



MGMT 555 Business Research Methods
MGMT 561 Measurement Strategies and Methods in HR Management
Moravian College Economics and Business Department
Spring 2016

Instructor Information

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This syllabus is distributed for your information at the beginning of the session. Check the course Blackboard shell frequently for updates and changes to this information and schedules

Contents

This class serves two disciplines in a common core. The heart of both *CCBU 555 Business Research Methods* and *CCBU 561 Measurement Strategies and Methods in HR Management* is business research. Business research, as defined by Hair, Celsi, Money, Samouel, & Paige (2011, p. 5), is about predicting and explaining phenomena across the business environment, internally and externally. Professionals in business analytics and HR metrics strive to do this. This course is designed and presented so as to develop your skills in predicting and explaining what is happening in your work environment through research and data.

At the same time, this class will also have some divergence to meet the discipline centric needs of MBA and MSHRM students. Below you will find this differentiation in the optional texts for the class. This divergence will also be visible in our face-to-face meetings as different work may be addressed by these two constituencies.

You will find all course content in a common Blackboard shell.

Course Descriptions

CCBU 555 Business Research Methods: Good business decisions and strategy depend on drawing inferences from data. Today businesses gather and store vast amounts of data on customers, markets, and the business itself. In this course students will learn how to predict and explain phenomena in the environment through the gathering, analyzing, interpreting, and reporting of information that makes business decision makers more effective. The course focuses on methods of conducting business research, including data collection and sampling, measurement, hypothesis testing, basic quantitative analysis, and multivariate statistical techniques. Students will design and execute their own analysis of data in a business discipline of their choice. Excel is used extensively in the course as an analysis tool.

CCBU 561 Measurement Strategies and Methods in HR Management: HR professionals must be able to gather data appropriately, analyze it, and communicate findings to managers and executives convincingly to be strategic partners in the organization. This course examines methods for collecting and analyzing data for a variety of HR needs including satisfaction surveys, market analysis and benchmarking, workforce profiling, and compensation and benefits analysis. Both quantitative and qualitative methodologies will be examined along with concepts of evidence based management.

See Appendix A for related program learning objectives.

Student Learning Objectives

In this course, students will:

1. become knowledgeable and skilled at ethical research practices for the collection of data in an organizational setting for a variety of evidence-based projects.
2. be able to critique, recommend, and apply proper research designs and tools for a variety of HR and business needs and functions.
3. learn how to choose the proper statistical analysis for a particular data-methodology framework and provide the proper interpretation of those statistics.
4. become adept at the art and science of communicating statistical results and report information to particular types of business audiences with the proper blend of written and visual representation.
5. become familiar with the basics of some of the presentation and statistical technology and software available for the functions mentioned above.

Required Information Sources

Texts Required for All Students

Brewerton, P. & Millward, L. (2001). *Organizational research methods*. Thousand Oaks, CA: Sage. ISBN: 978-0-76197-101-6

Lewis-Beck, C. & Lewis-Beck, M. (2016). *Applied regression: an introduction* (2nd ed.) Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4833-8147-3

Lane, D. M. Online Statistics Education: A Multimedia course of study.
(<http://onlinestatbook.com/>) (no need to buy)

Peregrine Academic. *Foundation of Quantitative Research Techniques and Statistics*.
<https://micro.peregrineacademics.com/moravian> Password: MORAVIAN-1001

This is a refresher course in statistics that will require you to spend six to 10 hours of time online taking the course. This is a required activity!

The content of the module includes a 20 question pre-test (taken once), four to six learning sections with interactive questions, and a 20 question post-test. You have the option to re-take the post-test a second time. You can download a certificate of completion when you are finished.

There is a \$35 charge for this material that you pay online with a credit card. The link to access this refresher is in our Blackboard shell in Assignments.

We will also be using the Research Methods Knowledge Base, an online source of information on research methods.

Optional Texts and Information Sources

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author. ISBN: 978-1-4338-0561-5.

Cascio, W. F. & Boudreau, J. W. (2011). *Investing in people: Financial impact of human resource initiatives*. Upper Saddle River, NJ: FT Press. ISBN: 978-0-13-707092-3.

Hair, Jr., J. F., Celsi, M. W., Money, A. H., Samouel, P., & Page, M. J. (2011). *Essentials of business research methods* (2nd ed.). Armonk, NY: M. E. Sharpe. ISBN: 978-0-7656-2631-8.

Phillips, J. J., Stone, R. D., & Phillips, P. P. (2001). *The human resources scorecard: Measuring the return on investment*. Boston: Butterworth Heinemann. 978-0-87719-367-8.

Salkind, Neil J. (2016). *Excel statistics: A quick guide* (3rd ed.) Thousand Oaks, CA: SAGE Publications. eText ISBN: 978-1-4833-9415-2. Print ISBN: 978-1-4833-7404-8.

@LeadingOrgChg – Twitter feed filtering material on HR, analytics, and change.

The world changes daily; the business world as quickly. You should keep up-to-date with the business world by reading or listening to respectable business journalism outlets. In addition to The Wall Street Journal, the daily MarketPlace on NPR is a superior source of business news, as is The Nightly Business Report on PBS. MarketPlace can be accessed via the Internet. More scholarly sources include Harvard Business Review and Sloan Management Review. These latter sources serve to keep you abreast on emerging scholarship impacting the world of business; therefore, it serves a separate purpose from the rapid flow of journalism sources.

Graded Assignments

There are four classes of assignments in this class: papers, online discussions, a presentation, and quizzes. Rubrics for all assignments are posted in Blackboard.

Papers

You will be designing a research plan for an analytics project at your place of work. Over three individual assignments, you will identify a significant question to study and justify studying it, determine which data to use to answer the question, and the statistical tools you will need to for that, and state the ethical issues you need to be aware of to successfully complete the project. The rubric used to grade the postings is available in Blackboard in the Syllabus folder. Each assignment is 15% of your final grade.

Each week you will be asked to make a blog posting related to a specific, personal experience related to analytics and metrics. You will find the assignment labeled as 1. Experience Assignment in each week's Assignment section of Blackboard. As part of making meaning for assigned readings, videos, and the like, you are asked to post to your blog your reflections of your experience in light of those assignments and our discussions. There will be seven blog postings and they are 20% of your final grade. The rubric used to grade the postings is available through in Blackboard by clicking on the View Rubric button on the blog entry page.

Paper 1 DUE January 30: Your Problem

Go exploring at work. Find out that one problem that can be answered by research. It doesn't matter what the problem is except it has to be important for your workplace. The problem cannot already have an answer. Research needs to be conducted to find that answer. Next use Brewerton and Millward's guidelines on literature reviews to find out what other's have published about your question. You will need to document what you find, that is, create a reference list (a reference documents what you use only; you may read other material but if you don't use it in your literature review, don't put it in your reference list). Keep your reference list as a separate document from your blog posting in case I want to see it. You should cite within your blog post when you quote or use someone else's ideas. Use APA guidelines for citations and reference list.

When your question is set and your literature is ready, post your problem to your blog. Remember to describe your question fully, including why it is an important problem. What is the problem you are going to address? What are the questions which come to you from that problem? Provide them. Finally, lay out objectives that you would like to achieve with your research. Use the rubric for guidance.

Paper 2 DUE February 20: Data Needed and Analysis Required

In this second paper you will take your question and determine the data and analysis you will need to answer the question. You aren't doing the data collection and analysis. Rather, you are planning the data collection and analysis. Use a reference list to support your selection of data and analysis. Cite within

your blog post when you quote or use someone else's ideas. Use APA guidelines for citations and reference list.

Paper 3 DUE March 5: Ethics of Research

There are discussions of the ethics of research and analysis in multiple chapters of the Brewerton and Millward text. Use this knowledge and that from other sources to look at your proposed research to identify ethical issues that can arise. Propose ways to overcome these issues in your paper. APA style for citations and reference list required.

Paper Format

- Word processed
- 8 1/2 X 11 portrait layout
- 12 point type
- Double spaced
- Page number at bottom of page
- Your name, course, session, and due date at the beginning
- Maximum number of pages = 10
- Citation format: APA, 6th edition

Online Discussions

Each week we will have an online discussion of the material assigned – text chapters, videos, audios, articles, etc. These discussions are for the purpose of exploring the assignments, the ideas presented, your interpretation of those ideas, what puzzles you, what excites you, and the like. Discussions will end before our face-to-face class meetings, the earlier the better as the discussions may influence your reflections.

You are expected to actively participate in discussions by responding to others, posting your own questions and comments, and adding substantively to the threads. There is a rubric for discussions available in Blackboard. Check out the rubric for the detailed criteria – quality, detail, mechanics, and timeliness.

Presentation

The last face-to-face class meeting will consist of you telling your peers and your instructor about your project. Your project can be one of your own choice as long as it is

- Involves numbers requiring some “crunching” of one sort or the other; models and simulations are appropriate. However, you do *not* need to collect the numbers; your project is only a proposal to do research.
- Research proposals for better understanding some phenomenon at work are appropriate for presentations, too. You need not have answers to the question of interest if you are preparing a research proposal.
- Your first engagement assignment to find a question at work can be the subject of your presentation. But, you don't have to stick with that question; find a better one if you wish as you continue your preparation for the presentation.
- Do prepare a PowerPoint, Google, or Keynote presentation; we will test your presentation skills, too. Not elaborate! Keep them simple. Too many slides are overwhelming in the amount of information presented. Simpler is better! And, don't read your slides; the rest of us can do that ourselves.
- There is no formal paper to hand in of your presentation topic. The slideshow is your only required product. Having said that, you may, for instance, do something in Excel and discuss it in your PowerPoint, too.

In Class Participation

In class participation makes up 20% of your final grade for each of our eight class meetings. First, you must show up to class to get that 3%. Then you need to ask questions, provide feedback, suggest ideas, help a peer on the

early in the semester, preferably at the first class meeting or before, so that I may make appropriate changes to the class list.

Attendance

All students are expected to attend class each and every week. Class meetings are not only learning experiences but also team experiences in which you will be building working relationships with your team members, as well as getting team work done. Attendance is important! There will be limited time to make up work in this course, thus, two absences is the maximum you can occur without incurring a penalty to your final grade. Unless excused by Dr. Kleintop, you will lose five (5) points from your participation grade for absences in number above two.

Should you be unable to attend for exceptional work or family reasons, you must notify Dr. Kleintop by phone at 610-625-7704, email at kleintopl@moravian.edu. We will discuss the circumstances of your absence and how you might be able to manage the work you will miss.

Canceled Classes

Class may be canceled due to weather or some other reason. In the case of cancellation, Dr. Kleintop will post announcements in Blackboard and AMOS to inform students of the cancellation. It is your responsibility to check Blackboard prior to each class period to determine if class is canceled.

Contact Information

You are expected to maintain your contact information, especially your telephone number and email address, in the course Blackboard shell. To update this information click on your name in the upper right corner of the browser window displaying Blackboard. Click on "Settings" then "Personal Information" to enter the Personal Information page. Click on "Edit Personal Information" to update your personal information.

Enter the email address to which you want any information sent to you as your preferred email address in "Personal Information". Similarly, list the telephone number at which you prefer to be contacted. Updating this information in one Blackboard shell updates it in all shells. The contact information will be used to communicate with you about class, including cancellations due to weather.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Course Format

We will meet in a classroom for three hours. You are expected to participate in the class discussion, team work, assessment papers, and other activities in the classroom. Check the class web pages in Blackboard regularly throughout the week, read materials there, and submit assignments as required.

The course is offered in a flipped format. Online assignments, including discussions, quizzes, and others, will be posted to Blackboard. You are expected to complete those assignments prior to coming to class. Those assignments are the theory of the course with which you are expected to be familiar when you come to class. Class is practice. We will use class time for exercises of various sorts; exercises will improve your understanding of the theory by letting you apply it in a stress free, supportive environment.

Disabilities

Students who wish to request accommodations in this class for a disability contact the Academic Support Center located in the lower level of Monocacy Hall by calling 610-861-1401 (1401 on campus), or by emailing disabilitysupport@moravian.edu. Accommodations cannot be provided until authorization is received from the Academic Support Office.

Email

Students are expected to regularly check their Moravian College email for communications from your professor or the College. Your Moravian College email will be the email to which class information and communications will be sent.

Expectations of Students

You are expected to complete all assignments prior to class. Note that not all assigned materials will be covered in the weekly discussions, but you are still responsible for this material; if you are not clear on any of the ideas in the assigned materials it is your responsibility to raise questions during class or in discussion threads. These materials are also meant to provoke questions and alternative opinions from you! Any and all well considered and thoughtful questions and opinions are valid and welcome. Speak up!

You are expected to ask questions and participate in discussions, in class and online. This is particularly true if you do not understand something in an assignment. No questions are stupid if you don't know the answer! Your peers and I can only assume you understand the material if you have no questions. Don't hesitate to ask!

When we meet, you will be working in a team. Each and every team member is expected to participate fully in the service learning project executed by the team – completing assigned work, participating actively in the team in various roles, including leadership, attending all team meetings, and the like.

You are expected to behave in and out of class in a manner worthy of a professional. Silence your cell and smartphone unless otherwise instructed. Do not surf the web for work or amusement during class. But, doing so for information to use in class is permissible.

Grading Judgment

It is within the purview of the facilitator/instructor to apply qualitative judgment in determining grades for an assignment or for the course.

Inclement Weather

In the case of inclement weather, an email and message through Blackboard will be posted to inform you if the class is canceled. It is your responsibility to check Blackboard prior to each class period for cancellations due to inclement weather. Cancellation information is also available through AMOS.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community.

Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age,

mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

Behavior	Description
Listening to understand	Listening with an open mind to fully understand all aspects of a situation
Seeing multiple points of view	Understanding that our perspective is not the only one when looking at a situation, issue, or person
Giving and receiving feedback	Inviting and giving feedback
Enhancing inclusion	Helping others feel included and involved
Addressing inappropriate behavior	Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior.

Source: MIT Human Resources, Diversity & Inclusion, <http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

Learning

You and I have equal responsibilities for learning in this class. This is an active learning perspective. You must commit not only to attend class but also to complete assignments and participate in class activities, including the team project. I commit to providing you with materials, including assignments, and experiences from which you can learn. I am not responsible for making you read, view, or listen to assigned materials. That is your responsibility. I do not have to lecture on each article assigned to you to read, view, or listen to. Have questions? I'll answer them or guide you to an answer but only if you ask the questions. I think I have developed a good learning path for you; you are welcome to have other views and ideas and I will be happy to discuss them with you - I always want to improve the experiences I have with you. I have an interesting assignment for you to tackle for a team project. But you will only learn if you bring attitudes and behaviors to the class that support learning.

Sign Ons

You can now use your network sign on (stxxxxx) and password to sign into Blackboard, the library, AMOS, and the campus-wide network. Change your password in AMOS!

Spam Filters

Are you using your workplace email for school? Is your workplace email your default address in Blackboard? If so, you might want to check with your IT department to make sure there will not be any issues with your spam filters! Please note that your Moravian email account is now a Google Gmail account.

Style Guide

The style guide designated for this course is the *Publication Manual of the American Psychological Association* (APA), sixth edition. Check Blackboard for links to online resources for APA style. You are expected to use the style guide to direct your use of citations, reference lists, and format beyond that specified here in the syllabus.

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor.

Tweeting

Yes, you read that correctly. Tweeting. As in using Twitter. You are encouraged to follow the **@LeadingOrgChg** Twitter feed during and after this semester. Any web sites, articles, etc. found that are of value to you and your peers will be Tweeted throughout the semester.

Workload

You can expect to work six hours outside of class in reading, preparation, and project activities for each hour of class time. Class time will be made available for project work. However, don't expect that the time made available will be sufficient to complete your project!

Appendix A: Program Learning Objectives Addressed by This Course

Related MBA Program Learning Objectives

- **Analyzing**
 - 4. Gathers information
- **Communicating**
 - 13. Delivers clear messages
- **Deciding**
 - 25. Proposes solutions
- **Organizing**
 - 28. Establishes parameters and forecasts outcomes
 - 30. Facilitates strategic planning for change

Related MSHRM Program Learning Objectives

1. To develop students' abilities to integrate business skills (including but not limited to strategic management) into human resource management.
2. To provide students with a thorough understanding of the human resource management profession.
3. To impart knowledge of how to get, keep, and grow talent.
4. To develop in students the skills essential for creating personal credibility in a business environment.
5. To build students' understanding of the impact of the human resource management profession on business and society.

Appendix B: Schedule of Reading Assignments

Please check the Blackboard "Weekly Assignments" folder for the specifics of each weekly experience. In addition to the reading assignments listed below, each week there may be videos, audio, or other assignments to complete in Blackboard and discussions

Prior to first class meeting, January 18

Research Problems and Questions – Read Brewerton & Millward, chapters 1 & 2

1. Week beginning January 18

Introduction to the class and each other, review of the syllabus, initial discussions of research methods.

Assignment to be completed by January 25: Foundations of Quantitative Research Techniques and Statistics Online Statistics Refresher -- <https://micro.peregrineacademics.com/moravian> Password: MORAVIAN-1001 (use that password if you do not already have an account on this site).

2. Week beginning January 25

Research Problems and Questions

Brewerton & Millward, chapters 3, 4, & 5,
Research Methods Knowledge Base on Foundations

Your Problem. 1st Paper – Due January 30

3. Week beginning February 1

Quantitative Research

Brewerton & Millward, chapters 6 & 7
Knowledge Base on *Measurement – Construct Validity, Reliability, Levels of Measurement, & Scaling*

4. Week beginning February 8

Data Analysis

Brewerton & Millward, Chapter 8 & 9
Research Methods Knowledge Base on *Analysis*

5. Week beginning February 15

Regression I

Lewis-Beck², Chapters 1 and 2
Lane, D. M. *Regression*. Complete the questions in each section. (Stop at Multiple Regression.)

Data Needed and Analysis Required . 2nd Paper – Due by February 20

6. Week beginning February 22

Regression II

Lewis-Beck², Chapters 3 and 4
Lane, D. M. *Introduction to Multiple Regression*. Complete the questions in each section.

7. Week beginning February 29

Forecasting

Forecasting: principles and practices

Other reading to be assigned

Ethics of Research, 3rd Paper – Due by March 5

8. March 7 – Presentations

You will have 5 minutes for your presentation. You will be stopped at 5 minutes 1 second even if you are not done with your presentation. Use PowerPoint, Prezi, Keynote, Google Slides, whichever you are comfortable with. Check Blackboard for the presentation rubric.