

DBA Induction

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Dr. S.T. Sommerville (UW TSD)
s.sommerville@uwtsd.ac.uk



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Introductions

1. Who are you and where are you from?
2. In your recent employment experience, what has been the most interesting and relevant job you have held (relevant to the DBA)?
3. If you imagined your future career (with your DBA) three to five years from now, where would you most like to be, doing what kind of work?
4. [Optional]: What is your favourite food and can you cook it? (If so, what is the recipe?) 😊



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Overview of the DBA Programme

Programme Structure:

The DBA is in two parts: Part I (Level 7) comprises 6 modules, taught over three terms. Successful completion of the modules (3 core, 3 elected) is a pre-requisite for progression to Part II (Level 8) – the doctoral thesis.

Programme Delivery:

Most taught modules (two per term) run in parallel over 12 weeks – with two weeks set aside for self-directed learning and assignment preparation. All modules comprise a blend of classroom sessions (lectures, seminars, exercises) combined with group and individual presentations, case studies and independent reading and research.

Progression:

After completing 6 modules, you prepare and submit your research proposal (Module SBPD8001) which, if accepted, results in your being allocated a supervisory team and your progression to Part II.



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Programme Modules and Assessments I

Individual Module handbooks are available for all Part I modules on the DBA programme pages on the UWTSD VLE - Moodle

Term 1:

October 11th, 2016 – January 13th, 2017 SBPD7006 (MiCE)
October 11th, 2016 – January 13th, 2017 SBPD7010 (QuantR)
(Christmas / New Year break: Week of 19th December, 2016 – Week ending 6th January, 2017)

Term 2:

February 13th, 2017 – May 5th, 2017 SBPD7004 (VfF)
(Easter weekend: 14th – 18th April)
February 13th, 2017 – May 5th, 2017 SBPD7001 (ARA)

Term 3:

June 12th, 2017 – September 2nd, 2017 SBPD7005 (SCO/E)
June 12th, 2017 – September 2nd, 2017 SBPD7002 (QualR)

Note: This is the provisional schedule for 2016/17 – subject to progression and staff availability.



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Programme Modules and Assessments II

Assessment requirements vary across modules – you can see them in the module handbooks. Most require written reports after independent research; some require individual or group seminars; others require presentations.

Examples:

(ARA): Choose a well-focussed topic in your field of interest. Write and orally present a critical review of the research carried out on this topic over the past ten years, in which you also fully examine the epistemological, ontological and ethical issues in this research.

(QualR): Conduct a small-scale qualitative research study of a topic (that you have proposed and have agreed with your module tutor). You should write up your study (including methodology) as an article suitable for publication in a suitable academic journal.

(VtF): “While many areas of contemporary life have changed significantly in the 21st century, management has remained largely unchanged and rooted in 19th century theories and paradigms”. Critically examine this assertion detailing the development of management theory and the contribution of contemporary management theorists and their theories to tackling contemporary management challenges.



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Networking Days

Throughout the DBA programme, UWTSD (London) will timetable “Networking Days” – for all current DBA students (Parts I and II) to meet together on campus for a whole day (at least one per term). There are also “Summer Schools” in Wales where all DBA / Ph.D. students may attend for an intensive few days of guidance, tuition and sharing their research degree experiences.

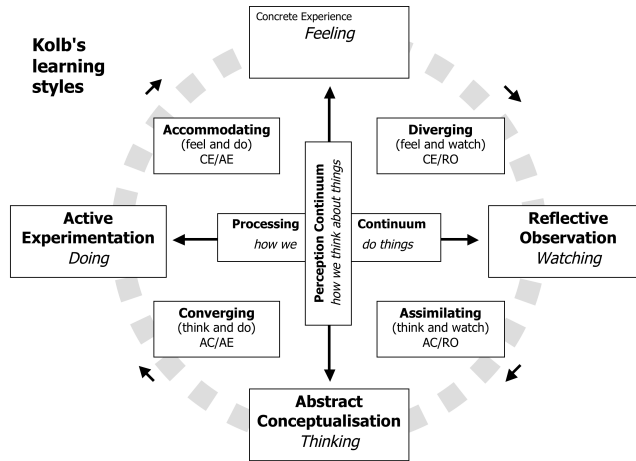
The purposes of our networking days are the following:

- to share experiences / problems / guidance throughout your DBA programme.
- to encourage cross-fertilisation of ideas, suggestions, interests in order to assist you in carrying forward your research.
- to provide presentations from students already (or about to start) Part II of the DBA programme about their research question and their objectives.
- when possible, to introduce guest speakers from the business community to share their professional experience and guidance.



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Working Together: Learning Styles I: Kolb



David A. Kolb (1939 -) is a US educational theorist whose work focuses on experiential learning, individual and social change, career development and professional education.

© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984
Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

Working Together: Learning Styles II: Gardner



The **theory of multiple intelligences** is a theory of intelligence that separates it into specific (sensory) 'modalities'. It contradicts the view that intelligence is dominated by a single level of ability (e.g. as measured by MENSA). The model was proposed by the Harvard education professor Howard Gardner in his 1983 book '*Frames of Mind: The Theory of Multiple Intelligences*' (Gardner, 1983)

Team working Activity – Belbin (Meredith Belbin, 1970s, Henley M. C.)

Belbin's Team Roles Questionnaire

The Belbin questionnaire is designed to ask you about the way you would typically contribute to teamwork. It should take you 20 to 30 minutes to complete.

Instructions: For each section distribute a total of ten (10) points among the sentences which you think best describe your normal behaviour.

These points may be distributed among several sentences; in extreme cases they might be spread among all the sentences, or ten points may be given to a single sentence. You must, however, distribute the full ten points.

[For example: if there are 8 possible answers a) – h), then you could allocate 1 point to 6 answers and 2 points to the 2 others; or 8 points to one answer and only 1 point each to two others (0 to the rest).]



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Working Together: Group Activity

In your group please: collect information about the following items:

Decide in your group the information you will select to meet the criteria, including justifications.

Decide and implement a method to feedback this information to the other groups.

1. A list of TEN public lectures in London during October - November 2016 that would be of interest to DBA students.
2. A list of FIVE businesses based in Kennington Business Park that might provide useful case studies for business students.
3. A list of 15 non-academic web sites that would be useful to business students in their research.
4. FIVE global news stories this week that you can show might have a significant impact on businesses



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Plan of Sessions (Day 3)

We will work through a mixture of introductory materials and group exercises to address the following questions about your DBA programme:

- What are the academic requirements for study and research at Levels 7 and 8 (UK doctoral level degrees)?
- What types of assignment do the modules have? How should I prepare for them?
- What are 'appropriate secondary sources'? How should they be cited / referenced?
- What is needed to undertake DBA-level research and to write an excellent DBA thesis?



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Level 7 / 8 Benchmarks (QAA) - 1

- DBA is benchmarked against the FHEQ Levels 7 / 8 descriptors for PG taught- and research-based programmes at doctoral level.
- These benchmarks define the skills and levels of achievement required for the assessment tasks of the taught modules and for successful completion of the research thesis. We will illustrate some of these benchmarks:

– *Knowledge & Understanding:*

K7.1: "Has a deep and systematic understanding within a specialised field of study and its interrelationship with other disciplines".

What does that mean?

At L7, you need to be able to draw upon relevant theories and evidence from disciplines related to management science: psychology, philosophy, social sciences, economics . . .

– *Knowledge & Understanding:*

K8.2: "Demonstrates a comprehensive understanding of techniques and methodologies applicable to the discipline".

What does that mean?

At L8, you need to evaluate and critically assess methods and techniques for the collection, analysis and presentation of different types of data appropriate to the data sources you are using - and to criticise methods you believe are not suitable for the question you are addressing.



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Level 7 / 8 Benchmarks (QAA) - 2

Cognitive Skills

C7.2: *“Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches”.*

What does that mean?

At L7 you need to be able to evaluate theories (and debates about theories) critically and suggest new concepts or methods which could be used in those debates.

Cognitive Skills

C8.4: *“Develops or adapts appropriate advanced methodological approaches and critically evaluates their effectiveness”.*

What does that mean?

At L8 you will need to develop and justify your own methodology and to evaluate its effectiveness in addressing your research question / providing evidence to support your research conclusions and how they may be applied in professional organisational contexts.



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Level 7 / 8 Benchmarks (QAA) - 3

Performance and Practice:

PP7.4: *Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.*

What does that mean?

Ethical research - whether academic or business-related – requires the researcher to consider legal, social and moral issues arising from the conduct of the research in relation to their data subjects, their own conduct during the research and the impact of their research on society as a whole.

Performance and Practice:

PP8.3: *Leads and/or works effectively with often multiple teams in multiple roles. Manages the capacities of members to achieve outcomes handling conflict with confidence.*

What does that mean?

Examine almost any reputable research journal in your area of interest. Almost certainly the majority of publications will have been generated by a team of researchers, working together, under the leadership of a “principal investigator”. At Level 8, we expect researchers to demonstrate these team-management skills.



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Level 7 / 8 Benchmarks (QAA) - 4

Personal and Enabling Skills:

PE7.1: *Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.*

What does that mean?

In any social or management science, the 'positionality' of the researcher (in relation to the data subjects and research domain) is a critical issue requiring both reflection and a deepening of one's understanding of problems of "intentionality".

Personal and Enabling Skills:

PE8.2: *Displays consultancy skills; communicates complex or contentious information clearly and effectively to the target audience.*

What does that mean?

At Level 8, students are expected to be challenged to demonstrate and justify their disagreements with others' claims and points of view. The professional skill of presenting and persuading others of the soundness of your reasoning, findings and conclusions is demonstrated in the oral examination (viva voce) of your research thesis.

Harvard Style Referencing

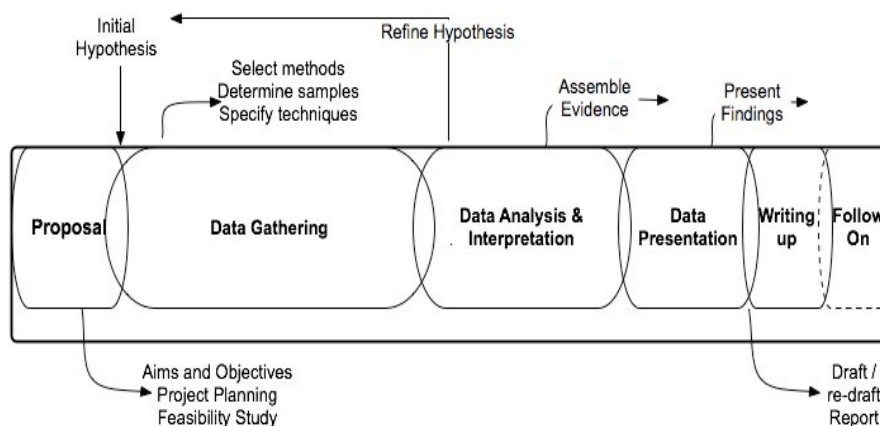
- In any academic or professional context, accurate and exhaustive referencing (citation) of your sources of ideas, concepts, theories and information is simply a matter of intellectual honesty.
- Accurate and exhaustive referencing is also your main way of showing where your own work stands in relation to previous and current research in your field and your own use of the publications of others.
- Peer-review (*do you know what that is?*) requires that your readers be able to consult the same sources as you and to verify how your own work has made use of – or contradicted – those sources.
- Most UK (and USA) universities require that submitted work – whether for assignments or theses – makes use of the standard "Harvard Referencing System" for all types of secondary source you may use in your assignments or thesis. UWTSB also uses the Harvard referencing system.
- Harvard referencing uses an "Author / Date" system (*see guidelines*) for both "in-text" and bibliographic references (*do you understand the difference between a "Bibliography" and a "List of References"?*)

Exercise: How to reference correctly

Amongst the following extracts from PG assignments there are at least 5 errors in how sources are referenced. See if you can identify 5 or more (clue: there are more than 5!):

1. "After Parasuraman's publication of the SERVQUAL model for evaluating quality of service (Parasuraman, 1988), many authors have argued that the five dimensions (R. A. T. E. R. in Parasuraman's model) are insufficient to evaluate the gaps between customer expectations and management perceptions in some service sector businesses). Others (ibid.) have criticised the lack of validation of the RATER metrics used"
2. "It is often argued that, with the widespread availability of high-speed, digital networks and the pervasive use of social media, traditional marketing theories have been rendered obsolete. I will argue, to the contrary, that traditional and recent theories of 'relationship marketing' (Berry, 1983; Gordon, 1999) can be adapted to the 21st century demands of customer retention in online retail environments. Indeed (loc.cit. p. 98), advocates of relationship marketing stress the adaptability of relationship marketing strategies to rapidly changing online markets."
3. "One online source (<http://www.hbr.org>) has attacked the claim that 'groupthink' (see Irving Janis' book from 1983) is a common problem in corporate strategic decision making. Most modern executives are fully aware of the risks associated with groupthink."

Outline of the research process



The research process

- Identifying a question to be answered / hypothesis to be tested / problem to be solved.
- Determining what kind of information is needed to answer that question (*ontology*).
- Determining what methods are best for generating that information (*epistemology*).
- Getting the information using the chosen methods (*data gathering*).
- Converting raw data into usable information (evidence) (*analysis & interpretation*).
- Drawing and presenting conclusions from the information (*presentation*).
- Validating the evidence provided.

Questions, Hypotheses and Variables

- Every good research project starts - not from a topic - but from a precise and relevant **question**. What is the question your research is intended to answer?
- Given a precise question, the next step is to formulate hypotheses (predictions) about what answers may be possible.
- Hypotheses (including the null hypothesis) normally assert a correlation between two or more variables - independent (IV) and dependent variables (DV).

[Short video about Hypotheses and Variables from JB Statistics] [An introduction to hypothesis testing](#)