University of La Verne
Bachelor of Science in Organizational Management Program
Spring Term, 2018 (CRN: 2370, 2427)
MGMT 496: Seminar in Management

*When you have a great and difficult task, something perhaps almost impossible, if you only work a little at a time, every day a little, suddenly the work will finish itself.* Karen Blixen (Isak Dinesen) Danish author (1885-1962)

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## 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. Empirical research, for our purposes, entails **using data already collected from individuals**, either in the form of a survey or interviews. Some library research will also be required, but analysis of de-dentified data (often publicly available) is an essential component of the course.

In previous terms, students who enrolled in MGMT 496 collected their own data—either in the form of a survey or interviews. However, the University changed the requirements for undergraduate research during the Fall 2016 term, requiring additional training in Human Subjects Research. Because of the limited time available to complete this course, the decision was made to require current students to rely on previously collected data for their analyses. This will limit the options students have in terms of research paper topics, at least in the short term, until a variety of data sets can be identified.

## 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 or select two or three coherent empirical research hypotheses that address a specific organizational management problem or concern.
2. To select an appropriate research design that can be used to test empirical research hypotheses. (Secondary data analysis is the default design.)
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 select appropriate data that can be used to test empirical research hypotheses.
6. To analyze data using appropriate analysis tools. (The default design in this course is cross-tabulation analysis with Excel and SPSS software.)
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**

Park, Keeok. 2013. *Essentials of Research Methods: Concepts and Practice.* La Verne, CA: The University of La Verne Press (**2013 Edition Only**). (The bookstore lists this as the 2013 edition. ISBN: 9780984344611)

**Recommended Reference Books (later editions are also acceptable)**

Chambliss, Daniel F. and Russell K. Schutt (2015). *Making Sense of the Social World: Methods of Investigation*. 5th edition. California: Sage Publications, Inc.

Hacker, Diana and Nancy Sommers, (2016). A *Writer's Reference with 2016 MLA Update*. 8th edition Bedford: St. Martin's Press. (any edition is acceptable)

Leedy, Paul D. and Ormrod, Jeanne Ellis (2015). *Practical Research: Planning and Design*. 11th Edition. Pearson Education Ltd.

Park, Keeok (2014). *Making Sense of Statistics: A Conceptual Approach.* Charleston, SC.

Patten, Mildred (2013). *Understanding Research Methods: An Overview of the Essentials, 9th edition*. Pyrczak Publishers.

**Students may also want to download the grammar check app from**
http://www.grammarly.com/

**Grading**

Grades will be based on weekly class participation including responses to weekly questions and two discussions. There will also be one exam, one practice data analysis, and one research project paper.

**Class participation** is important and it includes logging into Blackboard regularly (at least once a week), responding to weekly questions on the Discussion Board, participation in 2 additional online discussions, completion of course readings (readings should be completed by the end of the week for which they are assigned), frequency of interaction with classmates and the professor on class projects, and on-time completion of 4 assignments (the midterm exam, the paper outline, the practice data analysis, 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, discussion questions for Weeks #2 and #3, and general questions or assignments for the other weeks. Students should answer the assigned questions for Weeks #1-4 before taking the mid-term exam.**

The **mid-term exam** consists of short answer questions that will be made available **at the end of Week #2** and should be taken under the **Midterm Exam in the Week #4 folder. It should be completed by the end of Week #4.**

The **Practice Data Analysis** is intended to give students experience in data analysis prior to the analysis of data for their own papers. It is a short assignment, worth 5 points, and it is due at the end of Week #6.

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**. **However, students in the Spring 2018 term are limited in their choice of topics to those for which existing data sets are available.** This paper is worth 50% of the student's grade and is the basis for the University's accreditation assessment. The paper can be **quantitative** (in the form of a survey with close-ended questions) or **qualitative** (in the form of in-depth interviews and open-ended questions, although qualitative analyses are available only to students who find appropriate interview data online).

**Special permission may be granted to conduct a study on a topic of the student's choosing (other than those in Appendix A) if and only if the student can secure access to a data set on a topic related to organization management and secure approval from the professor. For example, some employers may conduct their own surveys and permit student access to a subset of the responses with no identifying information.**

**Alternatively, students may find management datasets that are publicly available on the internet. Here is a link to two possible sources:**
**https://gssdataexplorer.norc.org/pages/show?page=gss%2Fhelp_analysis**
**http://worldmanagementsurvey.org/survey-data/download-data/**

***Students may also use aggregate data available publicly, if their research topic lends itself to this. For example, one student hypothesized that crime was higher in LA communities where the median income was lower, the median level of education was lower, and the median age was younger than in LA communities where the median income, education, and age were higher. The data set for this study is available on BB for other students to use or modify. Links to other possible sources of data are available under Week #5 on Blackboard.***

**A sample quantitative paper** appears in Appendices E and G of the text. (Appendices F and H combine to present a qualitative paper.) The only caveat is that **Appendix E is written as a proposal**, in the future tense, not as a final report. All final papers should be written in the present or past tense, but **not** in the future tense. The paper is due **by the end of Week #10, under the Week #10 folder,** where it will be scanned by the SafeAssign system for plagiarism.

**Students may choose to use either quantitative or qualitative data, depending upon the type of data available for analysis. Virtually all of the data sets available during the Spring 2018 term are quantitative, collected from surveys, and available in Excel spreadsheets. Students will select the Excel file they deem most appropriate for their topic. They may then have to recode their variables before completing the cross-tabulation analysis in SPSS. Students are prohibited from collecting their own data**

**directly, either in the form of a survey or interviews, unless they have completed the University's Human Subjects course and received the specific written permission of the instructor.**

**Students are given the option of conducting their own analyses of their data set with SPSS software that is accessible through the University's Citrix system or of having the professor conduct the crosstabs for them. Students who conduct their own crosstabs will receive 2 points extra credit. However, access to Citrix and SPSS requires advance notification by the instructor to OIT and a special plugin for their computer that is available only through the University's Office of Information Technology's Help Desk (OIT). Students who complete the optional SPSS practice analysis correctly will receive 1 additional extra credit point.**

**Students who identify a data set other than that provided by the professor, must obtain written approval from the professor prior to using the data in their research.**

**Each of these course requirements will receive the following weight:**

**Class participation 20%**

Attendance (responses to weekly questions without answers)-10%
Participation in 2 discussions, Topic & Hypotheses, and Self-Introduction—6%
On-time completion and submission of the Proposal Outline, Midterm Exam, Practice Data Analysis, and Final Paper—4%

**Midterm Exam 25%**
**Practice Data Analysis 5%**
**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 participant in-class discussions. Communicates 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+ 67-69
Quality and quantity of work in and out of class is below average.
D 64-66

Quality and quantity of work in and out of class is well below average.
F < 64
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. **Granting the IP is at the professor's discretion.**

IP grades may be assigned if the student meets both of the following conditions.

1. The student faces an emergency (serious illness, death in the family, or job transfer).
2. The student completes at least 60% of the course requirements. This entails answering all of the Class Participation questions and discussions on the Discussion Board, completing the Midterm exam and Practice Data Analysis, and completing the 3-7 page outline of the paper.

**If both of these conditions are not met, the student should withdraw from the course. Incomplete grades are not permitted in this culminating course.**

**Students who are granted an IP will have up to one full year to complete the course. That is, if a student who is enrolled in Spring 2018 takes an IP in the course, he or she will have until the end of the Spring term 2019 to complete the final paper. Of course, it is preferable to complete the paper well before this deadline. The professor responsible for teaching the course will continue to be responsible for instructing the student and Blackboard should remain available. Students who are granted an IP and then do not complete the work within the one-year timeframe will have their IPs automatically converted to an F by the Registrar's Office.**

**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 https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf 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. **However, any copying of another student's answers to weekly discussion questions, sharing of answers on the exam, or use of another student's or an author's words without quotation marks and a complete citation is considered plagiarism, which could result in Failure of the course or even expulsion from the University. The library also has information on plagiarism here.**

## Class Schedule and Readings

**For the purposes of this course, each week begins on Monday and ends on Sunday; the last day of the term is Sunday, June 3. You should note that this is <u>during</u> the Commencement weekend, June 2-3, 2018 and <u>after</u> the Memorial Day weekend.**

**Students should carefully read the weekly instructions on Blackboard, which may be accessed by clicking on the appropriate buttons (on the left of the course screen).**

### Week 1

**Welcome**

**Introduction**

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

**Basic Concepts**

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

**Instructions to Students:**

Students should answer one each of the **Questions Without Answers** for Chapters 1 and 2 and complete the **Self-Introduction**, including their prior experience with research.

Orientation to Blackboard: link to videos for students
More detailed instructions are posted on Blackboard each week.

### Week 2

**Measurement**

**Required**: Park, Chapter 3
Handout on Levels of Measurement (under Week #2)

**Theory**

**Required**: Park, Chapters 4
Theory Suggestions for Sample Research in Appendix A (also under Week #2)

**In addition, the student's paper topic (and possible data set selection) is due by the end of Week 2.** ***(The data set must be identified no later than Week #5 when the 3-7 page outline is due.)***

**There is also an Extra Credit assignment, worth as many as 2 points, that students may complete this week. It involves accessing a source of secondary data on the internet.**

**Instructions to Students:**

- Students should answer <u>one</u> of the **Questions Without Answers** from <u>both</u> Chapters 3 and 4 <u>and</u> the **Discussion Question** regarding different variables' measurements.

- You should also familiarize yourself with the following videos introducing students to the Library:
  - Getting Started
  - Finding Articles
  - Link to Databases

- Finally, students should post their *top 2* project topics in the **Senior Project Paper topics forum** (including the title of the project and *preferably* the data set being used, if you intend to use one of the sets provided). *Students must indicate the data set by Week #5 when the 3-7 page outline is due.* Students who would like to use a publicly available data set should apprise the professor of this intention *at the end of Week #2 but do not have to locate the data set until the end of Week #5 when the outline of chapters 1-4 of their paper is due*.

- See Appendix A for a selection of topics and hypotheses). Students may request permission to develop their own topic and identify their own source of data **only** with consent of the instructor.

## Week 3 Research Design

**Required**: Park, Chapter 5

### Sampling

**Required**: Park, Chapter 6

**Instructions to Students**

- Students should answer one of the **Questions Without Answers** from both Chapters 5 and 6 and answer the **Discussion Question** on connecting theory to their research topic.

- Students should also begin work on **Midterm Exam**. The exam is open book and you should **save** the exam after working on it but you should **not submit** the exam until you have **finished answering all of the questions** to the best of your ability. The exam is due at the end of Week #4.

## Week 4 Quantitative Research Methods

**Required**: Park, Chapters 7 and 10

### Qualitative Research Methods

**Required**: Park, Chapter 8

**In addition, the Midterm exam is due by the end of Week 4**
**One on-time point** is given for completing this assignment on time.

**Instructions to Students**

Students should answer one of the **Questions Without Answers** from all three Chapters: 7, 8 and 10.

Examples of Secondary Data publicly available for analysis include:

- General Social Survey
- ICPSR
- World Management Survey

*There are additional examples of secondary data sets under Week #4 in a powerpoint presentation on Secondary Data Analysis and in a document titled Data Resource Guide.*

The library also has a list of statistics/data sets available for use by ULV faculty and students. The link to the list is here.

Students may use **raw data only**, not statistics that have already been analyzed. Secondary data analysis is discussed in some detail in Chapter 7 of the text.

**Week 5 Writing a Research Proposal Outline**

**Required**:

Research Proposal Writing. Park, Chapter 9
Sample Research Proposals. Appendices E-F

**Recommended**: Styles of Citation. Appendix B
Links to Citation information in the Library

- You should also familiarize yourself with the following videos introducing students to the Library:

  Getting Started
  Finding Articles
  Link to Databases

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)

**A 3-7 Page Proposal Outline (double-spaced) is Due in the "3+ Page Proposal Outline" folder under Week 5, by the end of the week.** ***Students must include the data set they intend to use in their research in their outline.***

**One on-time point** is given for completing this assignment on time
**Instructions to Students:**

The priority for this week is completion of the 3-7 page outline.

**Students may find the following sources helpful.**
Library tutorials: Get Started @ the Wilson Library

Find Articles
Citation Overview
RefWorks
Avoiding Plagiarism video & sources

**Week 6 Practice Data Analysis assignment & Completion of Draft Chapters 1-4, including the Instrument for Data Collection**

**Required**:
**Research Proposal Writing**. Park, Chapter 9
**Sample Research Proposals**. Park, Appendices E-F

**Recommended**: **Styles of Citation**. Park, Appendix B
Library Guides to Citations
Owl at Purdue: Research & Citations

**Instructions to Students**:
You should complete the **Practice Data Analysis** assignment, described in more detail below.

You are also encouraged to complete Chapters 1-4 of your paper following the format in Appendix E or F, changing the verbs from the future tense to the present or past tense to reflect the work that you have done. **A detailed description of each section of the final paper appears at the end of this syllabus as well as in the Assessment folder in the document titled Assessment Instrument.**

Selecting and analyzing data can be overwhelming at first. To assist students in their data analysis, a **Practice Data Analysis** exercise has been created to give students experience in analyzing either quantitative or qualitative data. The assignment is worth 5 points and there are **two** ***parts*** of the exercise. Students should select the version that coincides with the type of research they are conducting for their study. Specific instructions are posted under Week #6. (Virtually all students should select the Quantitative assignment.)

**One on-time point** is given for completing this assignment on time. The Practice Analysis assignment itself is worth 5 points.

**Quantitative Practice Data Analysis**
Students who decide to conduct a quantitative study should:
1. Open the Instructions in Word and the Excel data file under Week #6, manipulate the data following the instructions, so that each variable represents one question for analysis and submit the Excel data file to the professor. You should also answer Question 11.7 in the text.
2. If you would like **practice** conducting your own SPSS analysis for extra credit, you may complete this additional SPSS Practice Data Analysis for **1 point extra credit**. This requires that you access the SPSS data file that is provided under Week #6 with **video instructions** for accessing SPSS via

the University’s Citrix system, and for answering 2 questions about the arrangement of data and cross-tabulation of variables in SPSS.

**Qualitative Practice Data Analysis**

3. If you decide to conduct a qualitative study (with interview data and qualitative analysis obtained on your own) you should contact the professor for a qualitative practice analysis assignment.

**Week 7 Data Selection and Analysis**

**Required Reading:**

**Reporting findings**: Park, Chapter 11
Appendix G (quantitative) or H (qualitative)

**Instructions to Students:**

Once you have identified an appropriate data set for analysis, you should read the document "**Data Collection and Cleaning**" for suggestions on organizing your data for analysis. It is located on Blackboard under Week #7 Instructions.

**You should make sure that the variables to be used in the crosstabs have been combined (if more than one question was used to measure them) and recoded into 2 values (high and low, agree and disagree, etc.) as you did in the Practice Analysis. You should also be sure that the Key sheet clearly reflects the coding you have used for your variables.**

Before you conduct your own crosstabs in SPPS, you should import the Excel data into SPSS for analysis. **There is also a video** with instructions for doing this under Week #7 in addition to several videos about running the crosstabs in SPSS.

There are also written instructions by Dr. Park titled ***Crosstabulation Analysis Procedures in SPSS Windows*** and ***SPSS Procedures for Crosstabulation Analysis II: Controlling for Other Variables*****. Copies of these may be downloaded from Blackboard under Week #7.**
**Appendix G** in the textbook also provides an example of a statistical data analysis. **Much of the language on pages 298-301 is in standard reporting format and may be modified to suit your data without fear of plagiarism.**

If you found a data set from **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. There is also a document under Week #7, with general instructions for analyzing both qualitative and quantitative data.

Full attention should be given to the completion of chapters 1-4 of the final paper and to data identification and analysis.

**Week 8 Data Selection and Analysis: continued from Week #7**

Full attention should be given to data analysis and the completion of chapters 5-6 of the final paper.

**Week 9 Completion of Chapters 5 and 6 of the Paper**

**Instructions to students:**
Complete 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 **Sunday, May 27** will receive feedback by Friday of Week #10. Any drafts received after Sunday may be reviewed but I cannot guarantee a response by Friday.

The final paper is due under **Week #10** by **Sunday, June 3.** It will be checked by SafeAssign for plagiarism. Students may view this report on the Grade Center and revise any papers with excessive plagiarism (25-30% is common given the use of standard phrasing of research findings, hypotheses, and table of contents of the research paper). However, all sections identified as "plagiarism" should be checked carefully to ensure that quotation marks have been included for direct quotes from published materials as well as the internet and that the other writing is original to the student.

**Week 10 Completion of Chapters 5 and 6 of the Paper (continued)**

Full attention should be given to the completion of chapters 5-6 of the final paper.

**Draft papers may be submitted by Sunday night of the 9th week for review, comment, and tentative grading by Friday night.**

**The final project paper is due by the end of Week 10.**
**One on-time point** is given for completing this assignment on time.

**Note: Modification of this syllabus may be made at any time at the professor's discretion.**

**Students should refer to the Assessment Instrument document to ensure that the final paper is completed correctly.**

**The rubrics for assessing the paper are included here as well as under the Assessment folder on BB.**

**RUBRICS**

MEASURED IN MGMT 496: Seminar in Management

Program Goal 2: An understanding of the need for continuously gathering and evaluation of information to improve organizational outcomes as needed.

Learning Objective 2-2: Students will demonstrate the ability to apply conceptual knowledge and understanding of an organizational issue to a specific research project

Learning Outcome 2-2.1: Students will demonstrate the ability to apply the tools of social scientific inquiry into an organizational issue.

| Excellent | Good | Acceptable | Poor | Unsatisfactory |
|---|---|---|---|---|
| In the context of the research study of an organizational issue, student demonstrates mastery of the components of the research process including:<br>1, Problem Statement<br>2. Literature review<br>3. Theory<br>4. Methodology<br>5. Findings<br>6. Interpretation | In the context of the research study of an organizational issue, student demonstrates superior grasp of the components of the research process including:<br>1, Problem Statement<br>2. Literature review<br>3. Theory<br>4. Methodology<br>5. Findings<br>6.Interpretation | In the context of the research study of an organizational issue, student demonstrates average grasp of the components of the research process including:<br>1, Problem Statement<br>2. Literature review<br>3. Theory<br>4. Methodology<br>5. Findings<br>6.Interpretation | In the context of the research study of an organizational issue, student demonstrates some grasp of the components of the research process including:<br>1, Problem Statement<br>2. Literature review<br>3. Theory<br>4. Methodology<br>5. Findings<br>6.Interpretation | In the context of the research study of an organizational issue, student demonstrates little grasp of the components of the research process including:<br>1, Problem Statement<br>2. Literature review<br>3. Theory<br>4. Methodology<br>5. Findings<br>6.Interpretation |

Program Goal 3: An understanding of the diversity of cultures that exist locally, nationally, and internationally.

Learning Objective 3-1: Demonstrate an understanding of the impact of the environment on organizations.

Learning Outcome 3-1.2: Be able to make appropriate recommendations from the analysis to improve the study and practice of contemporary management.

| Excellent | Good | Acceptable | Poor | Unsatisfactory |
|---|---|---|---|---|
| Based on the outcomes of the data analysis of the research process, the student clearly and thoughtfully makes 4 or more recommendations on:<br>1. Applicability of the outcomes from sample to population;<br>2. Improving the study of contemporary management<br>3. Improving the practice of contemporary management | Based on the outcomes of the data analysis of the research process, the student clearly and thoughtfully makes 3 recommendations on:<br>1. Applicability of the outcomes from sample to population;<br>2. Improving the study of contemporary management<br>3. Improving the practice of contemporary management | Based on the outcomes of the data analysis of the research process, the student clearly and thoughtfully makes 2 recommendations on:<br>1. Applicability of the study of outcomes from sample to population;<br>2. Improving the study of contemporary management<br>3. Improving the practice of contemporary management | Based on the outcomes of the data analysis of the research process, the student clearly and thoughtfully makes 1 recommendation on:<br>1. Applicability of the study of outcomes from sample to population;<br>2. Improving the study of contemporary management<br>3. Improving the practice of contemporary management | Based on the outcomes of the data analysis of the research process, the student makes no recommendation on:<br>1. Applicability of the outcomes from sample to population;<br>2. Improving the study of contemporary management<br>3. Improving the practice of contemporary management |

## Senior Project Paper Guidelines
## (See Appendices E and G (quantitative), or Appendices F and H (qualitative) 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. The following descriptions are presented in the order in which these sections should appear in your final paper.

### 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 you are submitting the paper 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. 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 final paper 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; 3-4 pages)**
Two of the most important things in the introduction 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. You should avoid repeating the research hypothesis as the problem statement. **Usually, the problem statement is related to the dependent variable(s)** because that is what the researcher hopes to achieve. Often, this involves something related to employee performance, while the rest of the paper focuses on the independent variable or cause.
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?) Usually the importance statement is related to the problem statement. Often, you would say something like "If we find that the IV affects the DV, then we will be able to address the problem identified earlier."

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; 5-6 pages)**

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 to collect the data?
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 on secondary research (books and articles that discuss primary research but do not report on original research) you will be less likely to answer all these questions. In this case, you should make an effort to distinguish between the type of articles you are discussing in your literature review (i.e., a literature review, philosophical essay, opinion piece) and to include at least 3 primary research articles that report on empirical research directly related to your hypotheses, although a summary of **5 scholarly articles** in total is required for this chapter.

The last part of this chapter should clearly explain why or 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, with at least 3 of the articles being primary research.

**Chapter III: Theoretical Framework (double-space; 2-3 pages)**

This chapter explains the theory or 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, this 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; 3-4 pages)

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.) Also, because you are analyzing data that has already been collected, **you should distinguish between the decisions you made about the data and the decision the person who originally collected the data made.**

In other words, you should explain first that you are a conducting secondary data analysis and then follow this with the information you know about the data set that you are using.

What are the units of analysis (or observation units)? What is the specific design that was 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, virtually all 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 were the concepts (variables) in the hypotheses 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, if known. What is the specific sample that was used? How were the sample elements selected? What is the population or group from which you are selecting your sample? 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 more or less 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, in-depth interview, etc.? What are the actual data collection procedures?

Because you are conducting secondary data analysis, you may not know the answers to all of these questions, but you should do the best you can to summarize what you do know about the data.

Plan of Analysis: Data acquisition and management procedures (coding, inputting, cleaning, etc.). (Statistical) Analysis methods: what methods did you use and why are they appropriate? Quantitative studies are usually analyzed statistically with cross-tabulation analysis; qualitative studies are analyzed qualitatively with a qualitative form of content analysis. In this course, virtually all of the analyses are **secondary data analyses**, so you should find out as much information as you can about how the data was collected originally.

**Chapter V: Data Analysis (double-space; 5-7 pages)**
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.

Data Cleaning and Analysis methods: This section discusses how the student organized or manipulated the survey or interview data prior to conducting the analysis. It answers questions such as "How were the values of independent and dependent variables recoded?" or "How were patterns identified in the answers to interview questions?" "What key words were identified that led the student to conclude that the respondent should be placed in one group or another?"

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. The Practice Data Analysis assignment is designed to help students analyze their own data.

There are sample analyses available under Content—one for a quantitative study and one for a qualitative study—in addition to **Appendix G** (quantitative) and Appendix H (qualitative) in the text.

IBM SPSS IBM SPSS Statistics software must be used for all quantitative data analyses.

For students running the SPSS analyses, 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 also prepared **short videos** that also lead the student through the different steps of data interpretation and analysis. These videos serve 2 purposes: to help students complete the quantitative version of SPSS Practice Data Analysis assignment (for extra credit) and the analysis of survey data for the final paper.

**Students should allow themselves ample time to analyze the data in IBM SPSS by contacting OIT (after notifying their instructor) so that you have access to SPSS in the University's Citrix system.**

**Chapter VI: Conclusions (double-space; 4-5 pages)**
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.

Comments on Secondary Data Analysis: In this section, you may comment on any advantages or disadvantages you encountered with the secondary data and what you might do differently if you were collecting your own data.

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. Students may also comment on any unexpected findings or any lessons learned from conducting your own research. **However, you should also make comments on lessons for organization management overall, based on the findings in your study**.

### Endnotes

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

### Appendices

Survey or in-depth interview questions, notes 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 title page, abstract, table of contents, tables, and references. 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 Academic Success 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 other students, and polish the project paper before turning it in. Paper drafts submitted by Monday of Week # 10 will be reviewed and assigned a tentative grade by Friday of that week, giving students the weekend to make any revisions.**

**Point distribution for papers:**

| | |
|---|---|
| **Chapters 1 through 6:** | **maximum of 7 points each (total 42 points)** |
| **Overall paper format & quality of writing:** | **maximum of 8 points** |
| **Sub-total:** | **50 points** |