

BRIERCREST

RD 703 Research for Leadership and Management Winter 2023

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Course Dates: Classes will be via Zoom Wednesday evenings from 7-9 pm, from January 4 to February 22, 2023

3 Credit Hours

COURSE DESCRIPTION

Students will gain an in-depth practical understanding of the emerging science of scholarly research in the field of leadership and management and will learn the skills necessary for doing reflective research as a leader. This course will provide excellent preparation for students to launch their research project and for a lifetime of using research to improve institutional function.

COURSE INTEGRATION

The course will expect foundational integrative work to ensure a careful look at the biblical/theological understandings related to research as a leader. It will also be highly integrative as a key leadership process/methodology for the long haul. Leaders/managers are routinely expected to deal with issues and the course is designed to give them a thoughtful and reflective approach to doing so.

COURSE TEXTS

Bell, Judith. *Doing Your Research Project*. 5th ed. Maidenhead, UK: Open University Press, 2010. 255p

Glaser, Barney G., and Anselm L. Strauss. *The Discovery of Grounded Theory*. New Brunswick, NJ: Aldine Transaction, 1999. 262p.

Coghlan, David, and Teresa Brannick. *Doing Action Research in Your Own Organization*. 5th ed. London, UK: Sage Publications, 2019. 188p.

Whitney, Diana, and Amanda Trosten-Bloom. *The Power of Appreciative Inquiry: A Practical Guide to Positive Change*. 2nd edition. San Francisco, CA: Berrett-Koehler Publishers, 2010. 284p.

Articles:

Brown, Brené. "Trust in Emergence: Grounded Theory and My Research Process." In *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead*. New York, NY: Penguin Random House, 2012. <https://brenebrown.com/the-research/>.

Coghlan, David. "Seeking God in All Things: Ignatian Spirituality as Action Research." *The Way* 43, no. 1 (January 2004): 97–108. (available on Canvas)

Thomas, Edwin C. *Appreciative Inquiry: A Positive Approach to Change*. Accessed December 10, 2014. <http://www.ipspr.sc.edu/ejournal/ejournal0611/appreciative%20inquiry.pdf>.

SUPPLEMENTAL TEXTS

Charmaz, Kathy. *Constructing Grounded Theory*. 2 edition. Thousand Oaks, CA: Sage Publications, 2014.

OPTIONAL INSPIRATIONAL/SUPPLEMENTAL READING

Einhorn, Cheryl Strauss, and Tony Blair. *Problem Solved: A Powerful System for Making Complex Decisions with Confidence and Conviction*. Wayne, NJ: Career Press, 2017.

Gladwell, Malcolm. *Outliers: The Story of Success*. New York, NY: Back Bay Books, 2011.

———. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston, MA: Back Bay Books, 2002.

Heath, Chip, and Dan Heath. *Switch: How to Change Things When Change Is Hard*. Toronto, ON: Random House Canada, 2010.

Wiseman, Liz. *Rookie Smarts: Why Learning Beats Knowing in the New Game of Work*. New York, NY: Harper Business, 2014.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

**Note: Although there are a variety of styles used in the Seminary, MALM research courses will expect students to follow Chicago Style formatting.*

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

1. The student will gain a theoretical understanding of Action Research, Grounded Research, and Appreciative Inquiry as helpful methodologies for finding answers to questions they have in their leadership roles and contexts.
2. The student will have gained an understanding and appreciation for biblical/theological integrative work that pertains to any functional issue, dilemma, concern, hypothesis, etc.
3. The student will have gained an understanding and appreciation of the skills and functions of Action Research, Appreciative Inquiry and Grounded Research to the extent where they will do such work instinctively as they lead.

4. The student will also be so well schooled in action research that they will be able to teach the primary process, skills, and disciplines in their own and other settings.
5. The student will have gained confidence to do a major action research project, service project or thesis with deep delight and sophistication.

COURSE OUTLINE AND CONTENT

Classes will be via Zoom on Wednesday evenings from 7-9 pm, from January 4 to February 22, 2023.

Week 1	Basics of research & literature review – Zotero, Google/SSRN & library resources
Week 2	Research as Problem-solving - “What do Leaders do that looks like research?”
Week 3	Grounded Research – Cultivating Intentional Curiosity
Week 4	Action Research – The Process of Reflective Leadership
Week 5	Appreciative Research – Trusting Others to be Smart, Strong, and Resourceful
Week 6	Practical tools for Gathering Data – Interviewing, Surveys, Focus Groups, Selection Process Research Population, etc.
Week 7	Ethics of research, presentation from Briercrest Ethics Board
Week 8	Putting it all together - Preparing a Proposal

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

It is expected that the student will be continually reflecting on a possible research problem as they navigate their graduate program. The student would be advised to speak with the various professors about an idea they have within any given course. Having a keen sense of what might be a burning issue they wish to do action research on should have emerged before enrolling in this course. If it needs to be prompted be sure to seek insight before launching into the major part of this course.

Project Grade: None in that this is an informal expectation

Starting Case for Project Idea, Process, and Desired Outcomes and the Implications for a Process and Project

1. **Reading Report:** Write a 1-page summary of each research methodology based on the reading: Action Research, Appreciative Inquiry, and Grounded Research.

Length: 300 words (1 page) per topic (for a total of 3 pages)

Due Date: **January 3, 2023** (submitted to Canvas)

Proportion of Grade: 10%

2. After completing the reading report, identify three possible topics/questions/problems that might become a major project in the future, along with ONE preliminary source (book, article, etc.) that might be worth looking at for each topic/question/problem (Note: it is not necessary to

have read the book or article in full, but having at least some sense of its content will be necessary).

- A topic statement should be a single sentence written according to the following format:
 - i. I want to study:
 - ii. Because I want to find out/solve/respond to what/why/how:
 - iii. Preliminary source [full bibliographic citation required]
3. Expand on these three topics/questions/problems by describing the research context, personal history, and explore hoped-for outcomes from each topic/problem/question. Identify one idea that seems to be the most promising. Suggest a methodology you think fits your favoured question and context best. Prior to class, students will submit a 2-page summary that contains the 3 potential topics, context description, personal history, potential outcomes, preferred topic/question/problem and a sketch of their plan for their research project. The expectation is not for a finished, refined plan, but rather laying the foundation of initial thought towards what they will want to research.
 4. Do not worry if you do not have time to do much preliminary research before doing this exercise. This is only to get you started in thinking about some topics well before you arrive in class.
 5. Throughout the course, the student will build on this assignment by responding to course content, sift and adjust the preferred initial idea for their research project, develop a research process, choose research tools (i.e., surveys, observational approach, casual-comparative approach, interviews, focus groups, experimental approach, narrative research, ethnography, developmental evaluation, case based focus, etc.), give some thought to how to select the participant population, and sketch out their most likely intended outcomes of research in the context they have. They will be testing the rationale for why the process and tools they have chosen serve their desired ends. All of this will contribute to the shape of their final proposal.

Length: max. 600 words (2 pages)

Due Date: **January 4, 2023** (before the first day of class, submitted to Canvas)

Proportion of Grade: 15%

Mid-course Assignments:

Methodology Research and Literature Review Paper

1. The student will need to read the required textbooks, do a multi-source (10 book sources or articles totaling at least 2000 pages) examination on their proposed research methodology (action research, grounded research or appreciative inquiry), its origin and options, how it differs from theoretical and classical research, and defend a rationale for using this particular type in their context in 2 pages that summarize their understandings. Some suggested resources for beginning this search would be the Briercrest Librarians, Sage Research Methods (methods.sagepub.com), Google, Google Scholar, SSRN.com, and Sage Journals (<https://journals.sagepub.com/>). These sources will also be of help to you for your Resource Review below.
2. Resource Review - Search for work that supports and informs your work in the following ways:
 - a. Literature Review (as described in the Appendix below) – Search for theoretical/theological/biblical and integrative sources there are that would speak to the problem you wish to do action research on

- b. Research Methodology Review – Search for examples you can find of a similar project to yours (context, methodology, methods, tools, and goals)
 - c. **OR** Propose an alternative to literature review that waits until the end of the process as you build a case for doing grounded research as specified in Brené Brown's Appendix One, in which she explains the grounded research she did to do her research in the book. This does not mean you do not do a literature review. It simply means you do the literature review toward the end of your research journey rather than at the outset.
3. The Resource Review should be written up as you would write it when you actually do your thesis or specialty research project. The research methodology review will be 2 pages in length and the literature review should be 3 pages in length and will also include, as an appendix, a 3 page annotated bibliography of literature that provides foundational understandings on both their process and the content needed to do the action research reflectively.

Length: max. 1500 words (5 pages plus the annotated bibliography for a total of 8 pages)

Due Date: **February 10, 2023** (submitted to Canvas)

Proportion of final course grade: 25%

Post-course Assignments:

Research Project Proposal - Including Literature Review, Research Problem, Design, Process, Population and Sampling, Plan and Pilot Study

1. The student will refine and collect this work into a Research Project Proposal containing:
 - a. Introductory (no more than 1 page) Executive Summary
 - b. Description of the context within which the research will occur
 - c. Statement of the problem/issue, rationale for it, primary and secondary purposes/goals of the research project
 - d. Literature review (content of your research methodology and process of such research)
 - e. Chosen research methodology, project design, process, methods, tools, population selection and schedule; defend these as being the best choices to explore your research problem within your context.
 - f. Intended outcomes to be served by this research design and process
 - g. Intended uses of the results
 - h. Research project timeline and a draft outline for it
 - i. Appendix: Published Literature and annotated contextual bibliography (identification of written sources and also contextual sources of readiness to support
 - j. APPENDIX: First draft of ethics documents for review ONLY, not official approval (this has no effect on your grade)
2. A first draft of the research proposal should be submitted for insight, feedback, and review to both the instructor and also to the key stakeholders in the context where the action research might be done.

Length: max. 3000 words (7-10 pages plus appendices)

Due Date: **March 22, 2023**

3. The student will then have an intentional conversation/interview with three former and recent student researchers to determine their insights on what to be sure to include in the project and

what to avoid. Get as much light from them as possible as to what and how they would proceed if they were starting again. Suggestions on who to approach will be provided in class.

4. Finally, the student is expected to submit a 7-10 page revised version of their action research proposal toward a thesis or specialty research project. The paper must include the items listed above and show that they have responded to course content and interviews in an attempt to integrate the best light that they have received.
5. NOTE: The goal of this assignment is to craft the necessary foundation so that a student will be able to submit their proposal for RD 809 Specialty Research Project. Quality work will enhance the likelihood for approval.

Length: max. 3000 words (7-10 pages plus appendices)

Due Date: **April 19, 2023** (submitted to Canvas)

Proportion of final course grade: 50%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the

syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Academic Resource Centre Coordinator in person (L234 in the Library) or by email (ntooke@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

Appendix A: Description of a Literature Review

The purpose of a literature review is to present a representative sample of the essential findings of relevant studies and theories, not merely a list of everything ever written on the subject. The literature review is not a compilation of facts and feelings, but a coherent, systematic argument that leads to the description of a proposed study.

There should be no mystery about the direction in which you are going. You need to explicitly state at the outset the goal of the paper and the structure of the evolving argument. By the end of the literature review, the reader should be able to conclude that, "Yes, of course, this is the exact study that needs to be done at this time to move knowledge in this field a little further along."

You will continually need to decide what assertions it is reasonable to assume the reader accepts as common understanding, and what claims require data as support. Keep in mind that there is no need to reinvent the wheel; it is perfectly permissible to draw upon the thoughtful arguments of others and incorporate them into your own research project. Incorporating the arguments of others is very much in keeping with our understanding of the incremental, cumulative process that characterizes the development of knowledge.

A common mistake among students who perform literature reviews is to attempt to report everything written on the subject. A useful literature review needs to be selective, and the majority of source material you read will not make it directly into the literature review. That does not mean that it was not necessary to read all those journal articles and books; they provide the expertise required to write the literature review. Remember, the purpose of a literature review is to build an argument, not a library.

Another common mistake among many students who perform literature reviews is the overuse of quotations. Restrict the use of quotes to those that have particular impact, or that are stated in a unique way that is difficult to recapture. All direct quotes should have an introductory or explanatory phrase before the quote. Also, direct quotes should not begin or end a paragraph. Rather than quoting sources, it is preferred that you restate the concepts in your own words, and then credit the source.

One of the most challenging tasks in writing a formal research paper is to remember always to reference. Not to reference is to plagiarize!! Each statement that you use from another person's work must be referenced to credit the other person. If you do not reference, you have plagiarized someone's words or ideas. It is better to err on the side of caution and over-reference when writing a formal paper.

When quoting or referring to other works MAMFT and MALM students are to use the American Psychological Association (APA) guidelines.

BIBLIOGRAPHY

- Bell, Judith. *Doing Your Research Project*. 5th ed. Maidenhead, UK: Open University Press, 2010.
- Berg, Bruce L. *Qualitative Research Methods for the Social Sciences Paperback*. 6th (sixth) edition. Edinburgh Gate, EN: Pearson Education Ltd., 2006.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Third Edition*. Third Edition edition. Chicago, IL: University Of Chicago Press, 2008.
- Brown, Brené. "Trust in Emergence: Grounded Theory and My Research Process." In *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead*. New York, NY: Penguin Random House, 2012. <https://brenebrown.com/the-research/>.
- Bryman, Alan, James J. Teevan, and Edward Bell. *Social Research Methods*. 2nd Cdn. ed. Don Mills, ON: Oxford University Press, 2009.
- Bulmer, Martin, ed. *Sociological Research Methods*. 2nd ed. Piscataway, NJ: Transaction Publishers, 1999.
- Cdn. Inst. of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada. "Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)." Pdf, December 2010. http://www.pre.ethics.gc.ca/pdf/eng/tcps2-2014/TCPS_2_FINAL_Web.pdf.
- Chow, Siu. *Research Methods in Psychology: A Primer*. Calgary, AB: Detselig Enterprises Ltd., 1992.
- Cooperrider, David L., Diana Whitney, Jacqueline M. Stavros, and Ronald Fry. *The Appreciative Inquiry Handbook: For Leaders of Change*. 2nd edition. Brunswick, OH; San Francisco, CA: Berrett-Koehler Publishers, 2008.
- Denscombe, Martyn. *The Good Research Guide: For Small-Scale Social Research Projects*. 4 edition. Maidenhead, EN: Open University Press, 2010.
- Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 3 edition. Hoboken, NJ: Wiley, 2008.
- Given, Lisa M., ed. *The SAGE Encyclopedia of Qualitative Research Methods: Volume 1*. Los Angeles, CA: Sage Publications, 2008.
- Govt. of Canada, Health Canada. "Appendix E: Sample Consent Form - Research Ethics Board - Health Canada." Form, September 28, 2004. <https://www.canada.ca/en/health-canada/services/science-research/science-advice-decision-making/research-ethics-board/applications/forms/appendix-sample-consent-form-health-canada.html>.
- . "Future Research Studies - Participant Information and Consent Form - Research Ethics Board - Health Canada." Form, September 28, 2004. <https://www.canada.ca/en/health-canada/services/science-research/science-advice-decision-making/research-ethics->

[board/requirements-informed-consent-documents/future-research-studies-participant-information-consent-form.html](https://www.canada.ca/en/health-canada/services/science-research/science-advice-decision-making/research-ethics-board/requirements-informed-consent-documents.html).

———. "Requirements for Informed Consent Documents - Research Ethics Board - Health Canada." Guide, September 28, 2004. <https://www.canada.ca/en/health-canada/services/science-research/science-advice-decision-making/research-ethics-board/requirements-informed-consent-documents.html>.

Stringer, Ernest T. *Action Research*. 4th ed. Thousand Oaks, CA: Sage Publications, 2013.

Thomas, Edwin C. *Appreciative Inquiry: A Positive Approach to Change*. Accessed December 10, 2014. <http://www.ipspr.sc.edu/ejournal/ejournal0611/appreciative%20inquiry.pdf>.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Edited by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press Staff. Eighth Edition. Chicago, IL: University Of Chicago Press, 2013.

Vaismoradi, Mojtaba, Hannele Turunen, and Terese Bondas. "Content Analysis and Thematic Analysis: Implications for Conducting a Qualitative Descriptive Study: Qualitative Descriptive Study." *Nursing & Health Sciences* 15, no. 3 (September 2013): 398–405. <https://doi.org/10.1111/nhs.12048>.