

HOA 735: RESEARCH METHODS, Spring 2017
Monday 5:30-8:15 CBC C317

Syllabus Contents

Section	Page	Section	Page
I. Office Information	1	VI. Activity Description	3-5
II. Course Description	1	VII. Administrative Issues	5-6
III. Learning Goals	1	VIII. University Policies	6-7
IV. Course Readings	2	IX. Class Schedule	8
V. Grading and Assessment	2	X. Course Competencies	9

I. Office Information

Instructor:

Office:

Office Hours: Monday 12-2, 4-5, Wednesday 9:30-11:30 or by appointment

Phone:

Email:

II. Course Description

Today's business environment is filled with uncertainty. Hospitality companies are vulnerable to the influence of intangible factors such as customer attitudes, service issues, and discretionary spending habits. Business research is utilized to guide managerial decisions and reduce risk. If not properly designed, executed and analyzed, business research can result in costly mistakes. Whether you are a manager using the results or a researcher producing them, a working knowledge of research methodology is an essential business skill.

Research is valuable in your personal life. Every day, you encounter data and information that you must interpret and act upon. You face problems and apply informal research methods to arrive at solutions. This course will provide tools that can be used to solve personal and business problems in systematic and scientific ways.

During the course of the semester, you will develop skills to organize, design, construct, carry out, analyze, interpret and report research to solve identified problems. You will be challenged to think critically and approach issues in creative and dynamic ways, while applying rigorous research methods.

III. Learning Goals

Each of the learning goals encompasses specific competencies that are listed in Part X.

1. Discover the excitement of the research process and start thinking like a researcher.
2. Critically evaluate research and information from a variety of sources.
3. Formulate researchable questions to address business problems.
4. Select appropriate quantitative and qualitative research techniques and design studies that correctly apply these techniques to solve business problems.
5. Explain measurement characteristics and create measurement scales/instruments to achieve research objectives.
6. Analyze and interpret research findings in order to make actionable recommendations.
7. Write and present research reports suitable for a business audience.

IV. Course Readings

We have a great deal of material to cover in a relatively short time period. **You should have read the assigned readings before the class date where they appear on the schedule.** Case studies will be used to illustrate/apply course concepts, and can be found on the textbook website, as shown below. The Outside Reading folder contains additional class readings. Some cases/readings are listed on the course schedule; others may be assigned at least one week before they are due.

Text: Cooper, D.R. & Schindler, P.S. (2014). *Business Research Methods*, 12th ed.

Text supplements: http://highered.mcgraw-hill.com/sites/0073521507/student_view0/index.html

Cases (located on above website):

- Campbell-Ewald: R-E-S-P-E-C-T Spells Loyalty (C-E)
- Donato’s: Finding the New Pizza (DP)
- McDonald’s Tests Catfish Sandwich (McD)
- Ohio Lottery (OL)
- Opening Doors: Extending Hospitality to Travelers with Disabilities (OD)
- Pebble Beach Co.
- Ramada Demonstrates its Personal Best (RAM)
- Starbucks, Bank One and Visa Launch the Starbucks Card Duetto Visa (SB)

Outside readings: Posted in outside reading folder

V. Grading and Assessment

Activity	Points Each	Number	Total Points
Labs	20	10	200
Research Project			300
• Parts 1-4	25	4	100
• Part 5	50	1	50
• Final Report	100	1	100
• Presentation	50	1	50
TOTAL POINTS			500

Grading scale

The following guidelines will be strictly followed.

Total Points	Grade	Total Points	Grade
465-500	A	385-399	C+
450-464	A-	365-384	C
435-449	B+	350-364	C-
415-434	B	335-349	D+
400-414	B-	300-334	D
		Less than 300	F

VI. Activity Description

An overview of the two primary assessment methods is provided below. Detailed instructions and grading rubrics will be provided well in advance of the due date. A handy “schedule-at-a-glance” is provided at the end of the syllabus (part IX)

Labs

Labs will typically be held during the second half of the class. You will be provided with hands-on experiences using the different research methods. Labs will be geared toward providing the tools to complete your research project, and in some cases you will actually be working on that project. Ten of the labs will be graded and worth 20 points each. Grading will be based on participation in the activity and completing it according to requirements. As long as you participate fully and performance is satisfactory, you will get the full 20 points. A few of the labs will involve a portion that is completed outside of class. Missed labs cannot be made up.

Project

Each student will complete a research project during the semester. Successful completion of the project will help prepare you to conduct research for Masters' theses/propapers, Ph.D. dissertations, as well as to conduct research in a business or academic setting. Instead having the entire project due at the end of the semester, it will be done in stages as we cover relevant topics. Each stage will be graded. For the final project, you will revise the different stages based on the feedback provided and integrate them into a comprehensive research report. Project submissions are always due on Friday at midnight via Webcampus. An overview is provided below – more detail and rubrics will be provided in class.

PART ONE: Introduction (due Feb. 10)

The introduction should define the business problem to be investigated and state why it is important. In other words, it should answer the “so what” question. The business problem should be transformed into a testable research question along with the hypotheses you will be testing.

PART TWO: Literature Review (due March 3)

This is a review of the literature related to your research question. The literature should provide support for the importance of the study and your research questions and hypotheses. It should contain reliable, objective library sources such as academic journal articles and books. It may also include trade publications. The literature review may provide insight into the type of measurement or design to use in your project. You may need to revise your hypotheses and/or research question based on the results of the literature review. You should organize the literature around common themes/topics with subheadings. Do not just describe the articles -- you should interpret them, state how they relate to your research question, and identify any gaps or limitations. Reach a conclusion about what we know, what we don't know, why we need to know it, and how your project will provide it. It must meet the following requirements:

- 5 page minimum, 8 page maximum
- 10 references minimum
- At least half from academic sources
- At most two earlier than 2000
- At least two from 2015, 2016, and 2017
- Create Refworks account and input all references – provide login and password

PART THREE: Qualitative Study (due March 17)

Design a qualitative study to address your research question. It can be an observational study, case study, content analysis, focus group, interview, or other method from Chapters 7-8. Include any study materials you would need (focus group discussion guide, observation checklist, etc.), a description of the procedure, and any pitfalls you might encounter.

PART FOUR: Experiment (due March 31)

Design an experiment to test your hypotheses. It should include the following:

- Objective
- Experimental procedure

- Method for obtaining informed consent
- Operational definitions of independent and dependent variables
- Experimental design (in Campbell & Stanley notation) and treatment levels
- Subject selection, assignment to conditions, sample size
- Threats to internal and external validity
- Predicted effects

PART FIVE: Survey (due April 21)

Design a survey to evaluate your research question. It should include the following:

- Objective
- Sampling (method, population, sampling frame, selection process, sample size, etc.)
- Possible sources of bias and how you will address them
- Survey method (phone, online, etc.) with justification
- A written survey instrument suitable for distribution, which should have a minimum of 20 questions and include at least 3 measurement types. A printout of the Qualtrics survey is NOT acceptable
- Possible sources of measurement error and how you will avoid them
- The results of a pretest with at least 10 people
- A link to the survey in Qualtrics

PART SIX: Analysis (due with final report,)

In this section, discuss how you plan to analyze the data and what statistics you will use. Create dummy tables / graphs showing what results you intend to show and how you will display them. As an appendix, provide your coding scheme.

PART SEVEN: Implications and Limitations (due with final report)

Although you will not have actual data, you should discuss the how the results can be used to address the business problem. You will reiterate the “so what” question and discuss the importance of the findings to the business. You should include recommendations to management, assuming your hypotheses are or are not supported. You should discuss the limitations of your study and what follow-up research may be required. It is important to end strongly, so you should come up with a powerful conclusion.

Presentation (due May 1)

In business research, there is typically a presentation to the “client”, whether you are an internal research department or a consulting firm. Academic researchers frequently present at conferences, so they are important regardless of your career goals. Your presentation should be professional but can also be creative in your slides and delivery. Focus on key findings and effective visual representation, not detail. 15-slide, 15-minute maximum plus 5 minute Q&A. Presentations must be in PowerPoint and submitted electronically and hard copy.

Final Project (due May 5)

The final report combines the different sections into a comprehensive research report. Choose the research method/design that best suits your research objectives from Stages 3-5. You may also use a multi-method approach by combining the qualitative method with a survey or experiment. However, do not include all three of your designs. You should incorporate feedback provided by the class and instructor. The report should be double spaced in APA format with clear headings for each section, a title page, table of contents, and references. Include all supporting material (questionnaire, etc.) as appendices. Maximum 25 pages excluding appendices, title page, references and table of contents. Submit hard copy and electronic copy via WebCampus.

Project Summary

Component	Suggested length	Due Date	Points
Part 1. Introduction draft	2	2/10	25
Part 2. Literature review draft	5-8 (5 minimum)	3/3	25
Part 3. Qualitative study	4-5	3/17	25
Part 4. Experiment	5-7	3/31	25
Part 5. Survey	5-7	4/21	50
Part 5. Analysis	2-3	5/5	
Part 6. Discussion & Implications	1-2	5/5	
PRESENTATION	15 min., 15 slide max.	5/1	50
FINAL REPORT	20-25 (maximum)	5/5	100
Total			300

Notes: Suggested length is just a guideline unless a min-max is given. Yours could be longer or shorter. Report maximum excludes appendices, references, title page and TOC

VII. Administrative Issues

Assignment Format

Academic and business research require different writing styles and formats. For your theses/ dissertations/propapers, you will use APA format; therefore, APA style will be used for the research project. However, business executives need the key takeaways clearly articulated without a lot of fluff, presented in a compact style with headings and bullets to identify key points clearly. This syllabus is written in business format. Although you are using APA format, you should keep the needs of business in mind and make your writing clear, concise and well organized. Follow these guidelines:

- Microsoft Word, 12-point Times New Roman font, double-spaced, with 1 inch margins.
- 8 ½ x 11 paper, portrait orientation
- Do not include extra white space just to "fill the page". It is better to have 1/2 page properly formatted than a full page with extra spacing. Do not leave large spaces between sections.
- Any item with more than 3 words quoted from another source must be in quotes and referenced. Copying material greater than 30 words is not permitted, even with a citation. Failure to follow this guideline will be considered plagiarism and reported to Student Affairs.
- Use tables to display data or small amounts of information in categories. **Never split cells.** A split cell is a table with a row that has part of its contents on one page and part on another.
- Use headings and subheadings to organize information. No "lone headings", i.e., a heading on one page with its contents on the next. Move the heading to the next page. The same goes for bullets (move a "lone bullet" to the page where its "siblings" reside).
- Be objective, not conversational. Avoid use of the word "I" and do not use contractions.
- Check grammar, punctuation, and spelling.
- References must be in APA format

Communication

Webcampus is the primary communication method to be used outside of class. Students are responsible for knowing what is required and when, and should check Webcampus regularly for announcements and updates. I have an open door policy MWF and am happy to meet with you to discuss anything relevant to the course, your graduate studies, or your career goals. I am not available T-Th because that is when I work on *my* research.

Late Assignments

Meeting deadlines is a requirement in business, where projects often have short turnaround times and are needed to guide important business decisions. Late assignments will not be accepted.

Electronic Devices

Cell phones must be off and put away. Laptops will be useful for class activities – please bring your laptop if you have one.

VIII. University Policies

All students must adhere to the policies listed below, in accordance with University regulations.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

IX. Class Schedule (Subject to Change)

Week	Date	Topic	Lab	Reading Due*	Project due (Friday)
1	1/16	MLK no class			
2	1/23	Introduction	L1: What moves your research imagination?	Ch. 1	
3	1/30	Research Process	L2: Thinking like a researcher	Ch. 3 & 4 <i>C-E</i>	
4	2/6	Exploratory research and secondary data collection (LIBRARY EUREKA ROOM 5:30-6:30)	Refworks and literature search	Ch. 5 <i>RAM</i>	Part 1: Introduction
5	2/13	Ethics Human Subjects	L3: CITI certification	Ch. 2	
6	2/20	Presidents Day no class			
7	2/27	Qualitative research	L4: Focus groups	Ch. 6 & 7	Part 2: Literature Review
8	3/6	Observation research	L5: Observational study	Ch. 8	
9	3/13	Experiments	L6: Experimental design	Ch. 9, apx 9b <i>McD</i>	Part 3: Qualitative study
10	3/20	Surveys & sampling	L7: Survey critique	Ch. 10, 14 <i>SB</i>	
11	3/27	Measurement & Scaling (Cannon Survey Center, 2 nd half of class)	L8: Question writing	Ch. 11 & 12, <i>RAM</i>	Part 4: Experiment
12	4/3	Instruments (BEH 235)	L9: Qualtrics	Ch. 13	
	4/10	SPRING BREAK			
13	4/17	Data preparation and analysis (BEH 235)	L10: Prepare coding scheme	Ch. 15, parts of 16-18	
14	4/24	Effective reporting (BEH 235)	Reports, presentations	Ch. 19-20	
15	5/1	Project presentations			Final Project Presentation in class

Note:

*Assigned case studies are in italics. Others may also be assigned.

Campbell-Ewald: R-E-S-P-E-C-T Spells Loyalty (*C-E*)

Donato's: Finding the New Pizza (*DP*)

McDonald's Tests Catfish Sandwich (*McD*)

Ramada Demonstrates its Personal Best (*RAM*)

Starbucks, Bank One and Visa Launch the Starbucks Card Duetto Visa (*SB*)

Opening Doors: Extending Hospitality to Travelers with Disabilities (*OD*)

Pebble Beach Co. (*PB*)

Ohio Lottery (*OL*)

X. Competencies students will achieve in this class

Learning Goal	Instructional Objective
1. Discover the excitement of the research process and start thinking like a researcher.	<ol style="list-style-type: none"> 1. Utilize research terminology 2. Outline the steps in the research process 3. Appreciate ethical issues and become CITI certified 4. Be motivated to do research by applying it to your own life 5. Identify research problems in business
2. Critically evaluate research and information from a variety of sources.	<ol style="list-style-type: none"> 1. Evaluate characteristics of good and bad research 2. Distinguish between good and bad sources 3. Identify and correct flaws and biases in research designs, surveys and measurement scales 4. Critique research reports
3. Formulate researchable questions to address business problems.	<ol style="list-style-type: none"> 1. Create actionable research questions 2. Create a research hypothesis 3. Describe exploratory research approaches and sources 4. Conduct library research 5. Use Refworks to organize references
4. Select appropriate quantitative and qualitative research techniques and design studies that correctly apply these techniques to solve business problems	<ol style="list-style-type: none"> 1. Distinguish qualitative versus quantitative approaches 2. Design/conduct an observational study, focus group or interview, experiment, and survey 3. Know when to use different research designs and be able to identify them in research reports. 4. Create measurable operational definitions 5. Evaluate internal and external validity 6. Select appropriate sampling techniques for a research study
5. Explain measurement characteristics and create measurement scales/instruments to achieve research objectives.	<ol style="list-style-type: none"> 1. Define the four levels of measurement 2. Evaluate the characteristics of good measurement 3. Create questions using every type of rating scale 4. Construct, test and administer a survey 5. Create a survey in Qualtrics
6. Analyze and interpret research findings in order to make actionable recommendations.	<ol style="list-style-type: none"> 1. Create a data codebook 2. Clean a data set 3. Determine the appropriate analysis for different research designs 4. Interpret research findings and make recommendations
7. Write and present research reports suitable for a business audience.	<ol style="list-style-type: none"> 1. Create effective tables and graphs to display data 2. Cite references in APA format 3. Prepare a written research report 4. Prepare/deliver an oral research presentation