04/04

LDR 8563
RESEARCH ACTIVITIES IN DEVELOPING THE ORGNIZATION'S HUMAN CAPITAL

Course Syllabus
by
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A. COURSE DESCRIPTION

Students will engage in research activities in support of the course LDR 8530, Developing the Organization's Human Capital. In LDR 8563 students will be introduced to one of the major research methodologies used in dissertations: development methodology. Students will identify a topic and design a proposal for a study using development methodology. The major focus of development research is creation of a product or process designed to help the organization overcome some existing problem. During this course students are invited to start thinking about a possible dissertation topic related to leadership and the student's specialization area. Research activities will include extensive use of web-based technologies.

B. LEARNING OUTCOMES

Upon successful completion of the course, participants will be able to:

1. Identify major elements of development methodology.
2. Write a problem statement.
3. Design a proposal for a development research project.
4. Locate critical course and program information.
5. Successfully complete course work in an on-line environment.

C. REQUIRED TEXTS/IMPORTANT WEB LINKS

Charles, C. M., & Mertler, C. A. (2002). *Introduction to educational research.* (4th ed.). Boston: Allyn and Bacon.

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (5th ed.). Washington, DC: Author.

Applied Research Office Home: http://www.fgse.nova.edu/aro/index.htm

FSG/Educational Impact Electronic Textbook. To be purchased at the Educational Impact Web site: http://www.educationalimpact.com

FGS/Organizational Leadership Homepage:
http://www.fgse.nova.edu/orgleader

Mills, P. K. (2002, August). *Form and style guidelines for course papers.* Fort. Lauderdale, FL: Nova Southeastern University.
http://www.nova.edu/fgse/orgleader/resources/formnstyle.pdf
(Note that on page 4 regarding levels of headings, the third level heading should be indented, italicized, and the first word and proper nouns only should be capitalized. The third-level heading should be followed by a period and then text on the same line. These levels of headings correspond with APA Levels 1, 3, and 4 as per the discussion in APA on pages 114-115, section 3.32.)

Mills, P. K. (2003). *Guide to the applied dissertation process.* Fort Lauderdale, FL: Nova Southeastern University.
This resource can be found at the Applied Research Office:
http://www.fgse.nova.edu/aro/pdf/guidedol.pdf

Mills, P. K. (2003, June). *Style guide for the applied dissertation.* Fort Lauderdale, FL: Nova Southeastern University.
This guide can be found at the Applied Research Office:
http://www.fgse.nova.edu/aro/pdf/sgad.pdf

NSU Library, Research, and Technology Center's Electronic Resources:
http://www.nova.edu/library/eleclib

NSU WebCT: http://www.nova.edu/webct/

In LDR 8563 you are required to read chapter 13 in *Introduction to Educational Research.* The chapter addresses action and evaluation research. Development research is a form of action research and the information in chapter 13 will assist you in completing course assignments.

D. COURSE REQUIREMENTS

Three chats – 15 points (5 points each maximum – attendance and participation)
Assignment 1 – Problem Statement 20 points
Assignment 2 – Proposal for Developmental Study 65 points

Your instructor for LDR 8563 will provide you with more detailed information regarding the grading criteria for each assignment.

Chats

The purpose of chat 1 is to discuss the correct way to write a problem statement for assignment 1. Students will share their statements and analyze each other's work. Elements of development methodology and topics covered in chapter 13 in the text also will be discussed.

The focus of chat 2 will be the development of a research proposal. Various components of a proposal will be discussed, including those described in this syllabus under CONTEXT and INPUT. The requirements of assignment 2 also will be reviewed.

In chat 3 students will share assignment 2. Specific guidelines for this discussion will be provided by the instructor.

Your LDR 8563 instructor will notify you of the dates and times of the chats.

E. GRADING

Work completed in LDR 8563 is graded according to the NSU grading policy. In LDR 8563 final grades will be assigned as follows:

- A = 100-90 points
- B = 89-90 points
- F = 79 points or below
- I = Incomplete
- AW = Administrative Withdrawal

No plus or minus grades (e.g., A-, B+) are used in the Organizational Leadership (OL) doctoral program. A grade point average of at least 3.0 ("B") is required for retention in the program. A grade of Incomplete ("I") must be negotiated with the course instructor. The "I" grade is assigned when the student has completed the majority of the assignments. A student who has not completed any assignments at the end of the course is not eligible for an "I". An "I" must be made up by the date stipulated by the course instructor. The longest period of time that may be granted to a student is one term. A grade of "F" will automatically appear on a student's permanent record, if course requirements are not met on time.

For additional information regarding grade assignments in the OL program, see the *Student Handbook of Policies and Procedures.*

F. ASSIGNMENTS

Assignment 1

You will write a comprehensive problem statement that you plan to develop into a proposal using the development methodology. You may choose a topic from LRD 8530,

from your work setting, or from another organizational context. A well-defined problem statement anchors a research project. The statement must address a problem that actually exists within an organization. It must describe an existing situation that can be solved by creating a product using the development research methodology.

Examples:

- New board members contribute little their first year in office because there is no way to orient them to their roles and responsibilities.

- After spending 10% of the marketing budget on state of the art graphics technology, no one knows how to use the expensive new software for three dimensional computer graphics.

A problem statement must be supported by existing data. Sources of data can come from historical sources, personal discussions/interviews, and/or a review of literature.

Your problem statement actually consists of one or two paragraphs that clearly articulate the problem. It is a good idea to begin with: "The problem is that…" Once your problem statement is approved, you will use it to begin the proposal for a development project.

Assignment 2

The purpose of this assignment is to give you the opportunity to create a research proposal using the development methodology. You will create a proposal based on the problem statement in assignment 1. The development methodology guidelines that follow provide theoretical information about how to create a study based on the development model. Read the guidelines carefully.

The proposal you will write will contain specific elements of the development methodology presented within the framework of the dissertation proposal. (See the *Guide to the Applied Dissertation Process*.) This requires you to transfer a few elements of the development model into the structure of the dissertation proposal. In the guidelines in this syllabus the entire development process from proposal to final report is presented. You are responsible for creating the **context** and the **input** stages of the process during LDR 8563. You are not required to engage in implementation (process stage) or write a final report (output stage).

Development Methodology Guidelines

(Adapted from Development Methodology, Learning Activity Package
by Marian Gibney, EdD
Programs for Higher Education, Nova Southeastern University)

Development of a product is something many organizational leadership students recognize and practice in the work place. Examples of products include a new employee manual, a training program or a software package. Development methodology has advantages and disadvantages. Product development is a fairly common practice for many professions. It is also easy for many or us to identify problems that can be solved through product development. The danger lies in omitting the steps necessary for effective development of projects. The proposal you will write is intended to familiarize you with the entire scientific process of development methodology and provide you with the opportunity to apply that process in its entirety.

Development methodology is a research process that includes the following stages:

- **Context**
- **Input**
- Process
- Output

The first two stages, **context and input**, are related to the dissertation **proposal**. Students are writing a proposal only for this course and are not to carry out development research at the proposal stage.

The third stage, process, is related to the implementation of the study/project. The last stage, output, is similar to the dissertation report.

In this course you are required to use the context and the input stages to create a proposal for a development study.

CONTEXT

This is the first stage of development methodology that provides the background of the problem and sets the stage for the study. It can be equated to the introduction section of the dissertation proposal. Check your *Guide to the Applied Dissertation Process* for similarities. It focuses on the following:

- Nature of the problem
- Purpose of the project
- Background and significance of the problem
- Relationship to the field of organizational leadership
- Research questions
- Definition of terms

Consult your *Guide to the Applied Dissertation Process* regarding the content and the guidelines for each of these sections. Note that the review of literature, that is part of this section in the dissertation proposal is not included in the section of the development methodology model.

INPUT

In a development study input refers to:

- Literature review
- Development plan
- Assumptions
- Limitations

Literature Review

The information obtained from conducting a literature search and collecting other relevant information is used to put the project in a larger and real perspective. This is how the scholarly worth of the project is established. The literature review can also contribute valuable information regarding studies similar to yours, the development process, and the concepts and issues related to the development plan you are considering. In the dissertation proposal, the review of literature is presented in a separate section. Go ahead and place the review of literature as separate from the Introduction. Be sure to include at least two current and relevant sources from Educational Impact within your review of the related literature.

Development Plan

This part is called Methodology and Procedures in the dissertation proposal. You may place it there. Procedures are detailed descriptions of the processes you will use to develop a product. They are so detailed that your study can be replicated. For this reason the procedures are usually listed sequentially. Four major parts of the development plan are:

- Criteria development
- Criteria validation
- Product development
- Product validation

The development methodology typically utilizes formative and summative committees for criteria and product validation.

> Formative committee is a group of people, internal or external to the organization, who will give feedback during the development process (both criteria and product). They will be asked to review the drafted criteria and assist the researcher in preparing the criteria for the product. They will also review the developing product against the specified criteria during the development process. This group ensures content and face validity of the product. Formative committees should be familiar with the content area as well as how the product

may be implemented. The committee should include a representative of the area responsible for implementation.

Summative Committee consists of a grout of experts, usually external to the organization (or at least to the unit or the department), who will review the criteria that have been developed with the assistance of the formative committee. This committee is asked to compare the final product to established criteria and provide suggestions about how the product might be improved. Members need to be very familiar with the content area as well as the implementation of the product.

You must identify a formative and a summative committee in your proposal and outline their responsibilities.

Criteria Development

Criteria are standards against which the product will be measured. These must be developed and validated to ensure that the product has appropriate components and attributes. The criteria are developed with the assistance of the formative and summative committees.

Criteria Guidelines

- Criteria should include a statement of product objectives.
- Some criteria are derived from the literature review.
- Some criteria are derived from similar products.
- Other sources include surveys, interviews, or discussions with people who are experienced in similar design methods or product development.
- Procedures for review and modification of the drafted criteria need to be described.

Criteria Validation

- Content Validity: The criteria need to be accurate and timely in both substance and presentation. This may be achieved through reviews by formative and/or summative committee members.
- Face Validity: Criteria need to appear to be useful and attractive to its target audience. This can be achieved by pilot testing the criteria with a small sample of the target audience during and after development.
- Procedures for establishing validity need to be described in detail.

Product Development

The procedures for developing the product must be described sequentially and in detail. Procedures for reviews to modify the draft are also included. Feedback mechanisms that will be used with the formative and summative committees are explained in detail.

Product Validation

Procedures for validation of the product must also be explained sequentially and in detail. Information about achieving content validity, face validity and pilot testing must be included in this section. The roles of the formative and summative committees must be defined as well as procedures for incorporating their feedback.

Assumptions

This part is found in the Methodologies and Procedures section of the dissertation proposal. You may place it there.

General: The primary assumptions used in development methodology relate to validity (internal and external) of the measures or techniques used to collect information and the data in this study. When expert panels are used to establish validity, there is an assumption that the experts are able to perform this task accurately (validate instruments, goals, objectives, etc.) Since your development study will be conducted within the context of your environment, it is generally assumed that the results of the study will be valid for that environment (only).

Specific: In order to carry out the specific design components of the study, assumptions are made about the specific procedures used. Try to avoid these pitfalls:

- Do not assume the product will be useful – the product is a recommendation.
- Do not assume that the product is valid and reliable – this must be assured through procedures.
- Do not assume that the product will have implications for changes to the educational practice or the organizational setting – this must be demonstrated.

Limitations

This part is a part of the section Methodology and Procedures in the dissertation proposal.

General: Limitations are those things that your product will not do. These are weaknesses in the study that could not be controlled through the procedures. The most common limitation of any development project is whether or not the results can be generalized because the study and the product pertain to a specific environment.

Specific: In every development study, the procedures to conduct the study have unique limitations. This is about the limitations of the specific research design you used. NOTE: If an aspect of the project is mentioned as an assumption, this cannot be a limitation.

PROCESS

This part of the development project is equivalent to the implementation stage of the dissertation. You will not be responsible for conducting this stage of the project in LDR 8563 because you are only responsible for the proposal of a development study. The following information is provided so that you will understand the entire development methodology; you may decide to do a development project for your dissertation.
Here are some tips to follow to ensure that your development plan is carried out effectively:

- Plan and design ways of recording, tracking and monitoring input, incorporating feedback and pilot testing.
- Be considerate of time commitments of those who serve on your formative and summative committees. Meetings and other collaborative activities must be extremely well organized in order to maximize everyone's effectiveness. Consider alternate means of communication such as conference calls, fax, and email.
- Build in 20-30% of extra time into your project to accommodate unexpected delays.
- Block time in your calendar to work on the project on regular weekly or daily bases. Accomplish small tasks at a time. Do not get overwhelmed with the entire project.

OUTPUT

This chapter is the equivalent to chapters 4 and 5 in the dissertation report. You are not responsible for creating this part of the development project in LDR 8563. The following information is provided, if you decide to use the development methodology for your dissertation.

The output part of a development project consists of:

- Results
- Discussion
- Conclusions
- Implications
- Recommendations

Results

The purpose of the results section is to present the outcomes of each of the steps of the procedures section. Remember that each procedure, and thus the result of each procedure, should point to the answer to your research question(s). While this section does not present your product (that should be in the appendix of the report), the reader should know all about your product after reading the results. Typically, the results section of the development report contains the following:

- Description of the process that was necessary to develop the final product.
- Changes suggested by formative and summative committees and plot groups.
- The rationale for suggested changes.
- Changes that were implemented, along with the rationale.

- Changes that were not implemented, along with the rationale.
- A brief but complete description of the criteria and product.

Discussion
This section relates the results of the study to the underlying problem and literature review. Be sure the results are considered in light of literature previously presented. This is not the place to introduce new literature references. Restrict the discussion of those areas covered in your study. If you develop a computer-assisted tutorial, for example, you should not be discussing the electronic classroom of the future.
This is the place to explain the inclusion and placement of certain elements of your product. This also a place to compare your product to similar products developed by others.

Conclusions
Conclusions should be answers to your research questions. The rationale for the conclusions should be provided (e.g. processes used and information considered). You may report conclusions about the use of your committees and how the conclusions affected the outcomes of your project. Do not make conclusions that extent beyond the scope of your study.

Implications
Consider what may happen in the future when your product is implemented. Include the potential effects of your project on educational practice or on your organization. These need to be logical and reasonable based upon the implementation and use of the product. Do not attribute implications that are too broad and not related directly to the outcomes of your study. Although it might be appropriate to cite literature in this section, it should be a re-examination of the literature already presented.

Recommendations
This section tells the reader what the next steps should be. Recommendations can include those for implementation, evaluation, dissemination, and further study. Other recommendations can deal with evaluation after initial implementation and additional uses of the product. Recommendations should be specific and include who and how they should be implemented.