COLORADO TECHNICAL UNIVERSITY

2018 DOCTORAL SYMPOSIUM

1/10/18 – 1/13/18

THIRD YEAR STUDENTS: WHAT DO YOU NEED TO KNOW

DR. STEVE MUNKEBY
WHAT IS THE CTU WAY?

Faculty are working professionals – on average, each CTU faculty has more than 16 years of industry-related experience.

Library – 100% online with more than 500 million research journal articles, magazines, conference proceedings, and so much more.

Doc Library – established specifically to help the Doctoral students:
  - Smarthinking
  - Turnitin
  - Grammarly
  - Endnote

Expectations
Symposiums
Office hours
Doc Advisors
Faculty engagement (e.g., Live Chats)

Classroom
- Discussion Boards
- Individual Projects

Dissertation is Standard 5 Chapters
Dissertation Process
- Specialized efforts on Literature Review, Methodology, Introduction
- Proposal Review
- IRB Application
- Assigned Research Supervisor
- Switch to 5.5 week courses
  - Data Collection
  - Data Analysis / Chapter 4
  - Chapter 5
  - Final Presentation

Committee Reviewers
Final Presentation

Dissertation Template (version 4.0.1)
Dissertation Checklist
Proposal Review Application
IRB Application
APA References Examples
APA Manual Examples Shown on pp. 41-59
You should be aware of everything within the Doc Library and where to find it.
NEEDED DOCUMENTATION TO GET STARTED

Dissertation Template (version 4.0.1)

Dissertation Checklist

Proposal Review Application

IRB Application

APA References Examples

APA Manual Examples Shown on pp. 41-59
YEAR 3 – DM, DBA, AND DCS PROGRAMS

RES863 – Doctoral Research III: Dissertation Literature Review
-----Core Course----- or -----Concentration Course-----

RES864 – Doctoral Research IV: Dissertation Methods
-----Core Course----- or -----Concentration Course-----

RES865 – Doctoral Research V: Dissertation Introduction
RES866 – Doctoral Research VI: Dissertation Findings

RES867 – Doctoral Research VII: Dissertation Discussion and Conclusion
RES868 – Doctoral Research VIII: Dissertation Conclusion
SCHEDULE PLANNING & EXPECTATIONS

To finish these courses and stay on schedule, must complete the above activities (at a minimum):

- Chapter 2
- Early Emphasis on Building Literature Review (Chapter 2)

1. Polish your draft of Chapter 2.
2. Review of the Literature.
3. Draft of Chapter 3 + Grammarly
4. Revision of Chapter 3 (as required)
5. Draft of Chapter 1 + Grammarly
6. Revision of Chapter 1 (as required)
7. Total Proposal for Mentor Review + Grammarly
8. Revision of Proposal (as required)
9. Submission of Proposal for Proposal Review
10. Revision of Proposal (as required)
11. IRB for Mentor Review
12. Revision of IRB (as required)
13. IRB Submitted by Professor to IRB
14. Revision of IRB (as required)
15. Data Collection
16. Data Analysis
17. Chapter 4 + Grammarly
18. Revision of Chapter 4 (as required)
19. Chapter 5 + Grammarly
20. Revision of Chapter 5 (as required)
21. Entire Dissertation (Chapters 1–5) (make sure to change future to past tense) + Grammarly
22. Revision of Dissertation (as required)
23. Committee Review
24. Revise Dissertation (as required)
25. Perform Grammarly Check, Submit Report, Revise, Citation Cross-Reference
26. Final Presentation
27. Professional Editing
28. Publication
The problem to be addressed in the proposed study is since 1980, more than 50% of small IT business start-ups fail in the first 5 years because the leadership skills for start-up IT managers have not been established (Greene, 2014).

The context of this problem = since 1980, more than 50% of small IT business start-ups fail in the first 5 years

What you will study = the leadership skills for start-up IT managers

The purpose of the proposed qualitative exploratory study is to explore the leadership skills for start-up IT managers.

The research question is

- What are the leadership skills for start-up IT managers?
The problem to be addressed by the proposed study is a lack of understanding the relationship between a product’s programming language and customer satisfaction (Jones, 2015).

The purpose of the proposed quantitative correlational study is to examine the relationship between a product’s programming language and customer satisfaction.

The research question is ...
What, if any, relationship exists between a product’s programming language and customer satisfaction?

- H₁₀: A correlation does not exist between a product’s programming language (IV) and customer satisfaction (DV)
- H₁₁: A correlation does exist between a product’s programming language (IV) and customer satisfaction (DV)
The **problem** to be addressed in the proposed study is **since 1980, more than 50% of small IT business start-ups fail in the first 5 years** because **the leadership skills for start-up IT managers have not been established** (Greene, 2014).

The **purpose** of the proposed qualitative exploratory study is to explore **the leadership skills for start-up IT managers**.

The **research question** is

- What are **the leadership skills for start-up IT managers**?

**Title of Dissertation** is (from the Purpose)
Exploring **the Leadership Skills for Start-up IT Managers**
The problem to be addressed by the proposed study is a lack of understanding the relationship between a product’s programming language and customer satisfaction (Jones, 2015).

The purpose of the proposed quantitative correlational study is to examine the relationship between a product’s programming language and customer satisfaction.

The research question is ...
What, if any, relationship exists between a product’s programming language and customer satisfaction?

- H1<sub>0</sub>: A correlation does not exist between a product’s programming language (IV) and customer satisfaction (DV)
- H1<sub>A</sub>: A correlation does exist between a product’s programming language (IV) and customer satisfaction (DV)

Title of Dissertation is (from the Purpose)
Examining the Relationship between a Product’s Programming Language and Customer Satisfaction
The problem to be addressed in the proposed study is since 1980, more than 50% of small IT business start-ups fail in the first 5 years because the leadership skills for start-up IT managers have not been established (Greene, 2014).

The context of this problem = since 1980, more than 50% of small IT business start-ups fail in the first 5 years

What you will study = the leadership skills for start-up IT managers

The purpose of the proposed qualitative exploratory study is to explore the leadership skills for start-up IT managers.

The research question is

- What are the leadership skills for start-up IT managers?

From this one research question comes additional questions to guide your literature search

- Q1-What leadership skills for start-up IT managers have worked in the past?
- Q2-What leadership skills for start-up IT managers have not worked in the past?
- Q3-What leadership skills for start-up IT managers should be used in the future?
CORRECT REFERENCES EXAMPLES


WRONG REFERENCES EXAMPLES


20 errors on this page for 4 citations

This means you will likely have 500 errors to fix if you have 100 citations
ADDITIONAL ITEMS

Permission to Use Site Letter
- Needed to gain access to an organization
- One needed for each organization

Quantitative Instrument
- Must already exist
- You will not create your own instrument

Suggest you plan to use an editor
- Higher quality dissertation
- Demonstrates better professionalism
- Your dissertation will outlive your grandchildren’s grandchildren

Conceptual Framework Figure
- Will be needed at the end of Chapter 2
ADDITIONAL ITEMS

APA Tables
- Suggest you copy and paste table templates
- Do not create your own

Table of Contents
- Do not type the Table of Contents
- Generated automatically from MSWord

Abstract, Dedication, and Acknowledgements
- Last items you write in your Dissertation

Headset for Final Presentation
- Microphone will be needed
ADDITIONAL ITEMS

Appendices
- Appendix A – Consent Form
- Appendix B – Interview Questions
- Appendix C – Interview Protocol
- Appendix D – Table/Figure Permission(s)
- Appendix E – Instrument Permission(s)
- Appendix F – Participant Selection Criteria
- Appendix G – Coder’s Confidentiality Agreement
- Appendix H – Coding Schema
- Appendix I – Random Sampling Procedure
- Appendix J - Determination of Sample Size with an a Priori Power Analysis (Quantitative Dissertations Only)

Consistency Checking
- Does it matter?
- If you plan to use your Dissertation to obtain a job, it matters!!
ADDITIONAL ITEMS

TurnitIn
- Analyze similarities and ensure acceptable

Spell Check
- No grammatical errors

Dual Direction Check of References and Citations
- All references are cited
- All citations are found in References section
SUMMARY

Research originates with a question or a problem
- Question is not…What is [fill in the blank]?
- Question, if used, implies…What is not happening, but should be?

Problem/Question originates the research
- A problem is a gap in knowledge (this means unknown information)

Together, the problem, purpose, research question trio provides the foundation of your dissertation
- Research originates with a question or problem
- Research requires clear articulation of a goal
- Research is guided by specific research question
Thank you for joining this session!

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ADDITIONAL INFORMATION
ADDITIONAL INFORMATION

General

Must use Dissertation Template and Dissertation Checklist
Chapter 1 ~ 12 pages, Chapter 2 ~ 25 pages, Chapter 3 ~ 15 pages
100 References – Journal articles, Dissertations, Scholarly Texts, Industry Publications
References section is well developed
Citations are presented correctly; citation and references pairs always exist
Chapter 2

Need a clear problem sentence, purpose sentence, and research question

Literature gathered is that is aligned with Research Question

Literature review is not a book report

Use compare and contrast style of writing

Literature should be 5 years old or less (at graduation)

Demonstrate mastery of the literature

  - Contextual (who, what, when, where)
  - Seminal (early work; similar to inventor of concept/theory)
  - Theoretical (how, why)

Evidenced-based writing (Dissertation is not an opinion paper)

Declares the gap in the body of knowledge (know where it fits on research continuum)

Conceptual framework is a simple picture of what you are doing

Paragraphs discuss one topic only
Chapter 3

Research Tradition
- Give the tradition of a methodology and design
- Declares the methodology and design to be used
- Indicates why methodologies/designs were chosen vs. not chosen

Population
- Group of people that have answers to your research question
- Have successfully performed what you are studying

Sample
- Number of participants selected from the population
- Sample size of 10 for qualitative work is satisfactory
- Sample size is determined by Power Analysis for quantitative work
Chapter 3 (continued)

Sampling Procedure

Purposive, Purposeful, Convenience (mean the same) is used for qualitative research
Random is used for quantitative research
Permission to Use Site Letter may be needed
Selection criteria of participants
Research demographics
Chapter 3 (continued)

Instrumentation

Researcher (and interview questions) is implicit part of qualitative study

- Open-ended questions
  - Face-to-face or video conference on something like Skype
  - Use of follow-on or probing questions

An existing instrument (i.e., already validated) must be used for quantitative research

- Closed-ended questions

Informed consent form always used

Interviews should be 45-60 minutes for each participant

Interviews must be recorded; suggest two recording devices

Handwritten notes will be captured

- No personal identification information included

Labeling of captured observations

- Use P1, P2, … P10
Chapter 3 (continued)

Validity

**Qualitative**
Validity is ........ Important for ...... Demonstrated by ......
Dependability is ........ Important for ...... Demonstrated by ......
Credibility is ........ Important for ...... Demonstrated by ......
Transferability is ........ Important for ...... Demonstrated by ......
Confirmability is ........ Important for ...... Demonstrated by ......

**Quantitative**
Internal validity
External validity
Construct validity
Chapter 3 (continued)

Reliability
- Ability of measuring instrument to measure accurately and consistently
- Member checking
- Triangulation
- Pilot Study

Data Collection
- Semistructured interviews for qualitative
- Survey for quantitative
- Phone / email used after IRB approval to confirm availability and arrange interviews
- Use informed consent (see Appendix A)
- Use interview questions / survey questions (see Appendix B)
- Use Interview / Survey Protocol (see Appendix C)
Chapter 3 (continued)

Data Analysis

Qualitative
- Coding – categories, themes, and synthesized themes
- Coding rules, techniques, tools that will be used

Quantitative
- Accept or reject the null hypotheses

Ethical Considerations
- Use informed consent form
- Comply with Belmont Report Principles
- Minimize risks
- Remove biases
Chapter 3 (continued)

Summary of Chapter Three
Provide an overview of your methodology and design
Provide an overview of your data collection plan
Provide an overview of your data analysis plan
Chapter 1

Introduction (but no heading is used)
WOW statements …
Goal of study …
Organizations are struggling …
Topic is vital to success …
Primary concern is …
Research is needed …

Topic Overview / Background
Over the past two decades, the [environment of your problem] has changed …
The review of past and current research offered ………. in a ……… setting …
[Your concentration] managers have typically understood …
[The types of solutions you envision] are necessary to [do what] are an essential …
Chapter 1 (continued)

Problem Statement
The problem of the proposed … since …because … has not been established (reference, year).

Purpose Statement
The purpose of the proposed qualitative exploratory study is to explore [the problem from above]
Or
The purpose of the proposed quantitative correlational study is to examine [the problem from above]
Or
The purpose of the proposed design research study is to identify [the improvement to the artifact noted in the problem statement above]

Research Question
What is/are the [the problem from above]?
Chapter 1 (continued)

Hypotheses/Proposition

Quantitative
Rationale for the hypotheses is provided
Both null and alternative hypotheses are provided
Hypotheses are testable with each variable operationalized
Phrasing of hypotheses reflects nature of analysis (i.e., comparison, relationship, or association)

Qualitative
Provide statements that direct the focus of the study indicating how you determined your problem required research

Theoretical Perspectives/Conceptual Framework
Present a summary of your Conceptual Framework found at the end of Chapter 2.
Chapter 1 (continued)

Assumptions/Biases
Assumptions are ……………….. (reference, year). Assumption 1 is …………
Assumption 2 is ……………. Assumption 3 is …………….
Biases are ………………… (reference, year). Bias 1 is ……………. Bias 2 is ……………. Bias 3 is …………….
Chapter 1 (continued)

Significance of the Study
A global reason for conducting the study
The study’s uniqueness
The anticipated value or impact to the problem domain (i.e., what specifically to management)
Who specifically will benefit from the study’s results
  Academic field,
  Society,
  Profession,
  Community, or
  Population
Chapter 1 (continued)

Delimitations
Delimitations are ……………… (reference, year). Delimitation 1 is ……………
Delimitation 2 is …………… Delimitation 3 is ……………

Limitations
Limitations are ……………… (reference, year). Limitation 1 is …………… Limitation 2 is …………… Limitation 3 is ……………

Definition of Terms
Term: The term is . . . (reference, year).
Phrase of words: The phrase of words is . . . (reference, year).
Chapter 1 (continued)

General Overview of the Research Design
1-Provide an overview of your methodology and design
2-Provide an overview of your data collection plan
3-Provide an overview of your data analysis plan

Summary of Chapter One
1-Summarizes key points presented in Chapter 1 (with supporting citations)
2-Introduces Chapter 2, presents its importance to the study, and transitions the reader to Chapter 2

Organization of Proposal
Presents a brief discussion of how the proposal is organized
Only chapters 1, 2, and 3 are discussed in this organization of the proposal
ADDITIONAL INFORMATION

Chapter 4
Use of APA tables
Clear presentation of the data (with support and justification)
Clear presentation and discussion of findings

Chapter 5
Clear presentation of findings
Limitations encountered
Implications for Practice
Recommendations for future research
Conclusions (aligned with findings)