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ALEC 845 - Research in Leadership Education: A Peer Review of Teaching Benchmark Portfolio

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ALEC 845: RESEARCH IN LEADERSHIP EDUCATION

A Peer Review of Teaching Project Benchmark Portfolio

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Introduction to the Portfolio

Peer Review of Teaching Benchmark Portfolio – Course Information
This is a benchmark portfolio of the graduate research course offered in the ALEC department, ALEC 845 – Research in Leadership Education. Students in any department or graduate program are welcome in the course but it primarily serves students in ALEC who are pursuing either a master's in leadership education or a doctoral degree in human sciences with a specialization in leadership studies. The course itself is intended to provide an introduction to social science research methods and help students understand and begin to practice ethical social sciences research that contributes to the body of scholarly knowledge in their disciplines.

Students bring a wide variety of experience to the course can range in level from first year master's students who have recently completed their undergraduate degrees to doctoral students in their second or third semester of coursework. Additionally, the ALEC graduate program is comprised of a large number of students who do not pursue their degrees on a full-time basis but instead complete the degree on a part-time basis, while continuing to work full time in their professional roles (this happens at both the masters and doctoral levels). This range of students and experiences provides an interesting challenge in teaching the course.

Regardless of level, students in the course often have not had significant exposure to the social science research process, theoretical foundations and epistemological questions fundamental to high quality scholarly research. This course provides those basic building blocks. Often this course is the first exposure graduate students in departmental programs have to the comprehensive process of conceiving of, conducting and drawing conclusions related to academic research studies. Course materials and assignments are designed to deliver essential information students need to successfully conduct research, with a focus on the process students must follow to complete a thesis or dissertation.

Previous Experiences with the Course
Prior to my arrival in the department, this course was focused on providing students an opportunity to develop their thesis and/or dissertation proposals (structured as a proposal development course); however, upon preparing to teach this course for the first time (in spring 2012), I discovered that there did not exist a course in the department that taught students about research fundamentals. With permission from the graduate program chair, I made adjustments to the previous course and adapted it to be a research methods course. Teaching the course for the first time in Fall 2012 did not go as well as I had hoped and I struggled personally and professionally. When it came time for the class to be offered again in Spring 2014, I selected it for the Peer Review of Teaching Project to improve the quality and strengthen the experience for students.

Peer Review of Teaching Benchmark Portfolio – Goals
I had several goals heading into preparing and teaching this course, most of which were formed by my previous experience teaching it. My general approach that time was similar

to how I had been taught in a research methods course during my doctoral program, which I determined by the end of the semester was not an effective strategy for me – that of "sage on the stage" who knew how to conduct ethical, expert, error-free social science research. My overall goal in selecting this course for the project was to improve my teaching of the material so that students ultimately see a greater advantage to the course material.

Goals for the course included:

- Incorporating more appropriate and readable material into the course by selecting a more appropriate textbook, which would help students learn the material/the complexities of the research process and act as a reference in future. Also wanted to incorporate more research reading and discussion.
- Changing teaching approach – move from primarily lecture based course to a more open and discussion based course
- Creating effective assessments
- An evaluation of whether or not using the proposal assignment as the core component of the course is appropriate – end of semester survey and grades on the prospectus
- Determine additional ways for students to learn about specific methods outside of that/those used in their proposal

Description of the Course (see **Appendix A** for Course Syllabus)

From UNL Course Catalog: Steps in preparing a research proposal, including statement of the research question, review of relevant literature, and determination of appropriate research design and methodology. Research methodology, including both quantitative and qualitative procedures.

Syllabus Description: This course provides an overview of research paradigms, techniques and methods used in social sciences – specifically in the contexts of leadership and communication. Students will learn how to write effective research questions, design research proposals and studies, and to how to determine appropriate methods for use in answering research questions. This course is appropriate for students at both the master's and doctoral levels who are interested in polishing their skills and abilities using qualitative and quantitative approaches to research.

Upon conclusion of this course, students will be able to:

1) Describe and explain the relationships among the history of research, role of science and epistemology in relation to practicing social science research
2) Describe and explain the role of theory in social science research
3) Describe and explain research approaches and methods available to social science researchers
4) Identify research methods and type of data produced by each method
5) Successfully identify and critically analyze components of published social science research

6) Assess the appropriateness of methodological decisions made by researchers in published studies
7) Identify a research problem of interest, relevant related theory, appropriate research design and explanation of research methods – a mini research proposal
8) Understand and exhibit professional characteristics related to social science research

Teaching Materials, Methods, Assignments and Activities

Teaching Materials

When teaching this course previously, I chose as the main text a book that was fairly dense and dry; students had trouble with the content and found it less useful than I had hoped. In preparing to teach the course this second time, I worked to find a text that was more accessible but still had a high level of quality and rigor and found Whitley & Kite's *Principles of Research in Behavioral Science, 3rd ed.* The text included instructor resources – power point slides of chapter material and ready made quiz and test items.

- Main Research Method Text: Whitley, B. E., & Kite, M. E. (2013). *Principles of research in behavioral science* (3rd ed). New York: Routledge.

The second book used in the course was the same as last time (though it was an updated edition) – Creswell's *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed.* This is an excellent text to help students learn how to craft research manuscripts and lays out the key steps in creating a high quality, focused and well written research study. Reviews of the text from the previous class were positive and again the text includes instructor resources – slides of chapter material, example published articles and class activities with guiding questions.

- Research Writing Text: Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.

Because this is a graduate research course and the disciplines of leadership, education and communication generally use the style of the American Psychological Association (APA), I strongly recommend to students that they purchase the most recent edition of the APA manual. Previously, students in the course were required to purchase the text but complained that it was not explicitly used in class; that is, I did not teach material from the manual but expected students would explore it on their own and use the style in their papers. For the most part, this happened the first time I taught the course, though as mentioned there were complaints about a required book not being "taught" in class. This time, I elected to make the manual optional, but strongly recommended the students purchase and use the manual when writing. Interestingly, a couple did not purchase it because they saw that several websites exist where APA style specifics can be located and believed that this was sufficient. Clearly I did not express the importance of having the manual beyond knowing citation and reference style and need to increase emphasis on that the next time I teach the course.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
    - You may choose to also use the APA Style site (www.apastyle.org) and purchase a subscription.

Approach & Methods

After having selected a new main textbook for the course and deciding to use this course for the Benchmark Portfolio project, I spent time reflecting on how I wanted the course to be different this time. One of the realizations that I came to was that previously I taught the course the way I experienced it as a student: the instructor operated as if he had all the answers and we as students were either going to provide correct or incorrect answers based on the lecture and reading material we were assigned. The "sage on the stage" method did not work for me, especially as a new professor who, while I have a decent knowledge of the research process and research methods, do not have nearly the experience my own research methods professor had. Perhaps this was one of the main contributors to what I perceived as my failure in the teaching of the class previously – I did not allow myself to teach the way it worked best for me but rather tried to fit myself, a proverbial square peg, into a round hole, the way I believed the class was supposed to be taught (because I believe I learned well in the course I took, which was taught that way).

Given this reflection, I decided to approach the class in a more genuine (for me) fashion and share with the students on the first day that while I definitely do not have all the correct answers with respect to research, I would share what I did know as well as some of my current research and my previous experiences with research, including the dissertation process. In retrospect, this approach allowed me to position myself as an authority on the subject of research based on my experiences, but also as one who realizes learning to conduct quality research is a life-long, or at least profession-long, process and that as the instructor I would not always have the "right" answer ready at a second's notice.

During the first class meeting, I shared with them that my attitude toward this class was one of a working research seminar where both students and professor would be learning and stretching their minds. I promised that should they have questions I was not able to answer, I would work to bring them information or an answer by the following class period, emphasizing the idea that we learn together in the course.

Finally, I asked the students to introduce themselves, briefly state their area(s) of study and describe any previous experience they had with research. I was careful to phrase this last statement this way so students were not in the position of providing a yes or no answer to the question "have you been involved in research before?" If a student had not been involved in research previously, which I believed many of them had not based on their enrollment in the course, it seemed logical that a question designed to help them think about research in a broader sense might help them see that there are a variety of ways to be involved in research – rather than singularly as a researcher. In essence, this question was designed to help the students understand that, quite possibly, they had had some connection to or experience with research, just in a different fashion than as a researcher designing and conducting a study.

This course was intended to lead students through the research process from start to finish. As such, the course calendar (see **Appendix B**) began with an introduction to the philosophy of research, a discussion of the scientific method and research strategies and approaches. Also at the beginning of the semester was a presentation from the UNL Office of Research Responsibility to help students understand and discuss the challenges and requirements related to conducting social science research using human subjects, as well as discussions of professionalism and academic writing. A guest speaker was brought in via Skype and discussed her unique process for crafting literature reviews, which students found very helpful.

The middle portion of the course content was focused on students' understanding the process of developing high quality research questions, conducting appropriate background research, properly including theory and conceptual bases and/or models in their research frameworks, as well as addressing internal and external validity questions. Material in this section also included overviews of quantitative and qualitative research approaches, requirements and characteristics of each. Students were assigned readings each week, material from which was covered in online quizzes students completed prior to coming to class. In class, lectures, discussions and activities helped students solidify their understanding of content. This section also included a focus on specific methods available for researchers to use in conducting their research studies and gathering data. Students completed the team method presentation assignments, which allowed them to focus in on a specific method and learn it more in-depth (in addition to the method they selected for their proposal assignment).

The final section of the course was designed to introduce students (very briefly) to collecting data and interpreting results. While this course is not designed to venture into data collection and interpretation in a substantial way, exposing students to the kind of information expected in results sections of research manuscripts is important and helps them understand why certain elements are required in the methods portion of the proposal. Also in this section is a discussion of writing the research report (putting the sections together – introduction, literature review, purpose and objectives, methods – to create the proposal), presenting information at professional conferences and discussing research with lay or non-expert audiences.

Course Assignments

Adjustments were made to course assignments based on previous experiences, primarily adding assignments (rather than altering existing assignment requirements or directions). First, the Theory Profile assignment was developed and added to help students select and focus on a theory for incorporation in their proposed study. Discussion among faculty prior to teaching the course the first time indicated that students tend to struggle with the concept (or can even miss entirely being exposed to the notion) that all quality research is based on, in some measure or another, a theoretical foundation. In addition, the team method presentation assignment was added, which was designed to help students have a more in-depth experience with a second method (assuming the first is the method appropriate for their proposed research study/proposal assignment). Although this course is not designed to delve deeply into a wide variety of methods due to time and scope, it is important that students have working knowledge of several methods upon completing this course. The team method presentation assignment helps them learn one method in depth, while learning from their classmates about two more methods.

Finally, chapter quizzes were added covering material from the primary text. In order to help students approach the quizzes as helpful rather than punitive, they were put online so students could take them at their own pace and were able to be taken more than once. My philosophy here was that the exercise of taking the quizzes would help reinforce the reading material, and at a minimum would expose them to a basic level of familiarity with the essential concepts involved in conducting research.

A brief description of each assignment is included below (descriptions are from the course syllabus, which is Appendix X). See Appendix Y for a chart of course assignments and the course objectives they were designed to address.

- Chapter quizzes – (see **Appendix C-a** for example) Prior to arriving in class each week, you will need to complete an online quiz covering the week's material from the Whitley & Kite text (10 quizzes total). Quiz dates and chapters are listed on the course calendar. Take each quiz by the scheduled class period, using the resources available to you (your notes, textbook, etc.). You may re-take a quiz as many times as you like but must achieve a minimum score of 80% on all quizzes by the final week of the semester in order to receive full credit.
- Theory Profile (see **Appendix C-b** for assignment sheet) - While we will primarily focus on research methods in this course, it is important for researchers to understand the significance and role theory plays in the process of conducting quality social science research. This assignment will help you identify and familiarize yourself with three theories that might be used in the research study you propose (your mini proposal). It will also help you make progress on the literature review portion of your proposal.
- CITI Human Subjects Certification - Part of conducting research, as you will learn in this course, involves ensuring that you practice it ethically. To conduct research at UNL, you are required to complete the IRB online certification course, which outlines the protocols and standards of ethical research. By the end of the semester, you will need to provide proof you have completed this certification.
- Article Review and Critique – (see **Appendix C-c** for assignment sheet) One of the tasks of professional academic researchers is to review the work of colleagues, for conferences and journal publications. You will complete two article reviews, critiquing two published journal pieces of your choice. We will discuss strategies for selecting articles in class. Your review should focus on the methods used in the article, as well as the overall professional quality of the piece based on what you have learned about quality research.
- Research Method Team Presentation – (see **Appendix C-d** for assignment sheet) In small groups (of two to three people) you will lead a class discussion of an assigned

research method, incorporating material from the course texts, supplemental journal articles and other resources you gather pertinent to the topic. Your presentation/discussion should include an activity, which you will lead your classmates through during the presentation. Approximately 45 minutes in length, no less than 30 minutes.

- Research Prospectus Project (200 points) – Prompts (no assignment sheets):
    - *Research Ideas* – Given what we've discussed in class related to what makes a good research question/study, provide two to three ideas of what you might like to focus your research project on this semester. Spend a paragraph or so describing each idea and explain why it is a valuable or worthwhile research topic.
    - *Purpose Statement* – Write a purpose statement and include a brief description of your proposed research project. The purpose statement should adhere to Creswell's guidelines (consult book) and needs to indicate why you want to conduct the proposed study, what you want to accomplish with the study, expresses the central idea of the study and briefly describe the objectives, intent or major idea of the proposed study.
    - *Introduction & Literature Review* – Write an introduction and literature review for your proposed study per Creswell's guidelines. Set the stage for your project and create reader interest, establish the issues of concern related to the research and place the study within the larger societal context. The literature review should include previous research conducted in areas related to your study, creating a link between previous literature and your proposed work. Summarize the major studies related to your area of inquiry, demonstrate your knowledge of the topic, identify gaps in previous research and/or criticize previous research. Illustrate connections between research that has been conducted previously and your proposed research.
    - *Methodology* – Write the method section for your proposed research study, following the recommendations and suggestions Creswell makes in his text. Be sure to identify your proposed population, sampling strategy, research approach and specific methods you will employ to execute the study and collect your data.
    - *Revised and updated final prospectus* – Given the feedback from your peer review opportunity in class and the comments you've gotten from the instructor, revise and augment your prospectus elements combining them into one document to create your final prospectus.
- Final Poster Presentation – Prompt: Create a digital version of a conference poster using your prospectus research and the guidelines and information presented in class about effectively conveying research findings visually. Be ready to give a 3 to 5 minute brief about your research and what you anticipate you will find upon executing your study to the class and have a digital image of your poster ready to share with the class.

Assignment	Chapter Quizzes (online)	Theory Profile	IRB Certification	Article Review & Critique	Method Team Presentation	Final Poster Presentation	Research Proposal Project - all components
Course Objective							
1) Describe and explain relationships among history of research, role of science, and epistemology in relation to practicing social science research	X		X				
2) Describe and explain the role of theory in social science research		X					
3) Describe and explain research approaches and methods available to social science researchers	X			X	X		
4) Identify research methods and the type of data produced by each	X			X	X		X
5) Successfully identify and critically analyze components of published social science research				X			
6) Assess the appropriateness of methodological decisions made by researchers in published studies				X			
7) Identify a research problem of interest, relevant related theory, appropriate research design and explanation of research methods - a mini research proposal							X
8) Understand and exhibit professional characteristics related to social science research			X	X	X	X	X

Selected In-Class Activities

Guest Presenters
Three guest presenters/speakers were incorporated during the semester. The first was Becky Freeman from the Office of Research Responsibility at UNL. She discussed the history and reasons for human subjects protection in research, as well as the procedures necessary here at UNL and how they have changed and been modified over time. Becky also discussed briefly the CITI certification process and clarified which trainings students need to complete to conduct research at UNL (this had been a challenge when I taught the course previously and there was confusion about which trainings were required, which were optional, on the CITI website).

The second guest presenter was a colleague of mine from graduate school, Kate Shoulders, who is an assistant professor at the University of Arkansas. Kate has a unique and interesting method to arranging information and writing literature reviews in conjunction with research work. Because, in my experience, students often seem to struggle with how much and what to include in their literature review sections, I asked Kate to talk with the class via Skype and explain her process. The visual portion of the discussion was very helpful to the students (so they said after the session) because they were able to see how Kate physically lays out her literature and quotes on strips of paper with codes, and then combines them into a logical order to write her literature review.

Gina Matkin, associate professor of leadership in our department, also presented to the class. Gina discussed her approach to and interest in qualitative research. My own research primarily falls in the quantitative realm, thus I am less familiar with the processes and requirements of true qualitative research. Gina has conducted several qualitative research studies and advised numerous graduate students who have selected qualitative approaches for their theses and dissertations, and therefore is an excellent person to present information and lead a discussion related to qualitative research.

In-Class Activity from Creswell
The Creswell text includes activities and exercises for each chapter, some of which I used in class to help augment lecture material and prompt discussion. I believed that a strong beginning to the course was important, so during the first class meeting I guided the students through an activity from Creswell designed to help them select a research approach on a hypothetical study they were to develop. The Creswell text provided a worksheet that I distributed to the class, asking them to pair up and complete. Following about 20 minutes of work time, I asked the students to share the studies they had come up with and the answers to the worksheet questions. This led to a lengthy discussion about how to decide what to study as a researcher, where one comes up with "good" research questions and ideas, and how to get started.

Student Team Method Presentations – see **Appendix D-a** for sample of student work
The purpose of this assignment and in-class activity was to have students get greater and more in-depth exposure to a particular method they might use to conduct social science research. Students were asked to approach the assignment as if they were delivering a

workshop or seminar to colleagues at a conference and to “teach” the class about the method, including providing foundational information, guiding a discussion and answering questions, and leading an activity designed to help others further understand how to apply the method. Methods were assigned to teams of two students; topics were experimental and quasi-experimental research designs, surveys, and interviewing. After the presentation, students completed a short reflection about the assignment.

Peer Feedback Workshop – **see Appendix D-b** for feedback worksheet and sample of student work
Toward the end of the semester, after students had turned in their first draft of each proposal component, I asked them to combine the most recent versions of each section into a draft proposal that they then brought to class for a peer review session. The motivation behind this activity was two-fold: first, students benefit from having multiple people read their work and provide feedback on flow, understanding, writing, etc., and second, as future professional researchers they will likely be in a position to have to review others’ work in the future (conference papers and journal manuscripts) and therefore should have some exposure to that process in this class.

Analysis of Student Learning

General Comments About Student Learning
Overall, students demonstrated understanding and mastery of course concepts by the end of the semester. As mentioned previously, the six students in the course came in with differing levels of skill and experience in relation to understanding academic research. While this did not hamper the progression of the course, it did mean different levels of learning for each student. Also, a challenge in teaching this course is the fact that not all students are at the same academic level (some are masters students, some doctoral), and some are part time students while others are full time students. This means a different level of understanding and knowledge coming in, as well as differing amounts of time able to be devoted to the course and coursework during the semester. In my estimation, this will be an ongoing challenge in teaching the course, which may lead to changes in the future.

In characterizing the performance of the students with respect to the objectives and assignments, three students rose to the top of the course with one in particular demonstrating such high quality work that it almost seemed as if she did not need to be in the course. However, this student’s comments and feedback on the end of semester survey (see **Appendix E**) and comments to me verbally indicated that she believed she had benefitted from the course, and that course assignments and discussions were helpful in preparing a proposal she can use for her thesis work. To me, this is a perfect example of why I enjoy and want to continue teaching this course – for students to feel as if they are learning and producing something as a learning tool that can be useful or have a “life” after the course is over.

The two remaining top students differed in their program level (one is a full time master’s student on assistantship, one a part time doctoral student who works a full time job on campus) but produced high quality work throughout. The master's level student in this top group, however, seemed to have a greater grasp on academic writing and be much more focused about her area of interest and research questions for her thesis research. In contrast, the doctoral student struggled a great deal in clearly identifying her research problem and purpose statement, and came in several times for individual meetings to discuss her work and progress; her quality of writing was fairly high, however. One main difference between these two individuals, other than their program level, was that the doctoral student had chosen, appropriately, a much more complex and difficult subject to study where there is little previous research available. This contributed to a great deal of consternation on her part. However, after a long individual discussion in my office one evening, this student was able to see clearly how she could differentiate the concepts she was interested in and arrange them appropriately in her proposal, so that she finished up with a clearly written and well-researched proposal to use in her dissertation preparation.

Students who sorted to the bottom group in the course varied in their performance and learning, but all made appropriate progress by the end of the semester. One student in this group (second year, part time master's student) had an undergraduate degree in computer science rather than in social science, so he had a greater knowledge gap to overcome at the outset. Another student, a second semester full time doctoral student with an extensive professional career, struggled quite a bit with respect to deadlines and length of work, but showed growth and learning by the end of the semester. Her work was consistently late and sometimes unfocused in terms of assignment directions and requirements, but this helped me realize that in certain cases I was not as specific with directions as I initially believed I had been, thus helping me improve my teaching.

The final student who tended to fall in this group was a part time masters student in her second semester of the program. This student had an overall lower quality of writing than the others in the course and struggled significantly with the messy process of developing an appropriate research question for her study. Several times in discussions with her she indicated she was "interested in conducting interviews" for her research. I reminded her several times throughout the semester, both in class and outside, that when conducting research one does not begin with a particular method in mind but rather with a specific question, which then leads to the selection of a method that will provide appropriate data to answer the question. This student had such a strong focus on who and what she wanted to study that I questioned whether or not she merely acquiesced in the end so as to placate me. While this was a difficult process, I believe she ended up with a increased understanding that the question/purpose of research leads to the method rather than the other way around. I sit on her thesis committee, so will be able to see if this is the case in the coming months.

Course Challenges

I encountered several challenges during the course of the semester, which is typical in teaching in my experience. Challenges mean making adjustments, sometimes on your feet and sometimes with a little time to plan.

The first major challenge was a personal illness that, while not serious, was rather prolonged. Because it happened toward the beginning of the semester (in week 4) and lasted several weeks, I was generally unable to get as far ahead in my weekly preparations and planning as I wished during the semester; it felt like I was always playing catch up with respect to class prep and did not have the "free-thinking" time I often try to plan in during the semester. However, this caused me to evaluate my commitments and do some reflective thinking about where to prioritize my time and effort during the semester. I made a conscious decision that, while I was not at my best in terms of health and level of energy during the semester, I was not going to let that get in the way of my prioritizing this course and the students' learning. After detailing these thoughts, I had a clearer focus and was able to move forward in a positive way with the course and the semester.

A couple of challenges surrounding course assessments and assignments: technology problems with the online quizzes and a lack of established rubrics to help provide students detailed and effective feedback. The online quizzes were delivered through the course Blackboard site, and while they worked fairly well at first (and even had an "mobile friendly format" option) ended up being overly cumbersome. I designed the quizzes so that students could take them as many times as they wished so they were learning tools rather than formal graded assessments (the quizzes were also intended to help the students apply material they read in the assigned Whitley & Kite chapters). However, while Blackboard allowed retaking the quizzes multiple times, it did not give feedback about which items were answered incorrectly, leaving the students to guess which items they answered wrong. This inhibited learning a bit, as students reported it to me during the third week of classes. After looking into whether or not I could fix it, it became clear that the technology would not allow me to make changes to address the issue. Students were gracious about the problem and committed to doing the best they could, agreeing to bring any questions they wished to ask questions about to class each week for discussion.

A second challenge with respect to course assignments and assessments was the lack of rubrics for assignments. My general approach to feedback on assignments seemed to work well – I made edits on the papers themselves, often wrote notes in the margins and on the final page of assignments, and did an in-class discussion of comments and ideas that benefitted all of the students (some assignments generated consistent comments and errors, and these I handled in class discussions). Students expressed appreciation in class at the comments and edits, however I often wished that I had developed rubrics to help students better understand their level of performance. One of the main reasons I did not create rubrics was because of the differences in levels among the students (I had met and was familiar with each of the students to varying degrees before the semester began). I believed that having such differences among levels and experience/knowledge would have made rubrics not only difficult to develop, but difficult to "apply". Another reason was that high quality, effective rubric development is time-consuming and I felt somewhat inexperienced at creating them and was a bit intimidated. I have since purchased a few rubric development books and tools and have made a commitment to using rubrics in the coming semesters.

Another challenge was the culminating activity in the course – the final exam. Initially, I envisioned a take-home final exam to help students cap off their learning over the semester with respect to course material, asking them to apply knowledge to given situations. However, in a discussion during the 11th week of the semester, a student (the top performing student in the class) asked if they were going to have the opportunity to create a research poster; she had heard that I did this the last time I taught the course and she was looking forward to the opportunity. Interestingly, students from the last class gave the research poster presentation assignment VERY negative feedback in the previous class, so I eliminated it from the course. However, after this question a class discussion ensued where the students proposed a research poster presentation be switched out for the course final exam. In a rare moment, I agreed; the presentation of their research proposals in a poster format actually provided an opportunity for them to explain their research to classmates, something they will have to do if they intend to present at research conferences. While it was not the same as a cumulative exam, it did serve a cumulative purpose focused on the research proposal, which is really the main course assignment. In the end, I believe this was a better option, both for the students and for me. They enjoyed the poster creation activity (which they did on their own time) and excellent discussions followed each of their presentations in class during our final meeting.

Student Grades

Student grades in the course were fairly high, often, I believe, due to the fact that I did not use rubrics or provide a great deal of detail in assignment instructions to deduct points. My perspective on grading in this particular course is that detailed instructions of what a student should or should not do in an assignment inhibits the independent thinking they need to develop as social science researchers. I am more interested in (and believe it is more effective to) providing them examples and information, having discussion, and then asking them to put their own ideas on paper. That said, in learning a bit more about rubrics through reading, it seems that I will be able to develop rubrics and guidelines for assignments that do not reduce assignments to the "points value" students often seem focused on (caveat: this is my experience with undergraduate students, that they are interested in the very specific points value of assignments; my experiences with graduate students is different, but that also may be because of their fairly high grades at least in this course).

	CITI IRB	Research Ideas	Theory Profile	Purpose Statement	Critique #1	Critique #2	Intro & Lit Review	Methods	Final Revised Prospectus	Team Presentation	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Final Poster	Total
Student	50	25	40	20	98	100	50	45	50	48	20	17	17	17	17	17	16	16	17	50	730
NC	50	25	50	25	98	100	50	50	50	45	18	16	18	19	18	19	18	18	18	50	755
KE	50	25	50	25	98	100	50	50	50	48	18	20	17	16	18	20	17	18	19	50	759
MF	50	25	50	25	100	100	50	50	50	48	17	17	16	16	18	18	17	17	18	50	752
TL	50	25	50	20	90	100	50	47	50	45	17	20	16	17	17	18	15	16	20	50	733
KM	50	25	35	25	90	95	40	45	50	48	18	20	16	17	17	19	18	19	19	50	716
CO	50	25	40	20	98	100	50	45	50	48	20	17	17	17	17	17	16	16	17	50	730

Total	
780	Grade
730	94 = A-
755	97 = A
759	97 = A
752	96 = A
733	94 = A-
716	92 = A-

End of Semester Survey – Self-Report Data from Students

At the end of the semester, I asked students to complete a short survey about the course and their opinions about a number of items during the semester. Below are the results of a select group of items from the survey; the survey itself and additional data can be found in **Appendix E**.

With this survey, I was particularly interested in students' perceptions of their learning related to course topics and concepts. I saw marked progress with each student, but was unsure of their own perceptions and wanted the students to have an opportunity to share their thoughts with me in a non-direct way (I believe face to face feedback can be difficult for some students to deliver if they have comments they perceive as negative and the face to face interaction is prior to receiving their semester grade; for some this is fairly easy, however).

Student responses were anonymous, however I did realize after looking at the data initially I was able to determine which responses were from which students due to the items about their graduate level (masters or doctoral) and their full or part time status. This was due to the small size of the course and something that I do not believe inhibited my interpretation of the data; rather, it was unexpectedly helpful to learn, for example, that a student who responded s/he did not care for a certain assignment was the same student who scored lowest on that particular assignment. This is information I did not intend to put together, but was helpful in the end when drawing conclusions related to course performance and perceptions.

Selected Survey Items

Understanding, knowledge and level of confidence related to research methods before and after taking this course:

Respondent	Prior Understanding of Research	Prior Knowledge About Research	Prior Level of Confidence Related to Research	Post Understanding of Research	Post Knowledge About Research	Post Level of Confidence Related to Research
R1	Low	Low	Low	Medium	Medium	Medium
R2	Low	Medium	Low	Medium	High	Medium
R3	Low	Medium	Low	High	High	High
R4	Low	Medium	Low	High	High	Medium
R5	Low	Medium	Low	High	High	Medium

Indicate how much you liked or disliked each of the following class assignments during the semester:

Respondent	Theory Profile	Team Method Presentation	Intro & Lit Review	Purpose Statement	Method	Article Critiques	Quizzes
R1	1	1	1	1	1	2	1
R2	1	1	1	1	1	1	2
R3	1	1	1	1	1	1	2
R4	1	1	1	1	1	1	2
R5	2	1	2	1	2	2	3

1=Liked a Great Amount; 3=Disliked a Great Amount

Please indicate how helpful or unhelpful you believe the assignments were in learning more about research methods:

ID	Theory Profile	Team Presentation	Intro & Lit Review	Purpose	Methods	Article Critiques	Quizzes
R1	1	1	1	1	1	4	1
R2	1	1	1	1	1	1	2
R3	1	1	2	2	1	1	2
R4	2	1	2	2	2	2	2
R5	2	2	2	1	1	2	2

1=Very Helpful; 5=Very Unhelpful

Please indicate how accurately or inaccurately you believe the grade you received on each assignment listed below reflected your performance:

ID	Theory Profile	Team Presentation	Intro & Lit Review	Purpose	Methods	Article Critiques	Quizzes
R1	1	1	1	1	1	1	1
R2	1	1	1	1	1	1	1
R3	1	1	1	1	1	1	1
R4	1	1	2	2	2	2	1
R5	2	1	1	1	2	1	1

1=Very accurately; 5=Very inaccurately

Students generally liked the online quizzes – only one student greatly disliked them (interestingly this was the same person who also disliked the article critiques because she "had done them before in ALEC 801" and it seemed like the same thing to her). I find it interesting that having done a similar kind of assignment in a previous course led to the perception that it was not worthwhile in this particular course. The assignment, while similar, is not the same and has a distinct value in this course as the focus is on the particular research method and quality of the research, rather than in the other course the student mentioned, where the emphasis of the assignment is on the theoretical foundation of the research. This particular student did not score as well on the assignment and seemed to have difficultly understanding that the purpose was to critique the research, not merely summarize the article (this is the same student who struggled with the understanding that researchers should not begin with a particular method in mind, rather a research question should lead the researcher to a particular method).

Plans for Future – Keep, Change, Add

Overall, this course was a huge success for me personally and professionally, especially in comparison to the previous semester I taught it. I believe this is in large part due to the attention I paid it before and during the semester, and because of the specific focus on learning and objectives through the Peer Review of Teaching program.

Keep
There are several things in the course that I will continue using, many with some edits and augmentations, but three with none: the prospectus assignment, the class discussion and seminar format, and the team method presentations. Both the students and I believe the prospectus assignment (and it's sectional components due at points during the semester) is extremely useful for helping to learn about how to frame a study, make an argument that the study is important and worth conducting, and for providing them hands on experiences in conducting research that will be of use to them after the semester is over. Class discussions and the overall seminar format of the class helped students feel comfortable asking questions and having genuine discussions, which I believe is an invaluable experience when studying and learning something as complex and messy as social science research. And, the team method presentations were a hit both with the students and with me – they believe they learned a great deal about their own assigned method, but also appreciated learning from their peers. I do need to commit to taking better notes, both during class discussions and the team presentations (I get wrapped up in things and tend to forget that I need to document my thoughts in these situations to provide students feedback and help with my own learning and reflection) and am considering video-recording the presentations next time.

Two other items that worked well and will be used next time are the peer evaluation workshop session toward the end of the semester and the end of semester survey. Both provided valuable opportunities for students to provide feedback and do some critical thinking.

Change
From a combination of my experiences and students' feedback, there are several things in the course that I will make changes to; most of these changes involve augmentation or enhancement of what exists, rather than total overhaul and restructuring.

Prospectus/Proposal Assignment
As mentioned above, the proposal assignment and it's arrangement in segments was well received by the students, who generally understood the value of writing the distinct segments and then combining them to help move through the process of learning how to write about academic research. From my perspective as the instructor however, there are some additions and changes I'd make to this assignment.

First, I will add a requirement that students meet with their adviser/chair at least once during the semester for the specific purpose of discussing the research proposal in the class, which will help students be sure to get advice and input specific to the proposal for the course. This semester, it seemed that several of the students did not hold meetings about the assignment with their advisers (as I strongly recommended) and left it to me to help them through the process. The few I specifically asked about such meetings reported discussing the prospectus as part of a larger meeting with their advisers. A specific meeting about the proposal, while time consuming, will be helpful in terms of focus and will include a post-meeting assignment to help the students reflect on the feedback from their advisers. While I am glad to help students develop their research proposals, it is important to me (as one who advises graduate students and would appreciate the same courtesy from another faculty member) that students who wish to use their proposal in the future (as a conference paper, or thesis or dissertation proposal) have adequate input and counsel from their adviser during the development phase. Also, such a meeting helps as a "check" on my recommendations and guidance – does what I suggest make sense to the student? Can the student then convey those ideas and suggestions to another person? Does the adviser understand and agree with the methods and approach selected? Do the decisions made by the student with my guidance adhere to discipline specific traditions or requirements? Another reason to emphasize the addition of a targeted meeting with their advisers is that, as a communications scholar, I am not familiar with many of the specific areas of interest related to leadership on which students often wish to focus.

Article Review & Critique Assignments
Changes to this assignment are necessary to include more specifics about the purpose of the assignment for students (I had several questions about what I was "looking for" in terms of the assignment submissions and at least one student returned at 20 page critique, which was too long in my view).

It seemed that some students may not have completely comprehended that the purpose of the assignment was to critique – students struggled a bit with the idea of critiquing another's work. Assignments tended to include comments that indicated "liking" the article rather than being critical of the work, and there were lots of "yes, they chose the most appropriate method" comments, which led me to question the use of journal articles for this assignments. Published journal articles often go through several levels of review and many iterations prior to publication. It might be better in future to have students analyze conference papers in proceedings documents. These pieces have better chances of needing critical comment and improvement, as many in disciplines conference presentations are the step prior to submitting work to journals for publication. Then the use of a conference/peer review rubric could help students understand how to evaluate "real" research, as well as have the experience that many will need to be familiar with of being a critical and effective peer reviewer.

Additions to the Course
Upon reflection and completing this benchmark portfolio, I believe several items can and should be added to help execute the course objectives.

First, the end of semester survey was not something that I had envisioned at the beginning of the semester; rather, it was something conceived of fairly late in the semester. It would be very helpful to measure students' impressions and attitudes toward research prior to as well as at the end of the semester, thus allowing for a comparison. Second, due to the changes made to the final exam in the course, no genuine summative evaluation was used in the course. In hindsight, this is a downfall, but it gives me an idea to create a kind of "final quiz" for students to complete online, designed similarly to their chapter quizzes, to help them pull together information in their minds and round out the semester content. Objective measures of research methods and steps in the process may be helpful to illustrate students' level of learning during the semester. If nothing else, similarly to the quizzes themselves, the act of completing the assessment may help them learn.

I would also like to add a session at the beginning of the semester to help students learn how to conduct efficient and effective online searches for resources and prior work to incorporate into their learning during the semester. The ALEC department has very knowledgeable and helpful liaison librarian who could likely come and deliver information to help students find resources. It seemed, in individual discussions I had with students, that there might have been some level of struggle in finding appropriate and relevant research. A presentation from the librarian could help jump-start the conversation about how to find information, which then could lead to a class discussion about how to decide what research is appropriate to include and how a researcher makes such a decision.

Two final additions: creation of rubrics and inclusion of APA style material in the course. Creating rubrics for not only the team method presentations, but for each of the proposal segments and assignments in the course will be tremendously helpful in providing useful feedback to students. It will have the added benefit of challenging me as a teacher, and will hopefully help me improve clarity in my assignment directions and expectations. With respect to incorporating APA material into the course, I believe this will help students understand the professionalism requirements that accompany being a social science researcher. It will fit quite naturally at the beginning of the semester in setting standards for performance and helping students to learn a style that will be required of them in other graduate school courses, as well as in their professional careers should they choose to work in academia.

Summary and Overall Reflection of the Portfolio Process

The completion of this course assessment process was extremely helpful to me in a variety of ways as I taught this course a second time. I absolutely benefitted from spending time and paying attention to the course from the beginning of the academic year, and the fact that I was part of a group of faculty members working on the same project with other courses contributed greatly to my sense of accountability.

For me, the course was a complete success when compared to the first time I taught it. I not only spent more time and attention to the course, once I had accepted that my teaching style needed to be different than the way I was taught the same material, I had a bit of a revelation and was much more comfortable as the expert in the room. The action of telling the students at the beginning of the semester that, while I may not have all the answers to their research questions I would do my best to find the answers if I did not have them, and discuss my research projects and perspectives with them as fellow researchers helped a great deal to set the stage and tone for the semester.

While students came into the course with distinct levels of experience as students and as researchers, all of them demonstrated high levels of learning and progress by the end of the semester. I was quite pleased that each of them submitted a completed prospectus that will be useful in making the case for their thesis or dissertation research, should they wish to use them. Interestingly, while students had differing perspectives on the value of assignments and their performance (determined by their responses on the semester-end survey) all made measured progress in terms of grades and attitude improvement toward research by the end.

Upon reflection, I realize that one of the most important and intangible things related to teaching this course for me is to lay a solid foundation for knowledge and positive attitude toward social science research for the students. As a new graduate student myself, I was terrified of research and had the opportunity to work with faculty, both in class and outside, to not only no longer be terrified but to realize that good research, while not easy, can be done and done well if you work deliberately and collaborate with smart people. Ultimately, the experiences I had in my doctoral program have carried over in to making it a priority for me to help students become unafraid of, and eventually love, good research. It seems this was an unstated objective that I might consider including in the course next spring when I teach it again.

Appendices

A. Course Syllabus
B. Course Calendar
C. Course Assignments:
    a. Chapter quiz example
    b. Theory Profile assignment sheet
    c. Article Review & Critique assignment sheet
    d. Research Method Team Presentation assignment sheet
D. Example of Student Work from In-Class Activities
    a. Student Team Method Presentations – partner pair KE and KM: outline, presentation, reflections from each team member
    b. Peer Feedback Workshop – worksheets and marked up proposal from each team member
E. End of Semester Survey Data – full survey and responses from students
F. Examples of Student Work – Prospectus/Proposal sections:
    a. Intro & Lit Review graded submissions – MF high, NC low
    b. Methods Section graded submissions – TL high, KM low

A. Course Syllabus

ALEC 845 – Research Methods in Leadership Studies

Section: 001, Spring 2014
3 credits

Instructor:
Dr. Karen J. Cannon
108 Ag Comm Bldg.
Office Phone: 472-7800
Email: kcannon2@unl.edu

Meeting Times and Location:
Tuesday, 4:00-6:50 pm
102 Ag Communications Building
Office Hours: M, 11am-noon; R, 1pm – 3pm
or by appointment

About This Course

This course provides an overview of research paradigms, techniques and methods used in social sciences – specifically in the contexts of leadership and communication. Students will learn how to write effective research questions, design research proposals and studies, and to how to determine appropriate methods for use in answering research questions. This course is appropriate for students at both the master's and doctoral levels who are interested in polishing their skills and abilities using qualitative and quantitative approaches to research.

Peer Review of Teaching Project

This semester, I have elected to take part in the Peer Review of Teaching Project, a UNL-wide, on-going effort to develop new and better methods for promoting student learning. This is a year-long process in which participants in the project (professors) put a great deal of thought into the design of a single course (in this case ALEC 845) including syllabus, exams, class activities and written assignments. One of the project's ultimate goals is to improve student learning, and we cannot accomplish this goal without student input.

For the project, I will need to select several students whose work will be (anonymously) copied and included in my course portfolio as an archive of student performance for the course. These examples are an essential piece of the project to illustrate how much and how deeply students are learning. Once the course portfolio is completed, it will be put on a project website: www.courseportfolio.org so that it can be shared, used, and reviewed by other faculty. A separate form will be distributed during our first class period asking for your consent to participate and signature. Your choice whether to participate or not will in no way affect your course grade.

Course Objectives

Upon conclusion of this course, students will be able to:

1) Describe and explain the relationships among the history of research, role of science and epistemology in relation to practicing social science research
2) Describe and explain the role of theory in social science research
3) Describe and explain research approaches and methods available to social science researchers
4) Identify research methods and type of data produced by each method
5) Successfully identify and critically analyze components of published social science research

6) Assess the appropriateness of methodological decisions made by researchers in published studies
7) Identify a research problem of interest, relevant related theory, appropriate research design and explanation of research methods – a mini research proposal
8) Understand and exhibit professional characteristics related to social science research

Textbooks and Resources

Textbooks

The texts listed below are essential for success in this course. All assigned material from these resources is fair game on quizzes and exams, as is supplemental material supplied in class and on Blackboard.

- (main text) Whitley, B. E., & Kite, M. E. (2013). *Principles of research in behavioral science* (3rd ed). New York: Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, California: SAGE Publications, Inc.

Supplemental Text – strongly recommended

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
    - You may choose to also use the APA Style site (www.apastyle.org) and purchase a subscription.

*Textbooks are available at campus bookstores; however, if you prefer to order these texts online, please be aware that reading assignments begin the first week of class and you will be responsible for the material regardless of whether or not your online order has arrived.

UNL Blackboard Account

The course Blackboard site is an important component of this course. There you will find electronic copies of readings and handouts distributed in class, drop boxes for submitting assignments, and the online gradebook where you can track your progress throughout the semester. Directions for submitting projects via Blackboard can be found in the "Submitting Course Projects" section of this syllabus.

Course Conduct

This is a graduate level course that assumes your interest and engagement in the material. It is the purpose of this course to broaden your understanding of research methods and how research is conducted in a variety of social science-related disciplines.

Students in this course will adhere to the highest standards for ethics and quality work, and will demonstrate critical thinking and correct use of spelling, punctuation, grammar and style in all written work. Should the quality of your work in this course fall below expected levels, you may be asked to work with your adviser to find strategies to improve or seek assistance from the University Writing Center. Once you have been notified in writing that you need to seek assistance, I expect you will do so promptly.

We will discuss a variety of issues related to social science research, which may challenge your current views on a wide range of topics. It is the purpose of this course to broaden your understanding of research perspectives and methods, as well expose you to high quality research. As members of this class, it is incumbent upon you to be courteous to others at all times, including me as your instructor, your classmates, and any guests we host in our classroom. This is especially important as we hold classroom discussions and when you submit assignments asking for reasoned opinions and views. Any offensive material posted on the Blackboard site will be removed, and you will be contacted if I consider material posted or submitted in an assignment inappropriate.

Class Format

During the semester, we will meet together once each week (with exceptions noted on our calendar). **Plan on each class period going the entire allotted amount of time.** In addition, I expect you will have done all assigned reading and any online pre-tests or exercises prior to coming to class each week.

Course Readings – Readings will come primarily from the required texts listed above, but you will also have some supplemental readings, which will be posted on Blackboard. All supplemental readings, whether provided in class as part of an exercise or assigned for reading outside of class will be posted on Blackboard so you will have electronic copies if you wish.

Class Meetings – Our class sessions will be a mix of approaches, including lectures, in-class activities, class discussions, and guest speakers/presentations. Please come to class each week having read all of the assigned readings and ready to ask questions and participate in discussion.

In-class Activities – In-class assignments and activities will be incorporated throughout the semester. These activities are designed to help you more fully understand the concepts we discuss. If you find yourself repeatedly absent from class and missing these in-class exercises on a regular basis, the potential exists for your course grade to be negatively impacted.

Course Assignments and Grades

The intention of each assignment in this class is to provide opportunities for you to learn to become an effective, professional and ethical social science researcher. There are several assignments in this course, each of which (generally) builds on the previous assignment with the goal to have you write a well-thought out research prospectus by the end of the semester. Additionally, each week prior to class, you will be required to complete an online quiz based on the material from the Whitley and Kite text. There will be a final take home, essay-format exam. A brief description of each major assignment is below and assignment description sheets will be distributed in class.

Whitley & Kite Chapter Quizzes – Prior to arriving in class, you will complete online quizzes covering material in the Whitley & Kite text (10 quizzes total). Quizzes are listed on the course calendar. Take each quiz by the scheduled class period, using the resources available to you (your notes, textbook, etc.). You may re-take a quiz as many times as you like but must achieve a minimum score of 80% on all quizzes by the final week of the semester in order to receive full credit.
20 points each, 200 points total

Theory Profile – While we will primarily focus on research methods in this course, it is important for researchers to understand the significance and role theory plays in the process of conducting quality social science research. This assignment will help you identify and familiarize yourself with three theories that might be used in the research study you propose (your mini proposal). It will also help you make progress on the literature review portion of your proposal.
50 points

Institutional Review Board CITI Certification – Part of conducting research, as you will learn in this course, involves ensuring that you practice it ethically. To conduct research at UNL, you are required to complete the IRB online certification course, which outlines the protocols and standards of ethical research. By the end of the semester, you will need to provide proof you have completed this certification. 25 points

Article Review and Critique (2) – One of the tasks of professional academic researchers is to review the work of colleagues, for conferences and journal publications. You will complete two article reviews, critiquing two published journal pieces of your choice. We will discuss strategies for selecting articles in class. Your review should focus on the methods used in the article, as well as the overall professional quality of the piece based on what you have learned about quality research.
100 points each, 200 points total

Research Method Team Presentation – In small groups (of two to three people) you will lead a class discussion of an assigned research method, incorporating material from the course texts, supplemental journal articles and other resources you gather pertinent to the topic. Your presentation/discussion should include an activity, which you will lead your classmates through during the presentation. Approximately 45 minutes in length, no less than 30 minutes.
50 points

Research Prospectus Project – A complete description of the overall project and each component will be distributed in class on the day assigned. This project is designed to help you develop a research prospectus or mini-proposal, detailing a study that you propose to conduct in the future. The project may be used to help develop your thesis or dissertation idea, or a poster or paper for a research conference submission.

- Research Ideas – 25 points
- Purpose Statement – 25 points
- Intro & Literature Overview – 50 points
- Methodology – 50 points
- Revised Final Prospectus – 50 points

Total for the Project – 200 points

Final Exam – Take Home – To aid you in furthering/developing your academic writing (especially for those of you who will one day take comprehensive exams for your degree program) and to help synthesize the material from the semester, you will complete a take-home, essay format exam.
100 points

Total Points in the Course = 825

Grade Breakdown:
Please note the grade breakdown provided is in percentages, as the total number of points in the course may change during the semester.

A+ = 100%	B- = 80% to 81%	D+ = 66% to 69%
A = 95% to 99%	C+ = 76% to 79%	D = 63% to 65%
A- = 90% to 94%	C = 72% to 75%	D- = 60% to 62%
B = 82% to 85%	C- = 70% to 71%	F = Below 60%

Submitting Course Assignments

Assignments for this course will be submitted via Blackboard and are due by 4:00 p.m. on the date listed on the course calendar. Submissions via email will not be accepted. In rare situations at the discretion of the instructor, emergency arrangements for submitting projects may be made.

Projects should be submitted to the appropriately named icon on Blackboard and need to:

- Include your last name, an underscore, and the name/title of the assignment in the file name
- Include your name **inside** the document you submit at the top right hand corner of the first page
- Be in Microsoft Word* format unless the assignment sheet specifies otherwise

Late Assignments

Late assignments will be accepted but are subject to a 10% deduction of the point values of the project each day, up to four days late, including weekend days. After four days, projects will not be accepted and the grade for the assignment will be entered as a zero. Should special circumstances arise, contact me as soon as possible and we will discuss your situation and any potential for one-time exceptions.

Technology Use in the Classroom – Policy

Technology has become a huge part of our lives and we rely on it everyday for a variety of tasks. When you come into our classroom please turn off your cell phone ringer and other technology devices that may distract your fellow students and your instructor. If your cell phone rings or vibrates audibly during class, I reserve the right to answer it! ☺

I encourage you to bring laptops or tablet computers for use in class activities. Technology can be extremely helpful for taking notes during discussions and in-class activities. That said, please constrain your use of technology during class to our topic at hand and do not “multitask” by surfing the web or completing other work.

Questions? Concerns? Contacting the Instructor

The best way to contact me outside of class is through email, directly to my UNL account listed on the first page of the syllabus. I also welcome phone calls and will do my best to return messages within 24 hours if at all possible.

Regarding Emails

- I will not be able to respond to emails sent **after 5 p.m. on a weekday** before class time the following day (I teach three classes on Tuesdays this semester!) If you need assistance after working hours but before our class meeting time, please seek assistance from your classmates using the course Discussion Board or contact your classmates directly.
- A lack of response from me does not excuse late or incomplete work. Begin assignments and projects in a timely manner to prevent difficulties.
- Important course related issues such as concerns about your course grade, progress, absences and other matters will only be discussed in person – not via email. Should you have an issue you wish to discuss, please plan on visiting during my office hours to speak about your concerns or set up an appointment with me for another time.

Office Hours and Visits
My office hours (listed on the first page of this syllabus) are dedicated time set aside each week to meet with students. Should you have questions, concerns, or comments about our class, or anything else, I welcome your visit. Should your work or class schedule prevent you from being able to visit during these set times, please email or call to set up an appointment time. I will do my best to accommodate you as quickly as possible. Please be aware that I am not available on Wednesdays this semester

Phone Calls
Should you wish to contact me via phone, please use the number listed on the top of the first page of this syllabus. I will do my best to return your phone call within 24 hours if I am not out of the office. During travel to conferences or meetings, phone calls will not be returned until I arrive back in the office. Phone calls are especially welcome during office hours when I am able to answer your call or voicemail more promptly.

Academic Honesty

*Academic honesty is the foundation of intellectual inquiry and academic pursuit. If you use another person's ideas or words, directly quoted or not, you must cite it (this includes journals, websites, books, and so on). Work submitted in this course must be entirely your own.

Students in this course will be held, and are expected to hold each other to, standards set forth by the University of Nebraska-Lincoln Student Code of Conduct. As the UNL Student Code of Conduct indicates, academic sanctions for misconduct subject to appeal are at the discretion of the instructor and may include a failing grade in the course. Plagiarism and other forms of academic dishonesty are not tolerated in this course.

If you have any questions regarding this policy, please talk to me. To review the Student Code of Conduct policy visit http://stuafs.unl.edu/ja/code/three.shtml
*This description of academic honesty appears courtesy of Dr. Gina Matkin.

Accommodations and Services for Students with Disabilities

Students with disabilities are encouraged to contact Christy Horn (ADA Compliance) for a confidential discussion of individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodations, students must be registered with the Services for Students with Disabilities (SSD) office, located at 132 Canfield Administration. Phone: 472-3783, voice or TTY.

Syllabus Disclaimer

Substantial effort and consideration were used in putting this syllabus together. While I consider this document a contract between you as the student and me as the instructor, unforeseen events may cause changes to the scheduling of assignments, lectures, etc. As the course instructor, I reserve the right to make any changes necessary to best fulfill the course objectives. As a student registered in this course, you will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by University rules and regulations.

B. Course Calendar

Wk	Date	Topic	Read for Today	Assignment Due	Activity
1	1/14	Intro to Course & Research Strategies	WK Chpt 1 - Behavioral Science; WK Chpt 2 - Research Strategies: An Overview Creswell - Preface Creswell - Chpt 1 - The Selection of a Research Approach		Creswell activity - Chpt 1: Selection of a Research Approach
2	1/21	Ethical Research, Institutional Review Boards: Guest Speaker Becky Freeman, UNL IRB	WK Chpt 3 - Ethical Treatment of Research Participants WK Chpt 4 - Professional and Social responsibilities of Scientists Creswell Chapter 4 - Writing Strategies and Ethical Considerations	Quiz 1	Guest Speaker lecture and activities related to understanding IRB and ethics
3	1/28	Formulating Your Question, Reviewing the Literature & Using Theory	WK Chpt 5 - Formulating a Research Question WK Chpt 6 - Developing a Measurement Strategy Creswell - Chpt 2 - Review of Literature Creswell - Chpt 3 - Use of Theory	Quiz 2 Research Prospectus Ideas Due	Guest Speaker - Kate Shoulders, UArk.: her literature review writing process, via Skype
4	2/4	Internal & External Validity, Purpose Statements and Research Questions	WK Chpt 7 - The Internal Validity of Research WK Chpt 8 - The External Validiy of Research Supplemental Readings	Quiz 3	(class cancelled due to instructor illness) online session instead
5	2/11	The Prospectus	Creswell Chpt 5 - The Introduction Creswell Chpt 6 - The Purpose Statement Creswell Chpt 7 - Research Questions & Hypotheses	Theory Profile Due Article Critique	Article discussion
6	2/18	Contrasting Quantitative & Qualitative Methods: Overview	Creswell Chapter 8 - Quantitative Methods Creswell Chapter 9 - Qualitative Methods Discussion of RQs and Hypotheses	Purpose Statement Due	Class discussion
7	2/25	Methods - Experiments and Field Research *Team Presentation*	WK Chpt 9 - True Experiments WK Chpt 10 - Field Research	Quiz 4 Critique #1 Due	Student Team Presentation & Activity
8	3/4	Methods - Correlation & Surveys *Team Presentation*	WK Chpt 15 - Survey Research	Quiz 5 Intro and Lit Review Due	Student Team Presentation & Activity

Wk	Date	Topic	Read for Today	Assignment Due	Activity
9	3/11	(Online Session) Correlational Research	WK Chpt 11 - Correlational Designs		Online Session
10	3/18	Methods - Qualitative *Team Presentation* & Guest Speaker: Gina Matkin	WK Chpt 13 - The Single Case Research Strategy WK Chpt 14 - Content Analysis, Qual Research & Interviewing	Quiz 6 Team Research Presentations Due	Student Team Presentation & Activity; Guest Speaker Gina Matkin
	3/25	Spring Break Week - No class			
11	4/1	Collecting Data and Interpreting Results	WK Chpt 16 - Data Collection WK Chpt 17 - Interpreting Research & Results	Quiz 7	Discuss Methods section of Prospectus Assignment
12	4/8	Evaluation Research & Literature Reviews as Research	WK Chpt 18 - Evaluation Research WK Chpt 19 - Literature Reviewing	Quiz 8 Methods Section Due	Evaluation Research article discussion - examples provided last week
13	4/15	Writing the Research Report	WK Chpt 20 - Writing Research Reports	Quiz 9	Lit Review Research - article discussion
14	4/22	Prospectus Workshop and Creating the Poster	No Readings	Draft Prospectus Due	Peer feedback workshop on prospectus
15	4/29	Course Wrap-Up and Evaluation	Poster Presentations	Critique #2 Due	Poster Presentations and discussion
F	5/6	Final Exam Due - Tuesday, May 6 - Final Revised Prospectus Due by Noon			

C. Course Assignments:

    a. Chapter quiz example

Preview Test: "Pre" Quiz - WK Chapters 1 & 2

Description	Chapters 1 & 2 from Whitley & Kite
Instructions	You are NOT required to complete this quiz. It is for exercise purposes only and not worth semester points. Use it to test your knowledge and become familiar with quiz formats.
Multiple Attempts	This Test allows multiple attempts.
Force Completion	This Test can be saved and resumed later.

Question Completion Status:

Save All Answers Save and Submit

Question 1

1 points Save Answer

The scientific goal of ________ attempts to determine why a phenomenon occurs.

- control
- prediction
- understanding
- description

Question 2

1 points Save Answer

The scientific value of empiricism means that:

- all decisions about what constitutes knowledge are based on objective evidence rather than ideology or abstract logic
- scientists should always be questioning the quality of the knowledge they have about a topic
- scientists should always be willing to change their views about what they consider to be valid knowledge as new evidence becomes available
- scientists make available to others both what they find in their research and how they conduct their research

Question 3

1 points Save Answer

The scientific value of skepticism means that:

- all decisions about what constitutes knowledge are based on objective evidence rather than ideology or abstract logic
- scientists should always be questioning the quality of the knowledge they have about a topic
- scientists should always be willing to change their views about what they consider to be valid knowledge as new evidence becomes available
- scientists make available to others both what they find in their research and how they conduct their research

Question 4

1 points Save Answer

Scientists' epistemologies affect

- their opinions about which theories are valid
- the kinds of research questions that are important
- the proper ways in which to interpret data
- all of the above

Question 5

1 points Save Answer

Scientists' implicit assumptions can:

- cause conflicts among scientists who adjere to different paradigms
- lead to the biased interpretation of data
- influence the development of research hypotheses
- all of teh above

Question 6

1points Save Answer

Which of the following is a hypothetical construct?

- The distance one person sits from another
- The degree to which one person likes another
- The number of favors one person does for another
- The score one person receives from another on a rating scale of friendliness

Question 7

1points Save Answer

Operational definitions:

- are concrete representations of hypothetical constructs that are used in research
- the meanings that people assign to concepts in everyday language
- explain the meanings of constructs in words, much as in a dictionary definition does
- do none of the above

Question 8

1points Save Answer

Professor Lockham has proposed a theory of work performance that holds that greater acceptance of assigned work goals leads to higher motivation and that higher motivation then leads to better work performance. In Professor Lockham's theory, motivation is a(n)_______ variable.

- independent
- dependent
- moderating
- mediating

Question 9

1points Save Answer

Professor O'Malley wants to test the hypothesis that heterosexuals' attitudes toward lesbians differ from their attitudes toward gay men. He thinks that the gender of the research participants will influence the difference he expects to find, such that heterosexual men hold more positive attitudes toward lesbians than toward gay men and heterosexual women hold more positive attitudes toward gay men than toward lesbians. From Professor Rodriguez's theoretical perspective, attitudes toward lesbians and gay men is a(n)_______ variable.

- independent
- dependent
- mediating
- moderating

Question 10

1points Save Answer

An old principle called Occam's Razor holds that "when you have two competing theories that make exactly the same predictions, the simpler one is the better." This principle means that theories should be

- clear
- consistent with related theories
- parsimonious
- logically consistent

Question 11

1points Save Answer

Which of the following issues is/are of concern to both qualitative and quantitative researchers?

- validity
- generalizability
- ethics
- all of the above

Question 12

1points Save Answer

Which of the criteria for causality is/are the correctional research strategy able to meet?

- covariation of proposed cause and effect
- time and precedence of the cause
- ability to rule out alternative explanations
- both a and b

Question 13

1points Save Answer

Which of the following statements about the relationship between researcn strategies and research is/are TRUE?

- Experimental research can be carried out only in a laboratory selling.
- Correlational research can be carried out in either a laboratory or a field setting.
- Any research strategy can be used in any research selling.
- B.oth a and b, but not c.

Question 14

1points Save Answer

The term "target population" refers to:

- the people who serve as participants in a research study
- the people 10 whom a researcher wants the results of his or her research 10 apply
- the people who happen 10 be available in a sening at the time a research study is conducted
- only participants selected by random s.ampling

Question 15

1points Save Answer

The term "convenience sample" refers to:

- any people who serve as participants in a research study
- people selected to participate in research through random sampling
- people who happen 10 be available as participants in a selling at the time a research study is conducted
- any of the above

Question 16

1points Save Answer

A researcher's decision about which group of people to use as research participants affects the__________of the researcher's study.

- generalizability
- statistical conclusion validity
- construct validity
- internal validity

Question 17

1points Save Answer

No research study can ever be perfectly designed because:

- most researchers are not sufficiently competent in designing research
- ethical rules limit the ways in which researchers can design their studies
- the availability of funding limits the ways in which researchers can design their studies
- any research design is a result of trade-offs among desirable characteristics

Question 18

1points Save Answer

Professor Radetzky conducts a survey of how much violent television programming children watch and how aggressive they are in school. He finds a significant correlation between the amount of aggressive television programming children watch and how aggressive the children are. He concludes that watching violent television programming causes children to become aggressive.The problem with Professor Radetzky's conclusion is that

- causality might go the other way: being aggressive might dispose children to watch violent television programming.
- there might be a third variable-such as the children's parents' behavior-that might be a cause of both the amount of violent television programming the children watch and how aggressive they are.
- both a and b
- neither a nor b: that is, there is no problem with Professor Radetzky's conclusion.

Question 19

1points Save Answer

You conduct a study in which male and female research participants work on puzzles designed to cause the participants to either succeed or fail in solving them. You then measure their performance on similar puzzles that can be solved easily. You find that women solve more of these puzzles than do men and that participants who succeeded on the first set of puzzles do better than those who failed on the first set. Both differences are statistically significanL Based on these results,you could correctly conclude that

- sex of research participant caused differences in performance on the task.
- prior task outcome (success or failure) caused differences in performance on the task.
- both a and b
- neither a nor b

Question 20

1points Save Answer

Which of the following processes can cause difficulty in interpreting the results of a longitudinal study?

- participants dropping out of the study as time goes by
- asking a question about a behavior might affect later instances of a behavior
- events external to the study that are related to the study's topic might affect the behavior of study participants
- all of the above

b. Theory Profile assignment sheet

Theory Profile Assignment

Due: 2/11, 50 points

While we will primarily focus on research methods in this course, it is important for researchers to understand the significance and role theory plays in the process of conducting quality social science research.

This assignment will help you identify and familiarize yourself with three theories that might be used in the research study you propose (your mini proposal). It will also help you make progress on the literature review portion of your proposal.

Directions:

- Select a theory you would like to use for your prospectus. You're not locking yourself in here – you can make changes if necessary, but given what you know about the ideas you have for your prospectus make an educated guess about which theory that you think will be most relevant.
- Examine the existing body of literature/knowledge on the theory.
- Give a description of the theory and its central hypothesis/thesis
- Present information about who has used this theory and how it has been applied
  - List the "originator" of the theory – what is the foundational literature and who is the theory credited to?
- Hypothesize (but not literally!) about how you might use this theory in relation to your prospectus

Guidelines:

- Aim to have the profile be between 5 and 10 pages, double spaced – NOT a requirement, but a guide
- Review journal articles, conference papers, etc., as examples of how other researchers have incorporated theory into their research
- This will hopefully give you a starting point for incorporating a theory (or theories) into your prospectus – and you'll have some of your literature review accomplished!

Suggestions:

- Look at theories related to the one you think you're most interested in – often times you'll find researchers who link two or more theories together in their work.
- Look for connections between independent and dependent variables within literature employing the theory.

c. Article Review & Critique assignment sheet

Journal Article Critique #1
Due 2/25

Purpose of assignment:

- To select, analyze and critique a journal article in your area of interest/field of study. This assignment will give you the opportunity to use the material from our course meetings and readings and apply it to real, published research.

Identify the items listed below and provide your input and critique for each.

<u>Objectives of the study:</u>

- Identify the purpose and objectives and/or the basic assumptions of the study (4 points)
- Evaluate the purpose and objectives on the basis of their strengths and weaknesses (4 points)
- Evaluate the effectiveness and appropriateness of any hypotheses/research questions used in the study (4 points)
- Identify key independent and dependent variables (quantitative studies) or the overall research question and sub-questions (qualitative studies) (4 points)
- Evaluate the ability of the authors/researchers to define and operationalize the variables within the content of the study (4 points)

<u>Type of Research:</u>

- Identify the type of research (4 points)
- Is the study basic or applied research? (4 points)
- Was the research type appropriate and effective, given the objectives? (8 points)

<u>Theoretical Basis of the Research:</u>

- Identify the theoretical framework used in the article. If none is used, state this and provide your thoughts about its impact on the quality of the article (4 points)
- Critique the "fit" of the theoretical framework (6 points)
- Critique the authors/researchers' explanation of the theoretical framework (6 points)

<u>Research Methods:</u>

- Identify the research design (4 points)
- Evaluate the appropriateness of the chosen design (4 points)
- Describe the procedures used and critique their effectiveness (4 points)
- Identify the methods of data analysis used (4 points)

<u>Results:</u>

- Evaluate the thoroughness of the results reported in the article (4 points)
- Identify the main findings of the study (6 points)
- Were the study's stated objectives achieved and were the hypotheses appropriately tested/research questions answered? (6 points)

Discussion/Conclusions

- Identify key implications, limitations and recommendations (4 points)
- Evaluate the logic behind the conclusions – Do they follow, logically, the stated results? (4 points)
- Identify any missing implications or conclusions (4 points)
- Evaluate the overall validity, reliability, and generalizability of the study (4 points)

List of possible journals from which to select articles (you are in no way limited to these, they are just a starting point!):

- Journal of Applied Communications
- Journal of Leadership & Organizational Studies
- Journal of Extension
- Science Communication
- Leadership & Organization Development Journal
- Journal of Agricultural Education
- Public Understanding of Science
- The Leadership Quarterly
- Journal of International Agricultural and Extension Education
- Journalism & Mass Communication Quarterly
- International Journal of Leadership in Education
- NACTA Journal (North American Colleges and Teachers of Agriculture)
- Journal of Applied Communication Research
- Academy of Management Journal
- Journal of Higher Education
- Journalism & Mass Communication Educator
- Journal of Leadership Education
- Higher Education Quarterly

Please be sure ask if have questions – and it's best if you bring this up in class, because I can guarantee if you have the question, someone else does too!

d. Research Method Team Presentation assignment sheet

Research Method Team Presentation

Due 2/25; 3/4; 3/18
50 points

The purpose of this assignment is to have you and your partner learn a particular method in an in-depth manner and then teach it to the rest of the class. Think of this project as you delivering a workshop for researchers interested in learning about your particular method.

Expectations:

- The class will have read the assigned method chapter from Whitley & Kite
- Your team will lead the class through a discussion and presentation of your assigned method
- You will incorporate material from sources other than Whitley & Kite and Creswell, (some suggestions for places to start are listed below)
- Your discussion/presentation must include an activity of some sort
    - Be as creative as you wish! One of the purposes of this assignment is to expose us as a class to a number of ways to present research related material. I teach my way – how will you teach the material?
- Your presentation will last approximately 45 minutes, including questions and activity. The presentation will be no less than 30 minutes.
- You will submit an outline of your presentation to the instructor prior to your delivering your presentation (this will help you with organization and me with grading!)

Grading will be based on:

- Accurate presentation of information related to your method – 20 points
- Quality of information presented – did you provide enough depth, detail to help your classmates/workshop participants understand and hopefully use the method in a future study? – 20 points
- A brief reflection of your experience submitted one week after your presentation – 10 points

D. Example of Student Work from In-Class Activities

   a. Student Team Method Presentations – partner pair KE and KM: outline, presentation, reflections from each team member

True and Quasi Experiments
Group Presentation Outline

1. Why Do an Experiment? - Carol
    a. Causation
2. Types of Experimental Design - Melissa
    a. Pre-experimental designs
    b. Quasi-experiments
    c. True experiments
    d. Single-subject designs
3. Inferring Causation - Carol
    a. Independent Variable
    b. Dependent Variable
    c. Internal Validity
4. True Experiment - Melissa
    a. Random assignment
    b. Manipulating variable
        i. Characteristics of Good Manipulations
    c. Ruling out extraneous causes
        i. Control group
5. Quasi-Experiment - Carol
    a. Non-random assignment
    b. Experimental and control group
6. Controlling extraneous variance - Melissa
    a. Between-subjects design

b. Within-subjects design

7. Blue Eye Brown Eye Experiment - Carol

   a. Group discussion about variables, groups, etc.

8. Elevator Conformity Experiment - Melissa

   b. Group discussion about variables, groups, etc.

9. Do an experiment – Melissa and Carol

   a. Selective attention

Survey Research

ALEC 845 – Spring 2014

Survey Research

- The process of collecting data by asking people questions and recording their answers
  (Whitely & Kite, p. 437).
- Provides quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population
  (Creswell, p. 249).

2 Types of Surveys

Sample Survey	Convenience Survey
Respondents are selected in ways that are designed to produce a respondent sample whose characteristics closely mirror those of the population from which the survey sample was drawn (Whitely & Kite, p. 437 & 438).	Respondents consist of members of whatever group or groups of people that the researcher found it convenient to sample from (Whitely & Kite, p. 438).

Types of Questions

- Survey researchers collect data by asking questions.
- They may ask:
  - Open-Ended Questions
    - Example: Essay questions on an exam
  - Closed-Ended Questions
    - Example: Multiple-choice exam questions

Question Wording

- Use language of the research participants.
- Avoid unnecessary negatives.
- Ask only one question at a time.
  - **Double-barreled question:** asks for two or more pieces of information (Whitely & Kite, p. 441).

Question Wording

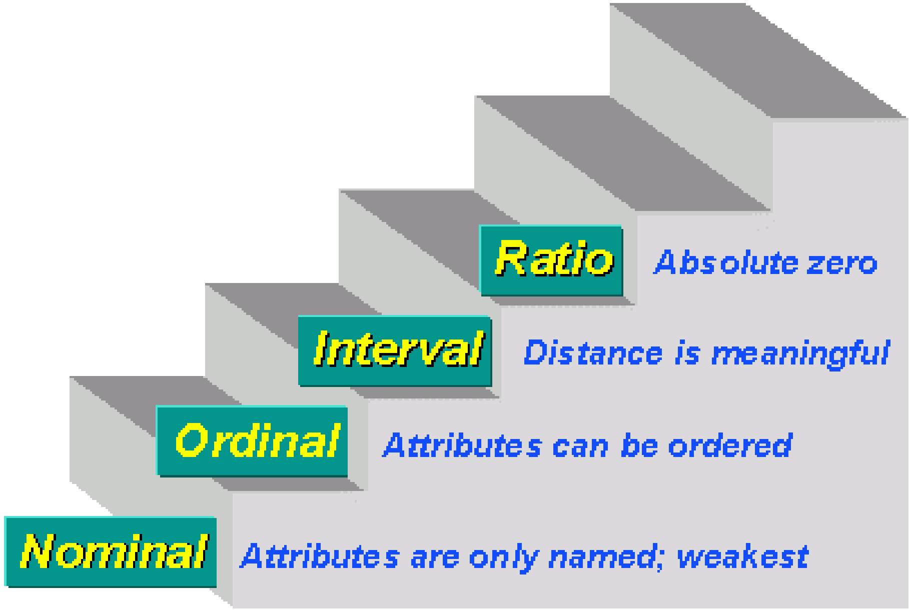
- Avoid leading and loaded questions.
  - **Leading Question:** implies that a certain response is desired (Whitely & Kite, p. 441).
  - **Loaded Question:** uses emotional content to evoke a desired response, such as by appealing to social values, such as freedom, and terms with strong positive or negative connotations (Whitely & Kite, p. 441).

Question Wording

- Be specific.
- Do not make assumptions.
- Address sensitive topics sensitively.

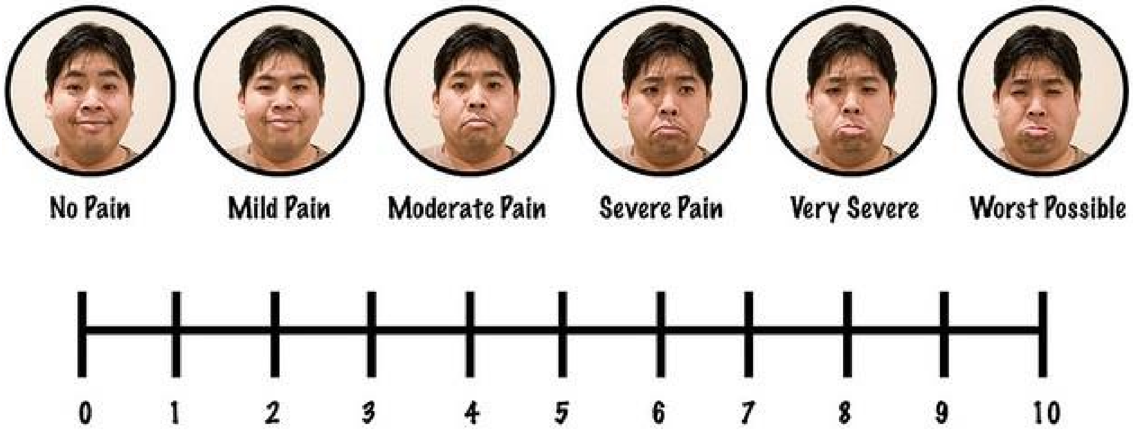
Levels of Measurement

- Nominal Level Measurement
- Ordinal Level Measurement
- Interval Level Measurement.
- Ratio Level Measurement
- **Information Content:** higher level measurers contain more information than do lower level measures; they also contain all the information lower levels provide (Whitely & Kite, p. 445)



Response Formats

- Closed-ended response formats/rationing scales:
  - Comparative Rating Scales
  - Itemized Rating Scale
  - Graphic Rating Scale/Visual Analog Scales
  - Numerical Rating Scales



Response Format

- Multi-Item Scale
  - Composed of two or more items in a rating scale format, each of which is designed to assess the same variable
(Whitely & Kite, p. 453).
- Advantages:
  - Can be designed to assess multiple aspects of the construct.
  - The scale score has greater reliability and validity than does any one of the items of which it is composed.
  - Provides greater sensitivity of measurement than single-item scales.

Types of Multi-Item Scales

- Likert Scales

Likert Scales

Please circle the number that represents how you feel about the computer software you have been using

I am satisfied with it
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

It is simple to use
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

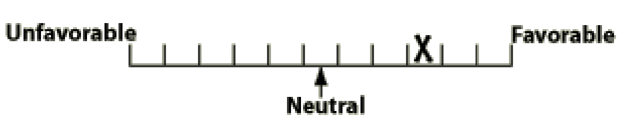
It is fun to use
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

It does everything I would expect it to do
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

I don't notice any inconsistencies as I use it
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

It is very user friendly
Strongly Disagree —1—2—3—4—5—6—7— Strongly Agree

- Thurstone Scales



- Guttman Scales

GUTTMAN SCALE: Measuring the concept of social acceptability

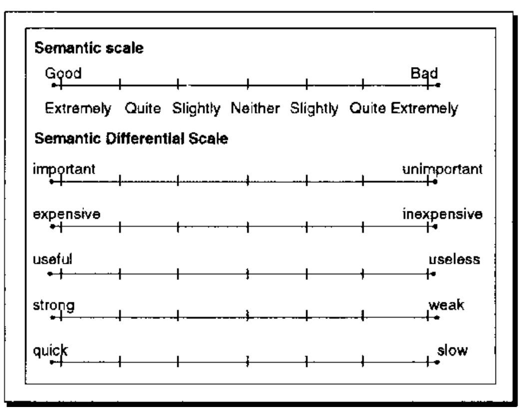
Table 18.6
A Hypothetical Perfect Guttman Scale

Respondent	Items in the Scale: Item 1: Admit to close kinship by marriage	Item 2: Admit to the same social club	Item 3: Admit as a neighbor	Total Score
A	+	+	+	3
B	–	+	+	2
C	–	–	+	1
D	–	–	–	0

+ indicates agreement with the statement; – indicates disagreement.

8. Raymond L. Gorden, *Unidimensional Scaling of Social Variables* (New York: Macmillan, 1977), p. 46.

- Semantic Differential



Response Biases

Question-Related Biases	Person-Related Biases

Question-Related Biases

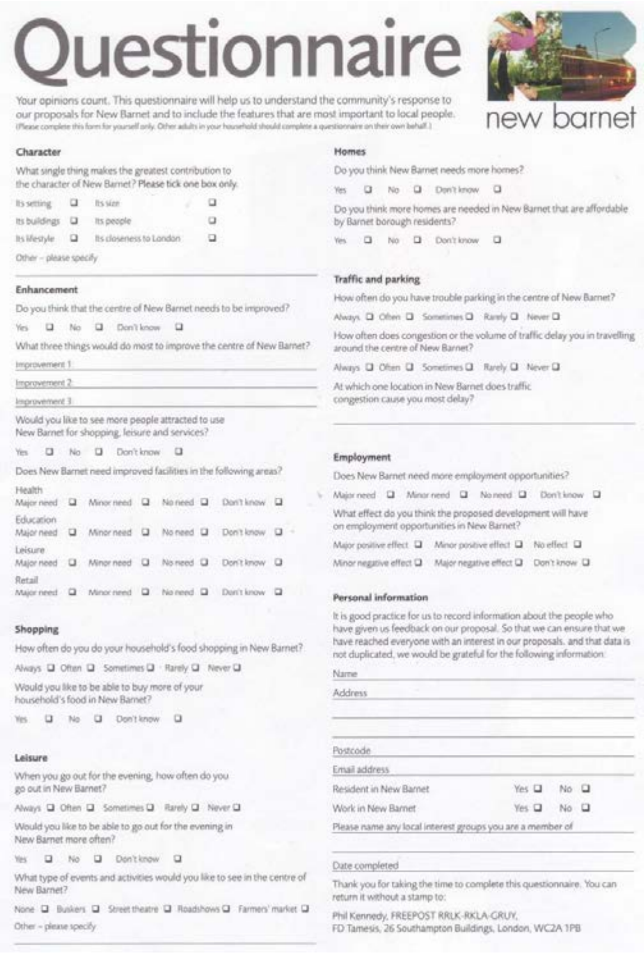
- Scale Ambiguity
- Category Anchoring
- Estimation Biases
- Respondent Interpretation of Numeric Scales

Person-Related Biases

- Social Desirability
- Acquiescence Response Bias
- Extremity Response Bias
- Halo Bias
- Leniency Bias
- Cultural Response Sets

Questionnaire Design

- Things to consider:
  - Question Sequencing
  - Context Effects
  - Layout of the Questionnaire
  - Use of Instructions
    - General Instructions
    - Introduction to Topics
    - Specific Instructions
  - Use Existing Measures



Questionnaire

new barnet

Your opinions count. This questionnaire will help us to understand the community's response to our proposals for New Barnet and to include the features that are most important to local people. (Please complete this form for yourself only. Other adults in your household should complete a questionnaire on their own behalf.)

Character

What single thing makes the greatest contribution to the character of New Barnet? **Please tick one box only.**

Its setting ❑ Its size ❑
Its buildings ❑ Its people ❑
Its lifestyle ❑ Its closeness to London ❑

Other – please specify

Enhancement

Do you think that the centre of New Barnet needs to be improved?

Yes ❑ No ❑ Don't know ❑

What three things would do most to improve the centre of New Barnet?

Improvement 1

Improvement 2

Improvement 3

Would you like to see more people attracted to use New Barnet for shopping, leisure and services?

Yes ❑ No ❑ Don't know ❑

Does New Barnet need improved facilities in the following areas?

Health
Major need ❑ Minor need ❑ No need ❑ Don't know ❑

Education
Major need ❑ Minor need ❑ No need ❑ Don't know ❑

Leisure
Major need ❑ Minor need ❑ No need ❑ Don't know ❑

Retail
Major need ❑ Minor need ❑ No need ❑ Don't know ❑

Shopping

How often do you do your household's food shopping in New Barnet?

Always ❑ Often ❑ Sometimes ❑ Rarely ❑ Never ❑

Would you like to be able to buy more of your household's food in New Barnet?

Yes ❑ No ❑ Don't know ❑

Leisure

When you go out for the evening, how often do you go out in New Barnet?

Always ❑ Often ❑ Sometimes ❑ Rarely ❑ Never ❑

Would you like to be able to go out for the evening in New Barnet more often?

Yes ❑ No ❑ Don't know ❑

What type of events and activities would you like to see in the centre of New Barnet?

None ❑ Buskers ❑ Street theatre ❑ Roadshows ❑ Farmers' market ❑

Other – please specify

Homes

Do you think New Barnet needs more homes?

Yes ❑ No ❑ Don't know ❑

Do you think more homes are needed in New Barnet that are affordable by Barnet borough residents?

Yes ❑ No ❑ Don't know ❑

Traffic and parking

How often do you have trouble parking in the centre of New Barnet?

Always ❑ Often ❑ Sometimes ❑ Rarely ❑ Never ❑

How often does congestion or the volume of traffic delay you in travelling around the centre of New Barnet?

Always ❑ Often ❑ Sometimes ❑ Rarely ❑ Never ❑

At which one location in New Barnet does traffic congestion cause you most delay?

Employment

Does New Barnet need more employment opportunities?

Major need ❑ Minor need ❑ No need ❑ Don't know ❑

What effect do you think the proposed development will have on employment opportunities in New Barnet?

Major positive effect ❑ Minor positive effect ❑ No effect ❑
Minor negative effect ❑ Major negative effect ❑ Don't know ❑

Personal information

It is good practice for us to record information about the people who have given us feedback on our proposal. So that we can ensure that we have reached everyone with an interest in our proposals, and that data is not duplicated, we would be grateful for the following information.

Name

Address

Postcode

Email address

Resident in New Barnet Yes ❑ No ❑

Work in New Barnet Yes ❑ No ❑

Please name any local interest groups you are a member of

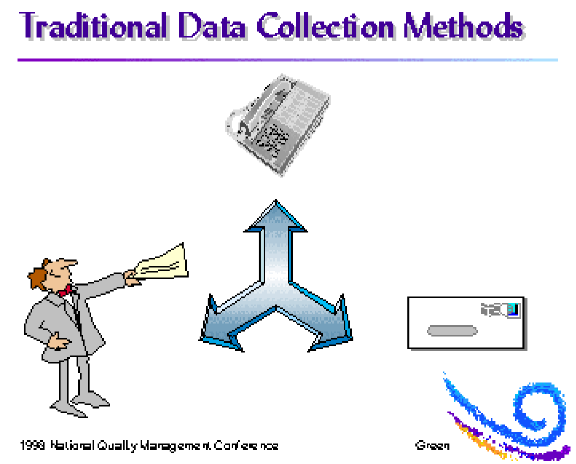
Date completed

Thank you for taking the time to complete this questionnaire. You can return it without a stamp to:

Phil Kennedy, FREEPOST RRLK-RKLA-GRUY,
FD Tamesis, 26 Southampton Buildings, London, WC2A 1PB

Methods of Data Collection

- Group Administration
- Mail Surveys
- Personal Interviews
- Telephone Interviews
- Internet Surveys



Creswell's Components of a Survey Method Plan

- Proposal or Plan
  - Cross-Sectional or Longitudinal
- Population & Sample
- Instrumentation
- Variables
- Data Analysis & Interpretation


ANY
QUESTIONS
?

Resources

Creswell, J.E. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Levels of measurement. (n.d.). Retrieved from http://www.socialresearchmethods.net/kb/measlevl.php.

Whitley, B. E., & Kite, M. E. (2013). *Principles of research in behavioral science*. (3rd ed.). New York, NY: Routledge.

Team Method Presentation Reflection

University of Nebraska–Lincoln

ALEC 845 – Spring 2014

Team Method: Survey Research

Group: KE & KM

At first, I think Kelly and I were a bit overwhelmed by the amount of information on survey research and questioned how we would be able to narrow it down into a 30 minute presentation while still covering the key content. Creating the outline/class handout first helped put the content into perspective because we were able to pick out key concepts and make sure those were included in our presentation. More detail in the outline gave us confidence that the class would receive all of the information we wanted them to have and that we would not have to include everything on our slides. This created more succinct slides – and allowed for fun visuals on the slides.

Kelly and I had a great time preparing for our presentation. We recently took ALEC 805 – Advanced Teaching Strategies with Dr. Bell, so it was fun to consider teaching methods/models from that class as we planned our presentation. We worked on the PowerPoint presentation and the activity together. It was great to bounce ideas off of each other as we worked on the presentation as a whole. We both commented that we felt a lot more confident about our presentation after we were able to sit down together and create the presentation and activity face-to-face (vs. working over email).

I really enjoyed presenting with Kelly during ALEC 845. I think we both felt comfortable commenting/sharing even if it was something the other person was taking the lead on. Great discussion and questions from the class also helped move the presentation along and make it more applicable to the people in the room. At some points, the discussion got a bit off topic, but I felt like we were able to reconnect with the group and get the class moving back in the direction of the presentation/desired topic.

Overall, I felt like our presentation and activity went really well. The class seemed engaged in both the presentation and our activity. There were a couple of questions from the class that I didn't feel like we were prepared to answer, but the collaborative feel of the class allowed me/us to feel confident in asking Dr. Cannon to expand on the answer we provided to help the class understand the content at the depth needed.

This assignment really complimented so many of the things I had taken away from ALEC 805 – Advanced Teaching Strategies. I am always excited and energized when content from multiple classes overlaps and connects. While this assignment encouraged me to look in-depth at survey research and think about how I would explain it to others, it also reminded me how important it is to connect face-to-face with colleagues and classmates. Kelly and I could have completed this assignment by splitting up the work load and communicating about our progress over email; however, I think we would have lost something in that process. By meeting face-to-face with Kelly we were able to complete our assignment, feel confident in our work and presentation/activity strategies, and spend some time getting to know each other.

Research Method Team Presentation Reflection

The method of true and quasi experiments was a challenging method to teach. Although the definition of the method and the difference between true and quasi experiments was relatively simple to understand and articulate, developing the engaging activity to improve my fellow students learning was difficult. I was not well-versed in behavioral science experiments or the necessary considerations for internal and external validity before learning the material from the provided texts and the online textbook. My lack of experience with this method and the short amount of time to develop this presentation placed stress and pressure on becoming the expert in the class for true and quasi experiments. The online textbook and the Creswell text proved to be the most useful for developing a deeper understanding of behavioral science experiments in a short amount of time. The most important characteristic of experiments I learned was the difference between random assignment and random sampling.

Developing an engaging activity was the most challenging part of creating the experiment methods presentation. My teammate and I wanted to do an experiment with the class, but did not want to bring a lot of supplies or make a mess in the classroom. We thought the use of videos and a worksheet would provide an opportunity for the class to learn how to discern the independent and dependent variables and the type and design of an experiment. Untangling the independent and dependent variables in the various videos of experiments my teammate and I found proved to be more challenging than understanding the concept and material itself. Because I was not a hundred percent confident in my understanding of the material, this approach brought some unexpected and challenging questions. Thankfully, my fellow graduate students and instructor were there to talk through the different questions that were posed after viewing the videos of the experiments.

The true experiment that we planned was the most successful part of our presentation. I felt that we used easily identifiable independent and dependent variables and accurately depicted random assignment. For me, the difficult part of planning this experiment was working with my teammate to make sure we both understood the dependent and independent variable. I felt that I understood the concept and what the variables were in the study; however, explaining it and answering my teammate's questions led me to second guess myself. An unexpected occurrence during our experiment was the non-equal group size due to the random sampling. For some reason I did not think about the chance that the groups would be uneven when flipping a coin and had not prepared for this occurrence. However, our experiment worked out as there were at least two participants in the control and experimental group.

My most important takeaway from this experience was to be confident in myself when presenting material. I was not the expert on the topic, but was confident in my understanding of the different types of experiments and the qualities of a true experiment. I was able to provide examples and explain the difference between random sampling and random assignment in uncomplicated terms. I learned to feel confident about my synthesis of research methods and my ability to present the information effectively. I also learned to effectively work with a teammate who took the lead on organizing the material, but lacked a solid grasp on independent and dependent variables and the difference between random sampling and random assignment. I grew as a person from this experience because I relinquished control over the order and topics of the presentation, while making meaningful contributions to the presentation. I found all of the images for the presentation, developed the experiment, and explained appropriate examples to exhibit the difference between true and quasi experiments to my teammate. I also complemented my co-presenter's presentation style by using humor, short explanations, and examples to describe my portions of the presentation. Working with another person with strong leadership and organization skills can be challenging; however, we were both able to give up having complete control over the presentation and work together.

In summary, presenting about true and quasi experiments strengthened my understanding of this research method, improved my confidence in my presentation skills, and helped me develop better teamwork skills. The experience was positive and provided another opportunity to work on my public speaking and teaching skills. If given another opportunity to present on a research method I would excitedly take on the challenge.

b. Peer Feedback Workshop – worksheets and marked up proposal from each team member

for M

ALEC 845 - Research Methods
Spring 2014
Peer Review Worksheet

PURPOSE AND OBJECTIVES FRAMEWORK - Provide a score for this section using a scale score from 1 (low) to 7 (high). Use the following questions to facilitate your decision. (A) Does the purpose clearly align with the introduction and/or framework? &) Were appropriate guiding questions,objectives or o:; s (whichever were appropriate) us\d. 'it?f.

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Please provide the author(s) comments about the PURPOSE AND OBJECTIVES section of their manuscript.

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QUANTITATIVE RESEARCH METHODS AND PROCEDUn - Provide a score for this section using a scale score from 1(low) to 15 (high). Use the following qµ'5t ons to facilitate your decision.(A) Were the population and sampling procedures appropriate?-"(&) Was the response rate appropriate for the given sample/populations? (C) Was evidence presented that the instrumentation used was valid and reliable (D) Were appropriate research methodologies used? (E) Was the data analysis appropriate?

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Reliability was mentioned, but not a lot of detail

QUALITAT VE RESEARCH METHODS AND PROCEDURES - Provide a score for this section using a scale score from 1(low) to 15 (high). Use the following questions to facilitate your decision.(A) Did the author clearly outline an epistemological and/or theoretical lens through which the research was conducted? (B) Did the author include a statement appropriately indicating the context/bias of the researcher as the research instrument? (C) Was the selection of research participants justified and appropriate for the methodology used? (D) Was the context of the research and/or participants clearly explained using thick/rich descriptions? (E) Did the author(s) establish trustworthi ness,credibility, transferability, dependability, and confirmability? (F) Were the appropriate triangulation measures present and clearly outlined? (G) Were the coding procedures clearly explained and appropriate for the nature of the research methodology?
SCORE:

Please provide the author(s) comments about the RESEARCH METHODS AND PROCEDURES section of their manuscript.

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ALEC 845 - Research Methods
Spring 2014
Peer Review Worksheet

NTRODUCTION/NEED FOR THE STUDY/IMPORTANCE - Provide a score for this section using a scale score from 1(low) to 5 (high). Use the following questions to facilitate your decision. (A) Has the research problem and/or question been clearly defined? (8) Has a need for the research/importance/contribution to literature been clearly established?
SCORE:

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(A) Does the literature cited indicate the author is aware of the relevant research in the field? (8) Are '1 •
the citations current/timely for the type of research conducted? (C) s a theoretical framework and/or conceptual framework developed and supported by appropriate literature D) Does the literature effectively canvass the scope of research on the topic?

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The Influence of Parental Psychological Control on Emergent Leadership

University of Nebraskf incoin

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Introduction

"All the wisdom and love in the world doesn't necessarily protect you from parenting in ways that hold your children back from thriving, gaining independence and becoming the leaders they have the potential to be" (Caprino, 2014, para. 1). Developing the next generation's leaders is a current focus of researchers, educators, and policymakers. While leadership programs and opportunities exist for youth who are identified as having leadership potential (Van Velsor & Wright, 2012), these experiences are not inclusive and represent a short period of development. Youth spend the majority of their time with parents and family members making the family an ideal conduit to improve youth's ability to emerge as leaders.

A plethora of web resources and books are available to help educators and employers develop leadership capacity in youth and young employees; however, there are limited resources for parents who want to help their children develop leadership skills. Forbes appe o:;t to be one of the few media resources to publish articles touting the influence of parenting on leaders. Caprino (2014) noted ifl her most reeent article"; that self-awareness by parents is the most important factor in fostering growth, confidence, and leadership in children. The attention that parenting

and leadership was recently given by Forbes indicatd that parents are interested in how they can help their children flourish later in life.

In order to improve leadership development programs and understand the experiences of emergent leaders, scholars have explored parenting styles, genetic factors, parent attachment style, and the social environment's impact on leadership emergence, leadership effectiveness, and specific leadership theories. Through investigating leadership during each developmental stage, researchers 7 beg to uncover what influences and experiences promotlleadership role occupancy later in life (Murphy & Johnson, 201 1). Due to the aging population, understanding how specific parenting behaviors impact ergent leadership is important to all citizens.

Studies of the antecedents to leadership e. focu n formal leadership positions in adulthood, not leader emergence in emerging adulthood (Avolio, Rotundo, & Walumbwa, 2009; Arvey, Rotundo, Johnson, Zhang, & McGue, 2006; Oliver et al., 2011; Zhang, Ilies, & Arvey, 2009). On the other hand, studies of emergent leadership teAa to focu n the attributes of the individual who emergef as a leader and not the developmental influences (Ellis, 1998; Lord, De Vader, & Alliger, 1986; Smith & Foti, 1998; Zaccaro, Foti, & Kenny, 1991). While these approaches contributed significantly to the leadership literature, few researchers have investigated the antecedents of emergent leadership with groups of adolescents or emerging adults, the developmental period of 18-25 years of age (Arnett, 2000).

Towler (2005) is oAe of few rescarchct s to speeifteatly investigat he relationship between parental attachment style, parental psychological control, and displays of charismatic leadership in emerging adulthood. Other researchers (Avolio et al., 2009; Zhang et al., 2009) have used parenting styles and behaviors to investigate their influence on adult leadership role occupancy. There remains an opportunity to explore how specific parenting behaviors, such as parental psychological control, influence emergent leadershi p during emerging adulthood.

The lack of research on how parental psychological control influenc emergent leadership, especially during emerging adulthood, prevents researchers from gathering information close to and during the time of these influences. Exploration s of the ways emerging adults' leadership emergence een influenced by parental psychological control could improve leadership development programs and parenting approaches.

Emergent Leadership

"Emergent leadership results from an interaction between the situational needs for certain knowledge, skills, and abilities, and the individual's knowledge, skills, and abilities" (Pierce & Newstrom, 2011, p. 110-111). The leader is not in a formal position of authority, but influences other members of the group (Lord, et al., 1986; Taggar, Hackett, & Saha, 1999). This theory of leadership posits that leaders emerge due to a match between the situational needs and the emergent leaders' characteristics. Hollander (1964) suggested that a group member emerges because of their perceived competence in helping the group achieve their goals and adherence to group norms. Through these perceptions and actions, the emergent leader is viewed positively by other group members, limiting their resistance when the emergent leader attempts influence. Gleason, Seaman, and Hollander (1978) viewed the emergent leader as "part of the situation, as 'definers of reality' for the group, who structure and organize the group's activities" (p. 33).

During the last several decades, researchers have investigated specific personality traits related to leader emergence. Hollander and Julian (1969) maintained that competence and perceived motivation to help the group achieve the task characterized a leader. Interpersonal attractiveness was another trait associated with leader emergence in Goktepe and Schneier's (1989) research. In their study of Machiavellianism and emergent leadership, Gleason et al. (1978) found that individuals who scored around the median (were neither high nor low on initiating control and structure) on the Mach V Scale were preferred as leaders by their male peers. The researchers also determined that low structure situations provided more opportunities for emergent leadership.

Another personality trait studied in the emergent leadership literature is selfmonitoring. Self-monitoring was defined by Garland and Beard (1979) as being both "socially perceptive and adaptable" (p. 73). High self-monitors can perceive the needs of the group and vary their behavior according to those needs. Ellis (1988) provided evidence that self-monitoring is strongly related to leader emergence. The author noted that emergent leaders were sensitive and adaptable, which were characteristics of individuals with high self-monitoring skills. Zaccaro et al. (1991) also found support for the relationship between self-monitoring and leader emergence. The authors asserted that leaders conform to a group's functional requirements and that some members may be better than others at perceiving these requirements and acting accordingly. Self-monitoring incorporated both the trait and situation view of leadership (Zaccaro et al., 1991), thus accurately describing how one emerges as a leader.

Lord and colleagues (1986) used a meta-analysis to examine the relationship between personality traits and perceptions of leadership. The authors found that leadership perceptions and personality traits are consistently related, likely because of group members' internal schema of leadership. Leadership perceptions are a major component in many organizations and allow those who are perceived as leaders to exert their influence (Lord et al., 1986). A comparison can be made between leadership perceptions and Hollander's (1964) characteristics of emergent leaders. An individual who adheres to group norms, is competent, and motivated toward the task may encompass all of the qualities the group perceives to be characteristic of a leader, thus that individual emerges in the leadership role.

Smith and Foti (1998) found support for emergent leaders possessing higher levels of dominance, general self-efficacy, and intelligence. The authors also noted that all three traits are critical to leader emergence, as their study found no support for leader emergence when even one of these traits was low. Additional research on personality traits of emergent leaders had mixed results. Taggar et al. (1999) studied the relationship between cognitive ability, the five-factor personality model, and leader emergence. The researchers found that cognitive ability was the most powerful predictor of leader emergence, followed by conscientiousness (being careful, responsible, self-disciplined, and organized), extraversion, and neuroticism. In another study, Judge, Ilies, Bono, and Gerhardt (2002) found extraversion, conscientiousness, and openness to experience as the strongest and most consistent correlates of leadership in their meta-analysis of the five-factor personality model and leadership effectiveness and emergence. The researchers also found neuroticism is not significantly predictive of leadership emergence or effectiveness. Both studies found extraversion and conscientiousness to be predictors of leader emergence; however, neuroticism and openness to experience were predictors in only one study each. This emphasized that the situation is also important in leader emergence.

Emotional intelligence is the ability to process and regulate emotions (Cote, Lopes, Salovey, & Miners, 2010; Pierce & Newstrom, 2011). This construct has received past criticism due to the difficulty in measuring it and the difficulty in isolating its effects. Cote and colleagues (2010) found support for the relationship between emotional intelligence and leader emergence. In their study, they were confident that their results were not caused by high cognitive ability or high self-monitoring, constructs also found to be related to leader emergence.

Past emergent leadership scholarship discovered many personality traits and attribute correlates to leadership. Although studies found evidence to support many variables, in the above review, self-monitoring, cognitive ability, and conscientiousness appear to be the most consistent correlates. Emotional intelligence is relatively new in the study of emergent leadership and appea romising as another correlate of emergent leadership. With confidence, one can say the answer to the question: 'What causes emergent leadership?' is 'it depends,' on the characteristic of the leader and the situation.

Parental Psychological Control

Parental psychological control has been relevant in the family and child development literature for the last few decades. It is categorized as one of the control methods parents use to elicit obedience and conformity from their children (Grolnick, 2003). Barber (2002), considered a leading researcher of psychological control and intrusive parenting, recommend eparating /arental control into psychological control and behavioral control. Psychological control is defined as "control over a child or adolescent's psychological world (e.g., feelings, verbal expressions, identity, attachment bonds, etc.)" (Barber, 2002, p. 4). Behavioral control, on the other hand, is defined as "control over a child or adolescent's behavior (e.g., home responsibilities, daily activities, manners, etc.)" (Barber, 2002, p. 4). Barber, Olsen, and Shagle (1994) argu?that the distinction between these two types of control hinges on two central assumptions about human development. These assumptions are: 1) children require psychological autonomy-,.to learn through effective social interactions their competence and uniqueness and 2) children require appropriate regulation of behavior to allow them to learn how social interaction is governed by rules and structures (Barber et al., 1994). In other words, children need boundaries and logical consequences, in addition to opportunities to explore social interactions and their own ideas.

Barber's (2002) theory of psychological control states: "psychological control is negatively related to healthy child and adolescent development" (p. 5). Parental psychological control is consistently correlated with an inability to make choices, low self-esteem, dependency, social withdrawal, feelings of guilt, and depression (Barber, 2002). It constrains children and adolescents development of self-efficacy through limiting opportunities for self-exploration and interaction with others (Barber, Stolz, & Olsen, 2005). Parents who use these unhealthy psychological control methods prevent children from developing a sense of self and autonomy. They infringe on children's self-discovery, growth as individuals, social competence, self-direction, self-efficacy, worth, and development as separate individuals from their parents (Barber & Harmon, 2002). Parents employing psychological control manipulate their children through the use of withdrawal of affection and guilt induction (Baumrind, 2013). Psychological control's negative impact on children and adolescent development also appears to be applicable to a variety of cultures, subcultures, and ethnicities (Barber, 2002; Barber, Bean, & Erickson, 2002).

Parental psychological control specifically infringes upon youth's development of autonomy. These parents do not allow children and adolescents to become their own person and develop their own identity, beliefs, and attitudes. Autonomy is defined by Grolnick (2003), as "the experience of self-initiation or choicefulness and is not at odds with relation to others, neither is it coincident with independence" (p. 79). In other words, autonomy is the ability to make choices for yourself. Children and adolescents require autonomy to develop their own personalities, individual preferences, self-efficacy, and appropriate social and societal behaviors. Through psychological control, children and adolescents do not have an opportunity to become their own person and learn to be a functioning member of society (Grolnick, 2003). Another parenting theory, autonomy supportive parenting directly results in children, themselves, learning lessons, developing leadership skills, and taking responsibility for their actions and situations. It is important to discuss the difference between these two theories, as audiences may interpret psychological control and autonomy support as being on opposite ends of a continuum; however parents can be autonomy supportive and psychologically controlling in different situations and with different subjects, impacting children's development in various ways.

Specific studies have theorized the relationship between psychological control and variables of both optimal and nonoptimal functioning. Barber et al. (2005) theorized that parental support, another parenting behavior, would be positively related to adolescents interacting and forming relationships with peers and adults; parental psychological control would be positively related to depression in adolescents; and parental behavioral control would be negatively related to adolescent conformity. They found support for their theory, specifically, with parental support being positively associated with social initiative and negatively associated with depression, parental psychological control positively related to depression and antisocial behavior, and parental behavioral control positively linked with antisocial behavior. Barber and colleagues (2005) found evidence to support that parental psychological control not only relates to internalized psychological problems, but externalized behavioral problems, as well.

Gender of the parent does not appear to moderate the relationship between psychological control and negative adolescent and child functioning (Barber et al., 2002; Barber et al., 2005). In studies reviewed by Barber et al. (2002), mothers were rated higher and found to employ psychological control more than fathers. However, the authors recommended more research be conducted to confirm this finding. Barber and colleagues (2005) posit that "the experience of psychological control poses risk regardless of its source and regardless of the status of the child experiencing it" (p. 115). Parental psychological control is detrimental to child functioning whether it is used by fathers or mothers.

Parental Psychological Control and Parenting Styles

Psychological control was first investigated by Earl Schaefer in the 1950s and 1960s (Barber & Harmon, 2002). Schaefer (1965) conceptualized psychological control as being the opposite of autonomy in the autonomy versus control concept. Schaefer influenced Baumrind's

(1966) development of her classic parenting typology, which was initially based upon level of control and autonomy support.

Baumrind (1996; 1991) described the *permissive* parent who employs few behavioral constraints, bends to the child's impulses, and avoids any form of control. Baumrind (1966) categorized the *authoritarian* parent as strictly controlling the behavior and attitudes of children according to an unconditional standard and utilizing punitive, forceful measures to control children's ideas and behavior. She proposed that the *authoritative* parent is rational, encourages verbal discussion regarding rules and behavior, and recognizes a child's individual interests. The *neglecting/rejecting* parent rejects and abandons their childrearing responsibilities. Her theory posits that the best outcomes for children are achieved using the authoritative parenting style and the worst outcomes for children are achieved using the neglecting/rejecting parenting style (Baumrind, 1991).

Baumrind (1966) alluded to the concept of psychological control in her early discussion of parent typologies. She noted that parents should be concerned with cognitive appeal and power, rather than guilt induction and love withdrawal. The author cautioned against manipulating children with guilt-inducing discipline techniques or love withdrawal, as they will not learn how to make decisions for themselves.

Later, Baumrind (1996) developed a two-dimensional conceptualization to describe her parenting styles. These dimensions are responsiveness and demandingness. *Responsiveness* is used to describe the level of parents being warm, attuned, supportive, and accepting of children's individual needs (Baumrind, 1996). The level of responsiveness corresponds to children's development of self-regulation, self-assertion, and individuality. Baumrind (1996) uses *demandingness* to describe parents making maturity demands, supervising, disciplining, and confronting children regarding their behavior. Parents and children engage in discussions about behavior to help children develop self-regulation and understand societal and parental standards. Baumrind (1996) further described each parenting style using these dimensions as follows: authoritative parents are highly responsive and demanding, authoritarian parents are highly demanding but not responsive, permissive parents are highly responsive but not demanding, and neglecting/rejecting parents are neither responsive nor demanding.

As the study of specific parenting styles effects on child development advanced, researchers deconstructed Baumrind's (1966) authoritarian parenting style to include the concept of psychological control. Baumrind used the related concept of coercion to study psychological control, and found consistent associations with internalized and externalized negative outcomes in children (Barber & Xia, 2013). Authoritarian parents utilize firm behavioral control, psychological control, and rejection to ensure that their children obey and act in socially acceptable ways (Baumrind, 2013). High demandingness and low responsiveness describe parental psychological control, as parents do not support their children's individuality and demand obedience and conformity (Sorkhabi, 2013). Barber et al. (2002) noted that the findings in studies of psychological control parallel the findings using Baumrind's definition of authoritarian parenting. The parental psychological control theory was distinguished by Barber (1996) to be specifically studied, as to not be confounded by the behavior controlling and rejecting characteristics of the authoritarian parenting typology.

An additional link between psychological control and Baumrind's (1966) parenting styles is presented in Steinberg, Elmen, & Mounts (1989) research on authoritative parenting and academic success. The researchers hypothesized that authoritative parenting, a parenting style devoid of psychological control, has a positive impact on social maturity, psychosocial autonomy, and success in school. They found support for their hypothesis as parents who treat adolescents warmly and democratically, not controlling their sense of identity and personal beliefs, develop positive attitudes and beliefs about their achievement and do better in school.

h Steinberg et al. (1989) did not use psychological control as a specific variable; they

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Parenting and Leadership

leadership scholars explored the impact of early life experiences on leadership role occupancy in adulthood. There were numerous studies about the influence of genetics and developmental factors on leader emergence, leader role occupancy, and advancement (Arvey et al., 2009; Avolio et al., 2009; Li, Arvey, & Song, 2011; Li, Arvey, Zhang, & Song, 2012; Zhang et al., 2009). The previously mentioned studies provided insights into the antecedents of leadership and supported the assertion that leaders are both born and rTtmle. With the exception of Avolio et al. (2009) and Zhang et al. (2009), these studies did not investigate specific parenting styles or parenting behaviors. Zhang et al. (2009) used perceived parental support and parental conflict to study the moderating relationship between genetic predispositions for leadership and leaders' social environment.

Popper and Mayseless (2003) compared 'good' parenting and transformational leadership m their framework of the developmental outcomes of followers through transformational leadership. This comparison reinforced the relationship between leadership and parenting. Leaders are influenced by their past experiences and genetic predispositions and in turn influence their followers. This cyclical influence supporlihe importance of exploring how experiences throughout developmental stages impact leader emergence and effectiveness.

Avolio and colleagues (2009) determined that "modest rule breaking results in greater frequency of emergence in leadership roles" (p. 338), in their study of how parenting styles and rule breaking behavior influence adult leadership occupancy. Parents are integral in influencing how youth grow after challenging boundaries and rules early in life, by helping youth understand why the actions they chose were problematic and guiding them to more effective ways to achieve their goals (Avolio et al., 2009). Authoritative parents encourage independence with limits and produce adolescents with the best chance for becoming effective leaders (Murphy & Johnson, 2011). Avolio and colleagues (2009) found authoritative parenting is negatively related to modest rule breaking, but positively related to leadership role occupancy. Although these results seem to contradict each other, the authors posit authoritative parenting may provide a different learning experience following rule breaking behavior, contributing to youth taking on leadership roles later in life.

Oliver et al. (2011) investigated how parents and family members influence leadership development. Their findings that nurturing family environments related to transformational leadership qualities in adulthood prompted the authors to suggest that youth leadership programs implement a family component to teach parents to provide nurturing environments. Oliver et al. (2011) argued that parents providing autonomy and inclusion "can create a better climate in the home [and] may also be related to the adolescent having a more positive global self-concept and to becoming an effective leader" (p. 542).

Avolio and colleagues (2009) specifically studied one parenting style's relationship to leader emergence. Murphy and Johnson (2011) discussed how Baumrind's (1991) other three

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parenting styles: authoritarian, neglecting/rejecting, and permissive, influence youth and later leader emergence. Authoritarian parents create firm rules and demand control, developing adolescents who are socially incompetent with poor communication skills. These parents negate the development of leader skills related to innovation, communication, and entrepreneurship because they constrict and control their children's behavior and psychological development. Adolescents with neglectful parents tend to have low social competence and poor self-control. Permissive parents produce adolescents who are very creative, but lack social control and social competence. These three parenting styles inhibit the development of identified leadership traits and attributes that lead to leader emergence (Murphy & Johnson, 2011).

Towler, (2005) e oU@ few-researchers to specifieall)' investigate the relationshiJT- between parental psychological control and leadership, found a negative relationship between paternal psychological control and charismatic leadership displays in emerging adulthood. This study, surprisingly, found no relationship between maternal psychological control and charismatic leadership displays, suggesting that children's leadership was influenced more by their fathers and the typical masculine perception ofleadership. These findings contradic arber and colleagues' (2002, 2005) conclusions that parental psychological control is detrimental to children and adolescents development, regardless of the source. Further research is needed to investigate the relationship between parent gender, use of psychological control, and leadership

Guerin et al. (2011) found that adolescent extraversion relate ositively to leadership in adulthood. Children who approach new people, places, and experiences tend to become extraverted adolescents and demonstrate greater social skill in adulthood, relating to leadership potential (Guerin et al., 2011). Adults engaged in leadership work duties had higher self-appraisals of leadership qualities, were more socially outgoing, assertive, active, cheerful, and preferred stimulation and excitement as adolescents (Guerin et al., 2011). Extraversion is highly correlated with leader emergence and effectiveness (Judge et al., 2002; Taggar et al., 1999).

While extraversion may be a genetically linked personality trait, parenting styles influencexthe development of traits throughout childhood and adolescence (de Haan, Dekovic, van den Akker, Stolze, & Prinzie, 2013).

Academic intrinsic motivation in childhood and adolescence predicted motivation to lead in adulthood (Gottfried et al., 2011). Motivation to lead was an attribute that Hollander and Julian (1969) found related to leader emergence. Youth with higher academic intrinsic motivation reported liking to lead and did not consider the extrinsic costs ofleading when pursuing leadership roles (Gottfried et al., 2011). Children and adolescents with higher academic intrinsic motivation also possess'orientation toward mastery, curiosity, persistence, and engage in challenging, difficult, and novel tasks (Gottfried et al., 201 1). This orientation servesA them well in leadership roles where they may enact change and chart new directions.

An analysis of how family rituals affect adult attachment styles found that meaningful family of origin rituals lead to healthy, secure attachments as adults (Homer, Freeman, Zabriskie, & Eggett, 2007). "Individuals with a secure attachment style are characterized by adaptable psychosocial functioning as an adult because they have the ego resources requi red for taking on leadershi p roles" (Murphy & Johnson, 2011, p. 463). At the opposite end of the spectrum, individ uals with an insecure attachment style lack those same ego resources and will not be perceived as leaders, nor seek out leadership positions (Murphy & Johnson, 2011). Homer and colleagues (2007) studied the relationship between attachment-related anxiety and attachment-related avoidance and family of origin rituals. A person high on the attachment-related anxiety dimension worri/s about their partner always being available and responsive and a person high on the attachment-related avoidance dimension is not comfortable being open and dependent upon others (Homer et al., 2007). Homer et al.'s study (2007) reinforced previous findings that parents that model high-attachment anxiety behaviors with their children teach them to be anxious in future relationships. Secure attachment was positively related to transformational leadership behaviors in a study of Israeli cadets and commanders in the police force and military (Popper, Mayseless, & Castelnovo, 2000). Towler (2005) also found a positive relationship between secure parental attachment and charismatic leadership displays. These studies reinforce the relationship between the development of secure parental attachment styles and leadership.

Lee, Daniels, and Kissinger (2006) researched the effects of parenting practices on the well-being of adolescents. They found that adolescents whose parents expected obedience and often fail to meet the child's needs (authoritarian) had a lower internal locus of control and lower positive self-concept (Lee et al., 2006). These adolescents were also less mature and psychosocially competent than their counterparts with a more supportive and autonomous parenting style (Lee et al., 2006). Barbuto and Story (2010) found a positive relationship between internal locus of control and emotional intelligence. Emotional intelligence is a precursor to positive organizational outcomes and a desirable attribute in a leader (Barbuto & Story, 2010), thus individuals with an internal locus of control appear to emerge as leaders. Emotional intelligence itself was also found to be correlated to leader emergence (Cote, et al., 2010). In summary, the effect of parenting style on specific personality traits, attributes, and behaviors in children and adolescents reflects the importance of the family environment on emergent leadership. The leadership literature lacks research on how parental psychological control relates to leader emergence in the emerging adulthood developmental stage.

To identify future leaders and create effective leadership development programs, researchers must continue to investigate the specific antecedents of leadership (Avolio, et al., 2009). Few studies have explored the relationship between parental psychological control and leader emergence during emerging adulthood. This study will determine the relationship between parental psychological control and emerging adults' development in botb formal and informal leadership positions. The researcher will use a quantitative survey to gather data. The researcher posits the following hypotheses:

Hypothesis I a: *Perceived paternal p.1ychological control negatively correlates to self-monitoring and self reports of'/eadership.*

Hypothesis I b: *Perceived maternal psychological control negatively correlates to self monitoring and self reports <Jf'/eadership.*

Hypothesis 2: *Parental p.1ychological control negatively correlates to emergent leadership.*

Method

Participants

To investigate how perceived parental psychological control infl uences leader emergence in the emergi ng adulthood developmental period, students enrolled in introductory interpersonal skills for leadership classes at a large Midwestern public university will be recruited for participation in the proposed study. Data collection will occur over a six-week period. Emerging adulthood is defined as the developmental period occurring between the ages of 18 and 25 (Arnett, 2000), thus, only data from participants in this age range will be included in the data analysis.

Procedure

The researcher will use a survey design to provide a quantitative description of the relationship between perceived parental psychological control and emergent leadership. Potential participants will be contacted in person during scheduled class time with the researcher presenting a description of the study investigating the relationship between parenting and leadership. A follow-up email containing the link to the survey, administered by Qualtrics, will be sent after the in person presentation. Participants will complete the parental psychological control measure first, then the selfmonitoring scale, and finally, Kolb's (1997; 1999) measures of leadership attitude and experience. The survey will include a total of 40 items in addition to demographic information collected at the end of the survey including: age, gender, college major, and current grade level. Stern, Bilgen, & Dillman (2014) recommended designing the survey for the population of interest. For undergraduate students with internet and email access, this mode should result in higher response rates than a mailed or administered survey. The informed consent form will be electronically signed and presented prior to entrance into the instrument itself. All participant names will be removed from the password protected data set for confidentiality.

Measures

Parental Psychological Control

The survey will use the 16-item Psychological Control Scale-Youth Self-Report (PCS-YSR) (Barber, 1996) to measure emerging adults' perceptions of each parent's level of psychological control. Participants will rate each parent (if applicable) on the level of psychological control using the following ratings: 1 = Not like her/him, 2 = Somewhat like her/him, 3 = A lot like her/him. Some sample items from the scale include: "My mother changes the subject when I have something to say", "My father would like to be able to tell me how to feel or think about things", "My mother tells me all the things she has done for me", and "My father goes back and forth between being warm and critical toward me." Barber (1996) reported strong alphas for all interactions between children and parents for perceived psychological control. The specific alphas recorded for each relationship were: mother/son = .83, mother/daughter = .83, father/son = .80, and father/daughter = .83. The PCS-YSR was chosen due to the measure's strong rel iability across studies (Lucyckx, Soenens, Vansteenkiste, Goossens, & Berzonsky, 2007; Towler, 2005).

Self-Monitoring

The 18-item Self-Monitoring Scale (Gangestad & Snyder, 1985; Snyder, 1974; Snyder & Gangestad, 1986) will be used as a partial measure of participant's emergent leadership abilities. This scale lists eighteen true-false self-descriptive statements that describe five facets of self-monitori ng. These include: "(a) concern with the social appropriateness of one's self-presentation; (b) attention to social comparison information as cues to appropriate self-expression; (c) the ability to control and modify one's self-presentation and expressive behavior; (d) the use of this ability in particular situations; and (e) the extent to which the respondent 's expressive behavior and self-presentation is cross-situationally consistent or variable" (Snyder, 1974, p. 529). Sample items include: "I find it hard to imitate the behavior of other people", "I'm not always the person I appear to be", and "In difforent situations and with different people, I ofren act like very different persons." SelJmonitoring was found to be a correlate of emergent leadership in previous studies and was used with undergraduate student participants (Ellis, 1988; Garland & Beard, 1979; Zaccaro, Foti, & Kenny, 1991). This measurement is also considered reliable as Snyder & Gangestad (1986) reported an alpha level of .70, similar to other published studies (Ellis, 1988; Zaccaro, et al., 1991).

Leadership Attitude and Experience

The survey will also include Kolb's (1997) five-poi nt measure of leadership attitude and four-point measure of leadership experience to provide a second measure of leader emergence.

The leadership attitude measure uses a five-point Likert type scale scaled from I to 5 with 1 = definitely false and 5 = definitely true. The following are items for the leadership attitude measure: "I enjoy taking a leadership role in a small group," "I don't like to be in charge but I am a good group member," "! am usually one of the first ones to begin organizing the group task," "Being a leader requires more time than I'm willing to give," and "!am comfortable in a leadership role." The four-point measure of leadership experience requires respondents to check the best response that described their level of experience, with the lowest response level "I rarely find myself in a leadership position" and the highest response level "!fl am in a small group or a student-volunteer organization, I am almost always one of the leaders" (Kolb, 1999). In Kolb's (1999) research, leader attitude (based on the five-point scale) was a stronger predictor of leader emergence than masculinity and experience (based on the four-point measure) was the strongest correlate of leader emergence. Kolb (1997, 1999) reported alpha of .80 for the five-point leader attitude scale. No reliability score was calculated for the four-point leader experience scale (Kolb, 1999). The researcher proposes to use this measure as it serves as a self-reporting measure of leader emergence.

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ALEC 845 - Research Methods
Spring 2014
Peer Review Worksheet

NTRODUCTION/NEED FOR THE STUDY/IMPORTANCE - Provide a score for this section using a scale score from 1(low) to 5 (high). Use the following questions to facilitate your decision. (A) Has the research problem and/or question been clearly defined? (B) Has a need for the research/importance/contribution to literature been clearly established?

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Please provide the author(s) comments about the NTRODUCTION/NEED FOR THE STUDY/IMPORTANCE section of their manuscript.

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LITERATURE REVIEW & CONCEPTUAL/ THEORETICAL FRAMEWORK - Provide a score for this section using a scale score from 1(low) to 11(high). Use the following questions to facilitate your decision. (A) Does the lterature cited indicate the authors aware of the relevant research n the field? (B) Are the citations current/timely for the type of research conducted? (C) s a theoretical framework and/or conceptual framework developed and supported by appropriate lterature? (D) Does the lterature effectively canvass the scope of research on the topic?

10 SCORE:

Please provide the author(s) comments about the LITERATURE REVIEW & CONCEPTUAL/ THEORETICAL FRAMEWORK section of their manuscript.

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PURPOSE AND OBJECTIVES FRAMEWORK - Provide a score for this section using a scale score from 1 (low) to 7 (high). Use the following questions to facilitate your decision. (A) Does the purpose clearly align with the introduction and/or framework? (B) Were appropriate guiding questions, objectives or hypotheses (whichever were appropriate) used?
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Please provide the author(s) comments about the PURPOSE AND OBJECTIVES section of their manuscript.

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QUANTITATIVE RESEARCH METHODS AND PROCEDURES - Provide a score for this section using a scale score from 1 (low) to 15 (high). Use the following questions to facilitate your decision. (A) Were the population and sampling procedures appropriate? (B) Was the response rate appropriate for the given sample/populations? (C) Was evidence presented that the instrumentation used was valid and reliable? (D) Were appropriate research methodologies used? (E) Was the data analysis appropriate?
SCORE:

OR

15

QUALITATIVE RESEARCH METHODS AND PROCEDURES • Provide a score for this section using a scale score from 1 (low) to 15 (high). Use the following questions to facilitate your decision. (A) Did the author clearly outline an epistemological and/or theoretical lens through which the research was conducted? (B) Did the author include a statement appropriately indicating the context/bias of the researcher as the research instrument? (C) Was the selection of research participants justified and appropriate for the methodology used? (D) Was the context of the research and/or participants clearly explained using thick/rich descriptions? (E) Did the author(s) establish trustworthiness, credibility, transferability, dependability, and confirmability? (F) Were the appropriate triangulation measures present and clearly outlined? (G) Were the coding procedures clearly explained and appropriate for the nature of the research methodology?
SCORE:

Please provide the author(s) comments about the RESEARCH METHODS AND PROCEDURES section of their manuscript.

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Draft Prospectus

University of Nebraska-Lincoln

ALEC 845 – Spring 2014

Introduction

In a progressive and changing world, organizations are under increasing pressure to be more creative (Joo, Mclean, & Yang, 2013). With these pressures to be more creative comes the need for a more creative workforce. This workforce, composed of creative individuals, allows organizations to "survive, adapt, and gain competitive advantage" as these individuals share their creative ideas to create organizational "innovation, change, and competitiveness" (Joo, Mclean, & Yang, 2013).

Creativity is defined by an outcome, focusing on the production of new and useful ideas concerning products, services, processes, and procedures (Shalley & Gilson, 2004). Shalley & Gilson's definition is based on previous work done by Amabile, Ford, Oldham and Cummings, and Zhou. n an ever-changing work environment, creativity and creative people are strongly valued (Shalley & Gilson, 2004). Individual creativity has been cited as the "foundation for organizational creativity and innovation," both of which have been connected to organizational performance and survival (Shalley & Gilson, 2004).

s the demand for a creative workforce continues to grow, organizations need to consider what motivates creative people in the workplac A quick way to kill motivation for creative people is to decrease their feelings of competency by telling them what to do and how to do it (Vilet, 2013). Instead, anecdotal evidence suggests that creative people need a workplace rich in motivators that encourage feelings of competence, autonomy, and relatedness. Creative people are motivated by the work they do, the environment they are allowed to work in, and the people they work with (Hughes, 2010; McGuinness, n.d.;& Vilet, 2013}.

Creative people crave challenging work and the opportunity to solve an important problem for a company in a short amount of time as this may lead to a significant breakthrough for the organization (Vilet,2013}. E former Apple employee explained how launch events motivated Apple employees. challenging, important, and time sensitive vents l:a Apple employees working at a rapid pace, even pulling all-nighters, to prepare for the public event,. Employees then came together to watch the event unfold and felt the excitement and rush of all of their hard work coming together (Hughes,201c:i

While the type of work at Apple motivated some, intrinsic motivation and feeling a strong connection to the organization motivated others. Apple created a sense of purpose for employees, driving them to do their best work not because they had to, but because they wanted to. The work environment made employees feel like the work they were doing for Apple was changing the world (Hughes, 2010}.

f2.here is no question that creativity is becoming more valued in organizations and seen as a need for organizational succe Joo, Mc ean, and Yang (2013} stated that one third of people working in the United States "fall into the creative class sector" (p. 391}. Research Ras- conducted about how to foster a creative work environment, and how to successfully manage creative people.E.:>wever, there appears to be limited research about how to motivate the creative workforce in the workplac:)?rganizations, especially those in rural communities, !2eed to understand how to motivate creative people in order to keep creative individua working and living in small towns, and not lose those talents to larger urban areas. Growth and survival of rural communities is dependent on business remaining in small towns.

This study will use-Edwai.d Deci and Ri€Ra"4Ryan's {1990) Self-Determination Theory {SOT) as a lens to determine what motivators regarding competence, autonomy, and relatedness need to be present in the workplace to motivate creative people {Ryan & Deci, 2000). I \ \\'t'\ -1\A.9_\c-s.+-Q.\tt,J-OA\IJ\,U.Jd<;. w'l \(L'lV\1hul '\{cl ,\- Af0-W Ru-1c v\QJ(\IUL r ccv\c\ vrcYWJ '-·.

Literature Review

1. Self-Determination Theory

Latham {2012) explained that Self-Determination Theory {SDT) was the result of Deci and Ryan's desire for a distinction between intrinsic and extrinsic motivation, while examining how people respond to each type of motivation when they feel controlled. SDT stated that allowing individuals to make personal choices resulted in empowerment. This created a more developed sense of autonomy and individuals were more interested in the tasks they completed. Individuals that were given a personal choice in regard the tc. ask at hand, versus individuals that were assigned a task, exuded self-initiative behaviors regarding the task and took responsibility for completing the task (Latham, 2012). Latham {2012) further explained that freedom of choice encourages individuals to favorably perceive the task.

The traits of autonomy, control, and impersonal orientation establish the basis of the SDT. These three independent personality traits affect an individual's perception of self and their environment and explain how individuals conduct themselves while taking steps toward accomplishing a goal (Latham, 2012). Autonomy, control and impersonal orientation are necessary components for intrinsic motivation.

Deci and Ryan (2008) suggested that self-determination theory (SDT) is a macrotheory of human motivation, development, and health. It is a theory of motivation that considers basic issues such as "personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, nonconscious processes, the relations of culture motivation; and the impact of social environments on motivation, affect, behavior, and well-being" (Deci & Ryan, 2008, p. 182).

Deci and Ryan (2008) explained that many theories of motivation, specifically those produced prior to SDT, considered motivation mainly as a "unitary concept, focusing on the overall amount of motivation that people have for particular behaviors or activities" (p. 182). SDT is a theory focused on types of motivation, not just amounts of motivation (Deci & Ryan, 2008). As a theory, SDT concentrated "particular attention to autonomous motivation, controlled motivation, and a motivation as predictors of performance, relational, and well-being outcomes" (p. 182). SDT also looked at which social conditions enhance or diminish certain types of motivation (Deci & Ryan, 2008).

Based on the literature reviewed, the researcher created a visual representation of the structure of SDT showing the different types of motivation represented by the theory (Gagne & Deci, 2005; Deci & Ryan, 2008).

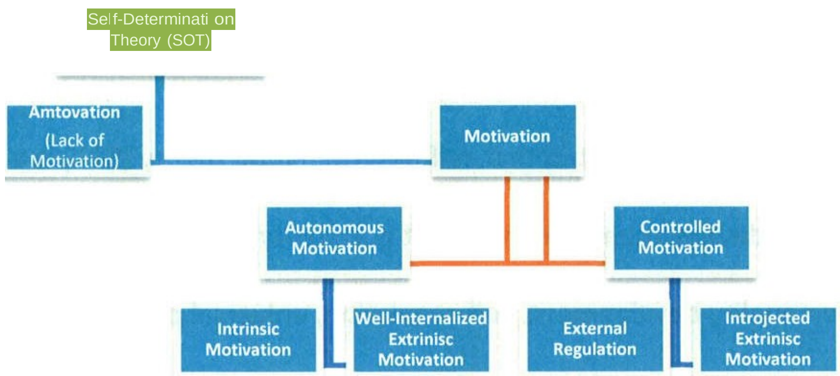

Figure 1. Researcher created visual representation of the structure of SOT showing the different types of motivation represented by the theory (Gagne & Oeci, 2005; Oeci & Ryan, 2008).

2. Criticisms of SOT

In 1975, Deci claimed that "people judge their motivation on the basis of the circumstances in which they behave" and that certain extrinsic motivators, such as money, decrease intrinsic motivation "because they create the impression for people that their behavior is externally precipitated" (Latham, 2012, p. 106). For the 20th century, relative to theories of motivation, this proclamation was considered provocative and controversial. §ndura, Locke, Latham, Eisenberger and Camero nded that Deci's conclusion had a fl"(when looking at reward for behavior (Latham, 2012J ~

Bandura stated that the idea of intrinsic motivation is a vague concept and that Oeci's methodology used in experiments that lead to the conclusion money decreased intrinsic motivation were flawed (Latham, 2012). Bandura believed that removing money as a reward in the workplace, a system employees were accustomed to, would been seen by employees as a punishment and performance would decline (Latham, 2012). Locke and Latham also criticized Deci's idea of how monetary rewards would reflect negatively on intrinsic motivation (Latham, 2012). In 1996, Eisenberger and Cameron found fault in SDT for not explaining "why dissatisfaction associated with a perceived decline in self-determination lessens a person's intrinsic intentions in performing a task, as opposed to anger at the individual who is no longer providing the anticipated reward" (Latham, 2012, p. 107).

In response to the criticism mentioned above, Deci and Ryan looked at 128 experiments as part of a meta-analysis and examined the effects of extrinsic rewards on intrinsic motivation (Latham, 2012). The results of their meta-analytic review supported SDT and stated that tangible rewards, such as money, did have a negative effect on intrinsic motivation involving interesting tasks. Participants ranging from pre-school to college were studied using a variety of interesting activities. Rewards ranged from dollar bills to marshmallows (Latham, 2012).

3. Theory Use

Many authors have looked at Deci and Ryan's SDT and applied it to some aspect of work motivation and/or creativity. Gagne and Deci (2005) described SDT as a work motivation theory and J.I('showed SDT's application to theories of organizational behavior. Gagne, Koestner, and Zuckerman (2000) focused specifically on autonomy, a major component of SDT and how three factors that support autonomy effect the acceptance of change in the workplace.

Sheldon (1995) connected SDT to creativity and reported that "terms of a general disposition to be self-determining that may help attune creative people to deeper cognitive

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resources and capacities within themselves" (p. 25). Deci connected SDT to Amabile's studies on creativity. Deci (1992) claimed multiple studies supported the concept that self-determined individuals tend to exhibit more creativity and "more cognitive flexibility, higher satisfaction and trust, and better physical and psychological heath than when they are controlled" (p. 169). Amabile, Hennessey, and Grossman( )ected thoughts on intrinsic motivation and creativity, specifically focusing on how reward might affect creativity of both children and adults in a negative manner, as suggested by Deci. Hennessey (2000) directly connected intrinsic motivation to Amabile's Intrinsic Motivation Principle of Creativity, which suggested that intrinsic motivation contributes to creativity, and extrinsic motivation is usually damaging to creativity.

Connecting SOT to Competence, Autonomy, and Relatedness

4. Competence

Based on SDT, Gagne and Deci (2005) stated that in order to be intrinsically motivated, individuals needed to feel competent. Shalley and Gilson's (2004) review of literature examined contextual factors that either promoted or hampered employee creativity, and expressed that education is important to creating a creative workplace environment. Education allowed employees to be introduced to new and different experiences, knowledge bases, and perspectives (Shalley & Gilson, 2004). These educational experiences encouraged individuals to use problem-solving skills, experimentation, and consider diverse perspectives (Shalley & Gilson, 2004).

4.1 Relevant Feedback

Ryan and Deci (2000) explained that offering individuals challenging work and relevant feedback supported feelings of competency. Relevant feedback from managers and supervisors also motivated creative people and fostered a work environment that creativity. Shalley and Gilson (2004) reported that higher levels of creativity were a result of feedback given in a developmental orientation, allowing individuals to learn, develop, and improve. In a study focused on Lithuanian nonprofit organizations, Jaskyte and Kiseliene (2006) specified that timely and constructive feedback had a meaningful effect on creativity.

6. Autonomy

Gagne and Deci (2005) described autonomous individuals as those "acting with a sense of volition and having the experience of choice" (p. 333). SOT described significant efforts to support an autonomous work environment 1'Vurd· romoted self-determined, not controlled, individual action (Deci, 1992). When an activity seemed important to an individual and those feelings were acknowledged, the individual made a choice in how to perform the task, i'VlV5 autonomy is supported (Gagne, Koestner, & Zuckerman, 2000).

A study on creativity and self-determination in personality reported that "autonomy is a core characteristic of creative people" (Sheldon, 1995, p. 25). Autonomous individuals experienced intrinsic motivation because they were doing an activity by choice (Gagne & Deci, 2005). They did not feel a sense of pressure, or feel that they must do the activity (Gagne & Deci, 2005). Nor were these individuals focused on the reward they would receive for their work (extrinsic motivation). Gagne and Deci (2005) stated that "intrinsic motivation is an example of autonomous motivation" (p. 334).

6.1 Autonomous Extrinsic Motivation

Hennessy (2000) reminded readers that no individual is intrinsically motivated under all conditions. SDT suggested that those activities not motivated by intrinsic motivation may require extrinsic motivation (Gagne & Deci, 2005). Gagne and Deci (2005) explained that individuals may be autonomously extrinsically motivated in situations where the activity not interesting, but required. Being autonomously extrinsically motivated allowed individuals to find the value of the activity based on their personal self-selected goals, allowing them to feel a greater sense of independence and choice (Gagne & Deci, 2005). This moved them closer to the feelings of autonomy and intrinsically motivated to complete the activity (Gagne & Deci, 2005). This is an example of SDT's identified regulation (Gagne & Deci, 2005).

To be truly autonomously extrinsically motivated, individuals must have experienced integrated regulation (Gagne & Deci, 2005). Although individuals may not have found the activity required ofthem to be interesting or fun, when they experienced integrated regulation they had a full sense that doing the activity is an integral part of who they are, that it originated from their sense of self, so it is self-determined (Gagne & Deci, 2005). This is the most advanced form of extrinsic motivation and it shared-some qualities with intrinsic motivation (Gagne & Deci, 2005).

Gagne and Deci (2005) proposed the following figure to show the SOT continuum of motivation:

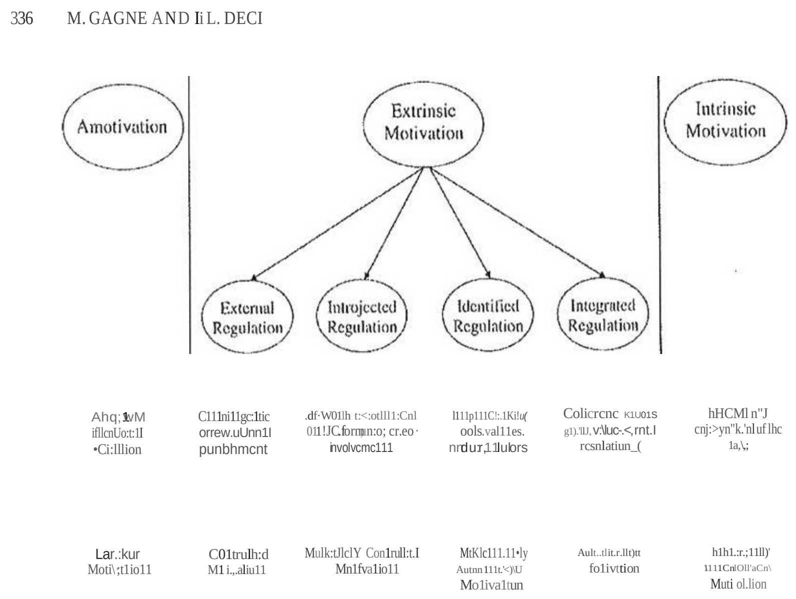

Figure 2. (Gagne & Deci, 2005, p. 336).

6.3 Risk-Taking

When creativity was valued by an organization and individuals believed that the organization valued creativity, individuals are more likely to test new ideas and actively pursue input from others (Shalley & Gilson, 2004). A study focused on creativity and reward suggested that creativity is a result of "risk-taking,uninhibited exploration, and a playful combination of old elements in new patterns" (Amabile, Hennessy, & Grossman, 1986, p. 15). Amabile and Khaire (2008) encouraged organizational leaders to collect ideas ~~for~~ from all individuals, regardless of rank, in an organization and to encourage individuals to contribute their ideas by creating a work culture where it is safe to fail. Leaders must communicate to employees that it is okay to fail and to learn from the process (Amabile & Khaire, 2008). This attitude of embracing and fostering a risk-taking work environment motivated individuals to be creative – to try new things, experiment, collaborate, and think in new ways.

7. Relatedness

Ryan and Deci (2000) defined relatedness as "a sense of belongingness and connectedness to the person, group, or culture disseminating a goal" (p. 64). Relationships between leaders and teams, as well as, relationships among peers, encouraged and shaped the feelings of belongingness and connectedness to the organization, gr--Ol,jp--0f4-eafor individual employees (Ryan & Deci, 2000). Shalley and Gilson (2004) explained that a positive relationship between support from supervisors and creativity has been established in the literature.they-

7.2 *Work Culture*

As suggested above, autonomy in a work culture was very important in motivating creative people. Research suggested that organizations who support autonomy have shown an increase in organizational trust, satisfaction and engagement (Gagne, Koestner, & Zuckerman, 2000). Work cultures that support autonomy have also shown decreased stress levels among employees (Gagne, Koestner, & Zuckerman, 2000). Allowing individuals to make their own decisions on how to do their own work encouraged them to try new ways of doing their work, thus increasing creativity (Shalley & Gilson, 2004).

7.3 Resources

Research suggested an interesting conundrum in regard to resources motivating creative people. One side of the issue suggested it is critical that individuals have access to resources needed to be creative (Shalley & Gilson, 2004). However, the other side of the argument stated that by not providing overly easy access to everything an individual needs to be creative and/or do a job, encouraged individuals to think in new different ways and develop new ways to do their work (Shalley & Gilson, 2004).

Purpose

As the demand for a creative workforce continues to grow, organizations need to consider what motivates creative people in the workplace. This qualitative study will address what workplace characteristics motivate creative people and will focus specifically on creative people working in rural communities. Using Deci and Ryan's Self-Determination Theory as a lens, this study will explore what metivators iR regBrd to-competence, autonomy, and relatedness need to be present in the workplace to motivate creative people (Ryan & Deci, 2000).

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__!:J.)tpote&is- 1: Feelings of competency are positively related to motivating creative people.

):lwothgis 2: A sense of autonomy is positively related to motivating creative people.

s 3: Intrinsic motivation is positively related to motivating creative people.

4: A work environment that encourages individuals to take risks, without fear of reprimand for doing so, motivates creative people.

H sis 5: Feelings of relatedness motivate creative people.

H esis 6: An organizational work culture that fosters and supports creativity motivates creative people.

H is 7: Factors that motivate creative people in the workplace are positively related to individual feelings of competence, autonomy (intrinsic motivation), and relatedness.

Methods **n**

The goal of this qualitative, phenomenological study will be to explore and define common themes that motivate creative people in the workplace. This study will be a qualitative exploration of what workplace characteristics motivate creative people, with a focus specifically on creative people working in rural communities. Qualitative data will be collected from interviewing people identified as creative and/or doing work with creative output per the Nebraska Humanities Council. The goal of the interviews will be to discover consistent themes that will answer the question: What motivates creative people in the work place, specifically in rural areas?

This study will take place in natural settings. Researchers will visit participants in their current workplaces and interact in a face-to-face manner with the participants. J2art eipam-5-Wttl- ~~not be brought into any laboratory setting for the purpose of this study.~~ Researchers will gather information using semi-structured interviews. A survey will be used to gather demographic data from participants. '.i)/'. (1(. 1 ,..., T , 1 1v sw\.\<.Nv\ e.w ? t ? Duriv\!21 flu._ .J

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Phenomenological Research

Phenomenological research allows researchers to describe an occurrence by interacting with individual participants that have all experienced, or lived, the situation. Participants describe the phenomenon in their own words to researchers, usually through interviews (Creswell, 2013). Researchers are able to gather common or universal themes from the individual encounters or experiences with the phenomenon being studied (Maktin, 2014). These common themes provide researchers with the essence of the phenomenon as experienced by multiple individuals (Creswell, 2014; Matkin, 2014).

Participants

The researchers will use purposive sampling for this study. Purposive sampling will be used to ensure that the sample selected is composed of creative people and/or people doing work with a creative output in rural Nebraska. Purposive sampling will allow the researchers to use their "judgment to select the membership of the samples based on the research goals" (Whit & Kite, 2013, p. 489).

[lith help from the Nebraska Humanities Council, research participants will be identified base el OR being labele.d-M" creative or doing work with a creative output. It is the goal of this study to identify creative people, or people doing jobs that produce creative output, in rural Nebraska towns. The researchers are interested in towns with populations of 10,000 people or less. Interviews will take place in the rural town where the participant works. The researchers plan to interview a minimum of ten people, each in a different rural town in Nebraska and each with a unique workplace or work output.

Participants selected to be part of the sample will be given the choice to take part in the research study or decline to take part (voluntary participation) (Whitely & Kite, 2013). Individuals who do take part in the study will be asked to sign a consent form. The consent form will provide participants with a detailed description of the research study and the procedures that will take place to complete the study.

Procedure

Excellent!

Semi-structured interviews, a more flexible type of structured interview,will allow interviewers to ask all participants the same core questions while being able to change the order of the questions asked and/or the wording of the questions, based on the interviewee's response or specific situation (Doody & Noonan, 2013;Whitley & Kite, 2013). To follow up on unique characteristics of each interviewee's experiences, interviewers will use probing questions (Whitley & Kite, 2013). Probing questions will be reasonably standard across all interviews. When interviewing participants, semi-structured interviews allow for a more conversational feel and encourage a comfortable setting for interviewees (Whitley & Kite, 2013). This will be important in creating an interview environment that builds trust and inspires honest, authentic answers to the interview questions (Doody & Noonan,2013).

Researchers will construct interview protocol and conduct the interviews. The researchers will also create a survey and distribute it electronically to the same group of participants that were interviewed. The researchers are interested in discovering what common themes emerge from the interviews to determine what motivators in regard to competence, autonomy, and relatedness need to be present in the workplace to motivate creative people (Ryan & Deci, 2000}.

Interview questions will consist of open-ended questions asking about experiences within the workplace, feelings of motivation in relation to the workplac e, individual behaviors in the workplace ,and valued aspects of the workplace (Doody & Noonan, 2013). Questions will be predetermined questions and an interview guide will be used to keep consistency between interviews (Doody & Noonan, 2013}. Resear ch suggests that open-ended questions inspire responses with great depth and energy, which allow new concepts and themes to emerge from the interview (Doody & Noonan, 2013). Appendix A provides sample questions from the interview. Interviews will be audio-recorded and interviewer s will take hand-written notes.

Individual face-to-face interviews will be conducted. These interviews will allow the researcher to interact with the interviewee and get to know the interviewe es story/history (Creswell, 2014). The researd ers will act as the interviewers and ask predeterm ined interview q.uestierts (Dooely & Noonan, 2013). The researchers have consider ed that a disadvantage to this method may be the amount of time and cost required to travel to various parts of Nebraska for the interviews, but believe it is important to meet the interviewees and experience the rural

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setting they work in. This action on behalf of the researchers will build trust and rapport between the researc h and interviewee (Doody & Noonan, 2013}. The researchers also understand that their presence in the interview may create "bias responses" and that the answers to the interview questions will be "filtered through the views of the interviewees" (Creswell, 2014, p. 191).

Interviews will be audio-recorded and a transcription of the audio-recording will be completed (Creswell, 2014). Through coding the date, the end goal of the data analysis will be to define common themes related to what motivators in regard to competence, autonomy, and relatedness need to be present in the workplace to motivate creative people (Ryan & Deci, 2000). The researchers understand that due to the density of the data collected from the interview questions, not all of the data will be used as not all of it will be relevant (Creswell, 2014). The researchers plan to use a qualitative computer data analysis program (example: Atlas.ti - http://www.atlasti.com/qualitative-software.html) to assist in analyzing the data (Creswell, 2014).

Resources

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E. End of Semester Survey Data – full survey and responses from students

Initial Report

Last Modified: 05/29/2014

1. Please slide the indicator below to illustrate your attitude toward research methods befor taking this course:

#	Answer	Bar	Response	%
1	1		1	20%
2	2		1	20%
3	3		2	40%
4	4		0	0%
5	5		1	20%
	Total		5	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.80
Variance	2.20
Standard Deviation	1.48
Total Responses	5

2. Please slide the indicator below to illustrate your attitude toward research methods after taking this course:

#	Answer	Bar	Response	%
1	1		0	0%
2	2		0	0%
3	3		0	0%
4	4		2	40%
5	5		3	60%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

3. Before taking this class

#	Question	Low	Medium	High	Total Responses	Mean
1	How would you rate your level of understanding about research methods?	5	0	0	5	1.00
2	How would you rate your level of knowledge about research methods?	1	4	0	5	1.80
3	How would you rate your confidence level with respect to conducting quality research?	5	0	0	5	1.00

Statistic	How would you rate your level of understanding about research methods?	How would you rate your level of knowledge about research methods?	How would you rate your confidence level with respect to conducting quality research?
Min Value	1	1	1
Max Value	1	2	1
Mean	1.00	1.80	1.00
Variance	0.00	0.20	0.00
Standard Deviation	0.00	0.45	0.00
Total Responses	5	5	5

4. After taking this class

#	Question	Low	Medium	High	Total Responses	Mean
1	How would you rate your level of understanding about research methods?	0	2	3	5	2.60
2	How would you rate your level of knowledge about research methods?	0	1	4	5	2.80
3	How would you rate your confidence level with respect to conducting quality research?	0	4	1	5	2.20

Statistic	How would you rate your level of understanding about research methods?	How would you rate your level of knowledge about research methods?	How would you rate your confidence level with respect to conducting quality research?
Min Value	2	2	2
Max Value	3	3	3
Mean	2.60	2.80	2.20
Variance	0.30	0.20	0.20
Standard Deviation	0.55	0.45	0.45
Total Responses	5	5	5

5. Please indicate how much you liked or disliked each of the following class assignments during the semester:

#	Question	Liked a great amount ;)	Did not like or dislike	Disliked a great amount	Total Responses	Mean
1	Theory Profile	4	1	0	5	1.20
2	Team Method Presentation	5	0	0	5	1.00
3	Introduction & Literature Review for Prospectus	4	1	0	5	1.20
4	Purpose Statement for Prospectus	5	0	0	5	1.00
5	Method Section for Prospectus	4	1	0	5	1.20
6	Article Critiques	3	2	0	5	1.40
7	Online Chapter Quizzes	1	3	1	5	2.00

Statistic	Theory Profile	Team Method Presentation	Introduction & Literature Review for Prospectus	Purpose Statement for Prospectus	Method Section for Prospectus	Article Critiques	Online Chapter Quizzes
Min Value	1	1	1	1	1	1	1
Max Value	2	1	2	1	2	2	3
Mean	1.20	1.00	1.20	1.00	1.20	1.40	2.00
Variance	0.20	0.00	0.20	0.00	0.20	0.30	0.50
Standard Deviation	0.45	0.00	0.45	0.00	0.45	0.55	0.71
Total Responses	5	5	5	5	5	5	5

6. Please indicate how helpful or unhelpful you believe the assignments were in learning more about research methods

#	Question	Very Helpful	Somewhat Helpful	Neither Helpful nor Unhelpful	Somewhat Unhelpful	Very Unhelpful	Total Responses	Mean
1	Theory Profile	3	2	0	0	0	5	1.40
2	Team Method Presentation	4	1	0	0	0	5	1.20
3	Introduction & Literature Review	2	3	0	0	0	5	1.60
4	Purpose Statement	3	2	0	0	0	5	1.40
5	Method Section	4	1	0	0	0	5	1.20
6	Article Critiques	2	2	0	1	0	5	2.00
7	Online Chapter Quizzes	1	4	0	0	0	5	1.80

Statistic	Theory Profile	Team Method Presentation	Introduction & Literature Review	Purpose Statement	Method Section	Article Critiques	Online Chapter Quizzes
Min Value	1	1	1	1	1	1	1
Max Value	2	2	2	2	2	4	2
Mean	1.40	1.20	1.60	1.40	1.20	2.00	1.80
Variance	0.30	0.20	0.30	0.30	0.20	1.50	0.20
Standard Deviation	0.55	0.45	0.55	0.55	0.45	1.22	0.45
Total Responses	5	5	5	5	5	5	5

7. Please indicate how accurately or inaccurately you believe the grade you received on each assignment listed below reflected your performance:

#	Question	Very accurately	Somewhat accurately	Neither accurately or inaccurately	Somewhat inaccurately	Very inaccurately	Total Responses	Mean
1	Theory Profile	4	1	0	0	0	5	1.20
2	Team Method Presentation	5	0	0	0	0	5	1.00
3	Introduction & Literature Review	4	1	0	0	0	5	1.20
4	Purpose Statement	4	1	0	0	0	5	1.20
5	Method Section	3	2	0	0	0	5	1.40
6	Article Critiques	4	1	0	0	0	5	1.20
7	Online Chapter Quizzes	5	0	0	0	0	5	1.00

Statistic	Theory Profile	Team Method Presentation	Introduction & Literature Review	Purpose Statement	Method Section	Article Critiques	Online Chapter Quizzes
Min Value	1	1	1	1	1	1	1
Max Value	2	1	2	2	2	2	1
Mean	1.20	1.00	1.20	1.20	1.40	1.20	1.00
Variance	0.20	0.00	0.20	0.20	0.30	0.20	0.00
Standard Deviation	0.45	0.00	0.45	0.45	0.55	0.45	0.00
Total Responses	5	5	5	5	5	5	5

8. Please list any courses, excluding this course (ALEC 845) you have taken that were focused on research methods:

Text Response
None, other than a 1 credit course in undergrad.
PSYC 350 Research Methods and Data Analysis
EDPS 935
None taken at UNL
NA

Statistic	Value
Total Responses	5

9. Please list any courses you have taken that focused on statistics and statistical methods:

Text Response
None, other than Elementary Statistics in undergrad.
EDPS 859, PSYC 350
EDPS 859, EDPS 860
EDPS 859 & 860
EDPS859

Statistic	Value
Total Responses	5

10. What, if anything, would you recommend be kept the same in this course for the next time it's taught (course concepts, assignments, class activities, etc.)?

Text Response
Having students teach one portion of the class was great, and especially helpful to do it in pairs. That would've been quite the undertaking on our own! Also, writing each section of the prospectus is AWESOME. Keep that!!!! It was so helpful to have a model to follow for assignments moving forward. Also, the online quizzes with unlimited attempts at trying were PERFECT. SOOOOO helpful in navigating through the reading that was a bit dense at times.
The assignments for each part of the research prospectus were my favorite part of the class. Completing each piece individually and then compiling them into a cohesive mini-research proposal helped me understand the structure of research papers, my research topic, and methods. This also helped with workload, as it wasn't a huge assignment due at one time. The article critiques were also beneficial, as I could tell my ability to critique the research of others improved between each assignment and taught me how to critically review research. The concepts were all relevant to a research methods course. Each concept and method were discussed in enough depth that I feel comfortable with my understanding to begin working on my thesis. The texts were also great resources and books that I will use again and again. Teaching the class was another great assignment, as it helped build confidence in teaching skills, presentation skills, and gave each group an opportunity to develop an in-depth understanding of a specific method. The guest speakers were also a great part of this class. I appreciate that you introduced us to someone in IRB, a new method of writing literature reviews, and someone who is very passionate about Qualitative Research.
The course concepts and class activities were very helpful. Great textbooks. The assignments were helpful in seeing a prospectus in sections/parts.
Everything. This was such a great class. I enjoyed the atmosphere and teaching structure. There was a strong community and a shared desire to learn. Switching the final project to a poster presentation was a good idea. The CITI training was helpful to have, it really solidified some of the concepts and purpose. Even though I didn't care for the quizzes, they were helpful in reviewing the readings. A necessary evil? Flexibility by the instructor. Ability to review more topics if questions came up, modify assignments as needed.

Statistic	Value
Total Responses	4

11. What, if anything, would you recommend be changed in the course for the next time it's taught (course concepts, assignments, class activities, etc.)?

Text Response
I think the order of prospectus assignments was good, (theory profile, intro, methods, etc). But since this was my first real research methods class, I had a hard time following the actual order that these should be in for the final paper. I would really recomend handing out an outline at the beginnig of the semester that just shows sample order of sections for a thesis, including the lit review, intro, objectives, methods, findings, etc etc. You could do one for qualitative, one for quantitative or even have a couple of examples for each. That would've been extremely helpful for me.
A more in-depth presentation and discussion of survey and correlational research would be beneficial. I find it ihard to determine exactly how surveys find the relationships between variables. I think having a guest speaker from the NEAR Center talk about this type of research would have helped me feel more confident.
Have students read the last chapter in the Whitley and Kite text at the beginning of the semester, as well as at the end
Because the final project was written in separate chuncks, it might be nice to add a class section on how to combine all of those chuncks into one document.
Allow the quizzes to be reviewed with the correct answers. Change the final to a poster presentation again. The prospectus peer review was helpful to see. I was thankful to have a class period for peer review; I think two reviewers would have been good also.

Statistic	Value
Total Responses	5

12. What, if anything, would you recommend be eliminated from the course the next time it's taught (course concepts, assignments, class activities, etc.)?

Text Response
I didn't feel that the article critiques were really that beneficial, mostly because we covered that in ALEC 801 which I'd already taken. The real benefit I found was in writing each of the sections that we'll actually use for our thesis and learning about each section, what it should look like, etc.
I think the IRB presentation was a little long and that some of the classtime could be devoted to research methods, themselves.
I would not eliminate anything.
None

Statistic	Value
Total Responses	4

13. Please indicate your graduate status

#	Answer		Response	%
1	Masters student - part time		2	40%
2	Masters student - full time		1	20%
3	Doctoral student - part time		1	20%
4	Doctoral student - full time		1	20%
	Total		5	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.20
Variance	1.70
Standard Deviation	1.30
Total Responses	5

14. Do you have an assistantship?

#	Answer		Response	%
1	Yes		2	100%
2	No		0	0%
	Total		2	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

15. In your work as a graduate assistant have you conducted or been a part of conducting any research studies, including writing any portion of a research paper/manuscript, collecting data, analyzing data, etc.?

#	Answer		Response	%
1	Yes		0	0%
2	No		2	100%
	Total		2	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

F. Examples of Student Work – Prospectus/Proposal sections:
    a. Intro & Lit Review graded submissions – MF high, NC low

Introduction and Literature Review: Exploring How Parental Psychological Control Influences Emergent Leadership

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Introduction

"All the wisdom and love in the world doesn't necessarily protect you from parenting in ways that hold your children back from thriving, gaining independence and becoming the leaders they have the potential to be" (Caprino, 2014, para. 1). Developing the next generation's leaders is a current focus of scholars, practitioners, and policymakers. Many pathways exist for youth to develop leadership capacity, including family experiences, structured leadership development programs, and extracurricular activities, to name a few (Murphy & Johnson, 2011). While leadership programs and opportunities exist for youth who are identified as having leadership potential (Van Velsor & Wright, 2012), these experiences are not inclusive and represent a short period of development. Youth spend the majority of their time with parents and family members making the family an ideal conduit to improve youth's ability to emerge as leaders. Oliver et al. (2011) investigated how parents and family members influence leadership development. Their findings that nurturing family environments related to transformational leadership qualities in adulthood prompted the authors to suggest that youth leadership programs implement a family component to teach parents to provide nurturing environments. Oliver et al. (2011) argued that parents providing autonomy and inclusion "can create a better climate in the home [and] may also be related to the adolescent having a more positive global self-concept and to becoming an effective leader" (p. 542).

In order to improve leadership development programs and understand the antecedents of emergent leaders, scholars have explored parenting styles, genetic factors, parent attachment style, and the social environment's impact on leadership emergence, leadership effectiveness, and transformational and charismatic leadership displays. Murphy and Johnson (2011) promoted a life span approach to leadership development and noted the importance of researching the antecedents of leadership throughout developmental stages. Due to the aging population, understanding how specific parenting behaviors impact emergent leadership is important to all citizens.

Studies of the antecedents to leadership tend to focus on formal leadership positions in adulthood, not leader emergence in emerging adulthood (Avolio, Rotundo, & Walumbwa, 2009; Arvey, Rotundo, Johnson, Zhang, & McGue, 2006; Oliver et al., 2011; Zhang, Hies, & Arvey, 2009). On the other hand, studies of emergent leadership tend to focus on the attributes of the individual who emerges as a leader and not the developmental influences (Ellis, 1998; Lord, De Vader, & Alliger, 1986; Smith & Foti, 1998; Zaccaro, Foti, & Kenny, 1991). While these approaches contributed significantly to the leadership literature, few researchers have investigated the antecedents of emergent leadership with groups of adolescents or emerging adults, the developmental period of 18-25 years of age (Arnett, 2000).

Towler (2005) is one of few researchers to specifically investigate the relationship between parental attachment style, parental psychological control, and displays of charismatic leadership in emerging adulthood. Other researchers (Avolio et al., 2009; Zhang et al., 2009) have used parenting styles and behaviors to research heir influence on adult leadership role occupancy. There remains an opportunity to explore how specific parenting behaviors, such as parental psychological control, influence emergent leadership during emerging adulthood.

The lack of research on how parental psychological control influences emergent leadership, especially during emerging adulthood, prevents researchers from gathering information close to and during the time of these influences. Explorations of the ways emerging adults' leadership emergence has been influenced by parental psychological control would improve leadership development programs and parenting approaches.

Emergent Leadership

"Emergent leadership results from an interaction between the situational needs for certain knowledge, skills, and abilities, and the individual's knowledge, skills, and abilities" (Pierce & Newstrom, 2011, p. **110-111).** The leader is not in a formal position of authority, but influences other members of the group (Lord, et al., 1986; Taggar, Hackett, & Saha, 1999). This theory of leadership posits that leaders emerge due to a match between the situational needs and the emergent leaders' characteristics. Hollander (1964) suggests that a group member emerges because of their perceived competence in helping the group achieve their goals and adherence to group norms. Through these perceptions and actions, the emergent leader is viewed positively by other group members, limiting their resistance when the emergent leader attempts influence. Gleason, Seaman, & Hollander (1978) viewed the emergent leader as "part of the situation, as 'definers ofreality' for the group, who structure and organize the group's activities" (p. 33).

During the last several decades, researchers have investigated !lJpecific personality traits cfr.lated to leader emergence. Hollander and Julian (1969) maintained that competence and e'perceived motivation to help the group achieve the task characterized a leader. Interpersonal attractiveness was another trait associated with leader emergence in Goktepe and Schneier's (1989) research. In their study of Machiavellianism and emergent leadership, Gleason et al. (1978) found that individuals who scored around the media on the Mach V Scale (were neither high nor low on initiating control and structure) were preferred as leaders he researchers also determined that low structure situations provided more opportunities for emergent leadership.

Another personality trait tfl..at-was studied in the emergent leadership literature is self-monitoring. Self-monitoring was defined by Garland and Beard (1979) as being both "socially perceptive and adaptable" (p. 73). High self-monitors can perceive the needs of the group and vary their behavior according to those needs. Ellis (1988) provided evidence that self-monitoring is strongly related to leader emergence. The author noted that emergent leaders were sensitive and adaptable, which were characteristics of individuals with high self-monitoring skills. Zaccaro et al. (1991) also found support for the relationship between self-monitoring and leader emergence. The authors asserted that leaders conform to a group's functional requirements and that some group members may be better than others at perceiving these requirements and acting accordingly. Self-monitoring incorporated both the trait and situation view of leadership (Zaccaro et al., 1991), thus accurately describing how one emerges as a leader.

Lord and colleagues (1986) used a meta-analysis to analyze the relationship between personality traits and perceptions of leadership. The authors found that leadership perceptions and personality traits are consistently related, likely because of group members' internal schema of leadership. Leadership perceptions are a major component in many organizations and allow those who are perceived as leaders to exert their influence (Lord et al., 1986). A comparison can be made between leadership perceptions and Hollander's (1964) characteristics of emergent leaders. An individual who adheres to group norms, is competent, and motivated toward the task may encompass all of the qualities the group perceives to be characteristic of a leader, thus that individual emerges in the leadership role.

Smith and Foti (1998) found support for emergent leaders possessing higher levels of dominance, general self-efficacy, and intelligence. The authors also noted that all three traits are critical to leader emergence, as their study found no support for leader emergence when even one of these traits was low. Additional research on personality traits of emergent leaders had mixed results. Taggar et al. (1999) studied how cognitive ability and the five-factor personality model related to leader emergence. The researchers found that cognitive ability was the most powerful predictor of leader emergence, followed by conscientiousness (being careful, responsible, self-disciplined, and organized), extraversion, and neuroticism. In another study, Judge, Ilies, Bono, and Gerhardt (2002) found extraversion, conscientiousness, and openness to experience as the strongest and most consistent correlates of leadership in their meta-analysis of the five-factor personality model and leadership effectiveness and emergence. The researchers also found neuroticism is not significantly predictive of leadership emergence or effectiveness. Both studies found extraversion and conscientiousness to be predictors of leader emergence; however, neuroticism and openness to experience were predictors in only one study each. This emphasized that the situation is also important in leader emergence.

Emotional intelligence is the ability to process and regulate emotions (Cote, Lopes, Salovey, & Miners, 2010; Pierce & Newstrom, 2011). This construct has received past criticism due to the difficulty in measuring it and the difficulty in isolating its effects. Cote and colleagues (2010) found support for the relationship between emotional intelligence and leader emergence. In their study, they were confident that their results were not caused by high cognitive ability or high self-monitoring, constructs also found to be related to leader emergence.

Past emergent leadership scholarship found many personality traits and attributes that correlate to leadership. Although studies found evidence to support many variables, in the above review, self-monitoring, cognitive ability, and conscientiousness appear to be the most consistent correlates. Emotional intelligence is relatively new in the study of emergent leadership and appears promising as another correlate of emergent leadership. With confidence, one can say the answer to the question: 'What causes emergent leadership?' is 'it depends,' on the characteristic of the leader and the situation.

Parental Psychological Control

Parental psychological control has been relevant in the family and child development literature for the last few decades. It is categorized as one of the control methods parents use to elicit obedience and conformity from their children (Grolnick, 2003). Barber (2002), considered a leading researcher of psychological control and intrusive parenting, recommends separating parental control into psychological control and behavioral control. Psychological control is defined as "control over a child or adolescent's psychological world (e.g., feelings, verbal expressions, identity, attachment bonds, etc.)" (Barber, 2002, p. 4). Behavioral control, on the other hand, is defined as "control over a child or adolescent's behavior (e.g., home responsibilities, daily activities, manners, etc.)" (Barber, 2002, p. 4). Barber, Olsen, and Shagle (1994) argue that the distinction between these two types of control hinges on two central assumptions about human development. These assumptions are: 1) children require psychological autonomy, to learn through effective social interactions their competence and uniqueness and 2) children require appropriate regulation of behavior to allow them to learn how social interaction is governed by rules and structures (Barber et al., 1994). In other words, children need boundaries and logical consequences, in addition to opportunities to explore social interactions and their own ideas.

Barber's (2002) theory of psychological control states: "psychological control is negatively related to healthy child and adolescent development" (p. 5). To support this relationship, parental psychological control is consistently correlated with an inability to make choices, low self-esteem, dependency, social withdrawal, feelings of guilt, and depression (Barber, 2002). It constrains children and adolescents development of self-efficacy through limiting opportunities for self-exploration and interaction with others (Barber, Stolz, & Olsen, 2005). Parents who use these unhealthy psychological control methods prevent children from developing a sense of self and autonomy. They infringe on children's self-discovery, growth as individuals, social competence, self-direction, self-efficacy, worth, and development as separate individuals from their parents (Barber & Harmon, 2002). Parents manipulate their children through the use of withdrawal of affection and guilt induction (Baumrind, 2013). Psychological control's negative impact on children and adolescent development also appears to be applicable to a variety of cultures, subcultures, and ethnicities (Barber, 2002; Barber, Bean, & Erickson, 2002).

Parental psychological control specifically infringes upon youth's development of autonomy. These parents do not allow children and adolescents to become their own person and develop their own identity, beliefs, and attitudes. Autonomy is defined by Grolnick (2003), as "the experience of self-initiation or choicefulness and is not at odds with relation to others, neither is it coincident with independence" (p. 79). In other words, autonomy is the ability for oneself to make choices. Children and adolescents require autonomy to develop their own personalities, individual preferences, self-efficacy, and appropriate social and societal behaviors. Through psychological control, children and adolescents do not have an opportunity to become their own person and learn to be a functioning member of society (Grolnick, 2003). Another parenting theory, autonomy supportive parenting directly results in children, themselves, learning lessons, developing leadership skills, and taking responsibility for their actions and situations. It is important to discuss the difference between these two theories, as audiences may interpret psychological control and autonomy support as being on opposite ends of a continuum; however parents can be autonomy supportive and psychologically controlling in different situations and with different subjects, impacting children's development in various ways.

Parental Psychological Control in Research

Specific studies have theorized the relationship between psychological control and variables of both optimal and nonoptimal functioning. Barber et al. (2005) theorized that p support, another parenting behavior, would be positively related to adolescents interacting and forming relationships with peers and adults; parental psychological control would be positively related to depression in adolescents; and parental behavioral control would be negatively related to adolescent conformity. They found support for their theory, specifically, with parental support being positively associated with social initiative and negatively associated with depression, parental psychological control positively related to depression and antisocial behavior, and parental behavioral control positively linked with antisocial behavior. Barber and colleagues (2005) found evidence to support that parental psychological control not only relates to internalized psychological problems, but externalized behavioral problems, as well.

Parental Psychological Control and Parenting Styles

Psychological control was first investigated by Earl Schaefer in the 1950s and 1960s (Barber & Harmon, 2002). Schaefer (1965) conceptualized psychological control as being the opposite of autonomy in the autonomy versus control concept. Schaefer influenced Baumrind's (1966) development of her classic parenting typology, which was initially based upon level of control and autonomy support.

Baumrind (1996; 1991) described the *permissive* parent who employs few behavioral constraints, bends to the child's impulses, and avoids any form of control. Baumrind (1966) categorized the *authoritarian* parent as strictly controlling the behavior and attitudes of children according to an unconditional standard and utilizing punitive, forceful measures to control children's ideas and behavior. She proposed that the *authoritative* parent is rational, encourages verbal discussion regarding rules and behavior, and recognizes a child's individual interests. The *neglecting/rejecting* parent rejects and abandons their childrearing responsibilities. Her theory posits that the best outcomes for children are achieved using the authoritative parenting style and the worst outcomes for children are achieved using the neglecting/rejecting parenting style (Baumrind, 1991).

Baumrind (1966) alluded to the concept of psychological control in her early discussion of parent typologies. She noted that parents should be concerned with cognitive appeal and power, rather than guilt induction and love withdrawal. The author cautioned against manipulating children with guilt-inducing discipline techniques or love withdrawal, as they will not learn how to make decisions for themselves.

Later, Baumrind (1996) developed a two-dimensional conceptualization to describe her parenting styles. These dimensions are responsiveness and demandingness. *Responsiveness* is used to describe the level of parents being warm, attuned, supportive, and accepting of children's individual needs (Baumrind, 1996). The level ofresponsiveness corresponds to children's development of self-regulation, self-assertion, and individuality. Baumrind (1996) uses *demandingness* to describe parents making maturity demands, supervising, disciplining, and confronting children regarding their behavior. Parents and children engage in discussions about behavior to help children develop self-regulation and understand societal and parental standards. Baumrind (1996) further described each parenting style using these dimensions as follows: authoritative parents are highly responsive and demanding, authoritarian parents are highly demanding but not responsive, permissive parents are highly responsive but not demanding, and neglecting/rejecting parents are neither responsive nor demanding.

As the study of specific parenting styles effects on child development advanced, researchers deconstructed Baumrind's (1966) authoritarian parenting style to include the concept of psychological control. Baumrind used the concept of coercion to study psychological control, and found consistent associations with internalized and externalized negative outcomes in children (Barber & Xia, 2013). Authoritarian parents utilize firm behavioral control, psychological control, and rejection to ensure that their children obey and act in socially acceptable ways (Baumrind, 2013). High demandingness and low responsiveness describe parental psychological control, as parents do not support their children's individuality and demand obedience and conformity (Sorkhabi, 2013). Barber et al. (2002) noted that the findings in studies of psychological control parallel the findings using Baumrind's definition of authoritarian parenting. The parental psychological control theory was distinguished by Barber (1996) to be specifically studied, as to not be confounded by the behavior controlling and rejecting characteristics of the authoritarian parenting typology.

An additional link between psychological control and Baumrind's (1966) parenting styles is presented in Steinberg, Elmen, & Mounts (1989) research on authoritative parenting and academic success. The researchers hypothesized that authoritative parenting, a parenting style devoid of psychological control, has a positive impact on social maturity, psychosocial autonomy, and success in school. They found support for their hypothesis as parents who treat adolescents warmly and democratically, not controlling their sense of identity and personal beliefs, develop positive attitudes and beliefs about their achievement and do better in school. Although Steinberg et al. (1989) did not use psychological control as a specific variable; they provided support for the relationship between parental psychological control and parenting styles.

Parenting and Leadership

Recently leadership scholars explored the impact of early life experiences on leadership role occupancy in adulthood. There were numerous studies of the influence of genetics and developmental factors on leader emergence, role occupancy, and advancement (Arvey et al., 2009; Avolio et al., 2009; Li, Arvey, & Song, 2011; Li, Arvey, Zhang, & Song, 2012; Zhang et al., 2009). The previously mentioned studies provided insights into the antecedents of leadership and supported the assertion that leaders are both born and made. With the exception of Avolio et al. (2009) and Zhang et al. (2009), these studies did not investigate specific parenting styles or parenting behaviors. Zhang et al. (2009) used perceived parental support and parental conflict to study the moderating relationship between genetic predispositions for leadership and leaders' social environment.

Popper and Mayseless (2003) compared 'good' parenting and transformational leadership m their framework of the developmental outcomes of followers through transformational leadership. This comparison reinforced the relationship between leadership and development. Leaders are influenced by their past experiences and genetic predispositions and in turn influence their followers. This cyclical influence supports the importance of exploring how experiences throughout the developmental stages impact leader emergence and effectiveness.

Avolio and colleagues (2009) determined that "modest rule breaking results in greater frequency of emergence in leadership roles" (p. 338), in their study of how parenting styles and rule breaking behavior influence adult leadership occupancy. Parents are integral in influencing how youth grow after challenging boundaries and rules early in life, by helping youth understand why the actions they chose were problematic and guiding them to more effective ways to achieve their goals (Avolio et al., 2009). Authoritative parents encourage independence with limits and produce adolescents with the best chance for becoming effective leaders (Murphy & Johnson, 2011). Avolio and colleagues (2009) found authoritative parenting is negatively related to modest rule breaking, but positively related to leadership role occupancy. Although these results seem to contradict each other, the authors posit authoritative parenting may provide a different learning experience following rule breaking behavior, contributing to youth taking on leadership roles later in life

Avolio and colleagues (2009) specifically studied one parenting style's relationship to leader emergence. Murphy and Johnson (2011) discussed how Baumrind's (1991) other three parenting styles: authoritarian, disengaged, and permissive, influence youth and later leader emergence. Authoritarian parents create firm rules and demand control, developing adolescents who are socially incompetent with poor communication skills. These parents negate the development of leader skills related to innovation, communication, and entrepreneurship because they constrict and control their children's behavior and psychological development. Adolescents with disengaged (neglectful) parents tend to have low social competence and poor self-control. Permissive parents (parents with no rules or behavioral constraints) produce adolescents who are very creative, but lack social control and social competence. These three parenting styles inhibit the development of identified leadership traits and attributes that lead to leader emergence (Murphy & Johnson, 2011).

Towler, (2005) one of the few researchers to specifically investigate the relationship between parental psychological control and leadership, found a negative relationship between paternal psychological control and charismatic leadership displays in emerging adulthood. This study, surprisingly, found no relationship between maternal psychological control and charismatic leadership displays, suggesting that children's leadership was influenced more by their fathers and the typical masculine perception of leadership.

Guerin et al. (2011) found that adolescent extraversion relates positively to leadership in adulthood. Children who approach new people, places, and experiences tend to become extraverted adolescents and demonstrate greater social skill in adulthood, relating to leadership potential (Guerin et al., 2011). Adults engaged in leadership work duties had higher self-appraisals of leadership qualities, were more socially outgoing, assertive, active, cheerful, and preferred stimulation and excitement as adolescents (Guerin et al., 2011). Extraversion is highly correlated with leader emergence and effectiveness (Judge et al., 2002; Taggar et al., 1999). While extraversion may be a genetically linked personality trait, parenting styles influence the development of traits throughout childhood and adolescence (de Haan, Dekovic, van den Akker, Stolze, & Prinzie, 2013).

Academic intrinsic motivation in childhood and adolescence predicted motivation to lead in adulthood (Gottfried et al., 2011). Motivation to lead was an attribute that Hollander and Julian (1969) found related to leader emergence. Youth with higher academic intrinsic motivation reported liking to lead and did not consider the extrinsic costs of leading when pursuing leadership roles (Gottfried et al., 2011). Children and adolescents with higher academic intrinsic motivation also possess an orientation toward mastery, curiosity, persistence, and engage in challenging, difficult, and novel tasks (Gottfried et al., 2011). This orientation serves them well in leadership roles where they may enact change and chart new directions.

An analysis of how family rituals affect adult attachment styles found that meaningful family of origin rituals lead to healthy, secure attachments as adults (Horner, Freeman, Zabriskie, & Eggett, 2007). "Individuals with a secure attachment style are characterized by adaptable psychosocial functioning as an adult because they have the ego resources required for taking on leadership roles" (Murphy & Johnson, 2011, p. 463). At the opposite end of the spectrum, individuals with an insecure attachment style lack those same ego resources and will not be perceived as leaders, nor seek out leadership positions (Murphy & Johnson, 2011). Homer and colleagues (2007) studied the relationship between attachment-related anxiety and attachment-related avoidance and family of origin rituals. A person high on the attachment-related anxiety dimension worries about their partner always being available and responsive and a person high on the attachment-related avoidance dimension is not comfortable being open and dependent upon others (Homer et al., 2007). Homer et al.'s study (2007) reinforced previous findings that parents that model high-attachment anxiety behaviors with their children teach them to be anxious in future relationships. Secure attachment was positively related to transformational leadership behaviors in a study of Israeli cadets and commanders in the police force and military (Popper, Mayseless, & Castelnovo, 2000). Towler (2005) also found a positive relationship between secure parental attachment and charismatic leadership displays. These studies reinforce the relationship between the development of secure parental attachment styles and leadership.

Lee, Daniels, and Kissinger (2006) researched the effects of parenting practices on the well-being of adolescents. They found that adolescents whose parents expected obedience and often fail to meet the child's needs (authoritarian) had a lower internal locus of control and lower positive self-concept (Lee et al., 2006). These adolescents were also less mature and psychosocially competent than their counterparts with a more supportive and autonomous parenting style (Lee et al., 2006). Barbuto and Story (2010) found a positive relationship between internal locus of control and emotional intelligence. Emotional intelligence is a precursor to positive organizational outcomes and a desirable attribute in a leader (Barbuto &

Story, 2010), thus individuals with an internal locus of control appear to emerge as leaders. Emotional intelligence itself was also found to be correlated to leader emergence (Cote, et al., 2010). In summary, the effect of parenting style on specific personality traits, attributes, and behaviors in children and adolescents reflects the importance of the family environment on emergent leadership. The emergent leadership literature lacks research on how parental psychological control relates to leader emergence in the emerging adulthood developmental stage.

purpose statement!

Melissa - VERY well done!

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Introduction

Historically, software development has been treated like mass manufacturing, predictable and stable over time. Experience and wisdom has shifted the perspective to have software development should be treated as new product development. (Larman,%·2004) This shift in perspective has also caused a change in how business leaders and professionals are contributing to the development process. Today the development process is focused on flexibility and changing requirements. This includes the use of organizational methodologies lik Jl!)<;;_Although this process is widely adopted in the technical community, there is little understanding of how this process can be implemented in virtual development teams. The purpose of this study is to identify the usefulness of transactional and transformational communication and leadership techniques within th) Agile software development framework used by global virtual teams.

Introduction to Software Development

The software development process has been reforming since the 1960's. Over time, teams learned that software cannot be engineered liky' ould engineer hardware. Development teams started to adopt specialized focuses that allowed for easy duplication , modification, and customizationp(Boehm, B., 2006)cThis ease of customization comes at a price to velopment teams, as software needs to be developed to suitJt a variety of customer needs. Many times this customization comes from a change in business needs expanding the scope of the original process. With each customization is there is a chance for scope growth and additional time to the project. As described by

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Parkinson's law, work expands so as to fill the time available for its completion (Parkinson,NfJ 1958) To assist the business and limit uncontrolled changes, businesses are turning to the Agile development technique. Agile employs a series of principles and controls to control the software development process. The ability to be flexible and to deliver quality software that meets customer needs faster are recognized as key benefits of using agile development. (Vijayasarathy and Turk, 2008)

Agile Development

(In the late l990a€TM s several development methodologies began to get increasing public attention. All Jlmphasizing some key components like: close collaboration between the programmer team and business experts, face-to-face communication, frequent delivery of new releasable business value, and self-organizing teams. A cohort of seventeen independent practitioners combined together to create the Agile Manifesto, formally . defining Agile Development. (Agile Alliance, 2001) Within a short span of time, the · theoretical principle of Agile development eated several practical methods that have been widely accepted in organizations, thanks in large part, to the passionate advocacy of individual champions. (Vijayasarathy and Turk, 2008) Studies in recent years have identified the rapid adoption due to an interest on part of the developer rather than the organizational leadership. Developers commonly stress adaptability to change, short time frames of releases, continuous feedback from customers, high quality and bug free software as reasons for adopting these processes. (Rao & Chakka, 2011) The relatively lower rating in development costs and the production of reusable code have both been identifie benefits of the methodology, but neither are highlighted as a focus for embracing Agile from the technical community. (Vijayasarathy and Turk, 2008) In general , developers appear to be positive about4gile, convinced about its benefits with few shortcomings. (Vijayasarathy and Turk, 2008)

Integration of Agile

As defined by Rogers, innovatio used and comanicated throu h certain channels over time among the members of a social systemf(Ev tt1\1. Rogers, 1962) A technological innovation usually has aw.east some degree of benefit for its potential adopters, even i ,! 1 r{Ihe are serdom erta that an innovation represents a superior alternative to the previous practice that it would replace, at least when they initially learn about it. (Everett M. Rogers , 1962 regards to the diffusion of the Agire process, the technical community has been rapid to adopt Agile regardless of any formal research or case stud The technical community find the benefits, and are therefore) integrating the practices. This is possibly why the technical community has driven the adoption of agile over the business community. In a study by Vijayasarathy and Turk (2008) 90 to 95% of respondents indicated jdfafthey have received peer mentoring or taken self-paced or development courses in Agile .-(¥ijayas-aWB8t It has been observed-tlfat the companies are not really encouraging in terms of using a variety of agile methods. This is possibly because of lack of sound proficiency in this field by the business leadership . (Rao & Chakka, 2011) Persistent problems of managerial apathy and organizational resistance to change have been identified as potential concerns for the Agile process. (Vijayasarathy and Turk, 2008) This swift adoption process has generated several questions for the execution and educational needs of business and organizational leadership.

Virtual Teams

Virtual teams are generally defined to include teams collocated in various geographical regions using varied modes of communication. These include e-mail, collaboration systems, tools for web conferencing, and sharing work and e-enabling project details. Virtual teams hel p usines/ty leveraging technologies to enable customer linkage, integrated business services, and connect internal and external business resources and work groups to improve business operations and competitiveness. (West, 2010) For an organization, this can result in a knowledge pool that does not reside in one location. Skills and technology can be collected from various locations, internal or external to the company with little difference to the organization. This range of labor is usually the foundation of why virtual teams exist. (Chang, 2011)

In recent history, virtual teams have become more popular within the business environment. Like most technology related functions, the use of virtual teams has preceded the governance ability by organizations and leaders. A recent survey concluded 75% of companies today are using global teams within their environmenb(Chang, 2011)., Leaders are still attempting to organize infrastructures and learn new tools to benefit from virtual teams (Pulley & Sessa, 2010). The fundamentals of global team success are/[)very

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different from the practices that work for domestic work teams. But there are more variables. (Solomon, 1995) Regardless, the addition of these new variables creates concerns for the differences they will cause in the business execution.

A distributed environment can create exceptional challenges in communication and interaction. (West, 2010) Virtual teams have a significant amount of computer-mediated interactions, include ~~but not limited to~~, e-mail, web conferencing tools, social media, collaboration systems, file sharing and e-enabled project software. (Kayworth & Leidner, 2001) The significant usage of these digital tools has created more complexity within the work environment, generally discouraging team cohesion and personal conversations. Traditional social mechanisms are lost or distorted because of this medium. s well, facial expressions, vocal inflections, verbal cues, and gestures are altered or missing altogether. (Kayworth & Leidner, 2001) Informal conversations or meetings no longer take place with the same context or frequency, ~~This~~ create inconsistent success when compared to the traditional teams. (Kayworth & Leidner, 2001 Generally defined as the "media richness" of communication tools, virtual teams have a lower richness of tools at their disposal.

Needs citation

Challenges for Agile Virtual Development

The foundations of Agile rely upon strong, self-directed teams and face-to-face interaction with customers. The integration of these values into a virtual team will create a certain level of challenges to over come. one word This will include, ~~but is not limited to~~ creating a strong team environment that involves trust and a desired focus. Previous studies have concluded that developer contributions can vary enormously, some 10 times more productive from best to worst. (Boehm 1981) The ability for a leader to motivate a

I get why you include this but don't :) I did it a lot at the beg. of my academic writing team in this virtual, Agile environment can create challenges for the team and organization because of restricted communication methods.

Communication and interaction between employee and leader help define actions and effectiveness of employees. These communication and leadership patterns have been generally discussed. Transformational leaders tend to motivate followers to work on transcendental goals for a higher level of self-actualization, while transactional leadership involves an exchange of reward or punishment by the leader (Bass, 19%) Studies have shown that in addition to transformational leadership, transactional leadership is also more helpful when the situation is more challenging for building task cohesion (Huang, Kahai & Jestice, 2010) While Factors like task cohesion and cooperative climate can create limitations for virtual teams, these are key factors in decision-making performance. (Huang, Kahai & Jestice, 2010) All of these factors are present in virtual or traditional teams. However, these limitations become critical to understand when attempting to implement the Agile framework which requires increased communication and strong team environment.

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Unfortunately, there appears to be very little leadershi into the formation and motivation of these teams and how they will deliver over time. This sort of scenario creates several questions for the development of these teams. For the success of virtual teams, the identification of communication, leadership, and motivation best practices could create valuable opportunities for the successful task execution of software development within Agile.

-Good start! I know this is challenging and "uncomfy" for you but you've got the right idea here - Keep going and let me know if you have questions.

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b. Methods Section graded submissions – TL high, KM low

Methodology

In selecting an appropriate methodological approach for understanding the lived experiences of women within leadership roles in Saudi Arabia, recall that feminist theory was the selected framework in which the present study will be conducted. According to feminist theorists, it is important to recognize that women are unique individuals, thus one should avoid grouping or unifying women as a whole when conducting research (Stewart, 1994; Creswell, 2013). In an effort to maintain the integrity of conducting research from a feminist t perspective, and in attempt to best answer the research question narrative ogy was adopted as its very definition reflects its regard for individualism; narrative research is the exploration *of "...individuals'* lived and told experiences" (Creswell, 2013). Peterson and Kristin (1997) further define narrative research as the discovery of a person's identity hrough their 'experiences.'

Fraser (2004) reiterates the appropriateness of employing a narrative approach in exploring social constructs (e.g. feminism) through the study of *individual* stories. Peterson and Langellier (1997) further purport that the use of personal narratives is an excellent way to gain insight about social realities (e.g. women in leadership roles). Additionally, as was demonstrated in the literature review, research addressing women's leadership in Saudi Arabia is extremely limited because this topic is a relatively new area of study. Being mindful of this, Creswell (2013) suggests a qualitative approach, such as narrative, is most ideal because it allows for exploration" of a topic which has not been greatly investigated previously. Thus, it is surmised that a narrative approach is most appropriate and ideal for understanding the focus of this study; the lived experiences of women in leadership roles in Saudi Arabia.

Narrative Research

In narrative research, individuals are selected to tell their personal experiences through story-telling (Riessman, 2008; Creswell, 2014). In essence, a narrative is *something* to a collected and shared with an audience; it is a *stmy,* a *sequence of events* about an individual's life, and the study of a *person* as the object of a study whose story is retold by the researcher to convey some sort of meaning to the reader (Peterson & Langellier, 1997). The use of storytelling is often an effective means by which people are able to organize complex thoughts about culture and social structure into meaningful information (Berger, I997; Fraser, 2004). Further, narrative research can help explain interactions of "individuals, groups, societies" and even cross-cultural interactions (Fraser, 2009). While time-consuming and tedious, narrative research has an important function because it can inform our understanding of reality (Fraser, 2004). For instance, theoretical generalizations are, at times, assumed to apply to all members of a group (e.g. within a geographical location), but little is often known about how these characteristics are actually seen at an individual level (if at all) (for instance, see Hofstede's (2001) work on the five cultural dimensions) (Fraser, 2009). According to Fraser (2009) the use of narrative research by which individual's tell their stories can better inform researchers of the real functionality of a theory, or may even be counter to it.

However, employment of narrative research can be challenging **in** that it can be quite difficult to tease out components such as dialogue that indicates when one story is ending and another beginning, just as the context cannot be separated from the meaning of the story; rather, they are entirely intertwined and must be carefully considered in retelling of the story (Peterson & Langellier, 1997). Just as these pieces of a narrator's story cannot be easily split apart, so in effectively retelling the story should both conversation (dialogue) and interpretations of the story flow seamlessly back and forth throughout the text (Peterson & Langellier, 1997). In doing so, the researcher should be wise in choosing what portions of the participant's interview to share and in asserting why the information is important and what it means; above all, it is most important to focus on what is told by the participant (Peterson & Langellier, 1997).

Role of the Researcher

In qualitative research, the most essential job of the researcher is to *interpret* the data in a meaningful way (Creswell, 2014). The work by Peterson and Langellier (1997) highlights the importance of the researcher's role in narrative research which is beyond merely capturing the words of the participant, it is the responsibility of the researcher to breathe life into those words; to include the most important pieces of the stories told by the narrator, and to provide meaning about those stories. Creswell (2014) refers to this process as the *restory* in which the researcher takes the stories told by the narrator and rearranges them in a logical and meaningful way. The final product presented to the reader is a collaboration of the thoughts and beliefs of both the narrator and the researher (Creswell, 20L4). i)al(ifW5

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_Purposefttl sampl ing h een elected as...the-appi:Gpr-iat&-sam lfng-nH thod within q\lillitative-researeh-(eresweH li-s-sampltng-pr ess-ifw selecting individuals specifically because their characteristics align with the purpose of the study (e.g. leader, woman, Arab). For the purposes of this study, a convenience sample of one individual will be used. According to Creswell (2013), in narrative research it is acceptable to use a convenience sample of one or more individuals; what is most important is that the individual(s) selected have a story to tell. In convenience sampling individuals are selected based on their accessibility; they may be friends, family members, college students, or members of any other group which is easily accessible to the researcher. The sample of one participant was chosen deliberately in consideration for the limited scope of the present study. Personal narratives can become quite extensive as they are intended to tell the entire life story of the individual(s) selected. It is the intent of this research to collect and present the richest findings possible through the study of the single participant chosen. Based on the work of Creswell (2013) and others, Hear--tAM-Hlehteing

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additionaf partlcipkhts iA4e-presentrsRitly would compromise the overall quality and vision of th arclrproject. However, it is worth noting that the findings of this study may help better inform preparation and thought (e.g. through checking the quality of the interview questions) for a future study which might include a larger sample.

Research Participants

Check with Gina, if you haven't already, about using first person voice here to make sure its approp.

While the focus of this study seeks to tell the story of a female leader in Saudi Arabia, it is important to note that I do not reside in Saudi Arabia and thus, reached out to my network of friends and family to help identify potential candidates. After a hospital administrator was identified as a possible candidate, J informed her of the purpose of the study and she excitedly volunteered to participate because she believes the current topic is of great importance to women in the Middle East. The participant for this study had plans to travel to the United States within the local area to visit with family and friends between the end of April and beginning of M r 2014. While we had discussed the possibility of meeting by Skype previously, we both quality of the interview would be much greater if we were able to meet in person. Thus, the participant has graciously agreed to meet for the initial interview during her visit to the U. S. If a follow up interview is needed, it will likely be conducted by Skype after she returns to Saudi Arabia. All efforts possible will be taken to protect the identity and confidentiality of the participant through the assignment of a pseudonym in the final manuscript. She will also be asked to sign a consent form (pending approval by the Institutional Review Board) which will notify her of her right to withdraw from the study at any time.

Reciprocity

In conducting qualitative research it is important that participants are in some way compensated for their contributions to the study (Creswell, 2013). Recall from earlier that there may be some personal benefit to the pa1ticipants through the attainment of deeper understanding of their own experiences in telling their life stories (Berger, 1997; Fraser, 2004). Still, the researcher should offer something of value in reciprocity to the participant. Because the participant in this case is a high-paid administrator in her leadership role, any offer of monetary compensation would likely be viewed as nominal. For the purpose of this study, the participant will be provided with a copy of the final manuscript which is intended to be a more meaningful memento of the participant's experience.

Data Collection

Interviewing is the primary source of data for narrative research (Creswell, 2014; Fraser, 2004; Peterson & Langellier, 1997). For the purposes of this study, interviews will be conducted face-to-face. The initial interview is not intended to take more than two hours and will be facilitated using the intended interview protocol (see Appendix A). In the event that additional information or clarification is needed (following my initial analysis of the data), the participant will be contacted to schedule a short follow-up interview. Additional data will be collected through documents provided by the participants (such as job description, resume, recognitions of personal accomplishments, publications, newspaper clippings, etc.) which may be valuable to the participants and/or helpful in learning more about them. Participants will be asked to provide this documentation at their will; it is not a requirement for participation in the study. According to

Creswell (2014), such documents are deemed *qualitative documents* and tend to be helpful in provid ing additional insight about the participants in the study. Because narrative research aims to capture the participant's life story, these items are pertinent to constructing a more holistic understanding of the participant.

Data Analysis

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In order to effectively tell someone's story through narrative research, Peterson and Langellier (1997) suggest beginning by transcribing the interview with typographical features (such as italics, all caps, etc.) which ind icate the narrator's behavior during the interview, such as voice inflections, pauses, volume, and other displays of emotion. Also advisable is repeated listening of the audio recordi ng and multiple reviews of the transcript in order to become very familiar with the narrator's story (Peterson and Langellier, 1997; Creswell, 2014). Following these suggestions are meant to aid the researcher in developing a conversational and coherent account of the participant's story through familiarization of the his/her firsthand account. However, it is impo1tant to remember that it is the burden of the researcher to communicate the significance and meaning of the story to the audience.

After the interview has been transcribed, thematic analysis will be conducted to identify common themes within the narrator's story. To do this, the first step is to identify large portions of the transcript which appear to be related to the research question (Whitley & Kite, 2013). From those large segments, shorter portions of the text are highlighted which are deemed most important by the researcher; these may be categorized into *themes* based on the theoretical framework selected (i.e. feminist theory) or by using the words of the narrator to ind icate common themes which appear to recur throughout the story (e.g. terms which are unique to the culture of the narrator) (Whitley & Kite, 2013). The final step in completing the data analysis is to interpret how the themes discovered inform the research problem; in other words, what is the importance of this study and what can be learned from it (Creswell, 2014)?

Verification of Data

In narrative research, one of the best ways to ensure the interpretations made by the researcher truly reflect the thoughts and beliefs of the participants is to ask them (the participants) to review portions of the manuscript about their story (Fraser, 2004; Creswell, 2013). Lincoln and Guba (1985) esteem this to be "the most critical technique for establishing credibility" (p. 314). This process is often referred to as *member checking* and involves asking the participants to review material after the researcher has transcribed and analyzed the data (Creswell, 2013). This opportunity allows participants to make clarifications or suggestions for changes based on the researcher's analysis (Creswell, 2013).

An additional consideration for verification comes from Peterson and Langellier (1997) who assert the necessity of attention to the contextual components of the narrator's story; for the audience to fully understand the significance of any story, they must have enough information about the context in which it is told. This reference to context may include providing enough of the dialogue when relaying a story told by the narrator (e.g. knowing when the story begins, when it ends, how much of the story must be told to grasp its significance), but it can also refer to the social, cultural, and political context in which the narrator's story takes place (Peterson and Langellier, 1997). This is particularly impo1tant because influences such as social stigmas and norms are likely to impact how the narrator views their own story, how they tell this story, and the emotions they evoke in sharing it (Peterson and Langellier, 1997). Thus, it is imperative that the researcher include important contextual details that will help the audience better understand the narrator's sto1y and its meaning. Similarly, Creswell (2013) discusses the importance of writing in thick, rich description which enlightens the reader about the world in which the participant lives. Doing so is a mode by which to bring humanness to the characters in the written text and will also help bring a sense of authenticity to the stories told (Creswell, 2013; Flores, 20 12).

In qualitative research, the results of a study are often subject to researcher bias. In an effort to disclose my own potential biases, it is important to disclose here some the things that may lead me to interpret the data in a particu lar way. First of all, I am a member of the le d ship community, and as such I tend to see the world through a leadership perspective. ~~That being said,~~ and therefore I will tend to analyze data in a way that is explained through leadership theory. One of the ways I intend to ensure I do not miss potentially important alternative explanations is to include peer review as part of my verification process. I have also framed this study around the perspective of feminist theory which I believe will help gu ide the analysis in such a way that the themes and interpretations made in my analysis will closely follow the tenants of feminist theory. An additional opportunity for potential bias is that my husband and his family members are naturally born citizens of Saudi Arabia. Having disclosed this, it is important to understand that my views of the Middle East, and particularly of Saudi Arabia, tend to be different from those typical of Western views, and in some cases more favorable. One way that I intent to maintain the integrity of the research in this study is through member checking to help ensure I am not skewing the actual thoughts or beliefs of the participants. Additionally, I will provide relevant background information about Saudi Arabia from credible sources which will help the audience better understand the context in which the study is to take place.

Finally, as mentioned above verificat ion of this study will be made through peer review. Accord ing to Creswell (2013), peer review allows for an objective review of the research methods and process. After the manuscript is completed and has been checked for accuracy by the participant, a number of peers from the leadership community, as well as other academic communities (i.e. sociology/anthropology and business) will be asked to review the manuscript for possible interpretations that may have been overlooked in the analyses process. This practice allows for the introduction of potential alternative explanations and can help overcome researcher bias.

Ethical Considerations

In qualitative research, the burden of the researcher to interpret the viewpoints and opinions of the participants accurately and with integrity is great (Stake, 1995; Flores, 2012). Understanding this highlights the importance of establishing a trusting relationship between the participant and the researcher. While the interpretations drawn from the stories are ultimately determined by the researcher, one should take care to ensure that the focus of the research is truly the participant's lived story and nothing less.

Approval of this study was sought by the Institutional Review Board (!RB) prior to collecting data (the project is currently pending approval). The study will be explained to the participant in full and informed consent will be obtained prior to beginning the initial interview. It should be noted that a pseudonym will be used to identify the participant in the final report and all identifying factors will be removed from the data collected.

All data obtained throughout the research process, including audio recordings, interview notes, and supporting documents, will be kept in a locked file cabinet in the researcher's home office. These parameters have been included in order to meet the criteria established by the IRB to ensure confidentiality of the research participant.

It is ultimately the effort of this study to help inform the research community about women's leadership in Saudi Arabia; a topic that has not been widely studied or understood. Instituting change for women's leadership opportunities in Saudi Arabia, and in the Middle East is the long term vision for which this study hopes to contribute. It is my sincere hope that the participant in this study recognizes her contribution and its importance in being a part of this study

Excellent job here! You have lots more info than others due to this being your thesis project and being further along in your pgm, so that is great! Very well thought out and presented.

50/50

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Appendix A

Interview Protocol

Leading the Way in Saudi Arabia: A Narrative Exploration of One Woman's Journey

Participant Name:____________________________________**Date:** ____________

Demographic and Career Info:

1. Briefly tell me about yourself and your role as a hospital administrator.
2. How long have you worked in healthcare?
3. How long have you been in your current job?
4. Tell me about your career path (what are the major components / may provide analogy or metaphor).

Childhood & Family Life:

1. Tell me about your childhood.
2. Tell me about important people in your life.
3. What cultural values were passed on to you and by whom?
4. What events stick out in your mind from that time?
5. What would you say was the most significant event in your life up to age 12?

Education Experiences:

1. Tell me about your high school years.
    a. What events stick out in your mind from that time?
2. What was the most significant event in your life during high school?
3. Tell me about your college years.
4. What would you say was the most significant event in your life during college?

Professional Life and Leadership:

1. What has been your most important lesson in life, outside of the classroom?
2. How much of a factor in your life do you feel your cultural background has been?
3. What social pressures have you experienced as an adult?
4. What is your leadership philosophy?
5. Who had the greatest impact on your development as a leader?

Closing Thoughts:

1. When you think about your future, what's give you hope?
2. Is there anything we've left out of your life story?
3. Do you feel you have given a fair picture of yourself?
4. What are your feelings about this interview and all that we have covered?

Methods Section

University of Nebraska- Lincoln

Methods

Purpose Statement

The area of research in youth leadership development has much room for growth. Still less is known about how youth <per-6@Ratly view themselves as leaders. The purpose of this study is to better understand how youth describe themselves as leaders. Specifically, the case study will consider youth's views of themselves as leaders in accordance to Leader-Member Exchange Theory (Graen & Uhl-bien, 1995).

These go before the methods section

Research Questions

One overarching question and one sub-question will be used to guide the r=The primary question will be: How do youth describe themselves as leaders before and after an intensive 3 day leadership program? The sub-question will be as follows:

1. What are parents' perceptions of their child's experience in the leadership development program?

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Remember quest

nderstanding of students' personal leadership descriptions. By using this approach ratherttramr

the topic of youth leadership development (ereswelr,20 oaches within quantitati.\Le-style, the researcher will be able to focus on the participants' true meanings about qualitative research and this researcher e case study desi

eistudy-

A case study approach is often taken.when the researcher is attempting to answer a question of "how". "The distinctive need for case studies arises out of the desire to understand complex social phenomena" (Publications & Oaks, 2009, p.2).

format it is important to include boundaries for the study. The participants ex. eQ. in this case study will be bettn e.:-w r .Jn ..U 15 yeaF)" and relation to an associate of Talent Plus. The aim of the researcher is to gain a better understanding of the ways in which youth describe themselves as leaders, within a bounded system of youth attending the Young Leaders Academy.

Population

Two groups of participants will be included in this study. One group of youth will be interviewed in this study during the beginning of the summer. These participants will be the relatives of associates at Talent Plus wheFe-e¥6F]'-0fHle;iee-1las-the-opportmrit-y-forttreir clllildre&,-graAaeiH1€J.roo,-i:Hooes;-tt ephews-or-oo1:1sffts-tttend-the-il¥otlng-beatier"5-Aeaaemy!'

.<LA is a three day intensive program for youth to learn more about leadership developmen he participants fo this study will be-aew attendees.J<'f the You Academy who have not attended revious years. In this study, the children included will be between the ages of ten and fifteen. It is estimated that approximately ten to fifteen students will qualify for this study.

The second grou/tif:.. e-parents or legal guardians of the youth who attend the Young Leaders Academy.

Procedure

The primary method of data collection that will be used in this study is interviews. These interviews will follow the semi-structured design. This format is described by Whitley & Kite (2013) as one in which the researcher asks each participant the same core questions but may slightly alter their responses according thalwhaUl'le=pa.!1.Icipant:seys. The researcher also -resei-ves-Ehe-right-te-ask probing follow up questions according to the responses of the participant. This allows the inter iew to fo low a more onversation.feel, which is especially important when disc.Js th children. The more casual feel of the interv iew will allow the researcher to better connect with the youth and build trust with them.-eff -G

For both groups, the researcher will send an informed consent form that will be signed by the parent or lega l guardian of the child and the child themselves. First, the researcher will explain the research study either in-person or over the phone to the parent or legal guardian of

. 'p t:P the child and answer any questions they may h ave. Next, the parent will be allowed to approach

£vi2- their child about participating in the research study while the researcher will be available to assist

aJ/ with any questions. If the child agrees, the researcher will then walk the child through the

participation requ irements and explain how the study works. If the child feels comfortable with

'tjf. !ftv the process, the consent form will be given to the parent and signature obtained. Lastly, the signature of the child will be obtained. These forms will be maintained by the researcher and the

1(£1 J researcher will verbally verify with the participant again before the research interview is itwJ-

L conducted to confirm that they understand their participation/cJ:-R>cil "{jf tw

The researcher will conduct the interviews in this study. There will be two rounds of interv iews will be conducted each child. The first will take place prior to the child attending the Young Leaders Academy. This will be considered the pre-interview. The interviews will be ideally conducted onsite at Talent Plus in private conference rooms. If some of the child ren live farther away, or the schedules do not allow this meeting during regular operating hours of Talent Plus (8:00am-6:00pm Monday through Friday) then the interviews will be conducted via telephone. In both events, the interviews will be record ed and later transcribed by the researcher. A post-interview will also be conducted with each child within 2 weeks of completion of YLA. 'flre ost J ll follow the same processes described above.

Finally, an interview will also be conducted with the parents of the youth participants to gain an understanding of the parents' perceptions of their child's experience in the leadership development program. These interviews will be conducted over the phone or in person, whichever is more convenient for the parent,

Each interview will last for approximately 20 minutes s-n<*te-ineonveniense-the youtlwr-parent-s-with-too111uch-demand-oftheir-tim0;-ln1tto ensure enough time is alloted for them to fully share their stories. Each interview will be recorded to ensure accuracy in recalling the conversation and the researcher will also take -9r-ief notes t he interview, ~~specifically towards any observations of body language by the youth.~~

The researcher will next transcribe each interview verbatim based on the audiorecording form the interview. The transcriptions will be made available to each f e ccuracy if they should choose to review it.

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Interview Protocol

The interview protocol was designed by the researcher and will be reviewed by both peers and professionals, including professors at the University of Nebraska-Lincoln. The youth interviews will contain semi-structured questions focusing on two categories:

1. Youth's descriptions of themselves as leaders
2. Youth's description of their experience in the Young Leaders Academy program

While the pre-interview with the children will focus on the first category, the post-interview will include both categories.

The parent interviews will focus on the parents' observations of their child's experience with the Young Leaders Academy program.

The following interview questions will be used:

Youth Pre-Interview

1. What do you think a leader is?
2. Tell me someone that you think is a leader.

    Probe I: What makes that person a leader?

3. What do you think of when you hear the word, "leadership"?
4. What are some of the things that make a leader so great?
5. Have you had any experiences of being a leader?

    Probe I: Can you tell me about them?

6. What are some of your strengths?
7. What is the most important thing for a leader to do?

    Probe I: Why do you say this?

8. Are you a leader?

    Probe I: How are or aren't you a leader?

Youth Post-Interview

1. Can you tell me about your favorite leader?

    Probe I: What makes them your favorite?

2. What docs the word "leadership" mean to you?
3. What are some of the things you are really good at doing?
4. Have you had any experience as a leader?

    Probe I: Did YLA give you a chance to be a leader?

5. Do you think you are a leader?

6. What has your experience with YLA made you think about leaders?

Parent Interview

1. Tell me about your child's experience at YLA.

2. Did you notice anything different about them?

3. Did they come home and share any stories with you about their experience?

4. How do you think your child felt about their experience at YLA?

5. What is the one big takeaway you have on YLA, based on your child's experience?

6. Is there anything else you wish to share?

Researcher Reflexivity

Because the researcher plays such a major role in data collection and interpretation in the qualitative research approach, it is important that the researcher acknowledge their own background and potential influence over the study (Publications & Oaks, 2009). This researcher has had much previous experience working with youth development programs, both as a paid employee for such a program and as a volunteer. More specifically, she is involved in the Young Leaders Academy at Talent Plus as the team leader. Although she does not directly lead out in many of the activities with the youth, she is present throughout most of the time they are onsite at Talent Plus and does much of the preparation and coordinating. Youth leadership development is a passion of this researcher and has been for quite some time.

The researcher does not wish to impact responses in the interviews and so purposely has chosen a less visual role for the program. Although students will see her throughout their time at YLA, she will not be leading out in the activities.

Vcrification

One method of verification used by the researcher will be to establish trustworthiness between the researcher and the youth participants. This is especially important for the youth to feel comfortable in order to share their true thoughts and feelings on leadership. The researcher will establish trustworthiness with the participants by actively listening to their responses and demonstrating engagement through body language such smiling and nodding.

Another method of verification will be that of peer debriefing. This will not only enhance the accuracy of the study and findings, but ensure that the results will be more understandable to the audience, not just the researcher (Creswell, 2014). The researcher will ask fellow peers at Talent Plus to assist her in debriefing.

Conclusion

This section laid out the methodology proposed for this qualitative study. This includes a review of the purpose of the study, the research questions, the case study approach, participants and procedure, researcher reflexivity and verification strategies. The next section will cover the findings of these interviews.

Good - don't need this though

Nice job, [illegible] - lots of good stuff here. Work on smoothing out your writing and being consistent with terminology.

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