

Capstone Research Paper/Project
Bachelor of Applied Science in Management and Supervision
Business Concentration Area

06/07/2014 Revision

Overview

Students will select a business or non-profit organization to research and prepare a Capstone Research Paper to demonstrate an ability to integrate and synthesize the knowledge learned in the BAS program. Specifically, the paper will afford students the opportunity to demonstrate proficiency in recognizing the types of problems encountered in the field of management, conducting suitable research, and identifying appropriate solutions in a “real world” setting.

This research paper is an integral element of the capstone learning experience and it represents a major component of the final course grade. Each chapter will be submitted through SAFE ASSIGN.COM as it is completed (per due dates shown in the class calendar). Sections outlining each chapter in this document include checklists to ensure the student thoroughly addresses all requirements. Each section also includes grading methodology tables (rubrics) for each chapter. Grading for the final (assembled) paper will be supported by the rubric entitled *Assessing and Grading the Capstone Research Paper* (found on page 25 of this document). The following sections provide the purpose, description and requirements for preparing the paper.

Research Paper and Learning Outcomes

In addition to fulfilling requirements for the Capstone course, the research paper provides a source of Program Learning Outcome assessment data to evaluate the effectiveness of the PBSC BAS program. The table below summarizes the Program Learning Outcomes students will demonstrate in preparing the paper. The specific methodology for extracting and assessing the program learning outcome data is offered in separate documentation.

Learning Outcome Number	Learning Outcome Description Business Concentration	Primary Chapter References
LO-1	Analyze the strategies leaders use to motivate and evaluate individuals and teams	Chapters 3 & 4
LO-2	Comprehend and apply ethical practices in professional activities	Chapters 3 & 4
LO-3	Comprehend and apply the framework underlying the principles of finance, budgeting and accounting	Chapters 2 & 4
LO-4	Apply management theories and practices in program and resource management	Chapters 4 & 5
LO-5	Analyze strategies & frameworks used by leaders to initiate change in organizations	Chapters 4
LO-6	Apply information management practices to the business/organization environment and adapt to future technology changes.	Chapters 2 & 4
LO-7	Demonstrate written and oral presentation skills expected of a Supervision and Management degree graduate	Chapter 1 plus Overall Paper & Final Presentation
LO-8-B1 (Bus-Adm. Concentration)	Integrate the knowledge acquired in the Supervision & Management program to analyze a business organization to identify its strengths and weaknesses and develop an improvement plan	Chapters 4 & 5
LO-8-B2 (Bus-Adm. Concentration)	Apply skills acquired in management, , business law, accounting, finance, economics, and management information systems to different management environments	Chapters 2 & 4

The above learning outcomes are reiterated at various points in the remainder of this document to highlight the areas in the five chapters where students should demonstrate the concepts.

Components of the Capstone Research Paper: Outline

Chapter 1: Research Proposal and Introduction

Chapter 2: Literature Search

Chapter 3: Organizational Operations and Strategies

Chapter 4: SWOT Analysis

Chapter 5: Summary, Recommendations, and Conclusion

References

Final Presentation

Formatting

Prepare the paper in APA-style, double-spaced with 1-inch margins and 12-point Times New Roman font. Select "bold" font for headings and sub-headings and use as many as necessary. Business reports need to be direct and to the point. Sentences should be written in the active voice. Active voice in grammar is defined as writing a sentence where the subject of the sentence performs the action of the verb. Additionally, one of the features of academic writing is a general absence of the first person pronouns. Students should avoid the use of first person pronouns such as "I, my, me, we, etc..."

An APA-formatted title page, reference pages, and an abstract are required. Each chapter will begin on a separate page. All elements of the paper must conform to style requirements of the *Publication Manual of the American Psychological Association*, Sixth Edition (commonly called the APA style manual, 6th edition). The Pocket Style Manual APA 6th edition should be used as a reference in preparing this research paper.

Chapter 1: Research Proposal and Introduction

Overview: This chapter summarizes the reason for writing the paper and formulates the research question and hypothesis you will use as a basis for research in the remainder of the paper. The chapter also explains why the project is important and describes how you will proceed with the research. As you begin writing your paper, you should have an understanding of purpose, audience, tone, context, and genre.

- The *audience* during your final presentation will consist of the course instructors, students, faculty, and college officials. However, you may take the approach that the audience includes the organization's CEO and/or Board of Directors.
- The *tone* of the paper offers evidence of professional and academic accomplishments while expressing the attitude that the audience is interested in further reviewing and implementing the recommendations.
- Your *context* is an academic setting but also assume you are preparing the paper at the request of a CEO or Board of Directors within a "business" context.
- Finally, the *genre* is reflective of a scholarly work presented in an academic setting but write your paper so that a business executive will take action on your recommendations.

Details: While research proposals are not typically included as part of a research paper, in this course you will prepare a formal proposal as Chapter 1. This type of proposal explains why you are researching the subject, how you plan to conduct the research, and why the research is important. By offering a brief preview of the information incorporated in subsequent chapters, it also provides an opportunity to demonstrate an ability to conduct a comprehensive examination of the subject. You may think of this chapter as a request for the authority to proceed with the research while attempting to convince the instructor (or Chief Executive Officer or Board of Directors) that the project is relevant, informative, and worthy of further academic (or business) analysis. Chapter 1 includes the following information:

Section I: Introduction to the Organization

Introduce your agency in this section by highlighting the items (using subheadings) listed below. Be brief here since you will review the organization's operations and strategies in more detail in Chapter 3. Provide subheadings and discuss the general topics listed below:

- Corporate name, founding date, founding leaders
- Briefly identify essential events and critical incidents in the company's history
- Briefly discuss historical (initial) products; current products/services and the evolution to new products
- Briefly describe entry into new business lines, if any
- Briefly mention industry competitors

Section II: Statement of the Problem

In this section, briefly introduce and describe possible problems, issues, concerns, weaknesses, or threats based on the background information presented in Section I. This is the basis for the SWOT analysis in Chapter 4.

Based on your preliminary review of the company's background and current status, state exactly nature of the problem the company is facing. A problem statement is a description of a difficulty, problem, or issue that needs to be solved or at least researched to see whether a solution can be found. It can also be described as either a gap between the real and the desired or a contradiction between principle and practice.

What is the goal of a statement of problem?

The ultimate goal of a problem statement is to transform a generalized problem (something that bothers you; a perceived lack) into a targeted, well-defined problem that can be resolved through focused research and careful decision-making.

Writing a problem statement should help you clearly identify the purpose of the project you will propose. Often, the problem statement will also serve as the basis for the introductory section of your final proposal, directing your reader's attention quickly to the issues that your proposed project will address and providing the reader with a concise statement of the proposed project itself. A problem statement need not be long and windy. One-half of a page is more than enough for a good statement of problem.

Example of a Problem Statement

According to the XY university mission statement, the university seeks to provide students with a safe, healthy learning environment. Dormitories are one important aspect of that learning environment, since 55% of XY students live in campus dorms and most of these students spend a significant amount of time working in their dorm rooms.

However, students living in dorms A B C, and D currently do not have air conditioning units, and during the hot seasons, it is common for room temperatures to exceed 80 degrees F. Many students report that they are unable to do homework in their dorm rooms. Others report problems sleeping because of the humidity and temperature. The rooms are not only unhealthy, but they inhibit student productivity and academic achievement.

In response to this problem, our study proposes to investigate several options for making the dorms more hospitable. We plan to carry out an all-inclusive participatory investigation into options for purchasing air conditioners (university-funded; student-subsidized) and different types of air conditioning systems. We will also consider less expensive ways to mitigate some or all of the problems noted above (such as creating climate-controlled dorm lounges and equipping them with better study areas and computing space).

Section III: Research Question

From the problem statement, develop and present a research question you plan to answer. Note that in the next step of this section, you will build upon this question to develop a hypothesis.

An example of a research question might be, “Given today’s competitive environment, is the XYZ Company capable of successfully overcoming internal planning and leadership weaknesses?”

Section IV: Hypothesis

The next step is developing a hypothesis. This is a prediction of what you expect to determine about the subject when all research concludes. The Hypothesis is based on your research question and consists of one or two sentences. In order to develop your hypothesis, simply convert your research question into a statement of what you expect your research will reveal.

An example hypothesis based on the research question mentioned in the first step could be, *“The XYZ Company is experiencing various business difficulties that might be traced to a weakness in strategic planning functions.”*

Your hypothesis (addressing a problem, issue, concern weakness, or threat) will help you focus on the type of research literature to review in Chapter 2. Make sure you know how to measure and prove/disprove your opinion in business terms such as profit, growth, customer satisfaction, market share, etc.

Section V: Research Significance

Prepare a statement of **significance**; that is, explain to the instructor (CEO or Board) why this research project is important or worthwhile. For example, you might refer to the fact that the research is important because it will expose problems that must be solved to improve profitability or survivability.

Section VI: Purpose

Briefly mention your **purpose** in conducting the research. The purpose is to complete thorough and convincing research with a thoughtful analysis that could assist an organization in addressing its weaknesses, reinforcing its strengths, meeting its threats, and/or taking advantage of its opportunities. You may write the paper as if attempting to *persuade* your organization’s Chief Executive Officer to take some action or to *inform* the Board of Directors of favorable or unfavorable findings.

Section: VII: Data Collection/Research Methods

Describe the **data collection methods** you will use to retrieve data. This should include reviewing journal articles, reading other pertinent literature, and analyzing online (or onsite) corporate records, government websites, and other resources. Data collection could also include onsite interviews and surveys.

Describe the **research method** for completing this project. Generally, the research method employed by most students will be qualitative research. Qualitative research is aimed at gaining a deep understanding of a specific organization or event. If you have questions concerning the appropriate research method, consult with your professor.

Section VIII: Chapter Summary. Briefly summarize chapter 1.

Chapter 1 Checklist

The following Checklist will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions.

Chapter 1 Checklist

Before submitting, self-assess your completed chapter by completing this checklist

Item to Check	Explanation	Yes	No
Does the chapter meet SAFE ASSIGN Matching Index rules?	Safe Assign Matching Index Score 15% or less for this course		
Have you included references to scholarly journals?	Your professor does not expect a “book report” on your business... you must demonstrate your ability to conduct academic research		
Is your research and writing original?	Do not submit a direct “re-hash” of research papers you submitted in previous courses. You are permitted to consult with writing tutors but do not submit papers extensively prepared by “ghost-writers”!		
Have you provided 8 section headings as suggested in the outline?	Provide a heading for the 8 main sections (Introduction/Statement of the problem/Research question/Hypothesis/ Research significance/Purpose/Data collection and Research method/ Summary). Suggestion: After finishing your paper print it and label or circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can easily find and identify the required elements.		
Have you provided a Subheading for the research questions?	If your instructor cannot easily locate and understand your research questions, you have not formatted the paper properly.		
Have you provided a Subheading for the hypothesis? Does the hypothesis reflect your opinion about a business problem?	Suggestion: For your hypothesis, write down exactly how you expect to measure and prove/disprove your opinion in business terms (this helps prove that your hypothesis is stated in a valid manner).		
Have you prepared and submitted an accurately formatted, comprehensive reference list for your in-text citations?	Your instructor expects you to check this <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Check each reference APA Handbook 6 th edition.		
Is your APA style accurate for your in-text citations per APA handbook	Your instructor expects you to check these <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Check each citation in APA handbook to confirm accuracy and refer to page 23 of this document to view accurate examples. ALSO, make sure you place quotation marks at the beginning and end of ANY sentence, phrase, or section containing material copied or taken from another source.		

Grading for Chapter 1

Your instructor will use a grading scale **similar** to the table shown below. Instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using. The grades for each chapter are averaged together with the grade for the final (completed and assembled) edition of the paper so a good effort on each chapter contributes to a better final grade.

The grading table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 90-100 reveals that you are on track with regard to SAFE ASSIGN originality, grammar & spelling, content & length, and APA style. Similarly, an 80-89 suggests that all elements are acceptable except the instructor detected APA style errors. On the other hand, a grade of 70-79 is interpreted to mean your SAFE

ASSIGN originality report is acceptable, your grammar & spelling are acceptable, but your **content AND APA style needs improvement**.

As you can see, failure to meet the SAFE ASSIGN originality report Similarity Index percentages will result in a grade of 59 or below. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 1 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the **Chapter 1 Checklist***

	90-100	80-89	70-79	60-69	0-59
Safe Assign Matching Index Score <i>15% or less for this course</i>	OK	OK	OK	OK	Not acceptable Must be 15% or below <i>Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</i>
Grammar/Spelling/Punctuation at College Grad Level	OK	OK	OK	Needs Improvement	Not Reviewed
Content/Length OK & Follows Research Paper's Requirements --see checklist for details such as subheadings, hypothesis, etc.	OK	OK	Needs Improvement	Needs Improvement	Not Reviewed
APA Style Reflects Scholarly Effort	OK	Needs Improvement	Needs Improvement	Needs Improvement	Not Reviewed

↑
If all these items are "OK" the earned grade will be in the 90-100 range

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If the paper fails to meet Safe Assign rules, the instructor does not review other items and the earned grade will be in the 0-59 range

Objectives and Expectations In preparing Chapter 1, you will demonstrate **LO-7** (written and oral presentation skills expected of a Supervision and Management degree graduate).

Length: Research Paper Chapter 1 is 3 or 4 pages (900 to 1200 words). You may exceed these targets if required to address the subject thoroughly.

Chapter 2: Literature Search

Overview: You will select appropriate research literature to review key theoretical concepts and discuss them in this section. The purpose is to explore issues surrounding your hypothesis (from Chapter 1). The strategy for this literature search does NOT require you to locate specific information about *your* company and its problems (you already presented that information in Chapter 1 and you will add more in Chapter 3). Instead,

use this section to discuss various articles in the literature describing research on key theories, concepts and other businesses in the industry with similar problems. For example, look for articles on your company's competitors or articles on companies in similar industries experiencing the same type of problems you outline in your hypothesis. Explain how the problem was addressed and consider if the solution implemented would be applicable to your organization. Also, research and discuss any theoretical concepts you mention in your hypothesis. For example, cost leadership, integration, differentiation, customer service problems, loss of strategic vision, poor executive leadership, etc. Chapter 2 has three major subheadings as described below:

Section I: Literature Search. Based on the Research Proposal and Introduction (Chapter 1) and the hypothesis presented there, you will have a clear understanding of the type of key theoretical concepts to review in the research literature for this chapter. For example, if your hypothesis suggests your company is unprofitable due to a lack of strategic leadership, you might research key theories and concepts about companies that have failed when their corporate leaders lack strategic vision. If your hypothesis asserts that your company is failing to attract a growing customer base, you might look for research on marketing theories and concepts for similar companies and industries.

Again, do not forget to discuss theoretical concepts mentioned in your hypothesis. If you attribute your organization's problem to a lack of profitability, inadequate profit growth, lack of leadership, poor customer service, lack of research, development, and innovation, or ineffective planning, controlling, and organizing, you must research these areas. This section should reflect the use of peer review sources consulted during your literature search.

You may further divide Section I by offering subheadings for the types of key theoretical concepts or business problems you are researching. For example, one subheading might be *Research on Strategic Vision Failures* and another might be *Research on Failed Marketing Strategies* or *Research on Successful Marketing Strategies*. Throughout this literature search, possible weaknesses or threats are uncovered for you to discuss. As these areas become apparent, organize the research paper so that—near the end of this section—you can bring focus to the main problem.

Section II: Comparative Company Analysis. In this section, you are looking for articles on your company's competitors or articles on companies in similar industries experiencing the same type of problems you outlined in your research question and hypothesis. Discuss competitor's problem, how the problem relates to your research, the solution implemented, and the viability of applying that solution to your organization's problem. Remember, the focus here is to explore key theoretical concepts in the research literature to see how they apply in *other* companies and, ultimately, to the situation in *your* company.

Section III: Summary: Briefly summarize chapter 2.

Thinking Ahead

While completing your literature search, begin thinking about how you would solve the problems you are uncovering. Keep these tentative recommendations in mind while conducting your SWOT analysis in Chapter 4. Later, you will use your SWOT analysis to find support for the thesis you develop in this chapter. After refining your recommendations, you will present them in Chapter 5 as a strategy to help your organization achieve its goals

APA in-text citations for literature search

As you report on the information in the literature, avoid large sections of copied and pasted material—even if you are using proper quotation marks. It is better to summarize or paraphrase the researcher's conclusions in your own words and then provide a proper in-text citation. This will also help you remain within the SAFE ASSIGN Matching Index percentage targets. Note that smaller direct quotations (one sentence or phrase) are acceptable for emphasis but use quotation marks and citations properly. Format the information in APA style with clear and accurate in-text citations in each case. To observe a typical literature review example from a

scholarly journal, please see the attachment entitled *An example of APA style showing in-text citations* provided on page 23 of this document. Note that the professional literature review includes an in-text citation for nearly every sentence and most of the citations are summarized or paraphrased (not directly quoted).

APA formatting for reference lists

Retain information on all sources used in this chapter—you will need it to prepare a comprehensive APA-style reference list that you will submit with this chapter. You may observe an example of a typical reference list in the attachment entitled *Example of APA-style references page* (see page 24 of this document). You may refer to this layout to observe how professional researchers format entries in a formal APA-style list.

In this chapter, you should have described key theoretical concepts, business problems, and corporate data. You were required to proceed with a literature search and focus on concepts or problems in other companies that you also observed in your company. Finally, you had to identify one primary issue (the problem) challenging your organization. You are encouraged to synthesize and extend material learned, collected, and prepared during the BAS program.

Chapter 2 Checklist

The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions.

Chapter 2 Checklist

Before submitting, self-assess your completed chapter by completing this checklist

Item to Check	Explanation	Yes	No
Does the chapter meet SAFE ASSIGN Matching Index rules?	Safe Assign Matching Index Score 15% or less for this course		
Have you provided Subheadings as suggested in the outline?	Provide a subheading for Literature Search, Comparative Analysis, and Summary . Provide several subheadings for the key theoretical concepts you are researching in the Literature Review. Suggestion: circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements		
Have you summarized the researcher's conclusions in your own words as you searched the literature?	Have you avoided large sections of copied and pasted material—even if you are using proper quotation marks? Note: It is better to summarize & paraphrase the researcher's conclusions in your own words and then provide a proper in-text citation. This will also help you meet the SAFE ASSIGN Similarity Index percentages		
Does your literature search support your research question developed in chapter 1? Are you finding similar problems in other companies that can apply in resolving your company's issues?	Did you find support for your claim in the literature review? Remember, the literature review does NOT require you to find information specifically for your company—you presented that in chapter 1. Instead, discuss various articles that describe research on the types of key theoretical concepts identified in your hypothesis. Then, make sure they support your thesis statement and, later, <i>apply them</i> to the SWOT analysis & recommendations in the remaining chapters.		
Have you submitted an accurately formatted comprehensive reference list for your in-text citations? This cumulative document expands for each chapter.	Your instructor expects you to check this <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Check page 24 of this document to view accurate examples.		

Are your in-text citations consistent with APA style	Your instructor expects you to check these <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. See page 23 for accurate examples		
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Grading for Chapter 2

Your instructor will use a grading scale *similar* to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your **content AND APA style needs improvement**. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 2 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the **Chapter 2 Checklist***

	90-100	80-89	70-79	60-69	0-59
Safe Assign Matching Index Score 15% or less for this course	OK	OK	OK	OK	Not acceptable Must be 15% or below <i>Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</i>
Grammar/Spelling/ Punctuation at College Grad Level	OK	OK	OK	Needs Improvement	Not Reviewed
Content/Length OK & Follows Research Paper's Requirements - Provide subheadings as described in the checklist and address all information required under these subheadings	OK	OK	Needs Improvement	Needs Improvement	Not Reviewed
APA Style Reflects Scholarly Effort Avoid and limit copy & paste! Properly summarize the researcher's conclusions in your own words as you review the literature; provide proper quotation marks, in-text citations Submitted reference list	OK	Needs Improvement	Needs Improvement	Needs Improvement	Not Reviewed

Objectives and Expectations Learning outcomes to demonstrate here are **LO-3** (Comprehend and apply the framework underlying the principles of finance, budgeting and accounting) and **LO-6** (Apply information management practices to the business/organization environment and adapt to future technology changes). It is also important to demonstrate **LO-8-B2** in this section (Apply skills acquired in management, international

business, marketing, business law, accounting, finance, economics, and management information systems to different business environments).

Length: Research Paper Chapter 2 is 4 or 5 pages (1200 to 1500 words). You may exceed these targets if required.

Chapter 3: Organizational Operations and Strategies

Overview: You introduced the organization in Chapter 1, provided some historical highlights, and described its current functions. This chapter offers a more in-depth look into the organization's operations and business strategies with a focus on problems, issues, weaknesses, or threats described in Chapter 2. You will build upon these problems in Chapter 4 as you conduct a SWOT analysis.

Details: This chapter includes two major sections that offer a thorough discussion of the organization under review. Discussion in this chapter should include insight from the literature search you performed in Chapter 2 as well as support for your research question and hypothesis. Details for preparing each section are as indicated below.

Section I: Current Company Operations

In this section you will provide subheadings and explore the bulleted subjects listed at the end of this paragraph to help in identifying one or more areas exhibiting weakness or threats for further analysis (consistent with the research question and hypothesis in Chapter 1). Each item includes a reference to one or more BAS courses so that you can incorporate a discussion of theories or concepts introduced in the program. You should also refer to "A SWOT Checklist" (Table 1 in Appendix pp.C4-C5, of Hill & Jones textbook) to help in defining possible concerns you intend to explore later. Also, refer to the resource guide entitled *Theories & Concepts Associated with Learning Outcomes* (provided with this course) for assistance in recalling or categorizing this information.

Provide subdivision headings to discuss the financial aspects (the first item below) and **at least five other** issues listed below:

- Briefly cover recent historical and current financial aspects of the organization (Course content from FIN 3400); **important note:** if you are researching a publicly held company, include financial information from a recent Income Statement and Balance Sheet. You will need this information if your thesis addresses financial issues such as profitability, for example. You should also include a financial data comparison to your organization's competitors in the industry.
- Organizational hierarchy and structure as well as a preliminary summary of management and leadership styles in the organization (Course content from MAN 3025, MAN 4120, MAN 3240)
- Human resource aspects of the organization including a review of benefits and pay scales relative to the market (Is the compensation appropriate? Are the rewards adequate?) (Course content from MAN3301)
- Labor relations issues (MAN 4401, other concentration courses or electives as appropriate)
- Specific legal or ethical issues relevant during the organization's recent history (Course content from BUL3130)
- A summary of technology and information systems employed by the organization (Course content from ISM 4011)
- Marketing issues (MAN4802, MAN 4162, other concentration courses or electives as appropriate)
- Operations decisions or operations procedures such as quality manufacturing programs (MAN 4504; other concentration courses or electives as appropriate)
- Industry environment factors that could threaten the organization's future competitive success (Course content from GEB 4891)

- Strategic planning or short-term planning issues pertinent to the study (Course content from GEB 4891, etc.)

In **Section II: Corporate & Business Strategies** you will outline some of the company's strategies. Provide subdivision headings to discuss **at least five** of the following issues:

- Define the company's mission & goals, either from official statements or from the analysis so far
- Define corporate strategy by describing lines of business and acquisitions
- Determine if the business lines are related or just a portfolio of investments
- Define the company's strategy such as related or unrelated diversification
- Determine if the strategy changed over time
- Discuss the implementation of the strategy to date and explain why it was or was not successful
- Identify the generic competitive strategies such as differentiation, low-cost, focus, etc.
- Identify the investment strategies based on competition & life cycle stages
- Mention any functional strategies that help it achieve competitive advantage such as efficiency, quality, innovation, customer responsiveness, etc.
- Investigate the impact of production, marketing, and research & development on strategy formulation
- Do the company's structure & control systems support its corporate/business strategies?
- Does it have the right levels of hierarchy & decentralization if vertically differentiated?
- Does it employ a functional structure when a product structure is more appropriate if horizontally differentiated?
- Are controls in place to ensure adequate compensation and reward systems?

Section III: Chapter Summary. Briefly summarize chapter 3.

Chapter 3 Checklist

The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered "Yes" to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 2 Checklist, below).

Chapter 3 Checklist

Before submitting, self-assess your completed chapter by completing this checklist

Item to Check	Explanation	Yes	No
Does the chapter meet SAFE ASSIGN Matching Index rules?	Safe Assign Matching Index Score 15% or less for this course		
Have you provided 2 main Section Subheadings as required in the outline?	Did you list headings for Section I: Current Company Operations & Section II: Corporate & Business Strategies? Suggestion: After finishing your paper print it and use a pen to label or circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements		
For Section I - Have you provided a heading for financials plus 5 other subdivision headings to address the required items?	Did you include financial information from Income Statements and Balance Sheets? Did you provide information on at least five other bulleted subjects listed in the section to help in identifying one or more areas exhibiting weakness or threats?		
For Section II -Have you provided at least 5 subdivision headings and addressed the required items?	Provide subdivision headings and discuss at least five of the issues surrounding the company's strategies. Include subheadings and a discussion of issues such as mission & goals, corporate strategy, lines of business and acquisitions, related or portfolio investments		
Have you prepared and	Your instructor expects you to check this <i>before</i> submitting the chapter.		

submitted an accurately formatted cumulative reference list for your in-text citations?	Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Refer to page 24 of this document to view accurate examples.		
Is your APA style accurate for your in-text citations	Your instructor expects you to check these <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Refer to page 23 of this document to view accurate examples.		

Grading for Chapter 3

Your instructor will use a grading scale **similar** to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 90-100 reveals that you are on track with regard to SAFE ASSIGN originality, grammar & spelling, content & length, and APA style.

Similarly, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your **content AND APA style needs improvement**. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 3 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the **Chapter 3** checklist*

	90-100	80-89	70-79	60-69	0-59
Safe Assign Matching Index Score 15% or less for this course	OK	OK	OK	OK	Not acceptable Must be 15% or below <i>Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</i>
Grammar/Spelling/Punctuation at College Grad Level	OK	OK	OK	Needs Improvement	Not Reviewed
Content/Length OK & Follows Research Paper's Requirements For example, you must provide subheadings for Sections I & II and include a total of 5 subheadings each to discuss details about the company as related to the theories introduced in the program, the company's Corporate-level Strategy, mission & goals, etc.	OK	OK	Needs Improvement	Needs Improvement	Not Reviewed

APA Style Reflects Scholarly Effort	OK	Needs Improvement	Needs Improvement	Needs Improvement	Not Reviewed
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Objectives and Expectations You will demonstrate the ability to apply the terminology, concepts, and basic management theories presented in the BAS program. The first of two primary learning outcomes to demonstrate in this chapter is **LO-1**: the ability to “apply skills acquired in management, international business, marketing, business law, accounting, finance, economics, and management information systems to different business environments.” The second outcome to demonstrate is **LO-2** (Comprehend and apply ethical practices in professional activities).

Length: Research Paper Chapter 3 is 5 or 6 pages (1500 to 1800 words). You may exceed these targets if required.

Chapter 4: SWOT Analysis

Overview: You will prepare an analysis of the organization’s internal strengths and weaknesses in Section I of this chapter while Section II will offer an analysis of the opportunities and threats associated with the organization’s external environment. This discussion of **Strengths, Weaknesses, Opportunities, and Threats** will form the basis of a SWOT analysis for the organization. Finally, Section III of this chapter will offer an evaluation of the SWOT analysis. You will reference this analysis again in Chapter 5 when formulating recommendations for the organization. While conducting this analysis, recall the Hill & Jones advice on how to proceed:

- Remember that the SWOT analysis is the key to a solution
- Balance strengths/weaknesses against opportunities/threats
- Based on the overall balance, include your evaluation of the company’s positive or negative position
- Determine, in this evaluation, if the company can remain profitable
- Further evaluate whether it can turn its weaknesses to strengths & threats to opportunities

You should again refer to “A SWOT Checklist” (Table 1 in Appendix C4, Hill & Jones) to help in preparing a comprehensive SWOT analysis in this section. Include references to business concepts and theories learned in the BAS program. Your analysis will consider the following factors:

- Planning
- Organizing
- Leading
- Controlling
- Porter’s Five Forces Model
- Macro-environment forces

To streamline the preparation of the SWOT analysis, you may regard any *Leadership* or *Control* problem as an **internal weakness**. On the other hand, *Planning* or *Organizing* problems may relate to **either** an internal weakness or an external threat. For example, a company may be aware of its external threats but it could fail to upgrade its planning function or avoid a needed reorganization. You may evaluate this “failure” to address a known external threat as an internal weakness. If you see evidence of *internal* problems due to a failure to address the *external* environment, be sure to discuss them later in Section II (the external analysis portion) of this chapter.

To simplify further, you will focus on one primary weakness or threat while offering only a cursory review of the other elements in this SWOT analysis. For example, your research question and hypothesis might point to a problem with *leadership* (an internal weakness) so you aimed the majority of your literature review at leadership issues. Here, you will assign a negative evaluation to the leadership component and focus much of your SWOT analysis on this primary internal weakness. Subsequently, you will assign a “positive” evaluation to

the other components (planning, controlling, organizing and external issues) while offering only a brief (perhaps one paragraph each) discussion for them.

Finally, SWOT analysis discussions (particularly those focused on the thesis) should again include brief references to the theories or concepts learned throughout the BAS program. Refer to the resource guide entitled *Theories & Concepts Associated with Learning Outcomes* (provided with this course) for assistance in recalling or categorizing this information.

Details for Section I—Internal Weaknesses and Strengths: In preparing this section, you will outline the four major elements of the management process and demonstrate how each function is related to a strength or weakness in the company. For this first section specifically, you will outline evidence for problems (weaknesses) or strong points (strengths) in the following components.

- **Leading:** If *leadership* is the primary internal weakness identified in the thesis, focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. Include observations, comparisons, and contrasts of at least two leaders in the organization—perhaps executives or lower-level managers. You should:
 - Examine traits, skills behaviors and effectiveness
 - Explore motivational effectiveness
 - Evaluate communication effectiveness (upward and downward)
 - Compare their situational leadership and empowerment strategies
 - Include any emotional intelligence or gender-related leadership traits if appropriate

The discussion should assess each component for each leader either positively (as a strength) or negatively (as a weaknesses)

- **Controlling:** If organizational *control* is the primary internal weakness identified in the thesis, then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. At a minimum, the organizational control discussion should:
 - You discussed financial documents (Income Statements and Balance Sheets) in Chapter 3. If you have decided that Organizational Control is the primary internal weakness, then simply mention that information from your Chapter 3 analysis and add a few standard stability measures and/or financial ratios here. **Refer to pages C8 to C12 in the Case Study section of the Hill and Jones text to assist in this analysis.**
 - Examine productivity controls in place
 - Evaluate quality practices such as TQM, 6-Sigma, ISO, or other systems
 - Investigate the type and effectiveness of the organization’s information technology
 - The discussion should assess each component of organizational control either positively (as a strength) or negatively (as a weaknesses).
- **Planning:** If *planning* is the primary *internal* weakness causing a failure to address *external* threats (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. At a minimum, review the short-term and long-term planning processes to
 - Determine if the organization has planning in place for the current and future competitive environment

- Evaluate the planning process for weaknesses in addressing industry environment changes political or legal forces, changing ethical and environmental requirements, or technological forces and changes
- As mentioned previously, you may be able to relate some of these *internal* weaknesses to the company's failure to address (*plan* for) its *external* threats or opportunities, so mention this issue again with respect to the organization's threats in Section II. The discussion should assess each planning component positively (as a strength) or negatively (as a weaknesses).
- **Organizing:** If *organizing* is the primary *internal* weakness associated with a failure to address *external* threats (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a "positive" evaluation is appropriate here. At a minimum, analyze various aspects of the company's organization. Elements include the following:
 - Examine the overall organizational design (functional, divisional, matrix, product, etc.) to determine if the chosen system is creating problems.
 - Analyze any issues surrounding job design or descriptions
 - Investigate any human resource factors such a salary and wage scale issues or collective bargaining concerns
 - Evaluate any issues with organizational culture, especially with respect to flexibility for future necessity to change.

As mentioned previously, you may be able to interpret some *internal* organizational weaknesses as a failure to address (that is, *re-organize* for) *external* threats or opportunities. For example, perhaps the company has failed to circumvent a threat because it overlooked an opportunity to integrate vertically or horizontally to gain an advantage. If you suspect this to be the case, mention the issue again with respect to the threats in Section II. The discussion should assess each organizational component positively (as a strength) or negatively (as a weaknesses).

Section II—External Opportunities and Threats: After considering the above internal components, you will concentrate on the challenges inherent in the external environment. If these threats represent the primary concerns confronting the organization (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a "positive" evaluation is appropriate here. At a minimum, incorporate the following concepts outlined in the Hill & Jones text:

- Consider "Porter's Five Forces Model" including
 - Bargaining power of suppliers
 - Risk of entry by potential competitors
 - Bargaining power of buyers
 - Threat of substitutes
 - Intensity of rivalry among competitive firms
- Consider the role of the macro-environment forces and how each factor is relevant
 - Global forces
 - Demographic forces
 - Political & legal forces including changing ethical and environmental requirements
 - Technological forces and changes
 - Social forces

The discussion should assess each of the above environmental factors either positively (by finding the opportunity) or negatively (by detecting the threat).

Section III: Evaluating the SWOT Analysis *(leading to future recommendations)*

You will discuss the company's ability to achieve a competitive advantage by referring to the above analysis as well as the discussions of structure, controls, and corporate and business level strategies. For example, evaluate the ability of the company to address threats without making any changes. If you determine that the company must change leadership, controls, organizational structures, or strategic plans, then discuss this opinion as well. Consider this discussion again in Chapter 5 when preparing final recommendations.

Chapter 4 Checklist

The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered "Yes" to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 4 Checklist, next page).

Chapter 4 Checklist

Before submitting, self-assess your completed chapter by completing this checklist

Item to Check	Explanation	Yes	No
Does the chapter meet SAFE ASSIGN Matching Index rules?	Safe Assign Matching Index Score 15% or less for this course		
Have you provided Subheadings for the various sections as suggested in the outline?	Provide subheadings for Section I–Internal Weaknesses and Strengths (include subheadings for planning, leading, organizing, & controlling); Section II–External Opportunities and Threats; <i>Section III: Evaluating the SWOT Analysis</i> . Suggestion: Circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements		
For Section I, have you provided subheadings and discussed the strengths or weaknesses in the planning, leading, organizing, and controlling functions of your company? Did you include financial ratios where appropriate?	Provide examples and details for each of the four functions as explained in the outline. Define which of the four functions represent corporate strengths. If you are focusing on internal weaknesses for your primary research, identify one of the functions for further analysis. This selection should correspond to your original thesis. You should modify your thesis at this point if the thesis is not consistent with this weakness assessment.		
For Section II, have you provided subheadings and fully discussed external threats and opportunities? Did you consider Porter's 5 Forces Model as well as macro-environment issues?	Did you provide additional subheadings for each threat and opportunity as well as headings for Porter's model and the macro-environmental forces? If you are focusing on external threats for your primary research, identify one of the factors for further analysis. This selection should correspond to your original thesis. You should modify your thesis at this point if the thesis is not consistent with this threat assessment.		
For Section III, did you provide subheadings and evaluate the ability of the company to address threats or weaknesses with or without changes? Did you discuss these opinions in relation to your thesis?	Provide subheadings for these discussions. Make sure your opinions reflect your thesis statement. Modify your thesis if it is not consistent with your opinions at this point. This discussion will become the basis for your recommendations and conclusions in Chapter 5.		
Have you prepared and submitted an accurately formatted cumulative reference list for your in-text citations?	Your instructor expects you to check this <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions:		

Is your APA style accurate for your in-text citations	Your instructor expects you to check these <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions:		
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Grading for Chapter 4

Your instructor will use a grading scale *similar* to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your **content AND APA style needs improvement**. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 4 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the **Chapter 4** checklist*

	90-100	80-89	70-79	60-69	0-59
Safe Assign Matching Index Score 15% or less for this course	OK	OK	OK	OK	Not acceptable Must be 15% or below <i>Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</i>
Grammar/Spelling/Punctuation at College Grad Level	OK	OK	OK	Needs Improvement	Not Reviewed
Content/Length OK & Follows Research Paper's Requirements --see Chapter 2 Checklist for details. Provide subheadings & discussions: Section I–Internal Weaknesses and Strengths Section II–External Opportunities and Threats; Section III: Evaluating the SWOT Analysis). Subheadings & discussions for threats and opportunities; Subheadings & discussions for Porter’s Model & macro-environmental forces; modify thesis for consistency; evaluate company’s ability to address threats & weaknesses with/without changes.	OK	OK	Needs Improvement	Needs Improvement	Not Reviewed

APA Style Reflects Scholarly Effort Avoid copy & paste; properly summarize any researcher's conclusions; provide proper quotation marks, in-text citations & reference list	OK	Needs Improvement	Needs Improvement	Needs Improvement	Not Reviewed
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Objectives and Expectations. In performing the *leadership* analysis in *Section 1*, you will address **LO-1** by analyzing “the strategies leaders use to motivate and evaluate individuals and teams.” You will also demonstrate an ability to “comprehend and apply ethical practices in professional activities” as defined by the organization’s leaders (**LO-2**); and, finally, you will demonstrate an ability to “analyze strategies and frameworks used by leaders to initiate change in organizations” as described in **LO-5**. In performing the *planning* analysis in *Section 1*, you will demonstrate **LO-6**, the ability to “apply information management practices to the business/organization environment and adapt to future technology changes.” In performing the *organizing* analysis in *Section I*, you will demonstrate **LO-4** (“management theories and practices in program and resource management”). You will also exhibit an aptitude for “apply(ing) the framework underlying the principles of finance, budgeting and accounting” (**LO-3**). Finally, you will also reveal proficiency at “applying skills acquired in management, international business, marketing, business law, accounting, finance, economics, and management information systems to different business environments” as expressed in **LO-8-B2**. In each section (*Sections I, II, and III*), you will also demonstrate “the knowledge acquired in the Supervision & Management program to analyze a business to identify its strengths and weaknesses and develop an improvement plan” (**LO-8-B1**).

Length: Research Paper Chapter 4 is 8 or 9 pages (2400 to 2700 words). You may exceed these targets if required to address the subject thoroughly.

Chapter 5: Summary, Recommendations, and Conclusion

Overview: You will summarize the research and present a series of recommendations based on the SWOT analysis findings.

Section I: Summary offers a restatement of your research. You will remind the audience of the thesis developed in Chapter 2 and discuss the idea based on the research findings. Recall that one of our example thesis statements was, “*While the XYZ Company has enjoyed some internal progress, continued weaknesses in its strategic planning function will limit its ability to meet competitive threats and lead to a significant loss of profit.*” Based on this thesis, a summary at this point might look something like this:

This paper researched the possibility that the XYZ Company was exhibiting a weakness in its strategic planning functions, making it vulnerable to threats in the industry’s competitive environment. This research has demonstrated that at least three competitors have entered the marketplace and are operating successfully in the environment while XYZ’s market share is falling. The research underscores the fact that XYZ Company lacks timely strategic planning, is failing to capture opportunities in the marketplace, and is ignoring threats in the competitive environment. Without a concerted effort to improve its strategic planning function to address these threats, the company will not achieve a competitive advantage in the future.

Section II: Recommendations, you will offer your recommendation to resolve the company’s problems. Format the recommendations as an **action plan** with appropriate time schedule for each suggestion you will implement. As the Hill & Jones text suggests, they should extend logically from your overall discussions and remain consistent with the SWOT analysis. Remember to:

- Recall any recommendations you began to uncover in earlier Chapters

- Refer again to the organization's strengths, weaknesses, opportunities and threats and build upon the summary statement to offer alternatives to the predictions
- Specifically explore the company's ability to address external threats without changes. If you decide it cannot, recommend how it should change business level strategies to succeed and achieve profitability goals.
- In addition, investigate the company's ability to address internal weaknesses without changes. If you decide it cannot, recommend the changes necessary to succeed and achieve profitability.

As summarized in the Hill & Jones text, recommendations usually center on issues such as changing functional, business, or corporate strategies. They could also focus on changing organizational structure and control to improve performance. Other examples include recommendations that address questions such as:

- Should the company increase R & D spending? If so, how will your company derive the funding?
- Should the company divest business divisions?
- Should the company change from unrelated to related diversification?
- Should the company improve the integration between divisions?
- Should the company change the organizational structure to adopt a new business strategy? How soon?

In each of these considerations, be specific. For example, if you suggest that the company should change its business strategy, explain exactly which new strategy it should adopt, why it should adopt it, how it will help, and when the implementation occurs on the timeline.

At this point, make sure you discuss funding for any of these changes. Remember, you are presenting to a CEO or the board so you must offer a convincing, practical argument for the changes. Simply stating, "we must increase R&D spending to retain a competitive advantage" is an obvious conclusion that the CEO already understands and likely would have implemented had the funding been available. Try to offer an innovative solution that also addresses internal funding (efficiency improvement, force reduction, etc.). This will convince your CEO that you have identified a practical solution or recommendation exhibiting a measured—but acceptable—level of risk.

Section III: Conclusions in the last several paragraphs of the chapter. These final statements should briefly review the research methods, describe the results of the analysis, and offer a **personal opinion** regarding the company's viability. In other words—based on your knowledge of the company's leadership—do you believe the business is likely to adopt your recommendations for achieving future success? Support your claims and opinions here as well.

Chapter 5 Checklist: Complete this before submitting your chapter

The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered "Yes" to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 5 Checklist, next page).

Chapter 5 Checklist

Before submitting, self-assess your completed chapter by completing this checklist

Item to Check	Explanation	Yes	No
Does the chapter meet SAFE ASSIGN Matching Index rules?	Safe Assign Matching Index Score 15% or less for this course		
Have you provided Subheadings as suggested in the outline?	Provide subheadings for Section I: Summary; Section II: Recommendations; Section III: Conclusions. Suggestion: label or circle the required elements and/or subheadings to confirm you have included the sections in your paper		
For Section I, have you provided subheadings and summarized or restated your research? Did you	Summarize your entire paper here and explain how you explored and proved your thesis. Restate the problems you uncovered in the company and make sure this section leads		

remind the audience of your thesis? Did you relate it to your research findings?	naturally into your next section, which will describe your solutions to these problems.		
For Section II, have you provided subheadings and offered your recommendations in the form of an action plan with a timeline for implementation? Did you include practical funding considerations?	Make sure your recommendations reflect your thesis statement. Again, you may modify your thesis if it is not entirely consistent with your opinions at this point. Did you provide subheadings for conclusions and the implementation timeline ? Did you discuss possible employee resentment or resistance to change? Can you address these issues as part of your implementation plan?		
For Section III, did you provide subheadings and review research methods, describe analysis results and offer an opinion on company viability?	Did you provide a subheading for conclusions and your opinion? Is the business likely to adopt your recommendations? Why? Why not?		
Have you prepared and submitted an accurately formatted cumulative reference list for your in-text citations (Chapters 1-5)?	Your instructor expects you to check this <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly.		
Is your APA style accurate for your in-text citations	Your instructor expects you to check these <i>before</i> submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Check each citation in \.		

Grading for Chapter 5

Your instructor will use a grading scale *similar* to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your **content AND APA style needs improvement**. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 5 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the **Chapter 5** checklist*

	90-100	80-89	70-79	60-69	0-59
Safe Assign Matching Index Score 15% or less for this course	OK	OK	OK	OK	Not acceptable Must be 15% or below <i>Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</i>
Grammar/Spelling/ Punctuation at College Grad Level	OK	OK	OK	Needs Improvement	Not Reviewed

Content/Length OK & Follows Research Paper's Requirements --see Chapter 2 Checklist for details. Provide subheadings & discussions for each section. Section I: Summary; Section II Recommendation (and implementation timeline); Section III: Conclusion (and opinion of viability).	OK	OK	Needs Improvement	Needs Improvement	Not Reviewed
APA Style Reflects Scholarly Effort Avoided copy & paste; provide proper quotation marks, in-text citations & reference list	OK	Needs Improvement	Needs Improvement	Needs Improvement	Not Reviewed

Objectives and Expectations The primary program outcomes relevant to this section are **LO-8-B1** (integrating “the knowledge acquired in the Supervision & Management program to analyze a business to identify its strengths and weaknesses and develop an improvement plan”) and **LO-4** (applying “management theories and practices in program and resource management”).

Length: Research Paper Chapter 5 is 2 or 3 pages (600 to 900 words). You may exceed these targets if required.

Research Paper References

You must prepare a comprehensive APA-style Reference Page with proper formatting and all appropriate information with a minimum of **10 approved references**. As you conclude and submit Chapter 5, this list will include cumulative information for all references in Chapters 1-5. You may refer to and list as many textbooks as required but only 3 texts will be counted toward the 10 required references. Business books, corporate records, and appropriate internet sources are appropriate as well. Finally, you must include at least **5 academic journal articles, 3 of which were dated within the last five years**. They may be online or hard copy versions and should be directly pertinent to the research requirements. Refer to Chapter 20b in the Howard & Taggart text for steps to preparing an APA-style Reference List. You may observe a typical reference list from a scholarly journal on page 25 of this document. This one is formatted in 2 columns for publication (format yours with just one column).

Length: A typical length for 10 or more references is two pages, properly formatted

Supplementary information for APA formatting

Please see the attachment entitled **An example of APA style showing in-text citations** (page 24). This attachment offers an example of how a professional researcher prepares a literature review, summarizes the work of other researchers, and provides proper in-text citations. Also, refer to the attachment entitled **An example of APA style showing the references page** (page 24) reflecting a proper reference list shown in 2 columns for publication (yours will be a single column). This material is scanned for educational purposes from the *Academy of Management Journal* Volume 53, Number 3, June 2010.

Research Paper Presentation

Note to Online students: Your professor will offer alternatives to the onsite “formal presentation” requirement outlined in this assignment

You will submit a presentation of approximately 10 to 12 PowerPoint (or equivalent) slides and will formally present the project to an audience of students, faculty, and college officials. The presentation should last approximately 10-15 minutes and include one or two panels for each of Chapters 1, 2, 3, and 5. Chapter 4 will require approximately 4 or 5 slides to cover the SWOT findings. Each slide will include a bulleted list of highlighted information. During the presentations, presenters will speak from the bulleted lists on each slide

but will *avoid reading* from fully prepared narratives. Presenters will also field questions from the panel of students, faculty, and college officials at the end of the presentation. Refer to Chapter 17 in the Howard & Taggart text to view suggestion for preparing effective PowerPoint presentations.

Note: You will not submit “canned” presentations or slide shows prepared by the businesses under study. Some content (photos, graphs, graphics) are permitted if properly cited but original work is otherwise required

Length: The presentation is 10 to 12 PowerPoint (or equivalent) slides. Print the slides and submit to the instructor when making the formal presentation.

Grading Scale for Presentations

	1	2	3	Total
Organization	Audience cannot understand; there is no sequence of information.	Student presents most information in logical sequence; audience can follow.	Student presents information in logical, interesting sequence; audience can follow.	
Subject Knowledge	Student does not have grasp of information; cannot answer questions.	Student is mostly at ease with expected answers to all questions	Student demonstrates full knowledge (by answering all questions	
Graphics and Mechanics	Student uses copied, incorrect or no graphics. Four or more spelling errors and/or grammatical errors	Student's graphics generally relate to text & presentation. No more than two misspellings and/or grammatical errors	Student's graphics explain and reinforce screen text and presentation. No misspellings or grammatical errors	
Delivery	Student reads all of report; Student mumbles, incorrectly pronounces terms, and speaks too softly	Student maintains eye contact but frequently returns to notes. Student's voice is generally clear; pronounces most words correctly.	Student maintains eye contact. Student uses a clear voice and correct, precise pronunciation	
			Total Points:	

(See presentation score interpretation, next page)

Interpretation of Grading Scale for Presentations

Score	Grade
0-4	0-59
5-6	60-69
7-8	70-79
9-10	80-89
11-12	90-100

Objectives and Expectations— Total Length: The Final Research Paper (Chapters 1-5) is 22-27 pages in length plus title pages, chapter page inserts, and reference pages. This equates to approximately 6500-8000 words. You may exceed these targets if required to address the subject thoroughly. The instructor will discuss any final binding or fastening preferences.

An example of APA style for in-text citations

This attachment offers an example of how a professional researcher prepares a literature review, summarizes the work of other researchers, and provides proper in-text citations

Scanned for educational purposes from the *Academy of Management Journal* Volume 53, Number 3, June 2010

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Academy of Management Journal

June

2002; Isabella, 1990; Labianca, Gray, & Brass, 2000). Although research that models change implementation as a set of meaning processes based roughly on Lewin's approach has led to important insights, this research is limited in two key ways. First, it studies only certain *types* of meanings constructed by managers and employees. Second, it overlooks the perspective and responses of *recipients* of change (Balogun & Johnson, 2004, 2005; Bartunek, Rousseau, Rudolph, & DePalma, 2006; Ford, Ford, & D'Amelio, 2008).

First, existing research represents an unnecessarily narrow view of the types of meanings managers and employees construct during change by predominately focusing on positive or negative meanings of change (Armenakis, Harris, & Mossholder, 1993; Piderit, 2000). This limited focus makes common a narrative in which employees resist change (drawing on negative meanings) and managers struggle to overcome these resistance efforts (through positive meanings). Dent and Goldberg (1999) characterized this story as a universally accepted mental model but questioned its empirical reality. Lewin proposed that resistance occurred at the systems level in organizations (manifesting in, for instance, roles, attitudes, behaviors, norms, and other factors). Yet organizational scholars have since largely viewed resistance more narrowly as occurring at the psychological level (Dent & Goldberg, 1999), thereby often implicating employees' constructions of change (the meanings they give to change) as the cause of resistance (Ford et al., 2008). As a result, scholars have developed theories about how managers overcome employee resistance by unfreezing employees' existing (negative) constructed meanings and then changing them (e.g., Corley & Gioia, 2004; Fiol, 2002; Isabella, 1990; Labianca et al., 2000). For example, Isabella's (1990) model draws from Lewin's work to explain how top managers unfreeze employees' existing constructions and alert them that new ones need to be adopted. Fiol adopted Lewin's three-stage model

wrong places (purported employee constructions that lead to resistance) using the wrong mental models (unfreeze-move-refreeze) (Dent & Goldberg, 1999). In this study, I took an inductive approach allowing for a variety of meanings (beyond "positive" and "negative") to play a role in change. This approach helps supplement the popular managers-overcome-employee-resistance story that has plagued theory development and practice (Dent & Goldberg, 1999; Ford et al., 2008) by examining whether the meanings of change employees generate and maintain may not always hinder, but may actually help, change implementation.

Second, existing research overlooks the dynamic interplay between managers' and employees' meaning constructions. Instead, in examining discursive processes that provide linguistic, cognitive, and symbolic resources for strategic change (Jarzabkowski, 2005), scholars have taken a managerial perspective (Ford et al., 2008). For example, building on process-based approaches to change (e.g., Burgelman, 1983), researchers have addressed how managers engage in activities that constitute "doing" strategy work, such as constructing and disseminating meanings of change to employees (Bartunek, Krim, Necochea, & Humphries, 1999; Gioia & Chittipeddi, 1991; Rouleau, 2005). Yet scholars have largely overlooked employees' subsequent re-interpretations of these meanings (Bartunek et al., 2006). Buchanan and Dawson (2007) criticized most work on change as single-voiced narratives that overlook its complex, political, and multiauthored nature. For scholars who theorize about change as a linguistic accomplishment that emerges from competing narratives (e.g., Brown & Humphreys, 2003; Heracleous & Barrett, 2001), it becomes essential to capture narratives beyond those coming from politically dominant groups (e.g., managers) (Dawson & Buchanan, 2005). Although less politically dominant groups lack formal power, they nonetheless shape change implementation through their alteration of its meaning.

Example of APA-style references page

This attachment offers an example of how a professional researcher prepares and formats a comprehensive reference list

This excerpt was scanned for educational purposes from page 257 of the following source:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (also abbreviated as "The APA Manual")



Notice the section below showing a website reference; notice that *no* retrieval date is required; notice that the hyperlink is *not* "active" (i.e., it is not underlined blue text)

- Rappaport, J. (1977). *Community psychology: Values, research and action*. New York, NY: Holt, Rinehart, & Winston.
- Sackett, P. (2000, March 24–26). Some thoughts on data retention. In *American Psychological Association Board of Scientific Affairs Agenda* (Item 8, Exhibit 1). (Unpublished letter, available from the American Psychological Association, Publications Office, 750 First Street, NE, Washington, DC 20002-4242)
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Rubric for Assessing and Grading the Capstone Research Paper

Criteria (200 Points Total)	Not Assessed or No Progress/Failing (Less than 59 points)	Introductory Grade = D to C (60 – 79 points)	Practiced Grade = B (80 - 89 points)	Mastery Grade = A (90 – 100 points)	Score
LO = Learning Outcome					
Chapter 1 Research Proposal and Introduction Demonstrate: LO-7	No-to-little work received	Not succinct or leaves out important components of the proposal; Introduction to topic is difficult to distinguish; research questions & hypotheses poorly developed; purpose is not apparent	Introduction and purpose of the proposal is general or broad. Research questions and hypotheses are generic or loosely apply	Succinctly summarizes the purpose; Introduction of topic well stated and accurate; research questions & hypotheses are clear and concise	
(15 Points)	8 Points or Less	9 -10 Points	11-12 Points	13-15 Points	/15
Chapter 2 Review of Key Research Literature Demonstrate: LO-3, 6, & 8-B2	No-to-little work received	Inadequate amount or sketchy background in literature; unclear connection between the readings and the study; does not relate to the thesis statement and/or poorly constructed thesis statement	Has enough articles and makes some connection to the study; does not fully justify reasons for the study; thesis statement only partially related and/or questionable thesis construction	Clear connections between articles and thesis statement (main idea) of the research; justifies the study & clearly focuses the research for further analysis later in Chapters 3 & 4	
(15 Points)	8 Points or Less	9 -10 Points	11-12 Points	13-15 Points	/15
Chapter 3 Organizational Operations and Strategies Demonstrate: LO-1 & LO-2	No-to-little work received	Overview of organization is not comprehensive; thesis from Ch. 2 (main idea) of the research is poorly correlated	Has enough articles and makes some connection to the study; does not fully justify reasons for the study; thesis statement only partially related and/or questionable thesis construction	Organization is thoroughly described; concerns and issues are developed & clearly delineated; thesis from Ch.2 clearly correlated to organizational concerns	
(15 Points)	8 Points or Less	9 -10 Points	11-12 Points	13-15 Points	/15
Chapter 4 SWOT Analysis Demonstrate: LO-1, 2, 3, 4, 5, 6, plus 8-B1 & B2	No-to-little work received	Few results given; poor analysis of organizational data; unconvincing or superficial SWOT analysis; little or no connection to the thesis statement & purpose	Presentation of SWOT factors is satisfactory but generic; connection to thesis & purpose apparent but basic	Presentation of SWOT factors is comprehensive; key issues are clear and relate back to original purpose and thesis; SWOT analysis is convincing and well developed	
(35 Points)	16 Points or Less	17-24 Points	25-29 Points	30-35 Points	/30
Chapter 5 Summary, Recommendations, & Conclusion Demonstrate: LO-4 & 8-B1	No-to-little work received	Poor summary; conclusions are given without clear relationship to results; no or few recommendations given	Summarized broadly; conclusions given are mostly clear; some but not all recommendations following from conclusions	Succinct summary; results support conclusions; recommendations are reasonable and consistent with research results	
(10 Points)	3 point or Less	4-6 Points	7-8 Points	9-10 Points	/10
Overall Written & Presentation Skills Demonstrate: LO-7	Writing: no-to-little work received; quoted material cited but excessive copying; Poor APA style; Presentation reflects no to little work.	Significant spelling, grammatical, punctuation, and/or capitalization errors; APA not followed closely; quoted passages cited but significant level of copied material; Presentation has significant flaws	Minor spelling, grammatical, punctuation, and/or capitalization errors; minor errors with APA; percentage of quoted & copied passages within expectations; Presentation reflects work but some flaws remain	Comments clearly expressed without typos, grammatical, or spelling errors; APA was followed; percentage of directly quoted passages well within expectations; Presentation well prepared and favorably received by the audience	
(15 Points)	8 Points or Less	9 -10 Points	11-12 Points	13-15 Points	/15
				Total Points:	/100

APA Formatting Help

- If you are having problems with APA IN-TEXT CITATIONS, see the lesson at the link below. Make sure you look at pages 25-27 for citing websites and personal interviews. Look at other pages (15-17) for info on how to show page numbers in your quotations:
- http://www.palmbeachstate.edu/faculty/gossmand/GEb4935/08a-APA%20Style_ppt_ch20%20nonar.pdf
- If you are having problems with REFERENCE LISTS, see the lesson at the link below. Make sure you look at pages 20, 29, 31, 36-38 regarding retrieval dates. Also, see information on how to show journal volumes and pages (pages 24-28)
- http://www.palmbeachstate.edu/faculty/gossmand/GEb4935/08b-APA%20Style_ppt_ch20-rev.pdf

Some common APA problems to avoid:

- 1. Do not include retrieval dates on your web links. This is no longer required in APA
- 2. Do not use "Bibliography" (wrong) or "Works Cited" (wrong) at the end as the title for your "References".
- 3. Show correct in-text citations—a name and date are required or you must use the proper website (http) citation
- 4. Do not include active hyperlinks (blue-underlined web-links) in your citations or references.
- 5. Be careful with punctuation of sentences that include citations at the end----the period goes AFTER the final parenthesis of the citation.

Citing Interviews (Personal Communication)

These quotes are taken from the APA Manual, 6th ed. (2010),

1. "Personal communications may be letters, memos...electronic communications...**personal interviews**...(etc.) Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only."

Sect 6.20, Personal Communications (p. 179)

Example:

T.K Lutes (personal communication, April 18, 2001)

(V.G. Nguyen, personal communication, September 28, 1998)

2. Use of "**Anonymous**" shown in APA Manual Sect 6.15, p. 177

Sample: In a recent interview, one IBM software engineer (requesting to remain anonymous) described the organization as "very large" (**Anonymous, personal communication, September 28, 1998**).

OR: Sources report the company is large (**Anonymous, 1998**).

"In the **reference list**, an anonymous work is alphabetized by the word *Anonymous*" (p.177)

Interpreting Matching Index Scores in Safe Assign

Please view the Understanding Safe Assign tutorial at:

<http://media.palmbeachstate.edu/podcasts/blackboard/gbsa/tutorial/student/SafeAssign/UnderstandingSafeAssign.swf>

The material below is quoted from the Safe Assign site. Please see the original Link at:

<http://wiki.safeassign.com/display/SAFE/Interpret+Reports>

"A score of 90 percent means that there is a 90 percent probability that these two sentences are the same and a 10 percent probability that they are similar by chance and not because the submitted paper includes content from the existing source (whether or not it is appropriately attributed)."

"Overall score is an indicator of what percentage of the submitted paper matches existing sources. This score is a warning indicator only and papers should be reviewed to see if the matches are properly attributed."

"Scores below 15 percent: These papers typically include some quotes and a few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of the possibility of plagiarism in these papers."

The screenshot shows the Safe Assign web interface. The top navigation bar includes the Safe Assign logo and a 'Help' link. The main content area is divided into several sections: Paper Information, Suspected Sources, Paper Text, and a comparison table at the bottom.

Annotations:

- Top Left:** The Matching Index shows the percentage of the paper that matched other sources.
- Top Right:** Print Version is a text-only formatted version that is accessible and optimized for printing.
- Middle Left:** Use the Reprocess icon to rerun the report without checking against those sources indicated by the check boxes.
- Middle Right:** These features will give you a direct URL to this report that you can then email to others.
- Below Suspected Sources:** Click on each Suspected Source to see the full corresponding source.
- Below Paper Text:** Click the magnifying glass icon to highlight the Paper Text material that matched to that particular source.
- Bottom Left:** Numbers indicate which Suspected Source this text matched with.
- Bottom Right:** Highlighted text indicates what portions of the Paper Text corresponds to which source.
- Bottom Right (Table):** Click on a particular matching sentence in the Paper Text to view the Source Comparison window. It shows the URL of the matching source document, the percentage of similarity and a direct comparison of each sentence.

Paper Information:

Author: Todd Moe C1	Assignment: Demo Assignment 1	Save report to disk:
Title: sample doc 1.htm	Submitted: 2006-04-04 16:58:12 EST	Print version:
Matching: 100%	Paper ID: 41429	Direct link

Suspected Sources:

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.

- ☐ http://www.mydropbox.com/get_paper2.pl?id=173022&digest=e7f5045f1cdf95f3ad7f8977d52a9a50
- ☐ <http://www.netessays.net/viewpaper/27185.html>
- ☐ http://www.mydropbox.com/get_paper2.pl?id=173023&digest=aa71c6bd185cf2d2b484fb6917d6a3cb
- ☐ <http://www.the-innovation-group.com/ChemProfiles/Calcium%20Chloride.htm>
- ☐ <http://www.peterschemical.com/Calcium%20Chloride.htm>
- ☐ http://www.dchem.co.kr/english/product/p_basic/p_basic03.html
- ☐ <http://www.calciumchloride.com/concrete.shtml>

Paper Text:

Click on the text to see more info about the source.

1 Prejudism in the 1930s, down in the Southern United States, was not good

2 Calcium chloride is used for such things as dust control, road deicing, and to assist in oil and gas drilling. 3 It is easily manufactured for a variety of sources, underground brines in Michigan, a by-product of hydrochloric acid streams, and soda ash can harbor calcium chloride. For years the market was supplied by three major manufacturers: Dow Chemical, General Chemical, and Tetra Technologies - all of which produce such a high-volume that it creates oversupply and poor prices. These companies already produced roughly 1.5 million tons per year and out of that only about 1 million tons are used. In 1995, Ambar Incorporated decided that they were going to enter the calcium chloride market. They spent over \$60 million on supplies and opened behind schedule in 1997. Then North America experienced the warm and low precipitation winters in 1999 and 2000, there was an incredibly low demand for calcium chloride and the company failed. (paper mill)

4 In recent years, the market demand for calcium chloride has shifted. Consumption within the largest market segment, deicing, is heavily dependent on weather conditions. A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand. Deicing consumption was 38 percent of total US end use during 1994, but declined to 30 percent in 1997 and then 22 percent in 2000. During this time, demand for calcium chloride in oil and gas exploration increased from 4 percent to 17 percent. Unless there is a change in the general weather pattern, this demand mix is expected to continue. While the calcium chloride market experienced strong demand from increased oil and gas exploration for the past couple of years, lower prices crude oil and gas this year will adversely affect the demand for drilling fluids, and with this, calcium chloride as well. Industry capacity is more than adequate to meet future demands as the industry's operating rate is about 60 percent. (Proquest)

Necrosis of the skin after contact with calcium chloride has been described in a variety of situations, including that of oil field workers and prolonged electroencephalographic testing (contact paste). [1,2,3] Circumscribed dystrophic dermal calcification was reported for the first time in 1935 and may follow the application of dry calcium or calcium-containing solutions. [4] The authors report a case of percutaneous penetration of a defrosting, industrial calcium salt, which was followed by deep-dermal thigh necrosis in a child. This uncommon injury raised concern about child abuse. (finarticles)

5 Calcium Chloride has unique properties that make it ideal for maintaining unpaved roads and fortifying road bases for new construction. 6 It is calcium chloride's ability to regulate moisture on road surfaces that is the key to building roads that last. Calcium Chloride keeps roads moist, day-in and day-out, keeping nuisance dust down. Reduced pot-holing and rutting made possible by calcium chloride surface stabilization makes roads safer year round. Stabilized calcium chloride roads can reduce aggregate loss by up to 75%. In addition, they significantly reduce the frequency and costs associated with periodic grading. 5 Uniform compaction and residual calcium chloride helps protect road bases from winter freezing and related frost heaving. Long known as an effective ice melter, calcium chloride lowers the freezing point of moisture in road bases to nearly 60 degrees below zero. (Internet)

7 Investigations have shown that a two percent addition of calcium chloride has equal cure strength at 50F as plain concrete has at 70F. 6 Regardless of the temperature or cement type, concrete mixes containing calcium chloride will always have a faster cure rate than plain concrete. The beneficial effects of calcium chloride will be even more pronounced at lower temperatures. 7 The accelerated cure rate measured as final concrete set

URL:	http://www.dchem.co.kr/english/product/p_basic/p_basic03.html
Uploaded Manuscript:	The beneficial effects of calcium chloride will be even more pronounced at lower temperatures
Internet Source:	The beneficial effects of calcium chloride will be even more pronounced at lower temperatures