

## **MGT491 Management Research Project**

### **(3 credit hours)**

### **Course Syllabus**

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### **Course Description**

The Research Project is a challenging part of the Management Major. It is demanding, but when it is finished, it will have a pattern of research that can be used for an individual's entire professional career. The Research Project spans the complete curriculum. The Management Research Project involves the learning in choosing a problem to solve, thoroughly researching it, designing a specific plan of action, and writing an extended report. The Management Research Project will focus many of the new skills that have been learned from course work in this major. The project includes the practical application of the learning thus far achieved by the students. There is extensive brainstorming, giving and receiving feedback, and cooperative support from classmates. The project will require analysis and resourcefulness. This project is a complex and rewarding part of the learning experience.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Emphasize the value of research in management.
2. Improve skills in recognizing, stating, and solving problems objectively.
3. Improve skills in reading and analyzing research.
4. Develop resourcefulness conducting research.
5. Develop research writing skills.
6. Improve presentation skills.
7. Create a positive change in the organization or community for which it is designed.

### **Prerequisites/Corequisites**

Senior Level Status and is a student in the major.

### **Required Textbook(s) and Resources**

For this course you will need to purchase the following materials:

Polonsky, M. J. & Waller D. S. (2019). *Designing and managing a research project: A business student's guide* (4th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781544316468

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

This course is comprised of discussions, presentations, and written assignments that will assist in achieving the course learning outcomes. You will have the opportunity to complete a Management Action Research Project, which will be vital to your learning of the various course concepts. The learning activities in this course will not only assist with your academic success but will also help in your professional development needed for career success and growth.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	25	25	25	25	25	25	25	175
Assignment	100	100	100	100	100	-	100	600
Project	-	-	-	-	-	225	-	225
<b>Total</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>250</b>	<b>125</b>	<b>1000</b>

### Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

### Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Introduction	<input type="checkbox"/> WED: Activity 1.1 (Forum): Meet Your Classmates! – Initial Post <input type="checkbox"/> WED: Activity 1.2 (Forum): Action Research Project Planning – Initial Post <input type="checkbox"/> SAT: Activity 1.2 (Forum): Action Research Project Planning – Secondary Posts <input type="checkbox"/> SUN: Activity 1.3: Project Proposal

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<input type="checkbox"/> SUN: Activity 1.4: Introduction to the Final Project (Due in Week 6)
<p>Week 2:</p> <p>Ethical Considerations</p>	<input type="checkbox"/> WED: Activity 2.1 (Forum): Ethical Theories in Action – Initial Post <input type="checkbox"/> SAT: Activity 2.1 (Forum): Ethical Theories in Action – Secondary Posts <input type="checkbox"/> SAT: Activity 2.2: Action Research Project - Chapter 1
<p>Week 3:</p> <p>Literature Review</p>	<input type="checkbox"/> WED: Activity 3.1 (Forum): Literature Review Discussion – Initial Post <input type="checkbox"/> SAT: Activity 3.1 (Forum): Literature Review Discussion – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Mind Map and Narrative Assignment
<p>Week 4:</p> <p>Value of Scholarly Research</p>	<input type="checkbox"/> WED: Activity 4.1 (Forum): Database Discussion – Initial Post <input type="checkbox"/> SAT: Activity 4.1 (Forum): Database Discussion – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Action Research Project - Chapter 2
<p>Week 5:</p> <p>Research Objectives, Questions, Hypotheses, Statements, and Design</p>	<input type="checkbox"/> WED: Activity 5.1 (Forum): Research Questions and Objectives - Discussion with video – Initial Post <input type="checkbox"/> SAT: Activity 5.1 (Forum): Research Questions and Objectives - Discussion with video – Secondary Posts <input type="checkbox"/> SUN: Activity 5.2: PowerPoint Presentation Assignment
<p>Week 6:</p> <p>Data Collection, Analysis, and the Final Report</p>	<input type="checkbox"/> WED: Activity 6.1 (Forum): Data Collection and Analysis - Discussion with video – Initial Post <input type="checkbox"/> SAT: Activity 6.1 (Forum): Data Collection and Analysis - Discussion with video – Secondary Posts <input type="checkbox"/> SUN: Activity 6.2: Management Action Research Project
<p>Week 7:</p>	<input type="checkbox"/> WED: Activity 7.1 (Forum): Action Research Project Reflection – Initial Post

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Presenting the Results	<input type="checkbox"/> SAT: Activity 7.1 (Forum): Action Research Project Reflection – Secondary Posts <input type="checkbox"/> SUN: Activity 7.2: Action Research Project Presentation

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

## **You Should Expect Your Instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## **Accommodations (Disability Services)**

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact Juliene Huston, Coordinator for Disability Services at [hustonjr@tiffin.edu](mailto:hustonjr@tiffin.edu) or 419-448-3021.

## **Technical Support**

For Moodle support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

## Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. Contact Ashley Vaughn, Assistant Director for Online Advising & School Certifying Official at 419-448-3340 or at [vaughna@tiffin.edu](mailto:vaughna@tiffin.edu). Veteran and Military Resource Center can be found at <http://www.tiffin.edu/va>.

## Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).