Overview
Students will select a health care organization to research and prepare a Capstone Research Paper to demonstrate an ability to integrate and synthesize the knowledge learned in the BAS program. Specifically, the paper will afford students the opportunity to demonstrate proficiency in recognizing the types of problems encountered in the field of health care, conducting suitable research, and identifying appropriate solutions in a “real world” setting.

This research paper is an integral element of the capstone learning experience and it represents a major component of the final course grade. Each chapter will be submitted through SAFE ASSIGN.COM as it is completed (per due dates shown in the class calendar). Sections outlining each chapter in this document include checklists to ensure the student thoroughly addresses all requirements. Each section also includes grading methodology tables (rubrics) for each chapter. Grading for the final (assembled) paper will be supported by the rubric entitled Assessing and Grading the Capstone Research Paper (found on page 26 of this document). The following sections provide the purpose, description and requirements for preparing the paper.

Research Paper and Learning Outcomes
In addition to fulfilling requirements for the Capstone course, the research paper provides a source of Program Learning Outcome assessment data to evaluate the effectiveness of the PBSC BAS program. The table below summarizes the Program Learning Outcomes students will demonstrate in preparing the paper. The specific methodology for extracting and assessing the program learning outcome data is offered in separate documentation.

<table>
<thead>
<tr>
<th>Learning Outcome Number</th>
<th>Learning Outcome Description Business Concentration</th>
<th>Primary Chapter References</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1</td>
<td>Analyze the strategies leaders use to motivate and evaluate individuals and teams</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>LO-2</td>
<td>Comprehend and apply ethical practices in professional activities</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>LO-3</td>
<td>Comprehend and apply the framework underlying the principles of finance, budgeting and accounting</td>
<td>Chapters 2 &amp; 4</td>
</tr>
<tr>
<td>LO-4</td>
<td>Apply management theories and practices in program and resource management</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>LO-5</td>
<td>Analyze strategies &amp; frameworks used by leaders to initiate change in organizations</td>
<td>Chapters 4</td>
</tr>
<tr>
<td>LO-6</td>
<td>Apply information management practices to health care organization environment and adapt to future technology changes</td>
<td>Chapters 2 &amp; 4</td>
</tr>
<tr>
<td>LO-7</td>
<td>Demonstrate written and oral presentation skills expected of a Supervision and Management degree graduate</td>
<td>Chapter 1 plus Overall Paper &amp; Final Presentation</td>
</tr>
<tr>
<td>LO-8-B1 (Health Management Concentration)</td>
<td>Integrate the knowledge acquired in the Supervision &amp; Management program to analyze a health care organization to identify its strengths and weaknesses and develop an improvement plan</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>LO-8-B2 (Health Management Concentration)</td>
<td>Apply skills acquired in management, managed care, health care law, health care marketing, accounting, finance, economics, and management information systems to different health care environments.</td>
<td>Chapters 2 &amp; 4</td>
</tr>
</tbody>
</table>
The above learning outcomes are reiterated at various points in the remainder of this document to highlight the areas in the five chapters where students should demonstrate the concepts.

Components of the Capstone Research Paper: Outline
Chapter 1: Research Proposal and Introduction
Chapter 2: Literature Search
Chapter 3: Organizational Operations and Strategies
Chapter 4: SWOT Analysis
Chapter 5: Summary, Recommendations, and Conclusion
References
Final Presentation

Formatting
Prepare the paper in APA-style, double-spaced with 1-inch margins and 12-point Times New Roman font. Select “bold” font for headings and subheadings and use as many as necessary. An APA-formatted title page, reference pages, and an abstract are required. Each chapter will begin on a separate page. All elements of the paper must conform to style requirements of the Publication Manual of the American Psychological Association, Sixth Edition (commonly called the APA style manual, 6th edition). The Pocket Style Manual APA 6th edition should be used as a reference in preparing this research paper.

Chapter 1: Research Proposal and Introduction

Overview: This chapter summarizes the reason for writing the paper and formulates the questions and hypotheses you will use as a basis for research in the remainder of the paper. The chapter also explains why the project is important and describes how you will proceed with the research. As you begin writing your paper, you should have an understanding of purpose, audience, tone, context, and genre.

- The audience during your final presentation will consist of the course instructors, students, faculty, and college officials. However, you may take the approach that the audience includes the organization’s CEO and/or Board of Directors.
- The tone of the paper offers evidence of professional and academic accomplishments while expressing the attitude that the audience is interested in further reviewing and implementing the recommendations.
- Your context is an academic setting but also assume you are preparing the paper at the request of a CEO or Board of Directors within a “business” context.
- Finally, the genre is reflective of a scholarly work presented in an academic setting but write your paper so that a business executive will take action on your recommendations.

Details: While research proposals are not typically included as part of a research paper, in this course you will prepare a formal proposal and add it to this paper as Chapter 1. This type of proposal explains why you are researching the subject, how you plan to conduct the research, and why the research is important. By offering a brief preview of the information incorporated in subsequent chapters, it also provides an opportunity to demonstrate an ability to conduct a comprehensive examination of the subject. You may think of this chapter as a request for the authority to proceed with the research while attempting to convince the instructor (or Chief Executive Officer or Board of Directors) that the project is relevant, informative, and worthy of further academic (or business) analysis. Chapter 1 includes the following information:

Section I: Introduction to the Organization
Introduce your agency in this section by highlighting the items (using subheadings) listed below. Be brief here since you will review the organization’s operations and strategies in more detail in Chapter 3. Provide subheadings and discuss the general topics listed below:

- Corporate name, founding date, founding leaders
• Briefly identify essential events and critical incidents in the company’s history
• Briefly discuss historical (initial) products; current products/services and the evolution to new products
• Briefly describe entry into new business lines, if any
• Briefly mention industry competitors

Section II: Statement of the Problem
In this section, briefly introduce and describe possible problems, issues, concerns, weaknesses, or threats based on the background information presented in Section I. This is the basis for the SWOT analysis in Chapter 4.

Based on your preliminary review of the company’s background and current status, state exactly what is the problem the company is facing. A problem statement is a description of a difficulty or lack that needs to be solved or at least researched to see whether a solution can be found. It can also be described as either a gap between the real and the desired or a contradiction between principle and practice.

What is the goal of a statement of problem?
The ultimate goal of a problem statement is to transform a generalized problem (something that bothers you; a perceived lack) into a targeted, well-defined problem that can be resolved through focused research and careful decision-making.

Writing a problem statement should help you clearly identify the purpose of the project you will propose. Often, the problem statement will also serve as the basis for the introductory section of your final proposal, directing your reader’s attention quickly to the issues that your proposed project will address and providing the reader with a concise statement of the proposed project itself. A problem statement need not be long and windy. One-half of a page is more than enough for a good statement of problem.

Example of a Problem Statement
According to the XY university mission statement, the university seeks to provide students with a safe, healthy learning environment. Dormitories are one important aspect of that learning environment, since 55% of XY students live in campus dorms and most of these students spend a significant amount of time working in their dorm rooms.

However, students living in dorms A B C, and D currently do not have air conditioning units, and during the hot seasons, it is common for room temperatures to exceed 80 degrees F. Many students report that they are unable to do homework in their dorm rooms. Others report problems sleeping because of the humidity and temperature. The rooms are not only unhealthy, but they inhibit student productivity and academic achievement.

In response to this problem, our study proposes to investigate several options for making the dorms more hospitable. We plan to carry out an all-inclusive participatory investigation into options for purchasing air conditioners (university-funded; student-subsidized) and different types of air conditioning systems. We will also consider less expensive ways to mitigate some or all of the problems noted above (such as creating climate-controlled dorm lounges and equipping them with better study areas and computing space).

Section III: Research Question
From the problem statement, develop and present a research question you plan to answer. Note that in the next step of this section, you will build upon this question to develop a hypothesis.

An example of a research question might be, “Given today’s competitive environment, is the XYZ Company capable of successfully overcoming internal planning and leadership weaknesses?”
Section IV: Hypothesis
The next step is developing a hypothesis. This is a prediction of what you expect to determine about the subject when all research concludes. The Hypothesis is based on your research question and consists of one or two sentences. In order to develop your hypothesis, simply convert your research question into a statement of what you expect your research will reveal.

An example hypothesis based on the research question mentioned in the first step could be, “The XYZ Company is experiencing various business difficulties that might be traced to a weakness in strategic planning functions.”

Your hypothesis (addressing a problem, issue, concern weakness, or threat) will help you focus on the type of research literature to review in Chapter 2. Make sure you know how to measure and prove/disprove your opinion in business terms such as profit, growth, customer satisfaction, market share, etc.

Section V: Research Significance
Prepare a statement of significance; that is, explain to the instructor (CEO or Board) why this research project is important or worthwhile. You might refer to the fact that the research is important because it will expose problems that must be solved to improve profitability or survivability, for example.

Section VI: Purpose
Briefly mention your purpose in conducting the research. The purpose is to complete thorough and convincing research with a thoughtful analysis that could assist an organization in addressing its weaknesses, reinforcing its strengths, meeting its threats, and/or taking advantage of its opportunities. You may write the paper as if attempting to persuade your organization’s Chief Executive Officer to take some action or to inform the Board of Directors of favorable or unfavorable findings.

Section VII: Data Collection/Research Methods
Describe the data collection methods you will use to retrieve data. This should include reviewing journal articles, reading other pertinent literature, and analyzing online (or onsite) corporate records, government websites, and other resources. Data collection could also include onsite interviews and surveys.

Describe the research method for completing this project. Generally, the research method employed by most students will be qualitative research. Qualitative research is aimed at gaining a deep understanding of a specific organization or event. If you have questions concerning the appropriate research method, consult with your professor.

Section VIII: Chapter Summary
Briefly summarize chapter 1.

Chapter 1 Checklist
The following Checklist will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions.

**Chapter 1 Checklist**
*Before submitting, self-assess your completed chapter by completing this checklist*

<table>
<thead>
<tr>
<th>Item to Check</th>
<th>Explanation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the chapter meet SAFE ASSIGN Matching Index rules?</td>
<td>Safe Assign Matching Index Score <strong>15% or less for this course</strong></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Have you included references to scholarly journals?</td>
<td>Your professor does not expect a “book report” on your business... you must demonstrate your ability to conduct academic research</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is your research and</td>
<td>Do not submit a direct “re-hash” of research papers you submitted in</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Writing original?</td>
<td>previous courses. You are permitted to consult with writing tutors but do not submit papers extensively prepared by “ghost-writers”!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided 8 section headings as suggested in the outline?</td>
<td>Provide a heading for the 8 main sections (Introduction/Statement of the problem/Research question/Hypothesis/ Research significance/Purpose/Data collection and Research method/ Summary). Suggestion: After finishing your paper print it and label or circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can easily find and identify the required elements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided a Subheading for research questions?</td>
<td>If your instructor cannot easily locate and understand your research questions, you have not formatted the paper properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided a Subheading for the hypothesis? Does the hypothesis reflect your opinion about a business problem?</td>
<td>Suggestion: For your hypothesis, write down exactly how you expect to measure and prove/disprove your opinion in business terms (this helps prove that your hypothesis is stated in a valid manner).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you prepared and submitted an accurately formatted, comprehensive reference list for your in-text citations?</td>
<td>Your instructor expects you to check this before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Check each reference APA Handbook 6th edition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your APA style accurate for your in-text citations per APA handbook</td>
<td>Your instructor expects you to check these before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Check each citation in APA handbook to confirm accuracy and refer to page 23 of this document to view accurate examples. ALSO, make sure you place quotation marks at the beginning and end of ANY sentence, phrase, or section containing material copied or taken from another source.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading for Chapter 1**

Your instructor will use a grading scale similar to the table shown below. Instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using. The grades for each chapter are averaged together with the grade for the final (completed and assembled) edition of the paper so a good effort on each chapter contributes to a better final grade.

The grading table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 90-100 reveals that you are on track with regard to SAFE ASSIGN originality, grammar & spelling, content & length, and APA style. Similarly, an 80-89 suggests that all elements are acceptable except the instructor detected APA style errors. On the other hand, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling are acceptable, but your content AND APA style needs improvement.

As you can see, failure to meet the SAFE ASSIGN originality report Similarity Index percentages will result in a grade of 59 or below. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.
Chapter 1 Grading Feedback Table

Before submitting, self-assess your completed chapter by completing the Chapter 1 Checklist

<table>
<thead>
<tr>
<th></th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Assign Matching Index Score 15% or less for this course</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Not acceptable Must be 15% or below Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</td>
</tr>
<tr>
<td>Grammar/Spelling/ Punctuation at College Grad Level</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>Content/Length OK &amp; Follows Research Paper’s Requirements – see checklist for details such as subheadings, hypothesis, etc.</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>APA Style Reflects Scholarly Effort</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
</tbody>
</table>

If all these items are “OK” the earned grade will be in the 90-100 range
If the paper fails to meet Safe Assign rules, the instructor does not review other items and the earned grade will be in the 0-59 range

Objectives and Expectations In preparing Chapter 1, you will demonstrate LO-7 (written and oral presentation skills expected of a Supervision and Management degree graduate).

Length: Research Paper Chapter 1 is 3 or 4 pages (900 to 1200 words). You may exceed these targets if required to address the subject thoroughly.

Chapter 2: Literature Search

Overview: You will select appropriate research literature to review key theoretical concepts and discuss them in this section. The purpose is to explore issues surrounding your hypothesis (from Chapter 1). The strategy for this literature search does NOT require you to locate specific information about your company and its problems (you already presented that information in Chapter 1 and you will add more in Chapter 3). Instead, use this section to discuss various articles in the literature describing research on key theories, concepts and other businesses in the industry with similar problems. For example, look for articles on your company’s competitors or articles on companies in similar industries experiencing the same type of problems you outline in your hypothesis. Explain how the problem was addressed and consider if the solution implemented would be applicable to your organization. Also, research and discuss any theoretical concepts you mention in your hypothesis. For example, cost leadership, integration, differentiation, customer service problems, loss of strategic vision, poor executive leadership, etc. Chapter 2 has three major subheadings as described below:
Section I: Literature Search. Based on the Research Proposal and Introduction (Chapter 1) and the hypothesis presented there, you will have a clear understanding of the type of key theoretical concepts to review in the research literature for this chapter. For example, if your hypothesis suggests your company is unprofitable due to a lack of strategic leadership, you might research key theories and concepts about companies that have failed when their corporate leaders lack strategic vision. If your hypothesis asserts that your company is failing to attract a growing customer base, you might look for research on marketing theories and concepts for similar companies and industries.

Again, do not forget to discuss theoretical concepts mentioned in your hypothesis. If you attribute your organization’s problem to a lack of profitability, stagnate profit growth, lack of leadership, poor customer service, lack of research, development, and innovation, or ineffective planning, controlling, and organizing, you must research these areas.

You may further divide Section I by offering subheadings for the types of key theoretical concepts or business problems you are researching. For example, one subheading might be Research on Strategic Vision Failures and another might be Research on Failed Marketing Strategies or Research on Successful Marketing Strategies. Throughout this literature search, possible weaknesses or threats are uncovered for you to discuss. As these areas become apparent, organize the research paper so that—near the end of this section—you can bring focus to the main problem.

Section II: Comparative Company Analysis. In this section, you are looking for articles on your company’s competitors or articles on companies in similar industries experiencing the same type of problems you outlined in your research question and hypothesis. Discuss competitor’s problem, how the problem relates to your research, the solution implemented, and the viability of applying that solution to your organization’s problem. Remember, the focus here is to explore key theoretical concepts in the research literature to see how they apply in other companies and, ultimately, to the situation in your company.

Section III: Summary: Briefly summarize chapter 2.

Thinking Ahead
While completing your literature search, begin thinking about how you would solve the problems you are uncovering. Keep these tentative recommendations in mind while conducting your SWOT analysis in Chapter 4. Later, you will use your SWOT analysis to find support for the thesis you develop in this chapter. After refining your recommendations, you will present them in Chapter 5 as a strategy to help your organization achieve its goals.

APA in-text citations for literature search
As you report on the information in the literature, avoid large sections of copied and pasted material—even if you are using proper quotation marks. It is better to summarize or paraphrase the researcher’s conclusions in your own words and then provide a proper in-text citation. This will also help you remain within the SAFE ASSIGN Matching Index percentage targets. Note that smaller direct quotations (one sentence or phrase) are acceptable for emphasis but use quotation marks and citations properly. Format the information in APA style with clear and accurate in-text citations in each case. To observe a typical literature review example from a scholarly journal, please see the attachment entitled An example of APA style showing in-text citations provided on page 24 of this document. Note that the professional literature review includes an in-text citation for nearly every sentence and most of the citations are summarized or paraphrased (not directly quoted).

APA formatting for reference lists
Retain information on all sources used in this chapter—you will need it to prepare a comprehensive APA-style reference list that you will submit with this chapter. You may observe an example of a typical reference list in the attachment entitled Example of APA-style references page (see page 24 of this document). You may refer to this layout to observe how professional researchers format entries in a formal APA-style list.
In this chapter, you should have described key theoretical concepts, business problems, and corporate data. You were required to proceed with a literature search and focus on concepts or problems in other companies that you also observed in your company. Finally, you had to identify one primary issue (the problem) challenging your organization. You are encouraged to synthesize and extend material learned, collected, and prepared during the BAS program.

Chapter 2 Checklist
The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions.

Chapter 2 Checklist
*Before submitting, self-assess your completed chapter by completing this checklist*

<table>
<thead>
<tr>
<th>Item to Check</th>
<th>Explanation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the chapter meet SAFE ASSIGN Matching Index rules?</td>
<td>Safe Assign Matching Index Score 15% or less for this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided Subheadings as suggested in the outline?</td>
<td>Provide a subheading for Literature Search, Comparative Analysis, and Summary. Provide several subheadings for the key theoretical concepts you are researching in the Literature Review. Suggestion: circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you summarized the researcher’s conclusions in your own words as you searched the literature?</td>
<td>Have you avoided large sections of copied and pasted material—even if you are using proper quotation marks? Note: It is better to summarize &amp; paraphrase the researcher’s conclusions in your own words and then provide a proper in-text citation. This will also help you meet the SAFE ASSIGN Similarity Index percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your literature search support your research question developed in chapter 1? Are you finding similar problems in other companies that can apply in resolving your company’s issues?</td>
<td>Did you find support for your claim in the literature review? Remember, the literature review does NOT require you to find information specifically for your company—you presented that in chapter 1. Instead, discuss various articles that describe research on the types of key theoretical concepts identified in your hypothesis. Then, make sure they support your thesis statement and, later, apply them to the SWOT analysis &amp; recommendations in the remaining chapters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you submitted an accurately formatted comprehensive reference list for your in-text citations? This cumulative document expands for each chapter.</td>
<td>Your instructor expects you to check this before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Check page 24 of this document to view accurate examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your in-text citations consistent with APA style</td>
<td>Your instructor expects you to check these before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. See page 23 for accurate examples</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading for Chapter 2
Your instructor will use a grading scale similar to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar &
spelling is acceptable, but your content AND APA style needs improvement. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

**Chapter 2 Grading Feedback Table**

*Before submitting, self-assess your completed chapter by completing the Chapter 2 Checklist*

<table>
<thead>
<tr>
<th></th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Assign Matching Index Score</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Not acceptable Must be 15% or below Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</td>
</tr>
<tr>
<td>Grammar/Spelling/ Punctuation at College Grad Level</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>Content/Length OK &amp; Follows Research Paper’s Requirements</td>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
<tr>
<td>APA Style Reflects Scholarly Effort</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
</tbody>
</table>

**Objectives and Expectations** Learning outcomes to demonstrate here are LO-3 (Comprehend and apply the framework underlying the principles of finance, budgeting and accounting) and LO-6 (Apply information management practices to the health care organization environment and adapt to future technology changes). It is also important to demonstrate LO-8-B2 in this section (Apply skills acquired in management, international business, managed care, health care marketing, business law, accounting, finance, economics, and management information systems to different business environments).

**Length:** Research Paper Chapter 2 is 4 or 5 pages (1200 to 1500 words). You may exceed these targets if required.

**Chapter 3: Organizational Operations and Strategies**

**Overview:** You introduced the organization in Chapter 1, provided some historical highlights, and described its current functions. This chapter offers a more in-depth look into the organization’s operations and business strategies with a focus on problems, issues, weaknesses, or threats described in Chapter 2. You will build upon these problems in Chapter 4 as you conduct a SWOT analysis.
Details: This chapter includes two major sections that offer a thorough discussion of the organization under review. Discussion in this chapter should include insight from the literature search you performed in Chapter 2 as well as support for your research question and hypothesis. Details for preparing each section are as indicated below.

Section I: Current Company Operations
In this section you will provide subheadings and explore the bulleted subjects listed at the end of this paragraph to help in identifying one or more areas exhibiting weakness or threats for further analysis (consistent with the research question and hypothesis in Chapter 1). Each item includes a reference to one or more BAS courses so that you can incorporate a discussion of theories or concepts introduced in the program. You should also refer to “A SWOT Checklist” (Table 1 in Appendix C4, of Hill & Jones textbook) to help in defining possible concerns you intend to explore later. Also, refer to the resource guide entitled Theories & Concepts Associated with Learning Outcomes (provided with this course) for assistance in recalling or categorizing this information.

Provide subdivision headings to discuss the financial aspects (the first item below) and at least five other issues listed below:

- Briefly cover recent historical and current financial aspects of the organization (Course content from FIN 3400); important note: if you are researching a publicly held company, include financial information from a recent Income Statement and Balance Sheet. You will need this information if your thesis addresses financial issues such as profitability, for example. You should also include a financial data comparison to your organization’s competitors in the industry.
- Organizational hierarchy and structure as well as a preliminary summary of management and leadership styles in the organization (Course content from MAN 3025, MAN 4120, MAN 3240)
- Human resource aspects of the organization including a review of benefits and pay scales relative to the market (Is the compensation appropriate? Are the rewards adequate?) (Course content from MAN3301)
- Labor relations issues (MAN 4401, other concentration courses or electives as appropriate)
- Specific legal or ethical issues relevant during the organization’s recent history (Course content from BUL3130)
- A summary of technology and information systems employed by the organization (Course content from ISM 4011)
- Marketing issues (MAN4802, MAN 4162, other concentration courses or electives as appropriate)
- Operations decisions or operations procedures such as quality manufacturing programs (MAN 4504; other concentration courses or electives as appropriate)
- Industry environment factors that could threaten the organization’s future competitive success (Course content from GEB 4891)
- Strategic planning or short-term planning issues pertinent to the study (Course content from GEB 4891, etc.)

In Section II: Corporate & Business Strategies you will outline some of the company’s strategies. Provide subdivision headings to discuss at least five of the following issues:

- Define the company’s mission & goals, either from official statements or from the analysis so far
- Define corporate strategy by describing lines of business and acquisitions
- Determine if the business lines are related or just a portfolio of investments
- Define the company’s strategy such as related or unrelated diversification
- Determine if the strategy changed over time
- Discuss the implementation of the strategy to date and explain why it was or was not successful
Identify the generic competitive strategies such as differentiation, low-cost, focus, etc.
Identify the investment strategies based on competition & life cycle stages
Mention any functional strategies that help it achieve competitive advantage such as efficiency, quality, innovation, customer responsiveness, etc.
Investigate the impact of production, marketing, and research & development on strategy formulation
Do the company’s structure & control systems support its corporate/business strategies?
Does it have the right levels of hierarchy & decentralization if vertically differentiated?
Does it employ a functional structure when a product structure is more appropriate if horizontally differentiated?
Are controls in place to ensure adequate compensation and reward systems?

Section III: Chapter Summary. Briefly summarize chapter 3.

Chapter 3 Checklist
The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 2 Checklist, below).

<table>
<thead>
<tr>
<th>Item to Check</th>
<th>Explanation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the chapter meet SAFE ASSIGN Matching Index rules?</td>
<td>Safe Assign Matching Index Score 15% or less for this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided 2 main Section Subheadings as required in the outline?</td>
<td>Did you list headings for Section I: Current Company Operations &amp; Section II: Corporate &amp; Business Strategies? Suggestion: After finishing your paper print it and use a pen to label or circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Section I- Have you provided a heading for financials plus 5 other subdivision headings to address the required items?</td>
<td>Did you include financial information from Income Statements and Balance Sheets? Did you provide information on at least five other bulleted subjects listed in the section to help in identifying one or more areas exhibiting weakness or threats?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Section II- Have you provided at least 5 subdivision headings and addressed the required items?</td>
<td>Provide subdivision headings and discuss at least five of the issues surrounding the company’s strategies. Include subheadings and a discussion of issues such as mission &amp; goals, corporate strategy, lines of business and acquisitions, related or portfolio investments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you prepared and submitted an accurately formatted cumulative reference list for your in-text citations?</td>
<td>Your instructor expects you to check this before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: Refer to page 24 of this document to view accurate examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your APA style accurate for your in-text citations</td>
<td>Your instructor expects you to check these before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Refer to page 23 of this document to view accurate examples.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading for Chapter 3
Your instructor will use a grading scale similar to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 90-100 reveals that you are on track with regard to SAFE ASSIGN originality, grammar & spelling, content & length, and APA style.

Similarly, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your content AND APA style needs improvement. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

### Chapter 3 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the Chapter 3 checklist*

<table>
<thead>
<tr>
<th>Safe Assign Matching Index Score 15% or less for this course</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Not acceptable Must be 15% or below Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Spelling/ Punctuation at College Grad Level</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content/Length OK &amp; Follows Research Paper’s Requirements</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA Style Reflects Scholarly Effort</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives and Expectations** You will demonstrate the ability to apply the terminology, concepts, and basic management theories presented in the BAS program. The first of two primary learning outcomes to demonstrate in this chapter is **LO-1**: the ability to “apply skills acquired in management, international business, marketing, business law, accounting, finance, economics, and management information systems to different business environments.” The second outcome to demonstrate is **LO-2** (Comprehend and apply ethical practices in professional activities).
**Length: Research Paper Chapter 3** is 5 or 6 pages (1500 to 1800 words). You may exceed these targets if required.

### Chapter 4: SWOT Analysis

**Overview:** You will prepare an analysis of the organization’s internal strengths and weaknesses in Section I of this chapter while Section II will offer an analysis of the opportunities and threats associated with the organization’s external environment. This discussion of **Strengths**, **Weaknesses**, **Opportunities**, and **Threats** will form the basis of a SWOT analysis for the organization. Finally, Section III of this chapter will offer an evaluation of the SWOT analysis. You will reference this analysis again in Chapter 5 when formulating recommendations for the organization. While conducting this analysis, recall the Hill & Jones advice on how to proceed:

- Remember that the SWOT analysis is the key to a solution
- Balance strengths/weaknesses against opportunities/threats
- Based on the overall balance, include your evaluation of the company’s positive or negative position
- Determine, in this evaluation, if the company can remain profitable
- Further evaluate whether it can turn its weaknesses to strengths & threats to opportunities

You should again refer to “A SWOT Checklist” (Table 1 in Appendix C4, Hill & Jones) to help in preparing a comprehensive SWOT analysis in this section. Include references to business concepts and theories learned in the BAS program. Your analysis will consider the following factors:

- Planning
- Organizing
- Leading
- Controlling
- Porter’s Five Forces Model
- Macro-environment forces

To streamline the preparation of the SWOT analysis, you may regard any **Leadership** or **Control** problem as an **internal weakness**. On the other hand, **Planning** or **Organizing** problems may relate to **either** an internal weakness or an external threat. For example, a company may be aware of its external threats but it could fail to upgrade its planning function or avoid a needed reorganization. You may evaluate this “failure” to address a known external threat as an internal weakness. If you see evidence of **internal** problems due to a failure to address the **external** environment, be sure to discuss them later in Section II (the external analysis portion) of this chapter.

To simplify further, you will focus on one primary weakness or threat while offering only a cursory review of the other elements in this SWOT analysis. For example, your research question and hypothesis might point to a problem with **leadership** (an internal weakness) so you aimed the majority of your literature review at leadership issues. Here, you will assign a negative evaluation to the leadership component and focus much of your SWOT analysis on this primary internal weakness. Subsequently, you will assign a “positive” evaluation to the other components (planning, controlling, organizing and external issues) while offering only a brief (perhaps one paragraph each) discussion for them.

Finally, SWOT analysis discussions (particularly those focused on the thesis) should again include brief references to the theories or concepts learned throughout the BAS program. Refer to the resource guide entitled **Theories & Concepts Associated with Learning Outcomes** (provided with this course) for assistance in recalling or categorizing this information.

**Details for Section I—Internal Weaknesses and Strengths:** In preparing this section, you will outline the four major elements of the management process and demonstrate how each function is related to a strength or weakness in the company. For this first section specifically, you will outline evidence for problems (weaknesses) or strong points (strengths) in the following components.
- **Leading:** If *leadership* is the primary internal weakness identified in the thesis, focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. Include observations, comparisons, and contrasts of at least two leaders in the organization—perhaps executives or lower-level managers. You should:
  o Examine traits, skills behaviors and effectiveness
  o Explore motivational effectiveness
  o Evaluate communication effectiveness (upward and downward)
  o Compare their situational leadership and empowerment strategies
  o Include any emotional intelligence or gender-related leadership traits if appropriate

The discussion should assess each component for each leader either positively (as a strength) or negatively (as a weaknesses)

- **Controlling:** If organizational *control* is the primary internal weakness identified in the thesis, then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. At a minimum, the organizational control discussion should:
  o You discussed financial documents (Income Statements and Balance Sheets) in Chapter 3. If you have decided that Organizational Control is the primary internal weakness, then simply mention that information from your Chapter 3 analysis and add a few standard stability measures and/or financial ratios here. *Refer to pages C8 to C12 in the Case Study section of the Hill and Jones text to assist in this analysis.*
  o Examine productivity controls in place
  o Evaluate quality practices such as TQM, 6-Sigma, ISO, or other systems
  o Investigate the type and effectiveness of the organization’s information technology
  o The discussion should assess each component of organizational control either positively (as a strength) or negatively (as a weaknesses).

- **Planning:** If *planning* is the primary internal weakness causing a failure to address external threats (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. At a minimum, review the short-term and long-term planning processes to
  o Determine if the organization has planning in place for the current and future competitive environment
  o Evaluate the planning process for weaknesses in addressing industry environment changes political or legal forces, changing ethical and environmental requirements, or technological forces and changes
  o As mentioned previously, you may be able to relate some of these internal weaknesses to the company’s failure to address (plan for) its external threats or opportunities, so mention this issue again with respect to the organization’s threats in Section II. The discussion should assess each planning component positively (as a strength) or negatively (as a weaknesses).

- **Organizing:** If *organizing* is the primary internal weakness associated with a failure to address external threats (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is
appropriate here. At a minimum, analyze various aspects of the company’s organization. Elements include the following:

- Examine the overall organizational design (functional, divisional, matrix, product, etc.) to determine if the chosen system is creating problems.
- Analyze any issues surrounding job design or descriptions
- Investigate any human resource factors such as salary and wage scale issues or collective bargaining concerns
- Evaluate any issues with organizational culture, especially with respect to flexibility for future necessity to change.

As mentioned previously, you may be able to interpret some internal organizational weaknesses as a failure to address (that is, re-organize for) external threats or opportunities. For example, perhaps the company has failed to circumvent a threat because it overlooked an opportunity to integrate vertically or horizontally to gain an advantage. If you suspect this to be the case, mention the issue again with respect to the threats in Section II. The discussion should assess each organizational component positively (as a strength) or negatively (as a weaknesses).

Section II–External Opportunities and Threats: After considering the above internal components, you will concentrate on the challenges inherent in the external environment. If these threats represent the primary concerns confronting the organization (as identified in the thesis), then focus much of the SWOT analysis on this section. If not, a brief discussion with a “positive” evaluation is appropriate here. At a minimum, incorporate the following concepts outlined in the Hill & Jones text:

- Consider “Porter’s Five Forces Model” including
  - Bargaining power of suppliers
  - Risk of entry by potential competitors
  - Bargaining power of buyers
  - Threat of substitutes
  - Intensity of rivalry among competitive firms

- Consider the role of the macro-environment forces and how each factor is relevant
  - Global forces
  - Demographic forces
  - Political & legal forces including changing ethical and environmental requirements
  - Technological forces and changes
  - Social forces

The discussion should assess each of the above environmental factors either positively (by finding the opportunity) or negatively (by detecting the threat).

Section III: Evaluating the SWOT Analysis (leading to future recommendations)
You will discuss the company’s ability to achieve a competitive advantage by referring to the above analysis as well as the discussions of structure, controls, and corporate and business level strategies. For example, evaluate the ability of the company to address threats without making any changes. If you determine that the company must change leadership, controls, organizational structures, or strategic plans, then discuss this opinion as well. Consider this discussion again in Chapter 5 when preparing final recommendations.

Chapter 4 Checklist
The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 4 Checklist, next page).
## Chapter 4 Checklist

**Before submitting, self-assess your completed chapter by completing this checklist**

<table>
<thead>
<tr>
<th>Item to Check</th>
<th>Explanation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
| Does the chapter meet SAFE ASSIGN Matching Index rules?                       | Safe Assign Matching Index Score  
**15% or less for this course**                                                                                                                                                                                                                                                                         |     |    |
| Have you provided Subheadings for the various sections as suggested in the outline? | Provide subheadings for Section I—Internal Weaknesses and Strengths (include subheadings for planning, leading, organizing, & controlling); Section II—External Opportunities and Threats; **Section III: Evaluating the SWOT Analysis** Suggestion: Circle the required elements and/or subheadings on the corresponding section of your paper. This will help to make sure you (and your instructor) can identify the required elements |     |    |
| For Section I, have you provided subheadings and discussed the strengths or weaknesses in the planning, leading, organizing, and controlling functions of your company? Did you include financial ratios where appropriate? | Provide examples and details for each of the four functions as explained in the outline. Define which of the four functions represent corporate strengths. If you are focusing on internal weaknesses for your primary research, identify one of the functions for further analysis. This selection should correspond to your original thesis. You should modify your thesis at this point if the thesis is not consistent with this weakness assessment. |     |    |
| For Section II, have you provided subheadings and fully discussed external threats and opportunities? Did you consider Porter’s 5 Forces Model as well as macro-environmental issues? | Did you provide additional subheadings for each threat and opportunity as well as headings for Porter’s model and the macro-environmental forces? If you are focusing on external threats for your primary research, identify one of the factors for further analysis. This selection should correspond to your original thesis. You should modify your thesis at this point if the thesis is not consistent with this threat assessment. |     |    |
| For Section III, did you provide subheadings and evaluate the ability of the company to address threats or weaknesses with or without changes? Did you discuss these opinions in relation to your thesis? | Provide subheadings for these discussions. Make sure your opinions reflect your thesis statement. Modify your thesis if it is not consistent with your opinions at this point. This discussion will become the basis for your recommendations and conclusions in Chapter 5.                                                                                                                                                                                                 |     |    |
| Have you prepared and submitted an accurately formatted cumulative reference list for your in-text citations? | Your instructor expects you to check this before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions:                                                                                                                                                                                                                                           |     |    |
| Is your APA style accurate for your in-text citations                          | Your instructor expects you to check these before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions:                                                                                                                                                                                                                                           |     |    |
Grading for Chapter 4

Your instructor will use a grading scale similar to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.

The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSIGN originality report is acceptable, your grammar & spelling is acceptable, but your content AND APA style needs improvement. A grade of 59 or below reflects a failure to meet the SAFE ASSIGN originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.

Chapter 4 Grading Feedback Table

*Before submitting, self-assess your completed chapter by completing the Chapter 4 checklist*

<table>
<thead>
<tr>
<th>Safe Assign Matching Index Score</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>15% or less for this course</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not acceptable Must be 15% or below Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Spelling/ Punctuation at College Grad Level</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>OK</td>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content/Length OK &amp; Follows Research Paper’s Requirements --see Chapter 2 Checklist for details. Provide subheadings &amp; discussions: Section I—Internal Weaknesses and Strengths Section II—External Opportunities and Threats; Section III: Evaluating the SWOT Analysis). Subheadings &amp; discussions for threats and opportunities; Subheadings &amp; discussions for Porter’s Model &amp; macro-environmental forces; modify thesis for consistency; evaluate company’s ability to address threats &amp; weaknesses with/without changes.</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA Style Reflects Scholarly Effort Avoid copy &amp; paste; properly summarize any researcher’s conclusions; provide proper quotation marks, in-text citations &amp; reference list</th>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Not Reviewed</td>
<td></td>
</tr>
</tbody>
</table>
Objectives and Expectations. In performing the leadership analysis in Section 1, you will address LO-1 by analyzing “the strategies leaders use to motivate and evaluate individuals and teams.” You will also demonstrate an ability to “comprehend and apply ethical practices in professional activities” as defined by the organization’s leaders (LO-2); and, finally, you will demonstrate an ability to “analyze strategies and frameworks used by leaders to initiate change in organizations” as described in LO-5. In performing the planning analysis in Section 1, you will demonstrate LO-6, the ability to “apply information management practices to the health care organization environment and adapt to future technology changes.” In performing the organizing analysis in Section I, you will demonstrate LO-4 (“management theories and practices in program and resource management”). You will also exhibit an aptitude for “apply(ing) the framework underlying the principles of finance, budgeting and accounting” (LO-3). Finally, you will also reveal proficiency at “applying skills acquired in management, international business, managed care, health care marketing, business law, accounting, finance, economics, and management information systems to different business environments” as expressed in LO-8-B2. In each section (Sections I, II, and III), you will also demonstrate “the knowledge acquired in the Supervision & Management program to analyze a business to identify its strengths and weaknesses and develop an improvement plan” (LO-8-B1).

Length: Research Paper Chapter 4 is 8 or 9 pages (2400 to 2700 words). You may exceed these targets if required to address the subject thoroughly.

Chapter 5: Summary, Recommendations, and Conclusion

Overview: You will summarize the research and present a series of recommendations based on the SWOT analysis findings.

Section I: Summary offers a restatement of your research. You will remind the audience of the thesis developed in Chapter 2 and discuss the idea based on the research findings. Recall that one of our example thesis statements was, “While the XYZ Company has enjoyed some internal progress, continued weaknesses in its strategic planning function will limit its ability to meet competitive threats and lead to a significant loss of profit.” Based on this thesis, a summary at this point might look something like this:

This paper researched the possibility that the XYZ Company was exhibiting a weakness in its strategic planning functions, making it vulnerable to threats in the industry’s competitive environment. This research has demonstrated that at least three competitors have entered the marketplace and are operating successfully in the environment while XYZ’s market share is falling. The research underscores the fact that XYZ Company lacks timely strategic planning, is failing to capture opportunities in the marketplace, and is ignoring threats in the competitive environment. Without a concerted effort to improve its strategic planning function to address these threats, the company will not achieve a competitive advantage in the future.

Section II: Recommendations, you will offer your recommendation to resolve the company’s problems. Format the recommendations as an action plan with appropriate time schedule for each suggestion you will implement. As the Hill & Jones text suggests, they should extend logically from your overall discussions and remain consistent with the SWOT analysis. Remember to:

- Recall any recommendations you began to uncover in earlier Chapters
- Refer again to the organization’s strengths, weaknesses, opportunities and threats and build upon the summary statement to offer alternatives to the predictions
- Specifically explore the company’s ability to address external threats without changes. If you decide it cannot, recommend how it should change business level strategies to succeed and achieve profitability goals.
- In addition, investigate the company’s ability to address internal weaknesses without changes. If you decide it cannot, recommend the changes necessary to succeed and achieve profitability.
As summarized in the Hill & Jones text, recommendations usually center on issues such as changing functional, business, or corporate strategies. They could also focus on changing organizational structure and control to improve performance. Other examples include recommendations that address questions such as:

- Should the company increase R & D spending? If so, how will your company derive the funding?
- Should the company divest business divisions?
- Should the company change from unrelated to related diversification?
- Should the company improve the integration between divisions?
- Should the company change the organizational structure to adopt a new business strategy? How soon?

In each of these considerations, be specific. For example, if you suggest that the company should change its business strategy, explain exactly which new strategy it should adopt, why it should adopt it, how it will help, and when the implementation occurs on the timeline.

At this point, make sure you discuss funding for any of these changes. Remember, you are presenting to a CEO or the board so you must offer a convincing, practical argument for the changes. Simply stating, “we must increase R&D spending to retain a competitive advantage” is an obvious conclusion that the CEO already understands and likely would have implemented had the funding been available. Try to offer an innovative solution that also addresses internal funding (efficiency improvement, force reduction, etc.). This will convince your CEO that you have identified a practical solution or recommendation exhibiting a measured—but acceptable—level of risk.

**Section III: Conclusions** in the last several paragraphs of the chapter. These final statements should briefly review the research methods, describe the results of the analysis, and offer a personal opinion regarding the company’s viability. In other words—based on your knowledge of the company’s leadership—do you believe the business is likely to adopt your recommendations for achieving future success? Support your claims and opinions here as well.

**Chapter 5 Checklist: Complete this before submitting your chapter**

The following Checklist exercise will help you identify any problems in your chapter prior to submitting. If you complete this checklist (assuming you have answered “Yes” to each item) and you still need personal feedback, contact your professor for further instructions (see Chapter 5 Checklist, next page).

**Chapter 5 Checklist**

*Before submitting, self-assess your completed chapter by completing this checklist*

<table>
<thead>
<tr>
<th>Item to Check</th>
<th>Explanation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the chapter meet SAFE ASSIGN Matching Index rules?</td>
<td>Safe Assign Matching Index Score 15% or less for this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided Subheadings as suggested in the outline?</td>
<td>Provide subheadings for Section I: Summary; Section II: Recommendations; Section III: Conclusions. Suggestion: label or circle the required elements and/or subheadings to confirm you have included the sections in your paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Section I, have you provided subheadings and summarized or restated your research? Did you remind the audience of your thesis? Did you relate it to your research findings?</td>
<td>Summarize your entire paper here and explain how you explored and proved your thesis. Restate the problems you uncovered in the company and make sure this section leads naturally into your next section, which will describe your solutions to these problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Section II, have you provided subheadings and offered your recommendations in the form of an action plan with a timeline for implementation? Did you include practical funding considerations?</td>
<td>Make sure your recommendations reflect your thesis statement. Again, you may modify your thesis if it is not entirely consistent with your opinions at this point. Did you provide subheadings for conclusions and the implementation timeline? Did you discuss possible employee resentment or resistance to change? Can you address these issues as part of your implementation plan?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Section III, did you provide subheadings and review research methods, describe analysis results and offer an opinion on company viability?  

| Did you provide a subheading for conclusions and your opinion? Is the business likely to adopt your recommendations? Why? Why not? |

Have you prepared and submitted an accurately formatted cumulative reference list for your in-text citations (Chapters 1-5)?  

| Your instructor expects you to check this before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted reference lists but grades are reduced accordingly. Suggestions: |

Is your APA style accurate for your in-text citations per Chapter 20 of Howard & Taggart?  

| Your instructor expects you to check these before submitting the chapter. Your professor will not provide detailed feedback for improperly formatted in-text citations but grades are reduced accordingly. Suggestions: Check each citation in . |

Grading for Chapter 5  
Your instructor will use a grading scale similar to the table presented below. Note that instructors may modify this scale as appropriate for each class and each situation. Inquire as to the specific grading table your instructor is using.  
The table offers feedback by allowing you to “decode” or interpret the assigned numeric grade. For example, a grade of 70-79 is interpreted to mean your SAFE ASSING originality report is acceptable, your grammar & spelling is acceptable, but your content AND APA style needs improvement. A grade of 59 or below reflects a failure to meet the SAFE ASSING originality report Similarity Index percentages. Continued unacceptable percentages will result in plagiarism consequences. Where this generic grading scheme is not adequate to reflect wholly accurate or complete feedback, your instructor will provide specific information to identify the problem.  

**Chapter 5 Grading Feedback Table**  
*Before submitting, self-assess your completed chapter by completing the Chapter 5 checklist*  

<table>
<thead>
<tr>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
</tr>
</thead>
</table>
| **Safe Assign Matching Index**  
**Score 15% or less for this course** | OK | OK | OK | OK | Not acceptable  
Must be 15% or below  
Note: Due to plagiarism rules, instructor will not review remaining items if this percentage is exceeded |
| **Grammar/Spelling/ Punctuation at College Grad Level** | OK | OK | OK | Needs Improvement | Not Reviewed |
| **Content/Length OK & Follows Research Paper’s Requirements --see Chapter 2 Checklist for details.**  
Provide subheadings & discussions for each section.  
Section I: Summary; Section II Recommendation (and implementation timeline);  
Section III: Conclusion (and opinion of viability). | OK | OK | Needs Improvement | Needs Improvement | Not Reviewed |
Objectives and Expectations The primary program outcomes relevant to this section are LO-8-B1 (integrating “the knowledge acquired in the Supervision & Management program to analyze a health care organization to identify its strengths and weaknesses and develop an improvement plan”) and LO-4 (applying “management theories and practices in program and resource management”).

Length: Research Paper Chapter 5 is 2 or 3 pages (600 to 900 words). You may exceed these targets if required.

Research Paper References
You must prepare a comprehensive APA-style Reference Page with proper formatting and all appropriate information with a minimum of 10 approved references. As you conclude and submit Chapter 5, this list will include cumulative information for all references in Chapters 1-5. You may refer to and list as many textbooks as required but only 3 texts will be counted toward the 10 required references. Business books, corporate records, and appropriate internet sources are appropriate as well. Finally, you must include at least 5 academic journal articles, 3 of which were dated within the last five years. They may be online or hard copy versions and should be directly pertinent to the research requirements. Refer to Chapter 20b in the Howard & Taggart text for steps to preparing an APA-style Reference List. You may observe a typical reference list from a scholarly journal on page 25 of this document. This one is formatted in 2 columns for publication (format yours with just one column).

Length: A typical length for 10 or more references is two pages, properly formatted

Supplementary information for APA formatting
Please see the attachment entitled An example of APA style showing in-text citations (page 24). This attachment offers an example of how a professional researcher prepares a literature review, summarizes the work of other researchers, and provides proper in-text citations. Also, refer to the attachment entitled An example of APA style showing the references page (page 24) reflecting a proper reference list shown in 2 columns for publication (yours will be a single column). This material is scanned for educational purposes from the Academy of Management Journal Volume 53, Number 3, June 2010.

Research Paper Presentation
Note to Online students: Your professor will offer alternatives to the onsite “formal presentation” requirement outlined in this assignment
You will submit a presentation of approximately 10 to 12 PowerPoint (or equivalent) slides and will formally present the project to an audience of students, faculty, and college officials. The presentation should last approximately 10-15 minutes and include one or two panels for each of Chapters 1, 2, 3, and 5. Chapter 4 will require approximately 4 or 5 slides to cover the SWOT findings. Each slide will include a bulleted list of highlighted information. During the presentations, presenters will speak from the bulleted lists on each slide but will avoid reading from fully prepared narratives. Presenters will also field questions from the panel of students, faculty, and college officials at the end of the presentation. Refer to Chapter 17 in the Howard & Taggart text to view suggestion for preparing effective PowerPoint presentations.

Note: You will not submit “canned” presentations or slide shows prepared by the businesses under study. Some content (photos, graphs, graphics) are permitted if properly cited but original work is otherwise required

Length: The presentation is 10 to 12 PowerPoint (or equivalent) slides. Print the slides and submit to the instructor when making the formal presentation.
Grading Scale for Presentations

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Audience cannot understand; there is no sequence of information.</td>
<td>Student presents most information in logical sequence; audience can follow.</td>
<td>Student presents information in logical, interesting sequence; audience can follow.</td>
<td></td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Student does not have grasp of information; cannot answer questions.</td>
<td>Student is mostly at ease with expected answers to all questions.</td>
<td>Student demonstrates full knowledge (by answering all questions).</td>
<td></td>
</tr>
<tr>
<td>Graphics and Mechanics</td>
<td>Student uses copied, incorrect or no graphics. Four or more spelling errors and/or grammatical errors.</td>
<td>Student's graphics generally relate to text &amp; presentation. No more than two misspellings and/or grammatical errors.</td>
<td>Student's graphics explain and reinforce screen text and presentation. No misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Student reads all of report; Student mumbles, incorrectly pronounces terms, and speaks too softly.</td>
<td>Student maintains eye contact but frequently returns to notes. Student's voice is generally clear; pronounces most words correctly.</td>
<td>Student maintains eye contact. Student uses a clear voice and correct, precise pronunciation.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points:

(See presentation score interpretation, next page)

Interpretation of Grading Scale for Presentations

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>0-59</td>
</tr>
<tr>
<td>5-6</td>
<td>60-69</td>
</tr>
<tr>
<td>7-8</td>
<td>70-79</td>
</tr>
<tr>
<td>9-10</td>
<td>80-89</td>
</tr>
<tr>
<td>11-12</td>
<td>90-100</td>
</tr>
</tbody>
</table>

Objectives and Expectations—Total Length: The Final Research Paper (Chapters 1-5) is 22-27 pages in length plus title pages, chapter page inserts, and reference pages. This equates to approximately 6500-8000 words. You may exceed these targets if required to address the subject thoroughly. The instructor will discuss any final binding or fastening preferences.
An example of APA style for in-text citations

This attachment offers an example of how a professional researcher prepares a literature review, summarizes the work of other researchers, and provides proper in-text citations

Scanned for educational purposes from the *Academy of Management Journal* Volume 53, Number 3, June 2010

2002; Isabella, 1990; Labianca, Gray, & Brans, 2000). Although research that models change implementation as a set of meaning processes based roughly on Lewin’s approach has led to important insights, this research is limited in two key ways. First, it studies only certain types of meanings constructed by managers and employees. Second, it overlooks the perspective and responses of recipients of change (Balogun & Johnson, 2004, 2005; Bartunek, Rousseau, Rudolph, & DePalma, 2006; Ford, Ford, & D’Amelio, 2008).

First, existing research represents an unnecessarily narrow view of the types of meanings managers and employees construct during change by predominately focusing on positive or negative meanings of change (Armenakis, Harris, & Mossholder, 1993; Piderit, 2000). This limited focus makes common a narrative in which employees resist change (drawing on negative meanings) and managers struggle to overcome these resistance efforts (through positive meanings). Dent and Goldberg (1999) characterized this story as a universally accepted mental model but questioned its empirical reality. Lewin proposed that resistance occurred at the systems level in organizations (manifesting in, for instance, roles, attitudes, behaviors, norms, and other factors). Yet organizational scholars have since largely viewed resistance more narrowly as occurring at the psychological level (Dent & Goldberg, 1999), thereby often implicating employees’ constructions of change (the meanings they give to change) as the cause of resistance (Ford et al., 2008). As a result, scholars have developed theories about how managers overcome employee resistance by unfreezing employees’ existing (negative) constructed meanings and then changing them (e.g., Corley & Gioia, 2004; Fiol, 2002; Isabella, 1990; Labianca et al., 2000). For example, Isabella’s (1990) model draws from Lewin’s work to explain how top managers unfreeze employees’ existing constructions and alert them that new ones need to be adopted. Fiol adopted Lewin’s three-stage model wrong places (purported employee constructions that lead to resistance) using the wrong mental models (unfreeze-move-refreeze) (Dent & Goldberg, 1999). In this study, I took an inductive approach allowing for a variety of meanings (beyond “positive” and “negative”) to play a role in change. This approach helps supplement the popular managers- overcame-employee-resistance story that has plagued theory development and practice (Dent & Goldberg, 1999; Ford et al., 2008) by examining whether the meanings of change employees generate and maintain may not always hinder, but may actually help, change implementation.

Second, existing research overlooks the dynamic interplay between managers’ and employees’ meaning constructions. Instead, in examining discursive processes that provide linguistic, cognitive, and symbolic resources for strategic change (Jarzabkowski, 2005), scholars have taken a managerial perspective (Ford et al., 2008). For example, building on process-based approaches to change (e.g., Burgelman, 1983), researchers have addressed how managers engage in activities that constitute “doing” strategy work, such as constructing and disseminating meanings of change to employees (Bartunek, Krim, Necochea, & Humphries, 1999; Gioia & Chittipeddi, 1991; Rouleau, 2005). Yet scholars have largely overlooked employees’ subsequent re-interpretations of these meanings (Bartunek et al., 2006). Buchanan and Dawson (2007) criticized most work on change as single-voiced narratives that overlook its complex, political, and multi-authored nature. For scholars who theorize about change as a linguistic accomplishment that emerges from competing narratives (e.g., Brown & Humphreys, 2003; Heracleous & Barrett, 2001), it becomes essential to capture narratives beyond those coming from politically dominant groups (e.g., managers) (Dawson & Buchanan, 2005). Although less politically dominant groups lack formal power, they nonetheless shape change implementation through their alteration of its meaning.
Example of APA-style references page
This attachment offers an example of how a professional researcher prepares and formats a comprehensive reference list
This excerpt was scanned for educational purposes from page 257 of the following source:

Notice the section below showing a website reference; notice that no retrieval date is required; notice that the hyperlink is not “active” (i.e., it is not underlined blue text)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Assessed or No Progress/Failing (Less than 59 points)</th>
<th>Introductory Grade = D to C (60 – 79 points)</th>
<th>Practiced Grade = B (80 - 89 points)</th>
<th>Mastery Grade = A (90 – 100 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1</td>
<td>Chapter 1 Research Proposal and Introduction Demonstrate: LO-7</td>
<td>No-to-little work received</td>
<td>Not succinct or leaves out important components of the proposal; Introduction to topic is difficult to distinguish; research questions &amp; hypotheses poorly developed; purpose is not apparent</td>
<td>Introduction and purpose of the proposal is general or broad. Research questions and hypotheses are generic or loosely apply</td>
<td>Succinctly summarizes the purpose; Introduction of topic well stated and accurate; research questions &amp; hypotheses are clear and concise</td>
</tr>
<tr>
<td>(15 Points)</td>
<td>8 Points or Less</td>
<td>9 -10 Points</td>
<td>11-12 Points</td>
<td>13-15 Points</td>
<td>/15</td>
</tr>
<tr>
<td>LO 2</td>
<td>Chapter 2 Review of Key Research Literature Demonstrate: LO-3, 6, &amp; B-2</td>
<td>No-to-little work received</td>
<td>Inadequate amount or sketchy background in literature; unclear connection between the readings and the study; does not relate to the thesis statement and/or poorly constructed thesis statement</td>
<td>Has enough articles and makes some connection to the study; does not fully justify reasons for the study; thesis statement only partially related and/or questionable thesis construction</td>
<td>Clear connections between articles and thesis statement (main idea) of the research; justifies the study &amp; clearly focuses the research for further analysis in Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>(15 Points)</td>
<td>8 Points or Less</td>
<td>9 -10 Points</td>
<td>11-12 Points</td>
<td>13-15 Points</td>
<td>/15</td>
</tr>
<tr>
<td>LO 3</td>
<td>Chapter 3 Organizational Operations and Strategies Demonstrate: LO-1 &amp; LO-2</td>
<td>No-to-little work received</td>
<td>Overview of organization is not comprehensive; thesis from Ch. 2 (main idea) of the research is poorly correlated</td>
<td>Has enough articles and makes some connection to the study; does not fully justify reasons for the study; thesis statement only partially related and/or questionable thesis construction</td>
<td>Organization is thoroughly described; concerns and issues are developed &amp; clearly delineated; thesis from Ch.2 clearly correlated to organizational concerns</td>
</tr>
<tr>
<td>(15 Points)</td>
<td>8 Points or Less</td>
<td>9 -10 Points</td>
<td>11-12 Points</td>
<td>13-15 Points</td>
<td>/15</td>
</tr>
<tr>
<td>LO 4</td>
<td>Chapter 4 SWOT Analysis Demonstrate: LO-1, 2, 3, 4, 5, 6, plus B-1 &amp; B2</td>
<td>No-to-little work received</td>
<td>Few results given; poor analysis of organizational data; unconvincing or superficial SWOT analysis; little or no connection to the thesis statement &amp; purpose</td>
<td>Presentation of SWOT factors is satisfactory but generic; connection to thesis &amp; purpose apparent but basic</td>
<td>Presentation of SWOT factors is comprehensive; key issues are clear and relate back to original purpose and thesis; SWOT analysis is convincing and well developed</td>
</tr>
<tr>
<td>(35 Points)</td>
<td>16 Points or Less</td>
<td>17-24 Points</td>
<td>25-29 Points</td>
<td>30-35 Points</td>
<td>/30</td>
</tr>
<tr>
<td>LO 5</td>
<td>Chapter 5 Summary, Recommendations, &amp; Conclusion Demonstrate: LO-4 &amp; 8-B1</td>
<td>No-to-little work received</td>
<td>Poor summary; conclusions are given without clear relationship to results; no or few recommendations given</td>
<td>Summarized broadly; conclusions given are mostly clear; some but not all recommendations following from conclusions</td>
<td>Succinct summary; results support conclusions; recommendations are reasonable and consistent with research results</td>
</tr>
<tr>
<td>(10 Points)</td>
<td>3 point or Less</td>
<td>4-6 Points</td>
<td>7-8 Points</td>
<td>9-10 Points</td>
<td>/10</td>
</tr>
<tr>
<td>LO 6</td>
<td>Overall Written &amp; Presentation Skills Demonstrate: LO-7</td>
<td>Writing: no-to-little work received; quoted material cited but excessive copying; Poor APA style; Presentation reflects no to little work.</td>
<td>Significant spelling, grammatical, punctuation, and/or capitalization errors; APA not followed closely; quoted passages cited but significant level of copied material; Presentation has significant flaws</td>
<td>Minor spelling, grammatical, punctuation, and/or capitalization errors; minor errors with APA; percentage of quoted &amp; copied passages within expectations; Presentation reflects work but some flaws remain</td>
<td>Comments clearly expressed without typos, grammatical, or spelling errors; APA was followed; percentage of directly quoted passages well within expectations; Presentation well prepared and favorably received by the audience</td>
</tr>
<tr>
<td>(15 Points)</td>
<td>8 Points or Less</td>
<td>9 -10 Points</td>
<td>11-12 Points</td>
<td>13-15 Points</td>
<td>/15</td>
</tr>
</tbody>
</table>

**Total Points:** /100
APA Formatting Help

- If you are having problems with APA IN-TEXT CITATIONS, see the lesson at the link below. Make sure you look at pages 25-27 for citing websites and personal interviews. Look at other pages (15-17) for info on how to show page numbers in your quotations:
  - http://www.palmbeachstate.edu/faculty/gossmand/GEB4935/08a-APA%20Style_ppt_ch20%20nonar.pdf

- If you are having problems with REFERENCE LISTS, see the lesson at the link below. Make sure you look at pages 20, 29, 31, 36-38 regarding retrieval dates. Also, see information on how to show journal volumes and pages (pages 24-28)

Some common APA problems to avoid:

- 1. Do not include retrieval dates on your web links. This is no longer required in APA
- 2. Do not use “Bibliography” (wrong) or “Works Cited” (wrong) at the end as the title for your “References”.
- 3. Show correct in-text citations—a name and date are required or you must use the proper website (http) citation
- 4. Do not include active hyperlinks (blue-underlined web-links) in your citations or references.
- 5. Be careful with punctuation of sentences that include citations at the end----the period goes AFTER the final parenthesis of the citation.

Citing Interviews (Personal Communication)

These quotes are taken from the APA Manual, 6th ed. (2010),

1. “Personal communications may be letters, memos...electronic communications...personal interviews...(etc.) Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only.”

Sect 6.20, Personal Communications (p. 179)

Example:
T.K Lutes (personal communication, April 18, 2001)

(V.G. Nguyen, personal communication, September 28, 1998)

2. Use of “Anonymous” shown in APA Manual Sect 6.15, p. 177

Sample: In a recent interview, one IBM software engineer (requesting to remain anonymous) described the organization as “very large” (Anonymous, personal communication, September 28, 1998). OR: Sources report the company is large (Anonymous, 1998).

“In the reference list, an anonymous work is alphabetized by the word Anonymous” (p.177)
Interpreting Matching Index Scores in Safe Assign

Please view the Understanding Safe Assign tutorial at: http://media.palmbeachstate.edu/podcasts/blackboard/gbsa/tutorial/student/SafeAssign/UnderstandingSafeAssign.swf

The material below is quoted from the Safe Assign site. Please see the original Link at: http://wiki.safeassign.com/display/SAFE/Interpret+Reports

“A score of 90 percent means that there is a 90 percent probability that these two sentences are the same and a 10 percent probability that they are similar by chance and not because the submitted paper includes content from the existing source (whether or not it is appropriately attributed).”

“Overall score is an indicator of what percentage of the submitted paper matches existing sources. This score is a warning indicator only and papers should be reviewed to see if the matches are properly attributed.”

“Scores below 15 percent: These papers typically include some quotes and a few common phrases or blocks of text that match other documents. These papers typically do not require further analysis, as there is no evidence of the possibility of plagiarism in these papers.”