

Foundations of Organizational Research and Assessment

ORGD 6330

School of Professional Studies

Contact Information:

See Instructor Section of Blackboard Course for More Information

Catalog Description

Course emphasizes the development of quantitative and qualitative organizational research and analysis techniques. Interviewing, participant observation, artifact analysis and principles of survey design, administration and evaluation represent a few of the techniques covered in this course as they relate to organizational assessment and problem solving. Students will become familiar with the concepts, principles, and techniques of research design, data collection, sampling, analysis and reporting. Students will also become familiar with the importance of ethical behavior as it relates to research activities. Students will develop the ability to produce and report descriptive statistics related to organizational survey assessment.

Context

- A. Prerequisite(s): Graduate in good standing; last semester of degree
- B. This course may not be repeated for credit.
- C. This course may be offered in a face-to-face, blended, online format
- D. Grade Mode: Normal

Course Overview

The emphasis of Foundations of Organizational Research and Assessment is on the proper formulation of the organizational research and assessment processes as they apply to organizational problem solving and assessment. Students will develop competency in the areas of research design; data collection, processing, and analysis as well as basic statistical analysis and in the use of computer applications to aid in the analysis and decision-making processes. *In addition to supplementing the text with lectures, student-centered, problem-based learning techniques including case studies, simulations, in-class activities, group work, and student presentations and/or facilitation of materials will be utilized.*

Course Outcomes	Assessments
Upon completion of the course, students will be able to:	The objectives will be assessed by:
Apply information generated by subject matter experts to the resolution of issues related to organizational structure and process.	Projects or other assignments which will develop the student's ability to document, analyze interpret, and report the results of their analytical assessments.
Demonstrate knowledge of the fundamental principles and techniques of research-based administrative analysis and decision-making.	Projects or other assignments which will develop the student's ability to document, analyze interpret, and report the results of their analytical assessments.
Describe the organizational business research process in general and specifically as it relates to organizational assessment via surveys.	Progress quizzes and exams to appraise the student's understanding of the assigned concepts and the student's ability to appropriately apply analytical techniques.
Demonstrate the ability to proficiently use technology to support organizational analysis and decision-making (Microsoft Excel, SPSS, etc.).	Computer based assignments designed to illustrate the applicability of the course's statistical techniques.
Produce and accurately report descriptive statistics leading to performance improvement and strategic competitiveness.	

Required Textbook: Creswell, J. W. and Creswell, J. D. (2018). Research design: Qualitative, Quantitative, and Mixed Methods Approaches 5th edition. Sage

Grading

Assignments (4) 15% each	60% of Final grade
Research/analysis report	25%
Research/Analysis Presentation	10%
Class participation	5% (Based on overall attendance, peer reviews, and active participation)

Final grades are based on the following scale:

A	93 - 100	B-	80 - 82
A-	90 - 92	C	70 - 79
B+	87 - 89	F	69 and Below
B	83 - 86		

A and A- indicate a superior grasp of the subject matter of the course, initiative and originality in assessing problems and ability to relate knowledge to new situations.

B+ and B indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.

B- and C indicate less than satisfactory performance and may disqualify the student for further study.

F indicates failure in the course or withdrawal without following proper procedures.

Course Requirements

Attendance to all 8 sessions is essential, and absences will affect Class Participation and the final grade. Two absences from class will equal 1 grade letter drop in the final grade. Any student contemplating a withdrawal/drop from the course must meet an advisor and complete the required paperwork. In addition to class attendance, students are encouraged to approach the class with enthusiasm, consideration for fellow students, and the willingness to work with others. These attributes will enhance the student's learning experience and have a positive effect on Class Participation points.

Exercises/assignments may include readings, individual and group problem analysis and solution, and research/critique on written and web-based audio/visual materials. Exercises/assignments will be given in class or in advance of every session. Completed exercises/assignments must be well written (i.e., proper format, grammar, syntax, and spelling). **Students are to cite at least three references from the chapter from the textbook and one reference from another source.**

Justified late exercises/assignments will be graded to a maximum of 90 points, if submitted before the following session. No exercises/assignments will be accepted on or after the following session. Demonstrated evidence of sharing, copying, or other form of cheating will be penalized by assigning zero points to all parties involved.

Relevant Literature Review (Assignment 1):

- a. Each student will select a RESEARCH TOPIC of his or her own interest.
- b. Write a paper, which will contain a review of at least One main scholarly article related to the research. You may also use another journal to back up your topic. Articles must be from journals in the last five years.
- c. The research topic will be presented in the introduction of the paper and the reviews will relate to the issue according to the following criteria:
 - i. What was the author(s) purpose for writing the article/survey?
 - ii. What was the research objectives?
 - iii. Briefly describe the survey participants demographics.
 - iv. What was the research questions?
 - v. What was the research hypothesis?
 - vi. What was the author(s) method for collecting data?
 - vii. What were the results and conclusions?

- viii. What recommendations other than the ones provided by the author will you recommend?
- ix. How does the information address your HR issue or add to knowledge?
- d. This paper is to be written in narrative form and must have an appropriate cover page, introduction, conclusion, and reference page according to APA standards.
- e. The paper will be approximately 6-8 pages of text and should not include cover and reference pages.
- f. The grading will be according to the following criteria:
 - i. Points for quality of answering the questions for each of the articles.
 - ii. Grammar
 - iii. Points possible for APA standards.

Draft a Research Document: (Assignment 2)

- a. Each student will select a RESEARCH TOPIC of his or her own interest.
- b. Students will develop a survey to meet the organizational needs of the selected organization including demographics in chapter one. The survey will be developed using the instructor's guidance, criteria in the text; supplemental readings assigned, and class discussions.

Article Critique: (Assignment 3)

Each student will make an in-depth critique of one Research-Related article. The article will be taken from a scholarly reviewed source in the last five years, i.e. journal, authorized/edited book, either hard copy or electronic version accessed from an accredited source (e. g. university library, google scholar, etc.) Your own opinion of the article is critical **using research terminologies as well as content from the book and NOT a summary of the article. Additionally, a 3-4-page + report (cover page and reference page not included in the count, double spaced 12-font paper** discussing the article as it relates to the course objectives and outcomes, as well as the student's analysis will be submitted to me with a copy of the article. **APA format is required.**

Take Home Exam: (Assignment 4)

Student will study the concepts and theories covered in the course. The take home exam will be essay type questions related to topics and issues covered in the textbook.

Survey Development Exercise. Students will develop a survey to meet the organizational needs of the selected organization. The survey will be developed using the instructor's guidance, criteria in the text; supplemental readings assigned, and class discussions.

Research Project. Students will receive or must select a research topic and receive the instructor's approval. Teams will administer a survey, collect and code data, analyze results, and prepare a research report that includes analysis findings, conclusions, and recommendations. Students will use SPSS and Microsoft Excel to enter/code data and compute descriptive statistics, conduct other analysis as assigned, and produce charts. **You can choose to do an individual research or become part of a team. If you commit yourself to a team, you will receive the *same* grade as the team (no Exception).**

Written Research Report: In assigned teams, students are required to submit an APA style written final research report. The proper use of grammar, spelling, sentence structure, and APA citation format will be part of the evaluation process. The following text/materials below are not required, but would be very helpful to you as you work on your written research report:

- American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). American Psychological Association: New York, NY.
- Purdue University's Online Writing Lab (OWL) APA guide for research paper writing/formatting: <http://owl.english.purdue.edu/owl/resource/560/01/>
- The UIW Online Writing Center: <http://www.uiw.edu/owc>
- Silberman, M. (2002). The Consultant's Big Book of Reproducible Surveys and Questionnaires. New York: McGraw-Hill.
- Using IBM SPSS Statistics for Research Methods and Social Science Statistics, 6th Edition. Sage, Los Angeles.

The written research report must include the following areas:

I. TITLE PAGE

- Title of the Research Project

- Name of the students in the team
- Name and Number of Course
- Term

II. EXECUTIVE SUMMARY

- A summary of every component of the report so that the organizations busy leader can understand what was done and the overall research findings without reading in detail the rest of the report.
- Purpose of the research
- Research objectives
- Methodology selected
- Major findings
- Major conclusions and recommendations

III. PROJECT DESCRIPTION

- Research Problems/Questions
- Hypotheses
- Research Objectives

IV. RESULTS AND DISCUSSION

- Does this report include descriptive statistics (tables, cross-tables, and graphs created with Microsoft Word or Excel from SPSS outputs) describing what was found through the research and explaining what each table/graph represents?
- Does this report include regression analysis or t-tests (both t-test for independent samples and one-sample t-test for Likert-scale data), chi square tests, and other basic statistical analysis for comparative purposes?
- Discuss the results Research Objective by Research Objective*. Discuss the results from a practical standpoint. Do the results corroborate what was expected from the hypotheses? In providing your research result explanations/interpretations, you must use the same language* of the chapters on t-tests and non-parametric statistics (from the SPSS Survival Manual) that your instructor handed to you. (*Your report grade depends in great part on addressing these items).
- Was the sample representative of the population? Are there any limitations or deficiencies and caveats in this research that the reader needs to be aware of? All cards on the table.

V. CONCLUSIONS

- In bullets and few words, what are the specific (statistical) findings from this research? Refer to each addressed research objective.

VI. RECOMMENDATIONS

- What specific recommendations can be suggested to the organization using your research to make decisions?
- Do you recommend that after some adjustments this research be repeated, or an alternative research be conducted in the future to better address the business problem?

VI. APPENDICES

- Include here a blank sample of your survey research questionnaire.
- Include here your meaningful SPSS outputs.
- Include here a printout of your PowerPoint presentation.

Grading Rubrics for Assignments/Reports

Students must adhere to creative articulations, assignment/report requirements, and course standards. The instructor will use the following rubric to assess and grade the work made by the student(s).

A: To obtain the grade of “A”, the student(s) must demonstrate excellent analytical/critical thinking, superior scholarly work, fulfillment of all requirements of the assignment/report, and consistent use of grammatically correct sentences with rare misspellings.

B: Demonstrate a high-level thinking and quality knowledge; fulfill most requirements of the assignment/report; and make few grammatical or spelling errors.

C: Demonstrate average thinking and quality knowledge; fulfill most requirements of the assignment/report; and make various errors in grammar and spelling.

D: Demonstrate limited thinking and quality knowledge; display poor articulation and performance; fulfill some requirements of the assignment/report; and make numerous errors in grammar and spelling. (Note: Graduate courses do not consider the “D” grade).

F: Demonstrate very poor thinking, articulation, and performance; fulfill few requirements of the assignment/report; and make numerous errors in grammar and spelling.

Presentation. Teams will prepare a PowerPoint presentation showing their findings from the above research and analysis. Teams will have 20-25 minutes to complete their presentation, which will be followed by a question-and-answer session involving the class audience. Evaluation criteria for the presentations include, but are not limited to, the following items:

- Were the analyses/findings logically presented?
- Was the delivery professional? Interesting? Lively? Interactive? Without over-reliance on visual aids?
- Did the team respond adequately to questions and comments from the audience?

The grade for the presentation will be *different* for individual student in the group based on contribution to the presentation. Grade will be based solely on what I have observed during the presentation. Please make sure that you have equal presentation.

Additional Administrative Information

A. Students are asked to place all electronic communication devices (e.g., cell phones and pagers) on vibrate mode, so they do not disrupt the class. Your cooperation in maintaining an environment conducive to learning will be appreciated.

B. Disability Accommodations: The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information, contact Student Disability Services: Administration Building – Room 105, Phone (210) 829-3997, Fax (210) 829-6078, <http://www.uiw.edu/ada/>

C. Academic integrity will be strictly enforced. Please refer to the UIW Student Handbook for the definitions of academic dishonesty and the appropriate procedures for dealing with a suspected infraction of UIW policy.

Course Schedule*	Weekly Activities and Hours
Week 1 – Review of course outline; Discussion of course requirements; Student introductions; Discuss the survey process; Teams formation; Exploration of team research topic and problem definition.	Review course content and requirements. Introduction/Discuss the survey process. Teams formation. Review and discuss organizational research and assessment concepts and applications. (Introduction Power Points) Exploration of team research topic and problem definition. Excel/SPSS
Week 2 – Review Chapter 1-2.	Setting Clear Strategic Objectives. Establishing Research Process. Research Proposal Due. Start putting together problem definition Start putting together survey questionnaire Assignment 1 (Relevant Literature Review) due Executive summary
Week 3 – Revise problem definition; Complete and submit research project plan and survey questionnaire; Review Chapters 3-4;	Define team research topic, research objectives, and business selection. Complete problem definition and get feedback. Review and discuss organizational research and assessment concepts and applications. Complete and submit survey questionnaire. Complete literature reviews. Introduction to the study
Week 4 – Get feedback and finalize survey questionnaire; Chapters 5; Start collecting data.	Review/finalize survey questionnaire. Review and discuss organizational research and assessment concepts and applications. Administer survey to collect data. Assignment 2 due Review of preliminary research
Week 5 – Completion of data collection; Chapter 6	Review and discuss organizational research and assessment concepts and applications. Review and discuss organizational research and assessment concepts and applications. Work on data and processing. Method of research
Week 6 - Analysis of data; Work on project. Chapter 7	Work and Complete data processing and analysis. Complete results interpretation and research report draft. Receive final research feedback. Excel/SPSS Review

	Survey Result Assignment 3 due
Week 7 – Post-test; Research project presentations; Research project reports due.	Research Project. Excel/SPSS Discussion Conclusions and recommendations Assignment 4 due
Week 8 – Finalize project; Get final feedback; Course wrap-up.	Finalize, and Presentation Course Wrap up and feedback.

*This course outline/syllabus is not a contract. The course schedule and other content are subject to change.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for in-person classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog:
<https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communications: Save for your records
- Assignments and homework with due dates: Expected to be turned in on time

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word:

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class.

TEAM MEMBER PEER EVALUATION FORM

In rating, yourself and your team members use the following 1-to-5-point scale:

- 5 = superior
- 4 = above average
- 3 = average
- 2 = below average
- 1 = weak

Date:

Team Members: (One name at the top of each column)					
Rate the 5 items below for each team member.					
1. Punctuality to team meetings					
2. Positive attitude					
3. Contribution of useful ideas					
4. Quantity of work done					
5. Quality of work done					
Sum of Five Scores:					
Provide comments to explain poor ratings on each team member:					