

Project Management Research Methods Syllabus

ENCI 619.48

ENF 308 *Project Management Research Methods* H(3-0) Section 01

Monday evenings: 5:00 PM – 8:00 PM Winter Semester 2008

1. Course Instructor

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You may visit <http://klaatu-dev.pc.athabascau.ca:8080/dspace/handle/2149/163> for current details on Dr. Jugdev's scholarly activities.

2. Course Description

This course is on research methods as they apply to project management. The course covers fundamental concepts and the planning and designing of a research proposal. The course covers topics on research tools, problem definition, conducting a literature review, planning the research project, writing the research proposal, presenting the research proposal, qualitative and quantitative research methodologies, research ethics, and writing/publishing research results.

3. Course Goals

- a. To provide an understanding of the principles and methodologies of research appropriate to project management.
- b. To enable students to be better consumers of research, which involves reading and critically analyzing relevant literature.
- c. To enable students to understand, apply, and critically evaluate the steps involved in research.

4. Course Learning Objectives

The following objectives are organized according to knowledge, skills, and attitudes/values. By the end of this course, students should be able to:

- a. Demonstrate an understanding of the research process (knowledge)
- b. Identify research questions that are significant and researchable (knowledge)
- c. Articulate research questions that are in accordance with sound principles of research (skills)
- d. Demonstrate an understanding of selected research methodologies and be able to discuss their strengths, limitations, similarities, and differences (knowledge, skills)

- e. Read and critical evaluate scholarly research articles (skills)
- f. Develop a proposal for a researchable topic in project management that addresses qualitative or quantitative (or both) methods. The proposal will meet standards stated in the criteria and standards for a written research proposal as covered in this course (skills)
- g. Design a qualitative/quantitative data collection methodology (including a preliminary instrument) and explain how such data collected can be analyzed (skills)
- h. Demonstrate an understanding of evaluating research designs (skills)
- i. Demonstrate an understanding of research tools and techniques and how to apply them to the proposal (skills)
- j. Value research as a scholarly activity (attitudes and values)
- k. Value research ethics principles and know how to apply them (attitudes and values, skills)
- l. Appreciate the diverse ways in which members of a learning community address questions of importance (attitudes and values)

5. Course Textbooks

Leedy, P. D., & Ormrod, J. E. (2007). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Chapters 8, 10, and 11 are optional readings

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, California: Sage Publications, Inc.

Part I only (Chapters 1-7), Part II is optional

A number of readings will be used in this course and most are available through the University of Calgary online library databases as per the links in this document. Some of the readings will be provided on Blackboard as Word or PDF files. These are noted in this document accordingly.

Students are responsible for reviewing the class schedule and completing assigned readings and other assignments. Students are strongly encouraged to read widely on their proposal topic and research methods as this will broaden an understanding of the research process.

6. MacKimmie Library Reserve Collections

These include the 2 course textbooks, and 3 books from the supplementary readings (Bickman, Creswell, and Hair).

7. Prerequisites

Consent of the Program Director

8. Final Grade Determination

The final grade will be based on the following components:

<i>A. Participation</i>	25%
<i>B. Quizzes</i>	20%
<i>C. Preliminary research study proposal</i>	10%
<i>D. Research study proposal</i>	45%
TOTAL	100%

The grading for this course shall be as follows:

95% to 100% A+	91% to 94% A	86% to 90% A-	82% to 85% B+
78% to 81% B	73% to 77% B-	68% to 72% C+	65% to 67% C
60% to 64% C-	55% to 59% D+	50% to 54% D	0% to 49% F

A. Participation

Participation as a component of the final grade is based on the expectation that students will contribute regularly, constructively, and appropriately to class discussions, including participating in small group exercises. Comments and questions offered should be relevant to the topic and reflect appropriate reading of the topic. Participation will be assessed in terms of:

- Class discussions on readings that demonstrate an understanding and application of the course material to the paper and that go beyond a descriptive synopsis of a reading. Students should compare and contrast findings, assess the reading for its strengths, limitations, as well as the similarities and differences to other papers covered.
- Participation in class exercises.
- Students are also expected to prepare for and lead portions of seminar discussions.
- For exceptional circumstances and provided that I have been informed of your absence from class beforehand, you may request to do an extra quiz if you miss a class.

B. Quizzes

- Based on the Leedy textbook, students will complete short multiple-choice quizzes during the course.
- The best 4 out of 5 scores will be used. For those students who do extra quizzes due to missed classes, out of all the quizzes completed, only one lowest score will be dropped.

C. Preliminary research study proposal

Students are to submit a 1,000-word preliminary research study proposal. The purpose of the research proposal is to:

- a) Focus and develop your dissertation research

- b) Apply and integrate concepts and issues studied in this course
- c) Gain experience in writing a clear and succinct proposal showing evidence of a literature review, research question writing, and design preparation.

D. Research study proposal

By the end of the course, students are to submit a research study proposal. For this, students are to draw from their readings, class discussions, textbooks and other resources to write the proposal. The research proposal should be written in a chapter format, like a thesis. The following provides some guidelines to consider and will form the basis of the evaluation of the proposal.

Chapter 1 - Introduction: In general this chapter will consist of an introduction to the topic (the importance of the study, the nature of the problem, and the underlying issues), the purpose of the study (what will the study accomplish and the research question[s]), a summary of the research methods (a brief overview of the form of research to be used and how the data will be collected), and definitions of key terms (primarily for quantitative research). Include a discussion of what it will contribute to the theoretical, research, and practice-based fields. End this chapter with study limitations and an overview of the proposal (that is, one paragraph that summarizes the proposal).

Chapter 2 - Literature Review: Drawing from at least 10 academic papers on your proposal topic, please provide a beginning literature review. Please be sure to explain the theoretical foundation you are using for your study. Conclude your review with a few paragraphs explaining how your research question emerged from your assessment of the literature and interesting domain or gap in the field you propose to address.

Chapter 3 – Research Methodology: In this section on the methods and design, please describe what you will do, how you will do it, what resources you will need, where (and by whom) you will conduct the research. Regardless of the methodology chosen, please be sure to discuss the ways in which your method fits your research questions. Be sure to include a draft of your data collection instrument(s).

For a quantitative study this chapter will consist of an introduction (purpose of the study and an overview of the chapter). Justify the method selected and include the strengths and weaknesses of the method selected. Address population and sampling (discuss how the sample will be selected and its size), instrumentation (discuss the instrument, how it was developed, and its quality – validity and reliability – if appropriate), detail how the data is to be collected, data analysis (what statistical methods will be used to analyze the data), limitations of the study (describe the limitations inherent to your research design) and address sources of bias, and ethical considerations including the potential risks to the participants. How do you plan to analyze the data?

For a qualitative study this chapter will consist of an introduction (purpose of the study and an overview of the chapter). Justify the method selected and include the strengths and weaknesses of the method selected. Detail the style of qualitative research selected including references

where appropriate), the research participants (who was selected and how they were selected), data collection (how will the interviews be set up – when, where, and why, what interview guide will you use, how will the data be recorded), data analysis (how will the data be transcribed, how will it be analyzed), limitations of the study (describe the limitations inherent to your research design), and address sources of bias, and ethical considerations including the potential risks to the participants. How do you plan to analyze the data?

Chapter 4 – Results and Discussion: In this section, please briefly discuss what you expect to find and why you expect those results. What will it mean if your expected results do not occur and what your next steps would be?

Chapter 5 - Plan of Action: As you conclude your proposal, include a description of your timeline, the resources needed, possible impediments to your timeline, and additional learning you will need for the research.

References (in proper APA reference format)

Appendices (if applicable)

9. Instructional Method

In addition to the textbooks and required/supplementary readings, students will gain insights on research methods from the instructor, guest lecturers, assignments, and discussions.

10. Blackboard

Please check this site for information updates regarding the course. Each week includes academic readings that will be provided on the first day of classes as links in the syllabus and some of the word/PDF files (as noted in the syllabus) will be made available at Blackboard.

11. Assignments

Assessment Criteria for ALL Writing Assignments

Please be sure to:

- Use complete sentences
- Check assignments for grammar and spelling
- Write in a scholarly tone
- Follow the APA style throughout
- Use a cover sheet that indicates your name and word count.
 - For the word count, please stay 5% within the word limit (excluding cover page, table of contents, abstract, reference list, appendices).
- Please use the University of Calgary template for more details as well as Leedy & Ormrod, pp. 119-129.

- <http://www.ucalgary.ca/it/mswordthesisstylefiles/>

12. Academic Accommodation Policy

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

13. Principles of Conduct

The University of Calgary Calendar includes a statement on the Principles of Conduct expected of all members of the University community (including students, faculty, administrators, any category of staff, practicum supervisors and volunteers) whether on or off the University's property. This statement applies in all situations where the Members of the University Community are acting in their University capacities. All Members of the University Community have a responsibility to familiarize themselves with this statement which is available at:

http://www.ucalgary.ca/pubs/calendar/2006/how/How_KB.htm

14. Academic Misconduct/Plagiarism

Plagiarism is academic misconduct. Please read the section in the University Calendar on Plagiarism/Cheating/Other Academic Misconduct which is available at:

http://www.ucalgary.ca/pubs/calendar/2006/how/How_LB.htm

15. Engineering FOIP Policy

SCHULICH SCHOOL OF ENGINEERING - UNIVERSITY OF CALGARY POLICY FOR IMPLEMENTATION OF FOIP REQUIREMENTS

Please read the Schulich School of Engineering FOIP Policy:

<http://www.ucalgary.ca/eng/courses/Engg/FOIPPOLICY.html>

16. University of Calgary Campus Security

Campus Safewalk is available 24hrs a day and 7 days a week. Just call: 220-5333

<http://www.ucalgary.ca/UofC/departments/RISK/security/>

17. Key course dates

Lecture	Date		Administration
Week 1	Jan 14		
Week 2	Jan 21	Library Services session: ICB Room B (2 nd floor of the Library Block at the back). Liaison Librarian, ISEEE and Engineering	
Week 3	Jan 28	Quiz 1, Leedy Chapters 3,4	Fri Jan. 25: Last day for changing registration, for accepting registrations, changing course status (audit/credit), fee payment, receiving withdrawal refund.
Week 4	Feb 4		
Week 5	Feb 11	Student teams lead seminar (1) Quiz 2, Leedy Chapter 5 Submit proposal outline	
	Feb 18	Reading Week: No class	Sun to Sun Feb 17-24. Mon Feb 18: Family Day. University closed
Week 6	Feb 25	Student teams lead seminar (2)	
Week 7	Mar 3	Student teams lead seminar (3) Quiz 3, Leedy Chapter 7	
Week 8	Mar 10	Student teams lead seminar (4)	
Week 9	Mar 17	Student teams lead seminar (5) Quiz 4, Leedy Chapters 6, 12	Fri, Mar 21: Good Friday, University closed
Week 10	Mar 24	Student teams lead seminar (6) Quiz 5, Leedy Chapter 9	
Week 11	Mar 31	Student teams lead seminar (7)	
Week 12	Apr 7	Catch up week Student teams lead seminar (8, if needed)	
Week 13	Apr 14	Guest speakers and course wrap up! Final papers are due in hard copy format at 5:00 PM in class and electronically the same day to Blackboard.	Fri April 18: Winter session ends.