MGT 690-S5: Organizational Research and Change II (3 Credit Hours)
Spring 2018 - 2019 (S2-19)
Mount St. Joseph University

INSTRUCTOR:	Darin A. Ladd, PhD E-mail: darin.ladd@msj.edu (24 hr reply) Cell Phone: (513) 544-9137 Office hours: before/after class, or by appointment
DESCRIPTION:	This course builds on the foundation of MGT 680 and other MSOL courses. The student will identify an organizational problem or opportunity in an organization with which they are familiar and apply a research method to gather data to clarify the nature of the problem and then propose solution. This is the capstone course in the MSOL program.
OUTCOMES:	A) Employ course-related knowledge to identify a specific leadership-related problem or goal within an organization and establish organizational significance of the issue. B) Apply qualitative and/or quantitative data collection methods to assess the problem, issue, or goal being addressed in the project. C) Compose a plan that applies organizational leadership knowledge in the design and evaluation of the organizational intervention.
PREREQUISITES:	MGT 680 (C or better)
MEETING INFO:	Saturdays 1/19/19, 2/9/19, 3/2/19, 3/23/19, & 4/13/19; 8:30 a.m. - 12:00 p.m, SC 305
TEXTS:	- Wilson, J. (2013). Essentials of Business Research: A Guide to Doing Your Research Project (2nd ed.). London: Sage. - Recommended: Publication Manual of the American Psychological Association, (6th ed.). - Excerpts: Churchill, R. P. (1990). Logic: An Introduction (2nd ed.). New York: St. Martin's. - Excerpts: Dane, F. C. (1990). Research Methods. Brooks/Cole. - Excerpts: Kvale, S., & Brinkmann, S. (2009). Interviews (2nd ed.). Thousand Oaks, CA: Sage. - Excerpts: Rosenthal, R., & Rosnow, R. L. (2008). Essentials of Behavioral Research: Methods and Data Analysis (3rd ed.). New York: McGraw-Hill. - Excerpts: Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and Quasi-Experimental Designs. Boston: Houghton Mifflin. - Excerpts: Sober, E. (1991). Core Questions in Philosophy. New York: Macmillan. - All additional course materials posted on Blackboard
ASSESSMENTS:	**1) 10% - Research Critique (RC) (outcomes: A, B).** To prepare a literature review, you will conduct one RC. Evaluation tool: RC grading rubric. **2) 20% - Quiz (Q) (outcomes: A, B).** The purpose of the Q is to reinforce individual learning of the course material. The Q is: a) electronic (via Blackboard), b) multiple-choice, c) based on the texts *and* lectures, d) guided by the standards of behavior, e) a mixture of *knowledge*, *comprehension*, and *application*-level questions, and f) time-constrained. **3) 70% - Research Paper (RP) (outcomes: A, B, C).** The RP is the capstone experience of the MSOL; successful completion of a graduate-level RP is required for degree eligibility. The RP will help students select a real-world problem, and then propose a solution via a short, focused paper. The RC must contain: a) problem statement, context, and research objective, b) demonstrated knowledge of relevant literature, c) outline methodology used, d) findings, e) relevance/recommendations, and f) support appendices. Evaluation tool: RP grading rubric.
MSJ POLICIES:	Drop/incomplete; Academic Honesty; Disability Accommodations; Late: 10% penalty per day.
IRB & ORG CONSENT:	1) Any project involving human subjects must be ***approved*** by the University's Institutional Review Board (IRB) ***prior to collecting data***. 2) A signed Appendix D must be completed if data is collected from an external organization (i.e., your work, a related business, etc.).

COURSE OUTLINE & STANDARDS OF BEHAVIOR

Class	Date[1]	Topic	Readings[2,3]	Deliver-able
1	1/19/19	Philosophy of Science (7 votes, 30 min) 1) Describe four core questions of philosophy and one supporting field 2) Understand the common ontologies, and their implications for methodologies 3) Understand epistemology, and its implications for methodologies 4) Understand deduction, induction, abduction, and proper logical form 5) Define fallacious logic and all the presented logical fallacies 6) Understand Hume's problem with induction 7) Explain the scientific method	Dane CH 2 (20-36); Sober CH 2-3 (8-33); Sober CH 12 (138-146); Sober CH 15 (171-178 & 237-245) Churchill (436-484)	
		The Role of Theory (7 votes, 30 min) 1) Define terms: theory, construct, operationalization, variables, hypothesis, hypothesis-testing, null-hypothesis, and nil-hypothesis 2) Explain why theory includes assumptions, definitions, and boundary conditions	W (55); SCC CH 1 (1-32)	

		3) Understand Popper's falsification criteria 4) Understand Mill's rules for causation 5) Explain how to build a theoretical model		
		The Role of Literature/Ethics (7 votes, 30 min) 1) Understand how to formulate a research question (RQ) 2) Explain the importance of research that is "grounded" in the literature 3) Understand how to perform a sufficient literature review 4) Understand ethical concerns associated with research 5) Understand how to create an institutional research board (IRB) proposal	Dane CH 4 (61-72); R&R CH 3 (61-83); W CH 3 (61-82); W CH 4 (89-109)	
		Interpret and Evaluate Scholarly Articles (10 votes, 40 min)	LAB	
		Use Citation Management Tool (10 votes, 20 min)	LAB	
		Use Library/Online to Search Literature (7 votes, 30 min)	LAB	
2	2/9/19	Validity in Research (8 votes, 50 min) 1) Understand construct validity, and threats to construct validity 2) Understand internal and external validity (a.k.a., generalizability) 3) Understand statistical conclusion validity 4) Describe the SCC validity typology 5) Explain common method variance 6) Describe thirty-three threats to validity in research 7) Understand type I/II errors, their importance, and their ratio	W CH 5 (115-138); SCC (43-103); Podsakoff (2003)	**RC**
		Survey Development (8 votes, 50 min) 1) Explain why/when one would use surveys 2) Explain attrition, and methods used to prevent/account for it 3) Understand how Thurstone, Likert, and Guttman scales are developed 4) Describe Churchill's (1979) method of scale item construction 5) Understand the classical test theory equation 6) Explain why one would use exploratory factor analysis 7) Explain the difference between exploratory and confirmatory factor analysis 8) Describe Brown's (2008) addendums to Churchill	SCC (314-340); W CH 6 (152-181); W CH 8 (210-224)	
		Interview Questionnaire/Survey Creation (9 votes, 60 min)	LAB	
		Technical Survey Validation (9 votes, 30 min)	LAB	
3	3/2/19	Qualitative Methods (9 votes, 50 min) 1) Explain why/when one would use qualitative methods 2) Explain why triangulation is an important principle in research 3) Understand similarities/differences between qualitative/quantitative methods 4) Recognize 5 qualitative methods and 4 collection/analysis techniques 5) Explain the concept of theoretical sufficiency	Lee (1991); Trauth & Jessup (2000); Walsham (2006); Sarker (2007)	
		Online Questionnaire/Survey Development (9 votes, 30 min)	LAB	
		Interview Techniques (9 votes, 50 min) 1) Define the seven stages of interview inquiry 2) Understand how to design an interview 3) Understand various ways to conduct an interview 4) Explain how to use follow-up questions 5) Define the six quality criteria for an interview 6) Explain two methods for transcribing interviews 7) Explain how to analyze interviews based on meaning, language, and theory 8) Explain social desirability and respondent reactance	K&B CH 6-8 (99-158)	
		Secondary Data (5 votes, 50 min) 1) Explain why/when one would use secondary methods 2) Explain event studies and time-series designs 3) Explain meta-analysis and its criticisms 4) Explain network analysis and the techniques used to analyze social networks 5) Understand the four interrupted time-series experimental designs	SCC (171-206); SCC (417-455); W CH 7 (188-203)	
4	3/23/19	Interpreting Qualitative Data (8 votes, 60 min)	LAB; W CH 10 (280-294)	
		Quasi-experiments (1 vote, 50 min) 1) Explain why/when one would use experimental methods 2) Explain quasi-experimentation and how it differs from "experiments" 3) Understand the eleven basic quasi-experimental designs 4) Understand the principle of random assignment/selection 5) Describe the four levels of data 6) Understand how power, effect size, and sample size inter-relate 7) Explain blocking to increase power, and the problems it may create 8) Understand rater reliability	SCC (104-170); SCC (246-313); Cohen (1992)	
		Using Research to Advocate for Change (0 vote, 30 min) 1) Explain how to formulate a valid, persuasive argument 2) Describe the terms: normative, pejorative, and persuasive argument 3) Explain how to let the data speak for itself 4) Explain how to perform a Stakeholder Analysis 5) Explain how to perform a Force Field Analysis	W CH 11 (302-323)	
		Data collection/analysis/instructor review (60 min)	LAB	
	3/23-3/30	Blackboard Quiz (taken outside of class, 40 min)		**Q**
5	4/13/19	Data collection/analysis/instructor review (210 min)	LAB	
	5/06/19	Research Paper Due at noon EST		**RP**
	5/14/19	Final Grades Due at noon EST		

[1]Syllabus is subject to change
[2]Readings subject to change
[3]SCC = Shadish, Cook & Campbell; W = Wilson; K&B = Kvale & Brinkman; R&R = Rosenthal & Rosnow