Integrated Studies in Procurement and Acquisitions Management

PROC-6000

S1 2021   Section JA   3 Credits   01/04/2021 to 03/05/2021   Modified 12/16/2020

🕐 Meeting Times

5:30 PM to 9:30 PM

Tuesday (1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2)

👤 Contact Information

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🖵 Description

The student is expected to synthesize and integrate the learning experiences acquired in procurement and acquisitions management and to evaluate the research and current topics relative to this major. Techniques used to accomplish these goals may vary.

Requisites
Completion of all other required courses in this major

📊 Outcomes

- The students will be able to know and explain the important terminology, facts, concepts, principles, and theories used in the field of Procurement and Acquisition Management. These will consist of the mandatory topics taught in the pre-requisite, advanced core courses, and integrative capstone course.
- The students will be able to apply the important terminology, facts, concepts, principles and theories in the field of Procurement and Acquisition Management and to analyze simple to moderately complex factual Procurement and Acquisition Management situations by applying the integration of his/her knowledge from previous PROC core curriculum courses to the completion of an academic research paper.
- The students will be able to comprehend and be able to demonstrate the process or result of integrating the separate elements, ideas, concepts, principles, and practices from previous PROC core curriculum courses.
- The students will be able to assess the effectiveness of their solutions by quantitatively or qualitatively measuring their results against theory-based criteria and standards of performance by quantitatively assessing, analyzing, and synthesizing a connected and coherent model in PROC.
- The students will be able to utilize themselves as scholar-practitioners, capable of creatively synthesizing intellectual explanation

of PROC models with methodological competencies and experience-based perceptual skills and judgment which will enhance his/her professional skill set for the conduct of purchasing and supply management activities in the public or private sector.

🌐 Required Textbook

Please Select a Textbook

📘 Materials

NO TEXTBOOK TO ORDER FOR THIS COURSE

Instructor Will Provide a Detailed Course Guide Describing Integrated Studies Course Process as Attachment to the Syllabus

📋 Deliverables

Term Project – Written Portion:

- Students will present two bound copies of their written project during the final class session.
- The written project must be in the format outlined in class.
- Grammatical and spelling errors will result in scoring penalties.
- The project should demonstrate strong conclusions and recommendations, which could be implemented with positive results.

Online Library Proficiency:

- **The written project should be supported with a bibliography should have at least 20 sources.**
- At least five of the sources must be from the Webster University Online Library.

Oral Presentation:

- Students will make a 15-minute oral presentation of their findings during the final class session.
- Power Point must be used as part of the presentation.
- The presentation must be well-organized and present findings, which if implemented will correct problems identified in the study.

Contribution to Peers Project:

- Students will work in small groups and provide constructive feedback.
- Students should receive constructive feedback in a positive manner.
- Students will provide formalized feedback at the end of class outlining the assistance they received from fellow students.

Research Proposal and Abstract:

- Five initial portions of the project must have signed approval from the instructor prior to advancing with the study. Situation Analysis / Premise / Disclaimers / Core Course Content / Methodology
- Students will present an Abstract of their project.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to WebsterUniversity by the Monday after the term

ends.

- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in *no later* than one week after assignment due date, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.

✔ Evaluation

Breakdown

Assignments	Maximum Points
- Term Project – Written Portion	35 Points
- library Internet Proficiency / Bibliography	5 Points
- Oral Presentation	25 Points
- Contribution to Peers Project	20 Points
- Research Proposal and Abstract	5 Points
- Class Participation and Attendance	10 Points
TOTAL	100 Points

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B

80%-83%	B-
70%-79%	C
Below 70%	F

Criteria

📅 Schedule

When	Topic	Notes
Pre-Assignment	Before first class session	**Pre-Assignments for Week 1:** • Prior to the first class meeting, students will have read the attached samples taken from previous students' abstracts, situation analysis, and premise statements. • Each student should use these to develop a brief oral presentation for the first class, which should describe the proposed project, and method to be employed. • A written description of the industry, agency or organization to be studied, including a working statement of the situation analysis and premise should also be provided, with enough copies for all class members. • **Set up your Connections Account.** Please contact the Webster University Help Desk at (314) 968-599 / (866) 435-7270 or support@webster.edu.
Week 1		**THEME: Introduction** **Topics:** • A detailed overview of the project will be discussed • Students will present drafts of their Situation Analysis and Premise. Presentations should describe the project and methodology to be employed. The industry, agency or organization to be studied should be briefly described in writing • Adequate copies should be provided for class

Week 2		**THEME: Work Plan**
		
		Topics:
		
		• Revised drafts of the Situation Analysis and Premise will be reviewed
		• Discussion in class will be held on the:
		  ○ Work Plan – Research Methodology, Disclaimers or Limitations
		  ○ Work Plan - Core Course Content
		  ○ Scope of the literature review will be covered

Week 3		**THEME: Premise / Situation Analysis**
		
		Topics:
		
		• Premise and situation Analysis will be finalized and approved
		• Each student will present drafts of their:
		  ○ Work Plan – Research Methodology, Disclaimers or Limitations
		  ○ Work Plan – Core Course Content
		• Discussion will be held in class on questionnaire development

Week 4		**THEME: Questionnaire Development**
		
		Topics:
		
		• Students will develop their secondary research portion of their project.
		  ○ Formatting of the literature portion of the project will be reviewed
		  ○ The number and types of sources will be discussed
		• Individual time will be spent with the instructor for Status review of individual projects

When	Topic	Notes
Week 5		**THEME: Secondary Research** **Topics:** - Tools for use in giving presentations will be discussed – Power Point - A review of presentation skills will be outlined for use in presentations - Each student will give review of progress on projects - A discussion of the required Abstract will be given. The Abstract will be submitted during session four
Week 6		**THEME: Mentors** **Topics:** - Students will provide a detailed work plan, table of contents and bibliography at the beginning of class - Academic Mentors – Department Chairpersons - from each discipline represented in the class will be present to review progress and to provide feedback - Review of survey questions and approval of implementation will be given
Week 7		**THEME: Presentation Tools** **Topics:** - Each student will present their abstract in class - Each student will give a ten to fifteen minute review of the literature - Assistance will be given with problems experienced in the project
Week 8		**THEME: Literature Review** **Topics:** - A review of the project status and requirements will be done - Any portions of the project that have not been approved should be finalized
Week 9		**THEME: Final Presentations** **Topics:** - Each individual will do an oral presentation. Audio and visual aids are appropriate - Final written copies of the project will be handed in - Academic Mentors as well as other faculty members will be invited to presentations

✳ Course Policies

Cheating and Plagiarism

Of course, students are expected to do their own work. Students who claim that someone else's work is theirs may face disciplinary action. Plagiarism can be avoided simply by the use of quotation marks when quoting and citation when paraphrasing someone else's work.

Absenteeism

Students who miss more than one class will have to make up additional work. Students who miss two or more classes may be advised to drop the course or may have their grade lowered commensurately.

This syllabus may be revised or changed without prior notice by the instructor.

Make-Up Requirements

- For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.

- This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.
- Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible

🏛 Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/ (http://www.webster.edu/catalog/current/undergraduate-catalog/)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/ (http://www.webster.edu/catalog/current/graduate-catalog/)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are

encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics
(http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html (http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (mailto:disability@webster.edu).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html (http://www.webster.edu/success/students.html).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library's resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

Academic Calendar - http://www.webster.edu/academics/academic-calendar/
(http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html (http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/ (http://www.webster.edu/student-handbook/)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

[http://www.webster.edu/sexual-misconduct/ (http://www.webster.edu/sexual-misconduct/)](http://www.webster.edu/sexual-misconduct/)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

[http://www.webster.edu/irb/index.html (http://www.webster.edu/irb/index.html)](http://www.webster.edu/irb/index.html)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

[http://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)](http://www.webster.edu/technology/service-desk/)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

[https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)](https://worldclassroom.webster.edu/)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

[http://www.webster.edu/technology/services/webster-alerts/ (http://www.webster.edu/technology/services/webster-alerts/)](http://www.webster.edu/technology/services/webster-alerts/)

🌐 Campus Information

📑 Additional Items

COMBINED 6000

COURSE PLANNING GUIDE

Overview

The purpose of the Combined 6000 course is to provide an opportunity to integrate all of the information that you have studied in the core courses of your major during your Webster University experience. A prerequisite of this course is completion of all the courses in your major curriculum.

During this course you will be required to integrate all of the material in your previous major courses and complete a high quality academic project. You will implement an established applied research model in identifying a problem/premise and developing a research tool to gather data. This data will be reviewed and analyzed. Detailed conclusions and recommendations will be developed and described.

This handout provides the information you will need to implement the applied research model. You will develop, distribute and analyze data from a questionnaire.

Tertiary Research: This is a third level of research which is not a preferred method of gathering data while doing a high quality research project.

Applied Research: This is a type of research that is emphasized in the Webster academic experience. This methodology synthesizes, integrates and applied knowledge from your core courses. This information is used in conjunction with primary and secondary research undertaken during this course.

- Applied research is not used to develop or seek new theories.
- The management of organizations to assist decision-making uses applied research.
- Applied research findings usually are implemented much more quickly than the results of pure scientific model research.
- Applied research deals with business reality.

There are approaches to research, which you will use while developing your Combined 6000 project.

- Quantitative Research
- Qualitative Research

Basics of Research

Research: Webster defines research as "a careful and diligent; studious examination or inquiry; investigation or experimentation arrived at the discovery and interpretation of facts; revision of accepted theories or practical application of new/revised theories obtained; the collection of information about a particular subject.

Primary Research: Collects data/information from original sources. Collecting data first hand or interview knowledgeable persons may do this. Primary research can include observation as well as simulations. Interviewing methodologies may be personal interviews, survey interviews or telephone interviews.

Secondary Research: Is developed from the primary research that has been already done by others. This type of research involves researching literature such as scientific journals, magazines and other literate sources. This research can be done in libraries, the Internet, company documents and other qualified sources. Some examples of other sources of secondary literature are:

- Libraries
- Government
- Trade/Professional Associations
- Private Companies
- Chamber of Commerce

Uses of Applied Research

Objective of Applied Research:

1. Provide management with an intelligent input to better understand the environment where new business decisions will be implemented.
2. Provide a process to evaluate programs and procedures that have been implemented as a result of the study.

Example of Applied Research:

1) Market Share Potential

2) Sales Analysis

3) Distribution Channel Studies

4) Test Markets

5) Competitive Research

6) Customer Satisfaction Research

Applied Research Model

1) Define Business Problem

2) Situation Analysis

3) Estimate a Budget

4) State Premise

5) Constraints and Limitations

6) Devise Methodology

** _____

7) Development of survey instrument

8) Conduct a pretest

9) Plan the sample

10) Collect the raw data

11) Analyze the results and development of conclusions

12) Prepare findings and recommendations

Approval is needed before progressing beyond this point

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1) Business Problem

This is a very general / basic concept. A basic idea to initiate the study.

2) Situation Analysis

The Situation Analysis sets the stage and describes the organization that is being studied. It will discuss the type of industry or business that the organization is part of. The Situation Analysis will describe the service or products being made. Stating the quantity of products made, number of employee's etc will identify the size of the organization. Background information about the history of the organization and industry should be included. While there is no standard it will take approximately three pages to accomplish this task adequately.

The Situation Analysis should start from the macro and progress to the micro. This section should start with a discussion of the industry from the national/international level and then move to a geographic area close to the site of study area then progress down to the unit that is being studied.

3) Budget

You do not need to be concerned with incurring a large financial output while working on your project. Budget also identifies time.

Time is a major concern that you must consider when developing the scope of your study. Be careful not to define your study so large that you will not be able to do a complete and thorough job.

4) Premise

This will be one of the shortest sections of the entire project. However, while it will be a short section it is likely the most difficult portion of the paper to be written. It is a **requirement** that the premise be quantifiable and measurable.

5) Constraints and Disclaimers

Every study will have some constraints and limitations. Some of the limitations may not be evident until late in the study. Typical considerations limiting the study are the length of the academic term and scope of the study.

6 – 7) Methodology

While a limited number of studies will not require a survey instrument as the primary source of gathering data to validate the premise all students will develop a questionnaire. On some occasions primary data will be collected in other ways but in these instances a questionnaire will be used to support this primary data. The questionnaire will be distributed to the SME's involved in the study.

8) Pretest Questionnaire

Before a questionnaire will be distributed for the gathering of primary data a pretest will be done. The purpose of the pretest is:

- Ensure the questionnaire is all inclusive of the data needed for the study.
- Check the readability and ease of completion of the questionnaire.

Statistical Tests

Chi Square:

Measures if there is a significant change in the mix of historical proportions.

Correlation Coefficient:

Identifies whether there is any relationship between two variables.

Decision Tree:

Displays the consequences of a decision choice given different probabilities of decision options.

Probability:

This statistical tool calculates the odds of possible results and improves the chances of success in the future.

T Test:

This test measures the difference between the means of two groups to identify if there is a significant difference.

Trend Analysis:

This can be used to forecast over a period of time. It will show the trend of a variable even when the raw data may not initially indicate one.

Z-Test:

Determines if differences between proportions / percentages are significant.

PREMISE DEVELOPMENT

1)   An American employee is committed to the organization for which he works.

2)   The XYZ Corporation will reduce costs by obtaining delivery for its product from a freight carrier rather than operating leased trucks.

3)   Helping to provide an affordable alternative day care plan for sick children can significantly reduce the use of sick leave time by parents.

Definitions:

Affordable: The employee should not be paying out more per day in day care services than he or she will earn.

Significantly: A reduction of between forty and fifty percent.

4)   New shelf positioning, packaging and marketing strategies will increase sales for Borateen Bleach in the Kansas City market.

5)   The premium positioned, premium priced Eagle Brand potato chip will generate sufficient sales volume to become a major competitor in the potato chip category.

Definitions:

Major competitor: Based on observable competition, major competitor would have at least 5% market share.

Sufficient sales volume: $160 million based on secondary research.

SITUATION ANALYSIS

Approval of Instructor   Date

_____   _____

PREMISE

Definitions

Approval of Instructor   Date

_____   _____

Disclaimers or Study Limitations

Approval of Instructor   Date

_____   _____

Work Plan – Applied Research Methodology

Secondary:

Primary:

Approval of Instructor   Date

_____   _____

Work Plan – Core Course Content

Course #1 – 5000

Course #1 – 0000

List of all courses in the students major

Approval of Instructor   Date

_____   _____

AN ANALYSIS OF FAMILY AND WORK-RELATED STRESS AT THE FLEET AND INDUSTRIAL SUPPLY CENTER JACKSONVILLE

This project is approved and accepted as partial requirement for a Masters of Arts Degree in Human Resource Development

INSTRUCTOR   DATE

_____   _____

Abstract

Human Resource Development is a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands. The Human Resource Professional's role in decreasing stress in organizations is to teach employees and employers how to prioritize and streamline tasks to reduce stress in the workplace. Industry spends $150 billion annually on health insurance, burnout, absenteeism, lower productivity, poor morale, and higher employee turnover. Studies show that employees lead unbalanced lives, complain of more stressful jobs in recent years, and work longer then a standard forty-hour workweek. Workers feel stressed every day and are willing to work fewer hours for less pay. Some feel stressed but are unable to change anything and some feel they must work longer hours to get promotions or even keep a job. Surveys in the area of family-related stress revealed again, that individuals were willing to reduce their income by 20% to work fewer hours and some have made voluntary lifestyle changes to reduce stress. Men and women both report stress and conflict between work and family. A Berry and Rao study revealed that fathers reported the greatest stress from the family Microsystems.

This paper is an analysis of family-related and work-related stress events at the Fleet and Industrial Supply Center Jacksonville (FISC Jacksonville). The premise was that employees of FISC Jacksonville would report higher stress from family than job-related stressors. The respondents reported on a dichotomous scale with a value of 1 given to 'yes' responses and 0 to 'no' responses. The premise will be validated if the mean score of the family stress survey items is greater than 7 and the mean score of the job-related stress survey items is rated below 7.

The family-related stress events' n score were 6.79%, while the work-related stress events' mean score was 18.36%. The premise that respondents would report greater family stress than work-related stress was not validated. The family-related stress mean score was below 7 and the mean score for work-related stress was over the mean score of 7. In fact, those mean score of work-related stress events was significantly higher than the mean score predicted.

Chapter OneSituation Analysis

In the United States, medical costs are estimated over $1 billion per year on stress. Stress in both the workplace and among families is a significant concern for employees today. An employee's family life is affected by stress because each member of the family is interdependent upon one another. The inter-relatedness of families causes each member to be touched by another's action or a single event such as marriage, parenthood, or sending a child to college.

Industry spends over $150 billion per year on health insurance, burnout, absenteeism, lower productivity, poor morale, and higher employee turnover, mistakes in the workplace and alcohol and drug-related problems. A 1996 Gallup poll revealed that one fourth of the employees surveyed reported they felt stressed at work every day.

Northington (1997) reports that budget constraints and the need to modernize the Navy's force structure has compelled the Department of Defense (DOD) to resort to infrastructure reduction to free up funding for modernization and readiness. DOD downsizing efforts in the support services area mean fewer personnel, since reducing labor costs achieves the highest savings.

According to Laribee and Barr (1994), implementing downsizing plans is stressful for employees and management. The stress increased as the actual movement of people and equipment begins.

The Fleet and Industrial Supply Center (FISC) Jacksonville along with other DOD activities is pressured to reduce its infrastructure. FISC Jacksonville has experienced outsourcing feasibility studies, studies for commercial contracting-out of government functions, and is now in the process of consolidation efforts. Certain functions will be centralized into one office to achieve savings through economies of scale. In addition, the FISC will be assigned to a different Department of Defense agency on October 1, 1998.

FISC Jacksonville was established as the NavalSupplyCenter in 1982 due to a dramatic increase in the number of aviation units, ships, supporting facilities and personnel. The Supply Departments of Naval Station Mayport and Jacksonville and the Jacksonville Navy Fuel Depot were consolidated to form the Center. In 1993, the Chief of Naval Operations changed the name from the NavalSupplyCenter to Fleet and IndustrialSupplyCenter. This change was the result of a number of studies that revealed a single FISC is the way to efficiently maintain and manage consumer inventory and Fleet needs in a downsizing environment.

FISC Jacksonville provides quality support for Naval ships, aircraft squadrons and shore commands including fuel, regional inventory management, customer services, household goods for relocating military personnel, contracting support and hazardous material minimization services. FISC Jacksonville has a main site at Naval Air Station (NAS) Jacksonville; a fuel Department located in the city's north side; the Fleet Support Center at Mayport Naval station and detachments at Pascagoula Naval Station, NAS Cecil Field, Kings Bay and Charleston. In 1997, FISC Jacksonville provided regional support to 37 ships, 502 aircraft and six industrial activities.

FISC Jacksonville currently employs 283 civil servants. The average age of the FISC employee is 48 with 17.6 medial years of service (M. Perry, personal communication, September 8, 1997). During the last year, seven employees of the organization were unable to work or died due to health problems such as cancer or heart problems. DeVito (1994) states that research has identified a direct casual relationship between stress and illness.

Stress is an important consideration for FISC Jacksonville. Determining where the stress originates will help the organization evaluate options that can help FISC employees as well as the organization.

Premise

The employees of the Fleet and IndustrialSupplyCenter will report higher stress from family-related than job-related stressors. The respondents will report on a dichotomous scale with a value of one given to 'yes' responses and zero to 'no' responses.

The premise will be validated if the mean score of the family stress survey items is greater than 7 and the mean score of job-related stress survey items is rated below 7.

CIRCLE COMPLETE:

THE 360 DEGREE PERFORMANCE APPRAISAL

This project is approved and accepted as partial requirement for a Master of Arts Degree in Human Resources Management.

Instructor   Date

_____   _____

ABSTRACT

This study is designed to measure the options of employees at Blue Cross Blue Shield's Claims Processing Department in the Jacksonville Headquarters Office, regarding the 360-degree performance appraisal system. The current Single Rater system regarding the 360-degree performance appraisal system appears not to be suitable to evaluate employees working together in a team based organization such as Blue Cross Blue Shield. Blue Cross is in the midst of structural decentralization and reorganization from three claims processing centers in Tampa, Orlando and Pensacola to one center located in Jacksonville, Florida. Each claims processing department is comprised of self-directed teams of at least 30 employees, each lead by one Claim's Supervisor and one Claim's Manager. The challenge arises when a busy manager has to perform a semiannual or annual appraisal for each of the employees individually when there is very little interaction for the manager to base their observation on.

The premise is that at least 90% of the employees will favor the 360-degree system over the current single rater system. The premise will be proved or disproved through a survey questionnaire, which asks the respondent to rate how they perceive the 360-degree appraisal and whether or not they would prefer this as their primary form of evaluation. The results indicated that a little less than 90% of the employees that participated in the survey would prefer the 360-degree performance appraisal system.

SITUATION ANALYSIS

Blue Cross Blue Shield is a Healthcare Insurance company, which provides telephone service and claim's processing services for thousands of members. The company is currently involved in a transition from three claims processing centers to one main claims processing center. Each office is comprised of a minimum of 5 autonomous teams, consisting of 25-30 employees. Claims Examiners provide claims examining functions via a LAN network installed on a desktop personal computer. Currently, all claims are processed in the Tampa, Orlando and Pensacola offices. Review Coordinator's are Registered Nurses that perform medical reviews and in patient hospital pre-authorizations. They also serve as medical consultants in claim matters and they provide approvals on medical equipment and are actively involved in Case Management for potentially high dollar cases. One other position found on each team is a Service Assistant. The Service Assistant's function is a technical capacity; they correct provider records and keep supplies stocked for the Claim's Examiners and the Registered Nurses.

A Claims Examiner Manager ultimately governs every team; however, their roles are basically administrative project management. Although the teams are self-directing, each employee is rated on his/her individual accomplishments; the Claims Examiner Manager is responsible for evaluating employee's performance and delivering the appraisal. Since the Claim's Examiner Manager cannot possibly observe each Claim's Examiner efficiently enough to evaluate their performance for an annual review, the idea of having peer reviews has come up as a new way to provide constructive feedback.

The review system that would most likely accommodate Blue Cross Blue Shield's needs is that of a 360 degree appraisal wherein each employee gives input to the Claims Examiner's Manager on the employees' performance. The Claims Examiner's Manager along with the employee being appraised would complete an evaluation. The peer reviews would be gathered and combined to give the employees a total picture of their performance. Each peer review would hold equal weight when compiling comments and ratings to prevent a slanted performance appraisal.

Currently, there are a few peer review systems in place, for example, Claim's Examiners perform "claim's processing functions" wherein they sit with another Claim's Examiner and observe claims being processed, and then complete an evaluation sheet on how the Claim's Examiner handled the functions. This system of checks allows peers to review each other's performance to give them adequate feedback. The Claims Supervisor has the capability to"review" claims being keyed by an examiner without the examiner knowing the Supervisor is reviewing a batch being keyed. This type of review provides a truer picture of the Claims Examiner's performance, since they never know when the Claim's Supervisor is monitoring the processing of one of their claims.

Both of these methods provide constructive feedback for performance, Claim's Examiners also receive an annual appraisal on the anniversary of their start date. Because of the availability of the Claims Examiner's Manager (or lack of), the peer review system can be a more attractive method of employee evaluation.

As each of the regional offices' close, the claims processing departments is undergoing multiple changes in procedures.

Their 'newness' allows them to try different routes to see which better suits both the employee and company's needs and goals.

As a former supervisor, I recognize the difficulties an appraisal can present when having to observe and record an employee's performance over a period of a few months. Many problems can arise when the appraiser is not directly working with the employee on a daily basis.

Rater bias wherein the appraiser gives the employees that he / she likes the most the best evaluation, the Halo effect in which everyone receives a good evaluation are just two of the disadvantages to single rater performance appraisal, and there are many more. A 360-review system would help to eliminate the subjectively commonly associated with the "typical" performance appraisal systems. How do the employees feel about the 360-appraisal process? That is exactly what this study is determined to find out.

PREMISE

At least 90% of the employees at Blue Cross Blue Shield in the Claims Processing Department will prefer a 360-degree performance appraisal system to the current system of single rater performance evaluation.

DEFINITIONS

Employees---those employed at Blue Cross Blue Shield in Jacksonville, Florida

360 Performance Appraisal System---system of employee evaluation wherein those peers directly working with or around the employee being evaluated obtain input of an employee's performance. Each review is given equal weight when compiled into a single evaluation tool to be delivered by the Claims Examiner Supervisor.

Single Rater Performance Evaluation---system of employee evaluation wherein the supervisor rates the employee's performance based on periodic observation and review of randomly selected cases.