

MGMT 662: Integrative Research Project II
July/August 2008

Course Description

This course, the second of three focused on the MBA learners' Integrative Research Project (IRP), guides the learners through the process of designing the methodologies best suited to answer the research questions each learner developed in the first IRP course. Data analysis issues and methods will be presented, and learners will be able to determine what analysis techniques are appropriate to answer their research question, and know how to apply these techniques to their data. Discussions will include techniques for analyzing and interpreting both quantitative and qualitative data so that learners are equipped to make sound decisions based on critically analyzed information for a broad range of organizational problems.

Course Facilitator

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Course Outcomes

The following MBA program-level outcomes will be refined in this course:

- Use critical and integrative thinking along with appropriate technical and quantitative tools to identify and solve complex business problems.
- Communicate with a high level of professionalism

Upon completion of the course, each learner will also have demonstrated the ability to:

- Select and justify research and statistical methodologies to collect and analyze data relevant to their research question.
- Address validity and reliability issues related to data collection instrumentation.
- Address assumptions and validity issues related to choice for statistical methodology.
- Identify and describe the limitations and appropriateness of the methodology.
- Demonstrate the ability to interpret the results of quantitative and qualitative analysis.

Assessment

The learning outcomes will be assessed primarily through the completion of chapter 3 (methodology) of the thesis. In addition classroom participation and participation in group work with colleagues theses will also be assessed. The grading breakdown will be:

Classroom participation: 10%

Group work participation: 15%

Annotated bibliography: 15%

Chapter 3 (first draft): 30%

Chapter 3 (final draft): 30%

Course resources

As you progress with your thesis, the textbooks and readings relevant to each learner are likely to diverge, as subject matter, research and statistics methodologies will differ for everyone. Consequently, it will be largely up to the learners to find relevant resources for their work. The following resources is in no way an exhaustive list of relevant material, but you may find some of it helpful as you write your thesis:

Resources on writing a thesis

American Psychological Association (2008). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Fisher, C. (2007). *Researching and Writing a Dissertation*, Edinburgh Gate, Great Britain: Pearson Prentice Hall.

Ghauri, P. and Gronhaug, K. (2005). *Research Methods in Business Studies (3rd Edition)*, Harlow, Great Britain: Pearson Prentice Hall.

Leedy, P.D. and Ormrod, J.E. (2005). *Practical Research: Planning and Design (8th Edition)*, Upper Saddle River, NJ: Pearson Prentice Hall.

van Wageningen, R.K. (1991). *Writing a Thesis: Substance and Style*, Edgewood Cliffs, NJ: Prentice-Hall.

Resources for statistical methodology

Bowerman, B.L. (1990). *Linear Statistical Models: An Applied Approach (2nd Edition)*, Boston: PWS-Kent.

Boslaugh, S. (2005). *An Intermediate Guide to SPSS programming*, Thousand Oaks, CA: Sage.

Conover, W.H. (1971). *Practical Nonparametric Statistics*, New York: Wylie.

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- Czaja, R. and Blair, J. (2005). *Designing Surveys: A Guide to Decisions and Procedures (2nd edition)*, Thousand Oaks, CA: Sage.
- Field, A. (2005). *Discovering Statistics Using SPSS*, London: Sage.
- Flury, B. and Riedwyl, H. (1988). *Multivariate Statistics: A Practical Approach*, New York: Chapman and Hall.
- Gujarati, D.N. (2003). *Basic Econometrics (4th Edition)*, Boston: McGraw-Hill Irwin.
- Hogg, R.V. and Tanis, E.A. (1997). *Probability and Statistical Inference (5th Edition)*, Upper Saddle River, NJ: Prentice Hall.
- Hollander, M. and Wolfe, D.A. (1973). *Nonparametric Statistical Methods*, New York: Wiley
- Levine, D.M., Stephan, D.F., Krehbiel, T.C. and Brerenson, M.L. (2008). *Statistics for Managers Using Microsoft Excel (5th Edition)*, Upper Saddle River, NJ: Pearson Prentice Hall.
- Makridakis, S., Wheelwright, S.C., and Hyndman, R.J. (1998). *Forecasting: Methods and Applications (3rd Edition)*, New York: Wiley.
- Sheskin, D.J. (2000). *Handbook of Parametric and Nonparametric Statistical Procedures (2nd Edition)*, Boca Raton, FL: Chapman and Hall.
- Stock, J.H. and Watson, M.W. (2007). *Introduction to Econometrics (2nd Edition)*, Boston: Pearson Addison Wesley.
- Triola, M.F. (2007). *Elementary Statistics (10th Edition)*, Boston: Pearson Addison Wesley.

Other Resources

- Strauss, A.L., and Corbin, J.M. (1998). *Basics of Qualitative Research (2nd Edition)*, Thousand Oaks, CA: Sage.
- Zinsser, W.K. (1988). *Writing to Learn*, New York: Harper and Row.

Assignments

- Due Thursday, July 31: Annotated bibliography including *at least* four sources.
- Due Thursday, August 7: First draft of chapter 3 (methodology). Should be a complete draft, very similar to what you expect your final draft to look like. *Make three printed copies, one for me, two for classmates.*
- Due Thursday, August 14 (last day of class):

Annotated bibliography including *at least* ten sources. May include the four sources from the previous annotated bibliography.

Assessment of two of your classmates drafts of chapter 3. *Make two copies of each, one for the classmate, one for me.*

Due Thursday, August 21: Final draft of chapter 3.

Preliminary Topics Schedule

Below is a schedule for what topics we will be covering. This is a preliminary schedule though. Depending on time and the topics the class finds most useful for their projects, we may choose to not cover some of the items below, cover items that are not shown below, or re-arrange the schedule.

Week 1: Everyone gives a five minute presentation on their work, quick overview on how to make a good literature review.

Week 2: Testing for differences in means and proportions. One-sample and two-sample t-test, one-way and two-way analysis of variance, Wilcoxon tests (non-parametric one-sample and two-sample tests), Kruskal-Wallis test (non-parametric multi-sample test).

Week 3: Multivariate analysis including correlation, regression analysis, regression analysis with transformed variables, probit and logit models.

Week 4: Catch up. Exercises discriminating between statistical models. Suggestions for individual projects.

Faculty Research Coordinator

The role of your research coordinator is to provide guidance and direction as you develop and implement your project. It is absolutely essential that you regularly keep in touch with your research coordinator concerning your progress, including regular visits to office hours outside of class. This is especially true for the year following the end of this class and the beginning of MGMT 672: IRP III. Even though you are not enrolled in IRP during this period, you should be actively engaged in your research project. Therefore you should regularly visit office hours to update your research coordinator of new ideas, results, interpretations, etc. I may even ask you to give short presentations of your progress, or ask you to attend classmates' presentations, during the time when you are not taking IRP. While no formal assessment or grading is given, participation in these will certainly be to your benefit.

Your research coordinator is there to guide you through the process of conducting research, but it is the learner's responsibility to maintain the lines of communication. It is easy for the research coordinator to lose track of a learner's progress, and consequently the learner can become behind, if she or he does not actively seek out the coordinator during the process of writing the thesis.

Grading Rubric for Chapter 3: Methodology

Introductory matter						
Introduction summarizes research purpose and major areas of the chapter.	5	4	3	2	1	N/A
Research design is described.	5	4	3	2	1	N/A
Research design follows logically from problem statement, and is defended as such.	5	4	3	2	1	N/A
Data collection and instrumentation						
The population is defined and defended.	5	4	3	2	1	N/A
The sampling procedure and data collection procedure is described.	5	4	3	2	1	N/A
Participant eligibility requirements and measures for participants rights are described.	5	4	3	2	1	N/A
Weaknesses and scope of sampling procedure and/or data collection procedure are described.	5	4	3	2	1	N/A
Instrument and/or intervention is described and defended.	5	4	3	2	1	N/A
Weaknesses in instrument is described.	5	4	3	2	1	N/A
Variables and dataset to be used are described and defended.	5	4	3	2	1	N/A
Methodology						
Statistical or qualitative methodology is (correctly) described.	5	4	3	2	1	N/A
Statistical or qualitative methodology is (logically) defended.	5	4	3	2	1	N/A
Assumptions (correct ones) behind methodology are described and defended.	5	4	3	2	1	N/A
Statistical hypotheses are clearly described, explained how it relates to big question.	5	4	3	2	1	N/A
Other						
Tone is consistently professional, sentences are well phrased and flow smoothly, word choice is appropriate and accurate, and writing is free of errors.	5	4	3	2	1	N/A
Ideas flow smoothly, ideas are not unnecessarily repeated, all ideas relate to the thesis statement (no unnecessary ideas).	5	4	3	2	1	N/A
APA Style is applied correctly	5	4	3	2	1	N/A

Note: Each item is rated on a scale 1-5, 5 being the largest.