



SCHOOL OF BUSINESS
MOUNT ST. JOSEPH UNIVERSITY

MGT 690-01: Organizational Research & Change II S2-21 Preassignment
Mount St. Joseph University School of Business

Course Number: MGT 690-01

Level: Graduate, Required

Credit Hours: 3

Course Meets: Saturdays 1/16, 2/6, 2/27, 3/20, 4/17 2021
1:00 p.m. – 4:30 p.m.

Due to COVID-19, this course meets in the In*Sync format.

Zoom Link (with Meeting ID and Passcode embedded):

<https://us02web.zoom.us/j/85087808870?pwd=QTEraTJ3b3BFNnc2c0tzckVZTzFWUT09>

Meeting ID: 850 8780 8870

Passcode: 8870

Dial-In (Audio Only): (646)558-8656

Instructor: Melissa “Missy” Houlette, PhD

Office Location: SE 507, 5th Floor Seton

Office Hours: I will be available after class on Zoom. Additional video meetings or phone meetings are available by appointment.

Telephone: (859) 653-7117 (cell)

E-mail address: missy.houlette@msj.edu

COURSE 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.

Note: In*Sync online course.

PREREQUISITES

1. MGT 680 must be taken with a grade of C or better.
2. MSOL Students Only



COURSE LEARNING OUTCOMES (CLOs)

1. Employ course-related knowledge to identify a specific leadership-related problem or goal within an organization and establish organizational significance of the issue.
2. Apply qualitative and/or quantitative data collection methods to assess the problem, issue, or goal being addressed in the project.
3. Evaluate data by employing appropriate statistical analysis using statistical software and communicate findings in writing.
4. Compose a plan that applies organizational leadership knowledge in the design and evaluation of the organizational intervention.

PROGRAM LEARNING OUTCOMES ASSESSED IN THIS COURSE (PLOs)

MSOL Program Outcome 3 – Technology and Change: Graduates will identify problems and lead, manage, and facilitate change processes, projects, and new technologies to increase organizational performance and effectiveness.

- 3.2. Student will identify problems and apply appropriate change processes to manage, evaluate, integrate, and create information to increase organizational effectiveness.
Measure: Total project score from Integrative Project Scoring Rubric.

REQUIRED COURSE MATERIALS

Textbooks:

Salkind, N. J., & Frey, B. B. (2019). *Statistics for people who (think they) hate statistics - Interactive eBook*. Sage Publications, Incorporated.

Students have two purchasing options for this text:

eBook ISBN 13: 978-1-5443-8547-1 (Interactive eBook)

Bundle ISBN 13: 978-1-5443-9339-1 (interactive eBook + Print Copy)

Both purchasing options are available through the MSJ eCampus online bookstore at <https://msj.ecampus.com/course-list?c=3713668>

Ladd, D. A. (2019). *Interdisciplinary Research Design: For Business, Social Sciences, and Systems Analysis*, v14 (unpublished)

A digital copy of this resource will be available to students on Blackboard.

Readings

Examples of the proper use of methods will be posted to Blackboard.



COURSE FORMAT

This course will be taught in the In*Sync format. As will all MSOL courses, it is an accelerated class.

In*Sync

As described in the Graduate catalog (p. 145 – 146):

*In*Sync courses include a combination of asynchronous and synchronous learning. With this format, a student will not only work on their own schedule to meet deadlines for assignments but also will attend scheduled virtual class sessions. Delivered through Blackboard, the content for this delivery format is highly structured.*

Accelerated Format

This course is taught in the accelerated format. As described in the Graduate Catalog (p. 145):

Accelerated study at the Mount is an intense learning experience that offers the opportunity to complete a course in a shorter timeframe than the standard format. Instructors follow a different teaching methodology with fewer class contact hours and more independent study. Accelerated courses are offered over several terms including the summer. Each course requires attendance at five to eight class sessions. Each course requires a preassignment that must be completed before the first class meeting. The completed preassignment and extensive independent studies between each class meeting are integral to this format.

While this course only meets five (5) times, we will be covering the same amount of material as a course that is delivered in the standard format, meeting two or three times per week for a 15-week semester. Each week in the accelerated format is therefore equivalent to approximately three weeks in the standard format. Since we only have 3 1/2 hours together each session, students should be prepared to put in a considerable amount of work between classes.

LEARNING STRATEGIES

Type	% of Course
In*Sync	100%
<i>Asynchronous:</i> Readings, Written Assignments, Research Project	65%
<i>Synchronous:</i> Discussion, Activities, Lecture, Presentations	35%



PREASSIGNMENT (5% of Final Course Grade)

Note: This assignment is to be completed *prior* to the first class meeting on **Saturday, January 16, 2020 at 1:00 p.m.** Item #1 must be submitted on Blackboard before the start of this first class.

1. **Revise and Submit:** Submit a *revised* version of your project proposal from MGT 680 that includes section and subsection headings as described below. The paper should have the same sections as the MGT 680 paper.

In order to ensure you have all the required components and to make them easily identifiable, please use section headings and subheadings in your paper that match the sections (in black on rubric table, e.g. Problem Background and Significance) and subsections (in gray on rubric table, e.g. Setting, Background/Context, Significance/Importance, etc.) in the rubric. Revise the content of your proposal if necessary so that all of these components are covered. A copy of the rubric from last semester with these content requirements is at the end of this document.

The revised paper is to be turned in on Blackboard through an assignment link prior to the start of the first class session. If you a.) included all sections in the proposal you turned in at the end of MGT 680 and b.) labeled all of the sections and subsections you may not need to make revisions and can turn in the same document.

2. **Set up Software:** An email was sent to your MSJ email account from Adam Puckett in Technology Infrastructure Services (TIS) with a link and access code for a statistics program called SPSS. Please install this program on your computer prior to the first class meeting. Note that you must use your unique code; it cannot be shared.
3. **Read:** Salkind & Frey Chs. 1-3. This book will be the basis for the course assignments. Please be sure to purchase the interactive eBook listed on this syllabus. Confirm that the ISBN matches the number of one of the two options listed.
4. **Complete Knowledge Check:** Complete the 5-question multiple choice Knowledge Check on the Salkind & Frey chapters.

A full syllabus with a description of the homework assignments, research paper details, course policies, and course schedule will be provided at the first class meeting. Please contact me via text (at 859-653-7117) or email (at missy.houlette@msj.edu) if you have any questions about the preassignment.

MGT 680: Organizational Research and Change I
Rubric for MSOL Research Proposal

			TOTAL GRADE (out of 25 possible)			
			0 SECTION SUBTOTALS			
Total			Dimension	Good	Fair	Poor
G	F	P	Introduction			
1	.5	0	Introductory Paragraph	Effectively describes and explains the purpose of the project paper; provides a clear overview of the paper.	Identifies the purpose of the project paper and provides an overview, but sometimes details are missing or unclear.	Does not clearly state the purpose and organization of the project paper; displays lack of focus or detail.
G	F	P	Statement of Problem or Goal (*referred to as problem)			
1	.5	0	Problem Identification	Uses course-related knowledge to identify an issue of significant organizational importance to be studied.	Uses course-related knowledge to identify an issue of some organizational importance to be studied.	Problem identified is of minimal organizational importance and/or not related to course-related knowledge OR no problem is identified.
1	.5	0	Problem Description	Presents significant and valid information that clearly and convincingly supports the existence of an organizational problem.	Presents clear and appropriate information that adequately supports the existence of an organizational problem.	Support for the existence of a problem is weak, poorly discussed, or not included.
1	.5	0	Organizational Impact	Clearly and fully describes what the organization has to gain by addressing the problem (or meeting the goal) and the possible consequences if the problem is not addressed (or goal is not met).	Adequately describes what the organization has to gain by addressing the problem (or meeting the goal) and considers some possible consequences if the problem is not addressed (or goal is not met).	Description of what the organization has to gain by addressing the problem (or meeting the goal) and the possible consequences if the problem is not addressed (or goal is not met) is weak, poorly discussed, or not included.
1	.5	0	Relation to Organizational Leadership	Discussion of how the problem or goal is an organizational leadership issue (i.e., how relates to organizational leadership) is clear, accurate, and fully developed.	Description of how the problem or goal is an organizational leadership issue (i.e., how relates to organizational leadership) is adequate.	Description of how the problem or goal is an organizational leadership issue (i.e., how relates to organizational leadership) is weak, poorly discussed, or not included.

G	F	P	Problem Background and Significance			
1	.5	0	Setting	Clearly and fully describes the organizational and/or community setting in which the problem or opportunity arises.	Description of the organizational and/or community setting in which the problem or opportunity arises is adequate.	A description of the organizational and/or community setting of the problem or opportunity is limited or missing.
2	1	0	Background/Context	Background provides clear and detailed context for the organizational issue to be studied (e.g., an “insider” look into the operations of the organization necessary to understand and appreciate the problem or goal, definitions of key terms the reader would have to know in order to understand the issue, circumstances that precipitated the need for action, any key events or changes in organizational practices or laws related to the problem or goal to be studied); reader gains important insights.	Background provides adequate context for the organizational issue to be studied (e.g., an “insider” look into the operations of the organization necessary to understand and appreciate the problem or goal, definitions of key terms the reader would have to know in order to understand the issue, circumstances that precipitated the need for action, any key events or changes in organizational practices or laws related to the problem or goal to be studied); reader gains some insights.	Background is missing or does not provide adequate context for the organizational issue to be studied (e.g., an “insider” look into the operations of the organization necessary to understand and appreciate the problem or goal, definitions of key terms the reader would have to know in order to understand the issue, circumstances that precipitated the need for action, any key events or changes in organizational practices or laws related to the problem or goal to be studied); reader gains few if any insights.
1	.5	0	Significance/Importance	Clearly establishes why the project is important and worth doing; identifies why people in the field, organization, and/or in community are concerned with or care about this issue or goal (e.g., who it will be of value to and how).	Sufficiently establishes why the project is important and worth doing; identifies why people in the field, organization, and/or in community are concerned with or care about this issue or goal (e.g., who it will be of value to and how).	Explanation of why the project is important and worth doing is weak/poorly developed or missing; why people in the field, organization, and/or in community are concerned with or care about this issue or goal (e.g., who it will be of value to and how) is unconvincing or missing.
1	.5	0	Stakeholder Analysis	Identifies and describes relevant stakeholders and how they are affected by the issue.	Most or all relevant stakeholders identified; how they are affected not fully developed.	Most or all stakeholders missing and/or how they are affected is inadequately addressed.
1	.5	0	Use of Supporting Literature	Minimum of five references is used in establishing the background and significance; sources are appropriate and relevant.	Minimum of five references is used in establishing the background and significance; most sources are appropriate and relevant.	Less than five references are used in establishing the background and significance and/or sources are not appropriate and relevant.
G	F	P	Project Purpose			
1	.5	0	Purpose Statement	Succinct statement describing exactly what the study will accomplish is presented; statement follows logically from the information presented in the problem statement.	Statement describing what the study will accomplish is presented, but is somewhat wordy, unfocused, or incomplete; statement adequately relates to information presented in the problem statement.	Statement is minimally or unrelated to the rationale presented in the problem statement or no statement describing what the study will accomplish is presented.
1	.5	0	Use of Findings	Statement includes a clear indication of what will be done with information obtained in study.	Statement includes an indication of what will be done with information obtained in study but is somewhat wordy, unfocused, or incomplete.	Statement of what will be done with information obtained in study is unclear or illogical or is not included.

G	F	P	Methods			
1	.5	0	Data Source	Data sources/databases are appropriate and justified by a connection to research questions.	Data sources/databases are adequate for research questions but not the best source.	Very limited or no information is provided about Data sources/databases or the source is inappropriate for the research questions.
2	1	0	Proposed Methods	Identified research designs/methods appropriate to achieve the stated purpose (may be more than one method).	Identified at least one primary research design/method appropriate to achieve the stated purpose.	Did not identify at least one primary design/method appropriate to achieve the stated purpose.
G	F	P	References			
1	.5	0	References Used	Uses 5 or more sources and at least 4 are peer-reviewed scholarly articles.	Uses 5 sources but the majority are not peer-reviewed scholarly articles.	Uses less than 5 sources and/or majority of sources are not peer-reviewed scholarly articles.
1	.5	0	Format	Reference list closely follows APA style with few format errors.	Reference list generally follows APA style with some formatting errors.	Reference list is largely inconsistent with APA style.
1	.5	0	Cross-Referencing	All sources are cross-referenced in paper body and reference list; only sources cited included.	Majority of sources are cross-referenced in paper body and reference list.	Reference list is missing or incomplete OR many cross- references are missing.
G	F	P	Mechanics/Technical Aspects			
1	.5	0	APA or MLA Format	Few or no errors of APA style including margins, font size and style, line spacing, header/page number, text justification, etc.	Some errors of APA style including margins, font size and style, line spacing, header/page number, text justification, etc.	Many errors in APA style including margins, font size and style, line spacing, header/page number, text justification or does not follow an accepted style.
1	.5	0	Spelling and Grammar	The paper reads well and is polished with few grammatical and spelling errors or typos.	The paper reads adequately; some problems with mechanics and grammar may exist but do not disrupt meaning.	Spelling and/or grammar errors are numerous and may disrupt meaning and make the paper difficult to read.
1	.5	0	Communication Skills	Demonstrates sophisticated use of language, skillfully communicates meaning to readers; writes fluidly with logical ordering of content.	Writes clearly, concisely, coherently; content is mostly well organized; errors do not represent a major distraction or obscure meaning.	Writing is notably awkward, misuses words, uses slang, wordy, content disorganized; inadequate writing skills hinder readability.
1	.5	0	Tone	Tone is consistently professional and appropriate for an academic research project at the graduate-level.	Tone is generally professional and appropriate for an academic research project at the graduate-level.	Tone is not consistently professional or suitable for an academic research project at the graduate-level.

G	F	P	Appendices			
1	.5	0	Appended Material	All research instruments and supporting/supplementary materials (e.g., information not essential to explain your findings, but that supports your analysis, including the IRB form) are included.	Most of the research instruments and supporting/supplementary materials (e.g., information not essential to explain your findings, but that supports your analysis, including the IRB form) are included.	Few or none of the research instruments and supporting/supplementary materials (e.g., information not essential to explain your findings, but that supports your analysis, including the IRB form) are included.
1	.5	0	Reference to Appendix	All Appendices referenced in the body of the paper.	Most of the Appendices are referenced in the body of the paper.	Few or none of the Appendices are referenced in the body of the paper.