Course Description
This is a required course in the Bachelor of Science in Organizational Management (BSOM) program and constitutes the culminating activity for the BSOM majors. In this course, the senior student will develop and complete an empirical research project in order to demonstrate an ability to apply the knowledge and understanding of the field of organizational management to a specific research topic.

Course Goals
The overall goals of the course are to understand the essentials of research design and methods and apply them to a specific research topic. More specific goals are:

1. To understand the basic issues in social scientific inquiry, including the roles of theories, hypotheses, measurements, and observations; research designs; sampling strategies; various research methods such as surveys, experiments, and in-depth interviews;

2. To be able to assess and critique research-based works (journal articles, books, reports, newspaper articles, etc.) as consumers of research products;

3. To be able to develop and complete an empirical research project that deals with a specific organizational management issue;

4. To be able to synthesize various facts and theories of organizational management in a research context;

5. To demonstrate a mastery of the subject matter of a chosen organizational management research topic; and

6. To demonstrate proficiency in scientific analysis, academic writing, and written presentation.
Textbook

Recommended Reference Books


Grading
Grades will be based on weekly class participation, one exam, and one research project paper.

Class participation is important and it includes logging in regularly (at least once a week), responding to weekly questions on the discussion board, control of course readings (please do the assigned readings by the end of the week for which they are assigned), frequency of volunteering, interaction with classmates and the professor on class projects, and on-time completion of the assignments. All students are expected to keep up with assignments through Week #10.

The single most important component of class participation is responding to weekly questions (and/or weekly assignments) on the discussion board. There are questions for each week for Weeks #1 through 4. You would be well advised to answer all questions before taking the exam.

The exam is in two parts. Part A will include short answer and short essay questions. It will be posted under Content at the end of the third week. The exam answer file for Part A is due under Grade Center--Assignments by the end of Week 4. Part B of the exam is due at the end of Week #6. Part B is intended to give students practice in analyzing data, which will be important for the final paper.

The senior seminar paper [about 30 pages long (25-35 pages) excluding appendices and references] will be written on the topic of your choice. The paper can be a quantitative one (most often in the form of a survey) or a qualitative one (most often in the form of
in-depth interviews). Sample papers appear in Appendices E through H in the text. (Appendices E and G combine to present a quantitative paper and Appendices F and H combine to present a qualitative paper.) The paper is due by the end of Week 10 under the Grade Center. You may choose your own topic or select one of the topics on pages 12-13 of the textbook or one of the titles in Appendix A of the textbook.

Students who have not created their own hypotheses, and had them approved, by the end of Week #4, are required to use one of the topics in Appendix A.

Each of these course requirements will receive the following weight:

Class participation 20%
- Attendance (weekly questions responses)-10%
- On-time completion and submission of the proposal outline form, paper, and exam-8%
- Other class participation items listed above-2%

Exam 30% (Part A: 20%; Part B: 10%)

Senior project paper 50%

Grading Scale
A  94-100
Has unusually sharp insights into material; initiates thoughtful questions.
A-  90-93
Sees many sides of an issue. Articulates well; writes clearly and logically.
B+  87-89
Grasps subject matter at a level considered "good to very good."
B  84-86
Is an active listener and participant in class discussions. Speaks and writes well.
B-  80-83
Accomplishes more than the minimum requirements.
C+  77-79
Demonstrates a satisfactory comprehension of the subject matter.
C  74-76
Accomplishes the minimum requirements. Communicates orally and in writing at an acceptable level for college.
C-  70-73
Has a good understanding of all materials.
D+  66-69
Quality and quantity of work in and out of class is below average.
D  60-65
Quality and quantity of work in and out of class is well below average.
F  < 60
Quality and quantity of work in and out of the class is unacceptable.

WF
Designates an unofficial withdrawal from a course.
**IP**

**In Progress** grades will be authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause and only with a formal petition from the student to the professor. IP grades may be assigned if the student meets all three of the following conditions.

1. The student faces an emergency (serious illness, death in the family, or job transfer).
2. The student has participated in at least 60% of the course work.
3. The student completes at least 60% of the course requirements. **If all of these conditions are not met, the student should withdraw from the course.**

**Academic Honesty**
Each student is responsible for performing academic tasks in such a way that honesty is not in question. For more details, please read the Classroom Conduct and Academic Honesty sections in the University of La Verne’s current Catalog. This is available at [http://www.laverne.edu/catalog/](http://www.laverne.edu/catalog/). Students are free to use the words, phrases, formats, and other items in the proposal guidelines and those in the sample papers that are used in the textbook.

**Class Schedule and Readings**
For the purposes of this course, each week begins on Monday and ends on Sunday.

Please follow the weekly instructions on the Discussion Board (found under the Tools icon).

**Week 1**

**Welcome**
Review of Syllabus, and Explanation of Assignments

**Introduction**
Required: Park, Chapter 1.
Recommended: Park, Chapter 9; Appendices E-H

**Hypothesis**
Required: Park, Chapter 2; Appendix A

**Week 2**

**Measurement**
Required: Park, Chapter 3

**Theory**
Required: Park, Chapters 4

*In addition, the paper topic and research hypotheses are due by the end of the Week 2*

Please post your project topic and 2 or 3 hypotheses in the paper topics forum under Discussions (you should state the title of the project, your overall hypothesis, and 2 to 3 specific hypotheses. See Appendix A for examples). You may pick your own topic and develop your own research hypotheses, or select one topic and its associated research hypotheses from Appendix A.
Week 3  
**Research Design**  
Required: Park, Chapter 5  
**Sampling**  
Required: Park, Chapter 6

Week 4  
**Quantitative Research Methods**  
Required: Park, Chapter 7, Chapter 10  
**Qualitative Research Methods**  
Required: Park, Chapter 8  
In addition, Part A of the exam is due in the Grade Center under Assignments by the end of Week 4

Week 5  
**Writing a Research Proposal Outline**  
Required:  
- Research Proposal Writing. Park, Chapter 9  
- Sample Research Proposals. Appendices E-H  
Recommended: Styles of Citation. Appendix B

The following are some important page numbers in the text.  
Three Page Proposal Outline Form (Park, pp. 120-122)  
Research Proposal Guidelines (Park, pp. 113-118)  
Proposal Outline Example (Park, pp. 124-129)

**Three Page Proposal Outline Due in the “3 Page Proposal Outline” forum on the Discussion Board (under Tools) by the End of Week 5**

If possible, you should also work on your instrument (survey questions or in-depth interview questions) and attach them at the end of your proposal outline. See Appendix E (survey questions) or F (in-depth interview questions) for examples. You can use the same question formats that are used in Appendix E or F and plug in your information. You will also need a cover letter and permission from the organization to conduct the survey if you are involving people at work.

Week 6  
**Completion of Draft Chapters 1-4 Including the Instrument for Data Collection**  
Required:  
- Research Proposal Writing. Park, Chapter 9  
- Sample Research Proposals. Appendices E-F  
Recommended: Styles of Citation. Appendix B

If your instrument (survey questions or in-depth interview questions) is approved, you should begin to collect your data (do the actual survey or do the in-depth interviews). If your instrument has
not been approved yet, please make sure you submit it in the Proposal Outline forum by the end of Week 6. You are also encouraged to write (complete) Chapters 1-4 following Appendix E or F.

In addition, Part B of the exam is due in the Digital Drop Box by the end of Week 6

**Weeks 7-8**

Data Collection and Analysis

If your instrument is approved, please go ahead and collect your data (conduct the survey or in-depth interviews). If you did a survey, create an Excel data file following Appendix C of the textbook and import it into SPSS for analysis following the instructions in *Crosstabulation Analysis Procedures in SPSS Windows and SPSS Procedures for Crosstabulation Analysis II: Controlling for Other Variables* by Dr. Keeok Park. Copies of these may be downloaded from Blackboard under Course Information or Course Documents.

If you did in-depth interviews, please write a draft paper (project paper chapters 5 and 6) following the instructions in Controlling for Other Variables Chapter 11 and Appendix H of the textbook and then submit it in the Draft Paper Forum on the Discussion Board (under Tools) for feedback.

**Week 9-10**

Completion of Chapters 5 and 6 of the Paper

The final project paper is due by the end of Week 10.

Write Chapters 5 and 6 of the project paper (following Chapter 11 and Appendix G or H of the textbook) and post them in the Draft Paper forum on the discussion board for feedback. All paper drafts that are posted by the Wednesday of Week 10 will receive feedback. After Wednesday of Week 10, no feedback will be provided because by then paper grading will begin. The final paper is due in the digital drop box by the end of Week 10, **Sunday, November 7**.

**Note:** Modification of this syllabus may be made at any time at the professor's discretion.
Senior Project Paper Guidelines
(See Appendix E and G, or Appendix F and H of the textbook for a sample project paper)

The type font for all papers should be Times or Times New Roman and 12 point. Please do not use fonts like Comic Sans MS.

Title Page
All project papers have a title page. Put “Senior Project Paper” in the top center and the title of the paper below that. The class identification (MGMT 496: Seminar in Management), your name, and the date should also appear on this page. The title should include critical key words such as your dependent and independent variables. Avoid unnecessary words like “A Study of …”. It is often a good idea to have a subtitle that explains or supplements the main title.

Abstract Page
Provide an abstract of the senior project paper, which is a brief summary of the content of the full paper. It may include the purpose, hypothesis, methodology, and significance of the study or project. Most academic abstracts also include a brief summary of the findings. Some phrases or words are “abstracted” from the main body of the proposal and so, some repetition is acceptable.

The length should be less than one page (usually a half page or about 350 words). The abstract is usually included on a separate page, although it is often acceptable to have it on top of the first page of the proposal. It should be single-spaced (all other sections of the text should be double-spaced; although table of contents, references, and texts inside the tables should be single-spaced). It is a good idea to write an abstract after all the other sections of the proposal have been completed.

Chapter I: Introduction
Two of the most important things in the introduction section are the purpose and significance of the study.

Statement of the problem: (Statement of the need): What is the (social, administrative, or management) problem that will be studied? If no specific problem will be addressed, some basic information about the topic can be provided in this section.

Purpose of the study: This section begins with “The purpose of this study is ….”

Hypotheses: Express the hypothesis in the research hypothesis format (not in the null hypothesis format). Directional hypotheses are preferred. Each hypothesis should indicate the dependent and independent variables. Limit the number of hypotheses to 2 or 3.
Importance (significance) of the study: Why should we care about the topic? Why is the study important? (Is it because it solves some real world problems? Is it because it adds new pieces of information to the existing literature?)

Definitions of terms: This section includes definitions of unusual terms and phrases (this is an optional section and it may go to an appendix, if necessary).

Delimitations of the study: This section defines or narrows the scope of the study by explaining what will be studied and what will NOT be studied. In most cases, we cannot study all aspects of a topic because we do not have enough time, energy, or technical skills. So, we delimit the scope of the study by focusing on only one or more aspects of a topic. For example, assume that we plan to study the issue of quality of life. We may state that we will study the issue of quality of life only in terms of social relationships (excluding the financial, health, and other aspects of quality of life). Then, we are delimiting the scope of the study. We may also delimit the scope of the study by defining or narrowing the study population. For example, we may state that the study will deal with the issue of quality of life only among the senior citizens in one city. This way, we are delimiting the scope of the study to the population of senior citizens in that city.

Chapter II: Review of the Literature
This chapter presents an organized review of the relevant literature. The review should explain the current status of the literature on the topic. The most important item that needs to be included in this chapter is the review of the studies that support the respective relationships in the stated hypotheses. In the process of presenting the studies that support the hypotheses, we may also present some studies that contradict the hypotheses. It is best to organize the literature review around the research hypotheses (or around the dependent and independent variables). A suggestion is to identify the relationship being tested in each hypothesis and using these as the sub-headings. The last part of this chapter should clearly explain why/how your study is different from the existing studies that are reviewed in this chapter. We need to review a minimum of 5 scholarly articles that are written on the chosen topic.

Chapter III: Theoretical Framework
This chapter explains the theories that are behind the hypotheses. Theories explain why the independent variable leads to the dependent variable in each of the hypotheses. You should find a theory or theories that explain each of your hypotheses. (Often one theory will apply to all hypotheses and you do not need to repeat the same information for each hypothesis.) You should name your theory and explain the background, structure, and components of the theory or theories. Diagrams or figures may be useful in explaining them. More specifically, this chapter may need the following components: Theory Specification—we select a theory or theories and explain what they are; Theory Connection—we explain the relationships between the independent and dependent variables in connection with the theories specified previously; Theoretical Models—we provide a diagram that depicts the relationships among the components of the theories. In most cases, that means that we specify the relationships between the independent, dependent, and control variables.
Chapter IV: Methodology

Research design: Overall research process: is it inductive or deductive? (In this class, virtually all of the papers will be deductive because you are starting with hypotheses.) What are the units of analysis (observation)? What is the specific design that will be used to test the hypotheses? Some examples are: cross-sectional design, classic experimental design, one group pre-test post-test design, longitudinal design, correlational design, case study design, qualitative design, etc. The independent, dependent, and control variables of each hypothesis should be stated as well.

Measurement of variables (Instrumentation): How will the concepts (variables) in the hypotheses be measured? More specifically, what are the indicators and instruments of the variables? If the variables are measured with survey questions, specific survey questions should be attached in an appendix. However, which instruments measure what variables should be explained here.

Sampling: Define the study population and sample. What is the specific sample that will be used? How will the sample elements be selected? For a survey, the minimum sample size should be 50. For an in-depth interview project, the ample size should be about 6-20.

Research Methods: What is the method by which the necessary information will be collected? Is it an experiment, test, survey, existing data (secondary data), focus group, content analysis, in-depth interview, etc.? What are the actual data collection procedures?

Plan of Analysis: Data acquisition and management procedures (coding, inputting, cleaning, etc.). (Statistical) Analysis methods (what methods and why they are appropriate).

Chapter V: Data Analysis

Sample characteristics: This section describes the characteristics of the sample. If the population characteristics are available, we should compare them with the sample characteristics to see if they are comparable.

Analysis results: This section reports the results of data analysis. Because we are testing several hypotheses, it should be organized around each of the hypotheses (each hypothesis should be a sub-heading for this section). Supplement narrative explanations of your findings with tables.

SPSS (PASW) A few years ago, the College changed its requirements for conducting SPSS (PASW) analyses. Previously, a faculty member was hired to manipulate the data for students, but this is no longer permitted. Students must therefore conduct their own analyses using the SPSS or PASW statistical software. Dr. Park has written specific guidelines that take the student through each step, but some students find this more difficult than others.

Students should allow themselves ample time to analyze the data in SPSS (PASW).
Chapter VI: Conclusions
In general, this chapter serves to integrate key elements introduced in the previous chapters.

Introduction: This section should begin with a recap of the stated purposes for the research, including restatement of the hypotheses investigated.

Summary of findings. This section summarizes the findings that are presented in Chapter 5.

Interpretation of findings & integration: The section should interpret Chapter 5 findings in terms of the previous research (tie back to the literature review in Chapter 2) and theories (Chapter 3) that were used.

Recommendations: This section should make recommendations for practice and also for future research. Recommendations may include self-reflective suggestions of things you might do differently if you had known at the outset what you know now.

Endnotes
If there are any, and if footnotes are not used in the text.

Appendixes
Survey or in-depth interview questions, transcripts for in-depth interviews, and/or other relevant information should be included.

References
A minimum of 5 scholarly articles need to be referenced. Others references such as newspaper and magazine articles, books, company annual reports, and budgets should also be included.

Project Paper Grading Criteria

Content (All the items—title page, abstract, 6 chapters, appendixes, references—are expected.)
The paper must be double-spaced except for the table of contents, tables, references, and others. All pages except for the title page must be numbered.

Writing Quality (Grammar, punctuation, paragraph structures, etc. Consider getting some writing help from the University’s Learning Enhancement Center—
http://laverne.edu/academics/learning-enhancement-center/) Writing quality is essential for conveying your ideas in a clear, concise fashion so that others can easily grasp what you are trying to say.

References (A minimum of 5 scholarly sources—cited in the text and included in the references—are expected. A total of 10-20 reference sources (scholarly and non-scholarly) should be included. Students are encouraged to use the Proquest, EBSCOhost, and other electronic databases at the library website. Students should also consider utilizing various library services—http://library.laverne.edu/, Reference@ulv.edu, x 4305)
Writing Style Format  (Students are urged to use one of the following formats and to be consistent in its use throughout the paper: APA, Turabian, MLA, or Chicago. In other words, please be consistent and do not mix two different styles. The professor will give you some feedback on the style once you post your draft proposal.)

One way to get a good grade on the project paper is to post a draft paper early, get feedback from the professor and others, and polish the project paper before turning it in.