

Course	CAPSTONE – INTEGRATED STUDIES IN PROCUREMENT AND ACQUISITIONS MANAGEMENT PROC 6000
Term	Fall 1 2008
Instructor	Name: Larry Gray MBT, GradDipIndMgt, IMQ Phone: (310) 258-9556 (B), (901) 550-5288 (M) Email: grayster1@sbcglobal.net
Catalog Description	In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding acquired in the curriculum by use of case study analysis, a research project, or management plan. The emphasis is on the student's development of written analytic material that can be utilized for program assessment as well as individual student assessment. Prerequisite: completion of all other required courses in this major.
Prerequisites	Completion of other required courses in the program major area.
Course Level Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to define, discuss, and recognize the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of management and leadership. • Students will apply the prominent terminology, facts, concepts, principles, analytic techniques, and theories in management and leadership when analyzing complex factual situations involving management problems. • Students will integrate the relevant facts, concepts, principles, and theories used in management and leadership when developing solutions to multifaceted, complex management problems as required in case studies. • Students will develop appropriate strategies for implementing solutions to management problems that reflect their knowledge and explanation of the interrelationships among strategic management, human resources management, leadership, and organization development and change. • Students will recognize the need to adapt organizational solutions to organizational constraints such as finances and time horizons
Materials	REQUIRED TEXT: There is no assigned textbook for this course; however, students may find a style manual such as APA useful.

	<p>USE OF THE WEBSTER LIBRARY IS ENCOURAGED:</p> <p>Eden-Webster Library at http://library.webster.edu. Go to Databases & Internet Resources: then to Online/full text Databases or http://www.webster.edu/webmain2.html and then go to Library Resources: then to Online/full text Databases.</p>																												
<p>Grading</p>	<p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A- Superior graduate work • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported • W Withdrawn from the course <p>COURSE REQUIREMENTS:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right;">PERCENT OF GRADE</td> </tr> <tr> <td>A. Project or Research Proposal</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>B. Applied Research Methodology</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>C. Annotated Bibliography</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>D. Final Written Project or Research Paper</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>E. Oral Presentation and Faculty evaluation</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>F. Process and class participation</td> <td style="text-align: right;">10%</td> </tr> </table> <p>Grade Distribution for this course is as follows:</p> <table style="width: 100%; border: none;"> <tr> <td>100 - 95</td> <td>A</td> </tr> <tr> <td>94 - 90</td> <td>A-</td> </tr> <tr> <td>89 - 87</td> <td>B+</td> </tr> <tr> <td>86 - 84</td> <td>B</td> </tr> <tr> <td>83 - 80</td> <td>B-</td> </tr> <tr> <td>79 - 75</td> <td>C</td> </tr> <tr> <td>Below 75</td> <td>F</td> </tr> </table> <p>NOTE: Students using Tuition Assistance (TA) are responsible for ensuring that all Incomplete (I) work is completed within 120 days from the end of the course. If the work is not completed and a grade awarded, the military will take action to recover their TA payment from your pay.</p>		PERCENT OF GRADE	A. Project or Research Proposal	10%	B. Applied Research Methodology	5%	C. Annotated Bibliography	5%	D. Final Written Project or Research Paper	50%	E. Oral Presentation and Faculty evaluation	20%	F. Process and class participation	10%	100 - 95	A	94 - 90	A-	89 - 87	B+	86 - 84	B	83 - 80	B-	79 - 75	C	Below 75	F
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	<p>Students are responsible for ensuring that all grades of Incomplete (I) have been changed prior to petitioning to graduate.</p> <p>ACADEMIC REVIEW PROCEDURE: Grades of B- or higher may not be appealed. The appeal process begins with the instructor. If further review is warranted, a written request outlining the issue should be submitted to the Academic Advisor.</p>
<p>Weekly Schedule</p>	<p>WEEK 1: Students need to select their approach to this course, select either a project or research topic and submit the topic to the instructor prior to the first class meeting. Research topics, methodology and course requirements will be discussed during the first class meeting.</p> <p><u>If you are planning primary research</u>, you will need to bring your draft research tool on this first evening, as well as approval to distribute the questionnaire, if that could be a problem. Not all organizations will allow this and you could find yourself without a project if you cannot gain that approval. Questionnaire development is not easy and you will have to do research on development of such an instrument. Use any research text of your choice to help you. One planning to do primary research has to pay particular attention to the time available to distribute, receive feedback and compile data.</p> <p>WEEK 2: If the student selects a conventional "Research Paper", draft premise statement, problem statements, definitions as well as any study limitations are due. If a "Project Report" approach is selected, a draft of the research problem and expected methodology you expect to use in the project is due. Include evidence with this paper that you have done a bibliographical search for information related to your topic using Passports.</p> <p><u>For a traditional research paper</u>, your thesis or problem statement must be absolutely CLEAR and stated at the beginning. If you are doing primary research describe how you plan to do it, and include a copy of your proposed instrument.</p> <p><u>For applied research papers</u>, an agreed upon "statement of work" approved by the client and your mentor is required. It is probably too late to do this if you did not begin your project well before the class started.</p> <p>Students will present a brief PowerPoint presentation outlining their project. A Situation Analysis is due for conventional research papers.</p>

WEEK 3: Research Methodology is due for both approaches to the course. Final survey instruments and/or apparatus to be used are due.

WEEK 4: Students are to submit a proposed bibliography (references) that will be used to support their projects or research. Between 15/20 references from sources preferably no older than five years are expected. Internet references, books, and professional peer reviewed journals are usual sources.

WEEK 5: Students work on their projects or reports.

WEEK 6: Students work on their projects or reports.

WEEK 7: Students work on their projects or reports. PowerPoint presentations on student projects or research are due next week. Students may choose to start working on this assignment.

WEEK 8: Students are to complete a PowerPoint presentation and make a 20 to 25 minute oral presentation. This presentation should be an overview of their project or paper. Final research and/or project papers are due with presentation. An electronic copy of the paper and presentation must be submitted with your paper. The electronic copy may be checked by the instructor using the plagiarism identification tool at www.turnitin.com

NOTE: Students completing applied research projects are expected to give their presentation to the management of the host organization.

WEEK 9: Complete student presentations. Final projects and/or research papers are due.

If a project was selected for this course, students are expected to deliver a finished copy of their work to the host organization, as well as offer to make a presentation to appropriate personnel regarding their project. The instructor reserves the right to contact the host organization to see if these items have been delivered and/or offered to the host organization.

<p>Activities</p>	<p>APPROACHES TO MEET COURSE LEARNING OBJECTIVES:</p> <p>This course allows the student two options to fulfill the course requirements. The first option is applied research project report. With this option, the student will act as a consultant to an organization, research management problems or issues as requested by the organization, and prepare a report outlining the student's findings along with recommendations.</p> <p>The second option a student could choose to fulfill the course requirements is to do a conventional research paper, utilizing primary or secondary research or both. Details for these two options are explained below.</p> <p>APPROACH ONE – AN APPLIED RESEARCH “PROJECT REPORT”</p> <p>The first approach is best defined as an Applied Research Project. The outcome of this approach is for the student to research and create a report based on a real life business need or problem. The requirements of this type of the report are:</p> <p style="padding-left: 40px;">A two to three page research project proposal detailing the problem to be studied, why that problem needs to be resolved and an experimental design or plan of attack. The Project Report Proposal requirements and format is found on page 7. Special instructions and guidance will be provided by your program area mentor.</p> <p style="padding-left: 40px;">Written approval of the research proposal from the program area mentor is required before you will be allowed to enroll in the IS 6000 course.</p> <p style="padding-left: 40px;">Written approval of the research proposal from an official representing the organization or institution with which the project or report deals. The form on page 9 must be completed and submitted the first night of class.</p> <p style="padding-left: 40px;">The final project report must be comprehensive enough to encompass and report all components required of the project. Your program area mentor will provide guidance as to minimum or maximum length of your paper. Typically, the report will be 30 to 70 pages in length, excluding cover pages, divider pages, or any pre-published information that would warrant being included in the report.</p> <p style="padding-left: 40px;">The project may include both primary and secondary research. Primary research should include either 100% of the population being surveyed or at least 30 surveys if a random sampling is conducted. Secondary research is to follow the current edition of the Publication manual of</p>
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the American Psychological Association. Primary research is recommended for all HRDV students. Early coordination with your program mentor is strongly recommended if surveys or questionnaires are contemplated in your study.

NOTE: Research of a social and/or behavioral nature which involves the use of individual research subjects requires prior approval according to the Institutional Review Board. Students are expected to prepare surveys and questionnaires in sufficient time to complete the necessary coordination to accomplish this action before the start of the first class. It is probably too late to do this if it was not discussed with your mentor before the class started.

Upon completion of the final report, the student is expected to create a PowerPoint presentation, articulating the need and purpose for the project, the methodology used.

The student will present their findings, conclusions, and recommendations to the organization studied and selected faculty.

APPLIED RESEARCH PROJECT REPORT FORMAT

The project report is intended to assist an organization with a problem in your field of study. Students who select this option will need to get approval from an official from the organization that is being studied. Actual format of the report will depend upon the needs and desires of the organization. Due to the nature of this type of study, the final report will be the property of the organization being studied and permission will be needed from an official of that organization before a presentation about the report may be made. If this permission is not obtained, the student will make the presentation to the instructor only. Organization officials may attend as well. Instructor will not retain a copy of the report without the approval of the organization.

Title: Name of the report, generally including the name of the organization involved in the report.

Acknowledgements: A place for the author to thank anyone deserving of an acknowledgement.

Table of Contents: Follow APA or Turabian format, as appropriate.

Introduction, Background, Problem or Purpose Statement. Describe the problem or situation your project will explore. It should begin with a broad general description of the industry, organization involved, culture, the environment, or other issues to be explored. The middle section of the analysis should narrow to the specific subject you wish to explore. The

final section of the analysis should focus on why the specific details of your topic should be researched. Include the Assumptions and Limitations of the Study. **NOTE:** This section should be written in the present tense.

Literature Review: In this section, the student logically presents pertinent literature to support all the actions and considerations of the study. Consideration of other studies and findings should be reflected in this section. Significant findings from the literature review should be logically reflected in this section. When reflecting on this material, the student should do so in the historic present tense. It is essential that all findings in the study be accurately reported in this section. It should be stated in enough depth and detail that another researcher can review the findings and draw their own conclusions. Presentation of data summary information and statistical outcomes should be reported in this section. Raw tables, in general, should be presented in the appendices. **NOTE:** The literature review and findings should be reflected in the present tense. Literature lives forever!

Research Methodology: This section tells what research methodology was used in the conduct of the study and reflects both primary and secondary methods. This description should allow officials of the organization under study and instructor to evaluate the appropriateness of the method and the reliability and validity of results. This section should be detailed enough to allow an experienced researcher to replicate the study. This section often has three subsections labeled participants, apparatus, and procedure. Specific details concerning these subsections can be found in the APA and Turabian styles manuals. **NOTE:** The research methodology section should be written in the past tense.

Findings and Conclusions: The findings and conclusions of the study should be reflected in this section. **NOTE:** The findings and conclusions section is reported in the past tense.

Recommendations: This section contains the recommendations of the researcher for the organization under study. It should include enough information for officials from the organization under study to understand the problems being addressed, and appropriate actions for them to take. Costs associated with the recommendations are generally included with the recommendations.

Definitions: A list of terms and their definitions used in the project report that would not generally be known to the average reader.

References: List of sources used and cited in the report. Follow APA or Turabian format, as appropriate.

Appendices: As required, generally raw data, survey copies, permission

letters, etc.

APPROACH TWO – A "CONVENTIONAL RESEARCH PAPER"

This approach is best defined as a conventional research paper. The outcome of this approach is for the student to research and create a paper based on a topic that would assist someone in the field of study, or making a major decision regarding a real life business situation or problem. This would typically be research information that is needed by the student or officials at an institution or organization. The requirements of this type of research paper are:

- a. Creation of a premise statement, problem statements, and definitions of terms used in the premise statement.
- b. Written approval of the premise statement, problem statements, and definitions from the Integrated Studies 6000 Instructor.
- c. Comprehensive enough to be a minimum of 30 pages in length of text, excluding cover pages, divider pages, or any pre-published information that would warrant being included in the report.
- d. Areas expected to be included in the research report are:
 - Executive summary
 - Situational Analysis
 - Premise with Problem Statements and Definitions
 - Applied Research Methodology with participants, apparatus and procedures being covered.
 - Literature Review and Findings.
 - Conclusions
 - Premise assessment
 - Recommendations for Future Studies
 - References
 - Appendices as appropriate
- e. The project may include both primary and secondary research, subject to the requirements for prior approval by the Webster Standing Committee on Use of Human subjects. Primary research should include either 100% of the population surveyed or at least 30 surveys if a random sampling is done. Secondary research should reference at least 20 recent publications, less than 5 years old. The student will utilize the format in the American Psychological Association's Publication Manual. Guidelines are available at: http://owl.english.purdue.edu/handouts/research/r_apa.html

- f. Upon completion of the report, the student is expected to create a PowerPoint presentation, articulating the need and purpose for the project, the research methodology used, results of the project, and recommendations that can be made from the report.

CONVENTIONAL RESEARCH PAPER FORMAT

This document outlines the general format for Conventional Research Papers for Integrated Studies 6000. While strict adherence to this format is not required, the reason for any deviation should be readily apparent to the reader. Deviations are to be approved by the 6000 instructor.

Executive Summary: The Executive Summary is the first section of the report. It is written to summarize the purposes, findings, and recommendations included in the report.

General considerations. The Executive Summary should be written in the past tense; informative, not descriptive; not more than 250 words; and turned in to the instructor by the eighth class session. The first line of the executive summary begins at the far left margin. Do not indent. The abstract is one single paragraph. It should be written in the following order:

1. Nature of the problem is stated.
2. Premise of the study is stated.
3. Procedures are summarized.
4. Results are summarized.
5. Conclusions are summarized.
6. Recommendations are summarized.

Situation Analysis: Describe the situation your project will explore. It should begin with a broad general description of the industry, organization involved, culture, the environment, or other issues to be explored. The middle section of the analysis should narrow to the specific subject you wish to explore. The final section of the analysis should focus on why the specific details of your topic should be researched.

General considerations. The situation analysis should be written in the present tense and should be completed by the second week of class.

Premise with Problem Statements and Definitions: Present a positive paragraph on what you propose to substantiate by the completion of research. It should be a natural outflow of the justification provided in the situation analysis for your research.

General considerations. The premise should be written in the future tense and should be completed by the second week of class. This must be

approved before any primary research starts.

Problem statements/Hypothesis: The report must include problem statements or stated hypotheses. The hypothesis testing or primary research should give the research student experience and understanding as to the facts that are measurable and will produce results from which conclusions can be reached.

General considerations. These should be approved by the instructor and completed by the second week of class. Remember, the more problem statements, the longer the paper.

Definitions: Terms in the integrated studies paper that are specific to the content must be defined. This includes all technical terms, legal terms, descriptive subject terms, and any other terms that your instructor for the course would need to be familiar with. (Example: Human relations training will improve productivity. The definitions in this statement should explain what is meant by productivity, improved, and human relations training.)

General considerations. Definitions should be turned in with the premise statement.

Study Limitations: Because the student realistically can deal with only limited variables, there should be statements of other variables not entertained in the study, which could distort results or findings. (Example: The impact of unexpected massive layoffs.)

General considerations. Study limitations should be written in the past tense, and should be completed by the second week of class.

Research Methodology: This section tells what research methodology was used in the conduct of the study and reflects both primary and secondary methods. This description should allow officials of the organization under study and instructor to evaluate the appropriateness of the method and the reliability and validity of results. This section should be detailed enough to allow an experienced researcher to replicate the study. This section often has three subsections labeled participants, apparatus, and procedure. Specific details concerning these subsections can be found in the Publication Manual of the American Psychological Association, 5th edition.

Guidelines are available at
http://owl.english.purdue.edu/handouts/research/r_apa.html

General considerations. The applied research methodology section should be written in the past tense and should be completed by the third week of class.

Literature Review and Findings: In this section the student logically

presents all actions and considerations of the study. This section would usually begin with a transitional phrase from the final statement in the situation analysis section. Consideration of other studies and findings should be reflected in this section. Significant findings from the literature review should be logically reflected in this section. When reflecting on this material the student should do so in the historic present tense. It is essential that all findings in the study be accurately reported in this section. It should be stated in enough depth and detail that another researcher can review the findings and draw their own conclusions. An exhaustive study will usually reveal others who do not agree with you. Presentation of data summary information and statistical outcomes should be reported in this section. Raw tables in general should be presented in the appendices.

General considerations. You will need at least 10/15 different references from books, periodicals, or interviews for the final paper. The literature review and findings should be from 20 to 30 pages in length, reflected in the present tense, and turned in to the instructor by the eighth class session.

Conclusions: The logical conclusions of the study should be reflected in this section. You should begin by restating your original thesis or objective. Based on your primary or secondary research, state your conclusions.

General considerations. The conclusions section is reported in the past tense, and should be completed by the eighth week of class.

Premise Assessment: The information reflected in the conclusions section is compared to the premise and described in this section. Students should understand that good research may fail to support the original premise and they should not be discouraged if this happens. If you fail to refer back to your original position and state that it is supported, not supported, or that you were unable to come to a solid conclusion based on your research, the best grade you could earn is a B. To start off by saying that all teenagers are poor drivers, and conclude by saying that Fords are the best cars, would be an example of failure.

General considerations. The premise assessment should be written in the past tense and should be completed by the eighth week of class.

Recommendations for Future Studies: As students complete their research they usually identify other areas or considerations for study. These are to be reflected in this section.

General considerations. This section should be reflected in future tense and should be completed by the eighth week of class.

References: References should be complete and reflected as outlined in the APA or Turabian manuals as appropriate. Sources listed in the references should be only those used for documentation of sources in the content of the research paper.

STUDENT PRESENTATIONS:

Students are to complete a PowerPoint presentation and make a 20 to 25 minute oral presentation. This presentation should be an overview of their project or paper.

PARTICIPATION POLICY:

The participation grade will be based on the quantity of high-quality participation. This concept will be based more upon the willingness to share, exchange, and engage your fellow students than on right and wrong answers.

Students are expected to use class time to plan tactics and individual assignments for the coming week, organize data already gathered, evaluate findings, and use the class as a group work session. In addition, each student/group will provide an oral progress report on the previous week's activities, comparing actual progress to the project proposal timeline.

The Instructor/Facilitator will provide the following on a weekly basis:

1. A general evaluation of the project progress.
2. Suggestions for project improvement.
3. Guidance and training in format, methodology, and focus will be provided as required.

The Instructor will not serve as a resource for correcting grammar, spelling, and punctuation. Proof reading is your responsibility.

Students are expected to:

- a. Produce, through primary or secondary research, a document emphasizing core concepts.
- b. Develop or refine skills in research methodology, and gain a healthy respect for research.
- c. Make a formal presentation using slides, overheads, or PowerPoint, to your peers in the form of a briefing, or to the management of the company you consulted with.

	<p>d. Maintain contact every week with instructor by phone, attending class, or email. This is a critical ingredient to successful completion. A weekly status report is required regarding your progress, even if it is only a brief statement.</p> <p>e. All students are strongly urged to undertake applied research projects.</p> <p>f. All student projects will be coordinated with the instructor.</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>

Course Policies	<p>CLASS ATTENDANCE: The following Webster University Graduate School Policy is in effect for this course:</p> <p>A. The University reserves the right to drop students who do not attend class the first week of the term/semester.</p> <p>B. The student should notify the instructor prior to class if an absence is anticipated and he or she should not miss more than four contact hours. Makeup work will be assigned and if the absence is unexcused, it may exceed the material presented.</p> <p>C. For absences of eight hours, the instructor has the option to lower the student's grade one letter grade and to inform the student of the action.</p> <p>D. If a student is absent twelve hours or more, the instructor has the option to assign a grade of "F" (work that is unsatisfactory) and to inform the student of the action. It is the student's responsibility to withdraw from the course.</p> <p>E. For excused absences, in extreme cases, when the instructor chooses to award a grade of Incomplete (I) for twelve hours missed, the student must provide acceptable documentation to verify that the absences were unavoidable (e.g. illness, military duty/TDY). The actions will be coordinated with the Site Director, who will ensure that the documentation is placed in the student's file.</p> <p>F. In all cases, without excused absences, the student should withdraw from the course if he or she has more than twelve hours of absences.</p> <p>ETHICS: Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism, and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to disciplinary action. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.</p>
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