

LEARNING GUIDE



**INTERACTIVE
LEARNING GUIDE**



**GRC 500
MBA Program Planning &
Practices & Knowledge TRA**



CALUNIVERSITY

Vision ~ Brilliance ~ Success

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CHAPTER ONE

Establishing Vision, Plan and Action

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Analyze the steps to achieve success.
2. Understand a vision statement for your life.
3. Evaluate the secrets of success delivered by Richard St. John.
4. Create a personal vision through blogging.

**Scenario:**

National Tourism College announced an expedition competition to explore the African desert. Team A and Team B were the participants. Team A decides the final destination to reach, plans the route, calculates the needs and resources for the expedition, and start their journey. Team B gets a good car, loads some resources and kick start their journey. Can you guess the winners of this expedition? Obviously, Team A won the competition. Team B got lost in the midst of the desert and required help from the rescue force to return home safely.

In the given case, winners had decided on their destination, planned the easiest route and necessary resources, and executed everything as per the plan.

If you want to achieve Success, you must:

1. Have a *Vision*
2. *Plan* to accomplish the vision
3. *Act (action)* according to the plan

OVERVIEW**Creating a vision statement for your life**

Creating a vision for life is similar to setting a destination for your journey. To identify the vision for your life, explore the categories below and create a framework:

- **Check your financial responsibilities:**

Calculate your annual income and cash flow. Be responsible towards your savings and investments. Think on the tangibles you wish to possess: a new house, a new car, etc.

- **Find your ideal job or career:**

How do you feel about your current job? Are you satisfied with the recognition and compensation? Now visualize your ideal job or career.

- **Focus on your leisure time and relationships:**

Think of the activities you are doing during the leisure time: Pursuing your hobbies? What type of vacation are you planning? Are you allotting time for your family and friends? Are they loving and supportive? Now think about the things you can do together.

- **Concentrate on your health:**

Are you suffering from any disease? Think of the ways to reduce its impact. Do you feel healthy and energetic all day? Are you following a balanced diet? Do you exercise regularly? If not, follow a good diet and schedule time for exercise.



- **Accomplish your personal ambitions:**

What type of personal goals do you wish to accomplish? Do you want to attend training/workshops for career advancement? Would you like to nurture your spiritual feeling? Do you love to learn new things? Do you have a desire to visit new lands? Think of all your personal ambitions and plan to pursue the same.

- **Caring about your community:**

Research about the community you live in if it is operating perfectly. What kind of community activities or charitable work takes place in your community? Think about your participation in community activities and the difference it makes.

In order to create a balanced and successful life, create a vision after considering the points given above. At this stage of the process, it is not necessary to know exactly how you are going to get there. All that is important is that you figure out your life's vision and purpose.



Know the secrets of success (derived from 7 years of research + 500 interviews) by Richard St. John (Video Duration: 03:33)

http://www.ted.com/talks/lang/eng/richard_st_john_s_8_secrets_of_success.html

OVERVIEW**Activity 1:**

For this assignment, you will be using the course blog. To reach this space, go to the left side of your screen and click on the participants tab. Then select the blog tab and add your entry. **Note that this is a continuous assignment.**

Now answer each of the questions given below and post your thoughts to the blog. Later, you can formulate your personal vision analyzing the thoughts presented on your blog.

Questions to ponder:

1. Home: Where and how do you live?
2. Self Image: What are your personal qualities?
3. Tangibles: What material things do you own?
4. Health: What is your desire for health, fitness, athletics, and anything to do with your body?
5. Relationships: What types of relationships do you have with friends, family, and others?
6. Work: What is your ideal profession or vocation? What impact do your efforts have?
7. Personal Pursuits: What would you like to create for your life in the arena of individual learning, travel, reading, or other activities?
8. Community: What is your vision for the community or society you live in?
9. Other: What else, in any other area of your life, would you like to create?

Life purpose: Imagine that your life has a unique purpose fulfilled through what you do, your interrelationships, and the way you live. What is your calling? Describe that purpose.

CHAPTER TWO

Building a Plan to Reach Your Goals

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Analyze the importance of planning as a process of preparing a sequence of action steps.
2. Formulate the three kinds of organizational or individual goals to accomplish.
3. Identify goals and time management skills to better facilitate the achievements of goals in your life.
4. Design a detailed plan for pursuing the goals.



Planning is the process of preparing a sequence of action steps to achieve some specific goal. Planning helps in measuring the progress towards the goals or completion of the work.

Goal setting keeps you motivated to turn your dreams into reality. The activity assists you to choose the right destination and points out the areas to focus. You would also be able to identify the distractions you would be facing in the course of your plan. Every individual must create plans to achieve their goals successfully.

OVERVIEW

Identify your goals



Every organization or individual must set a goal to accomplish. Importantly the goal should be achievable, believable and conceivable. It is advisable to follow the 'SMART' pattern in goal setting: Specific, Measurable, Attainable, Realistic and Time-bound.



Know the importance of Setting Goals from Zig Zaggler
(Video Duration: 05:08)

http://www.youtube.com/watch?v=Ae-VJ_lauCw

Know the three kinds of goals

- **Short-term goals** focus on planning a task/ work/ daily activities for limited period (days, weeks and months). Most organizations plan their monthly tasks to achieve goals like sales target, increased productivity, etc. While accomplishing the short-term goals the entire organization would feel elated and motivated. Individuals must break their long-term goal into short-term goals to stay focused and to achieve the plans easily.

E.g. Nick aspires to be a distinction holder in law studies (short-term goal)

- **Medium-term goals** are built on the foundation of the short-term goals. In simple terms, it forms an extension of the short-term goal.

E.g. Sara seeks to be a distinction holder throughout her education.

- **Long-term goals** forms the most meaningful and important goals. They are set for a long period (five year or more than twenty years). Most organizations set long-term goals, but soon the organization faces trouble in staying focused. Staying focused is crucial for accomplishing the goal.

E.g. Nick aspires to be an eminent corporate lawyer (long-term goal) in 5 years.

OVERVIEW

How to plan?



The process of planning is like a map that would guide and estimate the progress of the work. Planning is not about sketching an outline of the work but working in detail.

While preparing a plan for the goal, one must:

- **Prepare a goal with a clear aim:** Creating a ‘SMART’ goal is highly recommended. The goal should be specific, measurable, attainable, realistic and time-bound.
- **Write a list of actions:** List down the options, ideas, and ways to achieve the goal without analyzing. This step involves generating different ideas and possible ways.
- **Analyze and prioritize:** The listed options are analyzed and prioritized based on the time constraints.
- **Organize the ideas into a plan:** After analyzing the options they should be arranged in a sequence of ordered action step. Also alternative simplified ideas are considered in this step
- **Monitor and review of the plan:** It is recommended to monitor the progress of the executed plan and reviewed for the betterment. Reviewing the plan and updating the status of the plan indicates the progress of accomplishing the goal.

Plan your time effectively:



“I wish a day has more than 24 hours”. “ I don’t have time”. “I’m busy”. “I don’t have time to clean my desk”. We would have heard or told many such reasons to others. The big question is that there is not enough time or I don’t know how to manage the time I do have. Even after planning well, many projects/tasks are postponed. The major reason behind the delay is the **improper time management**. As you will begin to understand, time management plays an important role in the planning process.

Set performance goals and stop worrying about outcomes!

Set your goals over which you have much control. Failing to achieve a personal goal for reasons beyond your control is really disappointing. The reasons for failure could be bad business environments or a sudden change in government policy. Draw goals based on personal performance so that you can keep control over the achievement of your goals.

OVERVIEW

Activity 2:

Go to your blog & post your thoughts for the question below:

What would you like to learn at CalUniversity?

CHAPTER THREE

Identify Action Items and the Implementation Process

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Formulate an action plan model- VPA implementation.
2. Analyze the steps involved in action planning.
3. Understand what details and actions are needed for achieving goals.
4. Evaluate the best methods for Vision, Planning, and Action.



After determining the goal, planning the ways to achieve the goal is important. Hence an action plan is drafted to focus on the steps to be taken towards the goal. An Action plan is defined as the steps that must be taken, or activities that must be performed well, for a strategy to succeed. With proper action planning, one can focus on the ideas and formulate the steps to accomplish the goal successfully.



Know the importance of setting priorities (Video Duration: 10:55)

<http://www.youtube.com/watch?v=1rFMWRYnT18>

OVERVIEW

Action Plan Model

There are different models available to draft the action plan. Start with the action planning model. The action planning model is a cyclical process that enables modifying or revising the plans as per the progress. This model involves four stages as illustrated in the figure below:



- **Where am I now?** - This stage involves reviewing the achievement and undergoing a self-assessment to analyze your capability. (Financial/Career/Family & Friends/Personal /Community)
- **Where do I want to be?** - This stage involves the process of determining the goal.
- **How do I get there?** - This stage involves the process of defining the strategy and breaking it down to shorter plans to aid in achieving the goal.
- **Taking action** - In this stage, the planned strategy are implemented and the outcomes are evaluated.

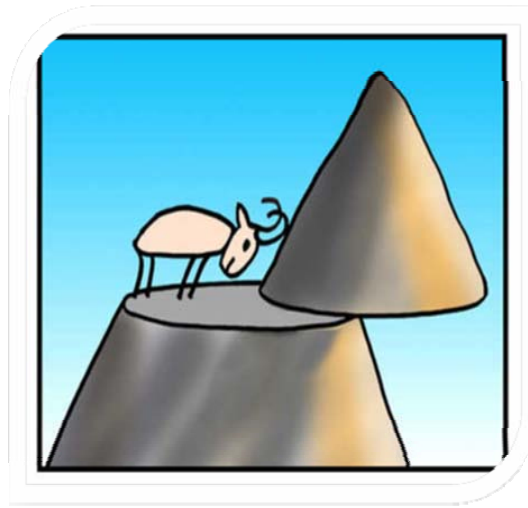
Redefine your goals by running these stages for another cycle.

Preparation for action planning



While preparing an action plan, you should:

- **Begin with a clear objective** – It is important to set the goals which are realistic and attainable.
- **List the benefits** - Write down the benefits after accomplishing the goal
- **Concentrate on the plan that would work 'now'** - Work on the action plan that would start immediately; not after six-months.
- **Define the steps clearly** – The possible steps taken to achieve the goal should be clearly defined. It is vital to break down the large steps into smaller components to reduce the work pressure and time.
- **Affirm the members towards each step** – Motivation provides an encouragement to do more efficiently and effectively. It can be done by offering a gift or lunch.
- **Organize the steps in a chronological order** – Set the weekly goals with the tasks to be done and plan it according to the priority.

OVERVIEW

- **Forecast the challenges and solutions to overcome** - Analyze the plans for attainability and challenges. Try out possible solutions to overcome the challenges. Modify the plan as you progress to maintain the focus on accomplishing the goals.
- **Visualize the outcome** - visualize successful outcomes along with the possible ways to achieve success.
- **Review the progress** - monitor and review the progress. To monitor the progress, daily activities should be recorded or updated in detail. The progress of the plan should be reviewed by analyzing the daily updates. Through reviewing the updates the mistakes or hurdles are sorted by considering new opportunities and incorporating them in the plan.
- **Share the plan with positive people** - Positive people like friends or relatives would provide new ideas or opportunities and are sources of motivation during tough times.

Activity 3:

- Go to your blog & post a link that can be used as a resource for your fellow classmates to help motivate and inspire goal setting.
- Also, blog about why you chose this particular site.

NOTES

MINI PROJECT - WEEK 1

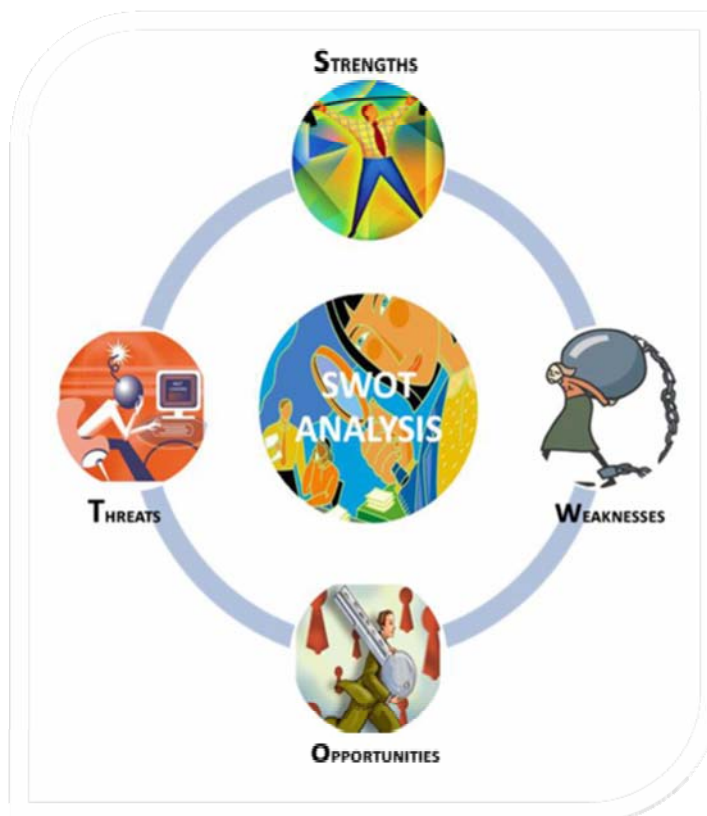
Mini Project Outline:

Week 1: Put together a personal SWOT analysis of your life. Be sure to include financial and educational objectives.

What is a SWOT Analysis?

SWOT Analysis is a powerful technique for understanding your Strengths and Weaknesses, and for looking at the Opportunities and Threats you face. What makes SWOT especially powerful is that, with a little thought, it can help you uncover opportunities that you would not otherwise have spotted. By understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward.

If you look at yourself using the SWOT framework, you can start to separate yourself from your peers, and further develop the specialized talents and abilities you need to advance your career.



Strengths



- What advantages do you have that others do not have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

Consider this from your own perspective, and from the point of view of the people around you. Do not be modest or shy – be as objective as you can.

MINI PROJECT - WEEK 1

Weaknesses



- What tasks do you usually avoid because you do not feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress?)
- Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

Again, consider these weaknesses from personal/internal and external perspectives. Do other people see weaknesses that you do not see? Do co-workers consistently outperform you in key areas? Be realistic - it is best to face any unpleasant truths as soon as possible.

Opportunities



- What new technology can help you? Or can you get help from others or from people via the Internet?
- Is your industry growing? If so, how can you take advantage of the current market?
- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends (management or otherwise) do you see in your company, and how can you take advantage of them?
- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?
- Is there a need in your company or industry that no one is filling?
- Do your customers or vendors complain about something in your company? If so, could you create an opportunity by offering a solution?

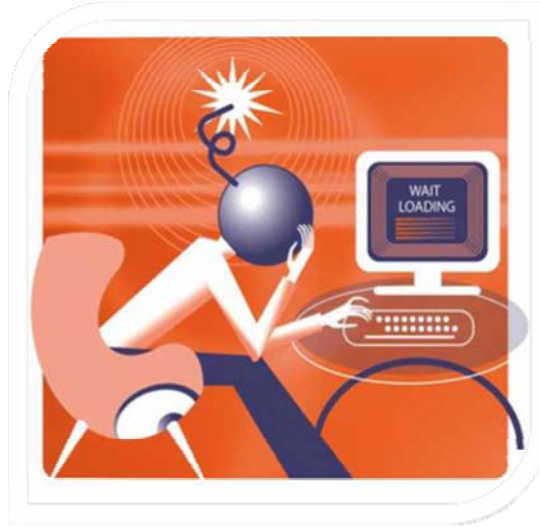
MINI PROJECT - WEEK 1

You might find useful opportunities in the following:

- Networking events, educational classes, or conferences.
- A colleague going on an extended leave. Could you take on some of this person's projects to gain experience?
- A new role or project that forces you to learn new skills, like public speaking or international relations.
- A company expansion or acquisition. Do you have specific skills (like a second language) that could help with the process?

Also, importantly, look at your strengths, and ask yourself if these open up any opportunities - and look at your weaknesses, and ask yourself if you could open up opportunities by eliminating those weaknesses.

Threats



- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

Performing this analysis will often provide key information on what needs to be done as well as put problems into perspective.

MINI PROJECT - WEEK 1

A Personal SWOT Example

What would a personal SWOT assessment look like? Review this SWOT analysis for Carol, an advertising manager.



- **Strengths**
 - I am very creative. I often impress clients with a new perspective on their brands.
 - I communicate well with my clients and team.
 - I have the ability to ask key questions to find just the right marketing angle.
 - I am completely committed to the success of a client's brand.
- **Weaknesses**
 - I have a strong, compulsive need to do things quickly and remove them from my "to do" list, and sometimes the quality of my work suffers as a result.
 - This same need to get things done also causes me stress when I have too many tasks.
 - I get nervous when presenting ideas to clients and this fear of public speaking often takes the passion out of my presentations.

- **Opportunities**

- One of our major competitors has developed a reputation for treating their smaller clients poorly.
- I am attending a major marketing conference next month. This will allow for strategic networking, and also offer some great training seminars.
- Our art director will go on maternity leave soon. Covering her duties while she is away would be a great career development opportunity for me.

- **Threats**

- Simon, one of my colleagues, is a much stronger speaker than I am, and he is competing with me for the art director position.
- Due to recent staff shortages, I am often overworked, and this negatively impacts my creativity.
- The current economic climate has resulted in slow growth for the marketing industry. Many firms have laid off staff members, and our company is considering further cutbacks.

As a result of performing this analysis, Carol takes the bold step of approaching her colleague Simon about the art director's maternity leave. Carol proposes that she and Simon cover the job's duties, work together and use each other's strengths. To her surprise, Simon likes the idea. He knows he presents very well, but he admits that he is usually impressed by Carol's creative ideas, which he feels are far better than most of his ideas.

By working as a team, they have a chance to make their smaller clients feel better about the service they are receiving from Carol and Simon. This collaboration takes advantage of their competitor's weakness in this area.

Key Points

A SWOT matrix is a framework for analyzing your strengths and weaknesses as well as the opportunities and threats that you face. This helps you focus on your strengths, minimize your weaknesses, and take the greatest possible advantage of opportunities available to you.

CHAPTER FOUR

Introduction to the CalUniversity LearnCenter and Course Launcher (Tutorial 1)

Learning Objectives:

Upon successful completion of this Chapter, a student/Learner will be able to:

1. Know the features of the CalUniversity LearnCenter and use the Course Launcher.
2. Take coursework assignments in the LearnCenter and also take Exams in the LearnCenter.
3. Use the Term Assignment option in Reports Menu and use Reports Grade in the Reports Menu.
4. Illustrate the features of the Course Launcher and explain Interface and iLG navigation.
5. Take the learning exercises and Self-Exams in the Learner Console.

Introduction

The provision of online learning facilities is a convenient way for students/Learners to partake in online Distance Education and Learning (DEL). This form of e-learning is currently in widespread use and is continually growing in popularity. CalUniversity provides various ways for enhancing students' e-learning experiences by providing interactive methods for accessing e-learning material. This Chapter covers the features of the CalUniversity LearnCenter, Learner Console, Course Launcher, and the associated special features.

OVERVIEW

Highlights:

What are the features of CalUniversity LearnCenter?

- About the CalUniversity LearnCenter
- What is Student Console?
- Getting started with courses
- Taking coursework assignments and Exams
- Reports

Notes:

- The Student Console is the core Web application that helps students/Learners to participate as a Learner in the CalUniversity LearnCenter.
- Courses are provided to the students/Learners with enriched content and vibrant interactive features.
- Taking up coursework assignments and Exams is an essential feature in the learning process using the CalUniversity LearnCenter. Students/Learners can take their assignments through the Assignments option under the Activities dashboard and the Weekly Outline of the Course Panel page. The students/Learners take Exams through Course Launcher and Quizzes option.
- Course Reports help the Learners in tracking their level of work completed. The Course Reports, coursework assignments, etc. are viewed through the Reports Page.

Learning:**CalUniversity LearnCenter – Learner’s Companion**

The CalUniversity LearnCenter is an online learning portal which acts as a user-friendly interface for the students/Learners. Considering the Learners’ diverse backgrounds, abilities and interests, CalUniversity has established this user-friendly e-learning center. The CalUniversity LearnCenter is an innovative platform specifically designed for CalUniversity’s students/Learners.

The CalUniversity LearnCenter supports every phase of an online learning program, including content mobilization, course development, learning delivery, assessment, and online certification. The Learner is motivated to create his/her own learning pace and style, making use of the principle of active self-learning which is meaningful and productive. The dedicated learner enjoys learning through the CalUniversity LearnCenter.

How do you log in to the CalUniversity LearnCenter?

On the first day of class, please log into the student portal by accessing www.myportal.caluniversity.edu with your personal username and password. Your username is the first two letters of your first name, followed by your full last name. For example, John Smith's username would be josmith. Your password is the password you have created through the application process. If you have forgotten your password, please contact us and we will reset it for you. You can access the LearnCenter from the upper right hand corner of the MyPortal main page by clicking on “Go to LearnCenter.”

During orientation, students are given a link to 5 introductory videos which introduces the CalUniversity MyPortal and LearnCenter and how to navigate both systems including how to log in. You can review these videos on our CalUniversity YouTube channel available through this link:

<http://www.youtube.com/playlist?list=PL372644DC6BD2D076>

OVERVIEW

LearnCenter

LearnCenter page presents eight options for getting into more specific activities. They are: **Messages, Tech Support, Course Related News Events, Compliance, Recent Activity, General Feedback, Mycourses and Statistics.** Also in the center of the LearnCenter page there is Welcome Message, Site News, My courses, Search Courses option and also All Courses button. To access the Course page, select the My courses option and Course page opens. The LearnCenter page is displayed below:

Screenshot LearnCenter Page:

The screenshot displays the CalUniversity LearnCenter Version 3 interface. At the top, the header includes the CalUniversity logo, the text 'LearnCenter', and the tagline '>> Education for Everyone'. On the right side of the header, it indicates the user is logged in as 'user user name' with a 'Logout' link, and the language is set to 'English (en)'. Below the header, the page is organized into several sections:

- Messages:** Shows 'No messages waiting' and a link to 'Messages..'
- Tech Support:** Features a headset icon and a link 'Click here for Assistance'.
- Course Related News Events:** Lists several news items, including 'EU gas supplies fall as Russia-Ukraine row deepens - Reuters', 'FDIC Agrees to Sell IndyMac to Investor Group - Washington Post', 'Chrysler gets \$4-billion US loan - Detroit Free Press', 'New year cheer on Wall St. - Los Angeles Times', and 'Glint of hope seen in 2009 outlook for auto industry -'.
- Welcome to the CalUniversity LearnCenter Version 3:** A central message stating that CalUniversity has rolled out version 3, promising a streamlined interface. It lists features such as 'Integrated RSS Feeds', 'Comprehensive Reporting', 'Make An Appointment', 'Enhanced Video Conferencing', 'The Course Timeline', and 'Enhanced Site Communication Features and Storage'. It also includes a 'Who is Online?' section and a 'Site news' section (currently empty).
- My courses:** Lists a course 'MGT 517 - Organizational Development' with a brief description: 'This course covers key areas of organizational development within an organization or institution.'
- Recent Activity:** Shows activity since Thursday, 1 January 2009, 01:50 AM, with a link to 'Full report of recent activity...'. It notes 'Nothing new since your last login'.
- General Feedback:** Contains a poll question 'What do you think of the new LC?' with several responses, such as 'It's much better than version 2!', 'It's the first version I've used so I have nothing to compare it to.', and 'It's about the same as version 2.'.

Learning:

The **Course Panel page** is the gateway to access the course and its activity. The **Course Panel page** is divided by weekly outline section displaying the **News Forum, Course Syllabus** and **Units** of the course.

What is displayed?

(On the left-side of the page)

Activities - To view the Assignments, Chats, Forums, Questionnaire, Quizzes, Resources, Schedulers and SCORMs/AICCs.

Search Forums - To view the forums available in the caluniversity website.

Administration - To view and access the grades and profile's of the student.

My Courses - To view the courses offered in the term.

(On the right-side of the page)

Online Library - To view and access the online books or resources associated with the Caluniversity.

Tech Support - To view or access the technical to clarify the queries on the course, courseware and about University.

Upcoming Events - To view the calendar or create and access the new events.

Recent Activity - To view the activities associated with the assignments submission or projects listed.

OVERVIEW

Learning:

Courses

As the business scene across boundaries becomes more challenging, the growth of every organization depends on the analytical skills, leadership qualities and adaptability of its managers. CalUniversity's MBA program recognizes and hones these qualities in its students/Learners. The areas of Emphasis are specifically selected and designed to satisfy the global scenario and business needs.

The seven (7) areas of Emphasis for the MBA program are: International Management and Marketing; Healthcare Management and Leadership; Information Systems and Knowledge Management; Banking and Finance; Organizational Development and HRM; Project and Quality Management; and Hollywood Business and Entertainment Management.

How does student/Learner launch a Course?

- Log-in to the LearnCenter and open the Course Panel
- Under the Weekly Outline section, select any Chapter.
- The Chapter page appears and selects Course launcher option on the right side of the panel.
- A separate window opens-up with the interactive Learning Guide of the course.
- Student / Learner can access the courseware.

Screenshot of the Interactive Learning Guide:



Learning:**Attending Assignments and Exams**

CalUniversity offers a user-friendly interface for students/Learners to take their coursework assignments and Exams in the LearnCenter.

Coursework Assignments:

Students can attend the Assignments in two ways:

LearnCenter>> My Courses

- Log into LEARN CENTER (LC).
- Click the My Courses option.
- Under the Weekly Outline option, select the Case Analysis and Case Analysis page opens-up.
- In the Case Analysis, click the browse button to locate the assignment and select the Upload file button to submit the Assignments.

(Or)

- Select the Assignments option under the Activities, on the Top left corner of the Course Panel and Assignments page opens-up.
- Click the browse button to locate the assignment and select the Upload file button to submit the Assignments.

Faculty Feedback

The Faculty provides feedback on student/Learner's assignments on a weekly basis, at the beginning and end of a Term, and upon completion of Assignments and Exams. CalUniversity Faculty members are reasonably prompt in evaluating student/Learners' assignments and presenting feedback. Students/Learners can receive the Faculty's feedback through e-mail communication. Feedback for the Assignments can also be provided in the Remarks Column of Assignment Reports or by private emails.

OVERVIEW

Screenshot of Assignment Page:

Week	Name	Assignment type	Due date	Submitted	Grade
1	Case Analysis - 1	Upload a single file	Sunday, 16 November 2008, 11:55 PM	Thursday, 1 January 2009, 10:07 PM	-
2	Case Analysis - 2	Upload a single file	Sunday, 23 November 2008, 11:55 PM		-
3	Case Analysis - 3	Upload a single file	Sunday, 30 November 2008, 11:55 PM		-
4	Case Analysis - 4	Upload a single file	Sunday, 7 December 2008, 11:55 PM		-
5	Case Analysis - 5	Upload a single file	Sunday, 14 December 2008, 11:55 PM		-
6	Course project	Upload a single file	Sunday, 21 December 2008, 11:55 PM		-
	Presentation	Upload a single file	Sunday, 21 December 2008, 11:55 PM		-

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Exams:

Students/Learners can take their Exams through **Course Launcher** and Quizzes. Exams are placed in the Course Launcher at the end of each week. Every week, students/Learners will have to take Unit Exams and the Final Exam must be taken by the end of the final week (or week 6) of a Term.

Students/Learners can access the Final Exam in the Weekly Outline at the end of the chapters. This is a place where users take their Final Exam. The course code, due date of the Final Exam, and the status will be displayed. The status will be either: Pending, Not Attempted, Completed, or Evaluated.

How to take the Exams

Students/Learners can take the exam through selecting the Unit Exam/Final Exam option listed under the Weekly Outline of the course panel. The Exam page is displayed.

(Or)

Select the Quizzes option under the Activities Section to open the Self Exam page.

Screenshot of Exams page:

MGT 517 Unit I Exam - Attempt 1

Page: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 (Next)

Time Remaining
1:29:57

1 The model of _____ involves three stages, moving from elevation of inquiry, to fusion of strengths, to activation of energy.
Marks: --/2

Choose one answer.

a. Organizational development process

b. Positive organizational change

c. Appreciative inquiry

d. Process of inquiry

Submit

Save without submitting Submit page Submit all and finish

Page: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 (Next)

Learning:

Reports

CalU's Students Report helps the students/Learners to view the reports on the courses which they have completed. Report displays the course validity, course name, course code, and the status of the course. Students/Learners can view the score of their assignments, their feedback about the course, and the faculty assessment in the Report.

Reports take the students/Learners to the Item and Course reports which will be an important part of the student's grade tracking. This lets students/Learners know what assignments they have completed or what their grades and feedback were on assignments that have been graded by their faculty/instructor.

How does a Students/Learners view the report?

- In the Course panel, select the Grades option under the Administration section.
- The User reports page opens-up with the grade item, category, grade, percentage, rank and feedback.

OVERVIEW

Screenshot of the User reports Page:

Grade item	Category	Grade Percentage	Feedback
Chapter 1 - Meaning Of Organizational Development, Historical Roots, Evolution and Theory versus Practice	MGT 517 - Organizational Development	-	-
Chapter 2 - Understanding Planned Change	MGT 517 - Organizational Development	-	-
Chapter 3 - Intervention Theory, Action technologies and appreciation Inquiry	MGT 517 - Organizational Development	-	-
Chapter 4 - Models of Change	MGT 517 - Organizational Development	-	-
Chapter 5 - OD Process: Diagnosis, Intervention, and Levels of Engagement	MGT 517 - Organizational Development	-	-
Chapter 6 - OD Consulting-Leading Change from the Outside	MGT 517 - Organizational Development	-	-
Chapter 7 - Reframing Change: Training, Realizing, Negotiating, Grieving, and Moving On	MGT 517 - Organizational Development	-	-
Chapter 8 - OD Leadership: Fostering Change from the Inside	MGT 517 - Organizational Development	-	-
Chapter 9 - Business Strategy: Creating the Winning Formula	MGT 517 - Organizational Development	-	-
Chapter 10 - Matching Strategy and Structure	MGT 517 - Organizational Development	-	-
Chapter 11 - Structure of Work and Workplace Design	MGT 517 - Organizational Development	-	-
Chapter 12 - Culture and Workforce Development	MGT 517 - Organizational Development	-	-
Chapter 13 - Team Development and Leadership Development	MGT 517 - Organizational Development	-	-

Students/Learners can select any of the above mentioned sub-menus to view the status of that particular Term's courses. It displays the following features such as course validity, course name, course code, and the status of the course. Students/Learners can view the score of their coursework assignments in **Reports Grade**. Assignments include all assessments also. Students/Learners can also provide feedback about their SAF and course in Reports through the **Students Feedback** option. The **Term Assignment Sheet** helps students/Learners to view a Report on assessment exams for a particular Course. In this option, the assessment exam title, due date, points obtained for that Exam, and the source location will be displayed.

Highlights:

What are the special aspects of the CalUniversity Course Launcher?

- What the CalUniversity Course Launcher is
- Navigation in the Course Launcher

Notes:

- The Course Launcher is the learning page in which the students/Learners access and study their course materials, take self-exams, assignments, etc.
- Interface navigation and Interactive learning navigation are the key features of exploring and learning the contents in the CalUniversity Course Launcher.

OVERVIEW

Learning:

Course Launcher:

➤ Introduction:

Course Launcher is enclosed with a secure 'Online Learning Environment' (OLE). Students and Faculty logon to this web server based application through a safe 'Launcher' program, and the OLE then provides Menu access to just those course modules and information that the user is permitted to see, together with associated tests.

CalUniversity Course Launcher provides faculty and students with the following features:

- ✓ The best visuals
- ✓ The easiest to use
- ✓ The easiest with which to learn

➤ What information is present in the Course Launcher?

Students/Learners can store the course detailed information, coursework assignments, Syllabus, Discussions, Bookmarks and Links which helps them to have quick and easy access to the needed information at any time. Students/Learners can also attend their Exams through the online Course Launcher. Exams are placed in the Course Launcher at the end of each week. After completing their Exams, students/Learners can check their earned points in the coursework assignment under the Reports Menu. They can also take the Page as a print out by clicking on the image placed at the top of the Page.

Learning:

✓ Interface Navigation:

The flexible Interface Navigation system is designed to support the quick expansion of content structures, instructional features and user interfaces. CalUniversity Learners interface elements include numerous navigation strategies with pagination and position indicators, a main Table of Contents, and sub menus that support a modular design permitting lessons to be used separately.

Benefits of CalUniversity Interface Navigation:

- Easy identification of information on the homepage
- Page marking
- Positioning

Learning:✓ **ILG**

CalUniversity online ILG is basically universal in nature. Students/Learners can access it from anywhere at any moment of time if they have Internet accessibility. The concept is to serve the Learners all day, any time, whenever they need help.

The online Interactive system of CalUniversity has brought a change in the basic formation of learning. It is a two-way process. Various technical assistance tools in terms of graphics, voice-over, etc. have been incorporated in the Interactive Learning Guide.

✓ **ILG Navigation:**

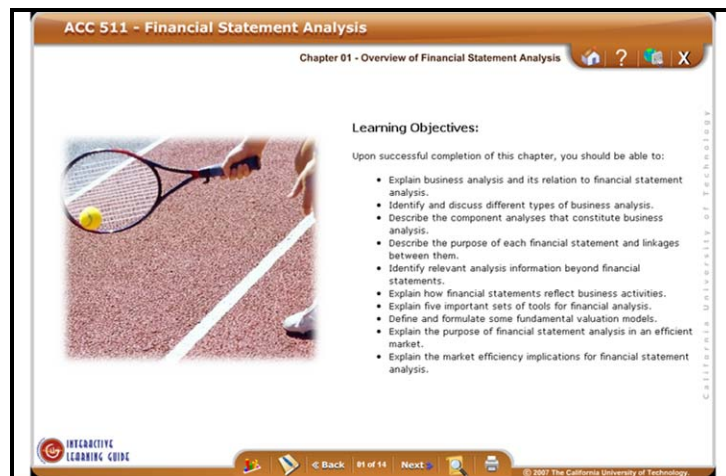
CalUniversity ILG navigation is designed to support the quick assessment of information for the Learners. The CalUniversity ILG Help home page consists of the navigation buttons to route the learners to have quick access to the information.

The navigation buttons in the help home pages are:

- **Back**
- **Next**
- **Exit**

The Back and Next buttons at the bottom band, and the Exit button at the right of the top band help the learners to navigate through the course. The buttons will be highlighted in the corresponding images.

Screenshots of ILG Navigation page:



OVERVIEW

Summary

The LearnCenter platform of CalUniversity offers many specialized features which include the facility of user-friendly interface navigation and interactive Learning Guide navigation. The Learner Console of CalUniversity acts as an outstanding platform to provide a cost effective, high quality knowledge sharing and gaining environment. It empowers the student/Learner users with visibility into their learning process.

Critical Thinking Multiple-Choice Questions:

1. The _____ is the core Web application that helps students/Learners to participate as a learner in CalUniversity LearnCenter.
 - a) System
 - b) Portal
 - c) Learner Console
 - d) Adaptive learning
2. _____ help the Learners in tracking their level of work done.
 - a) Charts
 - b) Procedures
 - c) Instances
 - d) Reports
3. The CalUniversity LearnCenter is an online learning _____ which acts as a user-friendly interface for the students/Learners.
 - a) Process
 - b) System
 - c) Portal
 - d) Information
4. The _____ dashboard presents eight basic options for getting into more specific activities.
 - a) Activities
 - b) Grade
 - c) My course
 - d) LearnCenter
5. The _____ helps students/Learners to view a report on Assessment Exams for a particular course.
 - a) Term Assignment Sheet
 - b) Personalized information
 - c) User friendly interface
 - d) Web Portal

SELF - EXAM

6. _____ and Interactive Learning Navigation are the key features of exploring and learning the contents in the CalUniversity Course Launcher.
 - a) Web portal
 - b) Online degree
 - c) Learning guide
 - d) Interface Navigation
7. The content in Exercises is enriched and designed using graphical user interface with _____ methods.
 - a) Flexible
 - b) Latest
 - c) Interactive
 - d) Temporary
8. The _____ forms the gateway to access the chapters and self exam of the course
 - a) LearnCenter
 - b) Course Launcher
 - c) Course Panel
 - d) Forums
9. CalUniversity offers a _____ for students in taking up their assignments and Exams.
 - a) Wide range techniques,
 - b) User-friendly interface
 - c) Variety of case projects,
 - d) Management oriented career
10. The _____ is the opening page where the students/Learners log-in to the Learn Center.
 - a) CalUniversity format
 - b) Library course launcher
 - c) Learning guide
 - d) Learner Console

Chapter Four

Self Exam

1. c) Learner Console
2. d) Reports
3. c) Portal
4. a) Activities
5. a) Term Assignment Sheet
6. d) Interface Navigation
7. c) Interactive
8. b) Course Launcher
9. b) User-friendly interface
10. d) Learner Console

NOTES

CHAPTER FIVE

Introduction to LearnCenter Communication and Collaboration (Tutorial 2)

Learning Objectives:

Upon successful completion of this Chapter, a student will be able to:

1. Discuss the importance of the communication process in online learning and elaborate the communication methods used in the LearnCenter.
2. Effectively use e-mail communication and the calendar in the Learner Console to illustrate the special feature of announcement in the LearnCenter.
3. Explain the collaboration methods employed in the LearnCenter.
4. Explain the advantages of Course Specific Forums and how chat messages are organized in the LearnCenter.
5. Explain the advantages of collaborative learning.

Introduction

It is hard to miss the fact that e-learning provides learning resources in interesting electronic media and makes them available “anywhere, anytime”. This special feature makes e-learning effective and it is provided at the CalUniversity LearnCenter in a systemic manner. The communication and collaboration tools employed in the learning process enhance students/Learners’ accessibility to their study area; and erase the feeling of isolation etc. Communication technology is used to remove feelings of solitude and introduce collaborative and social aspects to e-learning. Collaborative learning, on the other hand, fosters social interaction between students and provides opportunities for students/Learners to enhance their learning experience.

OVERVIEW

Highlights:

What are the communication channels in the CalUniversity LearnCenter?

- Chat
- Forums
- Questionnaires
- Resources
- Appointment Scheduler
- SCORM/ AICC

Notes:

- CalUniversity extends the learning environment, motivates student/Learner interaction with faculty or other students, and promotes active learning through a variety of integrated communication tools available.
- CalUniversity's powerful discussion forum supports an unlimited number of threaded discussions.
- Individual Learners can post the entries and comments for their use in the calendars.
- Communicating online in real time eases the participants in peer-to-peer chat and builds community.
- Questionnaires are used to evaluate the learning process of the students/Learners.
- Resources provide the materials related to the course, project and Final exams.
- CalUniversity Appointment Scheduler provides learners with simple direction to make appointments with the instructor.
- The SCROM/AICCs provides the Chapter summary to give quick glance on the chapters.

Learning:**Communication:**

Web-based education tools offer many ways to boost communication between class members and faculty, including discussion boards and chats. Researchers have found that combining these elements in a course increases student/Learner involvement in discussions and course projects. Students/Learners are more willing to participate, which serves as a motivator. Learners feel more empowered. The tools extend the learning environment, motivate students/Learners interaction with faculty or other students, and promote active learning. CalUniversity encourages Learners to embrace these exciting pedagogic methods to support learning without the hassle of separate logins and unknown navigation.

The tools under the Activities Dashboard are:

- Chat
- Forums
- Questionnaires
- Resources
- Appointment Scheduler
- SCORMs/AICCs

The screenshot displays the LearnCenter interface for the course GRC 605. The top navigation bar includes the CalUniversity logo and the text 'LearnCenter Education for Everyone'. The user is logged in as 'Ed Student'. The main content area is titled 'Weekly outline' and lists various course resources and activities, including 'GRC 605 Syllabus', 'GRC 605 Chat Room', and 'GRC 605 Appointment Scheduler'. The right sidebar contains sections for 'Upcoming Events', 'Recent Activity', 'New users', and 'Course updates'.

OVERVIEW

These tools under the Activities dashboard, from Scheduler to SCORMs/AICCs, provide powerful platforms to improve discussion among students/Learners, execute collaborative assignments, promote peer review, and promote greater communication between students/Learners and faculty/instructors. Students/Learners will find their way into large learning environment, where they will be able to participate, ask and answer questions, and interact with other students/Learners, without interrupting the flow of the course. It supports threaded discussion, which can be graded like any lesson item and is simple to administer. Online collaboration tools are increasingly going to sharpen the E-learning.

The use of CalUniversity online tools offers simultaneous opportunities:

- To support progress for the majority of students/Learners
- To focus on the range of individual and specific complexity met by smaller groups of students/Learners

Objectives of Online CalUniversity Collaboration:

CalUniversity offers more options for students/Learners with different learning styles.

- Create more meaningful interactions with the student.
 - Extend the Learning Environment boundaries.
 - Enable all students/Learners to participate, including:
 - The shy person
 - The disabled student/Learner
 - The distance-learning student/Learner
 - It offers the students/Learners more opportunities to use the language of their discipline by requiring regular participation in electronic discussions.
 - Encourage the development and growth of the learning community through the use of student /Learner collaboration and group work.
- **Chat:**

Chat allows users to communicate online in real time. Participating in peer-to-peer chat supports concepts and builds community. CalUniversity chat sessions are a good way to involve Content Experts from outside the class. Most chat tools permit students/Learners to keep a record of discussions. This provides them with a record of notes that they can refer to after the chat, allowing them to focus on the discussion at hand, without taking notes. Students/Learners who are unable to participate in the chat can review each class discussion. Chat sessions of CalUniversity are relatively spontaneous.

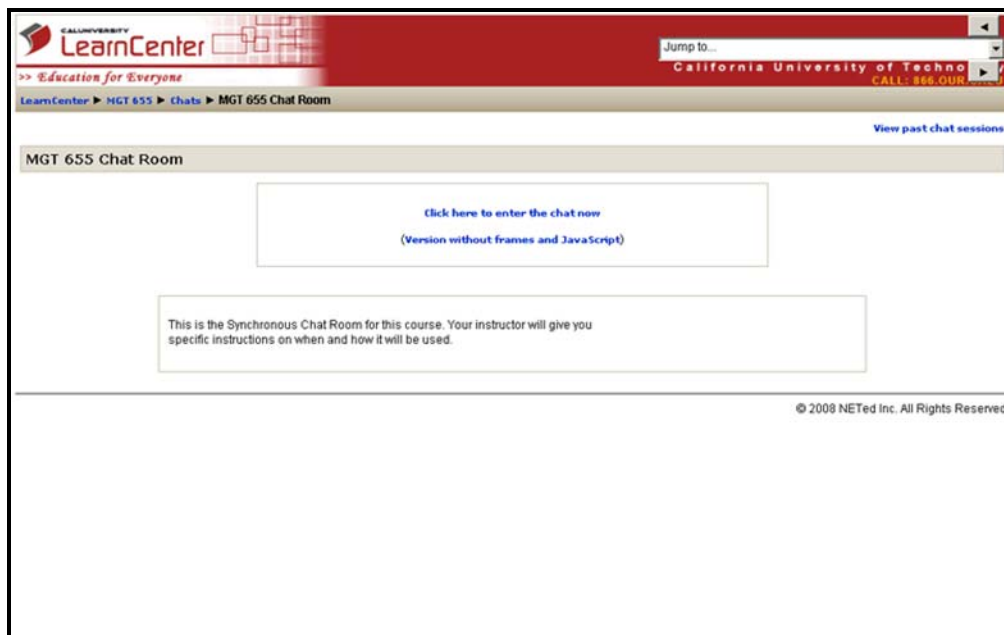
How to view chat?

Students/Learners can chat with any other user who is online, in two ways:

1. Log-in to LEARNCENTER (LC) and open the Course Panel.
2. Select the Chat option under the Activities Section (Or) Select the Chat room option under the Course Utilities of the Weekly Outline Section. The Chat Room page opens-up.
3. In the Chat Room page, click on the link given inside the box and chat applications opens-up in a separate window.

In the Chat Room, a Student/learner can, paste image files into the canvas. Students/Learners can chat with any other user who is online at that time.

Screenshot of Chat Room:



- **Forums:**

CalUniversity's powerful discussion forum supports an unlimited number of threaded discussions and establishes collaboration areas for individuals to define forums and stimulate effective discussion. It provides an opportunity for a high level of meaningful interaction between the students/Learners and their faculty/instructor and also between students/Learners. Each individual can add to the course discussion and observe the thoughts of others, creating a free flow of conversation that becomes an important element of effective learning.

OVERVIEW

CalUniversity Forum Benefits:

- Unlimited number of forums
- Forums can be moderated
- Instructors can edit or delete posts and forums
- Advanced searching of posts
- Automatic e-mail notification when someone responds to a post

Ways to Reach Student/Learners Forums:

1. Log- in to the LearnCenter and open the Course Panel. Click on **Forums option** under the **Activities Section** (or) select the General Discussion Forum option under the Course Utilities of the Weekly Outline section. The Forum page opens-up.
2. In the **Learner's Forum**, a list of forum topics posted by their faculty would be listed with the week, description and discussions.
3. To add a new topic for discussion in the Forum, click the **Week Discussion Forum** and in the **Discussion Forum page** select 'add a new topic button' to create a new topic.
4. In the **General Forums**, the students/Learners can view the general discussion on a topic by selecting **General Discussion Forum link**.

Note: A Student/Learner can participate in the Forum discussion only by subscribing. To subscribe for the Forum discussion, select the subscription link in the upper-right corner of the Forums Page.

Screenshot of the Forum page:

LearnCenter
 >> Education for Everyone
 California University of Technology
 CALL: 866.OUR.CALU

LearnCenter ► MGT 655 ► Forums

Jump to...
 Search forums

Subscribe to all forums
 Unsubscribe from all forums

General forums

Forum	Description	Discussions	Subscribed	RSS
General Discussion Forum	General news and announcements	0	Yes	

Learning forums

Week	Forum	Description	Discussions	Subscribed	RSS
1	MGT 655 Week 1 Discussion Forum	Please post topics related to Week 1 here as well as responses to instructor queries.	0	Yes	
2	MGT 655 Week 2 Discussion Forum	Please post topics related to Week 2 here as well as responses to instructor queries.	0	Yes	
3	MGT 655 Week 3 Discussion Forum	Please post topics related to Week 3 here as well as responses to instructor queries.	0	Yes	
4	MGT 655 Week 4 Discussion Forum	Please post topics related to Week 4 here as well as responses to instructor queries.	0	Yes	
5	MGT 655 Week 5 Discussion Forum	Please post topics related to Week 5 here as well as responses to instructor queries.	0	Yes	
6	MGT 655 Week 6 Discussion Forum	Please post topics related to Week 6 here as well as responses to instructor queries.	0	Yes	

Search Forums

The students/Learners can search for popular forums through the **Search Forums section** in the Course Panel. In the **Search Forums Section**, the student/Learner can type the topic and search online. Also there is an Advanced Search option for better search.

- **Questionnaires**

This tool is used to determine the course satisfaction of the student/Learner. The questionnaire is a set of questions poised to evaluate the course satisfaction of the participants.

How to fill the Questionnaire?

- Go the Course Panel page and select the Questionnaire option under the Activities dashboard.
- Questionnaire page opens-up with list of questions if provided.

OVERVIEW

Screenshot of the Questionnaire page:

End of Course Survey

MGT 655, Term 1, 2009, Instructor

Please complete the following end of course survey. Your responses are required for the questionnaire and prior to taking the final examination in order for your course to be considered complete. Your honest answers help us to quickly assess and improve the university's delivery to students as part of our ongoing institutional improvement processes.

Page 1 of 8

*1 Please use the following scale to rate your **faculty member** on each of the criteria listed below:

1. Always.
2. Mostly.
3. Sometimes.
4. Rarely.
5. Never.

	1	2	3	4	5	N/A
Clearly defines course objectives, assignments and grading system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates a supportive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates interest and encourages my coursework completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively in reviewing my coursework and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives clearly defined assignments consistent with course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 of 8

[Save](#) [Next Page](#)

- **Resources**

To access the resources provided for the respective course, this resource tool is used. Using this resource tool, the student/Learner can view the course materials for the final exam or case analysis or project.

How to access the Resources?

- Go the Course Panel page and select the Resources option under the Activities dashboard.
- Resources page opens-up with the list of materials of the course if provided.

Screenshot of the Resources page:

Week	Name	Summary
	MGT 655 Syllabus	Please read and review the Syllabus for the course prior to the term start. It contains important information that will be useful in completing the course as well as relevant instructions regarding the completion of course assignments.
	Overview of Course Project and Presentation Resource	This is a general overview discussing the terms of the course project and selection process.
6	MGT 655 Final Exam Instructions	

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- **Appointment Scheduler:**

The Appointment Scheduler forms the conduit between the instructor and student/learner. Using the Appointment Scheduler, the instructor can fix up the time and date for the discussion on queries, assignments or projects with the Student/learner. This activity substitutes the feel of the classroom learning.

How to view the Appointment Scheduler:

- Log-in to the LearnCenter and open the Course Panel. Select the Scheduler option under the Activities Section. (or) Select the Appointment Scheduler under the Course Utilities of the Weekly Outline section.
- The Scheduler page opens-up. (as there is no slots being scheduled so far for this term, the table would not appear)

OVERVIEW

Screenshot of the Appointment Scheduler:



- **SCORMs/AICCs**

This tool provides the chapter summary of the respective course and also provides the details on the learning process of the student/Learner.

How to View the SCORMs/AICCs?

- Go to the Course Panel page and select the Resources option under the Activities dashboard.
- The Resource page opens-up with the chapter summary of the respective course

Screenshot of the SCORMs/ AICCs page:

Week	Name	Summary	Report
1	Chapter 1 - The Entrepreneurial Mind: Crafting a Personal Entrepreneurial Strategy	This course prepares the students for scholarly activity, business research and investigative work associated with course projects and the Doctoral Capstone Project or Doctoral Dissertation. The students will be exposed to research methods and design and be prepared to use effective statistical data and applicable measurement scales in their scholarly work.	Score: 0
1	Chapter 2 - America's Entrepreneurial Revolution Goes Global	This course prepares the students for scholarly activity, business research and investigative work associated with course projects and the Doctoral Capstone Project or Doctoral Dissertation. The students will be exposed to research methods and design and be prepared to use effective statistical data and applicable measurement scales in their scholarly work.	Score: 0
1	Chapter 3 - The Entrepreneurial Process	This course prepares the students for scholarly activity, business research and investigative work associated with course projects and the Doctoral Capstone Project or Doctoral Dissertation. The students will be exposed to research methods and design and be prepared to use effective statistical data and applicable measurement scales in their scholarly work.	Score: 0
2	Chapter 4 - The Opportunity: Creating, Shaping, Recognizing, Seizing	This course prepares the students for scholarly activity, business research and investigative work associated with course projects and the Doctoral Capstone Project or Doctoral Dissertation. The students will be exposed to research methods and design and be prepared to use effective statistical data and applicable measurement scales in their scholarly work.	Score: 0
2	Chapter 5 - Screening Venture Opportunities: The Business Plan	This course prepares the students for scholarly activity, business research and investigative work associated with course projects and the Doctoral Capstone Project or Doctoral Dissertation. The students will be exposed to research methods and design and	Score: 0

OVERVIEW

Highlights:

What collaboration methods are employed in the LearnCenter? What are the other tools available in the CalUniversity?

Notes:

- The student/Learner can view the announcements or the updates through
 - Recent Activity
 - Calendar
- The other tools available in the CalUniversity are:
 - Profiles
 - Tech Support

Learning:**Calendar:**

Individual Learners can post entries and comments for their own use. The calendar is comprised of two types - Course Calendar and the User Calendar. Events entered on the Course Calendar or the User Calendar is automatically displayed on the Calendars of the Learners.

How to Use the Calendar

- Go to Course Panel; select the Go to Calendar option under Upcoming Events section.
- The Calendar page opens-up with Events Key, Monthly View and Upcoming Events section.

Events Key

In the Events Key section, there are 4 options listed - Global (Green), Course (Orange), Group (Yellow) and User (Blue). If any of these marks the event then the respective the color would be marked in the appropriate date.

Monthly View

The Monthly View section displays the past, present and future month with the events marked appropriately.

Upcoming Events

In the Upcoming Events section, there will be New Event button and Upcoming Event option with a scroll bar to display list of the courses. Using the New Event Button, we can create or add a new event.

In the upper-right corner of the Calendar page, there is **Preference** button to customize the Calendar page.

OVERVIEW

Screenshot of the calendar:

The screenshot displays the LearnCenter interface with a calendar for March 2010. The main calendar is a detailed month view showing days from Sunday to Saturday. A legend below the calendar identifies event types: Global (green), Group (yellow), Course (orange), and User (blue). An 'Export calendar' button with an 'iCal' icon is visible. On the right, a 'Monthly View' section shows three small calendar grids for February, March, and April 2010, with specific dates highlighted in color corresponding to the event types in the main calendar.

Learning:**Recent Activity:**

Individual learners can view the news and announcements posted. It also forms the platform for the students/learners and the instructor or administrator. The instructor or the administrator would post the information on any activities like discussion and submission..etc.

How to view the Recent Activity:

- In the Course panel, select the **Full Report of Recent Activity** under the **Recent Activity** section and the Recent Activity page opens-up. (Or)
- In the Recent Activity page, there is a **Filter section** with a few options to filter the date, month and disable option. Also there is an **Advanced button** for selecting a few more options that are displayed under the Filter section.
- There is also a **Show recent activity** button which would list the recent activities.

The other tools available at CalUniversity:

- **Profiles:**

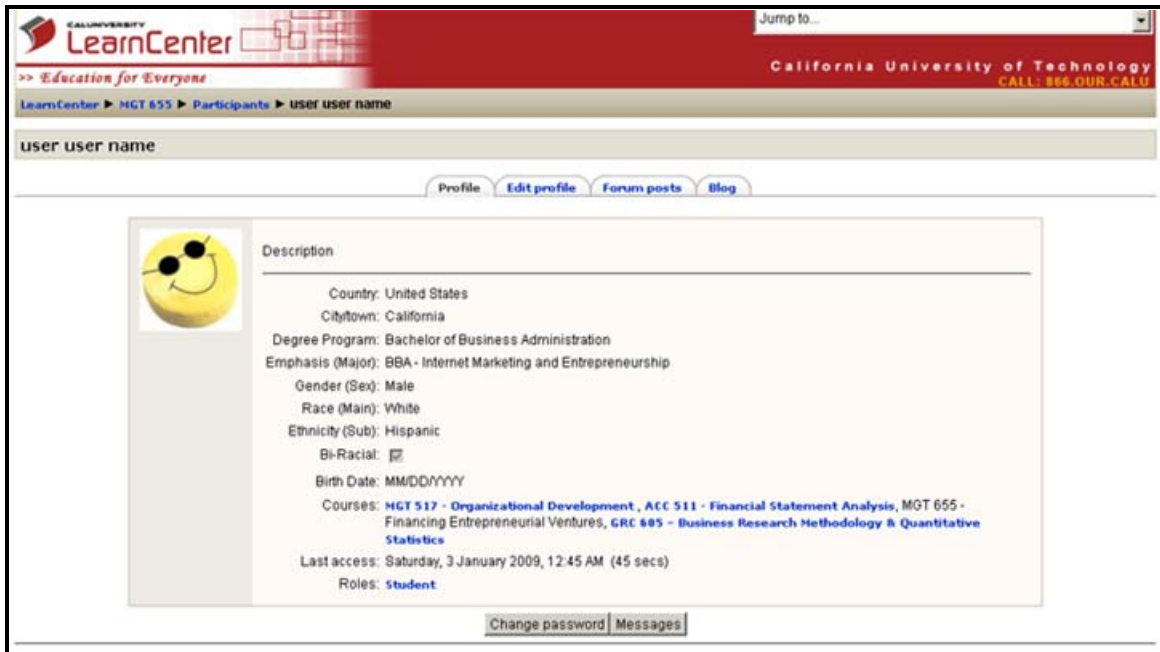
CalUniversity offers the student/Learners liberty to create, edit and update their profile. In the Profile, student/Learners can access forums, blogs and update their photo with additional personal information also.

How to view the Profile?

- Go to the Course Panel Page and select the **Profile option** under the Administration section.
- The Profile page opens-up displaying tabs – **Profile, Edit Profile, Forum Posts** and **Blog**.
- Student/Learners can edit their profile and photo by selecting the Edit profile tab
- Profile tab displays the details of the student/Learner.
- Student/Learners can post their entries in the Forum Posts tab or Blog tab.

OVERVIEW

Screenshot of the Profile page:



- **Tech Support:**

If student/learners face any problems or queries then they can discuss with these the administrator using the Tech Support tool.

How to post the Query in Tech Support?

- Go to the Course Panel Page and select the link in the **Tech Support dashboard** at the right-side corner of the page.
- The Report new issue window opens-up with the few fields to fill the queries needed.

Screenshot of the Tech Support Page:

Report New Issue

Project: MyCalu

Summary: *

Description: *

Reporting person: *

First Name: *

Last Name: *

Student / Faculty ID:

Phone Number: *

Email ID: *

Is this issue course specific?: * (If course specific mention the course code)

Attach Files:

Keep Forms Open

* Required fields

OVERVIEW

Summary

The combination of web-based learning components like communication and collaboration tools add value to traditional education. Students/Learners and faculty benefit from using the communication, collaboration and assessment tools. Students/Learners have a personalized approach to knowledge achievement that suits learning styles and busy schedules. Constant access to resources through online delivery and automated management tools minimizes the faculty's cost and time associated with the experience. The advantages of online education make a significant impact in higher education today and, as technology progresses are assured to deliver even greater benefits in the future.

Critical Thinking Multiple-Choice Questions:

1. _____ is employed as a fast track communication tool in the CalUniversity online learning program.
 - a) Scheduler
 - b) Assignments
 - c) Chat
 - d) Course Panel
2. _____ can access the CalUniversity LearnCenter for their queries, submit assignments, receive Faculty' feedback, etc.
 - a) Professionals
 - b) Professors
 - c) Corporate
 - d) Students
3. Assignment submission and quick Faculty's feedback is an important feature in the online learning portal of _____.
 - a) Microsoft Integrated Learning Environment
 - b) CalUniversity Learn Center
 - c) Web site
 - d) Software
4. Chat Communication enriches the quality of _____.
 - a) Procedures
 - b) Learner console
 - c) Online learning
 - d) Forums
5. _____ option is used to create new events or edit the existing events.
 - a) Chat
 - b) Forum
 - c) Calendar
 - d) Scheduler

SELF - EXAM

6. The _____ eases the process of clarifying the queries of the participants.
 - a) Forum
 - b) Scheduler
 - c) Upcoming Events
 - d) Reports

7. The student/Learner can view the comments on the assignments and reports in the _____ page.
 - a) Forum
 - b) Chat
 - c) Discussion
 - d) Grades

8. The _____ is for planning and scheduling the task with respect to the course as well as the User.
 - a) Course Panel
 - b) Course launcher
 - c) Calendar
 - d) Learner console

9. _____ provide feedback on student's assignments on a weekly basis, at the beginning and end of the Term, and upon completion of assignments and Exams.
 - a) Mentors
 - b) System analyst
 - c) Professionals
 - d) Faculty Members

10. The Forums and Discussions are available for the students/Learners in the _____.
 - a) Learners Guide
 - b) Learner Console
 - c) Procedures
 - d) Charts

Chapter Five

Self Exam

1. c) Chat
2. d) Students
3. b) CalUniversity LearnCenter
4. c) Online learning
5. c) Calendar
6. a) Forums
7. d) Grades
8. c) Calendar
9. d) Faculty Members
10. b) Learner Console

NOTES

CHAPTER SIX

Case Study (Case Analysis) and Exam (Tutorial 3)

Learning Objectives:

Upon successful completion of this Chapter, a student/Learner will be able to:

1. Critically explain a Case Study (Case Analysis) and know how to analyze it.
2. Explain the advantages of Case Studies and perform the Case Study (Case Analysis).
3. Explain how to present a Case Study (Case Analysis) and elaborate the Grading System for Case Assignments.
4. Explain the Unit Exams and their submission procedures.
5. Explain the taking of the Final Exam and study preparation for successful passing it

Introduction

“Success in exams is the result of knowledge, speed and the ability to write accurate answers. Case Studies create a great deal of data that challenges straightforward analysis.”

The CalUniversity MBA program systematically builds students/Learners’ strengths in the course of study for successful academic achievement. The program offers Case Studies (Case Analysis) and comprehensive examination scheme as part of the program curricular requirements. This Chapter covers information regarding the Case Studies, Unit Exams and the Final Exam of the MBA program.

OVERVIEW

Highlights:

What is a Case Study? How is it an essential component of the CalUniversity MBA program?

- What is a Case Study or Case Analysis?
- Advantages of Case Studies

Notes:

- A Case Study or a Case Analysis is an in-depth exploration of a particular issue/problem, an in-depth study of a situation. Case Studies involve an in-depth, longitudinal examination of a single instance or event.
- The Case Study (Case Analysis) is an important component in the course curriculum of the CalUniversity MBA program.
- Case Studies provide immense advantages for students/Learners to critically analyze business issues and provide an integrated view of management.

Learning:

“The use Case Study or Case Analysis calls for a major change in the students/Learners’ way of learning and thinking”- A good quality MBA program enhances the qualifications and quality of the Learner. The use of Case studies in the MBA program enhances the critical and analytical skills and competency of the students/Learners in a liberal way. The purpose of the use of Case Studies in the MBA program is to provide candidates an opportunity to put theoretical knowledge to practice.

What is a Case Study? - A Case Study or Case Analysis is used in learning about a complex instance based on a comprehensive understanding of that instance, obtained by extensive description and analysis of the instance taken as a whole, and in its context. A Case is usually a “description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person/persons in an organization.”

What is not a Case Study? - An important point to be emphasized here is that a Case Study “*is not a problem*”. A problem usually has a unique and potential solution. On the other hand, a decision-maker faced with the situation described in a Case Study can choose between several alternative courses of action, and each alternative may plausibly be supported by a logical argument. There is no correct answer/solution in a Case Study analysis process. So, the focus should be made on effective analysis and providing quality suggestions.

What are the benefits of the use of Case Studies in the CalUniversity MBA program?

In the MBA program curriculum, a Case Study is presented at the end of each weekly Unit. It is specifically designed to providing a better understanding and an in-depth examination of all challenges and issues in the subject of study .While analyzing Case Studies, students/Learners can deal with the real-time issues/problems described in the Case, and act as a decision-maker. This method of learning helps them get widely exposed to the current business trends and challenges in the market.

Advantages of Case Study or Case Analysis

The use of Case Studies enhances the quality of knowledge of MBA students. Some of the advantages of Case Study are listed below:

- ✓ “Students learn by doing” - Case Studies instill in students/Learners a integral step into the role of decision-makers in real-world organizations that require them to deal with the business or managerial issues commonly face by top managers.
- ✓ Case Studies provide students/Learners with a wide range of industries’ functions and responsibility levels.
- ✓ Improves the students/Learners’ analytical skills.
- ✓ Students/Learners get exposed to realistic managerial experience.

OVERVIEW**Highlights:****How to analyze a Case Study or Case Analysis**

- Nature of Case Study or Case Analysis
- Steps in analyzing a Case Study
- Techniques and tricks
- Common mistakes

Notes:

- The use of Case Studies prepares the students/Learners is to focus on an inquiry.
- Students/Learners start a Case Study by reading the Case, preceded by an in-depth study and familiarity with the Case concept.
- Some tips for effective Case Study are listening to the problem, staying organized and focusing on actionable recommendations.
- A few common mistakes that inhibit the students/Learners studying a Case Study or Case Analysis involve misunderstanding the Case and asking inappropriate or irrelevant questions. By avoiding these, the students/Learners can effectively perform the Case Study (Case Analysis).

Learning:**Individuality of Case Study or Case Analysis**

The unique feature of a Case Study or Case Analysis lies not so much in the methods employed (although these are important) but in the relevant questions asked and their relationship to the final outcome. The Case Study differs from other research approaches in four ways:

- More concrete, vivid and sensory, rather than abstract, examples.
- More contextual, the experiences are described in the context of the environment.
- It is designed for critical thinking and for information interpretation, that is, the student/Learner must bring her/his own experiences and understanding to the examination of the Case circumstances.
- It leads to inductive reasoning: generalizations, concepts or hypotheses that may emerge from the examination of the available data.

How to Analyze

Case Study or Case Analysis requires critical thinking of the available issues with consideration of a range of strategies and actions and the resulting recommended “solution” to the Case issues. The Case Study/Analysis requires intensive analytical preparation from the part of the students/Learners. They should carefully and wisely follow the facts and provided information in analyzing the case constructively:

- ✓ *Read the Case thoroughly* - To grasp the situation described in a Case Study, the student/Learner will need to read and mentally concentrate on the information provided. This helps the student /Learner to become familiar with the facts of the Case and the important issues that are essential in the Case. Be conscious of the *who, what, when, where, why and how* of the Case.
- ✓ *Familiarity with the facts described in the Case is not enough* -The student/Learner should acquire a thorough understanding of the Case by a detailed analysis of the Case. During the analysis of the Case, students/Learners must attempt to identify the main protagonists in the Case (organizations, groups, or individuals provided in the Case) and their relationships.
- ✓ *Understand the type of information gathered* - The student/Learner must keep in mind that different types of information are presented in each Case Study. There are *facts*, which are verifiable from several sources. There are *Inferences*, which represent an individual’s judgment in a given situation. There are *Speculation and Assumptions* which cannot be verified but generated during the analysis of a Case. Clearly, understanding all these different types of information can assist the student/Learner in managerial decision-making and providing suggestions for the Case.
- ✓ *Recommend the possible solutions.*

OVERVIEW

Some Techniques and Tricks

Some tips and techniques that help students/Learners in the performance of a Case Study are:

- *Understand the problem/issue* - Before analyzing the Case, students/Learners must recognize the problems or issues involved in the Case Study.
- *Stay organized* - When discussing a specific issue, remember the need for discussing it and where it fits into the overall problem.
- *Step back periodically* - Summarize what was learned and what the implications appear to be.
- *Do not get fixate on "cracking the Case"* - It is much more important to demonstrate a logical and critical thought process than arriving to a Case solution.
- *Use business judgment and common sense*
- *Relax and enjoy the thinking process*
- *Focus on valid and effective recommendations*, even though some of them may not be suitable solutions to the problem.

Some Common Mistakes

Students/Learners normally make some common errors in working on a Case Study or Case Analysis. By noticing and avoiding the mistakes herein presented below, students/Learners can easily succeed in resolving the Case Study or Case Analysis.

- *Misunderstanding the Case* - Not having a clear view about the Case.
- *Proceeding in an unprepared manner* - Not being able to identify the major issues that need to be critically examined or jumping from one issue to another without having a planned overall approach.
- *Asking multiple questions* without knowing what kind of information is needed.
- *Failing to synthesize a point of view* - Even if there is no time to critically think through all the key issues, be sure to synthesize a point of view based on an important outcome.

Highlights:**How to Present a Case Study or Case Analysis**

- Structure of the Case Study (Case Analysis)
- Format of the document
- Grading of Case Assignments
- Some useful guidelines for submitting coursework assignments

Notes:

- The Case Study or Case Analysis assignment should include basic sections such as topic, title, summary of the Case, statement of the problem, etc.
- The format style prescribed by CalUniversity is the APA format and it should be a 1.5 to 2 page document.
- In the CalUniversity MBA program, each weekly Unit Case Study or Case Analysis has an academic value of 50 Grade points each with a total of five Case Studies (Case Analysis) for a total of 250 points.
- In submitting assignments, carefully sketch the work; submit in the stipulated format, specified date, and through the proper communication channel.

OVERVIEW

Learning:

Presenting Case Study (Case Analysis)

The final and crucial step in the preparation of a Case Study is its submission for grading as it demonstrates the students/Learners' familiarity and competency in the subject learned.

Structure of the Case Study or Case Analysis

The Case Study or Case Analysis has to be presented in a stipulated format and should include the following basic Sections:

- ✓ Topic and Title
- ✓ Summary of the Case
- ✓ Statement of the Problem
- ✓ Proposed Solution(s)
- ✓ Learning Application

The *Topic and Title* should correlate with the Case Study or Case Analysis subject matter that correlates with the course material. The *Summary of the Case* should mention the essential points and events of the Case. In the *Statement of the Problem*, the Problem should be clearly defined. In the *Proposed Solution(s)*, the student/Learner's recommended solution related to the Case subject must be provided. In *Learning Application*, the general application of a particular Case Study (Case Analysis) has to be provided. Review the proposed recommendations/suggestions to see if they are applicable to the Case Study (Case Analysis) in question.

Format

Written analysis of the assigned Case should be submitted in the prescribed format of CalUniversity. The output should be a 1.5 to 2 page document in APA format.

Grading System

Each Case Study or Case Analysis has an academic value of 50 grade points with a total 250 points for the five Cases associated with each course of the MBA program.

Useful Tips Regarding Assignment Submission

- Submit the Case Study (Case Analysis) by the specified date given in the course syllabus.
- Avoid procrastination. Clarify the unclear areas of the Case Study (Case Analysis) with the Student Advisor Faculty (SAF) assigned to the course. It will avoid lower assigned grades.
- Follow the stipulated format.
- Submit the Case Study or Case Analysis to the CalUniversity LearnCenter and if possible, with a copy attached to an email send to the SAF.

OVERVIEW**Highlights:****How to Take Unit Exams**

- Nature of the Unit Exam
- How to attend the Unit Exam
- How to submit the Answer Sheet (if applicable)
- Grading System

Notes:

- Unit Exams are based on the materials found in the course required Textbook. Students/Learners should prepare for the weekly Unit Exam by initially practicing the Self-Exam accordingly.
- Each student/Learner can take the weekly Unit Exam at his/her own pace but it has to be completed within the scheduled time period.
- Answer sheets can be submitted through fax, mail, or e-mail for students/Learners enrolled in the FLEXILEARN path, and through CalUniversity LearnCenter for those students in the RAPID program path.
- Grades for Unit Exams are determined by the percentage of correct answers.

Learning:**Nature of the Weekly Unit Exam**

The weekly Unit Exam in the MBA program is designed to assess knowledge retention and critical thinking of the MBA students/Learners. All weekly Unit Exams are based on the materials found in the course required Textbook. Each course is divided into five weekly units with a weekly Unit Exam having of 20 critical thinking multiple-choice questions (valued at 50 points). The Unit Exam questions may be similar, but not identical to those found in the Self-Exams. Students/Learners can prepare for the weekly Unit Exams by taking Self-Exams and reading the materials from the required Textbook and the interactive Learning Guide. Week 6 (or Unit 6) is reserved for the preparation of a Course Project and PowerPoint Presentation and the taking of the cumulative Final Exam

How to take the Weekly Unit Exams

After studying the materials in the required Textbook and completing each Chapter, a student/Learner can take a weekly Unit Exam for the corresponding week in the Course. At the end of each Chapter of the Learning Guide, the Unit Exam is provided. Two trails for the Unit Exams are provided; the first one to check the answers (correct or incorrect). In the second trail, students/Learners check for the exact correct answers for the questions.

How to submit answer sheets

Unit Exams are open-book and are not timed. Students/Learners can take the Weekly Unit Exams at their own pace. The FLEXILEARN program requires a student/Learner to submit the answers for grading. Those in the RAPID program will take the Unit Exams online in the CalUniversity LearnCenter.

Answer sheets can be submitted to the SAF in any of three ways:

- ✓ Mail through regular post office
- ✓ Fax the answer sheet
- ✓ Scan the answer sheet and email it

OVERVIEW

Grading System for Unit Exams

Grades on Unit exams are determined by the percentage of correct answers. There is no penalty for guessing. The student/Learner's Course Grade is based on the number of points earned for the completion of all required coursework. The University has adopted the following Grading System:

A	=	90%	-	100%	correct
B	=	80%	-	89%	correct
C	=	70%	-	79%	correct
D	=	60%	-	69%	correct
F	=	59% or less			correct

For the Master's Program, earned Grades of "C" or lower are not acceptable. Students with a course grade of "C" or lower will be required to take the Course over again for a better grade and also paying full tuition and all related fees, if applicable.

Advantages for Students

In an MBA course, students/Learners are required to take Weekly Unit Exams. It helps them to recollect what they learned from the Chapters and Self-Exam. It prepares them for the Final Exam in an effective manner.

Highlights:**How to take Final Exam**

- What a student/Learner expects in the cumulative Final Exam
- How to study and Take the cumulative Final Exam
- How to submit the Final exam answers and receive a Grade Report
- Subjective Grading

Notes:

- The cumulative Final exam for each course in the MBA program has 40 critical thinking multiple-choice questions some of which are Scenario/Case Based Information and 10 short essays.
- Students should learn the course content well in advance by learning and reviewing the contents of the Course with the help of the Learning Guide or interactive Learning Guide and by taking Self-Exams and Unit Exams.
- Students/Learners of all disciplines, both RAPID and FLEXILEARN, should take the Final Exam in the CalUniversity LearnCenter only.
- The 10 short essay questions in the Final Exam are set for a total 100 grade points. Each short essay is set with 10 grade points which is internally divided depending upon the nature of the question and answer i.e. 2+2+2+2+2, 3+4+3, 5+5.

OVERVIEW

Learning:

Final Exam in the CalUniversity MBA Program

Final Exams are not included in the Learning Guide or printed material. Students of **FLEXILEARN** and **RAPID** should take the Final Exam in the **CalUniversity LearnCenter** only. After the successful completion of all Unit Exams, students/Learners become eligible to take the Final Exam. At CalUniversity, Exams are processed daily. Exam Grades will be recorded in the CalUniversity system, and students/Learners can receive their Course Grades through email.

Course Expectancy

The most effective way to ensure success on the Final Exam is to successfully review the learned materials in the required Textbook, complete the Chapters of the Learning Guide, Self Exams, and Unit Exams throughout the Term. Generally, the Final Exam will count for 200 grade points of the Overall Course Grade.

For the Final Exam, students/Learners should take 40 multiple choice questions (some of which are critical thinking multiple-choice questions with scenario/case based information) and 10 short essay questions with a scale of 2.5 marks for each MCQ (total 100 grade points) and 10 marks each for 10 short essays (total 100 grade points).

The multiple choice questions are taken from the highly-enriched content of the Course Required Textbook. The questions are designed to assess critical thinking ability of the students/Learners and the quality of knowledge gained and proficiency and skill level in the course of study.

How to study

By taking the Self-Exams and Unit Exams, students/Learners get exposed to the content extensively and gain familiarity with the concepts and theories of the Course. To do well on exams, students/Learners must first study the material in the required Textbook, and then review all the learned materials before taking an Exam.

Students/Learners should follow the two aspects instructed below for better understanding of the study material:

- Learning
- Reviewing

Guidelines for Learning

- Maintain good notes regarding the Course from the interactive Learning Guide and the Course Required Textbook
- Review notes after completing each weekly Unit
- Review the required Textbook materials and notes briefly
- Schedule longer review periods as needed

Guidelines for Reviewing

- Maintain good notes
- Organize notes, textbooks, and assignments according to your study materials
- Plan on the amount of time needed to review the learned materials
- Establish a schedule for studying and reviewing the learned materials
- Test yourself on the learned materials

How to Take Exams

In the Learner Console Page, select **My Exams** (the My Exams feature allows a student/Learner to view the Exam that should be taken by the Learner). Students/Learners can find the list of displayed Courses due dates and status.

How to submit Answers

After taking the Final Exam, students/Learners can submit the Answer Sheet in the LearnCenter itself. After grading, the Course Grade can be sent through e-mail or students/Learners can view it in the **Reports** Menu under **Grade Option**.

Grading of Essays

Grading of the Short Essays involves critical evaluation of the materials submitted by the students/Learners. Each Essay has an academic value of 10 grade points which in turn split up to 2 to 5 fragments depending upon the quality and quantity of the question (2+2+2+2+2 or 5+5 or 4+3+3 with a Total of 100 grade points)).

OVERVIEW

Summary

The Case Study (Case Analysis) component in the MBA course offers a method of critical learning with a complex approach through extensive description and contextual analysis. The product of a Case Study being the “Case Analysis Assignment” articulates with recent events and explanations of its outcomes and what one might usefully explore in similar situations. The MBA Course uses testing scheme for students/Learners to involve critically from the basics to successful completion of each Course.

Critical Thinking Multiple-Choice Questions:

1. _____ is a method used for learning a complex situation based on a comprehensive understanding of that instance, obtained by extensive description and analysis of the information provided taken as a whole, and in its context.
 - a) Case Study (Case Analysis)
 - b) Experimental
 - c) Qualitative research
 - d) Single-subject research
2. In the MBA program curriculum, _____ is provided at the end of each weekly Unit.
 - a) Case Study (Case Analysis)
 - b) Experimental research
 - c) Qualitative research
 - d) Single-subject research
3. Case Study (Case Analysis) is a way to focus a/an _____.
 - a) Certainty
 - b) Deduction
 - c) Inquiry
 - d) Predictions
4. Case Study (Case Analysis) is **not** so much a methodological approach but it is a way to focus an inquiry such as what is to be studied and retained.
 - a) Certainty
 - b) Deduction
 - c) Inquiry
 - d) Predictions
5. The Case Study (Case Analysis) differs from other research approaches in _____ ways.
 - a) Two
 - b) Three
 - c) Four
 - d) Five

SELF - EXAM

6. Case Study (Case Analysis) requires thinking through the issues, considering a range of strategies and actions and recommending a/an " _____ " to the Case issues.
 - a) Analysis
 - b) Inquiry
 - c) Rule
 - d) Solution
7. Courses are divided into five Units, and each unit exam consists of _____ Critical Thinking multiple choice questions.
 - a) 20
 - b) 40
 - c) 60
 - d) 100
8. _____ are open-book and are not timed.
 - a) Case studies or Case Analyses
 - b) Final Exams
 - c) Unit Exams
 - d) Chapter Units
9. Grades on _____ are determined by the percentage of correct answers.
 - a) Case Studies or Case Analyses
 - b) Final Exams
 - c) Unit Exams
 - d) Chapter Units
10. The _____ will count for 200 grade points of the overall Course Grade.
 - a) Case studies
 - b) Final Exams
 - c) Unit Exams
 - d) Chapter Units

Chapter Six

Self Exam

1. a) Case Study (Case Analysis)
2. a) Case Study (Case Analysis)
3. c) Inquiry
4. c) Inquiry
5. c) Four
6. d) Solution
7. a) 20
8. c) Unit Exams
9. c) Unit Exams
10. b) Final Exams

NOTES

CHAPTER SEVEN

Completing the Course Project and Presentation (Tutorial 4)

Learning Objectives:

Upon successful completion of this Chapter, a student will be able to:

1. Analyze the Course Project and elaborate its benefits.
2. Know the preparatory steps involved in the Course Project.
3. Know the Format of the Course Project and the procedures for its submission.
4. Prepare the course Project and its Presentation.
5. Make an effective Course Project Presentation.
6. Obtain the skills acquired through the coursework assignments.

Introduction

In the CalUniversity MBA program, an important component in the course curriculum is spun around Course Projects and Presentation. These two aspects form a guiding path for the students/Learners even after the completion of the course.

This Chapter covers the preparation of the Course Project and its Presentation. It is specifically designed and directed towards the application-oriented learning method since it prepare students/Learners in the delivery of a Course Project and its Presentation. It also explores the advantages of preparing a PowerPoint Presentation in a constructive and meticulous manner.

OVERVIEW

Highlights:

How to take the main project

- Course Project in the CalUniverity MBA program
- Analyzing the Course Project
- Designing the Course Project
- Benefits for students/Learners

Notes:

- The Course Project is presented by the students/Learners to demonstrate their proficiency and knowledge in the course of study.
- In the Analysis Phase, a student/Learner studies in depth the topic of the Course Project.
- After the Analysis of the Course Project, a student designs the Course Project accordingly. The Design Phase gets initiated at the onset of the Course.
- Students/Learners acquire immense benefits through the Course Project such as improving in career and prospering and promotion from the current position.

Learning:**Main Project in the CalUniversity MBA Program**

MBA students/Learners prepare and present a Course Project demonstrating proficiency in the core material after completing the Unit Exams and Case Studies (Case Analyses) in the week 6 of the Term. The student's assigned SAF member evaluates the Course Project and assign a Grade.

The Course Project can take one of several forms:

- A business/finance or marketing plan for a new venture
- A multi-year business plan for an existing business
- A Project for an existing business
- A Research project on an important business issue

How to analyze the Course Project

Students/Learners start the Course Project by analyzing the subject in depth. It opens a new arena in carrying out the Course Project that typically includes a systematic analysis of the industry and of the chosen Company, and then involves the analysis of a particular strategic issue in depth.

In the first part, a *systematic analysis* of the industry and of the Company which the participant has chosen is conducted. The Analysis typically includes many aspects, including:

- Key trends in the industry/business
- Competitive strategies applicable in the industry
- Strengths/Weaknesses/Opportunities/Threats (SWOT) and understanding of the realistic strategic choices for the Company/Organization
- Key priorities to deal with in order to successfully implement the chosen strategy

In the second part of the Course Project, focus is made on any particular strategic issue or problem of a company, which they require to be analyzed in depth. This part is focused on the needs based on the conclusions of the first part of the project. Alternative solutions to the problems are identified and developed. A managerial implementation plan that minimizes implementation risks is created.

OVERVIEW

How to design the Course Project

Once the analysis phase is over, the design phase for the assignment of the Course Project begins. The design phase for the Course Project may be initiated from the beginning of a Course. As the Course Project is about the course of study, students/Learners should design the Course Project in such a way that it covers all the aspects provided in the entire Course.

Benefits for students/Learners

Upon graduation, the students/Learners can become a very valuable member or staff of an organization/company and ideally placed for any promotional opportunities. The educational program has provided a definite and valuable personal development for each graduate and this remains a good investment for the graduate's future career progression.

Highlights:**How to prepare the Course Project**

- Define the question/issue for research
- Apply the appropriate methodology
- Perform a Literature Search
- Relate the Course Project to the learned materials

Notes:

- The first step in a Course Project Preparation is defining the goals and objectives of the Project. The background of the Course Project can be described briefly to avoid pitfalls with goals and objectives.
- The methodology for the Course Project is selected and analyzed.
- Applicable concepts and theories of the course of study are researched.
- The contribution of the Course Project to the research field is presented.

OVERVIEW

Learning:

“Preparing main project is an integrative exercise at CalUniversity,” Participants are provided with the opportunity to apply the concepts and techniques learned throughout the course and eventually the program to analyze Course Projects and later on the Capstone Project, if any.

Once the topic and title for the Course Project is agreed upon by the Course SAF member, students/Learners can start preparing a real-time Course Project on the industry or sector under the close guidance of the SAF. By applying the recently acquired management concepts and skills from each Course, a student/Learner can conduct the Course Project in several stages with the ultimate goal of providing an applicable solution to the problem or issue of the Project. The steps for preparing the Course Project are:

Define the Question(s) - The first step that drives the students/Learners in the Course Project preparation is to define the Course Project by identifying or asking for the problem or issue at hand. The objectives and goals of the Course Project must be clearly defined to include the background information. This Course Project must be stated briefly with full consideration for the common pitfall of presenting too much background and neglecting the development of research methodology and potential objectives.

Choose the appropriate Methodology - The Methodology for the Course Project must be selected with strengths and weaknesses of the chosen methodology fully analyzed. In this context, the plan that best serves and drives the project will be chosen.

Research -The Problem/Issue that relates with the concepts and theories in the Course are fully considered along with a Literature Search for information from other investigators who have published data and information on the topic chosen for the Course Project. This will prevent repetition of work that has already been done and allow the students/Learners to develop additional questions to answer or investigate.

Relate the Course Project to the research (if possible) - The significance of the research and how the study is conducted by the students/Learners contributes to the larger picture of research in the field of study is examined.

Highlights:**How to present the Course Project**

- How to structure the Course Project
- Format for the Course Project
- Submission of the Final Product

Notes:

- The Course Project assignment should be structured with the following sections: introduction, problem statement or case description, analysis of the problem or case, proposed solution, conclusion and looking forward.
- The format for the Course Project includes title page, page numbers and running head, abstract, headings, visuals (if needed), and list of references. APA format should be followed for the main project presentation.
- The Course Project is submitted in the CalUniversity LearnCenter as a Word document.

OVERVIEW

Learning:

Structure of the Course Project

In the Course Project Preparation, the essential information must be clear and presented in a professional format for the SAF to evaluate.

To achieve this goal, the Course Project should include the following Sections:

- Introduction
- Problem Statement or Case Description
- Analysis of the Problem/Issue or Case
- Proposed Solution(s)
- Conclusion and Future Research

Introduction - *What is this Course Project Report about?*

This Section part should present the useful information that is provided in the Course Project Report. Three Steps have to be achieved to make the Course Project data relevant:

- The necessary background for the Course Project is given with the problem or need that motivated it.
- In brief terms, what has been done to respond to the need or solve the problem/issue/case in question.
- The expected results, the value of the results and how they are relevant to the business organization/company are briefly explained.

Problem Statement or Case Description - The problem/issue/case is described precisely and clearly. The following properties should be considered when creating the problem/issue/case statement:

- **Uniqueness:** It should be new with no duplicates or imitation.
- **Creativity and Originality:** It should be a creative effort that gives a new quality or character. The problem/issue/case statement should contain indicators for innovative design, or style.
- **Completeness:** It should include all relevant elements.
- **Readability:** Ease for the reader to understand the problem/issue/case statement.

- **Creativity:** Creativity is defined as innovation that refers to the introduction of novel ideas.

Analysis of the Problem or Case - This Section should contain the overall analysis of the information collected and reviewed. The results are gathered, interpreted and judged based on the course study conducted.

Proposed Solution - If specific recommendations are considered, they should be provided in a list form with details that may be necessary for following the recommendations or suggestions for implementation. The focus in this Section lies on the collected facts to support the proposed solution(s) derived from research or data uncovered from a literature search or interviews. The findings are described in words and if necessary provide graphs, tables, figures for a better presentation.

Conclusion and Looking Forward - In this Section provide information that represents the heart of the Course Project along with the relationships of the researched facts and findings. The purpose of this Section is to convince the reader that the research method used is reliable and trustworthy. It should include the overall work done and the way it prescribed ahead.

Format

The content of the Course Project in the CalUniversity MBA program should be typed, double-spaced on standard-sized paper (8.5 X 11 inches) with margins of 1 inch on all sides. APA format must be used.

The Course Project assignment should include the following Sections in the order indicated below:

- ✓ Title page
- ✓ Page numbers and running head
- ✓ Abstract
- ✓ Headings
- ✓ Visuals
- ✓ List of references

Title page includes a running head for publication, title, byline and affiliation. *Page numbers and running head* - In the upper right-hand corner of each page, a 1-2 word version of the title is included (Followed with five spaces and then the page number). *Abstract* - If the instructor requires an abstract, a 75-100 word overview of the essay is written. It should include the main idea and the major points. The Abstract is placed on its own page immediately after the Title Page. The word 'Abstract' has to be centered and then followed by the paragraph.

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Major *headings* should be centered. Capitalize every word in the heading except articles (a, an, the), short prepositions (in, by, for), and coordinating conjunctions (and, but, or). *Visuals* should be kept as simple as possible and clearly labeled. Each visual is included with an Arabic numeral (ex: Table 1, Table 2, etc.) and the title of the visual. The label and Title should appear on separate lines above the Table, flush left. Below the Table, the source is provided.

List of References is provided on its own page after the last page of the text. The title 'References' is centered one inch from the top of the Page. The List of References are double spaced and alphabetized by the last name of the authors. If the work has no author or editor, the first word of the title (excluding A, An, or The) is alphabetized by the work.

Submitting the Course Project

The Course Project has to be submitted in a Word document by the end of the 6th Week of a Term. The students/Learners can submit their Course Project through the LearnCenter. From the **Learner Console**, select **My Courses** menu and then **My Assignments** sub-menu. Choose the option **Attend** for submitting the Course Project.

Some useful tips for the Course Project work:

- Be sure to have a perfect format for the Course Project work, and do not rush with content.
- Do not get overwhelmed in the beginning as it may seem like a lot to do, but simply do everything one step at a time.
- Do not present the Course Project in hurry and do not prepare and present it at the last minute.
- Make sure that the Course Project work includes quotes and paraphrased references to external sources, including the Course Required Textbook. This gives a perfect finish for the coursework.

Highlights:**How to prepare and present the Course Project**

- Preparation stage
- Material collection and arrangements stage
- Delivery stage
- Tips for Presentation

Notes:

- In the preparation stage, students/Learners carefully plan and prepare a plan of action for preparing the Course Project Presentation.
- In the material collection and arrangement stage, students/Learners gather information and present the final notes suitable for the Presentation.
- In the delivery stage, students/Learners deliver the presentation in the stipulated format and structure and submit it for presentation includes utilizing Microsoft PowerPoint tools and techniques, creating layouts and slides, etc.

OVERVIEW

Learning:

Preparing and delivering a Course Project Presentation is viewed as one educational step in the whole learning process. The activity of preparing a PowerPoint Presentation enables the student/Learner to acquire new marketing skills such as to evaluate, review, compare, negotiate, simulate, experiment, play, survey and report.

Preparation Stage

Students/Learners, after knowing what a good Presentation is, will prepare a constructive and thorough preparation plan. It is good to have sample presentations from others such as a video film and well-prepared slides. The Learners are asked to begin their research by brainstorming everything they know about the topic, to make notes, to draw mind maps, to use whatever best technique for developing relevant information. After understanding of the idea behind the Presentation, Learners are asked to propose a scheme of work:

- ✓ Elements to be included in the Presentation
- ✓ Thorough analysis of problems/issues
- ✓ Time schedule
- ✓ Materials or resources needed

Material Collection and Arrangement Stage

In this Stage, students/Learners should search for information on the web, select relevant publications, generate ideas, have discussions, and make short personal notes and appropriate slides. Students/Learners need to use as many different sources as they can, e.g. books, files, directories, and professional advice. Once notes are made, they begin to sort the collected materials into *must*, *should*, and *could* by referring back to the Course Project objectives.

Learners can contact the SAF via e-mail for assistance or to discuss the choices of the material to be presented and prepare a PowerPoint Presentation. Introducing and reviewing structures such as imperatives, conditionals and passive voice in the conversion of written language into spoken is needed at this Stage.

Delivery Stage

Once the final product is ready it should be rehearsed and delivered as a 15-slide Microsoft PowerPoint Presentation. It should include a Title slide, Introduction, Table of Contents, Body of the Presentation as necessary, a concluding slide, and a slide of cited References. It should be submitted in the CalUniversity LearnCenter through e-mail communication.

Tips for Delivering an Effective PowerPoint Presentation in MS Office

- ✓ Utilize the standard Microsoft PowerPoint tools for selecting templates, developing a layout, adding slides, and navigating through the Presentation.
- ✓ Discuss and apply the principles of effective PowerPoint Presentation design with a focus on learning how designers approach the task.
- ✓ Create layouts with consistent slide design and typography, working from slide and title pages.
- ✓ Develop original slide layouts using sketches, Photoshop wire frames, or PowerPoint's grids and guides tools.
- ✓ Choose appropriate color schemes.
- ✓ Source, prepare, and import images into presentations. Then integrate them effectively into the overall design.
- ✓ Apply basic approaches to the visual representation of numerical data, choosing the appropriate graphical form and integrating graphs into the design of the Presentation.
- ✓ Do not cram too much information on a slide.

OVERVIEW

Highlights:

What students/Learners acquire through Course Project Presentation

- Increased motivation
- Skills development for Marketing ability
- Autonomous learning
- Awareness

Notes:

- The activity of Course Project Presentation through PowerPoint increases the motivation level of the students/Learners as it gives them a sense of achievement.
- It builds the basic skills such as reading, writing, listening and speaking in MBA students/Learners, thereby shaping these skills for the business world.
- Students/Learners become more prone to self-directed learning, an essential factor in online education. It prepares them as able leaders, managers or professionals in the business world.
- Learners secure knowledge on what they have learned and also be exposed to Marketing.

Learning:**Course Project Presentation**

Preparing a PowerPoint Presentation is considered to be an effective teaching/learning process which stimulates intellectual curiosity and moves students/Learners from the passive role of recipients to the active role of builders of knowledge and providers of real communication. CalUniversity offers this significant pedagogic feature in its course curriculum for MBA students/Learners through the Course Project Presentation.

Increased Motivation

By preparing a Course Project Presentation, students/Learners get a personalized feeling as a developer of the course. Learners become personally involved in the presentation. It increases the internal motivation level which is an important component of online learning. It also provides pride for the students/Learners as Achievers.

Skills Development

A Course Project Presentation allows students/Learners to develop four basic and necessary skills (i.e. listening, speaking, reading and writing). Performing a Course Project Presentation apart from other written assignments expands the students' learning activity as the Course Project Presentation is a significant component in the MBA program. It enhances writing skill, critical thinking and artistic (marketing) ability for a Presentation.

- An effective Presentation includes essential presented information, clear graphs and pictures in slides, and responding to feedback.
- Listening includes critical attention for details and asking for clarification.
- Reading includes skimming and scanning for information and reading for details.
- Writing includes reformulating texts, making and taking notes and writing reviews.

Autonomous Learning

Working on Course Project Presentation enhances the self-directed learning process of the students/Learners as they become more responsible for their own learning. Students/Learners get well acquainted with the course of study as they have explored all aspects related to the subject of study apart from theories and concepts. It helps the students/Learners to reach a productive outcome at the conclusion of a Term.

Learner's Awareness

Students/Learners gain awareness of what they have learned and what they need to know. This awareness directs them in the course of study in a lively manner. The learners' awareness of non-verbal communication is raised and their use of natural language is improved. The use of the language of the business world becomes authentic.

OVERVIEW

Summary

CalUniversity Course Project and Presentation provide a learning platform for students to secure achievements in the business world. It helps students/Learners to enhance their work skills so that they can find and achieve challenging goals. This Chapter provided effective information on preparing and submitting a Course Project and Presentation, its advantages, and guidelines. Students/Learners thus become cognizant about the preparatory steps for the successful completion of the Course Project and Presentation.

Critical Thinking Multiple-Choice Questions:

1. Students/Learners start the project work by analyzing the subject in _____.
 - a) Applicability
 - b) Depth
 - c) Practical orientation
 - d) Process
2. The Course Project work typically includes a _____ analysis of the industry and of the chosen organization/company, and then involves the analysis of a particular strategic issue in depth.
 - a) Practical
 - b) Systematic
 - c) Technical
 - d) Theoretical
3. The _____ includes a running head for publication, title, byline and affiliation.
 - a) Abstract
 - b) Index
 - c) List of Content
 - d) Title page
4. The _____ is placed on its own page immediately after the Title Page.
 - a) Abstract
 - b) Bibliography
 - c) Index
 - d) List of Content
5. The Course Project has to be submitted in a Word document at the end of the _____.
 - a) 3rd week
 - b) 4th week
 - c) 5th week
 - d) 6th week

SELF - EXAM

6. The students/Learners can submit their Course Project through the _____.
 - a) CalUniversity
 - b) Flexilearn
 - c) LearnCenter
 - d) Learner Council
7. Preparing and delivering a presentation in the _____ MBA program is viewed as one of the stages in the whole learning process.
 - a) CalUniversity
 - b) Flexilearn
 - c) LearnCenter
 - d) Learner Council
8. Discuss and apply the principles of an effective PowerPoint presentation design with a focus on learning how _____ approach the task.
 - a) Constructors
 - b) Designers
 - c) Instructors
 - d) Students
9. _____ offers this significant feature in its course curriculum for MBA students/Learners through the Course project Presentation.
 - a) CalUniversity
 - b) Flexilearn
 - c) LearnCenter
 - d) Learner Council
10. Presentations allow students/Learners to develop all _____ basic and necessary skills.
 - a) Four
 - b) Five
 - c) Six
 - d) Seven

Chapter Seven

Self Exam

1. b) Depth
2. b) Systematic
3. d) Title page
4. a) Abstract
5. d) 6th week
6. c) LearnCenter
7. a) CalUniversity
8. b) Designers
9. a) CalUniversity
10. a) Four

NOTES

CHAPTER EIGHT

The MBA Capstone Project or Thesis

Learning Objectives:

Upon successful completion of this Chapter, a student/Learner will be able to:

1. Differentiate between a Master's Thesis and a Capstone Project and elaborate the importance of Master's Thesis and Master's Capstone Project.
2. Know what a Capstone Project is and list the characteristics of the Capstone experience.
3. Plan the necessary steps in a Capstone Project preparation.
4. Elaborate the reasons for preparing a Research Project Plan and the associated responsibility.
5. Elaborate the completion phase of the Capstone Project.
6. Know what a Master's Thesis is and know how to develop and prepare a Thesis.

Introduction

The Master's Capstone project and Master's Thesis in the MBA program represent the final educational phase of coursework prior to degree granting and are the culmination of an extensively organized course structure. Each demonstrates the student's mastery of the curriculum and other scholarly competencies in the course of study.

The career-oriented CalUniversity MBA program prepares students/Learners by its Master's Thesis and Master's Capstone Project to adapt to the new innovations in Business and Technology. It prepares students/Learners for today's fastest growing professions in an ever changing business and marketplace. The Master's Capstone Project develops students' skills in analyzing complex business decisions and solving technology related problems/issues.

OVERVIEW**Highlights:****What is the difference between a Capstone Project and a Master's Thesis?**

- What is a Master's Thesis?
- What is a Capstone Project?
- Difference between a Thesis and a Capstone Project
- Significance of a Thesis and Project

Notes:

- A Capstone Project is the written product of a systematic study of a significant problem/issue.
- A Thesis is a significant undertaking appropriate to the fine and applied arts or to a professional field.
- A Thesis involves a supervised independent inquiry. The Capstone Project involves the above aspect while it is more focused on the Application of Theory.
- A Thesis ends in a bound volume of research work and findings or results. A Capstone Project will include a Product accompanied by a bound document describing its application and the aspects upon which it is built.
- Thesis and Capstone Project both act as an original contributor to current knowledge in the Business and Management fields.

Learning:**What is a Master's Thesis?**

A Thesis identifies a problem/issue, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendations.

What is a Capstone Project?

A Capstone Project evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written Abstract that includes the Project's significance, objectives, methodology and a conclusion or recommendations.

Difference between a Master's Thesis and a Capstone Project

In a Thesis, students/Learners will be involved in a supervised independent inquiry. It involves constructing knowledge, providing enhanced understanding, or further illuminating the Theory upon which the Inquiry is built. A Capstone Project is somewhat similar to a Thesis as it also involves a supervised independent Inquiry that is built on an explicit theoretical foundation, but it is more focused on the Application of Theory.

Generally a Project will include a Product (such as videotape or a course of study). This Product will usually be accompanied by a bound document describing the theoretical basis upon which the Product is built. In addition, the document will describe, in summarized fashion, the development process. If necessary, it will include a report of trial testing, with results and theoretical implication.

Significance of Thesis and Capstone Project

Thesis and Capstone Project both act as an original contribution to current knowledge resulting from the systematic study of a significant problem/issue. They provide the opportunity to bring together disparate aspects of an academic discipline and incorporate a greater depth of analysis or application for the Candidate students/Learners. The Master's Thesis and the Master's Capstone Project both serve as a final educational requirement for degree award.

OVERVIEW

Highlights:

What is a Capstone Project?

- Define the Capstone Project
- Master's Capstone Project at CalUniversity
- Know the characteristic actions of the Capstone experience
- Undertake a self-study

Notes:

The Capstone Project is a culminating learning experience.

- The Master's Capstone Project in the MBA program is an excellent opportunity to pursue an independent learning experience focused on a problem/issue that is of much interest to a student/Learner.
- The Capstone experience, being a scholarly experience, drives students/Learners to perform innumerable activities such as performing sound research, developing and arriving at logical conclusions, etc.
- Performing a self-study about the Capstone Project educates students/Learners in the effective way of structuring and completing the needed scholarly activity and work.

Learning:**Capstone Project**

The Capstone Projects provide a culminating scholarly and educational experience for a student/Learner and a rewarding opportunity for collegial mentorship for both the Faculty Mentor and the student. It provides an opportunity for the student/Learner to integrate and apply essential scholastic competencies acquired through coursework.

Master's Capstone Project at CalUniversity

The Master's Capstone Project is intended to drive students/Learners beyond what they have previously learned and to build on scholarly skills and knowledge in ways that are relevant to their professional goals. Students/Learners conduct a Research Project - such as a significant Case Study, research investigation, scholarly training, program design or evaluation, or paper - that seeks to deepen the understanding of an area of keen interest. The Master's Capstone Project helps students/Learners to develop solutions to business problems/issues, in cooperation with local businesses, industry and government.

Characteristics of a Capstone Experience

The Master's Capstone Project at CalUniversity drives the students/Learners to:

- Perform academically sound research on a theoretical issue or actual problem related to the course of study.
- Utilize concepts, knowledge, and skills of the research process to examine the issue/problem.
- Develop and express logical conclusions as a result of the data analysis.
- Present research results in the approved written form and in accordance with the University's standards.

Self-Study about the Research Work

Before starting the work, consider the following questions:

- What is the public purpose of my proposed Topic?
- Which public goal or constructive value does it contribute?
- Who might use the results of my work?
- Do you want to demonstrate your competence in a business area?
- Do you want to contribute to the work at your own company/organization?

Answering these questions helps the students/Learners to construct the needed work effectively in a planned manner. Doing a self-study enhances the speed of the work process. Students/Learners must sufficiently narrow and focus their area of research.

OVERVIEW

Highlights:

How to Plan the Capstone Project

- How and Where to Begin
- Responsibilities of students/Learners
- Helpful hints for students/Learners

Notes:

- You may start thinking about the Capstone Project with the completion of the GRC 505 – Problem Analysis and Research Methods as a Project Research Plan (GRC 520) will be needed. After the Project Research Plan is approved by the appropriate faculty member at the successful completion of GRC 520, you can proceed to the planning process.
- The planning phase includes refining the topic, justifying it, selecting suitable research methodology, etc.
- The student/Learner must be whole-heartedly committed to the investigative work and may seek help and work under the guidance of the Student Advisory Faculty (SAF) Mentor and the Graduate Review Committee (GRC).

Learning:

Getting Started- Preparing Project Research Plan

The Capstone Project Research Plan is carefully prepared and submitted for approval upon completion of Course GRC 520.

Reasons for writing a Project Research Plan

- The Project Research Plan constitutes the basic Plan for the Capstone Project. It is a coherent and systematic approach to the research investigation and provides the Candidate Student/Learner with a basic guide to action and a methodology for handling the investigative work.
- The Project Research Plan provides evidence for the Graduate Review Committee (GRC) that the Candidate student is ready for conducting the research that has been formulated.

Student's Responsibilities

In the first step, the student/Learner should assess his/her interest, talent, and future career opportunities. With that in mind, explore the research opportunities available and search for a good area of interest. It is the student/Learner's responsibility to carry out the Capstone Project in a legal, ethical way avoiding plagiarism and submit it to the Graduate Review Committee for consideration. The student/Learner is responsible for contacting a potential Faculty Mentor to assist the student/Learner in this endeavor.

Highlights:

How to Complete the Capstone Project

- Written Report
- Final Submission
- Tips to lead a successful completion
- Competencies gained by students/Learners

Notes:

- The writing of the Capstone Project Report is a step towards completion of the Capstone Project.
- Before final submission, the first draft and second draft are prepared. After approval from the respective SAF Mentor for review, the final draft is prepared and submitted to the Graduate Review Committee.
- The Capstone Project has to be submitted by the agreed scheduled time.
- Students/Learners gain many competencies which include new knowledge about the subject of study, better understanding of theories and concepts of the course of study, etc.

OVERVIEW**Learning:****Completion of Capstone Project**

Completion of the Capstone Project requires a student/Learner to make preparation for filing the final Report and documents. In the Capstone Project, the student/Learner, in consultation with the respective SAF Mentor/Advisor, will decide the appropriate format for submitting the final Report and related documents. This might consist of a report, CD, video or other material filed with the GRC. A Presentation and Formal Oral Defense of the Capstone Project in front of the GRC is required. The Oral Defense usually takes the form of a formal presentation to GRC Committees and other attendees (faculty and students), followed by a signing of the Signature Page representing the successful completion of the Capstone Project..

Written Capstone Project Report

After completing the research work and data analysis, the student/Learner must prepare a written Report of the Capstone Project.

Final Submission

The assigned Faculty Mentor/Advisor will evaluate the Capstone Project Report for submission to the GRC. The final written Project Report is submitted according to the prescribed instructions provided to the student/Learner at an earlier time. The format specified by the SAF Mentor/Advisor must be followed.

Tips to a Successful Completion of the Capstone Project

- Submit the Capstone Research Project Plan for consideration and approval by the end of GRC 520. Note that delayed submission may lead to rejection and delay in graduation date.
- The Capstone Project Presentation and Oral defense represent a significant portion of the final requirements for this final educational requirement for degree granting. The final submission should be an error-free document.

Competencies Gained by Students

Students/Learners gain the following from completing the Capstone Project:

- Acquisition of new knowledge about the topic studied and a better understanding of the context of the topic.
- Development of new intellectual skills, concepts, and methodologies for scholarly and systematic analysis of issues and problems.
- Achievement of a fresh understanding of a theoretical or practical issue or problem, which may contribute to a favorable solution.

OVERVIEW**Highlights:****How to prepare and complete the Master's Thesis in the MBA program**

- What is a Master's Thesis?
- How to take and prepare the Thesis
- Evaluation
- Some Guidelines

Notes:

- The Master's Thesis is an extensive Research Project that demonstrates a student's ability to carry out independent investigative or research work.
- The steps for preparing a Thesis include the Topic selection, preparing a Hypothesis, a Literature Search and Review, an Outline Preparation, the writing of the body of the Thesis, submission and receiving feedback.
- After the final review and approval from the GRC (Graduate Review Committee), the student will present the research work by a Presentation and Oral Defense. The GRC makes recommendations and gives final approval of the submitted Thesis.
- Guidelines help the student/Learner to undertake the investigative/research work effectively.

Learning:**Master's Thesis**

The Thesis is a substantial Research Report which contains the result of investigative work undertaken for the final requirement of the MBA Program. A Master's Thesis is a significant step in the MBA program as Investigative or Research work for the Thesis is closely related to the student's major area of Emphasis in the MBA program which contributes to new knowledge in the business field.

Preparing Master's Thesis in the CalUniversity MBA Program

The Thesis preparation may be initiated with the completion of the Course GRC 505 - Problem Analysis and Research Methods and enrollment in the Course GRC 525 - Thesis Plan GR for the formulation of a Thesis Plan under the auspices of a Student Advisory Faculty (SAF) Mentor/ Advisor.

OVERVIEW

Writing the Thesis

The actual writing of the Thesis may start with the completion of the Course GRC 525 and the academic research work based on the Thesis Plan. The writing process itself adheres to the basic rules of good writing. A lucid and easy flowing style is more attractive and acceptable than one heavily laden with jargon and incomprehensible words. Organization of the material is equally important. A chapter-wise subdivision makes it easier to present a topic and to make it comprehensible.

The length depends on the topic as well as the field of work. This is the first step for the student in proving himself/herself an expert in the chosen field.

Completion of the Thesis requires that students/Learners make preparations for filing the final documents. Students/Learners are advised to consult early with the respective SAF Mentor/Advisor for format standards and deadlines.

Evaluation

After receiving a final review by the SAF Mentor/Advisor and the recommendations from the Graduate Review Committee (GRC), the Final Draft of the Thesis can be again submitted for the GRC members' signatures pending the Candidate's Thesis Presentation and Oral Defense.

Based on the outcome of the Thesis and Oral Defense, the GRC gives their recommendation and/or final approval for the Master's Thesis.

Summary

The Master's Thesis or Master's Capstone Project of the MBA program, being the final academic requirement prior to degree granting, provides an opportunity for the Candidate student/Learner to evident his/her scholarly expertise in the subject of study. Both the Master's Thesis and Master's Capstone Project allow students/Learners to demonstrate and build abilities in their areas of expertise. If completed under the proper guidance of a SAF Mentor/Advisor and carried out in accordance with established standards and procedures in the area of study, a productive and meaningful outcome will result.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. A (An) _____ is a significant undertaking appropriate to the fine and applied arts or to professional fields.
 - a) Assignment
 - b) Grading
 - c) Presentation
 - d) Project
2. A Thesis involves a supervised _____ inquiry.
 - a) Consistent
 - b) Dependent
 - c) Inconsistent
 - d) Independent
3. A (An) _____ is similar to a Thesis.
 - a) Assignment
 - b) Grading
 - c) Presentation
 - d) Project
4. A Capstone Project provides a culminating educational experience for the student/Learner and a rewarding opportunity for collegial _____ for both SAF Faculty and students/Learners.
 - a) Membership
 - b) Mentorship
 - c) Relationship
 - d) Scholarship
5. The Project Proposal constitutes the _____.
 - a) Basic Plan
 - b) Business Plan
 - c) Marketing Plan
 - d) Strategic Plan

6. The student/Learner is responsible for contacting potential advisors by researching their work and meeting them to discuss the _____ and their interests.
 - a) Needs
 - b) Plans
 - c) Program
 - d) Projects
7. The writing of the _____ is a step towards completion of the Capstone Project.
 - a) Plan
 - b) Press news
 - c) Report
 - d) Thesis
8. The assigned SAF will evaluate the Capstone Project and assign a _____ for the course.
 - a) Grade
 - b) Quality
 - c) Remark
 - d) Value
9. The Master's Thesis is a Research Report that can demonstrate a student's ability to carry out _____ research.
 - a) Consistent
 - b) Dependent
 - c) Inconsistent
 - d) Independent
10. The _____ helps the students/Learners to undertake the research work effectively. It helps them to avoid errors and pitfalls in their coursework.
 - a) Abstract
 - b) Guidelines
 - c) Marketing plans
 - d) Project overview

Chapter Eight

Self Exam

1. d) Capstone Project
2. d) Independent
3. d) Capstone Project
4. b) Mentorship
5. a) Basic plan
6. c) Program
7. c) Report
8. a) Grade
9. d) Independent
10. b) Guidelines

MINI PROJECT - WEEK 2

Study Plan for CalUniversity

This week you will outline a study plan to help your organize your time.

Determine how you spend a typical week

As you enter the hours or parts of hours for each activity, that amount is subtracted from each day's total:

Hours left in each day:							
Daily Activities	Mon	Tues	Wed	Thu	Fri	Sat	Sun
Classes							
Studying							
Sleeping							
Exercise/sports							
Work/internship							
Family commitments							
Personal care/grooming							
Meal preparation/eating/clean-up							
Transportation: school, work, etc.							
Relaxation: TV/video games, etc.							
Socializing & friends							
Other							

CHAPTER NINE

Understanding and Planning your MBA Program

Learning Objectives:

Upon successful completion of this Chapter students will be able to:

1. Elaborate on the pedagogic expectations of the MBA program and the need for pursuing an MBA program.
2. Explain how the MBA differs from other Master's programs and why the MBA is more marketable in the business world.
3. Describe the objectives of CalUniversity's MBA program and discuss how they can be achieved.
4. Explain the salient features of CalUniversity's program architecture and illustrate the program delivery models.
5. Explain the career scope for MBAs.

Introduction

“Some get an education, others make a difference.” The MBA is one of the most sought after programs in the world across all job fields. It surely makes a difference to be an MBA degree holder. The high demand for application-oriented resources by business organizations generates the demand for MBAs holders. Students pursue an MBA program with the intention of advancing career prospects and job opportunities. A rewarding career, good salary, and increased knowledge are important expectations of students who opt to pursue an MBA program.

CalUniversity can be classified as a next generation University in search of academic excellence. Its Online MBA program’s objectives ensure greater emphasis on the development and application of students’ practical skills to real-world problems. The exclusive features of the program architecture highlight the institution’s focus on the delivery of curricula components in an up-to-date and challenging style. This Chapter covers characteristics of the MBA program, its educational objectives, and the unique aspects of its program architecture.

OVERVIEW

Highlights:

What are the students' expectations of an MBA program?

- Maximizing productivity
- Leveraging opportunities to gain knowledge
- Acquiring skills of effective strategic management
- Progressing in a career

Notes:

- Professionals view the MBA program as an opportunity to increase their capabilities and skills, thereby maximizing their contribution to individual and organizational productivity.
- Students look for opportunities to gain knowledge of a wide range of practical skills, to improve their existing strengths and their experiences, and to acquire leadership qualities, thereby increasing their ability to compete effectively.
- Learn and acquire the skills of effective Strategic Management that are imperative for Managers and Entrepreneurs.
- People who look for career progression view the MBA program as a means to advance in their present careers or to change their field/area of expertise.

Learning:**Students and their Expectations of the MBA Program**

“Earning a Master of Business Administration degree is about more than having an education.” It is about education, scholarly activity, advancement, and achievement. Students find that pursuing an MBA program is a challenging and rewarding educational experience. An MBA program provides a good knowledge foundation and background for those already holding a business-based career or those entering the business field.

Professionals no longer view an MBA as a high income program/qualification. In contrast, they view it as an opportunity for maximizing their skills and efficiency. Online MBA programs are proficient at instilling a sense of self-discipline in students and helping them to discover a better understanding of their inherent capabilities.

The most common expectation of a student who pursues an MBA program is to acquire knowledge. Gaining knowledge in a wide range of areas opens up new opportunities. Professionals improve on the skills they already possess, making them more effective and competent. Leaders learn how to effectively manage their enterprises, and maximize their contributions for individual and organizational productivity.

Students also look for added benefits such as: time management skills, team working skills, self-motivation skills, communication skills and analytical and creative thinking. Acquiring these skills and understanding the basic functions in an organization and in the global environment are vital for effective strategic management. For entrepreneurs and managers, these skills coupled with the right exposure to the latest thinking/concepts in management act as an asset for developing their personal efficiency.

The MBA program has long been referred to as “*global currency*” – a program that symbolizes value all over the world. Now, professionals value it for career mobility, managing their present careers, or changing course, if desired.

OVERVIEW**Highlights:****How an MBA program differs from other Master's programs?**

- Application-oriented
- In-depth knowledge
- More marketability
- Versatility, mobility, and high ROI (Return on Investment)

Notes:

- The MBA program is application-oriented, qualifying the student for a management-based career, whereas an MA (Master of Arts) or MSc or MS (Master of Science) is purely a theory-based program and prepares the student for a career in a single domain.
- An MS program gives an in-depth knowledge whereas an MBA program gives an advanced education in the whole business field.
- An earned MBA degree is more marketable in the business world than an MA or MS or MSc degree. MBA students can be more competitive and have an edge over others in the business world.
- The strength of the MBA program lies in its versatility, mobility, and high ROI (Return on Investment).

Learning:**MBA vs. other Master's Programs**

The MBA program instills students with necessary skills and knowledge to succeed in the business environment.

An earned MBA degree qualifies students for a management-oriented career, which covers all aspects of management. A Master's program in science or arts on the other hand, is purely a theory-based program that provides specialization within a particular school or discipline and prepares the student for a career in a single field.

An MBA degree is typically interdisciplinary, drawing from the fields of psychology, sociology, economics, accounting, and finance. It gives an in-depth knowledge about the strategic tools of management. It offers a variety of areas to specialize in that students can immediately use at work. It puts them in a category of "*Professional*" thus, making them potentially more successful than an MBA student. Should be: than a non - MBA graduate.

An MBA program is more marketable in the business world. Corporations look for professionals with strong managerial skills and abilities. The success of their business often depends upon the skills and abilities of management they look for in MBAs. An MBA will open many more doors than any other graduate program.

People who hold an MBA degree are versatile and prove efficient in areas from solving community problems from the helm of a non-profit organization to developing strategies for the world's largest companies. MBA holders can make things happen every day. An MBA program allows professionals to take control of their careers and change course as they want or need. Over the past decade, an MBA's average ROI has been three times the return on Treasury Bills. "Getting a plain vanilla MBA today is like receiving a tax-free cash award of more than a half million dollars."

OVERVIEW**Highlights:****What are the objectives of the CalUniversity MBA program?**

- Major objectives
- Integration of objectives
- Achievement of objectives
- Focus of the MBA program
- Opportunities for students

Notes:

- The major objectives of a CalUniversity MBA program are:
 - Theoretical base
 - Practical skills
 - Global ramifications
 - Team building
 - Personality development
- These objectives are broken down into central themes and core competencies that are integrated into the MBA curriculum.
- These objectives are achieved by emphasizing the development and integration of broad-based functional business knowledge. This helps to advance an individual's management career. The program provides an opportunity to develop an in-depth specialized knowledge in a selected field.
- This program focuses on developing "*talented individuals*" equipped with knowledge of the latest technologies and practical skills, enabling them to realize their full potential and career goals.
- Students are provided with the opportunities to learn all aspects of the up-to-date curriculum.

Learning:

“The road to success starts with a step in the right direction”

Keeping in mind the latest technological advancements and the functioning of modern enterprise, one main educational objective of the MBA program is to give an opportunity for students to pursue a business career path with the necessary tools for career success.

The major objectives of the CalUniversity MBA program are designed to suit today’s business trends and needs. They are:

- **Theoretical base** – To provide the student with a strong theoretical base in advanced concepts and theories in key areas of managerial responsibility.
- **Practical skills** – To enhance creative thinking and problem solving skills, and enable students to implement these skills successfully in arriving at business decisions.
- **Global ramifications** – To make the students understand the global business scenario and provide them with the ability to integrate knowledge across various disciplines and in the context of a global environment.
- **Team building** – To cultivate leadership and teamwork skills, intellectual accomplishment, and the opportunity to develop an executive level perspective on business practices.
- **Personality development** – To stimulate students’ intellectual abilities, thereby enhancing their personal efficiency.

These objectives are extracted and incorporated in the Program Matrix. The Required Courses provide students with functional knowledge about the business world and the Emphasis Courses allow them to develop an in-depth specialized knowledge in the selected area of study. By intermingling the principles and practices of management with technology, the University’s curriculum ensures that students are exposed to the latest technological developments. In addition, it offers an understanding of the foundation of a modern enterprise. The program offers talented individuals a path to success, ensuring greater emphasis in career development and application of acquired practical skills to real-world problems.

As the objectives are designed to educate individuals to work as leaders and business owners/operators, CalUniversity’s MBA program covers the latest in the business world. Online learning methods are challenging in delivering the up-to-date curricula in an effective manner. Students who acquire this advanced management education and knowledge in professional business designations will thrive in any decision-making environment.

OVERVIEW**Highlights:****What makes the design of CalUniversity's MBA program unique?**

- CalUniversity's MBA program architecture
- Online program delivery models
- Interactive learning methods
- Scope for career progression and skills enhancement

Notes:

The CalUniversity MBA program has several features that contribute to the uniqueness of its program architecture. They are:

- Application-oriented
- Online dual program
- Highly specialized
- Opportunities for self guidance
- Project-based learning
- Option for Thesis or Capstone Project

The Online program delivery models of CalUniversity are RAPID and FLEXILEARN. They provide an excellent opportunity for students to choose their method of learning and pedagogic platform.

CalUniversity's main purpose is to help students learn and gain wide knowledge in their area of expertise. It offers the use of interactive learning methods called **CORE** method in the Master's program and **SAVE** method in the online dual degree program.

The program provides a wider possibility for career progression to students by imparting them with theoretical knowledge coupled with technology-based practical aspects. It stimulates creative thinking ability and motivates the MBA scholars.

Learning:**The Uniqueness of the CalUniversity MBA Program Design**

“An able professional is always meticulous; with CalUniversity online MBA program he/she becomes valuable.”

The fate of every organization depends on analytical skills, leadership qualities and adaptability of its managers. The role of managers has great momentum in today's business environment. CalUniversity's online MBA program imparts these very qualities in its students. It takes students through a valuable learning experience with excellent Internet based instruction in Business, Management, Information Technology and other specialized fields of study.

The unique features in its MBA program design are:

Application-oriented - CalUniversity's MBA program enables students to use a variety of Case Studies or Case Analyses and Course Projects to apply their learning concepts. It is designed to help students acquire knowledge in theory, skills and values associated with business and technology, and to apply this knowledge in real-world issues and events.

Online Dual Degree program - CalUniversity offers an online Doctoral Degree in Business Administration (DBA), alongside a Master's degree in Business Administration (MBA). It employs the *SAVE* method (Scholarship, Accelerated program, Value for investment, Expertise), an excellent learning experience for students who desire a cost-effective and less time-consuming program.

Highly specialized - Dual Majors - The Emphasis courses come from two major areas of business. Using the Banking and Finance Emphasis as an example, students have two Courses in Banking and three Courses in Finance. These courses provide students with a broader specialization in two major fields of business.

Opportunities for self guidance through alternative assignments - CalUniversity offers the opportunity for students to select their assignments based on their need and interest; providing opportunity for enhancing their personal efficiency.

Project based learning in all courses - In Course Project based learning, students gain a deeper knowledge of subject matter, as this will increase their self-direction and motivation levels, and research and problem-solving skills.

Option for thesis or project - A significant advantage in CalUniversity's MBA program is that students may select their own Course Project, if so desired. Furthermore, they can opt for a Master's Capstone Project or Master's Thesis depending on their needs and interest.

OVERVIEW

The online program delivery models offered by CalUniversity are **RAPID** and **FLEXILEARN**. Students have a choice in selecting the more appropriate program delivery structure. The RAPID delivery model is a fast-track approach enhanced by the latest instructional design and e-learning techniques. It is innovative and influential for career-oriented professionals. The FLEXILEARN delivery model is a good choice for students who want to pace their educational experience and schedule time to satisfy their own needs and convenience.

The main purpose of CalUniversity's MBA program is to enable students to gain knowledge and expertise in a wide area of study with an interactive learning experience. The interactive learning methods employed are:

- **CORE** method (Collaborative learning, Object-oriented, Real life experience, Economical education) in the Master program.
- **SAVE** method (Scholarship, Accelerated program, Value for investment, Expertise) in the online Dual Degree program.

Both of these methods provide a whole new learning experience and an advanced Internet-based education as a core product to its students.

The program provides wider possibilities for career progression for students by providing them with theoretical knowledge coupled with technology-based practicality. Programs are designed with the day to day challenges and issues faced by aspiring students and enthusiastic working professionals in mind. The Case Studies (or Case Analyses), Mini Projects, discussions, and interactive Self-Exams create a significant impact on each student's knowledge. It stimulates their creative thinking ability and motivates MBA scholars to be efficient and successful.

Highlights:**How MBAs fit into the corporate world? What skills are gained through MBA program? What is the career scope for MBAs?**

- Why MBAs are the most wanted
- Skills acquired by the students
- Professional MBA program
- Career scope for MBAs

Notes:

The high demand from business organizations for application-oriented human resources and their need for enthusiastic candidates with big organizational goals makes the MBA the most wanted experience for fitting into the corporate world.

Students acquire various practical skills such as: qualitative knowledge, technical skills, strong interpersonal and communication skills, analytical skills, and leadership skills enabling students to meet the changing demands and challenges of the global marketplace.

The Professional MBA program provides current and future managers with an excellent opportunity to learn and develop management skills, enabling them to excel in any competitive business environment.

The career scope is unlimited. A wide array of jobs is available in corporate fields; bright candidates get good openings in business development, product management and marketing organizations. Apart from the corporate field, there is also a wide variety of opportunities in entrepreneurship, NGOs (Non-governmental organizations), and co-operatives.

OVERVIEW**Learning:****Career Development Road Map**

The *MBA* is a “cutting-edge corporate degree” that fulfills the requirements of the corporate work place. There is a growing demand from business organizations for application-based human resources, group working, internships, in-company projects and many more aspects. Companies look for MBA graduates who can easily ‘fit’ into the corporate world.

Professionals need significant competitive skills and knowledge to perform well in any competitive business environment. They require essential skills in various areas - such as effective analysis, communication, understanding human behavior and team work - to be a well-rounded manager in a business situation. An MBA program provides the opportunity for students to develop their management skills and customize their career.

Organizations are aware that limited professional qualifications are not enough for success in a business environment. As the MBA program places emphasis on preparing current managers and future managers, it helps them develop expertise in creating and implementing innovative business processes, work models, and application development processes.

The MBA program enables students to earn a high level specialist qualification, skill sets and expertise that benefit them in any kind of business environment. Apart from having more opportunities and career mobility in corporate sectors, they can choose entrepreneurship, work in co-operatives, or NGO's. The opportunities are unlimited. On the whole, MBA graduates reap the benefit from any rising or well-established industry.

Summary

“Be the one who did it” - An MBA program acts as a solid background for those competing in the corporate world. There are many different programs and qualifications available for those who want to enjoy a successful business career. But, MBA graduates project themselves as prospective employees who have the necessary skills and knowledge to succeed in the business environment. The term MBA has now become synonymous with raw business talent. Pay scales have risen accordingly, and overall, the future looks bright for the MBA students.

The Master of Business Administration program at CalUniversity provides a wide range of skills and opportunities for students to thrive as an effective manager in a variety of organizational settings. The CalUniversity MBA program is highly concentrated to suit today’s business trends. Its program architecture is designed for stimulating the creative thinking ability of students.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. What do students look for in an MBA program?
 - a) Career mobility
 - b) Learning experience
 - c) Research-oriented study
 - d) Accreditation
2. Professionals no longer view an MBA program as a high-income degree/qualification; in contrast they view it as a (an) _____ for maximizing their skills and efficiency.
 - a) Opportunity
 - b) Need
 - c) Credit
 - d) Profession
3. The most common expectation of a student in pursuing an MBA program is to acquire _____.
 - a) Power
 - b) Fame
 - c) Knowledge
 - d) Qualification
4. The MBA has long been referred to as _____, which symbolizes value all over the world.
 - a) Flexilearn degree
 - b) Demanding qualification
 - c) Cost-effective program
 - d) Global currency
5. An MBA program is application-oriented which qualifies the student for a _____ career.
 - a) Theory based
 - b) Research-oriented
 - c) Management oriented
 - d) Cutting-edge

6. An MBA program enables students to become _____, making them more successful than other Master's degree holders.
 - a) Skillful
 - b) Talented
 - c) Professional
 - d) Meticulous
7. One of the objectives of the CalUniversity MBA program is to stimulate students' intellectual abilities and enhance their _____.
 - a) Practical skills
 - b) Personal efficiency
 - c) Theoretical knowledge
 - d) Leadership qualities
8. CalUniversity's Knowledge TRA concept stands for _____.
 - a) Knowledge Transfer, Retention and Addressing
 - b) Knowledge Transfer, Requiring and Addressing
 - c) Knowledge Targeting, Retention and Application
 - d) Knowledge Targeting, Remembering and Applying
9. The innovative online program delivery models of CalUniversity are RAPID and _____.
 - a) ADVISE
 - b) CORE
 - c) SAVE
 - d) FLEXILEARN
10. CalUniversity offers the opportunity to earn an online Dual Degree program in _____.
 - a) Business Administration
 - b) Bio-technology
 - c) Bio-informatics
 - d) Information Technology

Chapter Nine

Self Exam

1. a) Career mobility
2. a) Opportunity
3. c) Knowledge
4. d) Global currency
5. c) Management oriented
6. c) Professional
7. b) Personal efficiency
8. c) Knowledge Targeting, Retention and Application
9. d) FLEXILEARN
10. a) Business Administration

CHAPTER TEN

Internet Basics and Distance Education and Learning (DEL)

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Explore the Internet for online learning and describe the Internet technologies used in Distance Education & Learning.
2. Search for online libraries and describe the various elements in e-libraries.
3. Identify and subscribe to business magazines and use e-magazines.
4. Register for various business organizations and services offered by business organizations to student subscribers.
5. Find real-time Projects for MBA students and elaborate on the benefits students acquire through the real-time Projects.

Introduction

“Internet and Distance education are inseparable.”- In today’s context, these two aspects are blended. In online learning, the Internet is the students’ best companion. The role of the Internet in online Distance Education and Learning requires students to understand and acquire the skills for effective Internet usage.

This Chapter covers a variety of information about Internet usage for online learning students. Information about exploring online libraries, subscribing to business magazines and business organizations, and finding real-time projects are given in a framework in relation with the various fields of study in the MBA program. Students are provided with useful links for free subscription to business magazines, online libraries, business organizations, and resources for real-time projects.

OVERVIEW

Highlights:

How do students explore the world of the Internet?

- Source of education
- Searching and Browsing
- Internet Technologies
- Online learning environment

Notes:

- People use the Internet for a variety of reasons such as information search, distant communication, education, shopping, and business. E-learning students use the Internet as a source of education.
- Searching and browsing are two basic skills related to online students' Internet usage. Searching involves finding information on the Internet using search tools. Browsing is an information seeking process.
- Students explore the Internet world through the World Wide Web by using technologies such as chat, e-mail, web-conferencing, web portals, webcasts and many more.

Learning

“Internet acts as a shortcut to Success”

One of the significant features of the Internet is that it is always changing. Every minute of every day, new material is available. For online students, the world is at their fingertips.

Online education is “a classroom without walls”, engaging students in an “assisted, self-directed learning.” Distance education students use Internet communication resources to offset the lack of social interaction found in normal classrooms. Students tend to use the Internet more as a source of education. Online students’ Internet usage diverges in two areas. They are:

- *Searching* for subject and research-oriented information
- *Browsing* in support of learning objectives

In online learning programs, students are in contact with fellow students and faculty through a vast range of Internet technologies such as chat, e-mail, web-conferencing, web-casting, web portals, and many more. Web browsers, such as Internet Explorer and Firefox access web pages, allow users to navigate from one webpage to another via hyperlinks.

E-mail acts as a meaningful interaction and communication tool in online learning. Chat rooms and web-conferencing enable students to have livelier contact with their fellow students and SAF members than traditional distance learning programs.

Cyber services provided by student professionals like on-line applications, career services, and class registration help online students from remote or off-campus locations. With easy access to new technology such as webcam, online education proves to be an amazing learning experience.

Web portals like Yahoo, MSN, and AOL provide information from diverse sources in a unified way. Search engines like Google allows millions of people worldwide to have easy, instant access to a vast and diverse amount of online information. Search engines acts as a steer for students in surfing the Internet for resources and information.

Students are guided in their online learning environment by students’ affair professionals and faculties of virtual classrooms who are involved in their online programs. In the on-line learning environment, the SAF members answer students’ queries and provide them with an “online learning design”.

OVERVIEW

Highlights:

How do you explore free library resources?

- Features of free digital libraries
- Exploring E-library and links for digital libraries
- Inside E-library and Subscribing to e-magazines
- LIRN Library

Notes:

- The significant features of free digital libraries are: cost-effective information retrieval, round the clock availability, multiple access, updated information, networking, adoption of innovations, etc.
- With the help of search engines like Yahoo, Google, and MSN, students can access the Internet for links on free library resources.
- The e-library includes e-books, instructor resources and research guides, video clips, student collections, lecture collections, Case Studies, Case Analyses, etc.
- Subscribing to e-magazines allows the members to receive comprehensive e-mails linking them directly to magazines on their topics of interest, i.e., general news, business, education, etc.
- The Library and Information Resources Network (LIRN) is a database that provides information resources and library access for its members. The member institutions have contracts with the LIRN library and provide the ID for users. CalUniversity has subscribed with the LIRN library for its students.

Learning:**Features of E-libraries**

“An e-library is a gateway to virtual resources and services for online students”

Access to information is one of the most important features of the Internet. Students now have access to e-libraries around the world. Before the availability of e-libraries, students had to spend hours and hours in physical libraries. Now at the touch of a button, they can access a great database.

In an e-library, collections of information are stored in digital formats. The advantages of e-libraries are immense; they are cost-effective. Accessing digital libraries saves money and time for the users. Seamlessly integrated resource sharing can be achieved through networking. The digital libraries provide user-friendly interfaces in the information retrieval process. Digital libraries allow the same resources to be used simultaneously. Another advantage is that users can gain access to the information 24 hours a day.

E-libraries can be explored by search engines such as Yahoo, Google, and MSN. From the list of links in result pages, students can access the required link. If they are provided with the links earlier, access to e-library is much easier. These websites provide an immense resource in various categories in Business and Management. They provide specific resources for students, SAF members, and researchers and managers. Apart from e-books, many articles and e-journals on various fields of Management can be explored free of cost.

Inside the E-library - The resources available for students to explore in the e-library are vast as e-library resources include e-books, e-journals, e-magazines, video clips, instructors' resources and lecture guides, etc.

A few free digital library resources links for management students are:

- <http://www.eiu.org/resources.html#leadership>
- <http://www.eweek.com/category2/0,2662,2029640,00.asp>
- <http://www.ibtimes.com/elibrary/content/cash-management/item85.htm>
- <http://www.ceoexpress.com/default.asp>
- www.rockhurst.edu/Services/Library/workshops/hclmba.asp
- http://www.managementhelp.org/search/management_help_search.html?zoom_query=e-learning
- <http://www.answers.com/library/Banking+Dictionary-letter-1F>
- www.emeraldinsight.com (online digital collection of journals)
- www.thefreelibrary.com (explore books and articles on various management subjects for free)
- <http://www.zippyvideos.com/8487728026887016//> (free video clips on various management subjects)

OVERVIEW

The online library links listed below provide resources on:

Banking and Finance:

- <http://investopedia.com/>
- <http://www.coattailinvestor.com/>
- <http://finance.yahoo.com/>
- www.financialworld.co.uk (free articles on finance)

Internet Marketing and E-business:

- <http://FREE.WebsiteMagazine.com>
- <http://www.ala.org/>

Information Systems Governance, Security and Management:

- <http://www.ca-itmanagement.com/>
- <http://netsecurity.about.com/index.htm>

International Management and Marketing:

- <http://www.allbusiness.com/2975359-1.html>
- <http://www.shcl.co.uk/library/Search-Engine-Optimisation.asp>

Healthcare Management and Leadership:

- http://www.pohly.com/admin_finance.html#internet
- <http://www.healthresourcesonline.com/>
- <http://www.hospitalconnect.com>

Project and Quality Management:

- <http://www.bettermanagement.com/>
- <http://www.managementhelp.org/quality/sixsigma/six-sigma.htm>
- <http://www.projectmanagementtool.us/project-management-tool.html>

Organization Development and Human Resource Management:

- <http://www.ioma.com/search/index.html>
- <http://www.allbusiness.com/human-resources/2976216-1.html>
- <http://www.chiefexecutive.net/ME2/Default.asp>

Some paid online libraries are:

- <http://www.shrm.org/> (a good site for human resource management resources)
- <http://ieeexplore.ieee.org/xpl/RecentCon.jsp?punumber=1612>
- <http://www.homebizlink.com/newslet.htm>
- http://harvardbusinessonline.hbsp.harvard.edu/hbsp/index.jsp?_requestid=22197
- <http://www.igloballibrary.com/egl/jsp/iglobal/index.jsp?via=4>

Video clips drawn from a variety of sources include footage of real people and real experiments. Free *E-books* can be downloaded with the help of browser software onto the hard disk of a computer, making it a permanent library. *E-journals* are articles or complete journals available free or as part of a paid service.

Electronic magazine (e-magazine) is a digital form magazine and an alternative source of reading materials for students. By subscribing to e-magazines, students acquire many advantages. Students will have extra materials enhanced with multimedia (video and audio clips) elements and presented with a level of details of their preference. A free subscription to e-magazines on their selected area of study is cheaper, faster and effective.

LIRN Library

The Library and Information Resources Network, Inc., (LIRN) is a nonprofit corporation founded in 1996. LIRN grew out of a project of the Advisory Council of the (Florida) State Board of Independent Colleges and Universities and is an independent organization. It is a consortium of educational institutions which have joined to share access to information resources. It provides group purchasing and centralized management of electronic information resources for its members, and operates a validation server which is a single login gateway to vendor services. The membership institutions which have contracts with the LIRN library can access its resources independently.

CalUniversity has membership with LIRN and it provides the access code for its student members. With the valid access code, students can access the LIRN library and its resources. It acts as a core for students in their research activities.

OVERVIEW

Highlights:

How do you find and subscribe to useful business magazines?

- What is an e-magazine?
- Finding online business magazines - links
- Subscribing to business magazines
- Sample links

Notes:

- E-magazines are online magazines that are delivered in an electronic form, usually in the form of websites. E-magazines offer excellent tips and resources for students of online learning.
- The online business magazines provide a great deal of information for its readers.
- Free online business magazines links can be explored through search engines.
- Subscribing to free business magazines online is a simple process. Paid subscriptions for print versions of business magazines and online magazines are offered at discount prices online.

Learning:

E-magazines are a valuable resource for students of online learning and can be available online-only or may be the online version of an otherwise print-published magazine. An online magazine that caters to special interest subject matter is referred to as an **ezine** (a group or particular community of interest). For example, the links below provide online magazines for MBA students in their specific field of study.

- <http://www.elearnmag.org/> (e-learning)
- <http://modernhealthcare.com/apps/pbcs.dll/frontpage> (healthcare world)
- <http://www.knowmap.com/index.html#vision> (knowledge management)
- <https://www.searchmarketingstandard.com/subscribe.html> (search engine marketing)
- http://www.websitemagazine.com/scripts/sub/subscribe_welcome.aspx (search engine optimization)

Through search engines, students can easily access the World Wide Web and find the list of links for online business magazines and online versions of print-published magazines. The search can be on key words like “free business e-magazines”, “top online business magazines”, “online magazines on Internet marketing”, etc.

Online business magazines come under various categories such as free subscription, discount price, etc. Some magazine websites provide free issues for its qualified subscribers based on geographical location, work status like business executives, etc.

Many general online business magazines provide free access to all aspects of their online content. In some cases, publishers require a subscription fee to access premium online article/multi-media content. When readers subscribe to online magazines, readers submit the subscription form offered by the website. By this, they create a personal profile which can be accessed and updated at any time.

Free business magazines

For subscribing to free magazines, readers can simply give an email address for free issues. A double opt-in procedure is adopted so the reader is required to confirm by email.

Some Useful Links:

From the links provided below, students can explore free business magazines of various fields of Management such as Healthcare, Finance, Internet Marketing, etc.:

OVERVIEW

- <http://hardwarezone.tradepub.com/?pt=cat&page=Exec>
- <http://smallbiztrends.tradepub.com/?gclid=CNXf0s3ZqY8CFSYyTAodOV4jMg>
- <http://seppgoo.tradepub.com/?pt=cat&page=Exec>
- <http://www.bpubs.com/free-magazine/subscriptions.htm>
- <http://www.bizreport.com/magazines/?gclid=CPvD0-2Gqo8CFQwSegodY0q5RQ>
- <http://www.thedailyrecruiter.com/display/ShowJournal?moduleId=547906&categoryId=74761>
- http://www.bizreport.com/magazines/managed_healthcare_executive.html
- http://www.magatopia.com/free_trade_magazines.html
- <http://www.cio.com/solutions/how-to>
- <http://techxtra.tradepub.com/free/bks/prgm.cgi>

Paid business magazines

Paid business magazines are widely available on the Internet. Subscribing to paid business magazines brings a lot of advantages for the subscribers, like information at their finger tips, current issues, debates for management students and professionals, and resources about their subject of interest, etc.

Harvard Business Review offers discounted subscriptions and provides an excellent solution for management professionals in various fields like innovation, decision making, leadership, etc. The link for exploring Harvard Business Review is:

- http://harvardbusinessonline.hbsp.harvard.edu/hbsp/hbr/index.jsp;jsessionid=BUHBR5DAAJZU4AKRGWDR5VQBKE0YIISW?_requestid=49475

Inc.com, a daily resource for Entrepreneur offers its magazine at a special offer rate for 12 issues. Subscribers can take free trail of one issue. If not satisfied, they can demand a return of payment for the other 11 (unmailed) issues. It is an excellent business magazine which includes valuable features such as Advice and Strategies on Finance, Sales and Marketing, Technology and Management.

- <http://www.inc.com/magazine/20071101/index.html>

Zinio offers all famous magazines in various categories in an online version. The content comes to life with specialized technical features. It provides many famous U.S. business magazines in online format under subscription. Subscription to printed versions with discounted prices is available for some magazines.

- <http://www.zinio.com/search?q=business+world&d=mt>

Highlights:**How do you get free memberships in various organizations?**

- How or where to look for free membership
- How to get a free membership
- Services offered to members
- Benefits for online students

Notes:

- Free memberships in business organizations can be explored through search engines or search tools, online advertisements, etc.
- Membership type falls under various categories such as group membership, individual membership, etc. Free membership is offered by many business organizations under certain criteria. Subscribed members secure many benefits.
- Services offered by the business organizations to its members are significant. Depending on the field in which they operate, organizations offer many resources for its members such as resource directory, online forums, newsletters, magazines, articles, etc.
- Students gain valuable information and resources at little or no cost. Participation and engagement with online knowledge sharing communities results in an enhanced learning experience.

OVERVIEW

Learning:

“People who sign-in for free membership in business organizations reap a heap of benefits”.

The online presence of various business organizations and online communities offers many opportunities for free memberships. Such organizations can be explored through search engines by typing a keyword such as “e-learning free membership services” in the search box. A list of organizations that offer services to its members is given. In some cases, online advertisements in e-mail, newsletters, and e-magazines provides links to business organizations and online communities, based on the specific subject the member designated during registration.

The services offered to the members depend upon the nature of their membership and the field in which they operate. For example, e-learning organizations and online learning communities offer services such as resource directories, online forums, newsletters, magazines, and articles. Students get exposed to a wide range of issues and innovations in their subject of study. Expert opinions, case studies, and discussions with professionals evoke a new spirit in the student’s learning style.

Many business organizations offer valuable resources for its customers and professionals. The online membership offered by many business organizations acts as a wonderful opportunity for business people and students to interact with each other on various issues their field of study such as e-learning, Internet marketing, etc.

A few links of organizations and online communities that offer membership are:

Free memberships

- <https://www.elearningguild.com/join/index.cfm?sid=1>

E-learning guild is a member-driven online information center and community of practice, which offers access to a wide range of resources for its users in online learning and training. The membership falls under two categories: individual membership and group membership. Individual membership includes free associate member, member plus and premium members. Membership can be chosen based on the professional’s need and budget.

- <http://topics.developmentgateway.org/>

The *dg Communities* is a collaborative space for professionals working to reduce poverty and promote sustainable development worldwide. Members include a diverse group of professionals who all share a common interest in the field of management and e-learning. They apply their professional skills for the benefit of corporate, government, and academic organizations around the world.

- <http://www.e-consultancy.com/topic/search-engine-marketing/>

This online community provides information, training and events on best practice online marketing and e-commerce. Membership is available for free as well as paid. It provides free content on online marketing and e-commerce and premium content for subscribers and members. Apart from content, it organizes training and forums for students and professionals in the field of online marketing.

- <http://www.bnet.com/>

This Bnet website offers resources for management personnel. The white papers, articles, video clips, etc. act as an efficient resource for management students and professionals.

- <http://www.fsbba.org/#membership>

Financial Services and Banking Benchmarking Association is committed to the analysis and improvement of business processes in the brokerage, investment banking, insurance, commercial banking industry and related industries. Members from various sectors in banking and finance sign in and share their experiences and resources in their field. Members benefit from the experiences they share. Apart from this, the members gain free newsletters, free reports on benchmarking studies, etc.

- <http://www.pmbn.org/#benefits>

The Project Management Benchmarking Network (PMBN) is a free association of Project Management organizations within major corporations. Members can collect and research data, receive a free newsletter, participate in benchmarking studies, access public and private databases, etc.

Paid Memberships

- <http://www.odnetwork.org/membership/index.php>

The *Organization Development Network* is an international association of professionals engaged in work that makes organizations healthier and more effective. It provides a valuable resource for professionals and students involved in organization and human systems development, change management, leadership development, training, strategic planning, or any area involved in organizational development. A subscribed member incurs many advantages. Under the *low membership fee* category, students and corporate professionals are given special offers for membership subscription.

OVERVIEW

- <http://www.shrm.org/about/>

The *Society for Human Resource Management (SHRM)* is a qualified association devoted to Human Resource Management and serves the needs of HR professionals and students. It provides the most current and comprehensive resources in HR such as HR careers, global HR, white papers and articles on HR, glossaries for HR, and business literacy. Student memberships are provided at a discounted rate.

- <http://www.cim.co.uk/wrk/html/unauthorised.cfm?CFID=6918422&CFTOKEN=18144799>

- http://www.themarketingleaders.com/tml_interim/default.html

CIM, the Chartered Institute of Marketing, provides many resources for its members including articles, market reports, and Case Studies.

The Marketing Leaders acts as a platform of resources for marketing professionals and students.

- <http://www.ism.ws/membership/content.cfm?ItemNumber=5601&navItemNumber=5600>

The Institute of Supply Management provides a whole range of services and resources for its members. Various categories of membership are available. Based on the requirements, users/members can subscribe. Members can explore resources on supply chain such as forums, articles, magazines, and expert opinion.

Highlights:**How do you find real-time Projects?**

- What is a real-time Project?
- What are its benefits?
- How do you find real-time Project?
- How do you start a real-time Project?

Notes:

- A real-time Project in terms of e-learning is an extensive task undertaken by a student or group of students to apply, illustrate, or supplement their coursework with context to practical issues in the business world.
- The real-time Projects help MBA students to gain practical experiences by bringing a virtual learning experience to life. Students learn to analyze real business issues and identify solutions for actual performance.
- Students explore resources for the real-time projects in a number of ways based on their field of study such as: university links with organizations, websites providing guidelines for project works, etc.
- Students begin the project by analyzing and exploring the industry related to the topic of their Course Project work.

OVERVIEW

Learning:

Real-time Project in the Online MBA Program

“Real-time project is one of the key challenges for students in online MBA program”

Real-time project proves to be a wonderful opportunity for management students. A real-time Project focuses on key strategic business issues of organizations serving as a boon for optimistic students. Through success in real-time Projects, students should gain interest in emerging technologies and the ability to apply the skills they acquire in their online learning MBA program.

Real-time - Real Problems and Real Solutions

Students employ their knowledge gained through learning experience in their real-time Projects effectively. Students learn and understand how to apply real solutions to real problems in real time, how to work effectively on teams and how to demonstrate a strong sense of professional ethics.

Identifying the Means for the Real-Time Project

CalUniversity links with organizations in the business world to provide a wide scope for students working on their real-time Projects. An institution, by partnering with various business organizations, presents current issues and practices in the curriculum. Topics of the Course Project are relevant to the course of study and allow the students to approach the issue compared with the real-life approach and outcomes. Many community websites on the Internet provide resources for students on their Course Project free of charge as well as under subscription.

Students secure a wide range of resources and guidance for their real-time projects such as free articles on their topic of research, expert’s consultation, survey reports, newsletters, e-mail alerts, etc.

A few links that provide guidelines and valuable resources for students in their real-time projects are:

- <http://www.marketingoninternet.com/resource/search-engines.html> (resources on Internet marketing)
- <http://www.trafficcandy.com/seo-articles.php> (search engine optimization articles)

- http://humanresources.about.com/od/orgdevelopment/Change_Management_and_Organization_Development.htm (Resources on Organizational Development (OD) and Change Management)
- <http://www.orgdct.com/OD%20research.htm> (research on OD)
- http://www.accenture.com/Global/Research_and_Insights/By_Subject/Change_Mgmt/HumanUp.htm (Research and Insights for Training and Human Capital Development)
- http://www.freepatentsonline.com/result.html?query_txt=capital%20markets (search engine, free patents documents in various topics such as Commercial Banking, Capital Markets, etc.)
- <http://www.marketing-planet.com/about/> (articles, case studies and statistical reports on International Marketing)
- <http://www.brint.org/> (Knowledge Management results and practices)
- <http://knowledgemanagement.ittoolbox.com/topics/t.asp?t=325&p=325&h1=325> (white papers on Knowledge Management Case Studies)
- <http://www.hcpro.com/services/corhealth/> (free e-mail newsletters on Healthcare Leadership)

Getting an early start with the MBA Capstone Project

The MBA Capstone Project work (a final coursework requirement) is initiated when students can initially identify an issue, problem, challenge or need that spans the business industry or sector. Students may perform intensive study and market research on the interested field of study. With this, the students will gain the opportunity to locate a topic for the Capstone Project. Students can incorporate and apply their knowledge and skills acquired throughout the MBA program in the selected Capstone Project.

OVERVIEW

Summary

This Chapter covers the role of Internet usage in online learning. Students in virtual learning depend upon the Internet for a wide array of resources.

The online library proves to be a vital criterion for providing online resources for its students. The wide range of products and services it offers for free and subscribed members proves to be a remarkable facet for students and professionals. Resources and guidance for real-time projects help the online students in achieving a fruitful learning experience.

Critical Thinking Multiple-Choice Questions:

1. E-learning students commonly use _____ as a key source of education.
 - a) Internet
 - b) Books
 - c) Media
 - d) Classroom lectures
2. Searching and _____ are the two important aspects related to online students' Internet usage.
 - a) Browsing
 - b) Networking
 - c) Scanning
 - d) Reviewing
3. _____ is one of the significant features of an e-library.
 - a) Free membership
 - b) Life-time access
 - c) Physical transformation
 - d) Multiple access facility
4. Free _____ can be downloaded with the help of browser software onto the hard disk of the computer, making it a permanent library.
 - a) Games
 - b) E-books
 - c) Applications
 - d) Resources
5. _____ is a digital form magazine, an alternative source of reading material.
 - a) Lecture guide
 - b) Virtual library
 - c) E-magazine
 - d) E-journal

SELF - EXAM

6. An online magazine that caters to the special interest subject matter is referred to as a (an) _____.
 - a) Ezine
 - b) Online forum
 - c) Weblog
 - d) E-journal
7. Free online business magazine links can be explored through a _____ on the World Wide Web.
 - a) SPAM
 - b) E-mail
 - c) Weblog
 - d) Search Engine
8. Many online business magazines are offered absolutely free of charge for professionals who _____ based on their criteria.
 - a) Reject
 - b) Suit
 - c) Qualify
 - d) Accept
9. The online presence of various business organizations and online _____ offer opportunities for free memberships.
 - a) Resources
 - b) Communities
 - c) Programs
 - d) Entertainers
10. Many online communities provide a (an) _____ for registered members in which members can hold discussions, post content, etc.
 - a) Poll booth
 - b) Weblog
 - c) Chat Room
 - d) Online Forum

Chapter Ten

Self Exam

1. a) Internet
2. a) Browsing
3. d) Multiple access facility
4. b) E-books
5. c) E-magazine
6. a) Ezine
7. D) Search Engine
8. c) Qualify
9. b) Communities
10. d) Online Forum

NOTES

CHAPTER ELEVEN

Self-Directed Learning and Practice

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Be prepared for an online course and know the prerequisites of e-learning.
2. Prepare a home office for online learning.
3. Participate in online chat effectively.
4. Critically discuss the advantages of chat in e-learning.
5. Know and avoid flaws in online chat.
6. Discuss the format for writing a coursework assignment, take an assessment online and demonstrate learning.
7. Explain the format of Unit and Final Exams in an online learning program and follow the proper guidelines for a productive presentation.

Introduction

“Self-directed learning can be referred to as the learner’s initiative in online program.” E-learners should possess the quality of self-directed learning. In online learning programs, the interest and contribution of the students determine their success.

This Chapter covers online learning and provides the preparatory steps for online students to take an online course plan and set up a home office etc. It also gives hands-on information about online chat communication, writing assignments, and preparing online coursework assessments.

OVERVIEW**Highlights:****How to prepare for an online Course?**

- Assess yourself
- Measure technology access and personal factors
- Identify technical competencies
- Build your learning style

Notes:

- Analyze your qualifications before getting started with your online program. A self-analysis of time management and personal goal, such as the subject of interest and subject or course planned to study, has to be done.
- Evaluate the technology access you currently possess and make necessary arrangements, if necessary, for the online class. Identify and measure the motivational level.
- Measure your technical skills and level of excellence. Technical efficiency is a must for a successful online learner.
- Identify your e-learning style. Determine whether lecture based learning or project-based learning is right for you. Build your learning style.

How to embark on a different way of learning?

Distance learning is an easy and effective way to advance in career and education. Online courses are now constructed like face-to-face courses as they must meet the highest standards of quality design and instruction. Some prerequisites for online learning students are explained below:

Perform a self-study: Is e-learning right for you?

The first step in getting started with an online course is to perform a self-assessment module. Find whether you are ready for an online learning program. Ask yourself the basic questions such as: age, present qualifications, concerns about e-learning courses, and the course subjects planned for online study. The answers to these questions will help you in choosing the appropriate online program and getting prepared.

Measure and manage your technology access and personal factors (motivation)

Technology access is an important component to an online student; similar to having pen and paper in a traditional classroom. Computer and Internet access are the primary needs for online students. Inadequate computing power or slow internet connection obstructs the online learning process significantly. On the whole, technology acts as the pathway to success for e-learners.

Motivation is yet another important key factor for every online student. A good level of motivation is necessary for online success. In a traditional learning environment, students acquire some level of motivation from interaction. This structure tends to give a good level of external motivation as students must attend the class regularly in the stipulated time. In online learning, students must develop internal motivation since external motivation may be absent. Thus, the student has to be organized and must schedule learning time keeping in mind of other personal goals.

Measure your technical knowledge and efficiency

Technical skills are the next important key factor. A technical skill in this context is not having advanced computer skills but to have a “minimal” level of technical knowledge ensuring that technology does not become a barrier in the learning process. For example, if a student wants to submit a coursework assignment as an e-mail attachment, he/she must organize time towards preparing the coursework and not figuring out how to attach the file to an outgoing e-mail.

OVERVIEW

Some necessary skills to strengthen are:

- Type fast and accurately on a computer keyboard
- Open files saved on a floppy disk, hard drive, or CD
- Format fonts and document layout using a word processor
- Use message boards, forums, or newsgroups
- Download and install software or a "plug-in"
- Protect your PC from threats such as viruses, spyware, hackers, etc.

Establish your learning style

Research studies reveal that each student learns differently based on his/her own way. Identify your style of online learning as some prefer to learn through lectures while others find project-based or group-based learning better suitable to their abilities and interests. In online learning, knowing your e-learning style is very important.

Some recommendations for enriching your learning style:

- Some e-learners find online learning to be isolating while others can find it to be very interactive and personal. The isolated can send private e-mails to another student who has similar interests and ask them about their hobbies. This opens a way for feeling interactive and open with others.
- Remember to spend some time building relationships with your classmates and Faculty members. It increases your motivation level.
- Find many chances to participate in online discussions in the typical online program.
- Students who prefer lectures should try to select an online program that does not contain a large amount of group work on assignments or Course Projects.
- Try to select an online program that uses message boards or other forms of asynchronous communication tools.

Highlights:**How do you create a home office conducive to online learning?**

- Assess your work area
- Design and build your home office
- Explore the options for getting connected
- Acquire the art of being productive

Notes:

- Identify the difficulties and advantages of your home office set up.
- Design a comfortable and productive home office as it should best suit your online learning endeavor.
- Explore your options for staying connected to the rest of the world. Give your office the speed, security, and online presence, coupled with advanced connection services.
- Stay productive and focused. Save time, money, and space. Make educated choices about equipment that suits your needs and budget.

OVERVIEW**Learning:****Designing and Equipping Your Home Office for Online Learning**

In general, a home office can affect the efficacy of an online learning experience. More and more individuals are working from home these days. Home office users pursuing an online learning endeavor often face time, space, and budget issues as they may conflict with their personal and professional lives. Designing and creating a proper home office is a necessary move for a successful online learning experience.

Assess your work area for a conducive online learning experience

A successful e-learning student should have an area to work that is conducive to learning (desk or office).

Address the following questions:

- How do you feel about working or studying there?
- Would you be able to effectively focus on your coursework there? Would there be too many interruptions that would be distracting and make it too difficult for you to concentrate?
- Do you have access to an adequate computer and an Internet connection in that study area?

Answering these basic questions will help you to evaluate your present e-learning atmosphere. Based on such issues prepare yourself for initiating the next step.

Design and build your home office set up

Some guidelines to assist you on establishing a design and set-up of a home office area for online learning are:

- Find a proper space and select a quiet location.
- Choose appropriate furnishings and equipment and focus on the desk, chairs, and the room itself.
- Keep everything close at hand.
- Maintain your study space with adequate daily grind of space, time, and paper.

A perfect home office set-up is a must for a vibrant online learning experience. Try to dedicate a whole room to your home office. It prevents distractions. Make sure your room has a door that closes; this will help to cut down noise and interruptions. When you are reviewing for an exam or drafting a 10-page Course Project work, slight distractions can have a big impact on your concentration.

To optimize your space, list all the items that must go into your home office. Plan the best layout for your room with proper furnishings such as desk, chair, computer, and Internet connection.

Keep supplies close at hand and to have enough storage space for printer paper, notepads, pens, and paper clips, etc. Give everything a designated area on your desk and shelves. Books and assignment papers should be arranged properly and kept in a convenient place for reference. This gives an organized look to your learning environment.

Your connections to the world

Learn about the equipment, connection, and security of your home office network. This helps to keep you connected with the learning process. If a small error or problem occurs in any of your systems while you are doing an important aspect in a learning program, you can solve it easily. This is how technical skills can help a lot.

Be productive and focused

For an effective online learning experience, prepare yourself to be productive and focused. Try to enrich your skills and efficiency.

Some tips for improving your productivity:

- Develop the qualities of a good independent worker and learner.
- Think about learning in a home office and enrich yourself with motivational factors.
- Plan for your learning and schedule work effectively.
- Give effective feedback on your online learning materials as this can assist you much in your learning process.

OVERVIEW**Highlights:****How do you effectively take part in online Chat?**

- Learn how to use online Chat
- Prepare yourself
- Know the benefits of online Chat
- Tips for avoiding flaws in Chat

Notes:

- Chat is an important communication tool in Distance Education and Learning. Learn to use Chat effectively for online learning.
- Get prepared: study the rules of “netiquette”, identify the Chat speed beforehand, review the materials, etc.
- Online Chat provides immense advantages for online learning students such as preventing distractions as commonly seen in traditional classrooms, semi-anonymity, recording conversations, etc.
- Avoid flaws in online Chat such as the Chat format prescribed and allow for equal participation by others.

Learning:**What is online Chat?**

Online chat refers to using real time discussions with a SAF member and classmates during online class meetings. Online Chats for distance learning courses can be nerve-wrecking as students are expected to respond to the Faculty questions and interact with other students in the Chat Room, without much time to prepare for appropriate responses. Using Chat is very easy, but if you are not familiar with how to chat, it can cause chaos in the online Chat Room. Learn to be effective in your online interactions.

How to prepare for online Chat

Preparing for an online Chat is an important process in joining your online learning course. Few tips in preparing for online Chat are:

- **Know the Chat Room Netiquette** - Netiquette is simply respecting other people in the Chat Room. That means waiting until others complete their “speaking”, using appropriate language, and sticking to the subject.
- **Identify Chat speed before hand** - Dial-up Internet access is at a relatively low speed. If you are using a dial-up connection, notify the Chat Room participants. Type only a few words before sending them, or write your responses in an Editor and, copy and paste them into the Chat. This prevents the Chat Room from working slowly.
- **Review the materials** - Analyze and get some information on hand before entering the Chat Room. If there is going to be a debate, you should be prepared for it.
- **Be patient** - Sometimes it takes a long time for a thought to get out, because of slow typists and others having dial-up issues. So be patient and let your SAF be the gatekeeper for the discussion.
- **Be friendly but formal** - Convey a professional image when chatting for an online course.
- **Expect the unexpected** - Be well prepared if something goes wrong like a power failure, network problem, website is down, etc. Do not panic. Tell your SAF and the Chat Room participants of any problems through e-mail at a later time and try to be open and honest.

Benefits of Online Chat

- A Chat Room acts overcomes visual barriers for students who are easily distracted in traditional classrooms. It facilitates greater concentration.

OVERVIEW

- The semi-anonymity allows the students to speak their mind without pressure and threats. It makes conversations lively and enriching.
- Chat sessions are a good way to introduce Content Experts. For example, in an Internet Marketing course an Internet Marketer may be invited to join the Chat Session at a specific time without any travel constraints being imposed on the Expert.
- Chat tools allow students to keep a record of conversations (with the permission of all participants). This provides them with a transcript that they can refer to after the Chat instead of taking notes during the Chat Session. Students who were unable to participate in the Chat can review each Chat discussion through this recorded conversation.
- Chat Sessions are relatively spontaneous. For example, if a controversial topic regarding their subject is in the news, the SAF might schedule a Chat Session that day to discuss the event as it affects his discipline of study.

Tips for Avoiding Mistakes in Online Chat

An effective use of Chat takes the student in the right path for interacting with the SAF and participants. Some useful tips in avoiding flaws in your online Chat are:

- Course Chat formats vary from Faculty to Faculty. Follow the tone and format established by your SAF member.
- If you want to arrange a more social discussion with your classmates, set up a time outside of the Chat Session.
- Never dominate the conversation. Give others a chance to voice their opinions.

Highlights:**How do you prepare written assignments?**

- Plan your assignment before you start
- Buildup your work
- Structure your assignment
- Deliver effectively

Notes:

- Get started by preparing an outline for your assignment.
- Study your topic, identify the audience and the way to address them, set up a time line for your work, and develop a list of key works to research.
- Structure your assignment by section and paragraph; make it uncomplicated for the assessor.
- Submit your assignment by the stipulated time in the format requested by the SAF member.

OVERVIEW**Learning:**

"A Good assignment takes enormous concentration and proper planning"

An assignment is not prepared simply for an assessment; rather it is a learning experience as it helps students develop analytical, organizational, creative and presentational skills. An assignment thus becomes an important learning activity. In an MBA program, the Presentation of an assignment is considered a key learning experience.

Plan your work - "Finding out what is expected"

The first step to successful learning is planning the work. Identify the requirements for the course assignments.

- Organize time - allow time for editing, revision and unexpected developments.
- Identify resources - prepare a list of general resources and overviews of your coursework assignments.
- Structure your assignment - set the required structure of your assignment.
- Present it as instructed - prepare your assignment for submitting it in the stipulated format.

Build Your Work - Ask Questions and Gathering Resources

Based on the outline of your coursework assignments begin to work on the assignments as soon as possible. Some important aspects to be considered in developing your assignment are:

- Study your topic
- Identify the audience and the way to address them
- Set up a time line for your work
- Develop a list of key words and search resources for them

In order to complete the coursework assignments successfully, have several available communication options on hands. If your query is to do with the *subject content*, contact your SAF member. If you want to discuss the issue on a one to one basis - use email. Search and locate the resources for your coursework assignments, search the online library and databases, look on the World Wide Web, etc.

Set the Structure for Your Assignment

Once you have done the necessary reading for your coursework assignments and have selected the appropriate resources, you will need to start writing your assignment early. In the MBA program, coursework presentation is an important requirement in successful course completion. Some tips for constructing the coursework assignments are presented below:

- Identify the format of your assignment presentation, whether or not it should be presented as a Microsoft PowerPoint Presentation, PDF document, Microsoft Word document, etc.
- For the Presentation, prepare the structure of the assignment and follow a standard format given by the SAF. For example, for a Microsoft PowerPoint presentation, include a title slide, introduction, table of contents, body of the presentation as necessary, a concluding slide, and a slide of references.
- Develop the key phrases for introduction, main body, main literature review, etc.
- Set the part of the assignment where the data is to be analyzed and discussed.
- Construct your essay style based on the required style for the subject whether relevant, explicit, logical, etc.
- Be clear and concise in your Presentation.
- Structure your essay, its sections and sentences. Make it *EASY* to read.
- Give a reference for *EVERY* fact or idea you got from the literature if needed.

Deliver Your Assignment

Submit your coursework assignments in the stipulated format given by the SAF (Microsoft Word, Microsoft PowerPoint, etc). Follow the expected mode of communication for delivering your work i.e. whether e-mail, mails through post, etc. Present it in the assigned time as listed in the course syllabus.

OVERVIEW**Highlights:****How do you take assessments?**

- Taking a Unit Exam
- Developing a Case Study (Case Analysis)
- Taking a Final Exam
- Presentation guidelines

Notes:

- The Unit Exam in online learning is available as either proctored or non-proctored, open or closed book, and timed or not timed. Students can take the Exam at their convenience but have to finish it within the time limit provided in the Course Syllabus.
- In a Case Analysis or Case Study, certain steps should be followed. Students should analyze the Case and present it in the expected format within the time limit.
- The Final Exam will be taken by eligible students and can be provided in a proctored setting in the posted format for a specific time. In a non-proctored setting, students can take the Exam at their ease but must complete it within the stipulated time indicated in the LearnCenter.
- The Presentation should turn the Course Project into a summary outline for conveying the information to a group of decision-makers. Follow the guidelines provided in the Course Syllabus.

Learning:

In online learning, taking assessments can be a challenging activity as students were provided with certain guidelines and instructions in taking their coursework assessments. This helps them to present their work in an effective manner without problems. Successful completion of coursework assessments is a necessity for successful course completion.

Generally speaking, coursework assessments in online learning courses fall under four different categories – Unit Exam, Case Analysis or Case Study, Presentation, and Final Exam.

How to Take the Unit Exam

In online learning, Unit Exams can be provided either as open-book or proctored. Students can take the Exams at their chosen date and time online. Once completed, the student will submit the answer key for grading purpose.

If Unit Exams are provided along with course material the answer sheet can be sent for assessment. Students can choose one of the following means: mail through regular post, fax answer sheet, scan answer sheet and email it. The Exam must be completed within the time limit given in the Syllabus. After the completion of the Unit Exam, students should check their answers with the material in the required textbook for accuracy.

For MBA students the Unit Exams are helpful for reviewing materials in preparing for the Final Exam. The Exam Grades will be recorded in the University system, and students will receive grades through their student portal.

How to Develop a Case Study (or Case Analysis)

A Case Study or Case Analysis is an active learning assignment for MBA students. It involves the complete participation of the student as Case Studies or Case Analyses are an important assessment tool to demonstrate the student's learning. By following the guidelines provided in the syllabus, students can easily carry out their cases depending on their subject of study. Students should do a thorough study of the resources available regarding their cases.

How to Take the Final Exam

The Final Exams is not provided with the course material. After successful completion of the Unit Exams, students become eligible to take the Final Exam during the week 6 of the Term. They can take the Final Exam in proctored or non-proctored environment depending upon the stated instruction found in the Course Syllabus.

OVERVIEW

In case of a proctored exam, the SAF will schedule the date and time for taking the Final Exam in agreement with the student. In the non-proctored format, students can schedule or take the Final Exam in the LearnCenter. Students must log in to the LearnCenter and take the Final Exam. The results are assessed and sent to the student via the student portal.

Guidelines for Presentations

- Present the relevant information.
- Focus on the audience.
- Present in an informative or persuasive manner.
- Submit a 15-slide Microsoft PowerPoint Presentation.
- Include a title slide, introduction, table of contents, body of the Presentation as necessary, a concluding slide, a slide of references and speaker notes.
- Try not to include too much information.

Summary

This Chapter covers a precise outline for self-directed learning in online education. In today's e-learning scenario, the quality of online instruction is becoming equal to or superior to that of face-to-face learning. The need for online students to get equipped with the tools and techniques of online education has become a necessary feature.

Students get into the springboard of the online learning process initially with self-preparation like building and designing the home office, preparing for online Chat, etc. The guidelines for taking coursework assignments provided herein help the students to get prepared for the online learning process and assist them in pursuing their online education in an easy and effective way.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. Access to _____ is as important to the e-learner as having access to pen and paper for a traditional student.
 - a) Technology
 - b) Knowledge
 - c) Guidance
 - d) Information
2. In online learning, students must develop _____ as external motivation is absent.
 - a) Internal motivation
 - b) Involvement
 - c) Commitment
 - d) Dedication
3. In the online learning process, the _____ acts as a visual barrier for students who are easily distracted in traditional classrooms.
 - a) Discussion
 - b) E-mail communication
 - c) Forum
 - d) Chat room
4. A successful e-learning student should have a _____ that is conducive to learning.
 - a) Study room
 - b) Home office
 - c) Work space
 - d) Learn center
5. _____ proves to be the necessary element with regards to technology access in online learning.
 - a) Intranet
 - b) Instructor's guidance
 - c) High speed Internet
 - d) Time schedule

6. _____ refers to the use of real time discussions with a Faculty member and classmates simultaneously during online class meetings in e-learning.
 - a) Web chat
 - b) On-line chat
 - c) E-journal
 - d) Newsletter
7. _____ Internet access is at a relatively low speed.
 - a) DSL
 - b) High-speed
 - c) Dial- up modem
 - d) PRI ISDN Primary Rate Integrated Services Digital Network
8. In Chat Room conversations, convey a/an _____ when chatting for an online course.
 - a) Friendly image
 - b) Informal style
 - c) Careful image
 - d) Professional image
9. In submitting coursework assignments for online learning program electronically, follow the _____ prescribed in the Course Syllabus.
 - a) Guidance
 - b) Technique
 - c) Style
 - d) Description
10. In some cases during the submission of coursework assignments, large files may not be transmitted through the server because of _____.
 - a) Cost factor
 - b) Time factor
 - c) Connectivity problem
 - d) High bulk memory

Chapter Eleven

1. a) Technology
2. a) Internal motivation
3. d) Chat Room
4. b) Home office
5. c) High speed internet
6. b) On-line Chat
7. c) Dial-up modem
8. d) Professional image
9. b) Technique
10. d) High bulk memory

CHAPTER TWELVE

Understanding the Delivery Models and Learning Methods

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Differentiate the CalUniversity Rapid and the Flexi-Learn Delivery Models.
2. List the advantages of the Flexi-Learn model.
3. List and describe the benefits of the ADVISE Method.
4. List and describe the benefits of the SAVE method.
5. Elaborate the beneficial use of the Learning Guide (LG) and the Interactive Learning Guide (ILG).

Introduction

With online learning programs, the program delivery model and learning methods influence the quality of learning to a large extent. The program delivery model and learning methods of CalUniversity provide a well-designed platform for its students in the learning process. This Chapter explains the structure of the Learning Guide and the Interactive Learning Guide used in the learning process at CalUniversity. It summarizes the structure and features of the program delivery models (RAPID and FLEXILEARN) and the learning methods employed in the CalUniversity MBA program.

OVERVIEW

Highlights:

What is the structure of the Learning Guide and Interactive Learning Guide in Cal University?

- Learning Guide (LG)
- Elements in the Learning Guide
- Advantages for students
- iLG and its advantages

Notes:

- The Learning Guide is the print version of the course of study.
- The major components in the Learning Guide are Table of Contents, Syllabus, five Units, Case Studies, Unit Exams, a Course Project/PowerPoint Presentation, and Final Exam.
- The Learning Guide, with highly enriched content and various course components, helps students to overcome the difficulties of self-study.
- Interactive Learning Guide (iLG) is the online version of the course of study. The structure of the Learning Guide is highly interactive with all the components included in the Learning Guide.
- At CalUniversity, the iLG provides a user-friendly interface for the students, thereby enhancing the quality of the virtual learning experience.

Learning:**What is a Learning Guide?**

A Learning Guide (LG) is the print version of the study material for a course in each CalUniversity program. It is organized based on the Course Required Textbook and presented in an easy-to-read and easy-to-apply manner, so that students find it a simple resource in the self-directed learning process. It motivates the student's home-study process.

Structure and Components of the Learning Guide

The Learning Guide is structured with the following components: Table of Contents, Syllabus, five Units, Case Studies (Case Analyses), Unit Exams, Course Project and PowerPoint Presentation, and Final Exam.

The Syllabus provides the course description, objectives, and goals of the Course, the primary Required Textbook, useful course links, supplementary readings and other resources. The Table of Contents provides a clear outline of the structure and location of the components/Sections of the Learning Guide. It guides the students in their exploration of contents in the Learning Guide.

In the Learning Guide, the course is organized into five Units. Each Unit contains Learning Objectives, Introduction, Overview (which contains the highlights and notes), Key Topics, Discussions, and Critical Thinking Multiple Choice Questions. Unit 6 is dedicated for the completion of the Course Project and PowerPoint Presentation and the review for the Final Exam. All of these aspects are developed in a qualitative and professionally constructed manner by talented course developers and subject matter experts. The last Unit or Unit 6 is dedicated to the review, preparation and taking of the Final Exam and completion of all other coursework requirements.

The weekly Unit Exams are given at the end of each Unit and the Final Exam at the completion of all five Units and Unit Exams during the week 6 of a Term.

Advantages of the Learning Guide

- The Learning Guide helps the students to get the greatest benefit from their studies as it highlights important elements involved in the learning process.
- It motivates the students to take these aspects into consideration when they approach their field of study.
- The learning increases the internal motivation level of the students.
- Students understand their needs and get instant guidance to learn the important key topics in the best possible way.
- The nature of the concepts are presented in such a way that the student is forced not only to read the material in the required textbook, but to think about and analyze its meaning in order to answer the question. It makes the learning activity simple and superb.

OVERVIEW

Learning:

Interactive Learning Guide (iLG)

The Interactive Learning Guide is the online version of the course provided by CalUniversity for its students in the CalUniversity LearnCenter. It is developed to facilitate a highly interactive and memorable learning experience.

Structure of the Interactive Learning Guide

The components that are developed and presented in interactive format are known as Interactive Chapter Elements (ICE) (which includes the Objectives, Overview, Readings, and Self Exam for each Chapter). The iLG holds all aspects of the Learning Guide but in an interactive format. In each slide of the LG, students are provided with utility options such as Progress Map, Glossary, Notepad, Print, Help and Useful Links. All of these options in the utility panel help students with effective and easy interaction in the LG.

The construction of Self Exams, Unit and Final Exams in the Learning Guide support students in the self-study (self-directed learning) process. These are easily adaptable to virtual learning.

Sample Key Terms Output in iLG

Key Terms

Click on the show all check box to view all the keyterms used in this chapter.
Click on the keyterms to view their respective definitions.

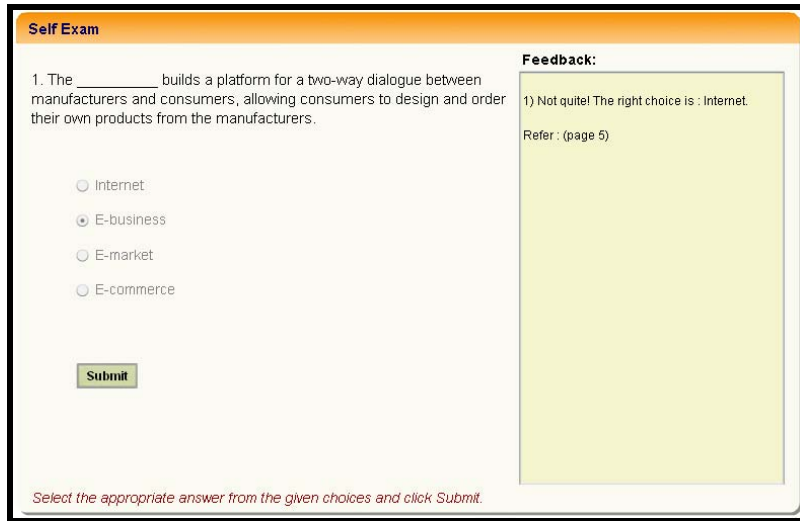
Search Show All

Appropriability regime
Commodity terms of trade
Domestic Marketing
Dominant design
Electronic Commerce
Export Marketing
Global Marketing
International Business

Answer :
Refers to aspects of the commercial environment that govern a companies ability to retain its technological advantage.

Results found : 11

Sample Self Exam Output in iLG



The highlights in the overview are given voice over in the Interactive Learning Guide. This provides an interactive learning atmosphere for the students. Upon clicking the notes option given under the highlight answers, a new pop-up window opens. It provides a detailed explanation for each highlight slide in the iLG. This feature helps students to easily learn and understand the key points with explanation from the notes.

Sample Overview Output (with Notes) in iLG



OVERVIEW

Images/animation concepts should be included in each Slide (from Authors website, Textbook, PowerPoint, CD, etc.). This makes the interactive learning a memorable experience.

Advantages for Students

Advantages of the Interactive Learning Guide of the CalUniversity MBA program:

- The readings in the Interactive Learning Guide such as the concepts, examples, case studies, etc. increase its virtual and conceptual attractiveness. This makes the online learning process easier and more memorable.
- The game based learning of concepts imparts a strong influence on the learning style of the students. It enhances students' recall and memory of important concepts.
- The interactive nature of Self-Exams helps students to evaluate their ability to apply what they have learned in each Chapter. It helps them to assess what they have learned.

Highlights:**What are the features of the RAPID program delivery model of CalUniversity?**

- Flexible and innovative
- Structured learning path
- Modern instructional design
- Adaptive learning techniques

Notes:

- The RAPID delivery model of CalUniversity provides a flexible and innovative learning experience for the fast-track students.
- Participating in the structured learning path helps students to gain an innovative learning style and allows students to personalize their learning path.
- The instructional design with modern instructional strategies and latest thinking enhances the learning path of students.
- The inclusion of adaptive learning application helps students to develop their learning style.

OVERVIEW

Learning:

RAPID Program

CalUniversity's RAPID program provides a platform for local and international students to discover, explore, learn, and implement innovative ideas relating to the dynamic business and technological environment. The most significant aspect of the RAPID delivery model is that it is designed for today's computer-savvy technically oriented adult learners who need more control over the time and place for learning.

The prominent features of the RAPID program are:

- **Flexible and Innovative** - RAPID is a fast-track program delivery model where students can quickly complete the course with a time schedule they choose. The program delivery model is constructed in an innovative manner for career-oriented professionals to enhance their learning experience.
- **Structured Learning Path** - The structured learning path constructed for students' requirements offer a more individualized, self-paced, self-directed learning experience. The RAPID program is scheduled and structured, which allows the students to develop an individualized learning style.
- **Modern Instructional Design** - The learning path is enhanced by innovative instructional design using the latest e-learning methodologies. This instructional design contributes to two student attributes:
 - Positive perceptions of technology in terms of ease of access and use of online flexible learning material
 - Autonomous and innovative learning styles
- **Adaptive Learning Techniques** - Technology provides more advantages and opportunities for online distance learning. Students mostly opt for innovative and flexible learning techniques. This need is satisfied through the RAPID program delivery model. In most adaptive educational applications, a student model is the basis for the adaptation of the given parameters of the learning process. In the RAPID program delivery model, the adaptation takes place not only to the student's knowledge, preferences, interests, and cognitive capabilities, but also to tasks and learner goals.

Student Benefits

The RAPID program delivery model of CalUniversity provides an innovative and interactive learning experience for fast-paced learners. Students using the RAPID model can complete their MBA program within 18 months. This fast track model ensures greater weight to the Knowledge Transfer/Retention/Application (TRA) policy of CalUniversity. Professionals acquire an efficient, innovative and interactive learning experience that are flexible to their time, place and schedule. Career-oriented students gain practical knowledge which is applicable for enhancing their present or future career opportunities.

Highlights:**What are the features of the FLEXILEARN program delivery model?**

- Designed for lifelong learners
- Traditional learning methods
- Latest instructional design
- Course content for self-study

Notes:

- The FLEXILEARN delivery model is designed for lifelong learners who want to pace their learning experience with their time schedule.
- This delivery model provides a more convenient education using the traditional methods of distance learning.
- The instructional design with the latest thinking and techniques enables a vibrant learning phenomenon for the students.
- The course content is designed to encourage the students for self learning. It ensures the importance of the Knowledge TRA concept.

OVERVIEW**Learning:****FLEXILEARN Program - "A Flexible Choice"**

"CalUniversity offers the best opportunity for lifelong learners in online distance education."

Online learning program delivery methods were designed primarily to produce and distribute learning materials efficiently with technology. It helps the students and faculty to enjoy their online distance learning environment. With the advent of distance learning systems such as interactive video, email, and World Wide Web technologies, teacher-student interaction in online learning has become versatile.

The FLEXILEARN delivery model is designed for lifelong learners who prefer pacing their educational experience to their own time schedule. Traditional learning methods are developed and implemented to offer educational opportunities to those who are unable to attend an educational institution on a conventional, scheduled basis, have limited access to a computer, prefer printed materials, etc. It offers many features of the latest instructional design and makes use of the CalUniversity Online LearnCenter for Final Exams. The LearnCenter acts as the key feature in the latest instructional design.

The course content is still designed for self-study. It is provided by a variety of written, audio, and visual means. Tutorial help is also available by an ever-increasing variety of methods and means such as phone, Internet, fax, and in some cases, seminars. On the whole, the FLEXILEARN program opens a viable arena for lifelong learners.

Highlights:**What is the CORE Method?**

- What does the CORE method stand for?
- Where is it used?
- Features of the CORE Method
- Impact on students

Notes:

- The CORE method stands for - Collaborative learning, Object-oriented, Real life experience, Economical education.
- The CORE method is specifically designed for the Masters in Business Administration program.
- The vibrant features of the CORE method are its collaborative learning experience, application-oriented course curriculum, affordability, etc.
- The CORE method in the CalUniversity MBA program exposes students to the current business trends and challenges. It provides them effective managerial skill to become effective Managers and Professionals for the current and future business world.

OVERVIEW

Learning:

“CORE” for MBA Students

The special features of CalUniversity learning methods impart a greater role in the learning process of online students. It erases the blockades of non-tradition learning with its well defined learning infrastructure.

CORE stands for

- Collaborative learning
- Object-oriented
- Real life experience
- InExpensive education

Where is CORE used?

The CORE method is employed in the Master of Business Administration program of CalUniversity. The students in the CalUniversity MBA program study by intermingling the principles and practices of management with technology. Students are ensured and exposed to the latest technological developments and gain a robust understanding of the foundation of any modern enterprise.

Features of the CORE Method:

Online collaboration - Many students find that their learning is more effective when they actively construct knowledge during group social interaction and collaboration through forums, chat, discussions etc. available in the CalUniversity Learner console.

Objectives-oriented course structure - The course structure of the CalUniversity MBA program is structured in a challenging way. It provides a whole list of opportunities for gaining knowledge and imparts various skills to the students..

Application-oriented study - CalUniversity’s MBA program enables students to use a variety of case studies and projects to apply their learning concepts. It helps students to acquire knowledge in theory, skills, and values associated with business and technology, as well as to apply this knowledge in real-world issues and events.

Affordable education - CalUniversity is an affordable educational institution that provides quality education to students. The Admissions Advisors of CalUniversity makes the Admissions experience for new students a smooth and enjoyable process.

CORE - “Indeed a Boon”

The CORE method in the CalUniversity MBA program offers several advantages to its students. For example, students get exposed to the latest trends and challenges in the business world relating to their field of study. It imparts current knowledge and enhances the quality of students’ knowledge, making them successful professionals, current and future managers, etc.

OVERVIEW

Highlights:

What is the ADVISE method?

- What does ADVISE stand for?
- Where is it applied?
- Understand its features
- Know its advantages for students

Notes:

- Each of the letters in the acronym ADVISE explains an interactive component of the course. The words in the **ADVISE** method stand for **A**nalysis, **D**iscover, **V**isualizing, **I**nteractive, **S**haring, and **E**xploring.
- The ADVISE method is used in the CalUniversity's Master in Business Administration program.
- The unique features of the ADVISE method are its analytic way of learning through case studies, discovering the emerging issues in the market, learning through field trips, using virtual videos, etc.
- This method enhances the student's learning process and knowledge retention.

Learning:**What does ADVISE stand for?**

The CalUniversity's learning method "**ADVISE**" stands for:

- *Analysis* of business concepts using case study
- *Discover* emerging concepts and trends
- *Visualizing* through field trips using videos
- *Interactive* and innovative stimulations
- *Sharing* the knowledge gained through presentation
- *Exploring* the industry through research

Where is it applied?

The CalUniversity's unique interactive learning method **ADVISE** is applied for the Master in Business Administration program.

Features of the ADVISE Method

In the Master's program, the ADVISE method of learning enhances the student's learning experience. The study of business concepts using case studies helps the students to acquire current business trends and happenings in a ground-breaking manner. The use of interactive and innovative simulations helps students to acquire a significant learning experience.

By online interactions and sharing knowledge gained through presentation, the learning experience is very interesting and effective. Exploring the industry through research work enhances students' practical and technical knowledge about the industry, the essential feature of any learning experience. Documenting research findings and submission of a Course Project helps to integrate the learned information.

Advantages for Students

The ADVISE method enhances the student's learning process through the use of interactive and innovative e-learning techniques and promotes knowledge retention through the application of adaptive technologies. Students gain practical knowledge to enhance their present or future career opportunities. The use of interactive technologies that focus on training will broaden a student's knowledge base, introduce new ideas and enhance the decision making process.

This learning method prepares students to:

- Understand vital information, key concepts and issues in an easy and simple format.
- Focus on the most relevant and important information.
- Team up with colleagues, students and instructors. Discuss the current ideas and topics affecting business and technology.

OVERVIEW

Summary

CalUniversity has proven itself as a successful performer in fast-track online education. In providing a global online education, CalUniversity has finely tuned its delivery processes and learning methods to derive maximum benefit for student learning. The prominent structure of LG and iLG makes an effective learning experience for the students. The infrastructure is regularly upgraded to increase the success of the CalUniversity program delivery models and learning methods.

Critical Thinking Multiple-Choice Questions:

1. The Learning Guide is the _____ of the course of study.
 - a) Objective
 - b) Purpose
 - c) Print version
 - d) Nature
2. In CalUniversity, the _____ of the Learning Guide differ for the MBA program and the DBA program.
 - a) Components
 - b) Functions
 - c) Administrations
 - d) Elements
3. The structure of the Learning Guide is highly interactive with all the components included in the _____.
 - a) Procedures
 - b) Learning Guide
 - c) Obligations
 - d) Subject
4. The construction of Self Exams, Unit and Final Exams in the Learning Guide support students in the _____.
 - a) Improvement
 - b) Developing the process
 - c) Learning
 - d) Self-study process
5. The _____ of concepts imparts a strong influence on the learning style of the students.
 - a) Advise method
 - b) Game based learning
 - c) RAPID delivery model
 - d) Instructional design

SELF - EXAM

6. The _____ of CalUniversity provides a flexible and innovative learning experience for the fast-track students.
 - a) Advise method
 - b) Instructional design
 - c) RAPID delivery model
 - d) Adaptive learning
7. The _____ with modern instructional strategies and latest thinking enhances the learning path of students.
 - a) Adaptive learning
 - b) RAPID delivery model
 - c) Instructional design
 - d) Advise method
8. The inclusion of _____ application helps students to develop his/her learning style.
 - a) RAPID delivery model
 - b) ADVISE method
 - c) Instructional design
 - d) Adaptive learning
9. The structured learning path constructed for _____ requirements offer a more individualized, self-paced, self-directed learning experience.
 - a) Student
 - b) Professors
 - c) Professionals
 - d) Colleges
10. The RAPID program is scheduled and structured which allows the students to develop a (an) _____ learning style.
 - a) Specialized
 - b) Personalized
 - c) Individualized
 - d) Authenticated

Chapter Twelve

Self Exam

1. c) Print version
2. d) Elements/Components
3. b) Learning Guide
4. d) Self-study process
5. b) Game based learning
6. c) RAPID delivery model
7. c) Instructional design
8. d) Adaptive learning
9. a) Student
10. c) Individualized

NOTES

MINI PROJECT - WEEK 3**Establishing your vision and goals:**

This week you will prepare a list of goals; short, medium, and long term goals of what you would like to accomplish in the future. Please include your personal, professional, career, and academic goals in the below outline. Remember, this is for you by you, so there are no wrong answers. Be reflective and really think about what YOU would like to achieve.

Core values

The first element necessary to craft a powerful vision for yourself, career, and your educational goal is to start with writing the vision. When writing your vision, try to do some exploring and reflecting your core values -- what is important to you

Spend the next few days creating a bulleted list of the goals that are important to you. Avoid editing your thoughts. Instead, list your values, including beliefs, guiding principles, material possessions, and behaviors. Take your time with this reflection.

Personal goal review

What am I doing now?	1.	
	2.	
	3.	
What do I want to do one month from now?	1.	
	2.	
	3.	
What do I want to do six months from now?	1.	
	2.	
	3.	
What do I want to do one year from now?	1.	
	2.	
	3.	
What do I want to do five years from now?	1.	
	2.	
	3.	
What is my long term goal?	1.	
	2.	
	3.	
What is my dream goal?	1.	
	2.	
	3.	

CHAPTER THIRTEEN

Research in Business

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Define the term “research” and list the characteristics of research.
2. Elaborate on the need for graduate research work and list the factors that influence research including the research methodology.
3. Explain how to address the problems associated with research work.
4. Explain business research and list the qualities of a competent researcher.
5. Critique the benefits of conducting business research and discuss the opportunities students will gain through performing graduate research.

Introduction

Facts are not readily available to everyone as they must be searched from libraries, internet, publications, etc., within a specified frame of reference and must be measured with precision, observed where they can be related to other relevant facts. All of this involves a scientific approach known as research methods.

Research is a process of planning, executing, and investigating in order to find answers to the specific questions. Any individual belonging to any field of activity can undertake research or activities to repeat a search. Research helps to push the frontier of new knowledge.

Like physical, biological, technological, and social research, business research is one of the major fields of research in today's context. Business research can include market research and product research.

OVERVIEW

Highlights:

What is Research?

- Characteristics of research
- Business Research and Business Methodology
- Requisites for a researcher
- Benefits of research

Notes:

- Research is a process of critical investigation that includes the process of collecting information and data about a topic or subject being studied.
- Business Research is defined as the systematic and objective process of generating information to aid in making effective business decisions.
- A good researcher should possess general qualities such as logical ability, creativity, critical, and analytical thinking. Specific qualities include knowledge of subject, and knowledge of the technique of research.
- Students performing research in the graduate level gain immense benefits such as learning a topic in depth, and the ability to work and think independently.
- Research helps students to explore various facets such as how to learn, and how to acquire new knowledge

Learning:**What is Research?**

Research is the systematic process of collecting and critically analyzing information to increase the understanding of the phenomenon under study. Research is a process of investigation as it is an examination of a subject from different points of view. Research is not just exploring or selecting the first few hits from an inquiry search using a search engine. Rather, it is getting to know a subject by reading it, reflecting on it, living in concert with the thoughts, picking the areas of interest and following up on them. Research is the art of educating oneself through self learning.

What is Not Research?

- Research is not merely gathering information. Going to the library and collecting information is just information discovery and is not considered research.
- Research is not merely a transposition of facts from one location to another - Looking up a few facts and transferring them to a written paper with the benefit of a list of references does not constitute research. Such activity is called *fact discovery*, *fact transportation* or *fact transcription*.
- Research is not merely looking for information - looking into one's personal records or in the public or college library, is not research. It is an exercise of self-enlightenment.
- Research is not a catchword used to get attention - when used as a catch phrase such as "YEARS OF RESEARCH", it should fulfill the purpose it is intended to meet.

Characteristics of Research

The characteristics of research are:

- It originates with a question or a problem.
- It requires a clear articulation of a goal.
- It follows a specific plan of procedure.
- It divides the principal problem into more manageable sub-problems.
- It is guided by the specific research problem, question, or hypothesis.
- It accepts certain critical assumptions.
- It requires the collection and interpretation of data in attempting to resolve the problem that initiated the research.
- By nature, it is cyclical or more exactly helical.

OVERVIEW

Learning:

Business Research

Business research is conducted in a business context. Business research can be defined as a systematic inquiry that will provide information to guide business decision making. It can be exploratory, descriptive, or causal, but it is usually descriptive.

Business Research Methodology

Methodology entails the procedures by which a researcher has to perform the research, whether **quantitative and qualitative**, and how it is conducted and ultimately evaluated. In other words, it is all about testing a hypothesis. More specifically, researchers' methodologies guide the student in defining, collecting, organizing, and interpreting the collected data. Often the major breakthroughs in the understanding of business processes occur because of the novelty of the data used, the techniques by which it is gathered, or by the model or question directing its acquisition and or interpretation. Business methodology has its own system, plan, and procedures to unravel the complexities involved in business research.

Learning:**Prerequisites of a Researcher**

Success of any research to a great extent depends on the qualities of the researcher. It is two-fold in nature:

✓ *General Qualities*

- Logical Thinking, Critical Thinking, and Analytical Thinking
- Ability to abstract
- Creative and innovative
- Well-informed
- Communication skills
- Passionate
- Perseverance
- Take success and failure in stride

✓ *Specific Qualities*

- **Knowledge of the subject** – The researcher should be an expert in the study of a subject that is to be researched. He or she should critically review and read all texts, journals, publications on the subject matter and form a clear cut idea about the subject under study.
- **Knowledge of the Research Technique** – The researcher should always possess an intimate knowledge of the research technique that is to be applied to the problem.
- **Personal taste in study** – A personal taste in study will inspire the researcher and keep his or her morale high in times of difficulties. A forced work is often monotonous and very tiresome.
- **Familiarity with the information** – The researcher should be familiar with the components involved in the research study.
- **Unbiased attitude** – There should be no preconceptions about the subject under study. The researcher should investigate the research study with an absolute open and clear mind.

OVERVIEW

Learning:

The Benefits of Research

The research that a student learner undertakes at the graduate level can have an important and permanent impact on his or her personal and career endeavors. Some specific benefits students gain in performing research are:

- Learning a topic in depth
- Ability to work and think independently
- Ability to review the scientific literature
- Oral and written communication
- Problem solving skills, Critical and Analytical Thinking
- Appreciation of science
- Practical application of coursework

Some of the greatest benefits of research are the insight and joy of discovery bestow on students/Learners on:

- Learning methodology
- Gaining new knowledge
- Accomplishing and actively engaging in their own research questions

Apart from the benefits, students can secure many opportunities by participating in research:

- Work one-on-one with many people involved in the research process
- Contribute to the creation of new knowledge
- Sharpen their critical and analytical thinking skills
- Complement and extend classroom learning
- Enhance personal confidence within their own abilities
- Explore their interests and clarify career goals

Summary

Business has a wide field and scope and business research can contribute vital and innovative influences to the expansion and success of new businesses. This Chapter provided an outline on the basics of research topics. The qualities of a good researcher help students in preparing and realizing the need for a good researcher in the research process. A business researcher can deliver innovative business strategies but a good researcher can fully realize the need and necessity of work being done by delivering constructive and decisive business alternatives to meet the complex world and the global economy.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. Research helps to push the frontier of _____ beyond the horizon.
 - a) Wisdom
 - b) Knowledge
 - c) Attitude
 - d) Talent
2. Research is a process of _____.
 - a) Investigation
 - b) Formulation
 - c) Marketing
 - d) Generation of idea
3. _____ research is defined as the systematic and objective process of generating information for aid in making business decisions
 - a) Explorative
 - b) Descriptive
 - c) Business
 - d) Empirical
4. _____ is **not** a characteristic of research
 - a) It originates with a question or problem.
 - b) It requires a clear articulation of a goal.
 - c) It follows a specific plan of procedure.
 - d) It does not divide the principal problem into more manageable sub-problems
5. Business research is usually _____ type of research
 - a) Exploratory
 - b) Descriptive
 - c) Causal
 - d) Empirical

6. Business _____ has got its own system, plan, and procedure to unravel the complexities involved in business research
 - a) Methodology
 - b) Process
 - c) Plan
 - d) Environment
7. _____ is not a quality of good researcher
 - a) Logical thinking
 - b) Well-informed
 - c) Ability to abstract
 - d) Non-Perseverance
8. A researcher should always possess an intimate _____ of the technique that is to be applied to the problem
 - a) Attitude
 - b) Desire
 - c) Knowledge
 - d) Talent
9. _____ is **not** a benefit of research
 - a) Learning a topic in a bird's eye view
 - b) Ability to work and think independently
 - c) Ability to read scientific literature
 - d) Problem solving skills
10. Business research is conducted in a _____
 - a) Scientific environment
 - b) Business context
 - c) Academic environment
 - d) Social environment

Chapter Thirteen

Self Exam

1. a) Methodology
2. b) Knowledge
3. a) Investigation
4. c) Business
5. d) It does not divide the principal problem into more manageable sub-problems
6. b) Descriptive
7. d) Non-perseverance
8. d) Knowledge
9. a) Learning a topic in a bird's eye view
10. b) Business context

CHAPTER FOURTEEN

Data Collection Methods

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Explain the concept of data collection.
2. Describe the basic data collection methods involved in research.
3. Explain the data collection plan.
4. Explain what primary data is.
5. Explain the primary data collection methods.
6. Explain the types of observation method.
7. Describe the factors influencing respondents in a survey method.
8. Explain what secondary data is.
9. Describe the need for secondary data.
10. Explain how secondary data is used in a dissertation.

Introduction

“A good research leads to an excellent output”- Data collection plays an important role in providing a solution to a research problem. A data collection plan helps the researcher prepare for the research process. Data collection is nothing more than planning for and obtaining useful information relevant to the topic of research. This Chapter explores the importance of data collection for research. The basic methods in data collection, the methods for collecting primary data, and the use of secondary data are analyzed in-depth. Data collection methods are fundamental in the research process which has to be carefully planned and executed.

OVERVIEW**Highlights:****What is data collection? What are the methods involved in data collection?**

- Understanding data collection
- Data collection plan and basic data collection methods
- Primary data collection
- Secondary data collection

Notes:

- Data collection is obtaining useful information to establish a factual basis for making decisions.
- Data collection plan forms an important aspect in the data collection process. The basic data collection methods are philosophical, observational, questionnaires, interviews, and pre-existing records.
- Primary data collection involves the data collected specifically for a purpose; sources may include questionnaires, interviews, and focus groups.
- Secondary data collection involves the collection of data for a purpose other than the one a researcher intended.

Learning:**Understanding Data Collection****What is data collection?**

Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion. It enables a researcher to answer stated research questions, test hypotheses, and evaluate outcomes in the research process.

Data collection is a fundamental part of research. In business research, the collection of sources is an important component in the research process. As soon as the topic and title of the research are finalized, the hunt for sources should start in the right direction with planned data collection strategies. Data collection is laborious work and a strenuous search. To identify and locate data is not an easy task. Before entering into data collection, the researcher should have a clear idea on how to locate the sources.

Need for data collection

Every research effort relies on data to provide a factual basis for making decisions throughout the research process. Data collection enables the researcher to formulate and test working assumptions about his research and develop information that will lead to the improvement of the key quality characteristics of the research product. Data collection improves the decision-making ability of the researcher by helping him to focus on objective information rather than subjective opinions.

OVERVIEW

Learning:

Data Collection Plan

The purpose of the data collection plan is to design a procedure in which the information necessary to the research is effectively collected and presented. It requires more detailed planning. The researcher should decide what relevant data should be collected in order to prevent the collection of useless information later. The researcher can start to construct his data collection plan by answering the following questions:

- What data has to be collected?
- Where to find the best data?
- How to collect data?
- How much data are to be collected?
- When to collect data?

The plan has to be constructed based on the answers. It should be similar to an analysis plan.

Basic Data Collection Methods:

The method chosen to collect data must be determined from an extensive literature search. The methods to collect data must be reliable and consistent. The basic data collection methods are given below:

- *Physiological* - It is collecting data about the subject's physiological function. It can be quite objective as long as variations are controlled.
- *Observational methods* - The observational method of research concerns the planned watching, recording, and analysis of observed behavior as it occurs in a natural setting. Physiological measurements, surveys, and observation of behaviors could all be used to measure the trait anxiety. The instrument chosen must be in synch with the conceptual framework chosen by the researcher.
- *Interviews* - Interviews provide in-depth information about a particular research issue or question. Because the information is not quantifiable (i.e., not amenable to statistical analysis), the interview often is described as a qualitative research method. Whereas quantitative research methods (e.g., the experiment) gather a small amount of information from many subjects, interviews gather a broad range of information from a few subjects.
- *Questionnaires* - Many research projects are wholly based on information obtained by the questionnaire. There are several very good reasons why questionnaires can form an important element in research. Questionnaires are flexible, easy to apply, relatively inexpensive and can be far reaching.

Questionnaires may include open-ended or closed-ended items.

- In open-ended items, the subject responds in his/her own words.
- In closed-ended items, the responses are pre-selected and the subject is forced to choose one of the items or to rank the item.
- *Preexisting records* – It is often used as a data source. In this method, the desired information has already been obtained and it cuts down time on the data collection process.
- *Construction of new instruments* – At times, an instrument to measure the desired phenomena may not be available. The new instruments in data collection are constructed for such needs. Constructing new instruments is a time-consuming process but necessary for expanding knowledge.

OVERVIEW

Learning:

What is primary data?

Primary data are the data gathered by the researcher in the act of conducting research. This is contrasted with secondary data which entails the use of data gathered by someone other than the researcher.

Primary data collection methods

Primary data collection is necessary when a researcher cannot find the data needed in secondary sources. Market researchers are interested in primary data such as demographic and socioeconomic characteristics, attitudes, opinions, interests, awareness and knowledge, intentions, motivation, and behavior.

How to collect primary data?

Three basic means of obtaining primary data are observation, surveys, and experiments. The choice will be influenced by the nature of the problem and by the availability of time and money.

Observation: It means that the situation of interest is checked and a person or some mechanical device records the relevant facts, actions, or behaviors. Accurate data about what consumers do in certain situations is provided by observation. Observation does not tell why it happened. The two approaches in observation are Mechanical Approaches and Personal Approaches.

Mechanical Approaches are reliable data collection instruments because they provide objective measures. Data on the factors influencing product sales, such as competitor advertising and other promotional activities can be effectively assessed. Information can be obtained on a specific store or all the stores in a system, enabling rapid and effective comparisons at various local, regional, and national levels. The information is available continuously.

By *Personal Approaches*, researchers can personally observe or watch actions and situations. For example, when an organization is choosing a new location, it would observe the neighborhood conditions. It cannot ask them to describe their opinions or to fill out surveys. It is dependent on observational research.

Surveys: Also known as questioning, it uses a questionnaire (data collection instrument) to ask respondents questions to secure the desired information. Questionnaires may be administered by mail, over the telephone, by computer, or in person.

Factors that influence respondents might include:

- **Sponsor:** When a study is financed or sponsored by a particular organization, this might lead to suspicion and deter respondents from answering questions correctly.
- **Appeal:** When a researcher makes an appeal on why or how important it is for him to get answers to his questions and how it can be useful for the respondents or society if the study at hand is performed.
- **Stimulus:** A stimulus is when some type of reward is given to respondents. Here the decision is to be made whether the reward should be financial or non-financial.
- **Questionnaire format:** The appearance, layout, length, and even the color of the paper used have an influence on whether or not the questionnaire will be responded to properly.
- **Cover letter:** Its tone and stance have an enormous impact on the respondents.
- **Stamped and self-addressed envelope:** To make it easier for the responder to return the completed questionnaire, a stamped and self-addressed envelope is provided.

Limitations of surveys include:

- Error in construction
- Inaccurate information
- Expensive
- Delay in obtaining data as it consumes more time

Experiments: In an *experiment*, a researcher selects matched groups, gives them different experimental treatments controlling for other related factors, and checks for differences in the responses of the experimental group and the control group. Experimental research attempts to explain cause-and-effect relationships.

OVERVIEW**Learning:****Secondary Data Collection Methods***What is secondary data?*

Secondary data is the data that has already been collected by someone else for a different purpose. Sources may include newspapers, press releases, market research reports, etc.

A few examples of secondary data are:

- Data collected by a hotel on its customers through its guest history system
- Data supplied by a marketing organization
- Annual company reports
- Government statistics

Secondary data can be used in different ways:

- It can be simply reported in its original format. In this case it is most likely that this data will be in the main introduction or literature review as support or evidence for the research argument.
- Apart from using it for the original function it can be used in the 'Analysis of Findings' section of the dissertation.

Why is secondary data collected?

Most research requires the collection of primary data (first hand data) Students concentrate on collecting primary data. Unfortunately, many dissertations do not include secondary data in their findings section although it is perfectly acceptable to use and analyze. It is always a good idea to use data collected by someone else if it exists as it contributes to the research findings considerably.

As secondary data has been collected for a different purpose it should be treated with care. The basic questions to ask are:

- Where did the data come from?
- Does it cover the correct geographical location?
- Is it current?
- If you are going to combine with other data, are the data the same (for example, units, time, etc.)?
- If you are going to compare with other data, are you comparing like with like?

Summary

This Chapter discussed the data collection methods involved in the research process. Primary data and secondary data drive the data collection process. The data collection phase initiates with the creation of the data collection plan. A proper data collection plan takes the researcher to scrutinize his/her work in the proper direction. It prepares the researcher to undertake and collect the relevant data avoiding waste of time and resources. The primary data collection method acts as an input for the research work to progress. Based on the primary data, the data analysis phase gets initiated. It acts as a backbone for the researcher to support his research work. The secondary data supports the primary data; it is collected easily and acts as a direct source.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. _____collection involves the collection of data for a purpose other than the one a forecaster may use it for.
 - a) Primary data
 - b) Secondary data
 - c) Tertiary data
 - d) Geographical
2. Every research effort relies on data to provide a _____basis for making decisions throughout the research process.
 - a) Fictional
 - b) Factual
 - c) Discretional
 - d) Analytical
3. The purpose of the data collection plan is to _____ a procedure in which the information necessary to the research is effectively collected and presented.
 - a) Format
 - b) Structure
 - c) Design
 - d) Formulate
4. _____ are interested in primary data such as demographic and socioeconomic characteristics, attitudes, opinions, interests, awareness and knowledge, intentions, motivation, and behavior.
 - a) Project researchers
 - b) Research scholars
 - c) Market researchers
 - d) Scientists
5. _____are reliable data collection instruments because they provide objective measures.
 - a) Mechanical approaches
 - b) Personal approaches
 - c) Observation method
 - d) Questionnaire

6. The _____ attempts to explain cause-and-effect relationships.
 - a) Questionnaire
 - b) Observation method
 - c) Experimental research
 - d) Personal approach
7. The _____ may be administered by mail, over the telephone, by computer, or in person.
 - a) Sample
 - b) Questionnaire
 - c) Project
 - d) Secondary data
8. Physiological measurements, surveys, and observation of behaviors could all be used to measure the _____.
 - a) Language of the respondent
 - b) Trait anxiety
 - c) Project purpose
 - d) Project validity
9. Data collection enables the researcher to formulate and test the _____ about his research and develop information that will lead to the improvement of the key quality characteristics of the research product.
 - a) Null hypothesis
 - b) Software
 - c) Working assumptions
 - d) Working environment
10. _____ is a *fundamental* part of all research.
 - a) Software testing
 - b) Developing a project plan
 - c) Validation
 - d) Data collection

Chapter Fourteen

Self Exam

1. a) Primary data
2. b) Factual
3. c) Design
4. c) Market researchers
5. a) Mechanical approaches
6. c) Experimental research
7. b) Questionnaire
8. b) Trait anxiety
9. c) Working assumptions
10. d) Data collection

CHAPTER FIFTEEN

Data Analysis and Interpretation

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Explain data analysis.
2. Describe the basic guidelines for data analysis and presentation in the research process.
3. Explain the need for analyzing data.
4. List and explain the different types of data analysis.
5. Explain how chi-square test is used in analyzing the data quantitatively.
6. Explain the criteria for analyzing data.
7. List the common steps involved in data analysis process.
8. Explain the factors involved in the initial phase of data analysis process.
9. Explain how to interpret data.
10. Explain the synthesis phase.

Introduction

Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusions. Depending on the type of data and the question, this might include the application of statistical methods, curve fitting, selecting or discarding certain subsets based on specific criteria, or other techniques. With respect to data mining, data analysis is usually more narrowly intended as not aiming to the discovery of unforeseen patterns hidden in the data, but to the verification or disproof of an existing model, or to the extraction of parameters necessary to adapt a theoretical model to (experimental) reality. This Chapter explores the data analysis phase and interpretation phase in the research process.

OVERVIEW**Highlights:****What happens in data analysis phase and presentation phase in the research process?**

- Understanding data analysis and presentation
- Why data analysis?
- How to analyze data?
- Interpretation and presentation of results

Notes:

- Data analysis is a process by which the data requirements of a functional area are identified, element by element. Each data element is then defined from a business sense, its ownership is identified, and users and sources of that data are identified and presented in the final format after evaluation.
- Data analysis in the research process assesses the secondary and primary data, and relates it to the defined issue or problem. Data analysis has the great advantage that it allows the researcher to be as precise as possible in his interpretations of the findings he has obtained. Data analysis sometimes seems difficult, but it is a crucial ingredient in psychological research.
- Data is analyzed for considering various issues. The common steps involved in the data analysis process in business research include: Data Validation (logical & consistency checks), Data Cleaning (checks on data entry errors, investigators' error, and missing values) and vice versa.
- Interpretation represents the actual writing of the thesis or dissertation of the research. It is the higher form of analysis. After interpretation and verification, the results are presented in thesis writing. Thus it initiates the thesis writing stage in the research process.

Learning:**Data Analysis and Presentation**

Data analysis can be one of the most challenging parts of the project, but it is crucial in making sense of the information collected. Data analysis is the process of transforming raw data into useable information that is often presented in the form of a published analytical article. The basic steps in the analytic process consist of asking meaningful questions, developing answers to the questions through examination and interpretation of data and communicating the message to the reader.

Guidelines for Data Analysis and Presentation

- Ensure that the data is appropriate for the analysis to be carried out. This requires investigation of a wide range of details such as survey population of the survey sufficiently approximates the target population of the analysis, whether or not the variables and their concepts and definitions are relevant to the study, etc.
- If more than one data source is being used for the analysis, investigate whether or not the sources are consistent and how they may be appropriately combined.
- Choose an analytical method that is appropriate for the question being investigated.
- Use diagnostic techniques to assess the analytical model.
- Consult with experts on the subject matter and on the statistical methods.
- Ensure that all references are accurate and are referred to in the text.
- As a good practice, do a presentation on the result of the analysis. This is another kind of peer-review that can help improve the quality of data collected and analyzed for research.
- Check for errors. Check details such as the consistency of figures used in the text, tables and charts, the accuracy of external data, and simple arithmetic.

OVERVIEW

Learning:

Why analyze data?

- To identify unique characteristics and behavior of data set.
- To identify association of variables with other data sets.
- To identify relationship of variables with other data sets.
- To test defined statements and assumptions (hypothesis) on the samples and hence the universe.

Purpose of Data Analysis

The purpose of analyzing data is to obtain usable and useful information. Data analysis has a crucial impact on data quality. It helps the researcher to identify data quality related problems and influences future improvements in the research process. Analysis is essential for understanding results that are arrived at as the result of data collection methods.

The analysis, irrespective of whether or not the data is qualitative or quantitative must:

- Describe and summarize the data
- Identify relationships between variables
- Compare variables
- Identify the differences between variables
- Forecast outcomes

Types of Data Analysis

- *Numerical data analysis* involves determining the expected value of an experiment based on past history.
- *Error data analysis* is about determining the confidence the researchers have in obtaining the expected value based on past history and measuring method.
- *Graphical data analysis* is about measuring the dependence a result appears to have on an independent variable.
- *Statistical data analysis* involves determining the extent to which results of different experiments are significantly different from each other given the expected value and confidence for the experiments. Pitfalls in statistical data analysis are:
 - *Sources of bias*
 - *Errors in methodology which lead to inaccurate or invalid results*
 - *Problems concerning interpretation of results, or how statistical results are applied or misapplied to real world issues*

Learning:**How to Analyze Data**

Once data are collected the next phase is to analyze the data. There are many different ways to analyze data; some are simple and some are complex. Some involve grouping, while others involve detailed statistical analysis. The most important thing to do is to choose a method that is in harmony with the parameters that have been set and with the kind of data collected.

The common steps involved in the data analysis process in business research include:

- Data Validation (logical & consistency checks)
- Data Cleaning (checks on data entry errors, investigators' error, missing values)
- Reliability Test
- Test for Normality
- Data Analysis (Basic & Multivariate)
- Interpretation

The initial step in data analysis involves preparing the data by editing it for several factors, including:

- Completeness – checking for any omissions
- Legibility – making sure that handwriting is understandable so that answers will be coded correctly
- Comprehensibility – making sure that the answer is understandable
- Consistency – checking for consistent answers from the respondent
- Uniformity – checking to see that responses are recorded in the same manner

Once the data are edited they are prepared for *coding*, which involves determining how survey responses will be transformed into numerical data. The first step in coding is the development of a codebook. The codebook formalizes the coding process by listing answers and their accompanying codes. After the data is coded and entered into a data spreadsheet, statistical analyses can be performed to create useful information for the researchers. If there are hypotheses to be tested, the researcher is in a position to use the gathered data to test the hypotheses. Data analysis could be as simple as reporting descriptive statistics such as averages, measures of variability, and percentages, or if needed, advance statistical techniques could be applied.

OVERVIEW**Learning:****Interpretation and Presentation of Data**

After the process of data acquisition and handling, the next step is to perform some interpretation of these data in order to provide more readable information. It is also necessary for highlighting the aspects that deserve special attention but that could be hidden within the longer data report. Interpretation represents the actual writing of the thesis and it is considered the higher form of analysis.

In this phase the results are interpreted, drawing conclusions and answering the research question and hypothesis. Implications for practice and further research are drawn which acknowledges the limitations of the research.

After analysis, the analyzed ideas and facts (data) are synthesized. Synthesis means processing whereby several ideas are grouped and arranged in a rational and meaningful manner. The synthesis phase involves the selection of facts, arrangement, reasoning, and providing a checklist. After collection and combination of sources, they are subject to evaluation.

Finally the research report is prepared. It can be as simple as a short report of a few pages giving the overall findings of the research, or it can be a long report with numerous parts. The degree of formality required by the deciding authority of the research process dictates the type of report to prepare.

Summary

This chapter explains the data analysis and interpretation phase in the research process. Data analysis acts as a crucial phase for the researchers in the research process. It involves the systematic study of data so that its meaning, structure, relationships, and origins are understood. It involves the organizing and examining of collected data using narratives, charts, graphs or tables, etc. By data analysis, a thorough review of the information that is currently being collected by a researcher is analyzed completely. This phase is primarily concerned with processing the information or data that has been gathered in order to draw conclusions in the research work undertaken.

SELF - EXAM**Critical Thinking Multiple-Choice Questions:**

1. _____ is the act of transforming data with the aim of extracting useful information and facilitating conclusions.
 - a) Data interpretation
 - b) Data analysis
 - c) Data collection
 - d) Data manipulation
2. _____ represents the actual writing of the thesis or dissertation of the research.
 - a) Manipulation
 - b) Interpretation
 - c) Synchronizing
 - d) Sorting
3. The basic steps in the _____ consist of asking meaningful questions, developing answers to the questions through examination and interpretation of data and communicating the message to the reader.
 - a) Statistics
 - b) Data collection
 - c) Sampling
 - d) Analytic process
4. Data analysis has a crucial impact on _____.
 - a) Data entry
 - b) Data interpretation
 - c) Data Quality
 - d) Data manipulation
5. Once the data is edited it is made ready for _____.
 - a) Coding
 - b) Sorting
 - c) Testing
 - d) Interpreting

6. After analysis, the analyzed ideas and facts (data) are _____.
 - a) Sorted
 - b) Synthesized
 - c) Manipulated
 - d) Interpreted
7. After the data is coded and entered into a data spreadsheet, _____ can be performed to create useful information for the researchers.
 - a) Statistical analyses
 - b) Software testing
 - c) Data manipulating
 - d) Data sorting
8. There are many different ways to analyze data: some are simple and some are _____.
 - a) Drastic
 - b) Complex
 - c) Stable
 - d) Clear
9. After interpretation and verification, the results are presented in _____ writing.
 - a) Dissertation
 - b) Thesis
 - c) Project
 - d) Report
10. The common steps involved in the data analysis process in business research includes Data Validation (logical & consistency checks), and _____.
 - a) Data sorting
 - b) Data validation
 - c) Data manipulation
 - d) Data cleaning

Chapter Fifteen

Self Exam

1. b) Data analysis
2. b) Interpretation
3. d) Analytic process
4. c) Data Quality
5. a) Coding
6. b) Synthesized
7. a) Statistical analyses
8. b) Complex
9. b) Thesis
10. d) Data cleaning

CHAPTER SIXTEEN

Manuals of Style: Formatting, Source and Annotations

Learning Objectives:

Upon successful completion of this Chapter, students will be able to:

1. Explain scholarly research.
2. Describe the duties and responsibilities of a scholarly research student.
3. List and explain the general guidelines to be followed in presenting research.
4. Explain the important facts to be considered in thesis writing.
5. Explain the APA style for writing thesis.
6. Explain the Turabian form of writing style.
7. Explain the term “Annotation.”
8. Describe the use of an annotated bibliography.
9. Explain the thesis submission process and publishing phase.
10. Explain how to do an oral defense.

Introduction

“Remember all went well, if it ends well” - Research in the MBA program enables students to gain exposure and knowledge in the business. The final phase in the research process integrates a series of components. This Chapter explains the thesis documentation and presentation process which covers the topics on styles of writing; and thesis report format in a precise and useful manner for MBA students. It then provides the readers with the submission and publishing aspect of the thesis with excellent tips on how to publish the thesis. Finally, it concludes with the oral defense and evaluation of the thesis in the master’s research program.

OVERVIEW**Highlights:****What aspects are to be considered in the final phase of the research process?**

- Principles of scholarly research
- Documentation and Annotation - Use of manuals of style
- Submission and publication process
- Oral defense

Notes:

- The research student who performs his/her duties effectively performs quality research work. It demonstrates the scholarly pursuit of the student.
- Documentation forms an important part in the final phase of the research process. The style of writing, format, and annotation are crucial facts to be considered in the documentation phase.
- Submission of the thesis document to the University standards and publishing accordingly marks the end of the final phase.
- Oral defense concludes the final phase. An oral defense ends with a positive recommendations from the Review committee.

Learning:**Follow the Principles of Scholarly Research**

The preparation of a good research report is not a trivial task. It whole-heartedly depends on the hands of the researcher who makes his/her research report successful. A scholarly research is the essential component for achieving this aspect.

What is scholarly research?

Scholarly research is concerned with academic study, especially research exhibiting the methods and attitudes of a scholar.

In the master's program, the research project should demonstrate the scholarly pursuit of inquiry focused on an identifiable educational problem or phenomenon. The research should reflect original research or replicate an existing study. The student is expected to share the design with the class and produce a paper that could be submitted for publication. The final project should be submitted in publishable article format.

Duties and Responsibilities of a Scholarly Research Student:

Apart from complying with the University's conduct, principles and procedures, the scholarly research students have to:

- Familiarize themselves with the relevant ordinances and regulations governing their degrees and the requirements imposed on them by those ordinances and regulations.
- Ensure that their obligations to their sponsors and funding bodies are met by the timely submission of the thesis, and to meet any other requirements imposed by the conditions of sponsorship.
- Devote the appropriate time and effort to their studies.
- Check their University email account on a regular basis and act promptly on messages received from the University.
- Maintain a *Personal Development Record* throughout the duration of their research degree.
- Take the initiative in raising problems or difficulties, however elementary they may seem. They have to ensure that any circumstances that are impeding their progress are brought to the attention of their supervisors at the earliest opportunity.
- Discuss with supervisors the type of guidance and comment they find most helpful and agree to a schedule of meetings. There must be at least one formal meeting per month.

OVERVIEW

- Maintain the progress of work in accordance with the stages agreed to with supervisors. It includes the presentation of written work as required in sufficient time to allow for comments and discussion before proceeding to the next stage.
- Complete the University's Annual Progress Report form in good time to ensure re-registration at the beginning of the new academic session and to complete other progress reports required.
- Communicate research findings to others in the academic community.
- Notify the faculty office of their intention to submit the thesis on the appropriate form to which they must attach the thesis abstract.
- Ensure that the thesis is submitted before the registration expiry date. It is the student's own work and it has to be in the correct format. He/she should check that all appropriate acknowledgements have been made.

Learning:**Documentation and Annotation**

In the documentation part of the research process, all the work is documented and chapters are decided.

Some General Guidelines for Presenting Research:

Research is presented either as an oral presentation or as a poster. Students may choose one or the other (not both) as the preferred medium in submitting the abstract. A few general principles that apply to all presented research are:

- *Be organized* – The researcher should know the clear and unifying point of the research, and be able to communicate it to an audience.
- *Use the format of the academic discipline* - Most research in various fields is organized in the following components. These components vary according to the research field but all research should have an introduction, address a question or a problem, and discuss or analyze the results of its inquiry. Students should consult with the faculty mentor concerning the proper form for the presentation. The list of contents and chapter headings below is appropriate for some thesis. In some cases, one or two of them may be irrelevant.
 - Abstract
 - Introduction
 - Methods
 - Results
 - Discussion
 - Conclusion
 - References
 - Acknowledgements
- Make the research as accessible as possible to a broad academic audience, without sacrificing its disciplinary rigor.
- Anticipate possible questions ; take notes on questions.
- Rehearse the presentation in advance.
- Credit all sources; be truthful; respect the audience.

Style of Writing for Thesis

The writing style forms an important aspect in the documentation and presentation process. It takes the researcher and his research in the right direction. The climax portion of the research process starts with the writing part of the thesis.

OVERVIEW

Some Guidelines for Writing the Thesis:

- The text must be clear. Good grammar and thoughtful writing will make the thesis easier to read.
- Scientific writing has to be a little official and more formal than the text. Short, simple phrases and words are often better than long ones.
- Information and arguments can be presented as a series of numbered points, rather than as one or more long and awkward paragraphs. A list of points is usually easier to write.
- The thesis must be a connected, convincing argument, not just a list of facts and observations.
- One important stylistic choice is between the active voice and passive voice. The active voice is simpler, and it makes the message clearer. The passive voice makes it easier to write ungrammatical or awkward sentences. If the need is to use the passive voice, be especially wary of dangling participles.

Use of Manuals of Style

APA Format

American Psychological Association (APA) style is a widely accepted format for writing research papers, particularly for social science manuscripts and thesis.

General APA guidelines:

Using the APA format, the following guidelines have to be observed and followed. The content of the main project has to be typed, double-spaced on standard-sized paper (8.5 X 11 inches) with margins of 1 inch on all sides. It includes the following aspects in the order indicated below, as many of the following sections are applicable, each of which should begin on a separate page:

- **Title page:** It includes a running head for publication, title, and byline and affiliation.
- **Page numbers and running head:** In the upper right-hand corner of each page, include a 1-2 word version of the title. Followed with five spaces and then the page number.
- **Abstract:** If an abstract is required, a 75-100 word overview of the essay, which includes the main idea and the major points has to be written. It can also mention any implications of the research. The abstract has to be placed on its own page immediately after the title page. The word Abstract has to be centered and then followed with the paragraph.
- **Headings:** Major headings should be centered. Every word has to be capitalized in the heading except articles (a, the), short prepositions (in, by, for), and coordinating conjunctions (and, but, or).

- **Visuals:** Visuals such as tables and figures are included (graphs, charts, drawings, and photographs). The visuals are kept as simple as possible and clearly labeled with an Arabic numeral (ex: Table 1, Table 2, etc.). The title of the visual is also included. The label and the title should appear on separate lines above the table, flush left. Below the table, the source is provided.
- **List of References:** List of references is created on its own page after the last page of the text. The title references are centered one inch from the top of the page. Followed by double space, the list of references is alphabetized by the last name of the authors. If the work has no author or editor, the work is alphabetized by the first word of the title (excluding A, An, or The).
- **Please refer to the APA Manual for updates on the format.**

MLA format

Modern Language Association (MLA) style is widely used for identifying research sources. In MLA style, the researcher briefly credits sources with parenthetical citations in the text of the paper, and gives the complete description of each source in the *Works Cited* list. The *Works Cited* List, or *Bibliography*, is a list of all the sources used in the paper, arranged alphabetically by author's last name, or when there is no author, by the first word of the title (except *A*, *An* or *The*).

(Note: The MLA format is not used at CALUniversity)

Turabian

The Turabian writing style of research papers includes the arrangement and punctuation of footnotes and bibliographies. The Turabian system allows for footnotes or endnotes instead of the inline citations that are preferred in the MLA, APA, and Bluebook systems. Turabian has guidelines for inline, parenthetical references. For example, in the Turabian style the bibliography items are listed alphabetically at the end of the research paper. Items are referred to in the body of the paper using the Footnote or In-Text style.

(Note: The Turabian format is not used at CALUniversity)

What is Annotation?

Annotation is an evaluative summary of a work. Unlike an abstract, an annotation attempts to tell how good an information source is. Annotations are descriptive and critical. It exposes the author's point of view, clarity and appropriateness of expression, and authority.

Use of Annotation in Thesis:

Annotated Bibliography – It is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader the relevance, accuracy, and quality of the sources cited.

OVERVIEW

Learning:

The Submission and the Publication Process

The final phase is the formal submission of the thesis to the exam committee. A degree is only considered complete once the Faculty of Graduate Studies has received all necessary paperwork and an unbound copy of the final version of the thesis. It needs to be signed by all committee members of the University, including the supervisor. It should be completed by the relevant deadline.

Thesis Publishing

Thesis publishing forms a part of the graduation requirement in Universities. After final approval by the thesis committee, the thesis becomes an independent source to be applied to when conducting some research. From then on the thesis presents its own value and may be referenced in various research works. It is now given for open-publishing.

Students should carefully follow the following steps in the publishing process of the thesis:

- *Find out institution's submission procedures* – Depending on the institution requirements, student may be asked to submit the paper in different ways. Students should know and follow the instructions of the institution.
- *Acquire co-author's permission or copyright permission for thesis publishing* – Students should not forget to evaluate the work of the people who have contributed to the success of their work.
- *Study the Publishing Agreement* – Special attention has to be paid to the grants for the thesis.
- *Choose your thesis publishing option* – Define and decide the type of publishing that best suits the research whether it is an open access or a traditional publishing.
- *Sign the Publishing Agreement* – Do not postpone by not signing or delaying the publishing agreement; it may contribute to a failure to publish.
- *Provide the publishing house with personal information, contacts and degree data* to get in touch with you in case of questions.
- Provide information on the thesis.
- Provide the thesis.

Learning:**How to take the oral defense**

The *thesis defense or oral defense* is a type of final examination for the research candidate. The thesis defense and oral examination is open to students and faculty. The presentation focuses on the research problem, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings. Following the presentation, the committee chair will entertain questions of the student, first, from the committee and then, from other individuals in attendance. The committee will then deliberate in private regarding the approval of the student's thesis. If approved, the student will make any requested changes and submit the final thesis for appropriate signatures.

The examining committee normally consists of professors from the University. It includes the candidate's primary supervisor and members of his or her advisory committee, as well as professors from other departments or faculties or external examiner (someone not otherwise connected to the University). Each committee member will have been given a completed copy of the dissertation prior to the defense, and will come prepared to ask questions about the thesis itself and the subject matter.

Preparation for Oral Defense (via Teleconferencing for online distance education students):

After the receipt of the communication about the schedule of the oral defense teleconference, the respective students prepare the actual arrangements and schedule the conference particulars with the telecommunications company. The student must arrange for tape-recording the Oral Defense.

Standard Policies concerning Oral Conference

Graduate students can participate in a real time conference with their committees in the conduct of the Oral Defense. The standard manner of conferencing is the telephone conference call for online distance education students. Students may make their own arrangements for scheduling and tape-recording the conference or they may request referrals to telecommunication companies from the University Administration. On the day of the conference, at the appointed time, the teleconference company will establish the conference connection with all participants. The tape-recording of the proceedings is optional.

OVERVIEW**Conducting the Oral Conference**

On the scheduled date of the Oral Defense, the student meets with all members of the graduate committee through telephone conference or an approved alternative method of conferencing. At the appointed time, on the date of the Oral Defense, the graduate student or the telecommunications company shall initiate the electronic conference connection bringing on line the student and faculty committee.

During the Oral Defense, committee members will present their focus questions relative to the research and the manuscript in an order determined by the Committee Chair. Each member of the committee will keep notes related to their reactions to the student's replies to the focus questions. Students should respond to the questions in the allotted time.

At the completion of the Oral Defense, the student will be excused from the conference, allowing the Committee members a brief time for follow-up discussion before closing. Immediately following the Oral Defense, each member of the faculty Committee will prepare and submit written commentary on the students' performance, and send it to the Chair by email at the prescribed time and including a recommended grade.

Alternatives to the Conference Call

Under special conditions, there are times when alternative methods of contact are more appropriate than the telephone conference. Acceptable alternatives include face-to-face conferences; electronic chat room or videoconferences; or rapid exchanges of email. Under very unusual conditions, exchanges of communications with the Committee may be completed by post or fax.

UNDERSTANDING PLAGIARISM

In full support of academic freedom, scholarly activity, and student learning, the California InterContinental University adheres to high academic standards and thus, will assist students and learners to successfully complete their scholarly or research activities without infringement of plagiarism. Understand clearly that plagiarism should not be confused with copyright infringement as it is not copyright infringement.

Plagiarism is a deliberate, willful and serious act of academic dishonesty through false claims of authorship committed by an individual who uses the published work of another author, writer or researcher as his/her own original scholarly work. Cutting and/or pasting identical information from online sources or full-text journal articles into a written or project report that is being prepared by a student is the most common form of plagiarism. This serious case would be worse if no references or citations were cited and provided in the written report. Ignorance of the mechanism or fact of plagiarism does not absolve the student of responsibility for it in all of their academic endeavors at the University.

Since plagiarism is considered as a serious and voluntary academic offense, a student who practices plagiarism will receive a failing grade in a particular course and must repeat that course over with a warning letter for Probity Violation placed in his/her academic file. Furthermore, many educational institutions in the USA have a policy to revoke an awarded degree, if plagiarism is discovered in the terminal scholarly work (Thesis, Capstone Project, or Dissertation) at any time after graduation.

NEW KNOWLEDGE:

It is important for each scholar (faculty members and students) to fully understand that new knowledge is derived from previous knowledge that is available via electronic or printed means such as the Internet, publications, books, articles, writing or printed information. In doing scholarly activities or research work, all of us must use existing knowledge to build our own individual ideas or create new knowledge by writing it or putting it into words. Thus, intellectual creativity is the center stage of scholarly endeavors.

COMMON KNOWLEDGE

In the academic environment, common knowledge is a very difficult area to define as there is no clear delineation on what constitutes common knowledge. A number of sources consider common knowledge to be only information received and used in an academic environment such as in a class; with the understanding that common knowledge can be easily found in a vast area of readily available sources. Others consider common knowledge as ubiquitous information that is available to find and access everywhere. Finally, common knowledge can be considered as information of fact that can be accessed or found in a general reference source such as dictionaries, encyclopedias, newspapers, magazines, almanacs, etc. Any of these, and all, could be considered acceptable definitions of common knowledge. A common rule of thumb to use is that if the common person on the street would not know the idea or concept that your research is attempting to convey, then that idea should be sourced and cited.

PARAPHRASING

There is much confusion among scholars about paraphrasing and plagiarism as they have a common foundation. In paraphrasing, an individual rewrites another person's written ideas using his/her own or different words without losing or changing their original meanings while at the same time also citing their sources at the end of the paraphrased sentences. Paraphrasing is not purely changing a few words or using synonyms in an original sentence to maintain the source's ideas as this is still plagiarizing the original work.

OVERVIEW**AVOIDING PLAGIARISM**

In doing scholarly activities or research work, graduate students must avoid plagiarism at all costs as their coursework must reflect academic pride and achievement beyond reproach. To achieve this, students are advised to use the following:

1. During the initial preparation of coursework or a report, Capstone Project, Thesis or Dissertation, students must find all the appropriate references to support a research subject or idea in mind.
2. Read all these references, organize them into categories, highlight the key areas of interest and fully understand their contents.
3. When writing the scholastic or research work, use your own written words to reflect or refer to the ideas or notions previously found in the collected references. Do not use verbatim the contents of the references in your coursework. Use quotations only when a particular source makes a statement in a particularly impactful way or in such a way that it cannot be easily adapted into your own words.
4. Always cite the references (including dates) to indicate their sources. Use the standardized or proper academic citation all along. Follow the APA format adopted by CalUniversity in all your coursework preparation or scholarly work. There are many online resources to refer to the APA Manual of Style, or you may choose to purchase a copy of the manual yourself. Realize also, that the APA not only governs the use of citations but also the formatting of the page, the fonts and styles used, as well as the use of tables, figures, and the sections in the research work. All of these standards are observed by CalUniversity in the review of the submitted scholarly work.
5. Do not reuse nearly identical words and contents of your previously published work as this is considered as practicing self-plagiarism.

3105.00 R - PLAGIARISM

Plagiarism is a deliberate, willful and serious act of academic dishonesty through false claims of authorship committed by a CalUniversity constituent that is related to the use of published work of another author, writer or researcher as his/her own original scholarly work. Plagiarism by CalUniversity students or faculty members or researchers is considered as a violation of the Code of Ethics as its practice can damage the integrity and reputation of the California InterContinental University. Plagiarism by a student may lead to a failing grade in a program course and his/her being placed on academic probation for the Term in which the plagiarism occurs. For cases of repeated or excessive plagiarism, a student may be suspended or terminated from enrollment by an academic committee.

For program courses that require the submission of Case Analyses, Case Studies, Mini Projects and Course Project, an Assessment Report for Plagiarism will be automatically generated in the LearnCenter, and if a violation for Plagiarism is detected, the involved student will be appropriately dealt with an immediate failure grade assigned for the involved coursework. The faculty has the responsibility to report the involved student to the Registrar and Academic Office. For terminal scholarly activities associated with a Capstone Project, a Thesis or a Dissertation, an Assessment Report for Plagiarism will also be generated and used to detect any academic dishonesty in the student preparation of scholarly work as a partial fulfillment of degree requirements. Since there will be numerous cited references and bibliographies in the terminal scholarly work, the CalUniversity will not accept more than 20% of plagiarism as reported in the Assessment Report for Plagiarism. If plagiarism was found to be 20% or more in the submitted scholarly work, the Capstone Project, or Thesis or Dissertation will be rejected and must be redone with full tuition charge and any applicable fees.

OVERVIEW

Summary

This Chapter precisely explored the final steps in the research process. It is a useful guide for all beginners in the research field. As a researcher the final steps lead the research student in the right path to success. Thesis documentation and publishing forms a vital component for students in completing their research work successfully. The researcher's hard work during the thesis finishes with thesis publishing. The next important component after publishing is oral defense, the end sign for the research process. Once successfully completed, students reach the end of the research and successfully fulfill the course requirement for their post-graduate degree.

Critical Thinking Multiple-Choice Questions:

1. The preparation of a good research report is not a _____ task.
 - a) Trivial
 - b) Difficult
 - c) Spontaneous
 - d) Clear

2. In the _____ the research project should demonstrate the scholarly pursuit of inquiry focused on an identifiable educational problem or phenomenon.
 - a) DBA
 - b) Master's program
 - c) Ph.D program
 - d) Under graduation program

3. The researcher should know the clear and _____ point of the research, and be able to communicate it to an audience.
 - a) Difficult
 - b) Exact
 - c) Unifying
 - d) Crucial

4. The _____ forms an important aspect in the documentation and presentation process.
 - a) Documentation
 - b) Implementation
 - c) Sorting
 - d) Writing style

5. The word _____ has to be centered and then followed with the paragraph.
 - a) Annotation
 - b) Bibliography
 - c) Abstract
 - d) Conclusion

SELF - EXAM

6. The _____ is (are) kept as simple as possible and clearly labeled with an Arabic numeral (ex: Table 1, Table 2, etc.)
 - a) Annotation
 - b) Bibliography
 - c) Citation
 - d) Visuals
7. In _____, the researcher briefly credits sources with parenthetical citations in the text of the paper, and gives the complete description of each source in the *Works Cited* list.
 - a) Chicago
 - b) Turabian
 - c) MLA style
 - d) APA style
8. _____ is an evaluative summary of a work.
 - a) Bibliography
 - b) Summary
 - c) References
 - d) Annotation
9. The _____ is a type of final examination for the research candidate.
 - a) Thesis defense
 - b) Dissertation defense
 - c) Oral conference
 - d) Faculty defense
10. Under special conditions, there are times when alternative methods of contact are more appropriate than the _____.
 - a) E-mail
 - b) On line-Chatting
 - c) Telephone conference
 - d) Face to face interview

Chapter Sixteen

Self Exam

1. a) Trivial
2. b) Master's program
3. c) Unifying
4. d) Writing style
5. c) Abstract
6. d) Visuals
7. c) MLA style
8. d) Annotation
9. a) Thesis defense
10. c) Telephone Conference

NOTES

MINI PROJECT - WEEK 4

Individual Professional Development Plan

Use one sheet per objective

Goal	
Objective	
Relevance	
Steps/Strategies	1.
	2.
	3.
	4.
Time Frame for each Step	1.
	2.
	3.
	4.
Evaluation for each Step	1.
	2.
	3.
	4.
Documentation for each Step	1.
	2.
	3.
	4.

COMPLETION OF COURSE ASSIGNMENTS

Week 6 is an optimal time for students to review each course assignment submission to see what information has been provided by faculty in their evaluations. Student Advisory Faculty (SAF) provide important guidance in assignments that may not only provide beneficial feedback on student performance, but also is an important guideline for the submission of final course assignments that may be due. This information is available after assignment submission in the LearnCenter through the Assignment Reports function.

Please refer to the assignment listing provided in the Course Assignments section of your syllabus to ensure that, at this point in the Term, all course assignments have been completed. Alternatively, you may review your listed assignments in the LearnCenter to ensure that all work has been submitted. Many courses are heavily weighted with important projects or presentations due in the final week of the course, thus students should use this week to complete these assignments according to the guidelines issued by the instructors.

Also note that the determination of some course projects is left completely to the SAF whereas, in other courses, the Learning Guide will specify the nature and structure of the final assignments to be submitted. Students should work directly with feedback from their SAF as to the content and subject matter of these submissions. In any case, and especially if assignment criteria are unclear, the SAF is a valuable resource who can provide guidance on their expectations of what should be submitted in the final week of the course. Do not hesitate to contact him/her.

EXAMINATION INSTRUCTIONS

About the Final Examination

All courses require a Final Examination. As you will notice, no Final Examination is included with your Learning Guide. After you have successfully completed all of the Unit Examinations, it will be time for you to take the Final Examination in the CalUniversity LearnCenter.

Final Examinations contain 40 multiple-choice questions (100 points).

The University requires that all Final Examinations be completed on the CalUniversity LearnCenter both for students enrolled in the **FlexiLearn** and **RAPID** programs. Technology has been included in the design of the Learning Assessment Center to verify that you are, in fact, the person who is enrolled in the course of study. Also, it is designed to verify your identity and validate that you have completed the Final Examination without the aid of any outside assistance. Therefore, you are required to either take the examination online or through the use of an approved proctoring system. The University staff can provide more guidance on this process if you have questions about it or require assistance.

TEST ITEM CHALLENGE FORM

Student/Learner Last Name _____ Student/Learner First Name _____

Daytime Phone # _____ Student ID # _____

E-Mail Address _____

If you wish to challenge an examination item, Please be sure to include the following:

1. Leave your answer blank on the answer sheet for the challenged item.
2. Identify the test you are working on (i.e., Unit Test 1,2,3,4 or the Final Examination).
3. Identify the specific question number you are challenging.
4. Write or summarize the question, and then answer it in a few sentences.
5. Provide a page reference from the textbook to support your answer.
6. Staple the form, your challenges and any other work papers to your answer sheet and submit them by regular U.S. mail to the Testing Department.

If you need additional space, please feel free to attach an additional sheet of paper.

MINI PROJECT - WEEK 5

Please outline the objectives below in your own format. You may have already done some of these steps in your previous assignments. However, this exercises it to be about more reflection about your careers and professional goals. In addition, think about how your school is going to help you in the process of achieving your goals. Again, this is to be in your own format, this is part of your VPA. Have fun and be reflective.

**Career Planning Exercises:**

1. Analyze your current/future lifestyle. Are you happy with your current lifestyle? Do you want to maintain it or change it? Be sure to identify the key characteristics of your ideal lifestyle. Does your current career path allow you the lifestyle you seek?
2. Analyze your likes/dislikes. What kinds of activities -- both at work and at play - do you enjoy? What kind of activities do you avoid? Make a list of both types of activities. Now take a close look at your current job and career path in terms of your list of likes and dislikes. Does your current job have more likes or dislikes?
3. Analyze your passions. Reflect on the times and situations in which you feel most passionate, most energetic, most engaged - and see if you can develop a common profile of these situations. Develop a list of your passions. How many of these times occur while you are at work?
4. Analyze your strengths and weaknesses. Step back and look at yourself from an employer's perspective. What are your strengths? What are your weaknesses?
5. Analyze your definition of success. Spend some time thinking about how you define success. What is success to you: wealth, power, control, and such?
6. Analyze your personality. Are you an extravert or an introvert? Do you like thinking or doing? Do you like routines or change? Do you like sitting behind the desk or being on the move? Take the time to analyze yourself first, and then take one or more of these self-assessment tests.

- Analyze your dream job. Remember those papers you had to write as a kid about what you wanted to be when you grew up? Take the time to revert back to those idyllic times and brainstorm about your current dream job; be sure not to let any negative thoughts cloud your thinking. Look for ideas internally, but also make the effort to explore/research other careers/occupations that interest you.
- Analyze your current situation. Before you can even do any planning, clearly and realistically identify your starting point.

Once you've completed these exercises, the next step is to develop a picture of yourself and your career over the next few years. Once you've developed the mental picture, the final step is developing a plan for achieving your goal.

Career Planning Steps:



- Identify your next career move. If you have been examining multiple career paths, now is the time to narrow down the choices and focus on one or two careers.
- Conduct detailed career research and gather information on the careers that most interest you.
- Pinpoint the qualifications you need to move to the next step in your career or to make the move to a new career path. If you're not sure, search job postings and job ads, conduct informational interviews, and research job descriptions.
- Compare your current profile with the qualifications developed in step 3. How far apart are the two profiles? If fairly well-matched, it may be time to switch to a job-search. If fairly far apart, can you realistically achieve the qualifications in the short-term? If yes, move to the next step; if no, consider returning to the first step.

MINI PROJECT - WEEK 5

5. Develop a plan to get qualified. Make a list of the types of qualifications you need to enhance your standing for your next career move, such as receiving additional training, certification, or experience. Develop a timeline and action plans for achieving each type, being sure to set specific goals and priorities.

Long-Term Career Planning



Long-term career planning usually involves a planning window of five years or longer and involves a broader set of guidelines and preparation. Businesses, careers, and the workplace are rapidly changing, and the skills that you have or plan for today may not be in demand years from now. Long-range career planning should be more about identifying and developing core skills that employers will always value while developing your personal and career goals in broad strokes.

- **Core Workplace Skills:** communications (verbal and written), critical and creative thinking, teamwork and team-building, listening, social, problem-solving, decision-making, interpersonal, project management, planning and organizing, computer/technology, and commitment to continuous/lifelong learning.
- **Identifying Career/Employment Trends:** How can you prepare for future career changes and developments? The best way is to stay active in short-term career planning. By regularly scanning the environment and conducting research on careers, you'll quickly become an expert on the career paths that interest you -- and you'll be better prepared for your next move.

