

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 502

Course Title: **Doctoral Research Seminar in Human Resources Management**

(3 units, 45 classroom hours)

Course Start Date: January 20, 2016

Course End Date: May 4, 2016

Time: Wednesday, 15:30-18:15 (3:30 pm to 6:15 pm)

Course Description:

The purpose of this course is to study Human Resources Management (HRM) through a collection of current readings that explore the important contemporary perspectives and issues in the field from a decidedly applied, rather than theoretical orientation. The readings include a mix of recently published articles from journals in the field, along with many articles written specifically for the course textbook. Tools and resources available on the Internet for managing human resources will also be explored. (3 units)

*Prerequisites: Completion of all DBA core and at least four concentration courses.
CR/NC*

Learning Objectives:

1. Students will learn how to effectively read, review, and understand human resource management literature and studies.
2. Students will have continued to develop their primary theoretical rationale or approach for their dissertation related to their human resource concentration.
3. Students will learn how to develop and interpret virtual and digital qualitative e-research approaches for HRM.
4. Students will gain an understanding of the use of online communication and social media systems for conducting research in the field of human resource management.
5. Students will gain an understanding of designing international research studies in human resource management through global and local methods.
6. Students will be introduced to a model by Berger and Luckmann that helps a business researcher understand ways that individuals, groups, and organizations participate in the construction of their social reality in the work setting, and how these become habits and traditions, and eventually institutionalized within the organization.
7. Students will be introduced to some of the foundational and currently popular theorists used in doctoral level human resource management research.
8. Students will gain an understanding of the different types and hierarchical tiers of academic publishing that include: Cabell's Directories, peer reviewed, non-peer

reviewed, editorial refereed, grey publishing (posted on the Internet), open access, and professional.

Required Text:

Berger, P., Luckmann, T.

1967 The Social Construction of Reality. Anchor. New York, N.Y., ISBN 13: 978-0385058988 (You can find this text online at no cost)

Locke, L., Silverman, S., Spirduso, W.

2010 Reading and Understanding Research, 3rd edition. Sage Publications, Inc., Thousand Oaks, California. ISBN: 978-1-4129-7574-1.

Recommended Supplemental Textbooks (NOT REQUIRED):

Geertz, C.

1977 Interpretation of Cultures. Basic Books, Inc., New York, NY. ISBN-13: 978-0465097197.

Salmons, J.

2016 Doing Qualitative Research Online. Sage Publications, Inc., Thousand Oaks, California. ISBN: 978-1-4462-9541-0

Williams, C.

2015 Doing International Research: Global and Local Methods. Sage Publications, Inc., Thousand Oaks, California. ISBN: 978-1-4462-7349-4

Polonsky, M., Waller, D.

2011 Designing and Managing a Research Project: A Business Student's Guide. Sage Publications, Inc., Thousand Oaks, California. ISBN: 978-1-4129-7775-3

Instructor:

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Wednesday (2:30 pm to 3:30 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Member of the Board of Directors for the Downtown Oakland Community-Benefit Business District, SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions since 1998. I also taught undergraduate courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I often consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly

involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucsf.edu.

INTRODUCTION:

This course uses a seminar format, which means you cannot be passive and be successful in this course. As a seminar participant, you are expected to lead discussions on various subjects or topics with other seminar participants in a scholarly way. In addition, you will present your understanding and analysis of the texts, research reports, theories, and practices to inform and educate seminar participants.

During this seminar, you will have the opportunity to further develop your ideas and sharpen your focus on what aspect of human resource management you want to incorporate into your dissertation. This is not an introductory or basic course/seminar for studying HRM. This seminar is designed to transition you to focus on the details in the subject area you may choose to investigate. The expectation at this stage of your doctoral program is that you have close to an “expert” doctoral level of knowledge pertaining to the field of human resource management. During this seminar, you will investigate in-depth how well some of the concepts you’ve studied in your coursework actual work in practice.

When we begin this seminar consider what aspect of HRM you would like to research. Remember that HRM is a broad discipline that ranges from job design to salary compression to legal policies and many others. Also consider that the HR field continues to evolve. For example instead of a stand alone unit or division, in some organizations HR is managed by the legal department, finance department, or even the CEO’s office. In some organizations HR is separated into two or three parts. The wages and benefit management aspect is overseen by finance while the employee performance, training, and development part is by itself, and the recruiting component is outsourced. In addition to structural issues, you can consider performance evaluation systems, organization and organizational development, leadership, team building, crowdsourcing internal communication systems, etc. In other words you have a very large menu to select what you want to do.

Seminar participants will review, evaluate, and discuss current research in the discipline of human resource management. This seminar will also introduce participants to some of the influential foundational theories and research that have shaped our current understanding of how and why people work in a business environment.

CANVAS:

<https://canvas.instructure.com>

- Provide “lincolnucsf.edu” e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears

on your LU course registration and not just your e-mail address. **You will need to physically change it from your e-mail to your name.** Those who only use their e-mail will not be recognized, nor added to the Canvas class roster. It is the student's responsibility to follow these directions, and no scores/grades will be recorded for those choosing not to follow directions. The Canvas website provides a "help" feature, customer support, and LU's computer lab staff can also be of assistance. **Lincoln does not have an institutional account so there is no code to provide for course registration.**

CLASS PROCEDURES:

Each session will be conducted in a seminar format where everyone is expected to actively participate in the learning process. Beside information presented by the instructor, seminar members will take turns leading class discussion of the reading material. In addition, students will present their reviews of HRM research journal articles.

In the following schedule, you have been provided information describing the various instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology will primarily be: Active learning seminar participation format, class discussion, video, audio, and experiential methods. There may be times when lecture may be used, but this will be infrequent.

To receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class you will need to register for this class in Canvas. As noted above, to receive any feedback or credit for coursework, you will need to ensure that your user name in canvas reflects the name that appears on the attendance sheet for this course.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

ASSIGNMENTS & COURSEWORK:

Comments on Homework for the seminar: At the doctoral level, you should anticipate spending 3-9 hours of your time outside of class on reading and written assignments. The reading material at this level may require you to read it more than once to understand the concepts.

Reading Assignments: All reading assignments are assigned as homework and need to be completed by the start of the class session following their assignment in the course schedule. For example, a reading assignment assigned on 1/20 is due on 1/27. Please note that this is a doctoral level course and students are expected to understand the course material in a scholarly way, which means that it may require some students to read the material more than once, to highlight key points, and make notes. In my own doctoral studies, I needed to read Berger three times before I felt comfortable discussing the material at the doctoral level.

Written Assignments: The performance expectation is that a student will integrate their understanding of our course material along with their individual analysis and perspective at the level of a doctoral student.

During our sessions, students will be introduced or will have the opportunity to review some of the foundational theories, theorists, models, processes, and approaches that are used in doctoral level HRM research. Some of those to be discussed include the following: Clifford Geertz, Paul Ricouer, Jay Gailbrath, Humberto Maturana, John Van Maanen, Ruth Benedict, Francisco Varela, Margaret Mead, Clyde Kluckhohn, Henry Mintzberg, Donald O. Clifton, Claude Levi-Strauss, Gareth Morgan, Tom Rath, Mary Parker Follett, Rosabeth Moss-Kanter, Bronislaw Malinowski, Jack Mezirow, Etienne Wenger, Jon Katzenbach, Peter Block, Ikujiro Nonaka, Hirotaka Takeuchi, Jurgen Habermas, and Thomas Kuhn.

Class Discussion of Reading Assignments in Berger (18 total points/1.5 points per session): This is not a lecture or formal presentation requiring PowerPoint. You should be able convey your thoughts through conversation with others in class. The performance expectation is to convey an understanding of the key points and learning from the chapter without reading a prepared narrative word-for-word. What did you learn from the chapter? What meaning does it have for business, management, and HRM research? These class discussions will occur at the beginning of class, and if you are absent, the points cannot be made up because it is group work. *Evidence of deficient preparation will result in a lower grade.*

Individual Written Homework Assignments (72 points total, each assignment is valued at 7.2 points): There are 10 written assignments that will be turned in for an A-F letter grade. The explanations for all of these assignments can be found in the session schedule below.

Chapter 8 in Locke Class Exercise (March 2)(10 points total [2.5 points for Type I and Type III, and 5 points for Type II] based on an A-F grading scale): This assignment is covered in Chapter 8 in Locke. The assignment encompasses working in pairs, triads, a group, and as an individual. Consequently, if a student is absent on March 2, only the individual part of the exercise maybe made-up.

Assignments must have: The student's first name, last name, and student ID number at the top of the page. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

LU Student Honor Code & Standards of Conduct: Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade. Acts of misconduct will be referred to the Dean of Students for action.

Class Attendance Defined:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) If you are absent from class on a day and have a valid excuse, you make make-up any individual course work at a time scheduled with the instructor within two weeks of the missed assignment. A valid excuse requires that you present the instructor with a doctor's note indicating an illness prevented you from coming to class, a court subpoena, jury duty, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, a non-emergency appointment with an attorney, or being called into work are not valid reasons for being absent.

Late Assignment Policy: Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments.

Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to

research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Final Seminar Grading

100-80	CR	Below 80	NC
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Because the grading for this seminar requires a CR/NC scale, please note that the minimum performance standard is indicated below. Many students will exceed the minimum standard; however, your grade will still be based on whether or not you’ve achieved the minimum level indicated below, which is equivalent to a “B-“ letter grade or 80-83%.

CR = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding and application of the course work at the doctoral student level. The argument, approach, or analysis is primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

For your coursework, we will be using an A-F letter grading system based on percentages and corresponding point values that are below. It is a simple 100-point format that equals 100%. If you’ve earned at least 79.51 points at the end of the course your final grade will be “CR.”

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

<i>Category</i>	<i>Percent</i>	<i>Point</i>
Individual: Class Discussions of Berger (1.5 points per session)	18%	18
Individual/Group: Locke Chapter 8 Class Exercise (3 parts: 2.5 points for T1 and T3, 5 points for T2)	10%	10
Individual Written Homework Assignments (10 x 7.2 points each)	72%	72
	100%	100
Individual Performance = 95% & Team Performance = 5%		

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln’s library staff is there to help you locate those resources.

(3) Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 20	<ul style="list-style-type: none"> • Introduction to course and overview of the syllabus. • Homework: Read and Study Berger pages 1-18. Be prepared to discuss in seminar on January 27. • Homework: Read and Study Locke Chapter 1: The Research Report (pages 1-22). • Individual Written Homework Assignment (IWHA) #1 (Due January 27, post in Canvas and be prepared to discuss your list in class): Based on your graduate level HRM concentration coursework and professional experience, create a list of those content areas within the HRM discipline that you <u>might</u> consider for your dissertation. Each item on your list needs to be defined in one to three sentences so that is clear and understandable.
January 27	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 19-33. Be prepared to discuss in seminar on February 10. • Homework: Read and Study Locke Chapter 2: When to Believe What You Read: The Sources of Credibility (pages 23-52). • Homework: Read and Study Locke Chapter 3: How to Select and Read Research Reports (pages 53-70). • Homework: Read and Study Locke Chapter 4: The Use, Misuse, and Misunderstanding of Research (pages 71-78). • Individual Written Homework Assignment #2 (Due February 10, and be prepared to discuss your assignment in class [Part I of this assignment is not posted in Canvas, but Part II needs to be posted in Canvas]): This assignment has two parts. Part I: <u>After</u> completing the reading assignments for this session, please refer back to your list from Written Homework Assignment #1. Using the academic research sources that are available to you as a student at Lincoln, find one journal article for each of the items on your list. Read and be prepared to discuss your articles in class on February 10, and how

	<p>they related to items on your list. You will need to print one copy of each article, and bring them to class. Part II: Select one of your journal articles, review it, and answer the 12 questions listed in Table 2.1 on page 51 in Locke. Post your answers in Canvas, and be prepared to discuss your answers in class discussion on February 10.</p> <ul style="list-style-type: none"> • Homework: Review Appendix B: Statistics (pages 267-278)
February 10	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 34-46. Be prepared to discuss in seminar on February 17. • Homework: Read and Study Locke Chapter 5: Types of Research: An Overview of Variety (pages 79-88). • Homework: Read and Study Locke Chapter 6: Quantitative Research Designs (pages 91-108). • Individual Written Homework Assignment #3 (Due February 17, be prepared to discuss in class and post in Canvas): Referring back to your work in Written Homework Assignments #1 and #2, refine your list to the top three or four areas of interest, and identify the major theories, approaches, models and theorists that you may decide to use as the basis for your theoretical rationale for your dissertation. After identifying them, provide a brief, clear, and understandable explanation of why you chose them.
February 17	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 47-66. Be prepared to discuss in seminar on February 24. • Homework: Read and Study Locke Chapter 7: Staying Organized When Reading a Quantitative Report (pages 109-130). • Individual Written Homework Assignment #4 (Due on February 24, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a quantitative research report/journal article from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation. Next, complete the 12-steps to understanding a quantitative research report on Form 7.1 on pages 111-112 in Locke. Post both the research report and your 12-step analysis in the two categories in Canvas. One category is for your analysis and the other is for the research report.
February 24	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 67-78. Be prepared to discuss in seminar on March 2. • Homework: Read and Study Locke Chapter 8: Explaining as a Tool for Learning to Read Reports (pages 131-140). • Homework (Due March 2): Study and make notes for each research report that is posted in the research report category on Canvas for IWHA #4, and be prepared to discuss them as part of the group analysis process indicated in Chapter 8 of Locke.
March 2	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 79-103. Be prepared to discuss in seminar on March 9.

	<ul style="list-style-type: none"> • Homework: Read and Study Locke Chapter 9: Reading Reports of Quantitative Research – Critically: Things to Notice and Questions to Ask (pages 141-178). • Chapter 8 in Locke Class Exercise: For most of the seminar, students will be working through Type 1, Type II, and Type III explanation formats together as indicated in Chapter 8 in Locke (pages 134-136 contain the types). To prepare for this exercise, bring a copy of the research report you submitted in IWHA #4 to class.
March 9	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 104-128. Be prepared to discuss in seminar on March 23. • Homework: Read and Study Locke Chapter 10: The Paradigms for Qualitative Research (pages 179-202). • Individual Written Homework Assignment #5 (Due March 23, and be prepared to discuss your assignment in class [Part I of this assignment is not posted in Canvas, but Part II needs to be posted in Canvas]): This assignment has two parts. Part I: <u>After</u> completing the reading assignments for this session, please refer back to your list from Written Homework Assignment #1. Using the academic research sources that are available to you as a student at Lincoln, find one qualitative journal article for each of the items on your list. Read and be prepared to discuss your articles in class on March 23, and how they related to items on your list. You will need to print one copy of each article, and bring them to class.
March 23	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 129-146. Be prepared to discuss in seminar on March 30. • Homework: Read and Study Locke Chapter 11: Staying Organized When Reading a Qualitative report (pages 203-224). • Individual Written Homework Assignment #6 (Due on March 30, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a qualitative research report/journal article from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation. Next, complete the 12-steps to understanding a qualitative research report on Form 11.1 on pages 209-212 in Locke. Post both the research report and your 12-step analysis in the two categories in Canvas. One category is for your analysis and the other is for the research report.
March 30	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 147-162. Be prepared to discuss in seminar on April 6. • Homework: Read and Study Locke Chapter 12: Reading Reports of Qualitative Research – Critically: Things the Reader Should Expect (pages 225-240). •

<p>April 6</p>	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 163-172. Be prepared to discuss in seminar on April 13. • Homework: Read and Study Locke Chapter 13: Staying Organized When Reading Research Reviews (pages 241-254). • Individual Written Homework Assignment #7 (Due on April 13, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a research review from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation. Next, complete the 12-step map for reading research reviews on Form 13.1 on pages 245-248 in Locke. Post both the research review and your 12-step analysis in the two categories in Canvas. One category is for your analysis and the other is for the research review.
<p>April 13</p>	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 173-184. Be prepared to discuss in seminar on April 20. • Individual Written Homework Assignment #8 (Due on April 20, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a qualitative research report/journal article from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation—and is not conducted in the U.S., your home country, or the geographical region of your home country (for example, Southeast Asia). Next, complete the 12-steps to understanding a qualitative research report on Form 11.1 on pages 209-212 in Locke. Post both the research report and your 12-step analysis in the two categories in Canvas. One category is for your analysis and the other is for the research report.
<p>April 20</p>	<ul style="list-style-type: none"> • Homework: Read and Study Berger pages 185-190. Be prepared to discuss in seminar on April 27. • Individual Written Homework Assignment #9 (Due on April 27, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a qualitative research report/journal article from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation—and is not conducted in the U.S., your home country, or the geographical region of your home country (for example, Southeast Asia). Next, answer the five questions to in Table 9.1 on page 145 in Locke. Post both the research report and your answers to the five questions in the two categories in Canvas. One category • Introduction to Doing Research in International Settings.
<p>April 27</p>	<ul style="list-style-type: none"> • Introduction to Doing Research in International Settings Continued. • Individual Written Homework Assignment #10 (Due on May 4, be prepared to discuss in class, and post in Canvas): From your work in Written Homework Assignment #3, find a qualitative research

	<p>report/journal article from an HRM related Cabell's directory that is associated with a theory, model, approach, or theorist you might select for your dissertation—and is not conducted in the U.S., your home country, or the geographical region of your home country (for example, Southeast Asia). Next, answer the five questions to in Table 9.1 on page 145 in Locke. Post both the research report and your answers to the five questions in the two categories in Canvas. One category</p>
May 4	<ul style="list-style-type: none"> • Introduction to Doing Qualitative Research Online.