Course Description
This is a required course in the Bachelor of Science in Organizational Management (BSOM) program and constitutes the culminating activity for 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.

Learning Objectives
The overall learning objectives are to understand the essentials of research design and methods and apply them to a specific research topic. More specific learning objectives are the following:

1. To develop a set of two or three coherent empirical research hypotheses that addresses a specific organizational management problem or concern.
2. To select an appropriate research design that can be used to test empirical research hypotheses.
3. To review and integrate a variety of empirical studies that support or reject empirical research hypotheses.
4. To find and describe a theory that explains empirical research hypotheses.
5. To collect appropriate data that can be used to test empirical research hypotheses.
6. To analyze data using appropriate analysis tools.
7. To interpret the outcome of data analysis.
8. To make appropriate recommendations that can be used to improve the practice by applying the outcome of data analysis to a specific organizational management issue.
9. To describe the entire empirical research process in the form of a clearly written paper.

Textbook

Recommended Reference Books
Grading
Grades will be based on weekly class participation, one exam (Parts A & B), 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, completion 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 4 assignments (the 2 midterm exams, the paper outline, and the final paper). 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 specific questions for each week for Weeks #1 through 4 and general questions or assignments for the other weeks. You would be well advised to answer all questions for Weeks #1-4 before taking the mid-term exam.

The mid-term exam is in two parts. Part A includes 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 in that same folder 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. Students have the choice of a quantitative or qualitative analysis, depending upon the type of empirical research they intend to conduct for their final paper. If you select the quantitative exam, you will need SPSS software, which can be leased for $35 or used on one of the University’s computers.

The senior seminar paper [about 25-30 pages long excluding appendices and references] will normally be written on one of the topics that appear in Appendix A of the text. The paper can be quantitative (most often in the form of a survey) or qualitative (most often in the form of in-depth interviews). Special permission may be granted to conduct a study on a topic of the student’s choosing (other than those in Appendix A) if
the request is submitted by the end of Week #2, when hypotheses are due. Otherwise, students must select one of the topics in Appendix A of the text.

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 Content.

Each of these course requirements will receive the following weight:

**Class participation 20%**
- Attendance (weekly questions responses)-16%
- On-time completion and submission of the proposal outline form, paper, and both parts of the exam-4%

**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
- **B+** 87-89
  - Sees many sides of an issue. Articulates well; writes clearly and logically.
- **B** 84-86
  - Grasps subject matter at a level considered "good to very good."
- **B-** 80-83
  - Is an active listener and participant in class discussions. Speaks and writes well.
- **C+** 77-79
  - Accomplishes more than the minimum requirements.
- **C** 74-76
  - Demonstrates a satisfactory comprehension of the subject matter.
- **C-** 70-73
  - Accomplishes the minimum requirements. Communicates orally and in writing at an acceptable level for college.
- **D+** 66-69
  - Has a good understanding of all materials.
- **D** 60-65
  - Quality and quantity of work in and out of class is 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 peti-
tion 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. This entails answering all of the Class Participation questions on the Discussion Board, completing both parts of the Midterm, and completing the 3-page outline of the paper.

If all of these conditions are not met, the student should withdraw from the course.

Students who are granted an IP for at the end of the term will have as much as one full year to complete the course. That is, if a student who is enrolled in Winter 2013 takes an IP in the course, he or she will have until the end of the Winter 2014 term to complete the final paper.

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. 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 (tab on left of course in Blackboard).

Week 1
Welcome
Review of Syllabus, and Explanation of Assignments
Introduction
Required: Park, Chapter 1.
Recommended: Park, Chapter 9; Appendices E-H
Basic Concepts
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 Senior Project Paper topics forum under the Discussion Board (you should state the title of the project, your overall
hypothesis, and 2 to 3 specific hypotheses. See Appendix A for a selection). You should select one topic and its associated research hypotheses from Appendix A, although students may be request permission to develop your own topic and research hypotheses with special permission of the instructor.

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 under the Content section 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. 159-162)  
Research Proposal Guidelines (Park, pp. 149-157)  
Proposal Outline Example (Park, pp. 163-170)

*Three Page Proposal Outline Due in the “3 Page Proposal Outline” forum on the Discussion Board 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 Appendix 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
Once 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 Grade Center 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 Content, SPSS Materials.

If you did in-depth interviews, please write a draft paper (project paper chapters 5 and 6) following the instructions in “Reporting Qualitative Findings” in Chapter 11 and Appendix H of the textbook and then submit it in the Draft Paper Forum on the Discussion Board 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 with Chapters 1-4 in the Draft Paper forum on the Discussion Board for feedback. All paper drafts that are posted by the Wednesday of Week 10 (*March 13*) 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, March 17, 2013.**

**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 San 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. If you took an IP in the course and are submitting the paper after the end of the term, you should also include the term in which you enrolled in the course on the title page.

Abstract Page (single space)

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, overall 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 final paper. It should be single-spaced (most 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.

Table of Contents (single space)

This should include a list of all chapter and section headings found in the paper and the page number on which each chapter or section begins.

Chapter I: Introduction (double-space)

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 (double-space)
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 use these as the sub-headings.

When discussing the various studies related to your research, it is very helpful to answer the following questions about each study:

1. What was the purpose of the research?
2. What methodology and sample were used?
3. What were the basic findings or conclusions?

It is possible to answer these questions if your review includes primary research articles. However, if you rely solely on secondary research (books and articles that discuss primary research but do not report on original research) you will be less likely to answer these questions. In this case, you should make an effort to distinguish between the type of articles you are discussing in your literature review and to include at least 2 primary research articles.

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 mini-
mum of 5 scholarly articles that are written on the chosen topic, with at least 2 of the articles being primary research.

Chapter III: Theoretical Framework (double-space)
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. You should conclude this chapter with a model of your specific research project.

Chapter IV: Methodology (double-space)
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 (or units of 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. In this class, most of the studies will be correlational or cross-sectional designs. 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 sample size should be at least 12. In order to test the hypotheses the sample should include two groups of people, usually divided relatively evenly between the two values of the independent variable.

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 will you use and why are they appropriate?

Chapter V: Data Analysis (double-space)
Sample characteristics: This section describes the characteristics (usually demographic) 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). Students should supplement narrative explanations of your findings with tables.

There are sample analyses available under Content—one for a quantitative study and one for a qualitative study.

IBM 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 IBM 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. Dr. MacDonald has prepared short videos that also lead the student through the different steps of data interpretation and analysis.

Students should allow themselves ample time to analyze the data in IBM SPSS (PASW).

Chapter VI: Conclusions (double-space)
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 should 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, table of contents, 6 chapters, appendices, 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/) if your writing is not clear. 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)

References should be single-spaced, with a space between each reference, and in alphabetical order by the first author’s last name.

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.)

The following URL provides valuable assistance in writing:
http://owl.english.purdue.edu/

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.

Point distribution for papers:
Chapters 1 through 6: maximum of 7 points each (total 42 points)
Overall paper format and quality of writing: maximum of 8 points
Sub-total: 50 points