Proposal

For

Communication in the Workplace: A Perception Check in the 2010 Workplace

by

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Abstract

# *Purpose*

Women and men have traditionally enjoyed spending time establishing a rapport with their colleagues through in person communication; the exchange of facial expressions and proximity to compliment their words. With a new technological age upon us that includes: cell phones, text messages, instant message tools, social networking sites and email, many forms of non-relational communication have replaced our needs to communicate in person in the workplace. As a professional who works in Marketing for a Healthcare organization, my perception is that non-relational communication portals are becoming the preferred choice of communication between colleagues in the workplace. As opposed to making time to communicate in person with your colleagues and supervisors to discuss projects and other business matters, workers are turning to cell phones, text messages, phone calls and emails to deliver their messages. In some business practices non relational communication portals such as: emails, text messages and voicemails, are considered to be more effective rather than scheduling in person meetings as a means to communicate with colleagues. Workers are encouraged to communicate through phone or email as opposed to in person, to stay focused at the task at hand: business. The perception for some business managers is that relational communication at work amongst workers can be wasteful and result in lost time, energy and product. The days of men and women chatting around the water cooler or in the break room to discuss what is going on in the workplace are slowly beginning to cease. And more importantly, relationships are being discouraged in the workplace, resulting in more focus on product than people.

*Procedures*

In this paper, I will discuss concepts such as: communication behaviors, job satisfaction, technology communication and conflict in the workplace. The goal of this study is to seek out a diverse group of men and women who are all full-time employees and assess their perceptions on the affect of communication technologies and relational communication in the workplace. The researcher will examine perceptions involving communication themes, and if perceived job satisfaction is related in any way with how we communicate at work.

*Significance*

This research is significant because our communication portals are changing and evolving within the workplace. The use of social interactive technologies such as text messages, email, facebook and instant messenger between colleagues is becoming more frequent. It is important to understand what worker’s behaviors and perceptions are regarding these diverse communication methods as ways to communicate with their colleagues.

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Chapter I

## *Statement of the Problem*

## What behaviors and perceptions do women and men have towards technology and relational communication with their colleagues*?*

## *Purpose*

## The purpose of this study is to seek out a diverse group of men and women and assess their perceptions on the affect of communication technology and relational communication in the workplace. The researcher will examine behaviors and perceptions involving various communication portals, and preferred behaviors involving these portals. The research question for this project is:

**RQ:** **What behaviors and perceptions do women and men have towards communication technologies and relational communication with their colleagues in the 2010 workplace?**

## *Objectives*

The researcher will work with the faculty advisor in accomplishing the following specific objectives:

1. To select a sample population of approximately 200 men and women to fill out a survey pertaining to their behaviors and perceptions on various communication portals in the workplace.
2. The researcher will collect data from the surveys to conduct quantitative data analysis.
3. Using SPSS the researcher will run statistical tests of correlations.
4. Through analysis the researcher will determine existing relationships in the data collected from the surveys.
5. The researcher will determine if there are any significant findings between technology and relational communication trends in the workplace in association with descriptive statistics.
6. The researcher will prepare a research document that provides detailed information on review of literature, methodology, analysis, discussion, significant and unique findings and limitations.

## *Assumptions and Limitations*

The research has the following assumptions:

1. Women prefer to utilize relational communication portals with their colleagues to communicate as opposed to technological communication portals .
2. Women utilize more frequently technology communication with their colleagues during perceived conflict.
3. Men prefer to utilize technological communication portals with their colleagues to communicate as opposed to relational communication.
4. There will be a significant increase in text messaging within the last two years 2008-2010 amongst colleagues in the workplace.

This research has the following limitations:

1. Larger sample size needed for saturation
2. Random sample needed for generalizability
3. Social bias capabilities

## *Relationship to Academic Program and Experience*

This project incorporates the major themes in my MSIS program which include: adult education in the workplace, organization communication and interpersonal communication. I have taken courses that emphasize relational and interpersonal communication such as family communication which focuses on communication theories within intimate relationships. In my communication assessment course, we studied communication traits, biological communication theory and communication conflict. In adult education and learning, we focus on themes, contexts and learning styles in order to increase self and performance goal objectives. This project will reinforce the importance of how performance tools in the workplace such as social interactive technologies affect communication choices and perceptions amongst colleagues. My professional goals include development of organization training tools, and conducting leadership performance trainings within a corporate environment. This research study will allow me to receive firsthand experience collecting data from employees regarding their perceptions of workplace life and allow me to learn more about adult learning processes within organizations.

Chapter II – Review of the Literature

Intro

Relational communication involves incorporating proximity, non-verbal and verbal communication into an exchange with another person. This means in order to achieve relational communication, we must be present in body and mind. Relational communication is the kind of communication that you have when you sit across the desk from your manager, and you focus your attention, your posture and your eye contact in their direction. For example, when you want someone to know that they have your attention; you look at them and maintain eye contact with them while they are speaking to you. But what if, you decide that you don’t want to look at them while they are speaking to you. You’d rather look out the window instead? Is this behavior still considered relational communication? Or let’s say you can’t get away from your desk because you are waiting for a phone call. You call your boss on another line and ask if you can chat with her on the phone instead of in her office? Is this still relational communication?

For this studies purposes, speaking on the phone is not considered relational communication. Although some aspects of relational communication are involved such as verbal communication and tone, the inability to see your colleague and take note of their nonverbal messaging, defies our studies definition of relational communication. The other example provided above, involves the lack of non-verbal communication during an in person exchange of messages. We will discuss the ramifications that nonverbal communication may cause in a relational communication exchange when we discuss Communication Apprehension and Organizational Conflict.

*Adult Learning in the Workplace*

Is apprehension to communicate on the rise? As a graduate student of Adult Learning and Education, one of the most important aspects of learning for adults involves relational interaction with others. Merriam quotes Resnick’s (1987) ***situated cognition*** as stating, “The theory suggests that learning cannot be understood only as an individual, internal, cognitive process; rather, learning is what is constructed by the interaction of people in a particular situation with particular tools or artifacts” (p.209). As an adult learner in the workplace, you are constantly learning new lessons in order to achieve greater job satisfaction and personal satisfaction. Communication with colleagues is a fundamental element that contributes to your ability to learn new skills, refine existing skills, and establish relationships within your organization. It would be nearly impossible for someone to work alongside another person or within a team atmosphere, and be able to function cohesively without some sort of communication exchange with each other. However, how we define interaction and the methods we use to interact are constantly evolving within our society and especially within our workplace systems. Mackeracher, 2004, states that, “Learning is transformative because it has the potential to lead to change” (p.10). Learning is one of the most significant outcomes that can be achieved in the workplace, and frequently results from conversations and interactions with others. Learning is an important variable that accounts for increased performance and personal goal achievement for many adults, and this is why we use the term *transformational learning* to describe such an experience. This kind of learning enables us as adults to shift perspectives, expand our minds and above all else, change our behaviors to incorporate new behaviors. If in order for this highest level of learning to take place, interaction is necessary, then does replacing say, a daily conversation with your supervisor regarding your projects, and substituting it instead with a daily email exchange, still merit what is known as interaction and what leads to transformational learning? Mackeracher, 2004, states, “The relational self-system is based on self concepts derived as a result of engaging in interactive relationships with others. Such a self-system allows the individual to affirm and re-affirm aspects of their self-system in the company of others” (p.155). In order for us to answer this question we need to examine a few areas. First, we need to look at email communication and understand people’s perceptions towards email as a communication channel. Second, we need to determine what people’s perceptions towards relational communication or in person communication in the workplace are. Third, we need to distinguish between context and situation of communication to determine the most effective form of delivery of messaging. And last, we need to assess what kind of relationships may exist between non relational and relational communication and job satisfaction, personal satisfaction and conflict in the workplace.

*Communication Biology*

Communication apprehension is a term introduced by McCroskey (1976) and defined as “an individual’s level of fear associated with either real or anticipated communication with another person or persons” (p. 39). Communication apprehension is determined through a person’s perceptions and experiences involving communication that is perceived or situational. This means that in order for us to determine whether or not we ourselves have some form of communication apprehension, we need assess how perceived or actual communication emotionally and physically makes us feel.

In this study, we are looking to see what role social interactive technology (SIT’s) channels may play in relational communication between women in the workplace. We know that technology obviously affects the context of how communication is sent and received. We can send an email from our house, our car, or an airplane. In order to achieve relational communication in the workplace we typically would need to meet our colleague at the office or at a mutual place such as a restaurant or coffee shop. Regardless of location, in order for us to be relational with our coworkers we must be in front of them communication. So why are we interested in the variable of Communication Apprehension in relationship to SIT’s and Relational Communication? By first examining what are defined as biological communication traits such as: willingness to communicate, communication apprehension, and shyness, we can better determine what affect if any, technology and SIT’s play in one’s willingness to communicate in a relational context within the workplace. Before computers, telephones and cell phones to send emails and text messages, no matter whether you were shy or had communication apprehension, the only way to communicate with coworkers was in person. The increase of SIT’s in the workplace culture has dramatically shifted our ability to pick and choose how we communicate with our colleagues. Let’s say you have a high level of communication apprehension when you encounter one on one communication in person with your supervisor. Because you have this apprehension to communicate with your supervisor, do you opt for a safer context in order to communicate with her if given a choice? Do you prefer to send an email or leave her a note at her desk after she has left for the day, that way you don’t have to actually speak with her in person in her office? Do you call her instead of set up a meeting in person to discuss a conflict or a concern? Now that technology has allowed us to incorporate so many new facets of communication into our work life, what affect if any, does communication apprehension play in how women choose to communicate in the workplace?

*Communication Apprehension within Organizations*

One perspective offered on communication apprehension by McCroskey (1976) defines high levels of communication apprehension as a “handicap” (p. 39). McCroskey presented this perspective suggesting that “the person handicapped by communication apprehension would be expected to avoid communication much of the time because he or she would experience negative reactions from anxiety that would surpass the projected gain from interaction” (p. 39). This isinteresting, because if we know that a person with high levels of communication apprehension will attempt to avoid interpersonal communication at all costs, would they then replace that communication exchange with an email or a text message if able to? In our personal lives, we have much more freedom to pick and choose who, when and how we want to communicate. This is not necessarily the case for many women in the workplace. Whether we like it or not, we often have to communicate in person at least on occasion with our supervisor and our coworkers.

We know that adult learning takes place by interacting with others, and we know that learning can result in increased perceived personal satisfaction and growth. If we are hesitant to relationally communicate within our workplace, we can create the impression that we are not interested in establishing relationships with our colleagues. We could also create the impression that we are uninterested in inclusively communicating within our workplace system. This kind of behavior could lead to negative perceptions with individuals we are obligated to work with and likely to need to communicate with. Harville (1992) suggests people with“High communication apprehensions prefer expect, and tend to hold jobs that require little communication with others in an organization”(p. 58). However, there are not many jobs where you are able to work alone and avoid complete interaction with others. With the increase of SIT’s into the workplace, the opportunity to avoid interpersonal communication has increased dramatically.

In Merriam’s, 2004, The changing landscape of adult learning theory, she quotes Dirkx, 2001, by stating “that learning itself is inherently an imaginative, emotional act and that significant learning is inconceivable without emotions and feelings*”* (p.213.) Relational communication allows us to expand on our emotional and spiritual interactions with others to establish solid relationships. This is why women, the keepers of stories, tend to prefer to communicate relationally whether they are in a professional or personal setting with other women. What does relational communication look like now amongst women in the workplace with the increase of SIT’s as an acceptable communication channel to exchange messaging?

*Perceptions and Systems within the Workplace*

Individuals who are classified as having lower levels of communication apprehension typically exude behaviors contrary to those of high communication apprehension. Most individuals with low communication apprehension are perceived by others to enjoy asserting their views with little anxiety or fear of communication. These individuals in a work environment tend to speak up in meetings, approach their colleagues for help on assignments or if a conflict arises. Perception plays a huge role in how communication apprehension is received by others. This is why perceptions within our workplace systems are an important topic to address within this research study. If you happen to work within an environment where interpersonal communication may be expected and or required, how you are perceived as a communicator can have an even larger impact on the many variables affecting your job including: job satisfaction, performance, and the relationships with your coworkers . In many organizations, interpersonal communication between at least two people (ex: supervisor, employee) is a frequent encounter. Katz and Kahn (1966) suggest that, “organizations should be viewed as social systems where the exchange of information (communication) is pertinent to accomplishing those goals” (p. 209). Again, we have evidence supporting the immense importance that communication plays in daily exchange within a workplace environment. With more and more women entering the corporate environment and choosing to prolong their educations and career goals, the need to focus on women and their communication in the workplace is of essential importance. How we choose to communicate with our female colleagues, may suggest trends emerging in an evolving context. Why we choose to communicate with our female colleagues, especially when given various options to choose from, will lend insight on psychological desires towards traditional verse nontraditional methods of communication.

*Job Satisfaction*

Research suggests that there is a link between communication apprehension and job satisfaction. Muchinsky (1977) suggests “that a respondent who has a positive feeling about communication within the organization also has positive feelings regarding the organization’s psychological environment, management in general, and the way employees identify with the organization” (p. 594). This suggests that if an employee feels they are able to communicate well within their organization, he or she is likely to have a higher level of job satisfaction and feel more inclusive in the workplace system. This is important towards our study because we want to focus on various communication channels and understand if one specific channel creates a higher sense of job satisfaction than another. In essence, does any perception of communication increase job satisfaction? Or is it that relational communication within the workplace increases job satisfaction? One theme is constant: individuals who voice their concerns and speak up at work feel greater job satisfaction than those that do not. Kramer, Callister, & Turban (1995) suggest “that one of the three primary strategies involved in how employees obtain information, is through initiating information-requesting communication that is initiated by your own free will” (p. 151). This is important because this highlights that it really does matter who initiates communication within the workplace system. For example, if you are always approached by your coworker for assistance and you never approach her when you need something, you may be giving her the perception that you are not interested in her, even though you respond to her initiated communication when requested.

Douglas (1990) suggest that “The better informed employees are, the less uncertain they are, the more satisfied they are with their jobs, and the greater their perceived performance” (p. 70). Strong communication is the foundation of any workplace system and the many relationships that exist within that system. How we communicate and why is changing however the need to maintain that foundation is essential.

*Relational Conflict within Organizations*

Deutsch (1973) defines relational conflict as “the existence of incompatible activity” within communication (pg. 145). Relational conflict within this context involves interpersonal communication between coworkers and worker/supervisor relationships and “often stem from perceptions of power-or lack thereof” (Myers, 2005, pg. 307). Research suggests that relational conflict is destructive, and can decrease an individual’s job satisfaction and performance at work. Relational conflict is something that no matter how trained or knowledgeable an individual is will always occur at some time or another. Simple differences or points of views can result in relational conflict. Mainly a difference in perception will cause a conflict to occur. There is good news: Myers (2005) suggests, “Relational and process conflict however, should be resolved early in the conflict situation to stave off employee dissatisfaction and poor work performance” (pg. 308). Since we know that conflicts are inevitable and will arise whether we like it or not, knowing that identifying and approaching this conflict immediately reassures us that our communication foundation in the work place is essential to the success of our employees and our organization. Research which investigates relational conflict within organizations is important because it suggests that relational conflict is influential in determining positive or negative perceptions within organizations. Because this specific style of conflict can become a contributing factor in consequential behaviors occurring within organizations, suggestions of early resolution are recommended. So, how does a female coworker approach and correct a relational conflict with another coworker? That all depends on what options and what preferred styles of communication she chooses, if she chooses to communicate at all with her colleague. High levels of communication apprehension individuals “are characterized by a low level of communicative verbal output” (McCroskey & Richmond, 1979, pg. 56). This means that you probably will not get a direct, face to face, interaction from this person if they perceive a conflict is occurring. How might she communicate her relational conflicts with her supervisor or with the coworker she is having an issue with? This is where technology and additional SIT’s are causing major changes in relational communication in the workplace, and the methods we employ to resolve these relational conflicts when they occur.

*Social Interactive Technologies (SIT’s)*

Mackeracher, 2004, states that “Learning involves the arousal and energy deployment of the human body*”* (p.123). By understanding the biological components of our communication traits, and being faced now with the opportunity to choose so many new options of communicating in the workplace, we need to assess how women feel about these changing trends, and perceive communication with their colleagues and supervisors. Social Interactive Technologies (SIT’s) such as: text messages, instant messenger, email and cell phone calls are all on the rise and becoming socially acceptable within the professional environment. Are we as women jumping on board to adapt our traditional preferred method of relational communication with methods that allow us more distance, freedom and discrepancy from our coworkers? Does changing our communication method from in person to SIT channels threaten our relationships? McPherson, Smith-Lovin, & Brashears, (2006) as cited in Boase (2006) Information, Communication & Society state “that this assumption is typically guided by concern that using communication technology may weaken social ties, increasing the prevalence of social isolation throughout society” (p. 491). Does this research indicate that when we incorporate technology communication into our workplace communication, we are creating an environment where isolation instead of relational contact will become the norm in workplace communication?

*Need for Further Research*

It is apparent that further research needs to be done to assess changes in workers perception towards new technologies incorporated into the workplace.

*Research Question*

What perceptions and behaviors do workers have towards using socially interactive technologies in the workplace, as opposed to traditional relational communication when communicating with their colleagues*?*

Chapter III – Methodology and Procedures

*Overview*

The goal of this study is to seek out a diverse group of women and men who are all full-time employees and assess their perceptions on the affect of socially interactive technologies and relational communication in the workplace. The researcher will examine perceptions and behaviors, and preferred action methods when communicating with colleagues.

*Sample and Participants*

A sample of 200 men and women will be asked to anonymously answer questions regarding their perception and behaviors towards various communication portals in the workplace. Criteria includes: Gender, Age, Ethnicities, Work Field, Worker Status, Education, Job Schedule, and Years Working. All participants must be 18 yrs of age or older and classified as a full-time employee. Participants will be chosen through a snowball sample.

*Variables*

Variables for this project include: relational communication portals, technology communication portals, and descriptive statistics.

*Measurements*

Descriptive statistics as well as perception and behavioral based questions will be distributed through a self created scale. The researcher will utilize survey monkey as the portal for this survey. Next, the scale will be validated by the IRB. Once validation is approved, the scale will be piloted through 10 participants and validated for reliability. The survey will then be dispersed to an audience of 200-400 participants through an email distribution list and a snowball sample.

*Procedure*

Each participant will be asked a set of questions pertaining to their perceptions and behaviors towards various communication portals in the workplace. Participants will be sent an email with a link for a survey to the survey monkey website. Anonymity will be secured by ensuring that participants visit the website in order to log into the survey instead of starting the survey directly from their email. Descriptive Statistics will be recorded within this survey and measured against dependent variables to establish any existing relationships.

*Data Analysis Process*

Data will then be collected and entered into SPSS for analytics testing. The data will then be analyzed using a series of Pearson Correlation tests to determine whether a relationship exists between communication behaviors, perceptions and descriptive statistics.

*Expected Presentation of Research Results*

The data will be formatted into tables representing the analytical tests performed to determine relationships or significant findings between variables. A written discussion will follow with significant findings and relationships.

*Procedures for Semester 1 (OCED 5301)*

This section will provide a list of the procedures needed to complete the first part of my research. Most of the procedures should align with specific objectives (see introduction); however, there are a few procedures that are done at the beginning and end of the semester that are more administrative in nature, and are referred to as pre and post contractual procedures. They will be evaluated on the procedures you contract to accomplish in a given semester.

*Pre-contractual*

1. Meet to discuss course structure.

*Contractual*

1. Identify the sample from the target population:

1.1 Describe the population

1.2 Determine the sample size

1.3 Develop stratification model

1.4 Determine Sample

1.5 Determine Submittal date for instrument to IRB

2. Develop an instrument that is both valid and reliable:

2.1 Draft instrument

2.2 Design a survey on survey monkey

2.3 Establish validity

2.4 Pilot the instrument with 10 participants

2.5 Establish reliability

2.6 Produce final instrument

3. Collect the data:

3.1 Send out pre-survey email to participants

3.2 Send out survey monkey link to participants

3.3 Disperse survey to all applicants (monitor progress)

3.4 Collect data and hold in secure location

3.5 Send email to participants post completion of survey

3.6 Complete formative and summative evaluations

3.7 Complete interim report

Table 1: Time line (including hours) for objectives and tasks for Semester 1 (OCED 5301).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Pre** | **1** | **2** | **3** | **4** | **SB** | **5** | **6** | **7** | **8** | **9** | **10** | **Post** | **Hrs.** | **Finish Date** |
| **Review objectives and tasks** |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 1/20 |
| **Objective 1: Identify a sample for the study.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1**: Determine population |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 2/17 |
| **1.2**: Determine sample size |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 2/17 |
| **1.3**: Develop stratification model |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 2/17 |
| **1.4**: Select sample |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 2/17 |
| **1.5:** Submittal date to IRB |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 2/24 |
| **Objective 2: Produce a data collection instrument.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1:** Draft instrument |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 2/24 |
| **2.2:** create in survey monkey |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2/24 |
| **2.3**: confirm Validity |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/3 |
| **2.4**: Pilot |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/10 |
| **2.5**: confirm Reliability |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/22 |
| **2.6** Produce final instrument |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/25 |
| **Objective 3: Collect a data set using the instrument** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.1**: pre survey email |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/26 |
| **3.2**: survey link dispersed to round one |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 3/31 |
| **3.3**: Disperse survey and monitor to all participants |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 4/14 |
| **3.4:** collect data |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 4/30 |
| **3.5:** post email |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 5/5 |
| **3.6:** Complete formative and summative evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | 5/12 |
| **3.7:** Complete interim report |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 5/12 |
| Hours per week | 10 | 10 | 10 | 10 | 10 |  | 20 | 20 | 20 | 30 | 30 | 30 |  | 200 |  |

*Procedures for Semester 2 (OCED 5302)*

In this section you will list all of the procedures needed to complete the second part of the research. Most of the procedures should align with specific objectives (see introduction); however, there are a few procedures that are done at the beginning and end of the semester that are more administrative in nature, and are referred to as pre and post contractual procedures. I will be evaluated only on the procedures contracted to accomplish in a given semester; however, other the other activities are part of my overall grade for the course.

*Pre-contractual*

1. Meet to discuss course structure
2. Review objectives and tasks

*Contractual*

4. Analyze the information:

4.1 Create spreadsheet to enter in data

4.2 Enter Data into SPSS

4.3 Run Statistical Tests on Data

4.4 Organize data into charts

* 1. Prepare written notes to describe analytic findings

1. Prepare information into a summative report:

5.1 Write report.

* 1. Edit report.
  2. Final Report.
  3. Create Power Point Presentation

*Post-contractual*

Present findings at graduate forum

1. Complete formative and summative evaluations
2. Complete final report
3. Submit final report to University Commons

*Start Date and Duration of Activity.*

Table 2: Time line (including hours) for objectives and tasks for Semester 2 (OCED 5302).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task** | **Pre** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **Post** | **Hrs.** | | **Finish Date** |
| **Meet to discuss course structure** |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | | 9/1 |
| **Review objectives and tasks** |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | | 9/1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |
| **Objective 4:** Organize/Preparation of Data |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |
| **4.1**: Create spreadsheet to enter in data |  |  |  |  |  |  |  |  |  |  |  |  |  | 30 | | 9/25 |
| **4.2**: Enter Data into SPSS |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | | 10/9 |
| **4.3**: Run Statistical Tests on Data |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | | 10/16 |
| **4.4**: Organize data into charts |  |  |  |  |  |  |  |  |  |  |  |  |  | 30 | | 11/6 |
| **4.5:** Prepare written notes to describe analytic findings |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | | 11/13 |
| **Objective 5: Produce a report.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |
| **5.1**: Write report |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | | 11/20 |
| **5.2**: Edit |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | | 11/27 |
| **5.3:** Final Proof |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | | 12/1 |
| **5.4:** Create P.P. |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 | | 12/6 |
| Present Findings |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | | 12/9 |
| Complete formative and summative evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | | 12/9 |
| Complete final report |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | | 12/9 |
| Submit report to University Commons |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | | 12/9 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |
| Hours per week | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | | 300 |  |

Chapter IV – Research Evaluation Plan

*Formative Evaluation*

The formative evaluation allows the faculty responsible for my research to evaluate my ability to conduct the nuts and bolts of the research process. The evaluation is not concerned with what I found (my results), but with how I went about developing a finding.

*Procedures to be Evaluated*

The researcher will assume evaluative accountability for the following:

*Contractual*

Identify the sample from the target population.

1.1 Describe the population

1.2 Determine the sample size

1.3 Develop stratification model

1.4 Select sample

Develop an instrument that is both valid and reliable.

2.1 Draft instrument

2.2 Design a survey on survey monkey

2.3 Establish reliability

2.4 Pilot survey

2.5 Produce final instrument

Collect the data.

3.1 Send out survey monkey link to participants

3.2 Distribute Communication App survey to participants in person

3.3 Collect data and hold in secure location

The next objective is to collect the data. I will collect the data in two parts. The

Independent survey will be administered via email through survey monkey. The PRCA will be administered in person within the organizations.

4.1 Create spreadsheet to enter in data

* 1. Enter Data into SPSS
  2. Run Statistical Tests on Data
  3. Organize data into charts
  4. Prepare written notes to describe analytic findings

4.6 Create spreadsheet to enter in data

5.1 Write report. Edit report.

5.2 Final Report.

5.3 Create Power Point Presentation

*Evaluation Parameters (Time and Quality)*

For the purposes of this research the procedures you contract to complete will be evaluated based on your estimate of the time required to accomplish the procedure and your instructor’s assessment of how well the procedure was accomplished. In the appendix are two forms for each semester that allows you to capture the amount of time spent and how well you did on each procedure. You need to describe how those forms apply to your project.

It is my obligations for this project, to self direct my research project needs and meetings through Dr. Dietz for final completion of this project in fall of 2010. I will assess through weight and measurement what each objective is worth pertaining to my grade value. It is important to assign a percentage to each objective that I consider to be fair in order for Dr. Dietz to accurately provide a measurable assessment of my work. Below I established each product and what I consider to be a fair depiction of the weight of each objective.

*Weight:* The weight of the formative part of the evaluation will be 50%. I feel that the details and structure of the research project should be weighed at half of the total final grade because the actual tasks and processes involved in the research project are a true reflection of the work and learning received through this project.

*Summative Evaluation*

The summative evaluation looks at the products and results of the research project.

*Products to be Evaluated*

Population and sample size will be the first established product. I will need to determine various business organizations that will allow me to survey their women employees. I will need to obtain a minimum of 200 participants to collect enough data to establish significant relationships. If I am unable to recruit 200 participants through organizations, I will use a snowball sample through email distribution to contact my audience.

An instrument to measure perceptions of technology communication vs. relational communication will be the next product to establish in my research process. I have decided to conduct a quantitative and qualitative survey that includes measurable categories as well as an opportunity for participants to answer in their own words a few questions. I will use a thematic analysis through qualitative measures to assess this portion of the survey. The survey will be completed through survey monkey. I will distribute the PRCA to each participant and this procedure will be completed in person and anonymously. The participant’s levels of communication apprehension will be assessed using the Personal Report of Communication Apprehension (Richmond & McCroskey, 1985, p. 166). Communication apprehension can be self-measured through the PRCA 24, a tool designed to determine one’s individual level of anticipation towards communication. The PRCA-24 can predict behavior only if a person’s score is extremely high or low (McCroskey, Richmond, & David, 1986, p. 173). The Alpha reliability of the PRCA usually ranges from .93-.95. A score of 50 or less indicates low levels of communication apprehension; a score of 51-80 indicates moderate apprehension and a score of 81 or higher indicates high communication apprehension (McCroskey et al., 1986, p. 175). This measurement consists of 24 questions on a 5 point-Likert scale.

The next product to establish once all data is collected will be a spreadsheet that enables me to code and clean each category of measurable data received. I will create this spreadsheet through excel. Through a thematic analysis I will create a chart table that established reoccurring themes, categories and concepts, including direct quotes from participants.

The next product to be established will be my final measurement collection for SPSS. I will transfer all of my collected information from my spreadsheet into SPSS and begin running statistical tests.

The next product to be established will be a written assessment including additional graphs and charts of statistical findings. I will use this product as the first draft of my final report.

The next product to be established will be a completed final report that concludes all of the significant and unique findings established through my research.

The next product to be established will be a Power Point presentation that I will present at the graduate forum for completion of the MSIS Program Research Requirements.

*Evaluation Parameters*

Here is a description of the quantitative characteristic of each product, the standards, how it will be evaluated, and how the summative evaluation form will be used:

My first project objective is to determine the sample size I need, as well as the target population I desire. I am still weighing out whether I would like to focus my research on 2-3 specific organizations or whether I would like to use a snowball sample and distribute the survey through email distribution. To assess that the results for this objective are achieved, I will need to collect a minimum of 200 surveys and PRCA scales from my target population.

The next objective is to develop an instrument that is both valid and reliable. The PRCA has already been established to have established reliability. I will work closely with Dr. Dietz on my independent created survey to ensure that both validity and acceptable levels of reliability are established. I will pilot my independent created survey to a group of 10-20 participants to help assess reliability. I will then take those results and make editions in the final completion of an acceptable scale to measure perceptions of technology communication vs. relational in the workplace. Results of this objective will be measured if all tasks are completed.

The next objective is to collect the data. I will collect the data in two ways. The independent survey will be administered via email through survey monkey. I will administer the PRCA in person to each participant. I have established a time frame of three to four weeks to complete the objective of data collection. It is through this time frame that the results of this objective will be measured.

The next objective is the analytics of the data collection. I will create a spreadsheet in excel to clean and code the data collection. The next step will be to move all of the data into the SPSS system. Once each category is established in SPSS I will begin measurement of variables. For the qualitative aspect of the survey, I will code similar words or themes and create a thematic table with my findings. Results of this objective will be measured through the correct completion of data entry and statistical tests.

The next objective is to create a final report with all of the significant and unique findings. This report will include charts, tables, graphs and a discussion section explaining what findings were established. The report will include a limitations section, as well as suggestions for future research. The results of this objective will be measured by the completion of the report.

The final objective is to create a power point presentation and report all findings at the graduate forum. Results of this objective will be measured through the completion of the PP and the Presentation.

*Evaluation Parameters and Characteristics*

Here is a description of the qualitative characteristic of each product, the standards, how it will be evaluated, and how the summative evaluation form will be used:

For objective one, determining the target population will be the qualitative characteristic measured. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants. Dr. Dietz will use the Summative form located in the appendix as the evaluation tool.

For objective two, the researcher must create a valid and reliable tool to measure female perceptions of technology communication vs. relational in the workplace. The qualitative characteristic of the established instrument is the representation of acceptable reliability and validity. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants. Dr. Dietz will use Summative form II located in the appendix as the evaluation tool.

For objective three, the researcher must collect data from participants. The qualitative characteristic of the data collection is determined by the amount of completed and purposeful surveys were collected. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants. Dr. Dietz will use Summative form III located in the appendix as the evaluation tool.

For objective four, the researcher must clean and analyze the data collected. The qualitative characteristic pertaining to analytics includes the creation of correct charts, tables, and description of findings. This includes assessing that the data was cleaned and coded correctly, as well as entered into SPSS correctly and that the correct tests were performed to determine relationships. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants. Dr. Dietz will use Summative form IV located in the appendix as the evaluation tool.

The fifth and final objective is the creation of the final report and power point presentation for presenting findings. The report must be written in conjunction with APA guidelines, and must include the following sections: Intro, Literature Review, Methodology, Data Analysis, Discussion, Limitations and Future Research Opportunities. These characteristic can be evaluated by obtaining resources to confirm that all guidelines have been met. The power point presentation must include all cited sources and information collected as well as a rounded depiction of the research process and findings. Along with the PP will be the presentation to the graduate forum. These characteristics will be confirmed through the action of delivering the presentation. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants. Dr. Dietz will use Summative form V located in the appendix as the evaluation tool.

*Weight:* The summative evaluation looks at the final results of this project and I believe should be worth 50%.

*Independent Evaluator:* Identify the individual and document their area of expertise related to the research project. You may want to include a brief biographical description for the evaluator. They should qualify as a subject matter expert for your topic area.

My independent evaluator for this research project will be Reny Budan, Human Resources Director. Reny also works in Leadership and Development Training and has over 20 years of experience administering and creating workplace adult education focused courses. Reny has a background in Sociology and Industrial Psychology with an emphasis in Communications. In this project, I will be focusing on communication traits as well as communication channels to determine social behaviors amongst women in the workplace. We will examine technological communication avenues as well as relational communication avenues in the workplace. I chose Reny as my independent evaluator because he is currently in the field that I am seeking to obtain an opportunity for career advancement. Reny has been my mentor for numerous papers as well as projects in the work place and encouraged me to seek out more education in adult learning and communication, my desired areas of interest.

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Appendix

Research Contract I

Texas State University

Student Michele Rivera

Address 11402 Esperanza Dr. Austin, TX 78739

Work Phone Number 512-791-5149 Course Number: OCED 5301

Title of Proposed Activity Assessing Women’s Perceptions of Technology Communication vs. Relational Communication in the Workplace

Faculty Advisor A. Steven Dietz, PhD Agency Texas State University

Address Occupational Education San Marcos, Texas 78666

Work Phone Number 512-245-2115

1. GOALS
2. Assist the researcher in translating theory into practice.
3. Develop and refine the research skills of the researcher.

II. OBJECTIVES

The researcher will work cooperatively with the faculty advisor in accomplishing the following objectives:

1. Describe and determine the population.
2. Develop an instrument that is both valid and reliable.
3. Collect the data.

III. PROCEDURES

The research will accomplish the aforementioned objectives by completing the following:

1.1 Describe the population

1.2 Determine the sample size

1.3 Select sample

2.1 Draft instrument

2.2 Establish validity

2.3 Pilot the survey

2.4 Establish reliability

2.5 Produce final instrument

3.1 Send out survey monkey link to participants

3.2 Collect data

3.3 Hold in secure location

IV. RESPONSIBILITIES

1. University
2. The faculty advisor will provide supervision and guidance to the researcher.
3. The faculty advisor will provide consultation on problem related to the research.
4. Researcher
5. The researcher will participate in weekly meetings with the faculty advisor.
6. The researcher will assume full responsibility for executing the objectives of the contract.

C. Duration and Hours per Week

Beginning Date: 2/8/2010 Ending Date 5/8/2010

Number of Weeks: 10

Total Number of Contractual Hours: 200

Average Hours/Week: 20

V. TERMINATION

By the University:

The faculty advisor reserves the right to terminate the contract upon clear evidence that the research does not contribute to the researcher’s professional competencies, or if the researcher’s personal actions are deemed to be a source of embarrassment to or detrimental to the best interests of the University.

Researcher Date Faculty Advisor Date

Research Contract II

Texas State University

Student Michele Rivera

Address 11402 Esperanza Dr. Austin, TX 78739

Work Phone Number 512-791-5149 Course Number: OCED 5301

Title of Proposed Activity Assessing Women’s Perceptions of Technology Communication vs. Relational Communication in the Workplace

Faculty Advisor A. Steven Dietz, PhD Agency Texas State University

Address Occupational Education San Marcos, Texas 78666

Work Phone Number 512-245-2115

I. GOALS

1. Assist the researcher in translating theory into practice.

2. Develop and refine the research skills of the researcher.

II. OBJECTIVES

The researcher will work cooperatively with the faculty advisor in accomplishing the following objectives: *(Usually the work in semester 2 will begin with objective 3, 4 or 5.)*

4. Run Statistical Tests

5. Create and Present Findings

III. PROCEDURES

The research will accomplish the aforementioned objectives by completing the following:

* 1. Create spreadsheet to enter in data

4.2 Enter Data into SPSS

* 1. Run Statistical Tests on Data
  2. Organize data into charts
  3. Prepare written notes to describe analytic findings

5.1 Write report. Edit report.

5.2 Final Report complete

5.3 Create Power Point Presentation

IV. RESPONSIBILITIES

A. University

1. The faculty advisor will provide supervision and guidance to the researcher.
2. The faculty advisor will provide consultation on problem related to the research.

B. Researcher

1. The researcher will participate in weekly meetings with the faculty advisor.
2. The researcher will assume full responsibility for executing the objectives of the contract.

C. Duration and Hours per Week

Beginning Date: 9/1/10 Ending Date: 12/9/10

Number of Weeks: 10

Total Number of Contractual Hours: 250

Average Hours/Week: 20

V. TERMINATION

By the University:

The faculty advisor reserves the right to terminate the contract upon clear evidence that the research does not contribute to the researcher’s professional competencies, or if the researcher’s personal actions are deemed to be a source of embarrassment to or detrimental to the best interests of the University.

Researcher Date Faculty Advisor Date

**Formative Evaluation Form for Quantity – Spring 2010**

Research Name: Michele Rivera

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week No.** | **Hours/Week** | **Advisor’s Initials & Date** | **Objective No.** | **Procedure No.** |
| Third |  |  |  |  |
| Fourth |  |  |  |  |
| Fifth |  |  |  |  |
| Sixth |  |  |  |  |
| Seventh |  |  |  |  |
| Eighth |  |  |  |  |
| Ninth |  |  |  |  |
| Tenth |  |  |  |  |
| Eleventh |  |  |  |  |
| Twelfth |  |  |  |  |
| Thirteenth |  |  |  |  |
| Fourteenth |  |  |  |  |
| Fifteenth |  |  |  |  |
| TOTAL HOURS EXPENDED |  |  |  |  |

I certify that the above information is accurate.

Signature of Faculty Advisor: Date:

/ =

Hours Contracted

Expended Hours

## FOR OFFICE USE ONLY

Formative Evaluation Form for Quality – Semester Spring 2010

Student: Michele Rivera

Please evaluate the researcher’s performance on the following specific duties and check the box that best describes their performance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific procedural statements performed by the researcher: | Unsat. 20 pts. | Poor  40 pts. | Average  60 pts. | Good  80 pts. | Superior  100 pts. |
| Describe the population |  |  |  |  |  |
| Determine the sample size |  |  |  |  |  |
| Develop stratification model |  |  |  |  |  |
| Select sample |  |  |  |  |  |
| Draft instrument |  |  |  |  |  |
| Design a survey on survey monkey/ Establish reliability |  |  |  |  |  |
| Pilot the instrument with 10-20 participants/ Produce final instrument |  |  |  |  |  |
| Send out survey monkey link to participants |  |  |  |  |  |
| Distribute Communication App survey to participants in person |  |  |  |  |  |
| Collect data and hold in secure location |  |  |  |  |  |
| File Data in secure location |  |  |  |  |  |

/ =

### Total Points No. of Procedural

Sentences

**FOR OFFICIAL USE ONLY**

Please identify areas that need to be improved.

Please make any general comments that you feel are appropriate.

Signature of Faculty Advisor Date

**Formative Evaluation Form for Quantity – Fall 2010**

Research Name: Michele Rivera

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week No.** | **Hours/Week** | **Advisor’s Initials & Date** | **Objective No.** | **Procedure No.** |
| Third |  |  |  |  |
| Fourth |  |  |  |  |
| Fifth |  |  |  |  |
| Sixth |  |  |  |  |
| Seventh |  |  |  |  |
| Eighth |  |  |  |  |
| Ninth |  |  |  |  |
| Tenth |  |  |  |  |
| Eleventh |  |  |  |  |
| Twelfth |  |  |  |  |
| Thirteenth |  |  |  |  |
| Fourteenth |  |  |  |  |
| Fifteenth |  |  |  |  |
| TOTAL HOURS EXPENDED |  |  |  |  |

I certify that the above information is accurate.

Signature of Faculty Advisor: Date:

/ =

Hours Contracted

Expended Hours

## FOR OFFICE USE ONLY

Formative Evaluation Form for Quality – Fall 2010

Student: Michele Rivera

Please evaluate the researcher’s performance on the following specific duties and check the box that best describes their performance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Specific procedural statements performed by the researcher: | Unsat. 20 pts. | Poor  40 pts. | Average  60 pts. | Good  80 pts. | Superior  100 pts. |
| Create spreadsheet to enter in data |  |  |  |  |  |
| Clean and Code Data in excel spreadsheet |  |  |  |  |  |
| Enter Data into SPSS |  |  |  |  |  |
| Run Statistical Tests on Data |  |  |  |  |  |
| Determine existing relationships amongst variables |  |  |  |  |  |
| Organize data into charts |  |  |  |  |  |
| Prepare written notes to describe analytic findings |  |  |  |  |  |
| Write report |  |  |  |  |  |
| Edit report. |  |  |  |  |  |
| Create final report |  |  |  |  |  |
| Create Power Point Presentation |  |  |  |  |  |

/ =

### Total Points No. of Procedural

Sentences

**FOR OFFICIAL USE ONLY**

Please identify areas that need to be improved.

Please make any general comments that you feel are appropriate.

Signature of Faculty Advisor Date

Summative Evaluation Form I

Name: Michele Rivera

Product Description: For objective one determining the target population will be the qualitative characteristic measured. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants.

Quantitative Characteristic(s)

1. On the scale below, did the sample contain enough participants to determine saturation?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Participants  200 | 50 | 90 | 120 | 200 |
| Points:  50 | 20 | 30 | 40 | 50 |

Qualitative Characteristic(s)

2. On a scale from 1 to 5, was the sample reliable?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No Diversity |  |  |  | Very Diverse |
| 1 | 2 | 3 | 4 | 5 |
| Points:  10 | 20 | 30 | 40 | 50 |

Independent Evaluator Date

Summative Evaluation Form II

Name: Michele Rivera

Product Description: For objective two the researcher must create a valid and reliable tool to measure worker perceptions of technology communication vs. relational in the workplace. The qualitative characteristic of the established instrument is the representation of acceptable reliability and validity. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants.

Quantitative Characteristic(s)

1. Was the instrument reliable?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Questions  (20) | 5 | 10 | 15 | 20 |
| Points:  50 | 20 | 30 | 40 | 50 |

Qualitative Characteristic(s)

2. Was the instrument valid?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Accepted Validity |
| 1 | 2 | 3 | 4 | 5 |
| Points:  10 | 0 |  |  | 10 |

Independent Evaluator Date

Summative Evaluation Form III

Name: Michele Rivera

Product Description: For objective three the researcher must collect data from participants. The qualitative characteristic of the data collection is determined by the amount of completed surveys that were collected. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants.

Quantitative Characteristic(s)

1. How many surveys were collected?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # of surveys collected  (200) | 50 | 100 | 150 | 200 |
| Points:  50 | 20 | 30 | 40 | 50 |

Qualitative Characteristic(s)

2. On a scale from 1 to 5 with 5 being the highest, were all of the questions answered on the surveys?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1-10 answered | 10-15 answered | 15-19 questions answered | 20 questions answered |
| 1 | 2 | 3 | 4 | 5 |
| Points:  10 | 3 | 6 | 9 | 10 |

Independent Evaluator Date

Summative Evaluation Form IV

Name: Michele Rivera

Product Description: For objective four the researcher must clean and analyze the data collected. The qualitative characteristic pertaining to analytics includes the creation of correct charts, tables, and description of findings. This includes assessing that the data was cleaned and coded correctly, as well as entered into SPSS correctly and that the correct tests were performed to determine relationships. The grading scale will be one to five, one being the lowest and five being the highest, to evaluate if the sample represents a random representation of participants.

Quantitative Characteristic(s)

1. Was the data coded and cleaned correctly?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| # of correct entries | 50 | 90 | 130 | 200 |
| Points:  50 | 20 | 30 | 40 | 50 |

Qualitative Characteristic(s)

2. On a scale from 1 to 5 with 5 being the highest, were the measures consistent with APA?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Completely consistent |
| 1 | Low | Med | High | 5 |
| Points:  10 | 3 | 6 | 9 | 10 |

Independent Evaluator Date

Summative Evaluation Form V

Name: Michele Rivera

Product Description: The fifth and final objective is the creation of the final report and power point presentation for presenting findings. The report must be written in conjunction with APA guidelines, and must include the following sections: Intro, Literature Review, Methodology, Data Analysis, Discussion, Limitations and Future Research Opportunities. These characteristic can be evaluated by obtaining resources to confirm that all guidelines have been met. The power point presentation must include all cited sources and information collected as well as a rounded depiction of the research process and findings.

Quantitative Characteristic(s)

1. Did the final report contain the required sections?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number of Chapters  6 | 3 | 4 | 5 | 6 |
| Points:  50 | 20 | 30 | 40 | 50 |

Qualitative Characteristic(s)

2. On a scale from 1 to 5 with 5 being the highest, how well did the final presentation provide a well rounded depiction of the research question?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Low | Med | High | Completely Consistent |
|  | 2 | 3 | 4 | 5 |
| Points:  10 | 3 | 6 | 9 | 10 |

Independent Evaluator Date

Agency Approval

IRB Training

|  |
| --- |
| Michele Rivera (Member ID: 995015) |

|  |  |
| --- | --- |
| |  | | --- | | **CITI Collaborative Institutional Training Initiative** | |

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| --- | --- |
| [**Resources**](https://www.citiprogram.org/members/announcements.asp?strKeyID=3ABE262B-29AE-488C-9B7F-FADBD5A6B2B2-4978733) | [**Main Menu**](https://www.citiprogram.org/members/mainmenu.asp?strKeyID=3ABE262B-29AE-488C-9B7F-FADBD5A6B2B2-4978733) | [**Select Language**](https://www.citiprogram.org/members/selectlanguage.asp?strKeyID=3ABE262B-29AE-488C-9B7F-FADBD5A6B2B2-4978733) | [**Logoff**](https://www.citiprogram.org/logoff.asp?strKeyID=3ABE262B-29AE-488C-9B7F-FADBD5A6B2B2-4978733&action=LogOff&language=english&co=0) |

# Modules Completed for Stage

**Institution:   Texas State University - San Marcos**

**Group:   Social and Behavioral Research**

**Stage:   1. Basic Course (Ref #: 2076143)**

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| **Required Modules** | **Date Completed** | **Score** |
| Introduction | 09/02/08 | No quiz |
| History and Ethical Principles - SBR | 09/02/08 | 6/7 (86%) |
| Defining Research with Human Subjects - SBR | 09/02/08 | 4/4 (100%) |
| The Regulations and The Social and Behavioral Sciences - SBR | 09/02/08 | 5/5 (100%) |
| Assessing Risk in Social and Behavioral Sciences - SBR | 09/02/08 | 5/5 (100%) |
| Informed Consent - SBR | 09/02/08 | 4/4 (100%) |
| Privacy and Confidentiality - SBR | 09/02/08 | 3/4 (75%) |
| Research with Prisoners - SBR | 09/02/08 | 4/4 (100%) |
| Research with Children - SBR | 09/02/08 | 5/5 (100%) |
| Research in Public Elementary and Secondary Schools - SBR | 09/02/08 | 5/5 (100%) |
| International Research - SBR | 09/02/08 | 4/4 (100%) |
| Internet Research - SBR | 09/02/08 | 5/5 (100%) |
| Workers as Research Subjects-A Vulnerable Population | 09/02/08 | 3/4 (75%) |
| Conflicts of Interest in Research Involving Human Subjects | 09/02/08 | 2/2 (100%) |

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| |  | | --- | | **Michele Rivera (Member ID: 995015)** |  |  |  | | --- | --- | | |  | | --- | | **CITI Collaborative Institutional Training Initiative** | |  |  |  | | --- | --- | | [**Resources**](https://www.citiprogram.org/members/announcements.asp?strKeyID=7755DCD6-6B5F-407D-B571-5BCDF6BE0F52-5059618) | [**Main Menu**](https://www.citiprogram.org/members/mainmenu.asp?strKeyID=7755DCD6-6B5F-407D-B571-5BCDF6BE0F52-5059618) | [**Select Language**](https://www.citiprogram.org/members/selectlanguage.asp?strKeyID=7755DCD6-6B5F-407D-B571-5BCDF6BE0F52-5059618) | [**Logoff**](https://www.citiprogram.org/logoff.asp?strKeyID=7755DCD6-6B5F-407D-B571-5BCDF6BE0F52-5059618&action=LogOff&language=english&co=0) |  Course Completion History **Institution:   Texas State University - San Marcos**  **Human Research Curriculum**  **Institutional Review Board**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Ref #** | **Start Date** | **Required Modules** | **Elective Modules** | **Score** | **Passing Score** | **Completion Date** | **Expiration Date** | **Modules Completed** | **Print Completion Report** | | 2. Refresher Course | 3843686 | 12/15/09 | Completed | None Required | 98 | 80 | 12/15/09 | 12/15/11 | [Modules Completed](https://www.citiprogram.org/members/learnersII/memberstagemodules.asp?strKeyID=2163E032-C06B-4C40-9CA3-E956760F7CCE-5059618) | [Print Completion Report](https://www.citiprogram.org/members/learnersII/crbystage.asp?strKeyID=2163E032-C06B-4C40-9CA3-E956760F7CCE-5059618) |     **Social and Behavioral Research**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Stage** | **Ref #** | **Start Date** | **Required Modules** | **Elective Modules** | **Score** | **Passing Score** | **Completion Date** | **Expiration Date** | **Modules Completed** | **Print Completion Report** | | 1. Basic Course | 2076143 | 09/02/08 | Completed | None Required | 95 | 80 | 09/02/08 | 09/02/10 | [Modules Completed](https://www.citiprogram.org/members/learnersII/memberstagemodules.asp?strKeyID=60B4CBEA-7107-4E62-ACE8-71C90C83D4B0-5059618) | [Print Completion Report](https://www.citiprogram.org/members/learnersII/crbystage.asp?strKeyID=60B4CBEA-7107-4E62-ACE8-71C90C83D4B0-5059618) |  |  | | --- | | [Home](https://www.citiprogram.org/default.asp?language=english) | [CME/CEU](https://www.citiprogram.org/citidocuments/cme/index.htm) | [Copyright and Disclaimer](https://www.citiprogram.org/disclaimer.asp?language=english) | [About Us](https://www.citiprogram.org/aboutus.asp?language=english) | [Acknowledgements](https://www.citiprogram.org/acknowledgements.asp?language=english) | [Contact Us](https://www.citiprogram.org/contactus.asp?language=english) | |

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##### **Proposal Evaluation**

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| **Characteristic** | **Unsatisfactory**  **20 pts.** | **Poor**  **40 pts.** | **Average**  **60 pts.** | **Good**  **80 pts.** | **Superior**  **100 pts.** |
| 1. How well is the research problem stated? |  |  |  |  |  |
| 2. Is the research purpose clearly stated? |  |  |  |  |  |
| 3. Are the research objectives formatted correctly? |  |  |  |  |  |
| 4. Do the assumptions and limitations seem to addresses consequences associated with the proposed research? |  |  |  |  |  |
| 5. Does the review of the literature provide a reasonable theoretical argument for conducting the research? |  |  |  |  |  |
| 6. Is the review of the literature well organized? |  |  |  |  |  |
| 7. Do the research questions align with the purpose of the research and the review of the literature? |  |  |  |  |  |
| 8. How appropriate is the scope and sequence of the procedures for the research? |  |  |  |  |  |
| 9. Is the formative evaluation model adequately described? |  |  |  |  |  |
| 10. Does the summative evaluation model identify products, standards, and the product evaluation forms? |  |  |  |  |  |
| 11. How clearly is the proposal written and presented overall? |  |  |  |  |  |
| 12. Is the proposal consistent with APA guidelines? |  |  |  |  |  |

Total points / 12 =

Researcher’s Signature