

# MGT 595 – MANAGEMENT RESEARCH METHODS

Fall 2025 – Section 91E 83609

L3Harris - Tuesdays, Thursdays 5:00 - 7:30 PM

Instructor: Dr. John Humphreys  
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Phone: Cell – 903-303-9043  
Office Hours: T and Th 4:00 PM. On site or after class.

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## Required Text:

Zikmund, W.G., Babin, B.J., Carr, J.C., & Griffen, M. (2013). *Business Research Methods*. Cengage Publications. ISBN: 9781111826925. Only available in E-book form from the ETAMU bookstore. 180 days = \$92.00 Lifetime = \$160.65

## The following readings will also be assigned (see course calendar):

Backlander, G. (2019). Doing complexity leadership theory: How agile coaches at Spotify practice enabling leadership. *Creativity and Innovation Management*, 28(1), pp. 42-60.

Humphreys, J.H. (2002). Transformational leader behavior, proximity, and successful services marketing. *Journal of Services Marketing*, 16(6), pp. 487-502.

Humphreys, J.H., Loncar, D., Atinc, G., Hayek, M., & Novicevic, M.M. (2020). An integrated framework of market and nonmarket strategies for demoralized transition economies. *Journal of East European Management Studies*, 25(1), pp. 84-104.

Humphreys, J.H., Novicevic, M.M., Smothers, J., Pane Haden S.S., Hayek, M., Williams, W.A., Jr., Oyler, J.D., & Clayton, R.W. (2015). The collective endorsement of James Meredith: Initiating a leader identity construction process. *Human Relations*, 68(9), pp. 1389-1413.

## Course Description:

This course will investigate the research process as applied to business settings. Experience is gained in defining appropriate research problems, designing a research project, collecting, analyzing, recording, and interpreting data, and communicating (written and verbal) findings to appropriate audiences (e.g., senior management, academics, thought leaders, media).

## Course Objectives:

Upon course completion, students will:

- Demonstrate an understanding of the importance of quantifying business decisions
- Demonstrate the ability to develop a research plan
- Demonstrate the ability to use appropriate secondary/primary data in decision-making

- Demonstrate the ability to use tools to do basic business analysis
- Demonstrate the ability to appropriately communicate research findings to various groups

**Electronic system to use during the course:**

Students will find some course materials in the D2L Brightspace course shell. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). I will use the LMS gradebook for submissions.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Course sessions will be taught in person onsite at L3Harris on Tuesday and Thursday evenings (5:00 - 7:30 PM CT) beginning **Tuesday, August 26th** and ending on **Tuesday, October 14th**.

<b>Grade Evaluation</b>	<b><u>Points</u></b>
Homework 1	100
Homework 2	150
Excel Spreadsheet of Primary Data	100
Analysis of Primary Data	250
Group Research Project and Presentation	400
<b>TOTAL</b>	<b>1,000</b>

**Grade Conversion**

- A = 900 or greater (90%)
- B = 800 – 899 (80% - 89%)
- C = 700 – 799 (70% - 79%)
- F = 699 or below

**Description of Evaluation Criteria**

**Homework 1** – This exercise will demonstrate your ability to properly cite articles in APA style. Instructions will be given in class and a Word document placed in the course site drop box by 8:00 AM on the calendar due date (100 points available).

**Homework 2** – This exercise will demonstrate your ability to summarize research findings for executive audiences. Instructions will be given in class and a Word document placed in the course site drop box by 8:00 AM on the calendar due date (150 points available).

**Primary Data Spreadsheet** – This exercise will demonstrate your ability to score primary data and build out an appropriate Excel spreadsheet for analysis. Instructions will be given in class, and an Excel spreadsheet will be placed in the course site drop box by 8:00 AM on the calendar due date (100 points available).

**Primary Data Analysis** – This exercise will demonstrate your ability to use Excel to effectively analyze primary data. Instructions will be given in class, and your analysis will be placed in the course site drop box by 8:00 AM on the calendar due date (250 points available).

**Group Research Project and Presentation** – This exercise will demonstrate your ability to conceptualize a research problem, conduct a business research study, and explain the results of the study. Instructions will be given in class, and your final product will be placed in the course site drop box by 8:00 AM on the calendar due date, followed by the presentation of your results (400 points available).

#### **General Format for Written Assignments:**

Typed, double-spaced, one-inch margins all around (top, bottom, right and left)  
Student name, assignment information, date in, and page number upper right-hand corner  
**no** title page  
Times New Roman 12 font  
use headings to denote subject change in the paper  
All citations are in APA style

**Preferred Way to be Contacted:** E-mail. I check my e-mail often and will get back to you as soon as I can. It would be rare if I didn't respond within 24 hours, usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I'm here for you if you need me. You may certainly also text me if we need to discuss your work.

**Attendance:** Obviously, I want you to attend my class meetings. I will do my best to motivate you to attend. You will be responsible for material covered in class. For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Late Work Policy:** I'd prefer your assignments to not be late. Currency and timeliness are very important to your learning. I will, however, accept late work on an individual basis that will need to be cleared with me prior to the due date.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in failure (final course grade of F). For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**Empowering Responsible and Ethical Use of AI:** I encourage the use of AI tools, such as ChatGPT, to enhance your learning experience. AI can be a powerful resource for generating ideas, conducting research, and improving analytical skills. However, it is crucial to use these tools responsibly/ethically to maintain the integrity of your work and uphold academic standards.

#### **Acceptable Use of AI:**

1. **Research and Idea Generation:** Use AI to help brainstorm topics, generate ideas, and gather preliminary information.
2. **Data Analysis Assistance:** Employ AI tools for assistance with data analysis, such as creating graphs and visualizations in Excel.
3. **Improving Writing:** Use AI for proofreading to enhance the clarity, grammar, and structure of your writing.
4. **Learning and Skill Development:** Engage with AI to improve your understanding of course material and develop relevant skills, such as prompt engineering and metrics development.

### **Unacceptable Use of AI:**

1. **Plagiarism:** Submitting AI-generated content as your own without proper attribution is strictly prohibited. All work must be original and reflect your own understanding and effort.
2. **Cheating:** Using AI to complete assignments, quizzes, or exams, undermining the learning process, is not allowed.
3. **Fabrication of Data:** Generating or altering data using AI tools to misrepresent research findings or results is unacceptable.
4. **Misrepresentation:** Presenting AI-generated content or ideas your own is prohibited.

### **Guidelines for Responsible Use:**

1. **Cite AI Sources:** If you use AI tools to gather information or generate content, provide appropriate citations and acknowledge the use of these tools in your work.
2. **Maintain Academic Integrity:** Ensure that your submissions reflect your own understanding, analysis, and synthesis of the material. Use AI as a supplement, not a substitute, for your learning and effort.
3. **Transparency:** Be honest about the extent to which AI has assisted you in your work. When in doubt, consult with the instructor on how to appropriately integrate AI into your assignments.
4. **Learn and Grow:** Use AI as a learning tool to enhance your knowledge and skills. Strive to understand and internalize the concepts rather than relying solely on AI outputs.

**Consequences of Misuse:** Violations of this AI policy will be treated as academic misconduct and will be subject to the university's academic integrity procedures. Penalties may include failing the assignment, failing the course, or further disciplinary action as outlined in the university's academic integrity policy. By adhering to these guidelines, you can effectively harness the power of AI to support your educational journey while maintaining the highest standards of academic integrity and professionalism.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University – Commerce**

**Waters Library, Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Nondiscrimination Notice:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information

or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement:** Texas Senate Bill – 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by people who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Semester Calendar

Date	Day	Week	Topics	Assignments
08/26	T	1	Course Introduction  Learning to Think in Terms of Variables and the Relationship Between Variables	Show up ☺  Review Chapters 1 and 4  Please read Humphreys (2002) this week
08/28	Th		APA Style and Proper Citation  MLQ-5X short form (independent) and OCB-C short form (dependent) and scoring	Review Chapter 5  Assign Group Research Project  Assign Citation homework

09/02	T	2	<p>Review Humphreys (2002) method</p> <p>The Knowledge Generation Process</p> <p>Rationales of Inquiry (conjecture, induction, deduction, abduction)</p>	<p><b>Citation homework due by 8:00 AM</b></p> <p>Review Chapter 6</p> <p>Please read Backlander (2019) this week</p> <p>Assign Executive Summary homework</p>
09/04	Th		<p>Identifying and Defining a Research Problem</p>	<p>Review Chapter 3</p>
09/09	T	3	<p>Review Backlander (2019) method</p> <p>Forms of Analysis</p>	<p><b>Executive Summary homework due by 8:00 AM</b></p> <p>Review Chapter 18</p> <p>Please read Humphreys et al. (2020) prior to Thursday's class</p>
09/11	Th		<p>Review Humphreys et al. (2020) method</p> <p>Fieldwork</p>	<p>Assign Excel Spreadsheet of MLQ and OCB scores</p> <p>Review Chapter 7</p> <p>Please read Humphreys et al. (2015) prior to Tuesday's class</p>
09/16	T	4	<p>Review Humphreys et al. (2015) method</p> <p>Qualitative Analysis</p>	<p>Review Chapters 20, 22, and 24</p>

09/18	Th		Statistics and Quantitative Analysis	<b>Excel Spreadsheet of MLQ scores and OCB scores due by 8:00 AM</b>  Assign Primary Analysis Data Exercise  Review Chapters 9 and 10
09/23	T	5	Hypothesis Testing	Review Chapters 13 and 14
09/25	Th		Primary Data (often micro) and Survey Instruments	<b>Analysis of Primary MLQ and OCB Data due by 8:00 AM</b>  Review Chapter 8
09/30	T	6	Review of Data Analysis  Secondary Data (often macro)	
10/02	Th		Reporting Research Results to Various Audiences	
10/07	T	7	Debriefing of Research Projects	<b>Group Research Projects due by 8:00 AM</b>
10/09	Th		<b>Research Project Presentations</b>	
10/14	T	8	<b>Research Project Presentations</b>	

## Generic Graduate Research Project Assessment Rubric

Criteria	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<b>Identification and definition of research problem(s) (10%)</b>	Clearly identifies and defines an approachable research problem with clear rationale.	Fairly identifies and defines an approachable research problem with rationale.	Adequately identifies and defines an approachable research problem with some rationale.	Fails to identify and/or define an approachable research problem and offers little rationale.
<b>Literature review of the problem(s) identified (20%)</b>	Provides a complete and clear review of the scholarly journal literature to support the research problem.	Provides a substantial and clear review of the scholarly journal literature to support the research problem.	Provides a rather substantial and clear review of the journal literature to support the research problem.	Provides an incomplete review of the journal literature and fails to support the research problem.
<b>Generation of appropriate hypotheses or research questions (10%)</b>	Generates complete and appropriate hypotheses that are readily testable.	Generates extensive and appropriate hypotheses that are testable.	Generates appropriate hypotheses that are testable.	Fails to generate appropriate hypotheses or are not readily testable.
<b>Evaluation of appropriate data gathering (10%)</b>	Effectively, efficiently, and appropriately generates and collects complete data needed for analysis.	Effectively and appropriately generates and collects complete data needed for analysis.	Appropriately generates and collects data needed for analysis.	Fails to appropriately generate and/or collect data needed for analysis.
<b>Analysis and presentation of data generated (20%)</b>	All appropriate analyses are properly conducted and effectively presented.	All appropriate analyses are properly conducted and presented.	Appropriate analyses are properly conducted and presented.	Fails to conduct appropriate analyses properly and/or report findings.
<b>Discussion and supported recommendations (20%)</b>	Articulates and persuasively defends effective and feasible recommendations that address the research problem.	Articulates and defends effective and feasible recommendations that address the research problem.	Lists and largely defend effective and feasible recommendations that address the research problem.	Fails to list and/or defend effective and feasible recommendations that address the research problem.

<p><b>Proper in-text citation and references (10%)</b></p>	<p>Students provide a complete APA style references list with all in-text cited articles listed in the references in proper format.</p>	<p>Students provide a complete APA style references list with all in-text cited articles listed in the references in largely proper format.</p>	<p>Students provide a mostly complete APA style references list with in-text cited articles listed in the references with mostly proper format.</p>	<p>Student fails to provide a reference list or fails to do so in approximate APA style.</p>
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