

EMBA 505-GA01/GA02
PEOPLE MANAGEMENT

Term 5, 2018
May 14 – July 8, 2018

COURSE TYPE:

This course is delivered **online** in an 8-week format. It is important that you actively participate throughout the course, starting with the first day of the term. This includes that you ensure access to the necessary technology prior to the start of the course, that you have studied all relevant material prior to attending the mandatory, weekly live-chat, and that you deliver all assignments by the deadlines indicated. If you have technical questions, please contact the CLU Help Desk by telephone at 805-493-3698, by email to helpdesk@callutheran.edu.

INSTRUCTOR INFORMATION:



Name: Dr. Vlad Vaiman
Phone Number(s): 805-493-3892
Office Location: Hanson House 111
Office Hours: By appointment
Email: vvaiman@callutheran.edu
Instructor Profile: <https://www.callutheran.edu/faculty/profile.html?id=vvaiman>

TIME / PLACE:

- **Term Dates:** May 14 – July 8, 2018
- **Weekly Live Chat Session:** Tuesdays (Gr. I) or Wednesdays (Gr. II), 10:00AM PST, 19:00 CET
- **Classroom:** Blackboard/Zoom (Virtual)

REQUIRED TEXTBOOK/READINGS:

The required textbook for this course is the following:

Author(s):	Cascio, Wayne F.
Text Title:	Managing Human Resources, Productivity, Quality of Work Life, Profits
Year of publication:	2016
Edition:	10th
Publisher:	McGraw-Hill Irwin
ISBN Number:	978-0-07-298732-4

COURSE DESCRIPTION:

This course will equip students with knowledge of processes and practical tools on how to connect organizational excellence to people management by systematically identifying, attracting, motivating, developing, and retaining the organization’s best people.

This course focuses on developing a strategic approach to managing core talent, which includes the enhancement of an employment brand in order to produce superior recruiting results, the formulation of integrated marketing and communication strategy to build brand awareness, and the implementation of technics aimed to successfully manage employee retention and engagement, among others. The course identifies practices and solutions for increasing the likelihood of top talent remaining with the organization and becoming its future leaders.

<http://catalog.callutheran.edu/grad/schoolofmanagement/>

TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follows:

- **Browser:** Firefox is recommended for all Blackboard functions, especially watching lectures online. To check your browser and system compatibility with Blackboard, please use the Blackboard Browser Checker below to view your functionality.
 - **Click here: [Blackboard Browser Checker](#)**
- **Minimum computer requirements:**
 - Memory: 4 GB RAM or higher
 - Java: Most recent version
 - Hard Drive: 10% or more free space on your hard drive
- **Internet:**
 - **Bandwidth:** recommended requirement is 50 Mbps; anything less will cause potential issues. Use the following link to check your speed. Click here: <http://speedof.me>
 - **Streaming services:** Sites or applications that use the internet like YouTube, Netflix, P2P, Spotify, or Pandora must be closed before starting your session.
 - **Connection:** You must be connected to the internet via an Ethernet cable or Wi-Fi. Hotspots do not have the bandwidth to handle chat sessions.
 - **Wi-Fi:** Be as close to the router access point as possible to get the best connection. Be aware that locations with free Wi-Fi, i.e. Starbucks or Barnes & Noble, cannot provide enough bandwidth for chat sessions and should not be used.

- **Additional**

- **Audio and Video:** Your audio and video need to be checked before starting your session in your computer settings. Check volume levels for microphones and test the webcam for video streaming.
- **Headset/Headphones:** Headphones with an attached microphone are best for hearing and corresponding in the chat. If not available, the user must find a quiet space where there will not be audio interference. (Starbucks, Barnes & Noble, etc. are not appropriate)
- **Check here for additional Blackboard requirements:**
 - **Click here:** [Test Devices and Operating Systems](#)
 - **Click here:** [Blackboard Collaborate](#)
 - **Click here:** [Collaborate with Ultra](#)
- Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

These are the minimum requirements; specific courses may have technological needs above and beyond this list.

LEARNING OUTCOMES:

The EMBA Program at California Lutheran University's School of Management has been designed to achieve a total of nine learning outcomes. While each course alone, including this present one, teaches only towards a subset of those nine outcomes, all of them will be accomplished by students upon successful completion of their program.

1. **FUNDAMENTALS:** *Graduates of the Executive Masters of Business Administration (EMBA) program are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. **PLANNING AND ORGANIZATION:** *Graduates of the Executive Masters of Business Administration (EMBA) program have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the Executive Masters of Business Administration (EMBA) program have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. **INTERPERSONAL COMPETENCIES:** *Graduates of the Executive Masters of Business Administration (EMBA) program have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*
5. **GLOBAL ENVIRONMENT:** *Graduates of the Executive Masters of Business Administration (EMBA) program have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
6. **LEADERSHIP AND CHANGE:** *Graduates of the Executive Masters of Business Administration (EMBA) program are able to demonstrate an understanding of the practice of effective and*

principled leadership including how to influence organizational change in complex and dynamic environments.

7. **QUANTITATIVE AND QUALITATIVE TOOLS:** *Graduates of the Executive Masters of Business Administration (EMBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*
8. **DEVELOPMENT OF INTEGRATED PLANNING SOLUTIONS:** *Graduates of the Executive Masters of Business Administration (EMBA) program are able to develop and articulate End-to-End enterprise-wide cross-functional process solutions that can impact the relevant financial, social and technological levers for their industry.*
9. **CORPORATE SOCIAL RESPONSIBILITY:** *Graduates of the Executive Masters of Business Administration (EMBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.*

Information on which learning outcomes are addressed in this course can be found in the section on “Assessments and Learning Outcomes” below.

COURSE LEARNING OUTCOMES:

By successfully completing this course a student will be able to:

1. Evaluate workforce requirements given environmental constraints
2. Develop performance management tools to improve productivity
3. Evaluate the influence of organizational policies on human capital performance
4. Analyze compensation strategies for performance enhancement
5. Synthesize theories of human capital management to effectively manage human capital in organizations.

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
 - Presentation of topics in class by instructor using PowerPoint slides.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
 - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - Direct interaction between student and instructor.
- Practice and Application
 - Preparation of short assignments by students before class.
 - Participation in discussion boards.
 - Deepening of concepts in discussion.
 - Final project / presentation on a selected topic.

ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance:

All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the **first class meeting is mandatory unless properly excused by the class instructor**. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student's responsibility to verify course drops dates to avoid academic and financial penalties.

For this class, if a student misses more than two (2) sessions without the instructor's approval, they will receive a failing grade for this course and will have to retake it. (Note: Attendance of less than 75% in any given class will be considered as insufficient and it will be viewed as a missed class).

Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as **relevant documentation** regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. *Any arrangement to make up work because of class absence is the responsibility of the student.* The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

GRADING STANDARDS

Details on grading standards for each form of assessment can be obtained from the following information:

Participation :

Class participation is **strongly** encouraged, and in the case where a student is within one point of a higher grade, the instructor will consider the quality (not the sheer volume) of participation in the determination of the final grade.

Active spoken participation that offers insightful comments, contributes to effective group processes, and provides useful suggestions and information can benefit the student (in terms of a higher grade), as well as the rest of the class.

Active verbal participation also provides the instructor with information about the students' critical and creative thinking skills and informs the instructor as to whether or not students are reading the textbook and/or any other material they are asked to read or complete for in class assignments.

The participation rubric showing how students' participation grade will be evaluated for this course is shown below:

Class Participation Rubric

While the instructor will periodically "cold call" on individual students (cold calling is where the instructor calls on student's whose hand is not raised, for example), the student's participation grade is based *only* on the student's own active, verbal, *voluntary* participation in class. With this understanding in mind, a student's participation grade will be evaluated according to the rubric presented below:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Class Participation	Students do not participate actively in class and even when directed do not contribute to class substantively. The grade percentage range for this level is <60%	Students are largely passive during the class, but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value. The grade percentage range for this level is 61-75%	Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. The grade percentage range for this level is 76-90%	Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. The grade percentage range for this level is 91-100%

Assignments/Papers/Presentations:

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Assignment/ Papers	<p>Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner.</p> <p>The grade percentage range for this level is <60%</p>	<p>Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness.</p> <p>The grade percentage range for this level is 61-75%</p>	<p>Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 76-90%</p>	<p>Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness.</p> <p>The grade percentage range for this level is 91-100%</p>
Presentation	<p>Students do not sufficiently follow the instructions for the presentation and/or are not or not sufficiently capable of describing the concept at hand in a concise, relevant, rigorous and coherent manner. There is limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is <60%</p>	<p>Students closely follow the instructions for the final presentation. Their comprehension of the concept at hand is not complete, and they fail to critically evaluate it. Slides lack clarity and/or oral presentation shows considerable room for improvement. There is somewhat limited or insufficient use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 61-75%</p>	<p>Students closely follow the final presentation for this assignment. They demonstrate deep comprehension of the concept at hand but fail to fully evaluate it in a structured and critical manner. There's some lack of clarity in the slides and and/or some room for improvement of the oral presentation. There is good, but not perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 76-90%</p>	<p>Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the concept at hand but are also capable of critically evaluating it. Their slides and their oral presentation have definite clarity. There is good, close to perfect use of the knowledge base from the course.</p> <p>The grade percentage range for this level is 91-100%</p>

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

Form of Assessment	Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Course Participation	X		X	X		X			
Individual Paper	X	X	X						
Group Project Report	X	X	X	X			X	X	
Discussion Forums		X					X		
Group Presentation		X	X				X		

COURSE ASSIGNMENT COMPONENTS

Team Topic Paper:

Choose an organization you are VERY familiar with to analyze for this project. This organization can be your current place of employment, former (but fairly recent) place of employment, your family business, or internship organization. Please describe the organization, its main products and services, markets it is operating in, and the customer base.

Your answers should be typed, double-spaced, font 12 Times New Roman, maximum 3 pages, APA referencing style. Please remember that this is a group assignment.

Due: **Sunday, June 3rd by 11:59 pm**

Individual Paper:

Please read the “Global talent Management in Novartis” case and answer the following questions in writing:

1. What is Talent Management (TM)? What are the main challenges and opportunities of global talent management?
2. Why is it necessary to match pay to performance, and how does Novartis approach this issue?
3. Is there one universal way for a MNC to motivate its employees around the world to exert maximum effort and be accountable for their results?
4. Further, is there one universal way to motivate scientists, salespeople, and other professionals? Please explain how you would approach motivating and rewarding all these different types of employees working in the same organization.
5. What was Novartis’ main challenge in managing talent in China?

Your answers should be typed, double-spaced, font 12 Times New Roman, maximum 12 pages, APA referencing style. Please remember that this is an individual assignment (Note that TurnItIn.com will be used for grading).

Due: **Sunday, July 1st by 11:59 pm**

Group Project Report:

1. Read the “Hiring Successful Professionals: One Process—Multiple Goals” case.
2. Describe and explain hiring and retention processes/strategies used in your chosen organization in comparison to some best practices described in the case “Hiring Successful Professionals: One Process—

Multiple Goals”, and provide your judgment in whether or not your company’s HR actions are both effective and efficient in hiring and keeping the best talent with the organization. Also, and more importantly, provide a set of recommendations that your organization can use to make its hiring and retention strategies more successful in the long run. Please make sure that you start your paper with a short description of your chosen organization, followed by a description of its HR strategies related to hiring and retention. **Note** that the case study describes best practices in professional services industry (e.g., management consulting firms), so unless your chosen organization is within the same sector of the economy, you will need to look at best practices provided in the case critically, through the lens of your organization’s industry.

Your group paper should be typed, double-spaced, font 12 Times New Roman, between 8 and 12 pages in length (*excluding* cover and references in APA style).

Due (for Group Project Report): **Sunday, July 8th by 11:59 pm**

OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES:

Note: All textbook and cases reading is to be done *prior* to the class sessions shown below. Do plan to come to class prepared. All assignments and discussion boards are due on a Sunday of the corresponding week.

Session	Date	Textbook Readings (Chap.)	Topics	Supplemental Resources	Discussion Boards	Assignments Due
1	Week of 14 May	Chapter 1&2	Overview of HCM; Workforce Analytics	Case "Big data and talent management"	Blackboard Discussion 1.1 and 1.2	
2	Week of 21 May	Chapter 4&5	Diversity at work; Planning for people	Case "Shifting the diversity climate: A Sodexo solution"	Blackboard Discussion 2.1 and 2.2	
3	Week of 28 May	Chapter 6&7	Recruiting; Staffing	Case "LinkedIn and modern recruiting" Watch the film "MoneyBall"	Blackboard Discussion 3.1 and 3.2	Team topic paper due
4	Week of 4 June	Chapter 8	Training	Case "Reinventing employee onboarding"	Blackboard Discussions 4.1 and 4.2	
5	Week of 11 June	Chapter 9&10	Performance & Managing Careers	Case "Gap Inc.: Refashioning performance management"	Blackboard Discussions 5.1 and 5.2	
6	Week of 18 June	Chapter 11&12	Pay and incentives;	Case "Supervalu Inc.: Professional Development Program"	Blackboard Discussion 6.1 and 6.2	
7	Week of 25 June	Chapter 14	Justice and Ethics	Cases and exercises (TBD)	Blackboard Discussion 7.1 and 7.2	Individual paper due
8	Week of 2 July	Chapter 16	International Dimensions of HCM	Case "Jaguar or Bluebird", Parts I and II	Blackboard Discussion 8.1 and 8.2	Group project report due

GRADING:

All assessments are based on a possible 100% grade. Appropriate weighting for each item will be assigned as per the values below.

Percentage	Grade	Activity	Percent
>94%	A	Discussion Boards	15%
90% to 93%	A-	Team Topic Paper –Due week 3	5%
87% to 89%	B+	Individual Paper – Due week 7	30%
84% to 86%	B	Group Project – Due week 8	30%
80% to 83%	B-	Participation	20%
77% to 79%	C+		
74% to 76%	C		
70% to 73%	C-		
67% to 69%	D+		
64% to 66%	D		
60% to 63%	D-		
<60%	F		
		Total	100%

Note: Students must receive a grade of C or better to pass and receive credit for this course.

STUDENT WORKLOAD FOR THIS COURSE:

A detailed breakdown of time (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Blackboard Discussion Forums and responses	3	24 hours			Blackboard will be used for online activities which includes online discussions and virtual training practice sessions
Student's Preparation for Discussion Questions			1	8	
Pre-recorded lectures	1	8			Includes reviewing key sections of the pre-recorded lectures.
Reading Required Material Watching assigned films			5	40	For this course, a number of case study will be reviewed. All reading of the assigned material is to be done prior to the class sessions shown on the course schedule. Students should plan to come to class prepared.
Assignments			4	32	Includes topic papers, outline, and final submission of projects
Additional outside research and teamwork			2	16	Includes team work on team project, conducting literature review.
Live course sessions	1.8	14			
Total		46		96	

COURSE POLICIES:

COMMUNICATIONS WITH THE INSTRUCTOR

For a variety of reasons, communication via email is preferred. The instructor will send all communications, including those regarding assignments, updates, schedule changes, reminders, etc. only to your Cal Lutheran email address. *You must therefore regularly check your Cal Lutheran email address.*

While every effort is made to provide replies within 48 hours of receipt of a communication, sometimes circumstances result in longer response times. If you have not received a reply within four days after sending a communication, please do send another message.

If you do not understand an assignment, or material covered in class – DO email the instructor OR make an appointment to meet in person. Do not make assumptions about what you are supposed to do or ask another student. Always ask the instructor who is very happy to answer your questions!

ADDITIONAL INFORMATION REGARDING ASSIGNMENTS AND PRESENTATIONS

FORMAT REQUIREMENTS

Unless otherwise indicated, all written work should be:

- written in APA style;
- carefully edited for grammar, spelling and punctuation;
- prepared using the appropriate requirements for academic papers (i.e., all citations are properly referenced both in the body of the paper as well as in the reference section properly using APA ONLY)

In this class we will be using the **APA** (American Psychological Association) citation style to cite references in our papers. You can go to the Cal Lutheran Library Resource website or Answers.com for assistance in learning more about APA, or you can learn more by working with one of the tutors at the Writing Center.

If your work is not cited properly, at *minimum*, points will be deducted from your grade for your assignments (information about point deductions in this area can be found on the assignment evaluation forms which will be handed out in class). As stated under the information on “Academic Integrity”, if plagiarism or blatant dishonesty is detected *you can receive a grade of F for the course and/or be placed on academic probation and/or be dismissed from the University.*

ASSIGNMENTS

All assignments are due on the date and time specified *unless other arrangements have been made with the professor. No late assignment will be accepted.* In discussion with the professor, a new deadline date may be determined. If that deadline date is missed, points will be deducted from the paper (see below) or the paper will receive a zero grade.

Points will be deducted from your work if your paper is turned in late without advance notice OR if the new/agreed upon deadline date has been missed, OR if you do not turn your paper in to turnitin.com if it was required. Since all assignments are based on a potential 100%, 10% will be deducted from an assignment (in addition to quality points) for each day a paper is submitted late.

All assignments (unless otherwise indicated) will be checked for plagiarism using the SafeAssign system.

RE-DOING ASSIGNMENTS

Students cannot redo their work for any of the assignments, even if they receive a failing grade (C- or lower). It would not be fair for a student who received a low C on a paper to have the opportunity to raise their grade when a student with a B is not given the same chance to raise their grade to an A, for example. So please,

follow all directions and read the assignment handouts carefully. Also, pay close attention to the assignment evaluation sheets.

As per the rules for the School of Management, an incomplete (IN) grade for a course can only be given in dire situations (i.e., serious illness where the student is hospitalized, or the death of a family member at the end of the term). In these situations, proof will need to be provided (medical report by a physician, etc.). Student workload at the university and/or at their place of employment, or forgetting to turn in papers to turnitin.com on time, or forgetting to email papers to the instructor by the last day when papers are due are not sufficient reasons for turning in work late. Do plan your time/schedules so that your work can be finished on time. IF you know that you will have difficulty turning your work in on time do discuss this with your instructor.

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

ACADEMIC INTEGRITY:

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management, students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

UNIVERSITY HARRASSMENT POLICY:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** [Student Life Handbook](#)

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

PEARSON LIBRARY:

The Pearson Library holds over 318,500 volumes including 185,300 full-text e-books; 300 print and electronic journal subscriptions; 161 online databases with over 70,000 full text journals and full-text articles from scholarly journals. Specialized business and management databases include [Business Source Premier](#), [Business Full Text](#), [Data-Planet Statistical Datasets](#), [Emerald eJournals](#), [First Research](#), [LEXIS](#), [Mergent Online](#), [Morningstar](#), [ProQuest](#), [Research Monitor](#), [Westlaw](#), among others. To begin using these materials, visit the Pearson Library's business research guide at <http://libguides.callutheran.edu/BusinessAdmin>. For assistance, you can also contact the library's School of Management liaison, Henri Mondschein MLS, Ed.D., Email mondsche@callutheran.edu, phone: (805) 493-3012. For general assistance, you can chat live on the Library's homepage at <http://www.callutheran.edu/library/> or you can contact the library via email at culibrary@callutheran.edu or via phone at (805) 493-3255.

CAL LUTHERAN WRITING CENTER:

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648 for more information.

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Academic Services Building, and can be contacted by calling (805) 493-3464 or emailing wjimene@callutheran.edu

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call (805) 493-3698.

SIGNATURE PROJECTS

The completed signature projects from this course will be used by the SOM to represent the work of EMBA students for accreditation purposes – student names will be removed. They will be not used for any other purpose.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.