

Sample of the Qualitative Research Paper

In the following pages you will find a sample of the BGS Qualitative Research Paper designed for the ADMN 699 Capstone course. This document presents each chapter, and its sections, discussing what is required in a completed research proposal beginning with the title page and working through each chapter and section of the paper.

Please note that this document is a working draft and each instructor might have his or her own interpretations of what to include, how to order, format, or otherwise accomplish this proposal. If you see errors in this document please bring them to the attention of Dr. Kelley Wood, woodke@trinitydc.edu. Additionally, the examples provided might not be perfect. If you see an error, or question something in the examples make sure you correct it in your own submission.

Full Title of the Paper

Your Full Name (as it appears on your transcript)

Trinity Washington University

I have adhered to the Trinity Washington University policy regarding academic
honesty in completing this assignment

Submitted to *Instructor Title and Name on behalf of the faculty of the School of
Business and Graduate Studies in partial fulfillment of the degree requirements
for the Full Name of the *Degree Program
Semester Year

*Titles of the paper should include the subject of the study, then include a subtitle that indicates the type of method used in the study. For example: Managers and Dysfunctional Work Teams: A Qualitative Exploration of the World of Management.

**Use the title Dr. or Prof. if the instructor does not have an earned doctorate. Do not use Mr. or Ms. ** For example, Master of Arts in Communication, Master of Science Administration in Federal Programs Management.

Abstract

The abstract consists of 150 to 250 words in a single paragraph, see APA 6th Publication Manual section 2.04 for guidelines regarding items to be included. After the abstract one the same page and starting a new paragraph are keywords, *in italics*, that will assist others in researching scholarly work related to your topic. Remember there is no indent in this paragraph. Your instructor may determine the length of the abstract as long as it fits the parameters of no more than 250 words. The abstract should be comprised of the following sentences:

- One to two sentence(s) covering the general context of the research topic
- One to two sentence(s) covering the specific context of the research topic
- One to two sentence(s) regarding the research problem
- One sentence regarding the research methodology (data collection strategy)
- One sentence regarding the data analysis strategy
- One to two sentences regarding the significant findings (conclusions, recommendations, implications)

Keywords: Include topic, major theories and theorists, keywords others might use to find your work, research methods, and data analysis strategy.

*Note that the shortened title header and page number begin here on the second page with page # 2. When you set up your shortened title as the header, do that on the title page, then select different first page in the header design tab. Also, there should be no lists in an abstract. It is one solid paragraph, two if necessary. *Acknowledgements or Dedications would each have their own page following the abstract. *All front matter has regular, not bold, headings and *none of the front matter appears in the table of contents.*

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*Use Heading One, primary level heading, for each chapter, and Heading Two for each secondary level heading (indented 0.5”) for each section within the chapter. Third level and below headings do not appear in the Table of Contents. The Table of Contents ends with the Appendices section. Use the MS Word heading function to establish your two heading levels and to edit how they appear in the document. Then you can use the Table of Contents builder to auto-create the table of Contents. Microsoft Help in MS Word can assist you with learning this.

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*Note: you may place the list of tables and the list of figures on one page, but you should choose to put them on separate pages if either list is extensive.

Introduction

The introduction begins with a preamble section that is not labeled as a subsection. The introduction is both an expansion of your abstract and a more concise summation of the argument in the preamble of the literature review. Move from a brief discussion of the general context of the research problem to a brief discussion of the more specific context of the research problem. You are preparing your audience to understand and accept the statement of the problem. Since it is a summation of other author and theorists work remember to cite heavily at the end of the paragraphs or as needed in the text. For example, you might discuss in the general context the history of synthetic marijuana use. Then in the specific context you might discuss the upsurge in synthetic marijuana use in DC.

Statement of the Problem

You will provide one concise paragraph discussing your research problem. Be specific in describing this problem. For example, you might discuss the problem of the recent increase in synthetic marijuana use among preteens in Northwest DC and the resulting risks to their health and lifestyle. Remember you have prepared the reader with the preamble above this section.

Purpose of the Study

Discuss in one paragraph what you will do in the research. This is made obvious in the argument of the Literature Review. This is a brief statement of how you will investigate the research problem. For example, the purpose of this study is to examine the prevalence of the use of synthetic marijuana use among preteens which will lead to a prevention and intervention model to be used in community centers citywide.

Significance of the Study

Discuss what the benefit will be of addressing the research problem might be to the population of your study, the academic community. For example, Health professionals, educators, staff members, and concerned citizens will have relevant information and an intervention model they might make use of to curb preteen use of synthetic marijuana.

Theoretical Perspective

A brief discussion of the theory your quantitative research study is investigating, or a brief discussion of the theoretical perspective of your qualitative research. You might have a specific rationalist or modernist theory that describes cause and effect and you would discuss that theory. Or you might perceive this problem to be a result of a social construction in the discourse between parents and children and you would discuss social constructionism, or the conversations in society concerning the benefits of rebellious individualism. So you would discuss the theories of hegemonic language and the process of de-centering the discourse to change the source of power in the discourse. In another example, you might compare the five common health behavioral models to the results of the study and suggest my own intervention model. So you would discuss the overarching theoretical field of behavioral change.

Definition of Key Terms

Keep this brief, if extensive a glossary is required, which would belong in the appendices. Each definition appears as a third level heading in this section. Cite the sources of your materials. For example:

Cultural Hegemony is established through the use of language in particular. Words and phrases extend and reinforce the dominance of the *hegemon* on the subordinate members and

sub-cultures of the society. Social institutions and mass media are both consciously and sub-consciously used to transmit the message of the hegemon's dominance (Joseph, 2002).

De-centering is a means of changing the power of negative or oppressive words and phrases that hegemonic cultures subconsciously use to impose and maintain the power relationships in the cultures as defined and proposed by Jacques Derrida (Hatch & Cunliffe, 2006).

And so on...

Research Method

A concise paragraph describing the research method used to investigate the problem. This can later be expanded into the preamble of your research methods chapter. Cite the textbooks and research articles, which inform you. Creswell's *Research Design*, 3rd or 4th ed. have great discussions of qualitative research methods and useful checklists. Additionally, language from Merriam's, *Qualitative Research*, can be very helpful.

Assumptions and Limitations

Most research topics cover areas that are far too multitudinous, multifaceted, complex, or inexhaustible to be addressed in a research study of any scope, say nothing of an undergraduate or a graduate level research paper. There are research directions and research questions suggested by your research topic but are not addressed in this research study. Discuss a few of these to show that you know where your research fits in its scholarly community and that you know what you can accomplish

Additionally, describe what your research design cannot accomplish due to the scope of the project, limitations of time and resources. However, do not adopt a whiny and petulant tone; you are simply acknowledging reality, as does every other student in your position. For

example, Due to the scope of this research project you are not able to collect data from the entire recommended population sample, so your study is limited by the number of participants, or that you used a convenience sample.

Summary

Then the author would wrap up the chapter with the summarization of the chapter and a transition to the next chapter as described above. Notice that this section started with a secondary level heading. Each section within a chapter uses a second level heading, which appears in the table of contents, indented and below the chapter heading.

Literature Review

The literature review begins with a *Preamble*, which is not indicated with a heading. This is written as an extension from the introduction chapter. In 1-2 paragraphs discuss the general context of the research problem, which might include a brief history. Then, in 1-2 paragraphs of the more specific context of the research problem, which might cover the current or more local situation of the research problem. Then in 1-2 paragraphs discuss the research problem and state your working theory for the research study. Finish by discussing the topics that will be covered in the sections of the chapter. For example, you might discuss in the general context the history of synthetic marijuana use. Then in the specific context you might discuss the upsurge in synthetic marijuana use in DC. Finally discuss the problem of the lack of information and educational program designed to inform teenagers in DC of the dangers and risks involved in smoking synthetic marijuana. Refer to the examples given in the course.

Sections

One each as determined by the theoretical construct or theoretical framework and as many as necessary to support the academic argument and exhibit inclusion of the scholarly community(ies) and the student's competence and mastery of the subject. Do not forget current, previous research, and alternate research methods used to investigate your research topic. Additionally be certain to include critiques of the works you cover in this chapter. These develop the reader's understanding of the context of the research problem and lead to the discovery of the theoretical construct or theoretical framework, the research problem and the research questions. The literature review shows the unique approach of the study and how it adds to the body of knowledge and informs the scholarly or practitioner communities and includes the theories that will inform the research study

***Subject of Case Study**

This is an alternate section that applies only to case study research. Students pursuing a case study will present an additional section for the subject of their case study. This section will be titled for the case study. This is a thorough discussion of the subject and not an exposition of the data you will discuss in the findings chapter. If you are pursuing a study with multiple cases you will present a section for each case subject.

Theoretical Construct

In the qualitative research project this is the *Theoretical Construct* and would include the theory which is based on the theoretical perspective and the factors or subjects which relate, or bound, the theory to the research problem. This is your working theory of the phenomena under investigation.

You will describe your theoretical construct as a model of your research problem. This is the precise meaning (working definition) the factors will have in your study and not the broader meanings that might be apparent in the literature review. You will also develop a visual representation (figure) of your model and present it here in the paper. This is your opportunity to show your competence and your mastery of the literature ante the problem. You might have instructors who ask that the theoretical construct appear in a separate chapter at their prerogative. Please comply with your grading instructor's request.

Name and define the phenomenon or the outcome state and provide a brief description of each, much like your definition of key terms. This clarifies for the reader the specific nature of your variables and limits their interpretation by critics. Then provide the figure that models your theoretical construct.

Factor one. Use the name of this factor for the title of this heading, and provide a brief and concise paragraph of description. This is the working definition of this factor in your study, other definitions or uses will not apply to your study. Use citations to support this working definition. And so on for each factor which comprises the theoretical construct. These should not come as a surprise to your reader since they build on or are reduced from information in your literature review.

Factor 2. and etcetera.

Then finish the theoretical construct section with a graphical model of your theory, see a few examples below.

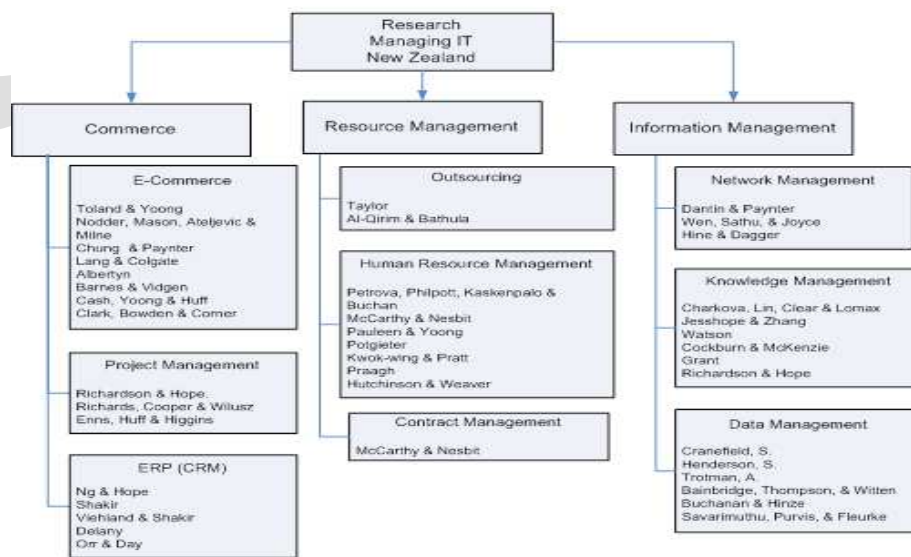


Figure 1. Qualitative theoretical construct as a literature map. (Mattern as cited in, Creswell, 2009, p.35). A map such as this shows the relationship between the factors (commerce and information management) and their subfactors on Research in Managing IT in New Zealand and that research’s resulting factors.

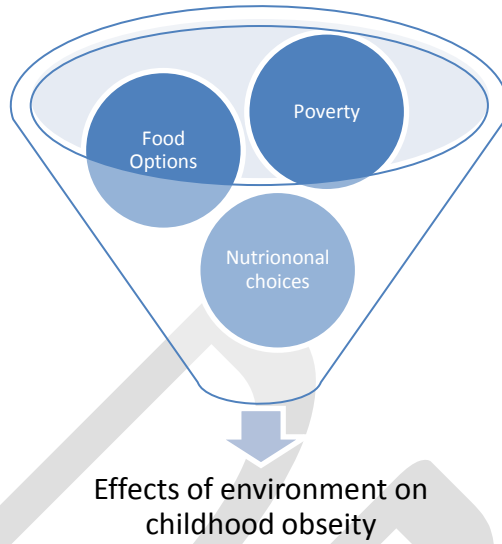


Figure 2. Qualitative theoretical construct as a process

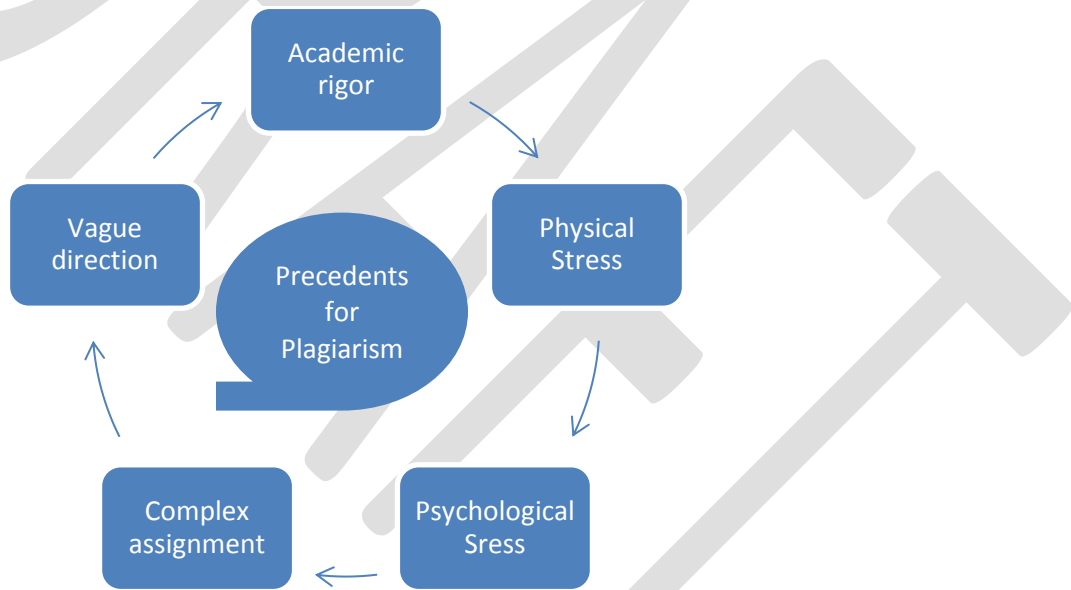


Figure 3. Qualitative theoretical construct as a cycle

Example – Qualitative Theoretical Construct

In this qualitative study of individual relative deprivation (IRD), during a disadvantage situation in the workplace, individuals are observed to react differently to the same experience. The goal of this research is to examine how increased IRD levels can produce different emotions thru the theory of discrete emotions. To aid in understanding how the unique emotions each individual experiences when dis-

satisfied in the workplace can be used linked to behaviors they will produce, the exit-voice-loyalty-neglect (EVLN) model is available.

Individual relative deprivation (IRD). IRD involves examining how individuals are prone to react differently to the same relative disadvantage. Feldman et al (2002) discuss that this can especially be the case when employees feel rewards they have received are less than what is deserved or if they view others being rewarded greater than themselves.

Discrete emotion. The individual emotional responses that an individual expresses from IRD are known as discrete emotions (Osborne et al., 2012). In the case of reactions to activities such as the furlough, emotions may vary from anger, sadness, gratitude or fear.

EVLN model behavior. Once discrete emotions are identified, they can be linked to the EVLN Model to potentially provide an indicator of what behavior the employee affected by the disadvantaged event will exhibit. As explained by Osborne et al. (2012) discrete emotions theory relates (1) *anger* to the behavior of *voice*, (2) *fear* to the behavior of *exit*, (3) *sadness* to the behavior of *neglect*, and (4) *gratitude* to the behavior of *loyalty* respectfully in the EVLN Model (Farrell, 1983; Osborne et al., 2012).

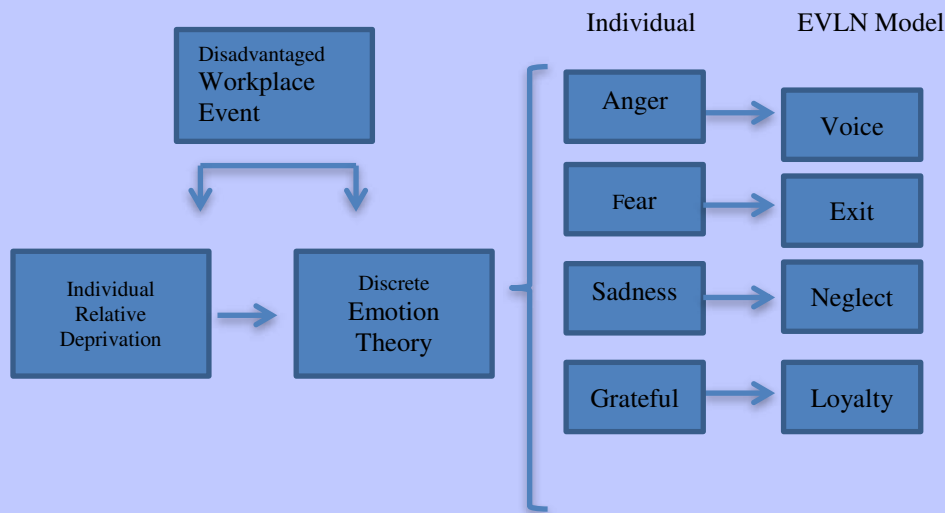


Figure 1. The model of the theoretical construct.

Brown, H. (2013) Examining the impact of mandatory furloughs on federal government employee job satisfaction through the lens of Relative Deprivation Theory. Trinity Washington University, Washington, DC.

Summary

And of course, end your chapter with a brief discussion of what you have covered in this chapter and transition to the next chapter. Discuss the research problem, working theory, and some of the topics or literature reviewed. Then, transition to the next chapter.



Research Methodology

The research methodology section describes the worldview or philosophy, the underpinning practices and procedures for conducting and replicating your research, and the type or research study this is (observation, field, natural, or quasi- experiment). It also informs scholars and practitioners regarding the rigor and the appropriateness of your methodology in relation to the scholarly community in which the research belongs. Some research methodologies are rigid in their expectations and do not allow for variance, while others allow for variation in the form of the research design, which can make each research project unique. This is acceptable as long as the research design is approved by your faculty and can be replicated. Please do not over invest your time until your instructor has approved your research methodology. Cite the textbooks and research articles, which inform you. Creswell's *Research Design*, 3rd or 4th ed. Have great discussions of qualitative research methods and useful checklists. Additionally, language from Merriam's, *Qualitative Research*, and Remler and Van Ryzin's, *Research Methods*, can be helpful.

Begin the chapter with a preamble (a discussion of what will be covered or accomplished in this chapter and is presented without a subsection heading). Here you might address the worldview or philosophy that guides your research and provide a general discussion of your methodology. Your research methodology is essentially concerned with your strategy for collecting data and informing your readers of how you will ensure the replicability and rigor of your strategy. Your research design might vary depending on whether or not you intend to introduce an intervention and measure its results. Intervention research studies would then include both the plan for the intervention and the instrument you will use to measure the effects of the intervention. Research studies that plan to measure and explain an existing phenomenon

without an intervention would include the data collection instrument. Think of this as the warm up for the full discussion of your data collection strategy in the sections below.

Research Questions

List and then discuss each of the general questions that determine what methods you will use and what type of data you will collect. These are indicated by the research problem and bound by your theoretical perspective and your research methodology. These are later made obvious in the argument of the Literature Review. For example,

Example – Qualitative Research Questions

This qualitative research study will investigate the study's working theory that most voting citizens of the US are unaware of the Obama administration's Open Government Initiative by asking the following questions:

Research question one (RQ1): Does data availability portray the government as being transparent?

This question will seek to evaluate the principle of transparency upon which the OGI is founded. The researcher wants to know whether citizens perceive transparency in the same way that the government sees it in this initiative. Horsburgh et al., (2011) raise the issue that transparency can be interpreted widely and therefore may be hard to determine what actions the government takes are evaluated as transparent and from whose perspective they should be evaluated.

Research question two (RQ2): How does the concept of open government encourage citizens to be more involved in government initiatives?

According to the Open Government Partnership program, citizens are calling for more openness in government and greater civic participation in public affairs, and seeking ways to make their governments more transparent, responsive, accountable, and effective (n.d). This question seeks to inquire whether the government by being open and availing data online through various agency websites has indeed increased citizens' participation or collaboration in government initiatives that would affect them in one way or another. The researcher will also want to know what level of involvement was there before the initiative and if there has been an increase in involvement, is it directly related to the OGI.

Research question three (RQ3): Does the public relate data availability to democracy?

One of the goals of the OGI is to increase the government's efficiency and enhance democracy. President Obama in this regard is quoted as stating that "...Openness will strengthen our democracy and

promote efficiency and effectiveness in Government,” (2009). The researcher seeks to understand the perspective of citizens to whom this information has been made available, do they know it exists? What are they doing with the information – is it of any use to them? And lastly, by having all this data online, do they think the government is being more democratic? One key question that the researcher will ask here is whether the participants would think of the government as less democratic if this initiative had not been in place.

Musyoki, E. (2013). An evaluation of the open government initiative under the Obama administration. Trinity Washington University, Washington, DC.

*Please note that it is important to distinguish and understand prior to your Research Design (or Research Strategy) section there is a difference between studies involving human intervention and those that rely on secondary forms of data. To start a human intervention study, after the preamble you would begin with the sections: Setting, and Population. Studies using secondary data you would start with Data Source (or Sources) after the preamble and then move to the Research Design section. A study involving both human participants and secondary data you would use all three sections. All three of these sections are described below. Use the ones appropriate to your study.

Setting

For studies involving human participants discuss where you will find your potential research participants. For example if you are conducting an observation in the courtyard of the Reagan building you would describe that location and environment in detail, and why it is appropriate to finding the population.. If you are recruiting from a specific government agency you would describe it briefly and then give detail about why it is an appropriate setting for recruiting your population.

Example

Potential participants will be found using the Internet as a recruitment tool. The recruitment script (see Appendix A) will be posted on Facebook group page created for this study and LinkedIn professional groups. The recruitment script will have a link to the informed consent document, created in Google Docs. If a participant does not give consent they cannot proceed. Those who give consent will be taken to a second Google Doc form, which contains my contact information. I will make appointments

with potential participants to conduct the interview at the local library, making use of a small meeting room.

Population

For studies involving human participants calculate and then discuss the suggested *demographics* and the *sample size* of the population. Be sure to support your population choice and then the type of sampling you will use to determine the sample (with citations). Next discuss the population's size and the calculation of your representative sample. For example,

Example

The researcher will seek a voluntary (convenience) sample of co-workers, friends, and friends of friends over 18 years of age, who are known to the researcher as current or past volunteers for a non-profit organization within the United States. Participants will be recruited by the researcher via email or enlisted in-person to complete a 27 question interview that should take approximately 25 minutes. Demographics such as education and race are not variables of this study. Familiarity with the interview participant is of limited concern. There will be no interview questions that delve into specifics about the organization that make the interviewee unwilling or uncomfortable about participation. This should create an atmosphere that allows them to speak freely. The researcher is affiliated with an estimated population of 50 persons who meet the criteria for this research study and anticipates a population pool of 50-100 potential participants. The researcher will seek to interview 10 to 12 participants. Small participant research (also known as small n research) is the expected norm in qualitative research. Such small studies enable the researcher to gain a deeper understanding of participant experience and to develop a thick, rich description of that experience (Creswell, 2009; Merriam, 2009). Recruitment materials are found in Appendix A.

***Data Source(s)**

If you are using any form of secondary data, which might include documents or other non human intervention methods you would discuss where you will find those documents, media, or other data sources and how you will determine which to include in the study. For example, in a content analysis (analysis of several documents) you might describe the data bases you will search for relevant scholarly articles, and offer some examples of search terms and criteria you

will use. Then show some examples of articles you have retrieved in a list of brief annotated bibliographies. Or you might use a publicly available data set. The data might be from a data set found as a result of a search of the department of Labor statistics site or the ICPSR site. Name the research study, state why this data was developed and its purpose. Discuss the data set, the information, and the variables that will be used from that data set in your research study.

Ethical Considerations

There are always ethical considerations to a greater or lesser degree depending on whether or not you are using human subjects and the level of invasiveness your intervention or data collection instrument. Think them through carefully. Look at other similar studies for suggestions. Be sure to discuss what is required of the participant, what their rights are, what risks the participant might encounter, and what benefits the participant might accrue. You might use the NIH certification training and the standard informed consent document as guides. It is important to paraphrase from these resources in your own voice to show that you understand your responsibility in conducting ethical research. Please note also whether or not your study is approved by the BGS IRB Committee. Your readers need to know you understand your responsibilities, that you will communicate appropriately with the participants, and that your research is aligned with the BGS and Trinity IRB policies. Use the language in Creswell's *Research Design*, Merriam's *Qualitative Research*, and Remler and Van Ryzin's *Research Methods in Practice*.

****Institutional Review Board (IRB) and Ethical Conduct in Research***

This section also provides important information used for preparing the Institutional Review Board (IRB) approval request. As you know by now the IRB must approve your research prior to interacting with human subjects or collecting data from human subjects. It is recommended that studies that do not intend to interact with human subjects apply and receive approval from the IRB to prevent

unintended harm to others and the loss of the resulting research data. *Please be certain to use the BGS specific IRB forms and procedures.*

All research regardless of whether or not it interacts with humans must apply to and be approved by the IRB. All research involving human interaction must include a signed informed consent form. Subjects under the age of eighteen and others who are not able to sign for themselves are not included in BGS student research. You will need to keep the consent forms and information confidential and separate from the data. Confidentiality means that you may not reveal who participated in your research, unless otherwise directed by an agent of the university, which should come through the IRB, the Dean's Office, or your instructor. Your instructor or the IRB can ask to review your consent documentation to verify the authenticity of your participants.

A common pitfall for students is that they test their data collection instruments with likely subjects or begin to collect data *PRIOR* to receiving approval to their research by the IRB. These students must destroy this data and it cannot be used in the research study. Violation of this policy might lead to an *academic dishonesty hearing* and the potential for being *dismissed from the university*.

Research Design

Discuss in narrative form the detailed step by step process of how you will conduct the entire research study (the collection of your data). Think of this as the operator's manual for your experiment that you might share with others so they can be assured that it is replicable and of the rigor of your experiment. Give a step-by-step description of how to conduct your data collection so that another could follow in replicating your methodology. You might start in another document by making a bulleted list, and then narrate that list here in this section. The description needs to have enough good detail to eliminate assumptions or the need to ask questions, without becoming so granular in detail that no one will read it. It is a balancing act between too much information and not enough information. Cite the textbooks and research articles, which inform you. Creswell's *Research Design* (3rd or 4th ed.) and Merriam's *Qualitative Research* have great discussions of quantitative research methods and useful

checklists. Additionally, language from Remler and Van Ryzin’s *Research in Practice* is very helpful.

Discuss where and how the interaction with your subjects will take place. If you are conducting an intervention and then a survey, describe where the interview will take place, how you have arranged the setting to ensure the appropriate level of quiet, intimacy, and privacy, and so on.

In some studies researchers find it helpful to develop a coding key, or an instrument to compare data to standardize the analysis of their data. This might be a simple table or a complex chart. Two examples are given in the table and the figure below.

Table 1. *The coding key for transformative learning*

Categories of TL	TL points
Reflective practices	
1.	Did they experience Critical Self Reflection?
2.	Did they experience Reflective Dialogue?
3.	Did they experience Reflective Action?
Examination of self	
4.	A disorienting dilemma?
5.	Self-examination with feelings of fear, anger, guilt, or shame?
6.	A critical assessment of assumptions and relationships?
7.	Recognition of one’s discontent and the process of transformation are shared
Examination of roles and relationships	
8.	Exploration of options for new roles, relationships, and actions?
9.	Provisional trying of new roles?
10.	Building competence and confidence in new roles and relationships?
Planning	
11.	Planning a course of action?
12.	Acquiring knowledge and skills for implementing one’s plans?
Reintegration of new meaning schema	
13.	A reintegration into one’s life on the basis of conditions dictated by one’s new perspective?

In this section discuss the objectives of the intervention, how the intervention was developed, and how it will proceed. Then provide the supporting materials as necessary (agenda, handouts, brochures, etcetera) in your appendices. If you are presenting a seminar or a training event you would need to discuss how it was developed, the theories that support its use, citing and referencing your sources. Then discuss where, when, and how you will administer the intervention. Discuss where the interaction with your subjects will take place, and why it is appropriate.

Interview Instrument and Protocol

Discuss how the interview questionnaire was developed. Discuss how the interview will be conducted and provide the supporting materials. What was the logic behind the determination of specific questions? What information might you gain from their use in your interview questionnaire? Discuss the types of questions included and the types of data they will provide. Also, be certain to give an example of each response type you might use. For example, open-ended, semi-structured, probing, and clarifying. Creswell's *Research Design* (3rd or 4th ed.) and Merriam's *Qualitative Research* discuss why researchers use these questions, what a researcher expects for responses, and show examples. Further, you might refer to Schensul, Schensul, and LeCompte's *Essential Ethnographic Methods*, 2nd or 3rd ed., for a discussion of developing an interview and administering it to your participants. The authors offer many helpful tips for first time interviewers.

Discuss where and how the interaction with your subjects will take place. If you are conducting an intervention and then a survey, describe where the interview will take place, how you have arranged the setting to ensure the appropriate level of quiet, intimacy, and privacy, and so on.

Example

Examples of open-ended questions.

“Would you tell me what your opinion is on government transparency?”

“How would you define open government?”

Examples of the probing questions include the following:

“Tell me more about your experience participating in government initiatives,” “Would you please clarify what you mean by ...”

Probing questions will help the researcher get more detailed information on the subject matter as they make the participant to speak in more detail. Please see the questionnaire attached (Appendix C).

Data Analysis Strategy

In this section provide a concise discussion of your intended strategy for analyzing your qualitative data. It is important for your audience to know what you will do with the collected data and that it fits well with your worldview, research philosophy, and research strategy. For example,

Example One

Qualitative data analysis searches to describe general statements about relationships and themes present on the data. Wolcott (1994) states the term analysis is a generic term that embraces the three basic categories when analyzing data: description, analysis and interpretation. He suggests these categories are not exclusive; neither visibly separated by a line, yet identifying and distinguishing each one may be useful to organize and present the data. In qualitative data, especially content analysis, the data collection and gathering is simultaneously receiving some kind of interpretation. The reading of the data to follow the criteria to inclusion on the database, leads to initial interpretation and understanding of the concepts, and it depends on the researcher, the analysis can begin while collecting data (Marshall & Rossman, 2006). Reflecting over the conceptual framework, and questioning the data, the ideas emerge on categories through the engagement with the texts. Categories of inclusive patterns and meaning, yet exclusives, are generated according to the existing framework. In a related strategy, themes are discovered within the data, and the researcher creates deductive constructed-analysis (Marshall & Rossman, 2006).

This study analyzed the first coding process through *Initial* coding. This type of coding was chosen to examine, compare and search for similarities and differences throughout the data, and as Charmaz contextualizes “..to remain open to all possible theoretical directions indicated by your readings of the data.” (2006, p.46). The second level coding chosen, was *Pattern* coding. Pattern coding gave to this

study the basis to explain major themes underneath the segments of the data; patterns in human relationships, the search for causes and explanations to the possible phenomenon, and finally, the platform to construct frameworks and processes. To conclude, a *Triangulation* of the patterns and themes, creates new levels of understanding the existing knowledge by reviewing the interviews in a comparative analysis with the previous two levels of coding (Saldaña, 2009).

Example Two

Qualitative data analysis is designed to describe general statements about relationships and themes present on the data. Wolcott (1994) states the term analysis is a generic term that embraces the three basis categories when analyzing data: description, analysis and interpretation. He suggests these categories are not exclusive; neither visibly separated by a line, yet identifying and distinguishing each one may be useful to organize and present the data. In qualitative data, especially content analysis, the data collection and gathering is simultaneously receiving some kind of interpretation. The reading of the data to follow the criteria to inclusion on the database, leads to initials interpretation and understanding of the concepts, and it depends on the researcher, the analysis can begin while collecting data (Marshall & Rossman, 2006). Reflecting over the conceptual framework, and questioning the data, the ideas emerge on categories through the engagement with the texts. Categories of inclusive patterns and meaning, yet exclusives, are generated according to the existing framework. In a related strategy, themes are discovered within the data, and the researcher creates deductive constructed-analysis (Marshall & Rossman, 2006).

This study analyzed the first coding process through *Initial* coding. This type of coding was chosen to examine, compare and search for similarities and differences throughout the data, and as Charmaz contextualizes “..to remain open to all possible theoretical directions indicated by your readings of the data.” (2006, p.46). The second level coding chosen, was *Pattern* coding. Pattern coding gave to this study the basis to explain major themes underneath the segments of the data; patterns in human relationships, the search for causes and explanations to the possible phenomenon, and finally, the platform to construct frameworks and processes. To conclude, a *Triangulation* of the patterns and themes, creates new levels of understanding the existing knowledge by reviewing the interviews in a comparative analysis with the previous two levels of coding (Saldaña, 2009).

Summary

As always summarize the chapter to remind your audience of what was covered and to reinforce it on their memory. Discuss your setting and population (or data source), research design, and your data analysis strategy. Then, transition to the next chapter.

Findings

As in the previous chapters the findings begins with a *Preamble*, a paragraph describing what will be covered or accomplished in this chapter.

In the findings chapter the researcher will describe and define (analyze) the data collected, and only the data collected. The task is to simply describe and define the data without assigning significance, value, or meaning. This shows that the researcher understands what has been collected and remains neutral and unbiased in confronting the phenomena of the data. Ascribing significance, value, or meaning is the task of the final chapter, Discussion. Qualitative researchers might begin the chapter with a brief (concise) discussion of the major themes, categories, and patterns. Then review the findings from the data analysis in relation to the following headings:

Participants

Discuss those who actually participated if you have human interaction, whether this is general descriptions of the sample if you did not collect demographic information, or more specific descriptions if you have more specific demographic information. It is important to be sure to use pseudonyms for the participants, others they name, and their organizations. Methodologies that depend on sources other than human participants should offer a description of the materials they include. For example in a content analysis you would give an annotated bibliography for each scholarly article included in the study. For example,

The researcher selected participants were by convenience and also from those who volunteered themselves to participate in the interview via publicly posted web links to postulate a random and diverse population of volunteers (*Figure 5*). By posting the recruitment materials online, I was able to randomly receive more participants. However, of 91 total collected interviews, 34 online interviews had to be omitted for being incomplete, a 63 % response rate.

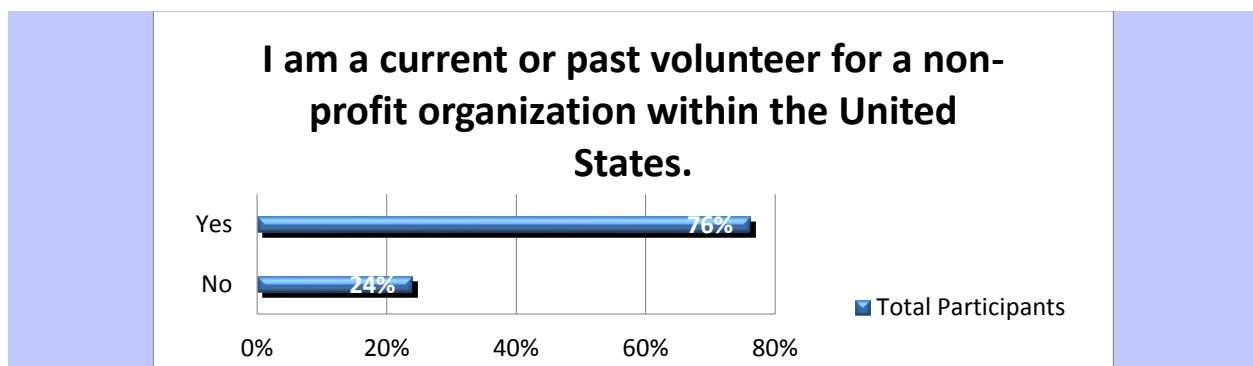


Figure 5. Qualifying interview participants

Example Two

Of the 48 survey participants most respondents were in the 26-35 age bracket and female. Few of the 81% of employed respondents had job tenure beyond seven years. All of the men surveyed were employed whereas 27% of the women surveyed -- or 9 out of 33 -- were unemployed. 66% of respondents subscribed to a particular religious denomination though that denomination was not identified. Participants were not asked to specify race.

Data Analysis and Coding

Qualitative methodologies should include three levels of coding to ensure the rigor of your analysis. These are each third level headings (that do not appear in the table of contents) much like the items under the definition of key terms or the Theoretical Construct.

Primary level coding for naming from concepts to categories and then to themes.

Example

The initial coding phase was completed through the process of *Structural* coding, in which the initial raw data (taken through brief notes collected by the researcher during the interview process) was labeled. The Structural coding of the raw data developed the —memo-code, in which the following nine labels were assigned: Family, Environment, Community, Gender Roles, Identity, Relationships, Education, Language, and Faith/Religion. The process of Structural coding is —designed to start organizing data around specific research questions (Saldaña, 2009, p. 51). The *memo-code* derived from the first-level coding are the various aspects of Latino culture that indicate a significant correlation to the authentic leadership formation of Latina women. Figure 2 depicts how the initial coding labels inform the four constructs of authentic leadership. During the second-level coding process, *Pattern* coding, the researcher recoded the data from the first-level coding by grouping the nine labels into three categories or themes. This —meta-code was used to identify the aspects of Latina women's culture that influence their authen-

tic leadership: the Traditional aspects, which include Language, Family, and Faith; the Evolving aspects which encompass Education, Community, Environment and Identity; and the Radical aspects which include Gender Roles and Relationships. Table 2 lists the three categories derived in the second-level coding and their respective first-level coding labels. Finally, *triangulation* demonstrated the relevance of the data and themes developed.

Family. The data analysis revealed that family was a relevant aspect of Latina women's culture, which had a significant impact on the development of their overall authentic leadership. Participants who shared similar experiences as the eldest child in the family all noted that they were expected to care for the younger siblings and take a lead role in raising the family. This level of responsibility and expected leadership helped increase these participants' level of understanding of others opinions and step into a leadership role that felt natural and collaborative. The concept of family further indicated significance in that it was discussed as the foundation for how Latina women build their relationship with others. One participant noted that her loyalty to her current company was representative of her loyalty to her family. Another participant, Rose, indicated that in her experiences among the majority (a predominantly Caucasian mainstream society), she learned —not to expect others to care about family or nurture the relationship building process that she learned to do so well because of her culture. In her discussion of how her culture has played a role in the development of her leadership identity, Mary acknowledged her natural tendency to manifest the creation of home and family in most aspects of her professional leadership roles.

Environment. In analyzing the data associated with Latina women's level of self-awareness and their moral perspective, their environment was a consistent aspect that was raised. Specifically, participants spoke of seeking an environment in which people looked like them and understood their culture/history; this being directly related to their professional decision-making. For other women, it was the culture-shock they experienced in unknown environments that further helped them in their development of their identity as Latina leaders. For one participant in particular, her environment directly influenced her level of balanced processing; admitting that she actively seeks camaraderie through the sharing of others' opinion with other people of color, attributing it to the existence of a —fluidity that she doesn't enjoy with white people.

Secondary level coding to analyze the relationships between the themes resulting from the primary level coding.

Example

Pattern Coding. The second-level coding phase of the data analysis process, *Pattern* coding, resulted in the meta-code: the three categories or themes ascribed to the nine initial labels derived from the

raw data. The first meta-code theme, named Traditional aspects, include the initial first-level coding labels of Language, Faith, and Family. The researcher found that these three labels contained the most traditional and deeply rooted aspects of the Latino culture.

The second meta-code theme is identified as the Evolving aspects of the Latino culture and encompasses Education, Community, Environment, and Identity. These first-level coding labels are aspects of the Latino culture that are likely to evolve based on external influence, such as societal pressures, social trends, and so on. For example, the ethnic terminology that a Latina may use describe herself in terms of her cultural identity may change over time, in the same way that various terminologies to describe a group of people have been used in our society, such as Negro, African-American, Black, minorities, people of color, Chicano, Hispanic, etc. It is inevitable that one’s community and environment change, and the standards for education are also likely to change over time, based on aspects that are not controlled by the individual.

The third category encompasses Gender Roles and Relationships and is named the radical aspects of Latina’s culture. The two first-level coding labels are included in the Radical category because they are very much defined, accepted and/or rejected by the Latina woman. Based on the analysis on the data referencing Gender Roles, the researcher concluded that Latina women have embraced some parts of their gender role and have even transformed this gender role to be more progressive and acceptable. Rather than allowing the gender role to define women as solely mothers and wives, Latinas have taken it into their own hands to accept the maternal aspects of their gender while maintaining their independence and strength as professional and competitive women.

Table 2. Meta-codes: The three aspects of Latina women’s culture

Traditional Aspects	Evolving Aspects	Radical Aspects
<i>Rooted in Latino culture</i>	<i>Influenced by external elements</i>	<i>Defined by Latina women</i>
Language Faith Family	Education Environment Identity	Gender roles Relationships

Triangulation of the resulting combined upper level understanding, based on the primary and secondary coding, which is compared to the raw data to establish fit and appropriateness.

Triangulation. Corroboration was proven in the data analysis through the process of triangulation. The researcher coded and recoded the initial raw data and examined how new labels might affect the data analysis. In the first-level coding, if additional labels were to arise that do not fit-in with the existing nine labels, they can be left as independent labels until the second-level coding. In this second cycle, the new labels should fit within one of the three meta codes categories derived in terms of fixed or changing aspects of culture, as interpreted by the researcher. In the initial coding phase, the researcher did in fact have other labels, such as Parents, that could be captured in the scope of an existing label, such as family.

The researcher did not find it necessary to separate Family and Parents, thus used the more general label Family to encompass data that referred to parents, siblings, and other family members.

Summary

As always summarize the chapter to remind your audience of what was covered and to reinforce it on their memory. Discuss the stages of your analysis and coding. Then transition to the next chapter.

Discussion

As in the previous chapters the discussion begins with a *Preamble*, a paragraph describing what will be covered or accomplished in this chapter. Use this to provide a brief preview of what will be covered in this chapter.

This is the chapter that all the work is for. Here you will use the competencies of synthesis and evaluation to develop connections between what is known and what emerges from the research project to create new understandings or new knowledge. You will show that you have a mastery of the topic; a command of the data collected through the project, and have resolved, answered, or addressed the research question(s). This is a tall order and requires a great amount of reflection and creative thought. Allow yourself space for this to happen. It is a shame to accomplish all of this work only to restate what is obvious while missing the gems hidden in your analysis.

The discussion of the significant data from the previous chapter, Findings, will provide the basis of the material for the researcher in addition to knowledge expressed through or inferred by the Literature Review. You as the researcher will determine value and meaning to data based on the expertise gained through the Literature Review and in analyzing the collected data. For example, you will explain why a theme of hope for battered children means something important to the research and to the research question(s).

On occasion, the data will suggest concepts that were not discussed previously in the Literature Review and the researcher will include a concise literature review on these emergent concepts as a subsection in this chapter. It is important that the researcher limit the discussion to the materials from the Literature Review and the Findings. This information provides the evidence upon which we make evidence-based conclusions, and this is after all the goal of

scientific methodology and empirical research. Then the discussion chapter includes the following sections:

Research Questions

Discuss your findings or results in relation to your each of research questions in order of the questions. Present each research question as a third level heading with related discussion following it. For example:

RQ 1: restate the research question.

Then start a new paragraph for the discussion of that research question, which would include significant findings related to the questions and what it means to the research.

RQ 2: and so on

P1: restate the proposition.

P2: and so on

Then start a new paragraph below it for the discussion of that proposition which would include significant findings related to the proposition and what it means to the research.

Research question one (RQ1): What NPO volunteer management practices influence a volunteer's decision whether to stay with the organization or to leave?

Based on the shared views from volunteers who participated in the study, this research identified four frequent factors that determined a volunteer's decision to leave or stay with an organization: no opportunity for development/boredom; inadequate / lack of training hampered execution of the task also, inadequate / lack of training resulted in job confusion; reward and recognition for volunteer effort; social benefit.

Research question two (RQ2): What is a successful strategy for retaining volunteers?

The study revealed that NPOs can increase volunteer retention rates by changing the organization's operational and volunteer management practices to focus more around supporting and including their volunteers. The theoretical construct model identifies six dynamics that impact retention and are necessary for organizations to focus on in the development of a volunteer retention strategy: Recognition, Motivation, Satisfaction, Training and Development, Interest, Management Practices.

Conclusions

Now that you have thoroughly discussed of the significant data, reflect on what most important that has emerged from this empirical study, and what can you infer from it. This is the climax of the research and it should reveal more than the obvious. It should express your ability to synthesize the information you have gathered and then evaluate it to find new a understanding or new knowledge of the research topic, and it should show that you have addressed or resolved the research problem. After all that is the point of the research project.

The transformations taking place in society embraces human being's inclusiveness in designing their lives from a place where the individual surrenders to the idea of a holistic human nature including the spiritual wellbeing. The idea of wholeness redirects to a complete participation, responsibility and commitment in the designing of one's environment.

Appreciative inquiry suggests to look for what works and to do more of it (Hammond, 1998). However, presently, to look for what works and to appreciate it, is a real challenge in society as a whole. The culture society has been built upon in the last century, is a negative construct of own reality. The duty of AI starts in this point, acknowledging the need and the inner capacity to focus consciously on appreciation; not aiming to deny, on the contrary, recognizing that positive and negative are amalgamated in everything reality creates. After that, AI brings the possibility of enlarging the degree in which the appreciative approach takes place in every part of what constitutes our immediate and social environment: relationships, working environments, personal needs; and the most important, widen the extent of acknowledgement for the appreciation of oneself inner capabilities and strength.

Recommendations and Implications

Earlier in the introduction, you determined delimitations (areas of research suggested by your topic but not addressed in this research study) and your limitations (items that could not be accomplished due to constraints in your population, time, or resources). When you compare these to what you have discovered through your data collection, data analysis, and discussion you will very likely see that your study reveals recommendations you might make regarding the theory guiding this study, future research, or the field of practice (i.e., hiring practices, leadership

development, educating youth regarding risky behaviors and HIV infection). These recommendations or your data analysis might imply effects of implementing your recommendations, which leads to implications. Also, you might consider these as ancillary benefits of your research (beyond the research significance stated in the introduction). Discuss them briefly here to indicate how others might make best use of your work.

For example if your research were to indicate the adoption of a model for measuring and evaluating effective border security you would make that recommendation. However, implementing this model might have implications, such as the need to develop and implement a process for quickly returning those who illegally cross the U.S. border to prevent their detention in tent city prison camps, and a procedure for quickly moving dangerous criminals to proper prisons. The adoption of your recommendations might alter the amount of aid states receive in processing illegal border crossers, which might have implications for staffing programs and aid funded through these monies.

Summary

Unlike the previous chapters the summary in the discussion chapter is a much more robust and detailed section. You will be expected to review the purpose of your research study by revisiting the statement of the problem, the significance, and the research questions. Then review significant findings, significant conclusions, and implications or recommendations. This often takes at least three to four paragraphs. So do not short change your paper as you cross the finish line.

Think of the final summary as an extension of your abstract, but with more detail and in a much more narrative style. This is a great opportunity to show how well you understand your project and to assist others in doing the same. Often in reading a research study for content,

professionals and scholars read the abstract, this summary, and then decide if your study is of interest, or of use to them. Make your study more relevant and likely to be used by others.



References

The references section is written in the hanging indent style and with a sentence space of 1.5 for improved readability. There must be a reference for every work cited, and nothing should be referenced that is not cited, in the entire document.

See the APA 6th Publication Manual, chapter 7 for the appropriate reference styles for each type of source used.

Your reference section should include every work cited in the paper. The reference section of an APA research paper is unlike a bibliography from other publishing styles. The reference section of this paper may only include works that you have cited in the document. You may not include items that influenced you, or are recommended reading, only include what you have actually cited.

For example,

Corra, M. (2009). The state of Black America: On the heels of the election of Barack Obama as the first African American President of the United States. *The Western Journal of Black Studies*, 33(3), 192-211.

District of Columbia Board of Elections. (2013, January 9). Administrative Hearing No. 13-01 Re: Formulation of proposed charter amendment ballot language. Washington, DC.

Duffy, B., Wake, R., Burrows, T., & Bremner, P. (2008). Closing the gaps: Crime and public perceptions. *International Review of Law Computers & Technology*, 22, 17-44.

Engstrom, R. L. (1994). The voting rights act: Disfranchisement, dilution, and alternative election systems. *Political Science & Politics*, 685.

Hartnagel, T. (1979). The perception and fear of crime: implications for neighborhood cohesion, social activity, and community affect. *Social Forces (University Of North Carolina Press)*, 176-193.

Lanning, K. (2008). Democracy, voting, and disenfranchisement in the United States: A social psychological perspective. *Journal of Social Issues*, 64(3), 431-446.

Appendices

For one appendix, please label as a chapter with a first level heading *Appendix*. Then title the document with a subsection heading. For multiple appendices please label as a chapter with a first level heading *Appendices*. Then label each appended document with a first level heading, *Appendix A* with the title of the document as a subsection heading, *Appendix B* subsection heading, and so on with a page break between each Appended document.

Sample of a single appendix:

Appendix

Document Title

Then place the document below.

Sample of a multiple appendices:

Sample of an appendix with multiple sections

Appendices

Appendix A: Document Title

Then place the document below.

Add a page break.

Appendix B: Document Title

Then place the document below.

Add a page break.

And so on.

Appendix A: Recruitment Materials: English

October 2013

Dear Parents/ Guardians:

My name is _____ and I am a graduate student at Trinity Washington University. I am studying Health Administration with a focus on Public and Community Health Management.

I am sending this letter to explain why I would like you to participate in my research study. While many parents have a great deal of influence over how their children diet and exercise while young; this study will provide you with health and dietary information to benefit you and your family's lifestyle. I am studying whether parental health education can help increase health understanding, behaviors, attitudes and beliefs about childhood obesity. The research study will only include parents of children in grades Pre-kindergarten and Kindergarten.

With your permission; I will ask you to complete a 25 questioned survey, next I will provide you with daily useful health educational materials about improving your child's health and physical activity, to reduce childhood obesity and finally I will ask you to re-take the initial survey for understanding. The survey would take about 20 minutes. The survey and all health information will be provided in English and Spanish.

Your participation in this study is completely voluntary and is not associated with Raymond Elementary School or the District of Columbia Public School System and will not affect you or your rights in any way. You may quit this study at any time, by simply writing on the survey "I want to stop" or "I do not wish to participate." The study will be conducted beginning the week of October ..., 2013 through October, 2013. The first survey will be provided to you during the drop off / pick up times and again during the Parent Wellness meeting.

There are minimal risks involved; this study will be used for education purposed only, as I seek to gain better understand of parental health education and how health promotions can benefit schools.

To protect your confidentiality, your name will not appear on the survey, I will only use data and results from the survey, without including your name. This survey will not be shared with anyone other than myself, _____ (student researcher) and my Professor Dr. _____, at Trinity Washington University. If you have any questions or if you would like to receive a final copy of this research study after completion, please feel free to contact me at (202) 884-9620.

This letter will serve as a consent form for your participation and will be kept in my personal locked file for a minimal of three years after completion of the study. If you have any questions about this research, please call Dr. _____, my research supervisor for this project or the School of Business and Graduate Studies at Trinity Washington University at (202) 884-9640.

Please return this form to Ms. Student directly by October, 2013.

Sincerely

An Eager Student

Appendix B: Recruitment Materials: Español

Octubre 2013

Queridos Guardas de Padres/:

Me llamo el _____ y yo somos un estudiante de graduado en la Trinidad Universidad de Washington. Estudio la Administración de Salud con un foco en la Dirección de Salud de Comunidad y Público.

Envío esta carta para explicar por qué me gustaría usted participar en mi estudio de investigación. Mientras muchos padres tienen mucha influencia como su dieta de niños y ejercicio mientras joven; este estudio le proveerá de salud e información alimenticia para beneficiar usted y el estilo de vida de su familia. Estudio si la educación sanitaria paternal puede ayudar a aumentar entendimiento de salud, comportamientos, actitudes y creencia con la obesidad de infancia. El estudio de investigación sólo incluirá a padres de niños en Prejardín de infancia de grados y Jardín de infancia.

Con su permiso; le pediré completar una 25 revisión preguntada, después le proveeré de la salud útil diaria materiales educativos sobre el mejoramiento de salud de su niño y actividad física, reducir la obesidad de infancia y finalmente le pediré volver a tomar la revisión inicial para el entendimiento. La revisión tomaría aproximadamente 20 minutos. La revisión y toda la información de salud serán proporcionadas en inglés y español.

Su participación en este estudio es completamente voluntaria y no tiene que ver con Raymond Elementary School o el Público de District of Columbia el Sistema Escolar y no afectará usted o sus derechos de ningún modo. Usted puede dejar este estudio en cualquier momento, por simplemente escribiendo en la revisión “quiero pararme” “o no deseo participar.” El estudio será conducido comenzando la semana de octubre ..., 2013 en octubre., 2013. La primera revisión le será proporcionada durante la gota lejos / recogen tiempos y otra vez durante la reunión de Salud Paternal.

Hay riesgos mínimos implicados; este estudio será usado para la educación intentan sólo, cuando procuro adelantar mejor entienden de la educación sanitaria paternal y como las promociones de salud pueden beneficiar escuelas.

Para proteger su confidencialidad, su nombre no aparecerá en la revisión, voy a datos sólo usados y resultados de la revisión, sin la inclusión de su nombre. Esta revisión no será

compartida con nadie además de mí, Sotavento-_____ (investigador de estudiante) y mi Madera de Profesor doctor _____, en la Trinidad Universidad de Washington. Si usted tiene alguna pregunta o si le gustara recibir una copia final de este estudio de investigación después de la finalización, por favor siéntase libre de ponerse en contacto conmigo en (202) 884-9620.

Esta carta servirá como una forma de consentimiento para su participación y será guardada en el archivo cerrado con llave de mi personal durante un mínimo de tres años después de la finalización del estudio. Si usted tiene alguna pregunta sobre esta investigación, por favor llame doctor _____, el profesor de este proyecto o la Escuela de Estudios Profesionales en la Trinidad Universidad de Washington en (202) 884-9620.

Por favor devuelva esta forma a _____ directamente hacia octubre., 2013.

Sinceramente,

An Eager Student

Appendix C: Informed Consent Form**Informed Consent Form, page 1**Title of your Research Study

I would like to invite you to participate in a research study examining _____, which will add to the knowledge related to _____. My name is _____ and the data collected in this interview will help fulfill the requirements for a Master of Science in Administration in _____ at Trinity Washington University. I am under the supervision of my faculty advisor Dr. _____.

Participation Requires of You: To (describe what they will do, i.e. to be interviewed, to complete the survey, etcetera) _____. There is no planned use of deception involved in this study.

Your Privacy: Your participation in this study and your responses will be kept confidential. Any reference to you will be by pseudonym, including any direct quotes from your responses. This document and any notes or recordings that might personally identify you as a participant in this study will be kept in a locked place that only the researcher will have access to. Only the researcher and the research supervisor might know who has participated in this study. Three years after the completion of this research study all personally identifying information will be destroyed.

Risks to you: There are five acknowledged risks generally associated with participation in research studies such as this one: Physical, psychological, social, economic, and legal. The researcher foresees minimal risk for those who choose to participate in this study. There are no foreseen physical risks associated with this study; other risks might include the following:

You might experience anxiety, discomfort, or negative emotions as a result of responding to the questions asked of them in this research study. If you experience a negative reaction, you may choose to skip the question, to withdraw from the study, or you may contact my faculty advisor or the BGS Institutional Review Board, especially if your discomfort continues after the study. See the contact information on the page below.

You might experience social, economic, or legal implications if you share your responses or your participation in this study with others. If you choose to participate in this study, you are encouraged to keep your participation in this study and your responses confidential. The researcher will maintain your confidentiality throughout the study, and will destroy the records of your participation three years after the study is complete.

Benefits to You: There are not foreseen direct benefits to you regarding participation in this study beyond the general knowledge that you are assisting in furthering the knowledge related to this research topic, and assisting the researcher in completing the MSA degree requirements. There is no compensation associated with participation in this study.

Informed Consent Form, page 2

Title of your Research Study

This document acknowledges you understand of your rights as a participant in this study, which the researcher has explained to you prior to signing this document.

I acknowledge that the researcher has explained my rights, the requirements of this study, and the potential risks involved in participating in this study. I understand there is no compensation for, or direct benefit of participating in this study. By signing below and providing my contact information I am indicating that I consent to participate in this study, that I am at least 18 years of age, and I am eligible to participate in this study.

You may withdraw from this study at any time by notifying me by email. If you have any concerns regarding your participation in this research study you may contact my faculty advisor, Dr. _____, or the BGS IRB committee. You may ask for a copy of this document for your own records.

Signed Name: _____ Date: _____

Printed Name: _____

Phone Number, Email Address, or Postal Address: _____

Thank you for your participation,

Student's name

MSA in _____

Trinity Washington University

Email Address: @students.trinitydc.edu

Dr. _____

MSA Program

Trinity Washington University

@mail_address: @trinitydc.edu

(202) 884-9620

BGS Institutional Review Board Committee

(202) 884-9620, or

Email BGS@trinitydc.edu with BGS IRB in the subject line.

The BGS Institutional Review Board (IRB) oversees the ethical practice of research involving human participants conducted by students of the trinity Washington University School of Business and Graduate Studies.

Appendix D: Interview Instrument

Insert an MS Word friendly version of your interview here in this appendix. This should be all the questions included and the text should be exact as it was reviewed and approved by the IRB committee.

*Note that if you copy directly from Google Forms or Survey Monkey you will bring many macros and other security issues with the text and then you will cause security issues in working with your document for the Trinity BGS Faculty. This survey needs only the text and images necessary for the faculty and the IRB committee to review, it does not need to be exact in format and font.

Interview Example:**Open-ended Questions**

How do you define your culture or cultural background?

Given the definition of authentic leadership presented to you, can you describe how you express yourself as an authentic leader?

How would you define who you are in the sense of your leadership identity?

Can you tell me more about your experience as a Latina woman leader?

Semi-directed Questions***Self-awareness***

How do you think your culture has influenced your strengths and weaknesses as a leader?

In what ways does your cultural background shape your emotions, motives, and goals?

What role does your cultural background play in your acceptance of your leadership identity, who you are at the deepest level?

Moral Perspective

How does your culture influence your professional decision-making (versus external influences, such as societal pressure, popular trends, etc)?

How does your culture inform your values and morals?

Balanced Processing

How do you feel your culture has influenced you to seek out or overlook others' opinions in your decision making?

In what ways does your cultural background make you more or less open to other's perspectives?

Relational Transparency

How does your culture influence your professional relationships with others? (Are you more/less open, honest, outgoing, private, etc?)

How does your culture influence how you communicate with others

Henderson, Z. M. (2012). *Latina Authentic Leadership: The Implications of Culture on Authentic Leadership among Latina Women Leaders*. Trinity Washington University, Washington DC.