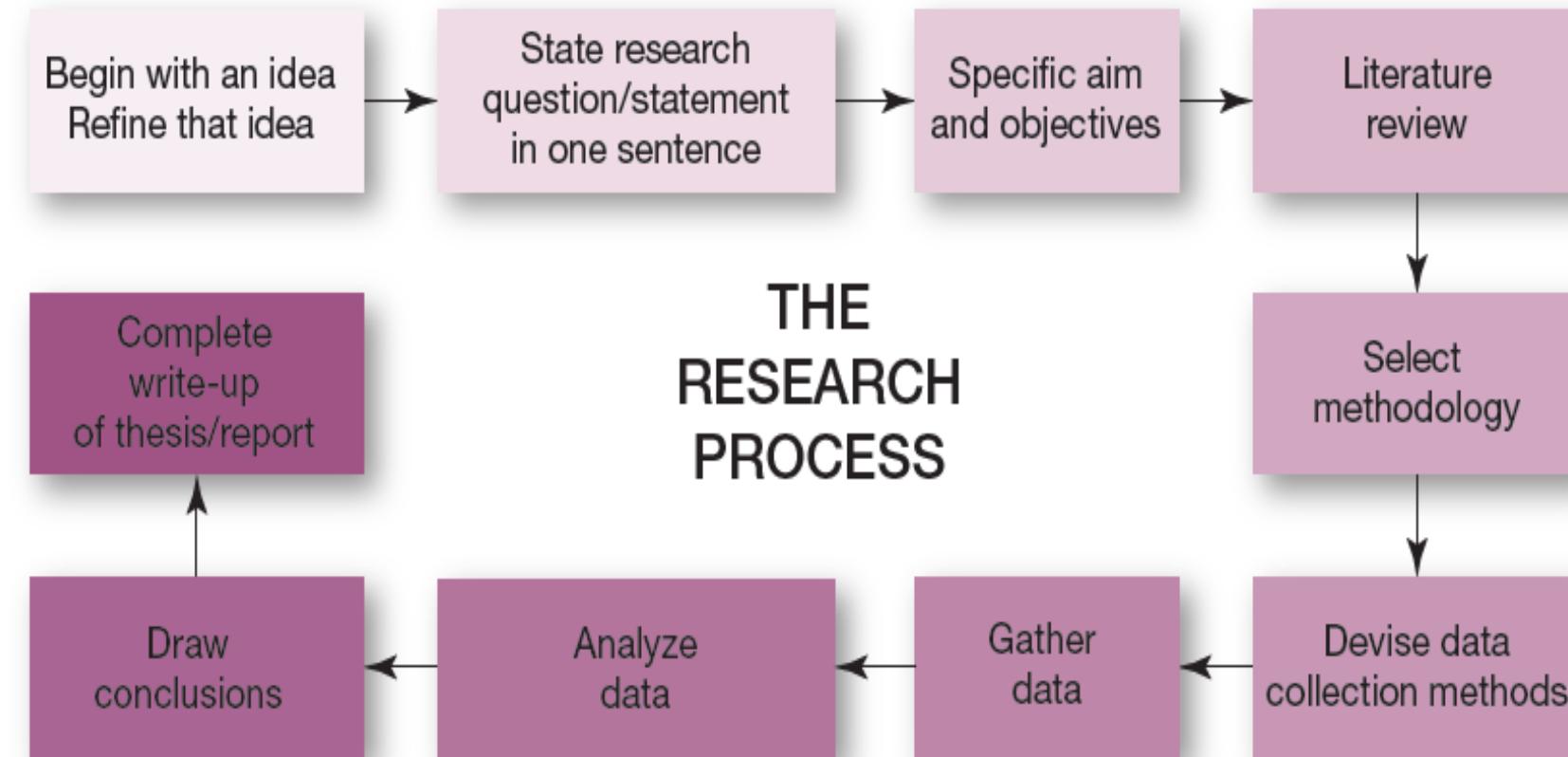


Figure 1.1 The work of research process

A Brief Introduction to Research Ethics



The ethical researcher is informed. S/he must be organised and systematic.



S/he is sensitive to the people involved in the investigation and engages with them, and with the entire research process, in an ethical manner.



The quality of every research project is dependent upon the integrity of the researcher.



The researcher in reporting the research details what s/he set out to do, how s/he did it, what s/he found, and what that means. Obviously, the account of the research must be accurate and honest. It must give enough detail for to allow the reader to evaluate the work. The literature review must be comprehensive, complete and up-to-date. The data must be properly gathered, properly managed, and analysed appropriately. The conclusions drawn from the research must be drawn from the findings of the research, and these findings must emerge from the data gathered.

Summary and Synthesis



Research is a systematic and methodical process of enquiry and investigation with a view to increasing knowledge



Your research project is an opportunity to select a real business problem or issue and investigate it independently

Any questions?



Stay connected!

 @UTSBusiness

 @UTS_Business

Contact ME

 Rebecca.Dong@uts.edu.au

