Doctor of Business Administration

Doctoral Study Rubric and Research Handbook
This document consists of two components: the Doctoral Study Rubric and the Research Handbook. Thus, the purpose of this document is two-fold. First, the purpose of the rubric is to guide DBA students and DBA Doctoral Study supervisory committees as they work together to develop high-quality proposals and Doctoral Study research. The committee will use the rubric to provide on-going and flexible evaluation and reevaluation of the proposal and DBA Doctoral Study drafts. The University Research Reviewer (URR), who reviews the proposal/DBA Doctoral Study on behalf of the University, will also use this rubric to communicate feedback and any required revisions.

Second, the Research Handbook is an accompanying guide to the rubric that provides detailed instructions and knowledge pertaining to corresponding rubric components. The doctoral student is still responsible for utilizing self-identified resources to aid in the understanding and presentation of the rubric requirements. Elements in the Doctoral Study rubric correspond to elements in the Research Handbook. For example, one will find more detailed information on the Problem Statement (Heading # 1.3 in the DBA Rubric) in Heading # 1.3 (Problem Statement) of the Research Handbook. Using the Doctoral Study Rubric in conjunction with the Research Handbook when writing the proposal/Doctoral Study is highly recommended.

In the writing process, use the DBA Template and Rubric as a suggested outline for the DBA Proposal and Doctoral Study and as a basis for feedback on early drafts.

Before the Proposal Oral Conference or DBA Doctoral Study Oral Conference, the committee and URR will complete the rubric in MyDR and upload the proposal per the process checklist. Find the MyDR Process Checklist at http://academicguides.waldenu.edu/researchcenter/osra/dba. The guidance on orals is located at http://academicguides.waldenu.edu/researchcenter/osra/oraldefense.

After the Proposal Oral Conference or DBA Doctoral Study Oral Conference, and once the student completes any committee or methodologist revision requests for the proposal/Doctoral Study, the committee will review the proposal/Doctoral Study and make any needed modifications. When the committee members agree that the student met all of the rubric requirements for the proposal and passed the oral defense, the chair then notes in MyDR that the student passed the oral defense.

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1 The DBA Rubric and Research Handbook video tutorial can be viewed at: http://youtu.be/KiiDGmLbRN0.

2 The guidance in the rubric supersedes any guidance you might see depicted elsewhere. For example, the Problem Statement video tutorial on YouTube depicts a maximum word count of 250 for the Problem Statement. The Problem Statement is recommended not to be too lengthy (recommended not to exceed 150 words). It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).
About consensus: For the final copy of the proposal or DBA Doctoral Study, there must be unanimous agreement by the DBA Doctoral Study supervisory committee before the student proceeds to the next step in the process checklist.

Note: Students must use a minimum of 85% peer-reviewed sources from the total number of sources. Students should use a minimum of 85% of sources from the total sources that were published within 5-years from the date of the anticipated completion date (date the CAO approves the final study). Other than data collected from the study site, students cannot use magazines, trade publications, summary textbooks, websites, and blogs as references.
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DBA DOCTORAL STUDY RUBRIC
## Student and Committee Information

| **Student’s Name (Last, First):** |  |
| **Student ID (For office use only):** |  |
| **Chairperson:** |  |
| **Second Committee Member:** |  |
| **University Research Reviewer:** |  |

Student to provide total number of references:
(As you consider your references, it is recommended that in business 85% should be within the past 5 years).

Note: Provide the required information in the yellow highlighted column.

---

3 Chair will complete the yellow highlighted fields in this section before submitting the rubric. Be sure to include the names of all members of the committee.
Evaluation

Date/Stage of the Rubric:

<table>
<thead>
<tr>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Proposal Oral Defense</td>
</tr>
<tr>
<td>Before Proposal Oral (Revised)</td>
</tr>
<tr>
<td>Before Doctoral Study Oral Defense</td>
</tr>
<tr>
<td>Before Doctoral Study Oral (Revised)</td>
</tr>
</tbody>
</table>

Note: Place an “X” in column (yellow highlight) associated with the appropriate stage.

Evaluation of State of the DBA Doctoral Study or Proposal:

| No changes required, advance to next step; rubric requirements met |
| Changes required for resubmission; rubric requirements not met |

Note: Place an “X” in the column (yellow highlight) associated with the appropriate evaluation decision.

Member Information:

| Name of member providing this review |
| Role of the member providing this review |

Note: Enter the information in the yellow highlighted column.

---

4 Each member of the committee completes the evaluation.

5 Be sure to follow the Process Checklist (located at http://academicguides.waldenu.edu/researchcenter/osra) naming convention when sending the document through the review process. Following the naming convention is vital for tracking student progress throughout the doctoral study process.

6 Check when second and subsequent rubrics are needed if previous proposal defense was not passed.

7 Check when second and subsequent rubrics are needed if previous Doctoral Study defense was not passed.
### Section 1

**Foundation of the Study**

*(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)*

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
</tr>
</thead>
</table>

#### (1.1) Abstract (To be completed only after completion of Section 3)

a. Includes a *WOW* statement illuminating the problem under study.

b. Identifies the design (i.e., case study, phenomenological, quasi-experimental, correlation, etc.) NOTE: Do not mention the method (qualitative/quantitative) in the abstract.

c. Identifies the study’s population and geographical location.

d. Identifies theoretical (quantitative) or conceptual framework (qualitative) that grounded the study; theory/conceptual framework names are lower case.

e. Describes the data collection process (e.g., interviews, surveys, questionnaires, etc.).

f. Describes the data analysis process (e.g., modified van Kaam method) to identify themes; in qualitative studies (e.g., *t* test, ANOVA, or multiple regression), to report statistical data in a quantitative study.) Omit SW *Titles*.

i. Identifies two or three themes that morphed from the study (qualitative).

j. Presents the statistical results for each research question (quantitative studies).

k. Describes how these data may contribute to social change (use the word social change and be specific on who specifically may benefit).  

l. Ensures the first line in the abstract is not indented.

m. Ensures Abstract does not exceed one page.

n. Use plural verbs with *data* (e.g., the data were - the word *data* is the plural of *datum*).

---

8 Begin this section as follows: The implications for positive social change include the potential to…".
### Section 1

**Foundation of the Study**

**(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)**

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
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</thead>
<tbody>
<tr>
<td>o. Ensures all numbers are expressed in digits (i.e., 1, 2, 10, 20, etc.) and not spelled out unless beginning a sentence; Ensures Abstract does not include seriation (i.e., (a), (b), (c), etc.).</td>
<td></td>
</tr>
</tbody>
</table>

(1.2) **Background of the Problem**

Provides a brief and concise overview of the context or background of the problem. DBA Doctoral Studies are focused on applied business research. This sets the stage for the study. This heading should comprise no more than one page in length.

(1.3) **Problem Statement**

Please review the video tutorial located @: [http://youtu.be/IYWzCYyrgpo](http://youtu.be/IYWzCYyrgpo) to aid you in preparing the Problem Statement.

a. Provides a **hook** supported by peer-reviewed or government citation 5 or less years old from anticipated completion date (CAO approval).

b. Provides an **anchor** supported by peer-reviewed or government citation 5 or less years old from anticipated completion date (CAO approval).

c. States the general business problem Note: This element should start as follows: The general business problem is…

d. States the specific business problem. Be sure to state **who** has the specific problem (i.e., small business leaders, project managers, supply chain managers, etc.) Note: This element should start as follows: The specific business problem is that some (identify who has the problem)…

---

9 Include an introductory paragraph before the Background of the Problem component. However, do not label this introductory paragraph with a LI APA heading. The purpose of the background is to introduce the topic and problem you will address. Briefly indicate why the problem deserves new research. More important, the Doctoral Study must address applied research, so you will want to identify the need to solve an *applied* business problem. The goal of this section is to encourage readers to continue reading, to generate interest in the study, and provide an initial frame of reference for understanding the entire research framework.

10 The hook should be a succinct *WOW* statement to catch the reader’s attention.

11 An anchor comprises a number, percentage, dollar value, ratio, index, etc.
**Section 1**

<table>
<thead>
<tr>
<th>Foundation of the Study (FOR PROPOSAL &amp; DBA DOCTORAL STUDY DOCUMENTS)</th>
<th>Quality Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>e.</strong> Ensures the specific business problem aligns with the research question and purpose statement.</td>
<td></td>
</tr>
<tr>
<td><strong>f.</strong> Problem Statement should be clear and succinct (It is recommended not to be approximately 150 words).</td>
<td></td>
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</tbody>
</table>

- Check with Ulrich’s Periodical Directory [http://library.waldenu.edu/728.htm](http://library.waldenu.edu/728.htm) to ensure citations are peer reviewed.\(^{12}\)

(1.4) **Purpose Statement**

Describes the intent of the research\(^{13}\). The Purpose Statement is a ministory and it should be approximately 200 words. The Purpose Statement must address the following six elements:

| **a.** Identifies the research method as qualitative\(^{14}\), quantitative\(^{15}\), or mixed-method. | |
| **b.** Identifies research design\(^{16}\) (i.e., case study, phenomenological, quasi-experimental, correlational, etc.). | |
| **c.** If quantitative or mixed method: Identifies a minimum of *two*\(^{17}\) independent (experimental/quasi-experimental designs) or predictor (correlational designs) and at least one dependent variable\(^{18}\). Note: The quantitative study must include at least *two independent/predictor variables*,\(^{19}\) Ensures the independent |

---

\(^{12}\) Ulrich’s is not 100% correct; the student must verify peer review status via the journal home page.

\(^{13}\) The first sentence of the purpose statement must align with the research question and specific business problem in the problem statement.

\(^{14}\) Visit the Center for Research Quality qualitative methodology tutorial at: [http://academicguides.waldenu.edu/researchcenter/resources/Design](http://academicguides.waldenu.edu/researchcenter/resources/Design)

\(^{15}\) See the quantitative Research Primer located at Appendix B; Visit the Center for Research Quality quantitative methodology tutorial at: [http://academicguides.waldenu.edu/researchcenter/resources/Design](http://academicguides.waldenu.edu/researchcenter/resources/Design)

\(^{16}\) See Appendix C for a depiction of basic quantitative designs and their characteristics.

\(^{17}\) Covariates, mediator, and moderator variables are types of independent/predictor variables; be sure to clearly identify these types of variables as applicable.

\(^{18}\) The terms “independent” and “predictor variables are often used interchangeably in correlation studies. Please be consistent with the chosen terminology.

\(^{19}\) See Heading 1.6, *Research Questions (Quantitative Only)*, in the *Research Handbook*. 
### Section 1

**Foundation of the Study**  
*(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)*

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
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<tbody>
<tr>
<td>variables appropriately align with the variables/constructs identified in component 1.10, Theoretical/Conceptual Framework.</td>
<td></td>
</tr>
<tr>
<td>d. Identifies specific population group for proposed study.</td>
<td></td>
</tr>
<tr>
<td>e. Identifies geographic location of the study.</td>
<td></td>
</tr>
<tr>
<td>f. Identifies contribution to social change.</td>
<td></td>
</tr>
<tr>
<td>g. Ensures the first sentence links/aligns directly with the specific business problem.</td>
<td></td>
</tr>
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</table>


#### (1.5) Nature of the Study

Provides a brief discussion on the research method (i.e., quantitative or qualitative) and design (i.e., correlation for quantitative study; phenomenological, case study, etc., for a qualitative design); cite a minimum of one source (The method and design will be discussed in detail in Section 2).

- Note: A single paragraph is sufficient for each component: one for the method and one for the design.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifies the selection of one method (qualitative, quantitative, or mixed method) and why other methods would not work (cite a minimum of one source).</td>
<td></td>
</tr>
<tr>
<td>b. Identifies the selection of the design <em>(within the method)</em> and why it was selected over other designs (cite a minimum of one source).</td>
<td></td>
</tr>
</tbody>
</table>

#### (1.6) Research Questions (Quantitative Only)

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lists research question(s) in about 10-15 words.</td>
<td></td>
</tr>
</tbody>
</table>

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20 A single paragraph can be used for each component: one for the method and one for the design.

21 See Appendix C for a brief depiction of the major research designs.
March 2016

<table>
<thead>
<tr>
<th>b. Ensures research question(s)²² align(s) with the specific business problem and first line of the Purpose Statement.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Includes the independent/predictor and dependent/criterion variables as identified in the Purpose Statement; ensures the independent/predictor variables appropriately align with the constructs/variables identified in component 1.10, Theoretical/Conceptual Framework.</td>
<td></td>
</tr>
</tbody>
</table>

(1.7) Hypotheses (Quantitative/Mixed-Method Only)
States, in accurate format, the null and alternative hypotheses for each research question²³.

(1.8) Research Question - Qualitative Only

<table>
<thead>
<tr>
<th>a. Lists overarching research question in approximately 10-15 words.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Ensures research question aligns with the specific Business Problem and Purpose Statement.</td>
<td></td>
</tr>
</tbody>
</table>

Section 1
Foundation of the Study
(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)
Quality Indicators

(1.9) Interview Questions - Qualitative Only

<table>
<thead>
<tr>
<th>a. Lists each interview or focus group question. Questions must contribute knowledge to the research question. Questions must be open-ended, and cannot be answered with a Yes or No.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Ensures interview/focus group questions align with the research question.</td>
<td></td>
</tr>
</tbody>
</table>

²² The research question(s) must contain the independent/predictor and dependent/criterion variables identified in the Purpose Statement.

²³ Hypotheses must include the variables identified in the research question.
(1.10) **Theoretical/Conceptual Framework**

Clearly and concisely identify the theoretical/conceptual framework. In quantitative studies, the *theoretical framework* is the appropriate term and in qualitative studies, the *conceptual framework* is the appropriate term. The student will articulate the theoretical/conceptual framework with concepts from the literature to ground and complement the applied business study.

- This component should not exceed one page. It will be expanded upon in the literature review. See Theoretical/Conceptual Framework Video Tutorial at: [http://youtu.be/P-01xVTIVC8](http://youtu.be/P-01xVTIVC8)

<table>
<thead>
<tr>
<th>a. Identifies and describes the theory or conceptual model for theoretical/conceptual framework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Identifies theorist(s) of the theory or conceptual model for theoretical/conceptual framework.</td>
</tr>
<tr>
<td>c. Identifies date of the theory or conceptual model for theoretical/conceptual framework (if applicable).</td>
</tr>
<tr>
<td>d. Identifies key concepts/propositions/tenets of the theory or conceptual model for theoretical/conceptual framework.</td>
</tr>
<tr>
<td>e. <strong>Quantitative only</strong> - Ensures the theoretical constructs/variables underlying the theory are clearly identified and align with the constructs/variables (independent variables) identified in the Purpose Statement and Research Question(s).</td>
</tr>
<tr>
<td>Note: The independent variables/constructs represent the underlying concepts of the theoretical framework in quantitative research.</td>
</tr>
<tr>
<td>- Identifies how/why the theory or conceptual model for theoretical/conceptual framework is applicable and fits/applies to the study.</td>
</tr>
</tbody>
</table>

---

(1.11) **Operational Definitions**

24 The theoretical/conceptual framework informs the research (quantitative) and interview (qualitative) questions. Be sure to review the Theoretical/Conceptual Framework Video Tutorial at: [http://youtu.be/P-01xVTIVC8](http://youtu.be/P-01xVTIVC8)

25 Some literature identifies the specific date the theorist introduced the theory; provide this date if this is the case. If date is missing, then requirement (c) is not applicable.

26 Ensures the independent variables appropriately align with the theoretical framework(s) identified in component 1.10, Theoretical/Conceptual Framework.
### Assumptions, Limitations, and Delimitations

| a. | Defines the term *Assumptions* and provides citation; lists facts that the student assumes to be true but cannot actually be verified. |
| b. | Defines the term *Limitations* and provides citation; lists potential weaknesses of the study that are not within the control of the researcher. |
| c. | Defines the term *Delimitations* and provides citation; identifies the bounds of the study. |

### Significance of the Study

| a. | States why the study findings may be of value to businesses. |
| b. | States how this study may contribute to effective practice of business (improvement of business practice). |
| c. | Identifies how the results might contribute to positive social change. |

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This area is important in determining Doc Study of the Year Award—justify well.
(1.14) Review of the Professional and Academic Literature

### A. Literature Review Opening Narrative

1. Contains a brief discussion of the content of the literature that includes a critical analysis and synthesis of various sources/content of the literature (journals, reports, and scholarly seminal books, etc.) to convince readers of depth of inquiry.

2. Explains the organization of the review.

3. Explains the strategy for searching the literature.

4. The majority of references should be from peer-reviewed sources. (Consider 85% of the total sources should be peer-reviewed.)

5. The majority of references should be current. (As you consider your references, it is recommended that in business around 85% should be within the past 5 years).

### B. Application to the Applied Business Problem

1. Introduces the purpose of the study.

2. Identifies hypotheses if a quantitative/mixed method study.

3. Contains a critical analysis and synthesis of literature pertaining to the theoretical/conceptual framework the student identified in item #1.10, *Theoretical/Conceptual Framework*, above  \(^{29}\). The student includes a critical analysis with supporting and contrasting theories/conceptual models for the theory in the theoretical/conceptual framework.

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28 The average length of substantive literature review is between 30 to 40 pages (25 pages minimum). However, the need for depth and breadth is required. See quantitative example at Appendix F and visit the Writing Center at: [http://writingcenter.waldenu.edu/50.htm](http://writingcenter.waldenu.edu/50.htm) for more information on writing the literature review.

29 A key portion of the Review of the Literature must focus on the specific theoretical/conceptual framework you are using in your study. This is a "key" requirement for you to be able to adequately address items 3.2g, Presentation of Findings (quantitative studies) and 3.3c, Presentation of Findings (qualitative studies).
iv. Contains a critical analysis and synthesis of literature pertaining to the independent variables (quantitative/mixed-method studies) the student identified in item # 4c (Purpose Statement).

v. Contains a critical analysis and synthesis of literature pertaining to the dependent variable(s) (quantitative/mixed-method studies) the student identified in item # 4c (Purpose Statement).

vi. Discusses measurement of variables (quantitative/mixed-method studies) the student identified in item # 4c (Purpose Statement).

vii. Contains a critical analysis and synthesis of literature pertaining to potential themes and phenomena (qualitative studies) the student identified in the Purpose Statement.

viii. Compares and contrasts different points of view, and the relationship of the study to previous research and findings (sample size/geographical location variance, etc.).

ix. Provides a comprehensive critical analysis and synthesis of the literature.

C. Relevancy of the Literature

   The literature review is well organized. Introduce the purpose of the study. Include hypotheses if a quantitative/mixed method study) in the opening narrative.

D. Literature Review Organization

   i. Presented in a well-organized manner.
   
   ii. Adheres to APA formatting standards.

(1.15) Transition

   a. Ends with a Transition Heading that contains a concise summary\(^{30}\) of key points of Section 1.
   
   b. Provides an overview introducing Sections 2 and 3.

\(^{30}\) A concise summary recaps the major elements of the review of the literature and does not introduce new information.
Section 2

The Project
(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2.1) Purpose Statement</td>
<td></td>
</tr>
<tr>
<td>Begins Section 2 with a restatement of the Purpose Statement presented in Section 1.</td>
<td>Type Met, Not Met, or N/A in Each Cell</td>
</tr>
<tr>
<td>• Note: Copy-and paste the purpose statement from Section 1</td>
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<tr>
<td>(2.2) Role of the Researcher</td>
<td></td>
</tr>
<tr>
<td>Describes the role of the researcher in the data collection process and provides a peer-reviewed or seminal source. Describes any relationship the researcher may have had with the topic, participants, or research area.</td>
<td>Type Met, Not Met, or N/A in Each Cell</td>
</tr>
<tr>
<td>a. Describes the role of the researcher in the data collection process and provides a peer-reviewed or seminal source.</td>
<td></td>
</tr>
<tr>
<td>b. Describes any relationship the researcher may have had with the topic, participants, or research area.</td>
<td></td>
</tr>
<tr>
<td>c. Provides a brief description of the researcher’s role related to ethics and the Belmont Report(^{31}) protocol.</td>
<td></td>
</tr>
<tr>
<td>d. Qualitative studies: Describes how the student will mitigate bias and avoid viewing data through a personal lens/or perspective.</td>
<td></td>
</tr>
<tr>
<td>e. Qualitative studies with interviews: Briefly describes the rationale for an interview protocol.</td>
<td></td>
</tr>
<tr>
<td>f. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
<td></td>
</tr>
<tr>
<td>(2.3) Participants(^{32})</td>
<td></td>
</tr>
<tr>
<td>a. Describes the eligibility criteria for study participants.</td>
<td></td>
</tr>
<tr>
<td>b. Discusses strategies for gaining access to participants.</td>
<td></td>
</tr>
<tr>
<td>c. Identifies strategies for establishing a working relationship with participants.</td>
<td></td>
</tr>
<tr>
<td>d. The participants’ characteristics must align with the overarching research question.</td>
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</tr>
</tbody>
</table>

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\(^{32}\) Select “N/A” and explain why if participants are not used in the study.
<table>
<thead>
<tr>
<th>Quality Indicators</th>
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<tbody>
<tr>
<td>e. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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</table>
### Section 2
The Project
(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)

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<th>Quality Indicators</th>
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<tr>
<td><strong>(2.4) Research Method</strong></td>
<td></td>
</tr>
<tr>
<td>Expands on the discussion in Heading 1.5 (<em>Nature of the Study</em>).</td>
<td></td>
</tr>
<tr>
<td>a. Identifies the use of a specific research method by indicating whether the proposed study is quantitative, qualitative, or mixed methods.</td>
<td></td>
</tr>
<tr>
<td>b. Justifies the use of the research method over the other research methods.</td>
<td></td>
</tr>
<tr>
<td>c. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
<td></td>
</tr>
<tr>
<td><strong>(2.5) Research Design</strong></td>
<td></td>
</tr>
<tr>
<td>Expands on the discussion in Heading 1.5 (<em>Nature of the Study</em>).</td>
<td></td>
</tr>
<tr>
<td>a. Identifies the use of a specific research design.</td>
<td></td>
</tr>
<tr>
<td>b. Justifies the use of the research design over other key designs for the study.</td>
<td></td>
</tr>
<tr>
<td>c. For qualitative studies, identifies how the student will ensure data saturation.</td>
<td></td>
</tr>
<tr>
<td>d. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
<td></td>
</tr>
<tr>
<td><strong>(2.6) Population and Sampling (Quantitative Only)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Describes the population from which the sample will come.</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates that population aligns with the overarching research question.</td>
<td></td>
</tr>
<tr>
<td>c. Describes and justifies the sampling method (i.e., probabilistic or nonprobabilistic) and specific subcategory (i.e., simple random or convenience). Addresses the strength and weaknesses associated with the chosen sampling method and subcategory (<strong>Appendix C</strong>).</td>
<td></td>
</tr>
<tr>
<td>d. Justifies sample size via power analysis (see example in <strong>Appendix E</strong>). Provides justification for the proposed effect size, alpha, and power levels.</td>
<td></td>
</tr>
<tr>
<td>e. Cites the source for calculating or the tool used to calculate the sample size.</td>
<td></td>
</tr>
<tr>
<td>f. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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</table>
### Section 2
The Project
(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)
Quality Indicators

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#### (2.7) Population and Sampling (Qualitative Only)

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</thead>
</table>
| a. | Justifies the number of participants[^33]
|   | - Describes and justifies the sampling method (e.g., purposeful, snowball, etc.).
|   | - Describes and justifies the number of participants.
|   | - Identifies how the student will ensure data saturation. |
| b. | Demonstrates criteria for selecting participants and interview setting are appropriate to the study. (Rich descriptions are encouraged.) |
| c. | It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate). |

#### (2.8) Ethical Research

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>Discusses the informed consent process. Includes informed consent form in an appendix and lists in the Table of Contents.</td>
</tr>
<tr>
<td>b.</td>
<td>Discusses participant procedures for withdrawing from the study.</td>
</tr>
<tr>
<td>c.</td>
<td>Describes any incentives for participating.</td>
</tr>
<tr>
<td>d.</td>
<td>Clarifies measures that the student will use to assure that the ethical protection of participants is adequate.</td>
</tr>
<tr>
<td>e.</td>
<td>Refers to agreement documents in the (a) appendices, and (b) Table of Contents.</td>
</tr>
<tr>
<td>f.</td>
<td>Includes statement that the student will store the data securely for 5 years to protect confidentiality of participants.</td>
</tr>
<tr>
<td>g.</td>
<td>Final Doctoral Study includes the Walden IRB approval number.</td>
</tr>
<tr>
<td>h.</td>
<td>Identifies how the student will protect names of individuals or organizations to keep the participants and organizations confidential.</td>
</tr>
<tr>
<td>i.</td>
<td>It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
</tr>
</tbody>
</table>

#### (2.9) Instrumentation (Quantitative Only)

[^33]: The DBA policy for phenomenological studies is a minimum of 20 participants.
<table>
<thead>
<tr>
<th>a.</th>
<th>States the name of the instrument(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Identifies name of publisher/developer(s) and year of development (if applicable).</td>
</tr>
<tr>
<td>c.</td>
<td>Discusses concept(s) measured by the instrument(s).</td>
</tr>
<tr>
<td>d.</td>
<td>Includes a detailed description of data that comprise each construct/variable measured by the instrument(s).</td>
</tr>
<tr>
<td>e.</td>
<td>Identifies scale of measurement (i.e., nominal, ordinal, interval, ratio) for each construct/variable measured by the instrument. Please see <em>Scales of Measurement</em> video tutorial at: <a href="http://youtu.be/PDsMUlexaMY">http://youtu.be/PDsMUlexaMY</a>.</td>
</tr>
<tr>
<td>f.</td>
<td>Discusses appropriateness to the current study (i.e., why is this the best instrument to use for measuring the variables/constructs?)</td>
</tr>
<tr>
<td>g.</td>
<td>Discusses instrument administration (e.g., how long, any special requirements/tools, special instructions, pencil and paper, online, etc.).</td>
</tr>
<tr>
<td>h.</td>
<td>Describes how scores are calculated and what the scores mean; identifies items to be reverse-coded (if applicable).</td>
</tr>
<tr>
<td>i.</td>
<td>Identifies where and/or with what populations the instrument was normed; identifies where and with what populations other researchers have used the instrument(s) for collecting data.</td>
</tr>
<tr>
<td>j.</td>
<td>Identifies published reliability (e.g., test-retest reliability, internal consistency, split-half, etc.) and validity properties (e.g., construct validity, concurrent validity, convergent validity, and discriminant validity) of the instrument(s).</td>
</tr>
<tr>
<td>k.</td>
<td>Identifies strategies used to assess validity (e.g., construct validity, concurrent validity, convergent validity, discriminant validity) and reliability (e.g., test-retest reliability, internal consistency, split-half, etc.).</td>
</tr>
<tr>
<td>l.</td>
<td>Discusses and justifies any adjustments or revisions to the use of standardized research instruments.</td>
</tr>
<tr>
<td>m.</td>
<td>Identifies where in appendices the instrument(s) (or copy of permission to use instrument or purchase is (are) located). Ensures Table of Contents lists appendices. [Copies of the instrument may not be reproduced in an Appendix without written permission.]</td>
</tr>
</tbody>
</table>

---

34 Published reliability and validity properties might be found in the test review and in other studies where the instrument was used to collect data.
## Section 2
### The Project
**FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS**

#### Quality Indicators

<table>
<thead>
<tr>
<th>Type Met, Not Met, or N/A in Each Cell</th>
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</thead>
<tbody>
<tr>
<td>n. Describes where raw data will be available (appendices, tables, or by request from the researcher).</td>
</tr>
<tr>
<td>o. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
</tr>
</tbody>
</table>

### (2.10) Data Collection Instruments (Qualitative Studies Only)

<table>
<thead>
<tr>
<th>Type Met, Not Met, or N/A in Each Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In addition to identifying the student as the primary data collection instrument, identifies the data collection instrument/process (e.g., informal interview, semistructured interviews, phenomenological in-depth interviews, focus groups, company/archival documents, etc.).</td>
</tr>
<tr>
<td>b. Clarifies how the student will use the data collection instrument/technique (the process/protocol).</td>
</tr>
<tr>
<td>c. Identifies how the student will enhance the reliability and validity of the data collection instrument/process (e.g., member checking, transcript review, pilot test, etc.).</td>
</tr>
<tr>
<td>d. Identifies where in appendices the instrument (e.g., interview protocol, focus group protocol, interview questions, etc.) is (are) located. Ensures Table of Contents lists appendices.</td>
</tr>
<tr>
<td>e. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
</tr>
</tbody>
</table>

### (2.11) Data Collection Technique

<table>
<thead>
<tr>
<th>Type Met, Not Met, or N/A in Each Cell</th>
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</thead>
<tbody>
<tr>
<td>a. Describes the technique used to collect data such as an online/paper survey, interview, observation, site visit, video recording (think recipe card—step-by-step-process and describe richly. Provides abridged interview protocol (see Appendix H), focus group protocol, observation protocol, etc. and identifies location in an appendix.</td>
</tr>
<tr>
<td>b. Describes advantages and disadvantages of data collection technique.</td>
</tr>
<tr>
<td>c. As applicable, describes the process for conducting a pilot study after IRB approval.</td>
</tr>
<tr>
<td>d. For qualitative studies, identifies how the student will use member checking of the data interpretation or transcript review (if applicable).</td>
</tr>
<tr>
<td>e. Supports every decision with a minimum of three scholarly peer-reviewed or seminal sources.</td>
</tr>
</tbody>
</table>
### Section 2
#### The Project
##### (FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)

<table>
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<tr>
<th>Quality Indicators</th>
<th>Type Met, Not Met, or N/A in Each Cell</th>
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<tbody>
<tr>
<td><strong>(2.12) Data Organization Techniques (Qualitative Only)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Describes the systems for keeping track of data, emerging understandings such as research logs, reflective journals, and cataloging/labeling systems.</td>
<td></td>
</tr>
<tr>
<td>b. Reminds readers all raw data will be stored securely for 5 years.</td>
<td></td>
</tr>
<tr>
<td>c. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
<td></td>
</tr>
<tr>
<td><strong>(2.13) Data Analysis (Quantitative Only)</strong></td>
<td></td>
</tr>
<tr>
<td>a. Restates the research questions and hypotheses from Section 1.</td>
<td></td>
</tr>
<tr>
<td>b. Describes and defends, in detail, the statistical analyses that the student will conduct (e.g., multiple regression, two-way ANOVA, etc.).</td>
<td></td>
</tr>
<tr>
<td>c. Describes and defends, in detail, why other statistical analyses are not appropriate.</td>
<td></td>
</tr>
<tr>
<td>d. Provides explanation of <em>data cleaning</em> and screening procedures as appropriate to the study.</td>
<td></td>
</tr>
<tr>
<td>e. Provides explanation for addressing missing data.</td>
<td></td>
</tr>
<tr>
<td>f. Identifies and explains the assumptions pertaining to the statistical analyses.</td>
<td></td>
</tr>
<tr>
<td>g. Identifies the process for testing/assessing the assumptions.</td>
<td></td>
</tr>
<tr>
<td>h. Identifies appropriate actions to be taken if the assumptions are violated.</td>
<td></td>
</tr>
<tr>
<td>i. Describes how the student will interpret inferential results (i.e. key parameter estimates, effect sizes, confidence intervals, probability values, odds ratios, etc.).</td>
<td></td>
</tr>
<tr>
<td>j. Identifies statistical software and version that the student will use in the data analysis process (e.g., SPSS, Excel, R, etc.).</td>
<td></td>
</tr>
<tr>
<td>k. It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
<td></td>
</tr>
</tbody>
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35 Bootstrapping can be used as an effective method for addressing violations of assumptions.
## Section 2
### The Project
**(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)**
#### Quality Indicators

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### (2.14) Data Analysis (Qualitative Studies Only)

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<tbody>
<tr>
<td>a.</td>
<td>Identifies the appropriate data analysis process for the research design (e.g., one of the four types of triangulation for case study; modified van Kaam, van Maanen, etc. for phenomenology).</td>
</tr>
<tr>
<td>b.</td>
<td>Provides a logical and sequential process for the data analysis.</td>
</tr>
<tr>
<td>c.</td>
<td>Details the student’s conceptual plan or software (e.g., NVivo, Atlasti, Ethnograph, Excel, etc.) for coding, mind-mapping, and identifying themes.</td>
</tr>
<tr>
<td>d.</td>
<td>Identifies how the student will focus on the key themes, correlate the key themes with the literature (including new studies published since writing the proposal) and the conceptual framework.</td>
</tr>
<tr>
<td>e.</td>
<td>It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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</table>

### (2.15) Study Validity (Quantitative Only)³⁶

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<table>
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<tbody>
<tr>
<td>a.</td>
<td>Experimental/quasi-experimental designs only: Describes threats to external validity (e.g., testing reactivity, interaction effects of selection and experimental variables, specificity of variables, reactive effects of experimental arrangements, and multiple-treatment interference, as appropriate to the study) and how the student will address the threats to external validity.</td>
</tr>
<tr>
<td>b.</td>
<td>Experimental/quasi-experimental designs only: Describes threats to internal validity (e.g., history, maturation, testing, instrumentation, statistical regression, experimental mortality, and selection-maturation interaction, as appropriate to the study) and how the student will address the threats to internal validity.</td>
</tr>
<tr>
<td>c.</td>
<td>Discusses threats to statistical conclusion validity³⁷ (e.g., factors that affect the alpha/Type I error rate) and how the student will address the threats to statistical conclusion validity.</td>
</tr>
<tr>
<td>d.</td>
<td>Describes the extent to which, and rationale for justifying if, and if so why, research findings can be generalized to larger populations (external validity) and applied to different settings.</td>
</tr>
</tbody>
</table>

³⁶ Items “a” and “b” pertain to experimental and quasi-experimental designs only. Item “c” pertains to all quantitative designs. Discuss validity as it pertains to the study outcomes. This component is not to address the reliability and validity of the study instruments. The reliability and validity of the study instruments is addressed in item 2.9 (quantitative) and 2.10 (qualitative). Item “d”, external validity, pertains to all quantitative designs.

³⁷ The three factors to be discussed are (a) reliability of the instrument, (b) data assumptions, and (c) sample size.
### Section 2
The Project
(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)

#### Quality Indicators

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<tr>
<td><strong>e.</strong></td>
<td>It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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</table>

**Type Met, Not Met, or N/A in Each Cell**

#### (2.16) Reliability and Validity (Qualitative Only):**

A key difference from quantitative research is the reliability and validity headings. The analogous criteria for qualitative studies are credibility, transferability, dependability, and confirmability. These criteria are not measurable and need to be established using qualitative methods such as member checking—Marshall and Rossman (2016) have a good definition, and triangulation (data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation). See Norman Denzin’s (1978, 2009) works on triangulation. Please review more detailed information on qualitative validity at: [http://www.socialresearchmethods.net/kb/qualval.php](http://www.socialresearchmethods.net/kb/qualval.php)

**Reliability**

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<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Identifies how the student will address <strong>dependability</strong> (i.e., member checking of data interpretation, transcript review, pilot test, etc.).</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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**Validity**

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<tbody>
<tr>
<td><strong>c.</strong></td>
<td>Identifies how the student will ensure <strong>credibility</strong> (i.e., member checking of the data interpretation, participant transcript review, triangulation, etc.).</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Identifies how the student will address <strong>transferability</strong> in relation to the reader and future research.</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td>Identifies how the student will address <strong>confirmability</strong>.</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>Identifies how the student will ensure <strong>data saturation</strong>.</td>
</tr>
<tr>
<td><strong>g.</strong></td>
<td>It is recommended to support claims and decisions with multiple scholarly peer-reviewed or seminal sources (as appropriate).</td>
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#### (2.17) Transition and Summary

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<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Ends with a Transition Statement that contains a summary of key points.</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Includes an overview of what the student will cover in Section 3.</td>
</tr>
</tbody>
</table>

**Proposal Stage.** Before IRB approval, the paper is written in future tense and after IRB approval, the paper is changed to past tense.

**Writing Style.** The paper is written in predominantly active voice without slang, euphemisms, or anthropomorphisms.
### Section 2
**The Project**
*(FOR PROPOSAL & DBA DOCTORAL STUDY DOCUMENTS)*

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<th>Quality Indicators</th>
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<tbody>
<tr>
<td><strong>Follows APA 6th edition in the text and in the reference list</strong></td>
<td></td>
</tr>
</tbody>
</table>

**References:** Of the total sources cited, a minimum of 85% must be peer reviewed (it is recommended that in business 85% should be within the past 5 years of anticipated completion date); ensures there is a match between citations and reference list.

Congratulations! This ends the Proposal section. See the Process Checklist located at the Center for Research Quality website (see URL below).

### (3.1) Introduction

- a. Begins with the purpose of the study. Do not repeat the entire purpose statement. Typically, the first sentence of the purpose statement will suffice.
- b. Provides a brief summary of the findings (do not exceed one page).

### (3.2) Presentation of Findings (Quantitative Only)

- a. Describes the statistical test(s), the variables, and the purpose of the test(s) and how they relate to the hypotheses.
- b. Presents relevant descriptive statistics\(^{38}\) (i.e. mean, standard deviation for scale variables; frequencies and percentages for nominal variables).
- c. Provides evaluation of statistical assumptions from Heading 2.13e.
- d. Reports inferential statistical analyses results, organized by research question, in proper APA statistical notation/format. Includes the alpha level chosen for the test, test value, \(p\) (significance level) values, effect size, degrees of freedom, confidence intervals (when appropriate), etc.
- e. Includes appropriate tables\(^{39}\) and figures to illustrate results, as per the current edition of the *Publication Manual of the American Psychological Association*.
- f. Summarizes answers to research questions.

---

\(^{38}\) See the following link for further information on descriptive statistics: http://www.socialresearchmethods.net/kb/statdesc.php

\(^{39}\) See Appendix E for basic formatted descriptive and inferential statistic tables.
### Section 3
Application for Professional Practice and Implications for Social Change (FOR DBA DOCTORAL STUDY DOCUMENTS)

#### Quality Indicators

| **g.** | Specifies in what ways findings confirm, disconfirm, or extend knowledge of the theoretical framework and relationship(s) among variables by comparing the findings with other peer-reviewed studies from the literature review that includes studies addressed during the proposal stage and new studies since writing the proposal. Ties findings or disputes findings to the existing literature on effective business practice. |
| **h.** | Analyzes and interprets the findings in the context of the theoretical framework, as appropriate. |
| **i.** | Ensures interpretations do not exceed the data, findings, and scope. |

(3.3) **Presentation of Findings (Qualitative Only)**

| **a.** | Lists the overarching research question. |
| **b.** | Identifies each theme. Analyzes and discusses findings in relation to the themes. |
| **c.** | Specifies in what ways findings confirm, disconfirm, or extend knowledge in the discipline by comparing the findings with other peer-reviewed studies from the literature review that includes new studies since writing the proposal. |
| **d.** | Ties findings to the conceptual framework |
| **e.** | Ties findings or disputes findings to the existing literature on effective business practice. |

(3.4) **Application to Professional Practice**

Provides a detailed discussion on the applicability of the findings with respect to the professional practice of business. This major subsection provides a rich academic argument for why and how the findings are relevant to improved business practice.

---

40 It is important to ensure the review of the literature is a critical analysis and synthesis of the theory and variables identified in the study.

41 It is important the student includes a critical analysis and synthesis of the new literature (studies) published since the proposal and correlates the literature with the findings in the study.

42 This is an important area for Doctoral Study of the Year Award.
(3.5) Implications for Social Change

Expresses implications in terms of tangible improvements to individuals, communities, organizations, institutions, cultures, or societies as the findings could beneficially affect social change/behaviors.

(3.6) Recommendations for Action

a. Ensures recommendations flow logically from the conclusions and contain steps to useful action.

b. States who needs to pay attention to the results.

c. Indicates how the results might be disseminated via literature, conferences, training, etc.

(3.7) Recommendations for Further Research

Lists recommendations for further study related to improved practice in business. Identifies how limitations identified in Section 1.12b, Limitations, can be addressed in future research.

(3.8) Reflections

Includes a reflection on the researcher’s experience within the DBA Doctoral Study process, in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and any changes to the researcher’s thinking after completing the study.

(3.9) Conclusion

Closes with a strong concluding statement making the take-home message clear to the reader.

(3.10) Appendices/Table of Content

a. Consent form(s) attached. (Redact/blackout all personal or identifying data.)

b. Organizational permission (Blackout name).

c. Sample of Instrument (i.e., survey, interview protocol with interview questions, observation protocol, etc.; copyrighted surveys cannot be included w/o written permissions.)

43 This is an important area for Doctoral Study of the Year Award.

44 Limitations identified in section 1.12b, as a minimum, are ideal sources for future studies.
Section 1 – Foundation of the Study
Note: This handbook is not in the *DBA Doctoral Study Template*. Make certain that the proposal and study conform to *DBA Doctoral Study Template* heading sequencing, and formatting with the correct margins and line spacing.

### 1.1 - Abstract

The abstract *must not exceed* one page. The abstract text must be double-spaced with no paragraph breaks. The first line must not be indented. Describe the overall research problem being addressed in the first couple of sentences and indicate why it is important (e.g., who would care if the problem were solved). You can include a general introduction of the issue in the first sentence, but you need to move to a clear statement of the research problem. Identify the purpose and theoretical foundations, *summarize* the key research question(s), and briefly describe the overall research design and data analytic procedures. Identify the key results, themes, one or two conclusions, and recommendations that capture the heart of the research. Conclude with a statement on the implications for positive social change. Here are some form and style tips: (a) limit the abstract to one page; (b) maintain the scholarly language used throughout the doctoral study; (c) keep the abstract concise, accurate, and readable; (d) use correct English; one may use passive voice in the abstract; (e) ensure each sentence adds value to the reader’s understanding of the research; (f) use the full name of any term and if the acronym is used more than once in the abstract include the acronym in parentheses. Do not include references or citations in the abstract. Per APA style, unless at the beginning of a sentence, use numerals in the abstract, and don’t identify the titles of any software. Do not include seriation (i.e., (a), (b), (c), etc.)

### 1.2 - Background of the Problem

The purpose of the background is to introduce the topic and problem you will address. Briefly, you want to indicate why the problem deserves new research. More important, the Doctoral Study must address *applied* research, so you will want to identify the need to study how some business leaders are solving or have solved an applied business problem. The goal of this heading is to encourage readers to continue reading, to generate interest in the study, and provide an initial frame of reference for understanding the entire research framework.

**Applied DBA Versus a Speculative/Theoretical PhD**

A DBA study is an applied business study linking theory to professional practice. Students can use the following criteria to ensure that they have a clear DBA business study or a DBA business study rather than a PhD business study. In contrast to a DBA study, a PhD study is a hypothetical/theoretical study that leads to expanding or creating theory rather than solving a business problem.

**Qualitative studies.** A qualitative study about people’s perceptions on how to address a business problem is hypothetical and is a PhD study. In contrast, a qualitative study *is* about a strategy that a business leader or manager *has implemented /is implementing* to solve a business problem or a strategy that a business leader or manager has implemented to solve a business problem is an applied DBA study.
Quantitative studies. A quantitative study that includes one or more variables in which the leader or manager cannot change to solve a business problem is a hypothetical/theoretical PhD study. Whereas, a quantitative study that includes only variables which business leaders or business managers can manipulate or change to solve a business problem is an applied DBA study.

Preparing the Background of the Problem

The Background of the Problem can be effectively accomplished in no more than one page; brevity and clarity are essential. The Review of the Literature will provide a more detailed discussion on the literature pertaining to the topic/problem. Immersing yourself in the literature on your topic/problem is crucial to uncovering a viable business problem. Do not underestimate the importance of the literature in helping identifying a viable business problem.

The research topic is broad in nature; do not narrow the focus too quickly. You want to provide the reader, especially those not familiar with the topic, time to become familiar with the topic. Transition the reader to a more a concise presentation of the specific business topic/problem under study. This component focuses on identifying why the study is important, how the study relates to previous research on the topic/problem, and gives the reader a firm sense of what your study is going to address and why. The Background of the Problem contains information supporting the business problem. Do not describe, explain, justify, etc., the need for the study in the Problem Statement. Provide these critical elements (description, explanation, justification, etc.) in the Background of the Problem component. As such, the Problem Statement can be written effectively in as little as four sentences: (a) hook, (b) anchor (c) general business problem, and (d) specific business problem. Transfer the supporting references in the Background of the Problem to the Problem Statement, but submit in a concise manner. For example, the hook and anchor reference provided in the Background of the Problem should be used in the Problem Statement.
Include a transition statement that leads to problem statement that will provide more specificity regarding the problem identified in the Background or the Problem component. A well-written transition signals a change in content. It tells your reader that they have finished one main unit and are moving to the next, or it tells them that they are moving from a general explanation to a specific example or application. A transition form the background to the Problem Statement is often as brief as one sentence, as follows: The background to the problem has been provided; the focus will now shift to the Problem Statement. Tip: Many potential business topics/problems can be found in the Area for Future Research heading of most peer-reviewed journal articles.

1.3 - Problem Statement

As shown in the following graphic, the Problem Statement must include four specific components the (a) hook, (b) anchor, (c) general business problem, and (d) specific business problem. The Problem Statement is not to exceed 150 words. One should utilize the Tool/Word Count feature in Microsoft Word to ensure the word count does not exceed the 150 maximum word requirement. More important, ensure the problem statement reflects an applied business problem; avoid Rubric Creep\(^{45}\). You must ensure you map to the rubric requirements. This is the most critical component of the doctoral study and will be highly scrutinized in the review process. Again, the Problem Statement is not to identify causes for the problem, solutions to the problem, or any other superfluous information. A well-written problem statement can be presented in four to five sentences. Please review the training video (see link below) developed by the DBA methodology team to aid in writing your problem statement. The video will help add clarity and save you time. The Problem Statement Video Tutorial can be found at: [http://youtu.be/IYWzCYyrgpo](http://youtu.be/IYWzCYyrgpo).

\(^{45}\) Rubric creep occurs when the problem statement does not reflect an applied business problem.
DBA students are seeking a degree in business and must ensure the problem statement is business focused. The problem statement must not represent a problem that has a social, psychological, educational, or other discipline specific emphasis. A business problem is something that is a problem for a business from the perspective of the business managers or the industry’s leaders. Therefore, it is important to adopt a management perspective, and not that of social advocates. The perspective must be from the position of the managers and leaders of business who can address the problem.

Avoiding Rubric Creep

To ascertain if a problem addresses a business issue or has Rubric creep/Rubric drift, please consider the following:

- An important indicator that a business related problem is a specific business problem is that the problem statement relates to a key business process that organizational leaders need to address and effectively meet the organization’s mission.
- A business problem relates to one or more critical success factors (CSFs). Business leaders use business processes to function effectively to complete one or more CSF’s needed to carry out their business mission.
- A business problem is one that a business manager/leader can solve.

Conduct a final check of the problem statement by putting the hook, anchor, general business problem, and specific business problem in bullet form and check for alignment among the four bullets. When you can ensure that the problem statement aligns throughout, write in scholarly narrative form (no bullets).

Strategy for Mapping to the Rubric

- Read the rubric requirements for a heading.
- Read what you wrote in the heading.
- Read the rubric requirements for a heading again.
- Read what you wrote in the section and highlight (in the proposal and the rubric) the rubric elements that you addressed in the heading.
- Revise the heading as needed to include the rubric elements that you missed and eliminate superfluous narrative.
- Start the process at the top again until you have mastered the rubric elements in the heading.

Specific Business Problem

The specific business problem is the genesis of one’s study. It is vital that one has a clear and precise specific business problem. One will align the contents of the Research Question and Purpose Statement with the specific business problem.

The qualitative specific business problem. The qualitative specific business problem must be well defined and not contain multiple issues (variables in quantitative studies). The
following graphic depicts how to include the elements needed in a qualitative specific business problem.

The specific business problem is that some department store managers lack strategies to motivate their sales associates.

The quantitative specific business problem. The quantitative specific business problem must be well defined and contain the key variables. The following graphic depicts how to include the elements needed in a qualitative specific business problem.
Aligning the Specific Business Problem With the Purpose Statement and RQ

Make certain that the specific business problem, Purpose Statement, and Research Question (RQ) align. A good technique to use to enhance the alignment is to put the specific business problem, RQ, and first sentence of the Purpose Statement together on a blank document to ensure that you are using the same words. Notice the suggested order differs from the order the headings appear in the study.

Qualitative alignment example. The graphic below provides an example of alignment among the Specific Business Problem, Research Question, and first sentence of the Purpose Statement using the same key words. Pay attention to the words one uses in identifying the issue that the leader lacks or has in limited supply. The word determines how one can collect data.

- Some business leaders lack understanding… To ascertain what one understands will require a quantitative design.
- Some business leaders lack knowledge… To ascertain a business leader’s knowledge will require a quantitative design.
- Some business leaders lack strategies (or have limited plans, processes, procedures)… To ascertain a business leader’s strategies may involve interviews, focus groups, company archival records and documents, company policies and procedures, company intranet/Internet site, and direct/participant observation (in some cases) to collect data. Usually interviews or focus groups are the primary data collection method.
- Some business leaders lack skills… To ascertain a business leader’s skills will involve direct/participant observation as the primary data collection method.
### Quantitative alignment example

Notice how the **Specific Business Problem**, **Research Question**, and first sentence of the **Purpose Statement** use the same key words with the exception that the research question and subsequent first sentence in the purpose statement *do not* address the business leader—this is a difference between qualitative and quantitative studies. The following is an example of alignment for a quantitative correlational study.

<table>
<thead>
<tr>
<th>Specific Business Problem</th>
<th>Research Question</th>
<th>Purpose (first sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The specific business problem is that some department store managers lack strategies to motivate their sales associates</td>
<td>• What strategies do department store managers use to motivate their sales associates?</td>
<td>• The purpose of this (method design) study will be to explore the strategies that department store managers use to motivate their sales associates.</td>
</tr>
<tr>
<td>Specific Business Problem</td>
<td>Research Question</td>
<td>Purpose (first sentence)</td>
</tr>
<tr>
<td>• The specific business problem is that some construction managers do not know the relationship between employee motivation, employee job satisfaction, and employee turnover intentions.</td>
<td>• What is the relationship between employee motivation, employee job satisfaction, and employee turnover intentions?</td>
<td>• The purpose of this quantitative correlational study is to examine the relationship between employee motivation, employee job satisfaction, and employee turnover intentions.</td>
</tr>
</tbody>
</table>
1.4 - Purpose Statement

There is a difference in the rubric requirements for a quantitative versus a qualitative study. The Purpose Statement must include the following components: (a) methodology, (b) design, (c) independent and dependent variables (for quantitative studies only), (d) specific population and justification for using the chosen population, (e) geographical location, and (f) the study’s potential for effecting social change. The Purpose Statement is not to exceed 200 words. One should utilize the Tool/Word Count feature in Microsoft Word to ensure the word count does not exceed 200 words. The Purpose Statement is to be a concise statement and must not include detailed design information (sample size, data collection, etc.). Please be sure to map to the rubric. Please review the purpose statement video at: http://youtu.be/pLP4r0mfT9A. This video tutorial will be helpful to you in preparing your Purpose Statement.

Six Elements of the Purpose Statement

As mentioned above, the Purpose Statement consists of six elements. These six elements, and their contents, are:

Methodology. The first element to be presented in the Purpose Statement is the research methodology. The methodology is the overall philosophical assumption the researcher uses for designing and developing the study. In other words, the methodology is a worldview of how knowledge is acquired. The qualitative method is a means for exploring and understanding the meaning individuals or groups ascribe to a business problem. The qualitative method involves researchers using open-ended questions to learn what a business leader is doing or has done to solve a business problem. The quantitative method involves researchers using closed-ended questions to test hypotheses. Mixed-method studies contain a qualitative study methodology and a quantitative study methodology and must meet the requirements of both methodologies. Mixed-method studies are rarely conducted in the DBA program. You simply need to identify the methodology for or your study in a single sentence. There is no other information required other than this single statement.

Design. The second element to be presented in the Purpose Statement is the research design. While there are numerous designs, the most common qualitative designs seen in DBA doctoral studies are the case study design, miniethnography, focus group, and the phenomenological design. The correlational design is the most common design for quantitative studies. You simply need to identify the design of your study. There is no other information required other than this single statement.

Variables (quantitative study only)⁴⁶. A variable is any entity that can take on different values. Another definition of a variable is that it is a characteristic or condition that changes or has different values for different individuals or units of analyses (i.e. sample units). More so, variables are the cornerstone of quantitative research, where the researcher seeks to explain the relationships among variables or to compare group differences regarding a variable or variables. See section 1.6 “Research Questions” for more information on variable requirements.

⁴⁶ See section 1.6 “Research Questions” for more information on variable requirements.
of interest. Another important distinction for term variable is the distinction between an independent and dependent variable.

An independent variable is the variable you have control over (experimental designs), what you can choose and manipulate. A dependent variable is also known as a response variable or explained variable. The independent variable is usually what you think will affect the dependent variable. In some cases, you may not be able to manipulate the independent variable. It may be something that is already there and is fixed (i.e. company size), something you would like to evaluate with respect to how it predicts, influences, impacts, or causes a change in the dependent variable (i.e. employee satisfaction).

As it applies to your research, the dependent variable is normally the problematic variable in DBA studies where the researcher it trying to explain what influences, affects, causes or can predict the problem. For example, if the specific business problem is low employee satisfaction then employee satisfaction is the dependent variable. The researcher then selects independent variables that are thought to predict, influence, impact, or cause the dependent variable, in this case, employee satisfaction.

Thus, it is extremely important to identify clearly the independent and dependent variables in the Purpose Statement component of the proposal. Identification of the variables informs other research components such as sample size and type of statistical analysis that is to be conducted. See more on variables at: http://www.socialresearchmethods.net/kb/variable.php

Targeted population. A population is the larger group that you are studying. The population is not to be misconstrued as the sample, or your study’s participants. You will select your sample, or study participants from the larger population. For example, your population might be all small business leaders in New York. You will however, select a subset of small business leaders in New York to serve as your sample or participants. Remember, you are to address the broader population in this component of the Purpose Statement.

In a qualitative ethnographic or case study, you will need to define the population with the scope of the study. For example, if you are conducting a single case study, the population will be people that meet the participant criteria within that organization/company. Likewise, in a multiple case study the population will be the people that meet the participant criteria within the organizations/companies in the study.

Examples for a case study with the following research question: What strategies do department store managers use to motivate their sales associates?

Single case study example. The population will be department store managers in one New England department store who have a strategy to motivate their sales associates.

Multiple case study example. The population will be department store managers in four New England department stores who have a strategy to motivate their sales associates.

Geographical location. The geographical location simply identifies the geographical location of your study’s participants. The participants might be in a particular country, region,
state, or city. Of course, this may vary based upon the purpose of your study. In the decision to identify the geographic location, one must ensure that the confidentiality of the company(ies) and participants. If one is conducting a study in an automotive manufacturing facility and there are only one or two companies in the city or state (i.e. Alabama), one should define the geographic location to avoid the specific sample units being easily identifiable (i.e., southern United States).

**Social change.** The final element of your *Purpose Statement* requires you to provide a positive social change statement. Positive social change involves improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies. Focus on explaining “WHO” may benefit, and “HOW” the “WHO” may benefit from your study’s findings and recommendations.

**Quantitative hypothetical example.** The purpose of this quantitative correlation study is to examine the relationship between leadership styles, size of business, and business revenue. The independent variables are leadership style and size of business size. The dependent variable is business revenue. The targeted population will consist of business leaders of microelectronic companies in the southeast United States. The implications for positive social change include the potential to (provide social change statement).

**Note:** DBA doctoral studies require the highest level or rigor and scholarship. One focus of rigor and scholarship is that of the number of predictor or independent variables examined in quantitative doctoral studies. Nonexperimental research (i.e. correlation, quasi-experimental, etc.) requires the use of at least two independent or predictor variables.

**Qualitative hypothetical example (case study).** The purpose of this qualitative multiple case study is to explore the strategies that department store managers use to motivate their sales associates. The targeted population will comprise of department store managers form one of the three department stores in the southeast region of the United States who have implemented strategies to motivate their sales associates. The implication for positive social change includes the potential to (provide social change statement).

**Note:** In a case study, and often in ethnographic studies, the population is limited to those people meeting the participant criteria in the company or companies being studies. In a phenomenological or narrative study, the population includes *all* people who meet the participant criteria.

**1.5 - Nature of the Study**

The *Nature of the Study* component serves two purposes (a) *describing and justifying the methodology* (i.e. quantitative, qualitative, mixed-method) and (b) *describing and justifying the design* (i.e. case study, phenomenological, correlation, sequential explanatory, etc.). Therefore, a well-crafted *Nature of the Study* can be presented in two paragraphs and not exceed one page. The first paragraph describes and justifies the *methodology* and the second paragraph describes and justifies the *design*. These two components should not be intermingled. A common error in this heading is to *restate* the purpose, identify variables, analyses, etc. and include other superfluous information. Again, map to the rubric and only include the required content!
Remember that the Nature of the Study succinctly represents your defense of your choice of method and design; therefore, it must have depth. You must demonstrate to the reviewers that you have done the reading and research needed to support your research method and design. That evidence also includes discussing why you did not choose other methods and designs. Keep this heading deep yet brief. You will have time to expand upon the Nature of the Study later in the Research Method and Design heading.

Hypothetical Quantitative Example

I chose a quantitative methodology for this study. Using a quantitative study enables one to identify results that can be used to describe or note numerical changes in numerical characteristics of a population of interest; generalize to other, similar situations; provide explanations of predictions, and explain casual relationships (cite). Thus, the quantitative method is appropriate for this study because the purpose of the study is to analyze numerical data and infer the results to a larger population. A mixed methods study contains the attributes of both quantitative and qualitative methods (cite). The qualitative method is appropriate when the research intent is to explore business processes, how people make sense and meaning, and what their experiences are like (cite). Therefore, the qualitative and qualitative portions of a mixed-method approach are not appropriate for this study.

Specifically, the correlation design is chosen for this study. A correlation researcher examines the relationship between or among two or more variables (cite). The correlation design is appropriate for this study because a key objective for this study is to predict the relationship between a set of predictor variables (leadership style and size of business) and a dependent variable (company revenue). Other designs, such as experimental and quasi-experimental designs are appropriate when the researcher seeks to assess a degree of cause and effect (cite). This principal objective for this study is to identify a predictive model; thus the experimental and quasi-experimental designs are not appropriate.

Hypothetical Qualitative Example

The three research methods include qualitative, quantitative, and mixed methods (cite). I selected the qualitative method to use open-ended questions. Qualitative researchers use open-ended questions to discover what is occurring or has occurred (cite). In contrast, quantitative researchers use closed ended questions to test hypotheses (cite). Mixed methods research includes both a qualitative element and quantitative element (cite). To explore (your topic), I will not be testing hypotheses which is part of a quantitative study or the quantitative portion of a mixed methods study.

Note: As you can see, the example clearly starts with topic sentences (red text) that foreshadow what is to be addressed in the paragraph. Notice the quantitative method paragraph does not address the design, as the topic sentence does not suggest the design is the focus of the paragraph. The design is not foreshadowed in the topic sentence. Remember, a topic sentence alerts the reader to the main topic of the paragraph.
I considered four research designs that one could use for a qualitative study on (2-3 words identifying your topic): (a) miniethnography, (b) focus group, (c) narrative, and (d) case study. *(Note: Select the designs that you considered and are applicable to an applied qualitative study.)* Miniethnography involves… (Briefly discuss miniethnography, 1-sentence defining with a citation, 1-sentence if needed why it is or is not the optimal choice). Business researchers use focus groups to… (Briefly discuss focus groups, 1-sentence defining with a citation, 1-sentence if needed why it is or is not the optimal choice). A narrative design entails… (Briefly discuss narrative designs, 1-sentence defining with a citation, 1-sentence if needed for why it is or is not the optimal choice). Case study researchers… (Briefly discuss case study, 1-sentence defining with a citation, 1-sentence is needed why it is or is not the optimal choice).

1.6 - Research Question (Quantitative Only)

For DBA doctoral studies, the highest level of rigor and scholarship is required. One focus of rigor and scholarship is the examination of the number of predictor or independent variables examined in quantitative doc studies. Non-experimental research (i.e. correlation, quasi-experimental, etc.) requires the use of at least two independent or predictor variables. This is due to the “third variable” problem. A third variable, also known as a confounding or mediator variable, can confound the relationship between the independent and dependent variable. This confounding can lead the researcher to incorrectly interpret the results, leading to an incorrect rejection of the null hypothesis.

As such, all DBA quantitative studies require the examination of at least two predictor, or independent variables. This affects the statistical analysis, as simple bivariate correlations (correlation designs) or one-way ANOVAs cannot be used as inferential statistical tests. Other statistical procedures, such as partial correlation, semipartial correlation, mediation and moderation, and multiple regression analyses, as a minimum must be used for correlation studies. Quasi-experimental, causal comparative, etc., designs must employ statistical analyses (i.e. factorial ANOVAs), as a minimum, which examines more than one independent variable.

Below are appropriate and inappropriate examples of correlation and quasi-experimental research questions. These examples depict predictor/independent variables, which are (a) employee job satisfaction and (b) leadership experience. The dependent variable is company gross revenue.

- **Appropriate Correlation Example (two predictor variables):** Does a linear combination of employee job satisfaction and leadership experience significantly predict employee productivity?

- **Inappropriate Correlation Example (only one predictor variable):** Does employee job satisfaction significantly predict employee productivity?

- **Appropriate Quasi-experimental Example (two independent variables):** Do employee job satisfaction and leadership experience significantly influence employee productivity?
• **Inappropriate Quasi-experimental Example (only one independent variable):**
  Does employee job satisfaction significantly influence employee productivity?

### 1.7 - Hypotheses (Quantitative/Mixed-Method Only)

**Hypotheses**

Two major elements in the research design are the hypotheses and the variables used to test them. A hypothesis is a provisional idea whose merit deserves further evaluation. Two hypotheses, the null ($H_0$) and alternative ($H_1$), are to be stated for each research question. Below are appropriate examples of correlation and quasi-experimental/casual comparative null and alternative hypotheses; note how they mirror the research questions identified above in the *Quantitative Research Questions* heading. These examples depict predictor/independent variables, which are (a) employee job satisfaction and (b) leadership experience. The dependent variable is company gross revenue. The $H_0$ and $H_1$ reflect the appropriate statistical notation and are to be included. See more on hypotheses at: [http://www.socialresearchmethods.net/kb/hypothes.php](http://www.socialresearchmethods.net/kb/hypothes.php)

**Correlation**

- **Null Hypothesis ($H_0$):** The linear combination of employee job satisfaction and leadership experience will not significantly predict employee productivity.
- **Alternative Hypothesis ($H_1$):** The linear combination of employee job satisfaction and leadership experience will significantly predict employee productivity.

**Quasi-experimental**

- **Null Hypothesis ($H_0$):** Employee job satisfaction and leadership experience do not significantly influence employee productivity.
- **Alternative Hypothesis ($H_1$):** Employee job satisfaction and leadership experience significantly influence employee productivity.

### 1.8 - Research Question (Qualitative Only)

In a qualitative study, the *Research Question* uses the same words as in the Specific Business Problem to identify the specific business leader and identify what the leader has limited supply of or is lacking. The following examples demonstrate how to align the research question with the specific business problem.
Specific Business Problem and Research Question Alignment

Example 1

Specific Business Problem:
The specific business problem is that some department store managers lack strategies to motivate their sales associates.

Research Question:
What strategies do department store managers use to motivate their sales associates?

Example 2

Specific Business Problem:
The specific business problem is that some manufacturing frontline supervisors lack conflict resolution skills.

Research Question:
What conflict resolution skills do manufacturing frontline supervisors use?
In qualitative studies, the researcher must first identify the population for the study (business leaders that have solved or are solving the specific business problem) and align the interview questions with the population and the research question. Interview questions must (a) provide answers to the research question, (b) not go beyond the research question (i.e., no demographics if not part of the research question), (c) be in the language (word choice) that the participant will understand, (d) be open-ended questions (no Yes or No answerable questions), and (e) be applied DBA rather than speculative PhD questions (see the example below).

Interview questions should be straightforward and ask what or how the business leader has addressed the research problem. Typically, case study and ethnographic interviews will be semistructured, semiformal, unstructured, or informal. Phenomenological studies use the phenomenological long interview with only one to three questions to have a longer discussion getting in depth data and reaching a state of epoché. Students should critically read about the different interviewing techniques and select the best technique for the study design.

Semistructured and semiformal interviews frequently include six to ten interview questions to allow time for probing questions. The final interview question in a semistructured or informal interview frequently asks the participant to share any additional information for addressing the research question(s): What additional information would you like to share about XYZ? One typically uses an unstructured or informal interview technique when having a more casual discussion often spreading the interview questions out over time during field visits (i.e., during a direct observation or participant observation phase in data collection).

In contrast, the phenomenological long interview typically has one or two interview questions. Although phenomenological interview questions are written as a question, the interview protocol involves creating an in depth discussion (typically 1-2 hours) and reaching a state of epoché. The phenomenological long interview requires more study and preparation as compared to more traditional interviewing techniques used in ethnography and case study designs.
Be cautious not to confuse the interviewing process with the interviewing questions. The concept of semistructured questions or semistructured interview questions does not exist. Semistructured interviews (semiformal, unstructured, or informal interviews) are a specific interviewing technique/process. All qualitative interview questions are open-ended. However, the interview questions are not semistructured.

Example Research Question

What strategies do department store managers use to motivate their sales associates?

Example Applied DBA Interview Questions

1. What strategies are you using to motivate your sales associates?
2. What method did you find worked best to motivate your sales associates?
3. How did your sales associates respond to your different motivation techniques?

Example Speculative/Theoretical PhD Questions (do not use)

1. What strategies should managers use to motivate sales associates?
2. What method do you think will work best to motivate sales associates?
3. How do you feel your sales associates respond to other motivation techniques?

1.10 - Theoretical/Conceptual Framework

A theoretical (for quantitative studies) or conceptual framework (for qualitative studies) offers a systematic view of a phenomenon. In other words, the framework provides a lens through which to view a phenomenon.

Identifying the Best Theory or Conceptual Model

Make certain that the theory aligns with the research question. Consider the following when searching for a theory or conceptual model for the conceptual framework.

- Critically read peer-reviewed studies related to your topic and identify the theories that the sources found aligned with their studies. After one has read and synthesized numerous peer-reviewed studies related to the topic for the annotated bibliography, one will notice a few theories (or conceptual models) that aligned with several studies.
- Critically read the seminal work on the theories (or conceptual models) that you found in peer-reviewed studies related to your topic.
- Related studies may be about the concept and not the specific industry.
- For example, if one is studying how the family owned wrecking yard leaders succession plan, one could look at studies on leadership training and development in other types of organizations.
• **Quantitative.** Select the theory or conceptual model that best aligns with the research question and provides an interrelated set of constructs, variables, hypotheses, or propositions that offer an explanation for phenomenon.

• **Qualitative.** Select the theory or conceptual model that best aligns with the research question.

As you can see, it is important to immerse yourself in the literature pertaining to your conceptual framework to gain a good understanding of the framework. More important, your literature review must include an exhaustive review of the literature pertaining to the conceptual framework you are proposing for your study. This is extremely important, as you will be required to discuss your findings as they confirm, disconfirm, extend, etc., the extant literature on your conceptual framework. You must critically analyze and synthesize the studies where your conceptual framework has been the lens through which the phenomenon has been viewed.

As outlined in the **DBA Rubric**, you are required to present a brief overview of your theory or conceptual framework in **Section one** of the proposal. Please note this is not to be a detailed review of your theory or framework. The detailed review is required in the **Review of the Literature heading**. Here, a model for presenting the theory or framework heading is offered. You will want to state the name of the theory or identify the conceptual framework, identify the theorist if applicable, list key concepts of the theory or framework, identify any propositions or hypotheses, and identify how the theory or framework applies to your study. Please note there are obvious variations to this model depending upon your particular study and topic. However, the intent is to briefly present the key aspects of your theory and or framework and show how it fits into your study.

**Quantitative Example**

Burns (1978) developed the transformational leadership theory. Burns used the theory to offer an explanation for leadership based upon the premise that leaders are able to inspire followers to change expectations, perceptions, and motivations to work toward common goals. Burns identified the following key constructs underlying the theory (a) idealized attributes, (b) idealized behaviors, (c) intellectual stimulation, (d) inspirational motivation, and (e) individualized consideration. As applied to this study, the transformational leadership theory holds that I would expect the independent variables (transformational leadership constructs), measured by the Multifaceted Leadership Questionnaire, to predict employee turnover intention because (provide a rationale based upon the logic of the theory and extant literature). The following figure is a graphical depiction of the transformational leadership theory as it applies to examining turnover intentions.

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48 Graphical models are useful for depicting the theoretical framework in quantitative studies.
Let’s examine the theoretical framework from the perspective of possible lenses through which to view phenomena. Assume the business problem or phenomenon is the failure rate of small businesses, an obvious business concern. There are plethora’s of explanations that can be offered for the failure of small businesses. As the researcher, you have the choice of lens for which to view the problem. For example, you might hypothesize or rationalize that transformational leadership characteristics offer a systematic view for the failure of small businesses. Specifically, you hypothesize or rationalize that a leader’s transformational leadership characteristics are influential in the success of small businesses. As such, your study would be grounded in transformational leadership theory or transformational leadership conceptual framework.

Or perhaps, you hypothesize or rationalize that servant leadership characteristics offer a systematic view for the failure of small businesses. Specifically, you hypothesize or rationalize that a leader’s servant leadership characteristics are influential in the success of small businesses. As such, your study would be grounded in transformational leadership theory or transformational leadership conceptual framework. Hence, the number of lenses through which a problem or phenomena can be viewed is limitless. Only your imagination stands between you and selecting the theory or conceptual framework that can be used to connect your study to existing knowledge.

Perhaps, one of the most misunderstood aspects of theory is how to apply it in the doctoral study. Researchers utilizing a quantitative study grounded in transformational leadership theory must measure or assess the constructs underlying the theory. The broad constructs of transformational leadership theory are idealized attributes, idealized behaviors, inspirational motivation, stimulation, and idealized consideration.

Therefore, an instrument such as the Multifaceted Leadership Questionnaire (MLQ) is appropriate to measure the underlying constructs of transformational leadership theory. Any instrument not proven to assess transformational leadership cannot be approved for use in a study grounded in transformational leadership theory. If you (inappropriately) used a nonvalidated instrument, you would not be testing the proposed transformational leadership theory, and your
study would not have construct validity. For example, the Servant Leadership Survey (SLS) instrument could not be approved for use in a study grounded in transformational leadership theory, as the SLS was validated for use in measuring constructs underlying servant leadership theory.

Qualitative Example

Example research question. What strategies do department store managers use to motivate their sales associates?

Example conceptual framework. Vroom (1959) developed the expectancy-valence theory, which he later called the expectancy motivation theory (Vroom, 1964). The expectancy motivation theory suggests that employees will exhibit positive performance behaviors when they believe that their work will result in certain rewards (Vroom, 1964). Building upon Vroom’s expectancy motivation theory, Gilbert (1978, 2013) published his behavioral engineering model that provided a motivational foundation for the inputs that can lead to specific employee motives. Gilbert identified three categories covering information, instrumentation, and motivation. Within the manager’s scope of control are data, resources, and incentives. Within the employee’s scope of control are knowledge, capacity, and motives. Gilbert argued that if managers improved the availability of data access, provided the tools and equipment, or incentives to perform, employees would exhibit a change in willingness to participate. Likewise, if employees have a change in knowledge or capacity to perform, employees would exhibit a change in willingness to participate (Gilbert, 1978, 2013). Vroom’s (1964) expectancy motivation theory and Gilbert’s (1978) behavioral engineering model both align with this study exploring the strategies that department store managers use to motivate their sales associates.

1.11 - Operational Definitions

Do not include terms found in a basic academic dictionary (i.e. Webster’s). List only terms than might not be understood by the reader. All definitions should be sourced from professional/scholarly sources and in alphabetical order. Do not include more than 10 key operational definitions. Although one can use a maximum of 10 terms, there may only be a few terms pertinent to the study. Listing a specific term that only one or two sources in the literature review introduce is likely not pertinent to the study and should not be listed in the operational definitions.

1.12 - Assumptions, Limitations, and Delimitations

Assumptions are facts considered to be true, but which cannot actually be verified by the researcher. Assumptions carry risk and should be treated as such. A mitigation discussion would be appropriate. Identify all assumptions associated with the study. Limitations refer to potential study weaknesses, which cannot be addressed by the researcher. Identify all limitations.

associated with the study. **Delimitations** refer to the bounds or scope of the study. Describe the boundaries and what is in and out of your study’s scope.

### 1.13 - Significance of the Study

**Contribution to Business Practice**

Discuss how the findings, conclusions, and recommendations from your study could fill gaps in the understanding and effective practice of business.

**Implications for Social Change**

Provide a statement of the your study’s potential for effecting positive social change or the improvement of human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies.

### 1.14 - Review of the Professional and Academic Literature

The literature review content needs to be a comprehensive and critical analysis and synthesis of the literature related to the theory and/or conceptual model from the *Theoretical/Conceptual Framework* as well as the existing body of knowledge regarding the research topic. What a literature review should *not* be is an amalgamation of essays on the topic. The approach to this heading may vary by authors’ specific purpose. For example, if your study is to be grounded in the transformational leadership theoretical or conceptual framework, you will be examining or exploring your phenomenon through a leadership lens. You want to report on extant research that was grounded in the transformational leadership theoretical/conceptual framework. You would want to report on the literature that is as close to your topic/phenomenon as possible. In addition, if you are conducting a quantitative study, you need to include the literature for any other key variables. A basic outline is presented at Appendix A.\(^50\)

Critical analysis and synthesis of the relevant literature will be an important element of the literature review. The review of the literature is not to be a *regurgitation* of what you have read. It is also not to *teach* about a topic; rather, it is to show your mastery of the previous and recent research on your topic and provide a comprehensive up-to-date *literature review* on your topic. Start with an introductory heading and then report the literature. This should be an exhaustive review of the literature using the chosen theoretical/conceptual framework and consist of the key and *recent* writings in the field. Repeat this approach if there are any additional theories. In addition, in quantitative studies, there must be a critical analysis and synthesis for *each variable*.

There are three questions that students typically ask about the literature review: (a) length, (b) organizational structure, and (c) content. The length will depend upon the theoretical foundation related to the topic and scholarly studies related to the theory. Typically, for a doctoral study, a literature review will average 35-40 pages. However, demonstrating a rich and

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\(^{50}\) Literature reviews will vary by topic, author, etc. However, Appendix A presents the *minimum* requirements for a quantitative study.
comprehensive review of the topic is more important than the number of pages in a literature review.

The most common ways that one may organize the literature review are to use a chronological, topical, or combination of chronological and topical structure. The literature review should be a succinct yet in-depth critical analysis of scholarly studies and authoritative seminal work. The literature review should not be a summary of one’s reading or an amalgamation of essays on the topic.

The literature review content needs to be a comprehensive and critical analysis and synthesis of the literature related to the theory and/or conceptual model that one identified in the Theoretical/Conceptual Framework as well as the existing body of knowledge regarding the research topic. Typically one half to two thirds of a good literature review will relate the theory or conceptual models to a critical analysis and synthesis about the topic and problem. One organizational strategy for the literature review is (a) one third discussing the theory or conceptual model (see figure below), (b) one third topical foundation, and (c) one third discussing the topic in relation to the theory.
1.15 – Transition

This heading summarizes the key contents of Section 1. Do not introduce any new material in the summary, but do provide an overview of the primary objectives and contents of Sections 2 and 3.
Section 2 – The Project
2.1 - Purpose Statement

Simply cut-and-paste the Purpose Statement from Section 1.

2.2 - Role of the Researcher

The Role of the Researcher is an important part of your proposal and study. The content that you present in this subheading is important because it demonstrates that a) you have done the research that is required, b) that you understand what your role is in the study design, and 3) you understand the limitations and challenges in this type of role, and how any concerns may be mitigated to enhance the reliability and validity of your work.

One of the most challenging parts to write in this subheading is about the use of a personal lens primarily because novice researchers (like students) assume that they have no bias in their data collection. However, it is important to remember that a participant’s as well as the researcher’s bias/worldview is present in all social research, both intentionally and unintentionally which is why it is important to address strategies to mitigate bias.

To address the concept of a personal lens, remember that in qualitative research, the researcher is the data collection instrument and cannot separate themselves from the research, which brings up special concerns. Remember that the researcher operates among multiple worlds while engaging in research, which include the cultural world of the study participants as well as the world of one’s own perspective. A researcher’s cultural and experiential background will contain biases, values, and ideologies that can affect the interpretation of a study’s findings. Therefore, researcher bias is a concern because the data can reflect the researcher’s personal bias and concerns. It becomes imperative that the interpretation of the phenomena represent that of participants and not of the researcher. Hearing and understanding the perspective of others may be one of the most difficult dilemmas the researcher must address. The better a researcher is able to recognize his/her personal view of the world and to discern the presence of a personal lens, the better one is able to hear and interpret the behavior and reflections of others.

How you address and mitigate a personal lens/worldview during your data collection and analysis is important and a key component in the Role of the Researcher subheading. It is important that a novice researcher recognizes their own personal role in the study and mitigates any concerns during data collection. Part of your discussion in this subheading should address how this is demonstrated through using an interview protocol, member checking, transcript validation and review, reaching data saturation, enabling sense making, facilitating epoché, careful construction of interview questions, and other strategies to mitigate the use of one’s personal lens during the data collection process of the study.

It would be impossible to remove all bias because you are a human being. Rather, one mitigates bias as best as one can. This is demonstrated via using an interview protocol, member checking, data saturation, and other strategies to mitigate the use of one personal lens during the data collection process of your study. Inadvertently driving participants to predetermined conclusions speaks to the same concepts.
2.3 - Participants

The requirements are straight forward but often missed in the Participants heading. Consider the explanations in the following table.

<table>
<thead>
<tr>
<th>Rubric Requirement</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describes the eligibility criteria for study participants.</td>
<td>The participants must meet the eligibility requirement within the scope of the population. Consider the research question: <em>What strategies do department store managers use to motivate their sales associates?</em> If one identified the population as department store managers who have worked in the field for 8-years and have a minimum of 5-years supervising sales associates, one would not be necessarily addressing the requirement. The criteria for the example research question would be department store managers who have successful strategies that they are using to motivate sales associates. The department store manager may have been in the field for 20-years or 1-month—the time in position has nothing to do with the study. Likewise, working with the employees does not mean that the department store manager is using a strategy to motivate the sales associates.</td>
</tr>
<tr>
<td>b. Discusses strategies for gaining access to participants.</td>
<td>Explain your plan for gaining access to participants. In a quantitative survey, one may use a professional association membership list or other types of list to access participants via email, phone, etc. For a qualitative study, one may also use professional associations, trade affiliations, etc. for gaining access. One may also be using rosters inside the company(ies) and emailing, calling, or visiting in person for a case study. It is vital that you develop a strategy to determine that participants meet the study criteria before inviting participation.</td>
</tr>
<tr>
<td>c. Identifies strategies for establishing a working relationship with participants.</td>
<td>Once one gains access, one needs to develop a working relationship with the participants. This may be as simple as sending a survey link via email in a quantitative study to how you will cover the informed consent form and set the</td>
</tr>
</tbody>
</table>
stage for a qualitative interview (often referencing the interview protocol).

d. The participants must align with the overarching research question. This requirement is a reminder that one must have the correct criteria for selecting the participants and that the criteria must align with the research question—nothing else should be included in the criteria.

e. Supports every decision with a minimum of three scholarly peer-reviewed or seminal sources. During planning the study, one will make several decisions. In this heading, there is a decision for the participant criteria, how one will gain access to the participants, and how one will build a working relationship with the participants. Each decision will need a synthesis from a minimum of three scholarly peer-reviewed or seminal sources to support the decision. This means that one may have nine citations for this section. Fortunately, you have an annotated bibliography with peer-reviewed studies where others have made similar decisions as well as seminal sources on methodology.

Tip: To represent your sources correctly: Write about what you will do in one sentence and synthesize your sources supporting your decision in a separate sentence.

2.4 - Research Method

This heading is an extension of the Nature of the Study. The first paragraph of the Nature of the Study required a description of and justified the methodology. Here you will extend that discussion by providing more information and additional resources. Remember to use multiple sources to support claims and decisions. It is important to have a strong case to support the rationale for research design.

2.5 - Research Design

This section is an extension of the Nature of the Study. The second paragraph of the Nature of the Study required a description of and justified the design. Here you will extend that description by providing more information and additional resources. Be sure to include at least three sources for each decision you make.

Data Saturation in Qualitative Study Designs

A vital prerequisite for a valid qualitative study is having a plan to ensure data saturation. Data saturation in qualitative research ensures the validity in a qualitative study similar to a statistically valid sample in a quantitative study. See more on data saturation in the Population and Sampling heading below.
How to Use Multiple Sources to Support Claims and Decisions

Specifically stating multiple sources is one way to make it clear to the reviewers that you have mapped to the Rubric. However, what the reviewers are looking for is that students have done the required reading to justify the choice of research design that will best assist collecting data to answer the research question. Rather than list name-date, name-date, name-date repeatedly, one would synthesize the concepts into one cohesive whole supported by sources in a somewhat indirect manner. For example:

Case studies are the preferred strategy researchers employ when asking how or what questions (Amerson, 2011; Andrade, 2009; Yin, 2009). These types of studies identify operational links among events over time (Andrade, 2009; Baxter & Jack, 2008; Yin, 2009). Case studies may be exploratory, explanatory, or descriptive and may involve one organization and location or multiple organizations and locations for a comparative case study (Amerson, 2011; Stake, 1995; Yin, 2009).

In other words, you are supporting your synthesis with multiple sources. Another way to support your design with a source is:

Ethnographic study is unique in that it includes fieldwork where all relevant participants are observed and interviewed informally rather than a specified number as in phenomenology (Fusch, 2001; Wolcott, 2011). Bernard (2012) stated that the number of participants needed for a qualitative study was a number he could not quantify, but that the researcher takes what he can get it.

In other words, you support your synthesis in a more direct way. Note that Bernard's entire work is not within the text, but, rather, one important statement that he did make is and it supports the chosen research design.

In both examples, the synthesis demonstrated depth of knowledge that is supported by published peer-reviewed work, which is what reviewers want to see in your work. Moreover, it is a demonstration of your scholarly research abilities. Note, you may use the same source to support more than one decision if applicable.

2.6 - Population and Sampling (Quantitative Only)

Population

Start by describing the population from which the sample will be drawn. Include any pertinent demographic variables (e.g., CEO, senior executive, mid-level manager, sales professional, front-line supervisor, etc.). Refer to pg. 29 (Participant Characteristics) of the APA Manual (American Psychological Association, 2010) for other appropriate characteristics when appropriate.
Sampling

The two broad categories of sampling methods are probabilistic sampling (random sampling) and non-probabilistic sampling (non-random sampling). Identify and defend your sampling method. You must address the strengths and weaknesses of your chosen sampling method. For example, if you will utilize a stratified random technique defend your reason for doing so. Also note why stratified sampling is more appropriate for your research situation than another sampling technique. You will need to refer to the literature pertaining to sampling techniques.

Describe and defend the sample size. This is where you discuss conducting a power analysis to determine the appropriate sample size. You will present your power analysis in this component. G*Power3 is an excellent power analysis software tool and can be downloaded at: http://www.gpower.hhu.de/en.html. You will find a user’s manual and short tutorial at the same website. See Appendix B for an example power analysis.

Describe the eligibility criteria for inclusion in the study. Discuss any exclusion criteria. Make the eligibility criteria clear, as the results of the study cannot be generalized beyond your targeted population. You need to make it clear as to who can, and who cannot, participate in your study.

2.7 - Population and Sampling (Qualitative Only)

Defining the Population

In this heading, one needs to define the scope of the study. For example, in a phenomenological study, the population will be all the people within the scope of the study (i.e., a specific industry) that meet the participant criteria noted in the participant section 2.3 above. In an ethnographic study or case study, the population would comprise all people that meet the participant criteria in one company for an ethnographic study or single case study and multiple companies for a multiple case study. One should identify the number of companies in a multiple case study. Likewise, one should identify the approximate number of people (that meet the participant criteria) within your study’s population.

Sampling

One must describe and justify the sampling method (census, convenience, criterion, purposeful, quota, snowball, etc.). Once one defines the total population meeting the participant criteria within the scope of the study, one must identify the sample size that has the best opportunity for the researcher to reach data saturation. A large sample size does not guarantee that one will reach data saturation, nor does a small sample size—rather, it is what constitutes the sample size. One must also select a sampling technique that supports the research design.

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51 See Appendix B for a typology of sampling strategies.
For example, one may use a census sample for a single or multiple case study with a small population versus a convenience sample in an ethnographic study. A census sample is actually a census, which means that the study participants will include 100% of the population. For example, as depicted in the following graphic, if one identified the scope of a multiple case study to include five companies and the people that meet the participant criteria for the population as the CEOs of the five companies, there would be a census sample if all five of the CEOs participated.

**Data Saturation and Sampling**

In the *Population and Sampling* heading (as well as the *Research Design and the Validity* headings), one must define how one will ensure data saturation. Although data saturation in qualitative research ensures the validity in a qualitative study similar to a statistically valid sample in a quantitative study, there is no direct correlation between the sample size and reaching data saturation. Data saturation in qualitative research is a way to ensure that one obtained accurate and valid data. Using too small of a sample or too large of a sample will not ensure data saturation. One should critically read and obtain a clear understanding of data saturation before writing a qualitative proposal. Fusch and Ness (2015) synthesized the literature to identify some key characteristics of reaching data saturation which include no new data, no new themes, no new coding, and ability to replicate the study (providing one asks the same participants the same questions in the same timeframe). The study design (case study, miniethnography, phenomenological, etc.) will affect when and how one reaches data saturation. One may be conducting interviews only in a phenomenological study, whereas one would use multiple data collection methods in a case study.

Although the DBA leadership requires a minimum of 20-participants in a phenomenological study and although one may use member checking to enhance the richness of the data, one may have to interview many more participants to reach data saturation. In contrast, in a case study using a small census sample and multiple data collection methods, one may reach data saturation with one or a few participants. In qualitative studies, quality (rich data) is more important than quantity (thick data).

**2.8 - Ethical Research**

Each research study comes with its own set of specific ethical issues. Thus, a rubric cannot address all possible scenarios. Therefore, it will be helpful to review the IRB Application Form before you complete this component to ensure you address any requirements not identified in the rubric or *Research Handbook*. However, as a minimum, discuss the informed consent process. Include a copy of the informed consent form in an appendix and list the informed
consent form in the Table of Contents. Discuss participant procedures for withdrawing from the study. Describe any applicable incentives. Clarify measures for assuring the ethical protection of participants is adequate. Agreement documents are to be listed in the (a) text of the study, (b) appendices and (c) Table of Contents. Include a statement that data will be maintained in a safe place for 5-years to protect rights of participants. Ensure you indicate that the final doctoral manuscript will include the Walden IRB approval number. Ensure the document does not include names or any other identifiable information of individuals or organizations.

Each participant in your study must give written consent to take part in the data collection phase of the work. Moreover, as a researcher following the protocols of the Belmont Report, you must ensure that your participants have a full understanding of their part in the study. Finally, you must ensure that participants understand that they may withdraw from your study at any time without penalty, and how to withdraw from the study.

It is a good practice to complete the first draft of your IRB application while completing the ethics section as well as Section 2. Consider: (a) writing a sentence about your plan to share a summary of the findings with the study participants, and (b) do not use the term anonymous for qualitative studies if you will be interviewing or knowing whom the participants are. Qualitative researchers can protect the confidentiality but not the anonymity of participants because the researcher will know who the participants are. Depending upon the data collection method, quantitative researchers may be able to protect participants’ anonymity.

2.9 - Data Collection—Instruments (Quantitative)

You will describe each instrument’s purpose, intended populations, scales, scoring process, time needed to complete, etc. This heading will also address the psychometric issues surrounding the instrument, reliability and validity—this is very important. You will need to report the reliability and validity coefficients. Where possible, include the details of the reliability measures employed (e.g. test-retest, equivalent or alternate form, split-half, and internal consistency). Validity should include content validity, criterion-related validity, and construct validity. State briefly what these measures of validity are, and report their Intercorrelation coefficients.

You will need to address any special requirements of the publisher. You will need to gain permission from the test publisher to use some instruments. This can be requested by sending a formal letter or email to the publisher. Alternatively, you may need to complete a training course or require your chair’s signature to acquire the instrument—be sure to include this information if applicable.

2.10 - Data Collection – Instruments (Qualitative)

The requirements are straight forward but often missed in the Participants heading. Consider the explanations in the following table.
<table>
<thead>
<tr>
<th>Rubric requirement</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In addition to identifying the student as the primary data collection instrument, identifies the data collection instrument/process (i.e., informal interview, semistructured interviews, phenomenological in-depth interviews, focus groups, company/archival documents, etc.).</td>
<td>Rubric requirement has two parts and students sometimes miss one of them, which can lead to a revision request.</td>
</tr>
<tr>
<td></td>
<td>1. Identifying that you are the primary data collection instrument.</td>
</tr>
<tr>
<td></td>
<td>2. Identifying all of the secondary, tertiary, etc. data collection instruments. Although common in ethnographic research, in case studies, students must have a minimum of two data collection methods.</td>
</tr>
<tr>
<td>b. Clarifies how the student will use the data collection instrument/technique (the process/protocol).</td>
<td>Describe how you will use the instrument(s) by providing a brief definition of each instrument and referencing interview or focus group protocols, etc.</td>
</tr>
<tr>
<td></td>
<td>The focus here should be more on defining and using the instrument. For example, if you are using a specific type of interview, what is the interviewing technique specific to your chosen approach (i.e., unstructured or semistructured interviews). Keep this brief; however, be sure to define the different data collection methods (with scholarly support). In the Data Collection Technique Heading, where you will expand upon the process.</td>
</tr>
<tr>
<td>c. Identifies how the student will enhance the reliability and validity of the data collection instrument/process (i.e., member checking, transcript review, pilot test, etc.).</td>
<td>Clarify how you will enhance the reliability and validity of the instruments such as using an expert panel to validate interview questions, member checking follow up interviews after semistructured interviews, triangulation of multiple data collection methods (during the data analysis as applicable to the research design), etc.</td>
</tr>
<tr>
<td>d. Identifies where in appendices the instrument (i.e., interview protocol, focus group protocol, interview questions, etc.) is (are) located. Ensures Table of Contents lists appendices.</td>
<td>As applicable, include interview protocols, focus group protocols, direct/participant observation protocols in the appendices.</td>
</tr>
<tr>
<td>e. Supports every decision with a minimum of three scholarly peer-reviewed or seminal sources.</td>
<td>During the study plan, one will make several decisions. In this heading there are several decisions to make and support. Each decision such as the following will need scholarly support:</td>
</tr>
<tr>
<td></td>
<td>• Identifying that you are the primary data collection instrument.</td>
</tr>
</tbody>
</table>
March 2016

- Identifying all of the secondary, tertiary, etc. data collection instruments such as type of interviews, focus groups, company/archival documents, company marketing materials, etc.
- Identifying how you will use the instruments by providing a brief definition of the instrument and referencing interview or focus group protocols, etc.
- Identifying how you will enhance the reliability and validity of the instruments such as by using member-checking follow up interviews after a semistructured interview.

Tip to represent your sources correctly: Write about what you will do in one sentence and synthesize your sources supporting your decision in a separate sentence. See the following examples:

Academic integrity code of conduct violation (misrepresenting sources) example 1: I will use semistructured to explore the strategies that department store managers use to motive their sales associates (Johnson & Williams, 2013; Rubin & Rubin, 2012; Smith, 2014). Note that the sources did not discuss the student’s study in their publications and the example is a misrepresentation of the sources.

Correctly supporting a decision example 1. Cite (2014) used semistructured interviews to determine how sales managers motivate sales associates. Likewise, Cite (2013) found that semistructured interviews were a good approach to learn how department store managers motivate sales clerks. Rubin and Rubin (2012) argued that semistructured interviews are a good way for the researcher to focus on the details that address the research question. Therefore, I will use semistructured to explore the strategies that department store managers use to motivate their sales associates. Note: please be sure to synthesize your sources to support your decisions.

Academic integrity code of conduct violation (misrepresenting sources) example 2: I will be the primary data collection instrument in this study (Denzin, 2014; Marshall & Rossman, 2016; Wolcott, 2005). Note that the sources did not discuss the student’s study in their publications and the example is a misrepresentation of the
sources.

Correctly supporting a decision example 2. I will be the primary data collection instrument in this study. In qualitative research, the researcher is the primary data collection instrument because the researcher hears, sees, and interprets the data (Denzin, 2014; Marshall & Rossman, 2016; Wolcott, 2005). Note: please be sure to synthesize your sources to support your decisions.

2.11 - Data Collection Technique

Do not confuse the purpose of this heading with that for the explanation of procedures. You want to discuss the main approach to collecting your data. It is a good idea to restate the research question and then address the data collection process. Depending upon whether you are using a quantitative or qualitative method, you should discuss and support your decision for collecting the data.

Quantitative Studies

In a quantitative study one would discuss: (a) surveys, (b) structured record reviews to collect data (e.g., sales data, performance records, government databases, etc.), and (d) structured observations. Self-administered questionnaires and structured records are more prevalent with quantitative research. Indicate the process you will use to collect your data. State your rationale for selecting the process (e.g., in terms of strengths and weaknesses, cost, data availability, convenience, etc.).

Qualitative Studies

Describe the process for collecting the data (i.e., interviews, focus groups, direct or participant observations, and review of company/archival documents, performance indicators, sales reports, business plans, etc.) Provide an abridged interview protocol, focus group protocol, observation protocol, etc., and identify the location of the protocols in an appendix.

2.12 - Data Organization Technique (Qualitative Only)

The Data Organization Technique can often be a short paragraph where students address all of the data that they collected in this heading. There are typically two decisions in this section: (a) about how one will securely store the data (electronic and hard copies) and (b) that the data will be destroyed after 5 years.

2.13 - Data Analysis (Quantitative Only)

Data analysis involves discussing the statistical test(s) you will use to answer each research question, and justify the tests’ selection. Indicate the nature of the scale for each
variable (e.g., nominal, ordinal, interval, and ratio). Why is the selected statistical test more appropriate than another? (Hint: The statistical test is usually selected due to the nature of the question and scale of measurement of the variables you defined). Describe how you will deal with discrepant cases (missing data, data that cannot be interpreted, etc.). Identify the software that will be used to analyze the data. Be sure to discuss the data assumptions, how they will be assessed, and how you will address any violations (e.g., using Bootstrapping).

2.14 - Data Analysis (Qualitative Only)

The qualitative data analysis heading is critical for demonstrating doctoral level competence and will help you prepare for Section 3. This heading must be deep yet can be covered in one or two succinct paragraphs. Reviewing the following table’s contents will help you develop and write your data analysis plan.

<table>
<thead>
<tr>
<th>Rubric requirement</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifies the appropriate data analysis process for the research design (i.e., one of the four types of triangulation for case studies; modified van Kaam, van Maanen, etc. for phenomenology).</td>
<td>Different qualitative research designs require different data analysis processes. Critically read seminal works and other studies using your research design to be able to demonstrate that you are prepared to conduct a data analysis. For example, case study researchers will use methodological triangulation. Ethnographic researchers will likely use methodological triangulation. However ethnographers may also use data triangulation.</td>
</tr>
<tr>
<td>b. Provides a logical and sequential process for the data analysis.</td>
<td>Students must succinctly describe how they will perform the data analysis. Students must use all the data for the analysis. Often students planning case studies or ethnographic studies discuss the data collection instruments and techniques above, but forget everything but the interview data in the data analysis section. Students should begin their data analysis heading by noting the data from the planned collection methods and how they will use the data analysis process (in either order). For a case study, one would start by discussing how one will use methodological triangulation for the information from the different data collection methods.</td>
</tr>
</tbody>
</table>
c. Details the student’s conceptual plan or software (i.e., NVivo, Atlasti, Ethnograph, Excel, etc.) for coding, mind-mapping, and identifying themes. *Or* is the key word in this requirement. Explain the classic data analysis method or qualitative software analysis method (how you will do it).

**Classic Data Analysis Method**

For the classic data analysis method, discuss sorting *all of* the concepts and ideas on separate sheets of paper into categorized piles—be sure to support your decision. Critically analyze the data using a large physical mind map (i.e., stacks, piles, or clusters of concepts and ideas on a wall or large room floor) for the classic data analysis method.

**Qualitative Software Analysis Method**

For the qualitative software analysis method, code *all of* the concepts and ideas (all of the data and not just the interview questions)—be sure to support your decision. Critically analyze the data in a graphical portrayal of categorized and coded concepts and ideas using the qualitative software analysis method.

**Themes**

Question the meaning of the reoccurring concepts and ideas to identify the themes.

In effect, the compiling phase involves organizing the data in an order, to create a database, while disassembling phases involves dividing the complied data into fragments and labels. The reassembling process involves clustering and categorizing the labels into sequences and groups. The interpretation stage requires creating narratives from the sequences and groups including conclusions.

d. Identifies how the student will focus on the key themes, correlate the key themes with the literature (including new studies published since writing the proposal) and the conceptual framework. This should be a one or two sentence plan on how you will correlate the key themes with recent studies and the theory or conceptual models from your conceptual framework. This will help you prepare for the presentation of findings in Section 3.

e. Supports every decision Critically reading seminal and authoritative work for data
with a minimum of three scholarly peer-reviewed or seminal sources. Analysis in your selected research design is vital at this stage of your doctoral journey. You should have ample sources to support your decisions—there are some suggested readings lists in the Bibliography-Suggested Readings Lists.

2.15 - Study Validity (Quantitative Only)

Internal Validity

Internal validity is the approximate truth about inferences regarding cause-effect or causal relationships. Thus, internal validity is only relevant in studies in which researchers seek to examine causal relationships (i.e., experiments or quasi-experimental designs). Internal validity is not relevant in observational (i.e., correlation designs or descriptive studies, for instance.) However, for studies in which researchers seek to assess the effects of programs or interventions, internal validity is perhaps the primary consideration. In those contexts, you would like to be able to conclude that your program or treatment made a difference -- it improved a business process or outcome.

Experiments/quasiexperiments. Experimental and quasi-experimental designs are susceptible to up to 8 threats to internal validity, depending upon the specific design. These eight threats are (a) selection, (b) selection by maturation, (c) statistical regression, (d) mortality, (e) maturation, (f) history, (g) testing, and (h) instrumentation. You need to address each of these threats by briefly mentioning what they are, and, as relevant, the steps you will take in your study to address each of these threats. Again, some of the threats may not be applicable, depending upon your specific design. You can refer to a basic research design textbook to obtain a better understanding of these threats and how to combat them. Be sure to cite your sources. See the following link for further information: http://www.socialresearchmethods.net/kb/causeeff.php

If you are not conducting an experiment then indicate that this is a nonexperimental design (i.e. correlation) and threats to internal validity are not applicable. However, indicate that threats to statistical conclusion validity are of concern, and then address threats to statistical conclusion validity.

Threats to statistical conclusion validity. Start by explaining what these threats are. Threats to statistical conclusion validity are conditions that inflate the Type I error rates, (rejecting the null hypothesis when it is in fact true), and Type II error rates (accepting the null hypothesis when it is false.) The three conditions that you need to cover here are: (a) reliability of the instrument, (b) data assumptions, and (c) sample size.

52 See more on internal validity @ http://www.socialresearchmethods.net/kb/intval.php
Reliability of the instrument. You already reported the reliability properties of your instrument in the Instrumentation heading. However, you need to determine how reliable the instrument is for your specific sample. Here you will indicate you will conduct an internal consistency reliability check of the instrument against your specific sample. The intent is to see how close the reported reliability coefficient (in section 2.9 - Instrumentation) is and your calculated reliability coefficient. State what an acceptable value is (i.e. >.7) and how you will check your instrument’s reliability. There is a procedure (Analyze/Scale/Reliability Analysis) in SPSS that will allow you to compute Cronbach’s alpha, one of several reliability coefficients. You will report the results of the reliability analysis in Section 3, Presentation of Findings heading. The degree of agreement/disagreement can provide information for your discussion, especially in the event of a nonsignificant result.

Data assumptions (varies by statistical test). You will state what the assumptions are pertaining to your tests and the effects violation of the assumptions can have on your results. Indicate how you will check these assumptions. Refer to a basic statistics textbook for assumptions regarding various tests. For example, the Green and Salkind text used in the DDBA 8438 course is an excellent resource for identifying assumptions for most basic statistical tests. Pallant (2010) is an excellent text for instruction on performing parametric assumption testing. The following Table contains the major assumptions and procedures for testing the assumptions for multiple linear regression and for ANOVA tests.

Table X

<table>
<thead>
<tr>
<th>Statistical Test</th>
<th>Assumptions</th>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Regression</td>
<td>Outliers</td>
<td>Scatterplot</td>
</tr>
<tr>
<td></td>
<td>Multicollinearity</td>
<td>Normal Probability Plot (P-P) of the Regression</td>
</tr>
<tr>
<td></td>
<td>Normality</td>
<td>“</td>
</tr>
<tr>
<td></td>
<td>Linearity</td>
<td>“</td>
</tr>
<tr>
<td></td>
<td>Homoscedasticity</td>
<td>“</td>
</tr>
<tr>
<td></td>
<td>Independence of Residuals</td>
<td>“</td>
</tr>
<tr>
<td>ANOVA</td>
<td>Normality</td>
<td>Histograms</td>
</tr>
<tr>
<td></td>
<td>Equality of Variances</td>
<td>Levene’s Test of Equality of Variances</td>
</tr>
</tbody>
</table>

53 Data assumptions vary by statistical test.
Sample size. Include a brief explanation of the effects of using too small a sample size could have on your study’s outcomes (refer to any basic statistics textbook). However, you will indicate this threat has been met by conducting a power analysis to ensure you have a sufficient sample size. Be sure to cite your work.

External Validity

External validity refers to the extent the study findings can be generalized to larger populations and applied to different settings. External validity is related to the sampling strategy (identified in Heading 2.6, Population and Sampling). Probability sampling strategies (random sampling) enhances external validity. Conversely, nonprobabilistic sampling strategies hinder external validity. This relationship is to be discussed in this heading.

2.16 - Reliability and Validity (Qualitative Only)

A key difference from quantitative research is the reliability and validity headings. The analogous criteria for qualitative studies are dependability, credibility, transferability, and confirmability. These criteria are not measurable and need to be established using qualitative methods such as member checking [Marshall and Rossman (2016) provide a good definition.] and triangulation (Data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation). See Norman Denzin’s work on triangulation. Please review more detailed information on qualitative validity at: http://www.socialresearchmethods.net/kb/qualval.php

Reliability

Reliability refers to how one will address dependability. Some of the ways to enhance the dependability of the study are member checking of data interpretation, transcript review, pilot test, expert validation of the interview questions, interview protocol, focus group protocol, direct or participant observation protocol, etc. Reaching data saturation will help assure the dependability of the findings. See the seminal literature on reliability bring in a minimum of three scholarly sources to support every decision.

Validity

Qualitative study validity refers to the credibility, transferability, and confirmability of the findings. Reaching data saturation will help assure the credibility, transferability, and confirmability of the findings. Please see seminal work on qualitative validity to ensure that you have a valid study. Support every decision with a minimum of three scholarly peer-reviewed or seminal sources.

Credibility. One can enhance credibility by member checking of the data interpretation, participant transcript review, triangulation, interview protocol, focus group protocol, direct or participant observation protocol, etc. Demonstrating qualitative credibility ensures the reviewers that one is addressing the findings from the perspective of the participants.
Confirmability. One can enhance the confirmability by ensuring that the results can be confirmed or supported by others. Probing during interviews and follow up member checking interviews, questioning from different perspectives, triangulation, etc. are techniques one may use to enhance the confirmability.

Transferability. Be sure to demonstrate how you will enable others to determine the transferability of the findings (i.e., meticulously adhering to the data collection and analysis techniques for the research design, using interview protocol, focus group protocol, direct or participant observation protocol, reaching data saturation, etc.). In contrast to quantitative studies where the researcher generalizes the findings, qualitative researchers do not generalize and do not state that the findings are transferable.

Transferability

“The burden of demonstrating that a set of findings applies to another context rest more with another researcher who would make that transfer than the original researcher” (Marshall & Rossman, 2016, p. 261).

2.17 - Transition and Summary

End with a transaction heading that contains a summary of key points and provides an overview introducing Section 3. Do not include any new information in the summary.
Section 3 – Application to Professional Practice and Implications for Change
3.1 - Introduction

Reacquaint the reader to the purpose of the study. For quantitative studies, simply restating the first two sentences of the Purpose Statement followed by a brief summary of the study findings. For qualitative studies simply restate the first sentence of the purpose statement and briefly summarize the findings.

Quantitative Example

The purpose of this quantitative correlation study was to examine the relationship between employee job satisfaction, employee motivation, and employee turnover intention. The independent variables were employee job satisfaction and employee motivation. The dependent variable was employee turnover intention. The null hypothesis was rejected and the alternative hypothesis was accepted. Employee job satisfaction and employee motivation significantly predicted employee turnover.

Qualitative Example

The purpose of this qualitative multiple case study was to explore the strategies that department store managers used to motivate their sales associates. The data came from manager interviews, manager-employee observations, and company documentation at five department stores in Texas. The findings showed methods that the managers used to motivate their sales employees to provide better customer service and increase sales.

3.2 - Presentation of Findings (Quantitative)

An example of an APA results write-up for a multiple regression analysis is provided. Assumptions vary by statistical test. Therefore, ensure you address the appropriate assumptions for your statistical test.

Quantitative Example

In this subheading, I will discuss testing of the assumptions, present descriptive statistics, present inferential statistic results, provide a theoretical conversation pertaining to the findings, and conclude with a concise summary. I employed Bootstrapping, using 1,000 samples, to address the possible influence of assumption violations. Thus, bootstrapping 95% confidence intervals are presented where appropriate.
Tests of Assumptions

The assumptions of multicollinearity, outliers, normality, linearity, homoscedasticity, and independence of residuals were evaluated. Bootstrapping, using 1,000 samples, enabled combating the influence of assumption violations.

Multicollinearity. Multicollinearity was evaluated by viewing the correlation coefficients among the predictor variables. All bivariate correlations were small to medium (Table X); therefore the violation of the assumption of multicollinearity was not evident. The following table contains the correlation coefficients.

Table X

<table>
<thead>
<tr>
<th>Variable</th>
<th>Age</th>
<th>Weight</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1.00</td>
<td>.151</td>
<td>-.010</td>
</tr>
<tr>
<td>Weight</td>
<td>.151</td>
<td>1.00</td>
<td>.562</td>
</tr>
<tr>
<td>Height</td>
<td>-.010</td>
<td>.562</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note. N = 204.

Outliers, normality, linearity, homoscedasticity, and independence of residuals\(^{55}\). Outliers, normality, linearity, homoscedasticity, and independence of residuals were evaluated by examining the Normal Probability Plot (P-P) of the Regression Standardized Residual (Figure 1) and the scatterplot of the standardized residuals (Figure 2). The examinations indicated there were no major violations of these assumptions. The tendency of the points to lie in a reasonably straight line (Figure 1), diagonal from the bottom left to the top right, provides supportive evidence the assumption of normality has not been grossly violated (Pallant, 2010). The lack of a clear or systematic pattern in the scatterplot of the standardized residuals (Figure 2) supports the tenability of the assumptions being met. However, 1,000 bootstrapping samples were computed to combat any possible influence of assumption violations and 95% confidence intervals based upon the bootstrap samples are reported where appropriate.

\(^{55}\) These are the same assumptions discussed in Section 2; the results of the assumption testing are now discussed. These assumptions differ by statistical test and the appropriate assumptions are to be discussed. Note, your specific discussion might differ. For example, there may be severe data assumption violations in the data you collected. Therefore, you would discuss appropriately.
Figure 1. Normal probability plot (P-P) of the regression standardized residuals.

Figure 2. Scatterplot of the standardized residuals.
Descriptive Statistics

In total, I received 207 surveys. Three records were eliminated due to missing data, resulting in 204 records for the analysis. Table X contains descriptive statistics of the study variables.

Table X

Means and Standard Deviations for Quantitative Study Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Bootstrapped 95% CI (M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep Index</td>
<td>26.36</td>
<td>10.56</td>
<td>[24.80, 27.94]</td>
</tr>
<tr>
<td>Age</td>
<td>43.60</td>
<td>12.51</td>
<td>[41.90, 45.28]</td>
</tr>
<tr>
<td>Weight</td>
<td>72.34</td>
<td>15.21</td>
<td>[70.23, 74.51]</td>
</tr>
<tr>
<td>Height</td>
<td>169.12</td>
<td>10.00</td>
<td>[167.68, 170.44]</td>
</tr>
</tbody>
</table>

Note: N = 204.

Inferential Results

Standard multiple linear regression, $\alpha = .05$ (two-tailed), was used to examine the efficacy of age, weight, and height in predicting sleep index. The independent variables were age, weight, and height. The dependent variable was sleep index. The null hypothesis was that age, weight, and height would not significantly predict sleep index. The alternative hypothesis was that age, weight, and height would significantly predict sleep index. Preliminary analyses were conducted to assess whether the assumptions of multicollinearity, outliers, normality, linearity, homoscedasticity, and independence of residuals were met; no serious violations were noted (see Tests of Assumptions). The model as a whole was able to significantly predict sleep index, $F(3, 200) = 4.778, p < .003, R^2 = .067$. The $R^2 (.067)$ value indicated that approximately 7% of variations in sleep index is accounted for by the linear combination of the predictor variables (sex, weight, and height). In the final model, age and height were statistically significant predictors of sleep index.
significant with age ($t = -3.892, p < .01$) accounting for a higher contribution to the model than height ($t = -2.595, p < .05$). Weight did not explain any significant variation in sleep index. The final predictive equation was:

$$\text{Sleep Index} = 70.205 - .148(\text{Age}) + .109(\text{Weight}) - 2.303(\text{Height}).$$

**Age.** The negative slope for age (-.148) as a predictor of sleep index indicated there was about a .148 decrease in sleep index for each one-point increase in age. In other words, sleep index tends to decrease as age increases. The squared semi-partial coefficient ($sr^2$) $^{62}$ that estimated how much variance in sleep index was uniquely predictable from age was .03, indicating that 3% of the variance in sleep index is uniquely accounted for by age, when weight and height are controlled.

**Height.** The negative slope for height (-2.303) as a predictor of sleep index indicated there was a 2.303 decrease in sleep index for each additional one-unit increase in height, controlling for age and weight. In other words, sleep index tends to decrease as height increases. The squared semi-partial coefficient ($sr^2$) that estimated how much variance in sleep index was uniquely predictable from height was .04, indicating that 4% of the variance in sleep is uniquely accounted for by height, when age and weight are controlled. The following Table depicts the regression summary table.

---

62 Derived from the SPSS output.
Regression Analysis Summary for Predictor Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>$B^{63}$</th>
<th>$SE\ B^{64}$</th>
<th>$\beta^{64}$</th>
<th>$t^{65}$</th>
<th>$p^{66}$</th>
<th>$B\ 95%^{67}$ Bootstrap CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.148</td>
<td>0.054</td>
<td>-0.393</td>
<td>-3.892</td>
<td>&lt; .01</td>
<td>[-0.262, -0.025]</td>
</tr>
<tr>
<td>Weight</td>
<td>0.109</td>
<td>3.770</td>
<td>-0.038</td>
<td>0.371</td>
<td>0.712</td>
<td>[-0.008, .245]</td>
</tr>
<tr>
<td>Height</td>
<td>-2.303</td>
<td>.888</td>
<td>-0.268</td>
<td>-2.595</td>
<td>0.011</td>
<td>[-0.442, -0.081]</td>
</tr>
</tbody>
</table>

Note. $N=204.$

**Analysis summary.** The purpose of this study was to examine the efficacy of age, weight, and height in predicting sleep index. I used standard multiple linear regression to examine the ability of age, weight, and height to predict the value of sleep index. Assumptions surrounding multiple regression were assessed with no serious violations noted. The model as a whole was able to significantly predict sleep index, $F(3, 200) = 4.778, p < .003, R^2 = .067.$ Both age and height provide useful predictive information about sleep index. The conclusion from this analysis is that age and height are significantly associated with sleep index, even when weight is controlled (e.g. held constant).

**Theoretical conversation on findings.** Describe in what ways findings confirm, disconfirm, or extend knowledge of the theoretical framework and relationship(s) among variables by comparing the findings with other peer-reviewed studies from the literature review that includes studies addressed during the proposal stage and new studies since writing the proposal. Ties findings or disputes findings to the existing literature on effective business

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$^{63}$ $B$ values are to be used in the regression equation. These are the unstandardized coefficients in the SPSS output.

$^{64}$ The beta weights identify which variables contribute more to the model. These are the standardized coefficients in the SPSS output.

$^{65}$ The test statistic for the hypothesis test for the slope ($B$); derived from the SPSS output; used to evaluate the significance of the $B$ weights, where $p \leq .05$ is significant.

$^{66}$ The test statistic for the hypothesis test for the slope ($B$); derived from the SPSS output; used to evaluate the significance of the $B$ weights, where $p \leq .05$ is significant.

$^{67}$ The 95% Bootstrap confidence intervals are produced when the bootstrapping procedure is selected in the SPSS regression process. See regression video tutorial located at: [https://www.youtube.com/watch?v=1ItFMKIPG5k](https://www.youtube.com/watch?v=1ItFMKIPG5k)

$^{68}$ Rubric item 3.2g

$^{69}$ This rubric requirement substantiates the requirement to critically analyze, synthesize and “report” the results of the literature (studies) pertaining to the theory and variables (see rubric component 1.14, Review of the Professional and Academic Literature).

$^{70}$ Rubric item 3.2h
practice. Analyzes and interpret the findings in the context of the theoretical framework, as appropriate. Ensures interpretations do not exceed the data, findings, and scope.

3.3 - Presentation of Findings (Qualitative)

There is a common misconception about Section 3. Reporting the results of the study findings is more complicated than it first appears to be. This is because the findings must be related back to the body of knowledge as well as the conceptual framework. It is not a matter of telling the reader who-said-what-and-when, one must present an in-depth scholarly discussion of how the study findings contribute to the field.

Do not be misled or fail to understand that reporting the findings is not about listing the answers to the interview questions. The answers to the interview questions are your evidence, not the answer to the research question. Moreover, one should never list the interview questions in the presentation of findings.

Remember that the rubric asks about the research question, not the interview questions. The research question is the overarching question that your study answers.

Also, remember that you are presenting your findings as themes—major, minor, unexpected, and/or serendipitous that are a result of your data—answers to interview questions, document review, journaling, observation notes, focus group answers, etc. Also, remember that it is a good practice when using a qualitative data analysis software program to include at least one table per theme from NVivo, Atlasti, Ethnograph, or others. that illustrates the frequencies. Finally, when appropriate, remember to integrate member checking.

To sum up: Present the theme, present the evidence from the findings that support the theme (including tables), then support both from the body of knowledge/conceptual framework.

3.4 - Application to Professional Practice

Discuss how business leaders can apply the findings to aid in solving the specific business problem. Do not repeat literature review; rather focus on application. Often researchers can use this heading to help gain access by offering potentially participating company leaders a summary of the findings including suggestions for professional practice.

3.5 - Implications for Social Change

Now that you have analyzed and discussed the findings, suggest potential implications in terms of tangible improvements for individuals, communities, organizations, institutions, cultures, or societies as the findings could catalyze beneficial social change/behaviors.

Rubric item 3.2i
3.6 - Recommendations for Action

This is where you can create a win-win for companies and individuals participating in your study. The rubric requires the following: (a) that you ensure the recommendations flow logically from the conclusions and contain steps to useful action, (b) that you state who needs to pay attention to the results (this can help you with a win-win to discuss when gaining access for the study), and (c) that you indicate how the results might be disseminated via literature, conferences, training, etc.

3.7 - Recommendations for Further Research

Discuss areas for future research. A starting point is to identify how the limitations (weaknesses) identified in Heading 1.12, Assumptions, Limitations, Delimitations, can be improved upon in future studies. Follow up this conversation by identifying other research possibilities illuminated while conducting the study. Do not repeat literature; rather provide future researchers (e.g., other DBA students) with potential research agenda for furthering the scholarly conversation pertaining to the business problem.

This is a good section to discuss serendipitous results, unanswered new questions that arose, and a finding that does not seem to align with a theory or conceptual model warranting a recommendation for further research. Often this section can lead to postdoc research.

3.8 - Reflections

Per the rubric, this short heading includes a reflection on the researcher's experience within the DBA Doctoral Study process in which the researcher discusses possible personal biases or preconceived ideas and values, the possible effects of the researcher on the participants or the situation, and her/his changes in thinking after completing the study.

3.9 - Conclusion

Per the rubric, students should close with a strong concluding statement making the take-home message clear to the reader. This should be a conclusion and not a summary.

3.10 - Appendices/Table of Contents

Ensure all appendices appear in the order they are referenced in the proposal/doctoral study.
### APPENDIX A: WALDEN UNIVERSITY DOCTOR OF BUSINESS ADMINISTRATION PROGRAM VIDEO TITLES AND URL ADDRESSES

<table>
<thead>
<tr>
<th>Title</th>
<th>URL Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Walden DBA Rubric and Handbook Video Tutorial</td>
<td><a href="https://www.youtube.com/watch?v=KiiDGmLbRN0">https://www.youtube.com/watch?v=KiiDGmLbRN0</a></td>
</tr>
<tr>
<td>2 Walden DBA Problem Statement Tutorial</td>
<td><a href="https://www.youtube.com/watch?v=lYWzCYyrgpo">https://www.youtube.com/watch?v=lYWzCYyrgpo</a></td>
</tr>
<tr>
<td>3 Walden DBA Purpose Statement Tutorial</td>
<td><a href="https://www.youtube.com/watch?v=pLP4rOmfT9A">https://www.youtube.com/watch?v=pLP4rOmfT9A</a></td>
</tr>
<tr>
<td>4 Walden DBA Theoretical/Conceptual Framework</td>
<td><a href="http://youtu.be/P-01xVTIVC8">http://youtu.be/P-01xVTIVC8</a></td>
</tr>
<tr>
<td>5 Scales of Measurement</td>
<td><a href="https://www.youtube.com/watch?v=PDsMUlexaMY">https://www.youtube.com/watch?v=PDsMUlexaMY</a></td>
</tr>
<tr>
<td>6 DDBA Week One Application</td>
<td><a href="https://www.youtube.com/watch?v=pRnTKU913IM">https://www.youtube.com/watch?v=pRnTKU913IM</a></td>
</tr>
<tr>
<td>7 DDBA 8438 Week Two Application Video – Part 1</td>
<td><a href="https://www.youtube.com/watch?v=yEc7bzEsF0">https://www.youtube.com/watch?v=yEc7bzEsF0</a></td>
</tr>
<tr>
<td>8 Week Two Application Video – Part 2</td>
<td><a href="https://www.youtube.com/watch?v=WqgA36uXXK2g">https://www.youtube.com/watch?v=WqgA36uXXK2g</a></td>
</tr>
<tr>
<td>9 Part 1: Independent Samples T - Test</td>
<td><a href="https://www.youtube.com/watch?v=r2hxzEcglsY">https://www.youtube.com/watch?v=r2hxzEcglsY</a></td>
</tr>
<tr>
<td>10 Part 2: Independent Samples T - Test</td>
<td><a href="https://www.youtube.com/watch?v=dXmINdmgX0g">https://www.youtube.com/watch?v=dXmINdmgX0g</a></td>
</tr>
<tr>
<td>11 Part 1: Week Five One-way ANOVA</td>
<td><a href="https://www.youtube.com/watch?v=cnhlXya-YR8">https://www.youtube.com/watch?v=cnhlXya-YR8</a></td>
</tr>
<tr>
<td>13 Walden University Doctor of Business Administration Multiple Linear Regression – Part 1</td>
<td><a href="https://www.youtube.com/watch?v=1ItFMK1IPG5k">https://www.youtube.com/watch?v=1ItFMK1IPG5k</a></td>
</tr>
<tr>
<td>14 Walden University Doctor of Business Administration Multiple Linear Regression – Part 2</td>
<td><a href="http://youtu.be/Pyz6E26joU0">http://youtu.be/Pyz6E26joU0</a></td>
</tr>
</tbody>
</table>

**Note:** Titles in green are used in DDBA 8438 but can be applicable in the research process.
APPENDIX B: QUANTITATIVE RESEARCH PRIMER: PROBLEM STATEMENT, PURPOSE STATEMENT, RESEARCH QUESTION(S), AND HYPOTHESES

Doctor of Business Administration

Quantitative Research Primer: Problem Statement, Purpose Statement, Research Question, and Hypotheses

Prepared by the DBA Methodology Team: June 2014
DBA doctoral studies require the highest level of rigor and scholarship. One focus of rigor and scholarship is the number of predictor or independent variables examined in quantitative doc studies. Nonexperimental research (i.e. correlation, quasi-experimental, etc.) requires the use of at least two independent or predictor variables. This is due to the third variable problem. A third variable, also known as a confounding or mediator variable, can confound the relationship between the independent and dependent variable. This compounding effect can lead the researcher to incorrectly interpret the results, leading to an incorrect rejection of the null hypothesis (Type I error).

As such, all DBA quantitative studies require the examination of at least two predictor (correlation studies), or independent (i.e., quasi-experimental, causal comparative, etc. studies) variables. This affects the statistical analysis, as simple bivariate correlations (correlation designs) or one-way ANOVAs cannot be used as inferential statistical tests. Other statistical procedures, such as multiple regression analyses, must be used for correlation studies. Quasi-experimental/causal comparative designs must employ statistical analyses (i.e. factorial ANOVAs), as a minimum capable of examining more than one independent variable. Please be sure to discuss this with your chair!

Below are hypothetical examples of correlation and quasi-experimental research scenarios, which include the Problem Statement, Purpose Statement, Research Question, and Hypotheses. These examples depict two predictor (correlation studies)/independent (quasi-experimental) variables, which are (a) employee job satisfaction and (b) employee motivation. The dependent variable is employee turnover intentions. It may be helpful to use this model as a script and fill in the specifics as they apply to your study. The red underlined text is what you will need to change for your specific study. Footnotes (in red) are included to identify the required rubric elements.

Again, map to the rubric in this component and all components of your doctoral study. The rubric criteria are the basis for judging the quality of your study. Notice how each of the six rubric elements is included in the purpose statement and there is no superfluous information.

Please review the Problem Statement video tutorial at: http://youtu.be/IYWzCYyrgpo to aid you in preparing the Problem Statement.

Please review the Purpose statement video tutorial at: http://youtu.be/pLP4r0mfT9A to aid you in preparing the Purpose Statement.

---

72 Click the hyperlink to be taken to additional information.
73 Click the hyperlink to be taken to additional information.
74 Click the hyperlink to be taken to additional information.
Hypothetical Example (Correlation Design)

Problem Statement

Organizations place great emphasis on retention because of the strategic value of intellectual capital and the costs of replacing valued employees (cite). Research in this domain is potentially valuable because turnover costs U.S. businesses billions of dollars per year (cite), and practices that promote retention can save even small companies millions of dollars annually (cite). The general business problem is that turnover intention has been shown to be among the best predictors of turnover (cite). The specific business problem is that some microelectronic business owners do not understand the relationship between job satisfaction, motivation, and employee turnover intentions.

Purpose Statement

The purpose of this quantitative correlation study is to examine the relationship between employee job satisfaction, employee motivation, and employee turnover intentions. The independent variables are employee job satisfaction and employee motivation. The dependent variable is employee turnover intention. The targeted population will consist of mid-level employees of microelectronic companies located in the southeast United States. The implications for positive social change include the potential to better understand the correlates of employee turnover, thus increasing propensity for sustainability of the microelectronic industry.

Research Question

What is the relationship between employee job satisfaction, employee motivation, and employee turnover intentions?

Hypotheses

Null Hypothesis (H₀): There is no statistically significant relationship between employee job satisfaction, employee motivation, and employee turnover intentions.
Alternative Hypothesis (H₁): There is a statistically significant relationship between employee job satisfaction, employee motivation, and employee turnover intentions.
Hypothetical Example (Causal-Comparative Design)

Problem Statement
Organizations place great emphasis on retention because of the strategic value of intellectual capital and the costs of replacing valued employees (cite). Research in this domain is potentially valuable because turnover costs U.S. businesses billions of dollars per year (cite), and practices that promote retention can save even small companies millions of dollars annually (cite). The general business problem is that turnover intention have been shown to have a significant impact on employee turnover (cite). The specific business problem is that some micro-electronic business owners do not understand the impact of job satisfaction, motivation, on employee turnover intentions.

Purpose Statement
The purpose of this quantitative\textsuperscript{85} correlation\textsuperscript{86} study is to examine the impact of employee job satisfaction and employee motivation on employee turnover intentions. The independent variables are employee job satisfaction and employee motivation\textsuperscript{87}. The dependent variable is employee turnover intention\textsuperscript{88}. The targeted population will consist of midlevel employees of microelectronic companies\textsuperscript{89} located in the southeast United States. The implications for positive social change include the potential to provide a better understanding of the correlates of employee turnover, thus increasing propensity for sustainability of the microelectronic industry\textsuperscript{90}.

Research Question
What is the impact of employee job satisfaction and employee motivation on employee turnover intentions?

Hypotheses
Null Hypothesis (H\textsubscript{0}): Employee job satisfaction and employee motivation have no significant impact on employee turnover intentions.

Alternative Hypothesis (H\textsubscript{1}): Employee job satisfaction and employee motivation have a statistically significant impact on employee turnover intentions.

\textsuperscript{85} Method
\textsuperscript{86} Design
\textsuperscript{87} Independent variables
\textsuperscript{88} Dependent variable
\textsuperscript{89} Targeted population
\textsuperscript{90} Social change statement
Research Tips

- Correlation designs use the term *relationship*
- Causal comparative designs use the terms *impact* or *influence*
- Variables are presented in temporal order; that is the independent variables are presented first, followed by the dependent variable
- The word *and* (see bold text in Purpose Statement) separates the predictor variables from the dependent variable in correlation designs
- The word *on* (see bold text in Purpose Statement) separates the independent variables from the dependent variable in experimental/quasi-experimental designs
- The null and alternative hypotheses are almost mirror images of the research question
- The null hypothesis is the hypothesis of *no difference*; suggesting there will not be a significant result
- The alternative hypothesis is the hypothesis of *difference*; suggesting there will be a significant result
**APPENDIX C: MAJOR QUANTITATIVE DESIGNS**

Research design\(^9\) is the blueprint that enables the investigator to develop solutions to research problems and guides the researcher in the various stages of the research (Frankfort-Nachmias & Nachmias, 2008). The research design aids the researcher in structuring, analyzing, and interpreting the data (Frankfort-Nachmias & Nachmias, 2008). DeForge (2010) described research design as a plan for guiding researchers in addressing research problems and answering research questions.

*Quantitative Methodology and Associated Designs*

<table>
<thead>
<tr>
<th>Design</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Experimental            | • Assess *causal* (cause and effect) relationships between an independent and dependent variable  
                          | • Defining feature: random assignment to group condition  
                          | • Manipulation of the independent variable  
                          | • Strongest in terms of internal validity; greatest confidence in causal inferences  
                          | • Requires power analysis to determine appropriate sample size  
                          | • Analyses can include, but are not limited to, (ANOVA, ANCOVA, MANOVA, etc.)                                                                |
| Quasi-experimental      | • Assess causal relationships between an independent and dependent variable.  
                          | • Defining feature: *lack of random assignment* to group condition  
                          | • Manipulation of the independent variable  
                          | • Weakened ability to make causal inferences  
                          | • Requires power analysis to determine appropriate sample size                                                                           |
| Correlation             | • Assess relationships between independent and dependent variables  
                          | • Defining feature: *does not* imply causality  
                          | • Requires power analysis to determine appropriate sample size  
                          | • Analyses can include, but are not limited to, (a) multiple regression, (b) logistic regression, and (c) discriminant analysis |

*Note.* Correlation designs are the most common seen in DBA studies.

\(^9\) Review the Research Methods Knowledge Base at: [http://www.socialresearchmethods.net/kb/design.php](http://www.socialresearchmethods.net/kb/design.php) for more information pertaining to research design.
# APPENDIX D: SAMPLING TYPOLOGIES

## Non Probabilistic Sampling (Non-Random)

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability</td>
<td>A nonprobabilistic sampling procedure in which units are selected from the target population based on <em>their availability or convenience</em> of the researcher.</td>
</tr>
<tr>
<td>Purposive</td>
<td>A nonprobabilistic sampling procedure in which units are selected from the target population based on <em>their fit with the purpose of the study</em> and specific inclusion and exclusion criteria.</td>
</tr>
<tr>
<td>Quota</td>
<td>A nonprobabilistic sampling procedure in which the population is divided into mutually exclusive subcategories. Interviewers or other data collectors solicit participation in the study from members of the subcategories until a target number of elements to be sampled from the subcategories have been met.</td>
</tr>
<tr>
<td>Snowball</td>
<td>A nonprobabilistic sampling procedure in which elements are selected from the target population with assistance of previously selected populations.</td>
</tr>
</tbody>
</table>

## Probabilistic Sampling (Random)

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Random Sampling</td>
<td>A probability sampling procedure that gives every unit in the target population, and each possible sample of a given size, an <em>equal chance</em> of being selected.</td>
</tr>
<tr>
<td>Stratified Sampling</td>
<td>A probability sampling procedure in which the target population is first separated into mutually exclusive, homogeneous segments (strata) and then a simple random sample is selected from each segment (stratum)</td>
</tr>
<tr>
<td>Systematic Sampling</td>
<td>A probability sampling procedure in which a random selection is made of the first unit for the sample, and then subsequent units are selected used a fixed or systematic interval until the desired sample size is reached.</td>
</tr>
<tr>
<td>Cluster Sampling</td>
<td>A nonprobabilistic sampling procedure in which units of the target population are randomly selected in natural occurring groups (clusters).</td>
</tr>
</tbody>
</table>

---

APPENDIX E: SAMPLE POWER ANALYSIS

G*Power is a statistical software package quantiative researchers use to conduct an apriori sample size analysis (Faul, Erdfelder, Buchner, & Lang, 2009). A power analysis, using G*Power version 3.1.9 software, was conducted to determine the appropriate sample size for the study. An a priori power analysis, assuming a medium effect size ($f^2 = .15$), $\alpha = .05$, and 2 predictor variables, identified that a minumum sample size of 68 participants is required to achieve a power of .80. Increasing the sample size to 146 will increase power to .99. Therefore, the researcher will seek between 68 and 146 participants for the study (Figure 1).

![Figure 1. Power as a function of sample size.](image)

The use of a medium effect size ($f^2 = .15$) is apporiate for this proposed study. The medium effect size was based on the analysis of $X$ articles where (identify your variable) was the outcome measurement.

---

APPENDIX F: SAMPLE QUANTITATIVE LITERATURE REVIEW
OUTLINE

Introduction

Provide an introduction containing a discussion of the content of the literature review (including the percentages of total references that are peer reviewed, and the percentage of total references that are published within 5 years of the expected year of CAO approval). Also discuss the organization of the review, and the strategy for searching the literature. The review of the literature will follow in appropriately formatted APA headings. Do not present the literature review in annotated bibliography format (i.e., presenting one study after another.) Rather, provide a critical analysis and synthesis of the literature.

Transformational Leadership Theory

Introduce the theory. You can present the information provided in Heading 1-4, Theoretical/Conceptual Framework. However, this heading should be expanded, providing the reader with more depth pertaining to the theory. Descriptive information should be included here. The critical analysis and synthesis of the literature follows below.

Main point one. Conducting a good literature review involves the reader identifying and separating literature by similar ideas, themes, topics etc. The similar ideas can be presented using appropriate APA L2 headings; use subordinate headings as appropriate. You are not to simply regurgitate the material you have read. The literature presented in each main topic heading must be a critical analysis and synthesis of the empirical observations (research studies) you have reviewed. Critical analysis and synthesis of the literature grounded in your theoretical framework will enable you to meet the requirements in the Presentation of Findings heading. See the Doctoral Study Rubric for more information.

Main point two. The same information presented in main point one applies for main point two.

Main point three. The same information presented in main point three applies for Main Point C.

Rival Theories/Opponents of the Theoretical/Conceptual Framework

There are always rival theories, that is, rival/alternate lenses for examining a phenomenon. A good literature review comprises an inquiry into the major rival theories. Provide a very brief overview of two to three rival theories and then shift the discussion to one major rival theory. Questions you may consider addressing in this component are:

- What are the strengths and limitations of this theory?

94 APA Level 2 heading.
95 APA Level 3 heading.
• Why did you not choose to examine your problem through this theoretical lens?
• What do opponents (other authorities) in the field identify as the limitations or weakness of this rival theory?

Measurement

A good literature review must address the measurement instruments pertaining to the variables or constructs underlying the theoretical framework. Often times, there is more than one measurement instrument available to measure the same variables or constructs. A review of the measurement instruments will facilitate your identifying appropriate instruments for your theoretical variables/constructs. Addressing, validity and reliability properties of the various instruments is a vital component of this heading. In addition, discussing the various populations for which the instruments were used is vital to addressing the requirements for this component.

For example, a study grounded in transformational leadership theory will undoubtedly uncover a plethora of literature where previous researchers employed the Multifaceted Leadership Questionnaire (MLQ) to measure the transformational leadership constructs. In many cases, you will identify more than one instrument purporting to measure the same variables or constructs. A critical analysis and synthesis will enable you to select the most appropriate instrument to measure the constructs underlying your study. Address the strengths and weaknesses of each instrument. The results of your critical analysis and synthesis will justify the selection of the instrument you propose to use for your study. Remember, many decisions you make in your study (i.e. selecting instruments) are grounded in the extant literature; these decisions are not to be arbitrarily made.

Independent Variable A (variable not underlying the theory)

The study may contain additional variables\(^96\) outside the umbrella of the theoretical framework. Therefore, discussions of these variables are warranted. An informed decision must be made to include variables in a study. As such, variables or constructs examined in a quantitative study are derived from extant literature; they are not arbitrarily selected for inclusion in a study. For example, assume job satisfaction is an independent or predictor variable in your study. If so, this variable must be substantiated from the literature. Therefore, you are to conduct a critical analysis and synthesis pertaining to the literature. This critical analysis and synthesis must support evidence of a relationship between each potential independent variable and the dependent variable in your study, or a variable closely related to the dependent variable in your study. In addition, there might be inconclusive evidence and you are to provide the support for including the independent or predictor variable in your study. Include APA sub headings for each independent and dependent variable.

\(^96\) It is important to understand you are not addressing variables underlying the theoretical framework. Here you are addressing any “additional” variables included in the study that are not aligned with the theoretical framework. In essence, there will be justification for every variable measured in the study.
**Independent Variable B (variable not underlying the theory)**

The same information in Independent Variable A applies for each independent or predictor variable in the study.

**Independent Variable C (variable not underlying the theory)**

The same information in Independent Variable A applies for each independent or predictor variable in the study.

**Dependent Variable**

The dependent variable must also be addressed in the literature review. This is normally the problematic variable in the study. Remember you are viewing this problematic variable through the identified theoretical lens. Again, this component is to include a critical analysis and synthesis of the empirical literature pertaining to the dependent variable.

**Methodologies**

Address they various methodologies (quantitative, qualitative, mixed-method) in the literature through which previous researchers have addressed the dependent variable. A literature review must not solely address the methodology that matches to intended studies design. Remember, the literature review is to be an exhaustive review of the literature pertaining to a topic.

**Summary**

End with a transition heading that contains a summary of key points and provides an overview introducing Section 2 and Section 3. Do not include any new information in the summary.
APPENDIX G: SAMPLE APA TABLES

Properly formatted APA tables are critical media for presenting descriptive and inferential statistics results. This appendix provides templates that serve as models for what is required for various types of statistical analyses. The examples are based on guidelines contained in the sixth edition of the *Publication Manual of the American Psychological Association*\(^97\). You can simply cut and paste these tables into the appropriate section of your proposal/doctoral study.\(^98\)


\(^98\) Tables will need to be adjusted for your particular analyses. For example, you may need to add/delete additional rows/columns as appropriate.
**Basic One Group Descriptive Statistics Table for Quantitative Variables**  
(Example Depicting 3 Variables)

Table X

*The Table Title Goes Here and Is Italicized (N = XX)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>M</th>
<th>M 95% Bootstrap CI</th>
<th>SD</th>
<th>SD 95% Bootstrap CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1</td>
<td>23</td>
<td>2.4</td>
<td>[1.85, 2.99]</td>
<td>.24</td>
<td>[.11, .64]</td>
</tr>
<tr>
<td>Variable 2</td>
<td>34</td>
<td>2.8</td>
<td>[1.56, 3.94]</td>
<td>.34</td>
<td>[.22, .53]</td>
</tr>
<tr>
<td>Variable 3</td>
<td>34</td>
<td>2.9</td>
<td>[2.05, 3.35]</td>
<td>.28</td>
<td>[.25, .44]</td>
</tr>
</tbody>
</table>

**Basic Descriptive Statistics Table for Qualitative**  
(Example Depicting 3 Variables)

Table X

*The Table Title Goes Here and Is Italicized (N = XX)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Variable 2</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Variable 3</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Simultaneous Regression Table (2 Variables)

Table X

The Table Title Goes Here and Is Italicized \((N = XX)\)

<table>
<thead>
<tr>
<th>Variable</th>
<th>(B)</th>
<th>(SE\ B)</th>
<th>(\beta)</th>
<th>(t)</th>
<th>(p)</th>
<th>(B) 95% Bootstrap CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable 1</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>[0.00, 0.00]</td>
</tr>
<tr>
<td>Variable 2</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>[0.00, 0.00]</td>
</tr>
</tbody>
</table>

Note. Type any notes here.

Hierarchical Regression Table (2 Steps)

Table X

The Table Title Goes Here and Is Italicized \((N = XX)\)

<table>
<thead>
<tr>
<th>Variable</th>
<th>(B)</th>
<th>(SE\ B)</th>
<th>(\beta)</th>
<th>(R^2)</th>
<th>(\Delta R^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 1</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Variable 2</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 1</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Variable 2</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Variable 3</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
</tbody>
</table>

Note. Type any notes here.

The table above reflects a “Play it Safe”\(^{99}\)” hierarchical regression table with 2 variables in step one and 3 variables in step 2. You will need to make modifications according to your specific model.

\(^{99}\) The “Play It safe” table is comprehensive and thus would be appropriate if the writer wanted to be as thorough as possible and was not concerned with brevity.
## Two-Way ANOVA Table

Table X

*The Table Title Goes Here and Is Italicized (N = XX)*

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>F</th>
<th>η</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 1 (A)</td>
<td>XX</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
</tr>
<tr>
<td>Variable 2 (B)</td>
<td>XX</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
</tr>
<tr>
<td>A x B</td>
<td>XX</td>
<td></td>
<td></td>
<td>.00</td>
</tr>
<tr>
<td><em>B</em> within-group error</td>
<td>XX</td>
<td></td>
<td></td>
<td>.00</td>
</tr>
<tr>
<td><strong>Within-subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XX</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>XX</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>XX</td>
<td>0.00</td>
<td>0.00</td>
<td>.00</td>
</tr>
</tbody>
</table>

Note. Type any notes here.
## Correlation Table

**Table X**

*The Table Title Goes Here and Is Italicized (N = XX)*

<table>
<thead>
<tr>
<th>Subscale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students (n = XX)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Variable 1</td>
<td>1.0</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>2. Variable 2</td>
<td>.00</td>
<td>1.0</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>3. Variable 3</td>
<td>.00</td>
<td>.00</td>
<td>1.0</td>
<td>.00</td>
</tr>
<tr>
<td>4. Variable 4</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
<td>1.0</td>
</tr>
</tbody>
</table>

| **Older adults (n = XX)** |     |     |     |     |
| 1. Variable 1 | 1.0 | .00 | .00 | .00 |
| 2. Variable 2 | .00 | 1.0 | .00 | .00 |
| 3. Variable 3 | .00 | .00 | 1.0 | .00 |
| 4. Variable 4 | .00 | .00 | .00 | 1.0 |

Note. Type any notes here.
Logistic Regression Table (6 Predictors)

Table X

*The Table Title Goes Here and Is Italicized (N = XX)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>$B$</th>
<th>S.E</th>
<th>Wald</th>
<th>df</th>
<th>$p$</th>
<th>Odds Ratio</th>
<th>95% CI for Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Variable 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Upper</td>
</tr>
<tr>
<td>Variable 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H: SAMPLE INTERVIEW PROTOCOL

<table>
<thead>
<tr>
<th>Interview Protocol</th>
<th>What you will do</th>
<th>What you will say—script</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the interview and set the stage—often over a meal or coffee</td>
<td>Script XXXXXXXXXXXXXXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
</tbody>
</table>
| • Watch for non-verbal queues  
  • Paraphrase as needed  
  • Ask follow-up probing questions to get more indepth | 1. Interview question  
  2. Interview question  
  3. Interview question  
  4. Interview question  
  5. Interview question  
  6. Interview question  
  7. Interview question  
  8. Interview question  
  9. Interview question  
  10. Last interview question should be a wrap up question such as: What additional experiences have you had…? |
| Wrap up interview thanking participant | Script XXXXXXXXXXXXXXXXXXXXXXXXXXXX |
| Schedule follow-up member checking interview | Script XXXXXXXXXXXXXXXXXXXXXXXXXXXX |

Follow–up Member Checking Interview

- Review and interpret the interview transcripts
- The member checking follow-up interview can help one reach data saturation through obtaining indepth information and enhancing academic rigor
- Continue member checking process until there is no new data to collect
- Write each question followed by a succinct synthesis (one paragraph)
- Provide a printed copy of the synthesis to the participant
- Ask if the synthesis represents the answer or if there is additional information

Graphic by Gene E. Fusch, Ph.D. not needed in proposal or study—just a visual reminder during proposal stage when creating interview protocol.

Introduce follow-up interview and set the stage

Script XXXXXXXXXXXXXXXXXXXXXXXXXXXX
<table>
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<tr>
<th>Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed</th>
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BIBLIOGRAPHY: SUGGESTED READINGS LISTS

Please note that these references are an amalgamation of input and suggestions. The purpose is to provide DBA students with additional reading sources to prepare for the doctoral study. *Students are responsible for correctly referencing any sources per the APA publication manual (6th ed.). The following Readings lists are in order by the following topics.*

- Assumptions, Limitations, and Delimitations
- Case Study Sources
- Case Study Seminal Books
- Data Saturation and Data Collection Sources
- Ethical Considerations/IRB
- Ethnography Sources
- Focus Groups
- Interview Protocol Sources
- Interviews Sources
- Journaling Sources
- Member Checking Sources
- Mixed Methods Research
- Notetaking and Fieldwork
- Phenomenological Sources
- Pilot Studies
- Qualitative Research Foundation
- Qualitative and Quantitative Sources
- Reliability, Validity, Transferability, and Generalizability Sources
- Sampling and Incentives
- Sense-making
- Qualitative Software Analysis Sources
- Triangulation Sources
Assumptions, Limitations, and Delimitations

Assumptions


Limitations


Delimitations


Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching, 5*(9), 9-17. doi:10.5539/elt.v5n9p9


Case Study Sources


**Case Study Seminal Books**


Data Saturation and Data Collection Sources


Ethical Considerations/IRB

Adams, P., Wongwit, W., Pengsaa, K., Khusmith, S., Fungladda, W., Chaiyaphan, W., ... Kaewkungwal, J. (2013). Ethical issues in research involving minority populations: The process and outcomes of protocol review by the ethics committee of the faculty of tropical medicine, Mahidol University, Thailand. BMC Medical Ethics, 14(1). doi:10.1186/1472-6939-14-33


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Ethnography Sources


Johnson, B. C., Dunlap, E., & Benoit, E. (2010). Organizing mountains of words for data
analysis, both qualitative and quantitative. *Substance Use & Misuse, 45*, 648-670. doi:10.3109/10826081003594757


Focus Groups


Coule, T (2013). Theories of knowledge and focus groups in organization and management research. *Qualitative Research in Organizations and Management, 8*(2), 148-162. doi:10.1108/QROM-09-2011-1006


Lowery, D. R., & Morse, W. C. (2013). A qualitative method for collecting spatial data on
important places for recreation, livelihoods, and ecological meanings: Integrating focus groups with public participation geographic information systems. *Society & Natural Resources, 26,* 1422-1437. doi:10.1080/08941920.2013.819954


Interview Protocol Sources


Interviews Sources


Riiskjær, E., Ammentorp, J., & Kofoed, P. (2012). The value of open-ended questions in surveys on patient experience: Number of comments and perceived usefulness


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Journaling Sources


Miller, W. R. (2014). Interactive journaling as a clinical tool. *Journal of Mental Health Counseling, 36*(1), 31-42. doi:10.17744/mehc.36.1.0k5v52l12540w218


Member Checking Sources


Mixed Methods Research


Notetaking and Fieldwork


Phenomenological Sources


Rocha Pereira, H. (2012). Rigour in phenomenological research: Reflections of a novice


Pilot Studies


Qualitative Research Foundation


Wolcott, H. F. (2005). The art of fieldwork. (2nd ed). Walnut Creek, Calif: AltaMira. (Seminal work in ethnography)


Qualitative and Quantitative Sources


Allwood, C. M. (2012). The distinction between qualitative and quantitative research methods is problematic. Quality and Quantity, 46, 1417-1429. doi:10.1007/s11135-011-9455-8


Reliability, Validity, Transferability, and Generalizability Sources


Sampling and Incentives


Sensemaking


Qualitative Software Analysis Sources


Triangulation Sources


