



MGMT 586 | Organizational Research 1

INSTRUCTOR

Dr. Teresa Martinelli
tmartinelli@laverne.edu

TIME & LOCATION

March 20 – May 28
La Verne Online LVO

OFFICE HOURS

By appointment via Bb IM, WebEx or Skype |
Best way to contact instructor is email

CBPM | MSLM
Spring 2017 | CRN 2109

COURSE DESCRIPTION:

This is a required course for graduate students in the MSLM program. This course surveys methodological, qualitative, quantitative procedures, descriptive, and basic inferential statistics used to study organizations. It includes research design, methodologies, population sampling, data collection techniques and analysis, and basic statistics. It is highly recommended that each student has completed the APA workshop. This class may be taken from one to three terms before graduation. This class is a core course and prerequisite to MGMT 588, 594 and 596.

COURSE OBJECTIVES

This course is designed to provide the student with the necessary skills to evaluate organizational research and/or conduct organizational research within organizations. The topics include:

- Quantitative methods
- Qualitative methods
- Descriptive statistics
- Inferential statistics (such as T-test, ANOVA, correlation)
- Critical analysis of scholarly research articles
- Synthesizing existing research findings for a specific topic
- Designing a research proposal

REQUIRED TEXTBOOKS

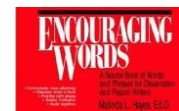
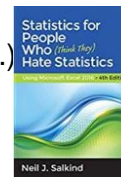
Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Salkind, N. J. (2016). *Statistics for people who (think they) hate statistics* (4th ed.) (Excel ed.). Thousand Oaks, CA: Sage Publications.

RECOMMENDED BOOKS

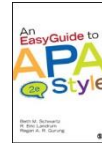
Galvan, J. (2009). *Writing literature reviews* (4th ed.). Glendale, CA: Pyczak Publishing.

Hayes, M. L. (1999). *Encouraging words: A source book of words and phrases for dissertation and report writing*. Silver Springs, MD: The Beckham Publications Group, Inc. (Available as a PDF online from <http://www.beckhamhouse.com/> or Amazon or BnN).





Schwartz, B. M, Landrum, R. E., & Gurung, R. A. (2014). *An easy guide to APA style*. Thousand Oaks, CA: Sage.



RECOMMENDED BOOKS (other)

Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.

Hart, C. (2001). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage Publications.

Hart, C. (2002). *Doing a literature search: A comprehensive guide for the social sciences*. Thousand Oaks, CA: Sage Publications.

Klenke, K. (2008). *Qualitative research in the study of leadership*. Bingley, UK: Emerald Group Publishing.

Nachmias, C. F., & Nachmias, D. (2000). *Research methods in the social sciences* (6th ed.). New York, NY: Worth Publishers.

Roberts, C. M. (2004). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, CA: Corwin Press.

Additional current and relevant readings may be assigned throughout the course.

MODIFICATION to this syllabus may be made at any time at the discretion of the professor.

TECHNOLOGY REQUIREMENTS:

You must have regular access to a computer with Internet access (broadband recommended). The final assignments must be submitted in Word and PowerPoint or the equivalent (e.g. Google products). Most parts of Blackboard work best using Mozilla Firefox (free download at <https://www.mozilla.org/en-US/firefox/new/?scene=2#download-fx>).

When planning the submission of assignments and posting on the discussion board, please keep in mind that some workplace firewalls prevent access to Blackboard. If you are unfamiliar with Blackboard, there is a “help” button and links to short YouTube videos (under “student resources” tab at the top of the screen) that demonstrate different skills needed for this course (such as posting on the Discussion Board, posting assignments, and accessing the gradebook).

The Blackboard helpdesk can be reached at bbhelp@laverne.edu or 909-448-4089.

CHARACTERISTICS OF EFFECTIVE ONLINE LEARNER

- ✧ I am a self-motivated and self-disciplined individual.
- ✧ I am able to work independently with little direction.
- ✧ I have good time-management skills that allow me to schedule specific times throughout a week to work on my online course.



- ✧ I can effectively communicate any questions or concerns to my instructor.
- ✧ I am comfortable expressing myself in writing using grammatically correct, written statements and/or essays.
- ✧ I am not a procrastinator. I like to get things done today and not tomorrow.
- ✧ I will not miss the face-to-face interaction with my instructor and classmates.
- ✧ I do not give up easily, even when confronted with obstacles.
- ✧ I am comfortable spending five plus hours each week on a course to review course lectures/videos, complete course assignment, participate in chats and threaded discussions, etc.
- ✧ I agree that online courses can be more challenging than face-to-face classes.
- ✧ I consider myself an average to above-average reader.
- ✧ I have basic computer skills and can use word processing software, download software, install software, use a web browser, etc.
- ✧ I have access to a computer that is connected to the Internet and have a backup plan if something happens to my computer.
- ✧ I am comfortable in a "virtual environment" - email, sending attachments, threaded discussions, chat rooms, etc.

https://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

LEARNING APPROACH

This course may include readings, interactive class discussions, student presentations, DVDs, group assignments, guest speakers, and activities in class and outside of class.

LEARNING OBJECTIVES:

- To develop skills in research design, methodologies and analysis of data
- To provide the foundation for evaluating current organizational research
- To develop and/or broaden the student's ability to apply current organizational research to his/her own organizational setting
- To recognize the applications of academic research skills into his/her professional organization

LEARNING OUTCOMES:

MSLM Program objective met in this course: Apply research and analytical skills in the development of a research topic.

- Outcome 1: To integrate literature search, analysis, and writing skills in the development of a literature review on a chosen topic.
- Outcome 2: Develop the ability to apply current organizational research to an organizational setting.



EXPECTATION OF STUDENTS

This course will entail in-class discussion and exercise. Student interaction contributes highly to class learning. Therefore, students are expected to be on time and prepared for class. Please notify faculty as soon as possible, if you are unable to attend a class session.

EXPECTATION OF FACULTY

The faculty instructor shall be prepared for class and will create an environment that facilitates learning, openness, personal growth, and mutual trust and respect. The faculty instructor is also expected to give appropriate and timely feedback of graded assignments. Assignments will be returned within two (2) weeks of submission. The faculty instructor is committed to the success of each student.

ACADEMIC INTEGRITY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by the instructor, students are expected to maintain the following standards of integrity

- All exams, papers, oral and written assignments and recitations are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or research requires the explicit citation of the source. Use of exact wording requires a “quotation” format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.
- For further information about ULV policy on Academic Honesty, please refer to the current University of La Verne online catalog

SafeAssign will be made available in Blackboard so that students may check for possible plagiarism before turning in papers. All final papers will be checked for plagiarism through SafeAssign and other sites.

If plagiarism occurs, it can result in: resubmitting the paper for a lower grade, a zero on the paper, failing the class, or expulsion from the university depending on the severity and if plagiarism has occurred in other classes.

Plagiarism is a serious offense, and an illegal act. Failure to meet these standards for academic honesty will lead to course failure, and may result in dismissal from the University. See ULV Catalog for details.

MISSION & PHILOSOPHY OF THE MSLM PROGRAM & CAPSTONE COURSE

Our mission is to prepare professional leaders and managers to successfully address the challenges and complexity of 21st century organizational life, with integrity, as architects of organizational life and goal attainment.

The University of La Verne Mission Statement can be found at
<http://laverne.edu/inauguration/mission-statement/>

Modification to this syllabus may be made at any time at the discretion of the professor.



ASSIGNMENTS

Important: ALL written assignments must be submitted on Bb using Word or be converted to Word. If you are using Mac Pages or Google Docs, then kindly convert to Word prior to submission, as presently Bb cannot open such files. The same holds true for PowerPoint presentations.

DO NOT submit any assignment in PDF unless instructed to do so because standard track-changes cannot be used in a PDF document. Of these assignments, **NO STANDARD COVER PAGE** is required. However, when posting on Bb, do please identify your e-document with your Last name for example Smith_LitReveiw.docx

Discussion Board (Db): (10 x 5 pt. = 50) – Due end of each week

Questions/interactive exercises will be posted by Monday (see weekly schedule). Each student must respond to the original question by *Thursday* at 11:59 pm (PDT). Each student must also respond to at least/minimum two (2) other student postings by *Sunday* 11:59 pm (PDT) unless indicated differently.

Discussion Board postings will be graded on depth, insight, and the application of assigned readings. Responses to student postings should contribute to everyone's learning by asking insightful questions or stating specifically why you agree/disagree. Postings such as "I agree" or "cool" alone are not acceptable. Although this is not an English class, it is an expectation that you write clearly, using graduate level language with correct spelling and grammar.

Among other items the discussion boards will include a Library Tutorial, IRB Review, Radio blogs (89.3 KPCC, TED talks, NPR or Freakonomics), a Literature Meal, and field trips among other nonstandard forum discussions.

Literature Map (15 points): Due end of Week 3

Each student will develop a literature map from his or her ongoing literature search on a chosen topic. This will include key terms, literature sources/authors (as citations), and an APA correct reference list.

The literature map may contain MSLM textbooks, but should contain a minimum of 10 recent (within 5-15 years) references (such as scholarly articles/journals) other than MSLM textbooks. The literature map can be completed graphically or as an outline. A graphic sample can be found in the Creswell book and under Course Document button.

Statistics Assignments (2 x 5 = 10 points) Due end of Week 4 and Week 7

Each student will complete statistics homework by answering questions using an Excel spreadsheet with data. The homework will be posted under assignments and completed via the Bb portal.

Methodology Presentation (15 points | solo/team): Due end of Week 5 and/or 7

Prepare a 1-2 page (single sheet basically) bullet point handout on an assigned research methodology. This will include a basic overview of the method, the type of research for which it is used, strengths and limitations/weaknesses of the method, a brief description of the procedures to use the method, and the history and discipline of the method (if it is available). List 3-5 references including at least one book.

Student(s) will give a brief description in the Db as well as post it to share with classmates in class. This may be a team project depending on class enrollment. The list will be



posted Week 1 and students will have the opportunity to self-select both Method and Date. Presentations will be Week 5 and Week 7.

Literature Review *draft* (15 points) Due end of Week 6

Each student will prepare and submit a 7-8 full pages (\approx 1,900 words), APA formatted literature review of their selected topic, with a minimum of ten (10) scholarly sources (count does not include cover page or Reference page). The usage of websites should be limited; thus, a maximum of two websites (preferably scholarly) are permissible for this assignment. This equates to a B/B- grade.

The literature review will provide a general overview of the topic area, highlight themes or sub-topics, and provide at least two perspectives within the topic (dominate perspective/proponents and minority perspective/opponents). A literature review is source-driven, not student opinion, nor should student necessarily draw conclusions or propose recommendations.

Student will identify at least one (1) theory that is suitable and associated with the chosen topic (example: contingency theory, generation theory, complexity theory, group dynamics theory, spirituality theory, stigma theory, etc. – see *Theorist by topic* handout on Bb for additional choices).

The Literature Review will be processed through SafeAssign in an effort to help prevent plagiarism. Depending on which course you take beyond 586, this literature review will be the basis for Chapter 2 of your case or thesis. A revised/corrected and expanded version of the literature review will be included in the final research proposal. See **COURSE SCHEDULE** for due dates.

Research Proposal (20 points) Due end of Week 10

Each student will prepare and submit a SafeAssign 9-11 page (\approx 2,500 words) APA formatted proposal (2 chapters) that includes:

- Chapter 2 is the revised and expanded literature review. Once returned make changes and/or corrections and merge with Chapter 3.
- Chapter 3 (3-4 full pages / \approx 1,000-words minimum), which includes the purpose statement, 2-research questions, and a methodology section that explains how data will be collected to answer the research questions including sample, population, strengths and weaknesses and the procedures as to how the study would have been conducted (note: the data will not actually be gathered).
- Reference page in proper APA format with a minimum of ten (10) scholarly sources
- See rubric (next page) for assessment details

Attendance & Participation (5 points)

This class is interactive and its success is partially dependent on the attendance and participation of each student. Participation is graded based on quality, depth, insight, and contribution to the learning of others. High quality participation involves knowing when to speak, when to listen, or when to allow others to speak.

Late Submissions on all assignments will automatically receive less five (-5) points deduction.



GRADING

Final grade will be determined by computation of the following

Assignment	Points
Discussion boards (10x5)	50
Literature Map	15
Statistics Assignments 2 x5 (Wk. 4 & 7)	10
Methodology Presentation (solo/team)	15
Draft Literature Review	15
Research Proposal	20
Attendance & Participation	5
Total	130

Scale	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	<74

- According to the current University of La Verne online catalog (Grading Policy –Graduate) - an A or A- "demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication."
- Assignments turned in late may receive a lower grade.
- Documents submitted electronically must be identified with student's last name followed by document title.
- Papers and citations must be APA format using 1" margins, Arial 11 or Times or Times New Roman 12-point font. (Instructor prefers Arial 11 font).

**MGMT 586: Organizational Research Methods
Research Proposal | Assessment Rubric**

4 (Excellent)	<ul style="list-style-type: none"> • The literature review section synthesizes current research and MSLM class sources that cover a topic in-depth • The literature review is 6-10 pages in length • There are 10-15 scholarly references from a variety of sources including recent scholarly articles • The literature review is written at graduate level with a balance of summarizing, paraphrasing, and quotations. • The literature review is logically organized and flows well from section to section • The methodology is a clear proposed research purpose with 2-3 research questions and 3-4 full pages • Two methodologies are described in detail including strengths and weaknesses of the methods and supported with scholarly sources • The procedures for deploying both methods are clear with detailed steps that include the proposed sample population
3 (Good)	<ul style="list-style-type: none"> • The literature review section synthesizes current research and MSLM class sources that cover a topic • The literature review is 6-8 pages in length • There are 15-20 references • The literature review is written at a graduate level of language with a balance of summarizing, paraphrasing, and quotations. • The literature review is logically organized and but may not flow well from section to section • The methodology is a clear proposed research purpose with 2-3 research questions and 2-3 full pages • Two methodologies are described but with less detail • The procedures for deploying both methods are less detailed



2 (Fair)	<ul style="list-style-type: none">• The literature review section synthesizes current research and MSLM class sources that cover a topic but the paper relies primarily on a few sources• The literature review is not written at graduate level of language and is overly reliant on quotations• The literature review does not flow well or is lacking organization• The literature review is fewer than 8 pages• There are fewer than 15 references• The research purpose (methodology) is less clear with research questions loosely linked to the purpose• Two methodologies are described but are lacking detail or supporting sources• The procedures are lacking detail such as the sample population
1 (Poor)	<ul style="list-style-type: none">• The literature covers a topic but is lacking depth or missing current or MSLM class sources• The literature review is not written at graduate level of language and is overly reliant on quotations or contains opinion that is not substantiated by sources• The literature review does not flow or follow a logical organization• The literature review is 5 pages or less with 10 or fewer references• The research purpose (methodology) is unclear, the research questions do not link to the purpose or there is only 1 research question• There is one methodology described with a lacks detail and supporting sources• The procedures are missing

Modification to this syllabus may be made at any time at the discretion of the professor.



COURSE SCHEDULE

WK.	Date .	Topic	Reading Due	Assignment Due
1	March 20-26	<ul style="list-style-type: none"> Review syllabus Case versus thesis Choosing and developing a topic 	<ul style="list-style-type: none"> Creswell pp. 25-27 Salkind Ch. 1 Components of final capstone Syllabus 	<ul style="list-style-type: none"> Db1 Introduction & Topic Db1A Complete online library tutorial Review Syllabus Review Bb Course
2	March 27- April 2	<ul style="list-style-type: none"> Beginning a literature search Ethical considerations Context of research Research approaches Mind mapping 	<ul style="list-style-type: none"> Creswell Ch. 1,2, & pp. 92-101 IRB Policies and Procedures 	<ul style="list-style-type: none"> Db2 Expect to: Choose research method
3	April 3-9	<ul style="list-style-type: none"> Lit Search continued Descriptive statistics Methods library resources Research designs Lit map 	<ul style="list-style-type: none"> Creswell Ch. 2 Salkind Ch. 2, 3, 5 	<ul style="list-style-type: none"> Db3 Due: Literature map due
4	April 10-16	<ul style="list-style-type: none"> Quantitative methods Hypothesis & variables Writing a literature review APA review 	<ul style="list-style-type: none"> Creswell Ch. 5, 7 & 8 Salkind Ch. 4 & 6 	<ul style="list-style-type: none"> Db4 Due: Stats Homework
5	April 17-23	<ul style="list-style-type: none"> Qualitative Methods Mixed methods Writing a literature review Continued APA tips and tricks 	<ul style="list-style-type: none"> Creswell Ch. 9-10 MSLM APA Sample Paper 	<ul style="list-style-type: none"> Db5 Due: Methodology Presentation Part 1
6	April 24-30	<ul style="list-style-type: none"> Analyzing research articles Inferential statistics Excel/SPSS Longitudinal studies 	<ul style="list-style-type: none"> Salkind Ch. 5 & 8 	<ul style="list-style-type: none"> Db6 Due: Draft Literature Review
7	May 1-7	<ul style="list-style-type: none"> Purpose statements, research questions Research proposal 	<ul style="list-style-type: none"> Creswell 5-7 Salkind Ch. 11 & 13 	<ul style="list-style-type: none"> Db7 Due: Methodology Presentation Part 2
8	May 8-14	<ul style="list-style-type: none"> Revising literature review Matching methodology to research questions Research proposal cont'd 	<ul style="list-style-type: none"> Creswell Ch. 5-7 	<ul style="list-style-type: none"> Db8 Due: Stats Homework 1
9	May 15-21	<ul style="list-style-type: none"> Analyzing qualitative data Conducting research 	<ul style="list-style-type: none"> Creswell review pp. 194-200 	<ul style="list-style-type: none"> Db9 Due: Field trip results
10	May 22-28	<ul style="list-style-type: none"> Application of research to organizations What's next? 	<ul style="list-style-type: none"> Salkind Ch. 21 	<ul style="list-style-type: none"> Db10 Due: Research Proposal Course evaluation