

EMBA 502-GA01
STRATEGIC DECISION MAKING FOR HIGH PERFORMANCE
Term 4, 2017

COURSE TYPE:

This is an **online course** that is delivered in an 8-week format. It compresses the workload of a full 11-week course into only 8 weeks. You should therefore expect a higher than usual workload during the weeks of the course. Also, 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: Bruce Gillies, PsyD.

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Instructor Profile:

<https://www.callutheran.edu/faculty/profile.html?id=bgillies>

Bruce Gillies comes to CLU with a varied career. After 22 years of active duty in the Navy-- spending time on the flight deck of an aircraft carrier, engine rooms on destroyers, and several years in human resources, he retired in March of 2000 as a Master Chief (E9). Bruce has also held leadership positions in colleges and universities as Faculty Advisor and Acting Dean of Adult Education. He holds a Doctorate in Industrial/Organizational Psychology from Alliant International University. His research interests are in career and leadership development as well as Sport Team development. Bruce Teaches courses in Business Statistics, Organizational Theory, Business Ethics, Leadership Theory and Practice, Behavior in Organizations, Foundations of I/O Psychology, and Organization Development.

TIME / PLACE:

- **Term Dates:** March 13 – May 7, 2017
- **Weekly Live Chat Session:** Mondays, 10:00am (Pacific Time)
- **Classroom:** Blackboard/Collaborate
- **Last Day to Add:** Monday, March 20, 2017
- **Last Day to Drop (without a “w” or financial penalty):** Monday, March 20, 2017
- **Last Day to Withdraw (without academic penalty):** Monday, April 17, 2017

REQUIRED TEXTBOOK/READINGS:

The required textbook for this course is:

Author(s):	David R. Anderson, Dennis J. Sweeney, Thomas A. Williams
Text Title:	Essentials of Modern Business Statistics with Microsoft Excel, 6th Edition.
Year of publication:	2016
Edition:	6th
Publisher:	Cengage
ISBN Number:	ISBN-10: 1285867041 ISBN-13: 9781285867045

We will use Excel for computer-assisted analyses in and out of the classroom. Excel is available in the computer labs; you do not need to purchase it. I've selected a text that emphasizes the use of Excel for statistical analyses. The text includes Excel instructions so no additional Excel text is necessary. Please note that the instructional methods (i.e. applications, assignments, practices) that is used in your textbook is based on the application of the **2012 (or higher) version of the Microsoft Excel (2012) PC not Mac version of the Excel.**

COURSE DESCRIPTION:

The main focus of this course is on the decision-making process and the role of management science in that process. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. The purpose of this course is to provide students with a sound conceptual understanding of the role management science plays in the decision-making process. The course is concerned with the wide variety of quantitative techniques currently being used in the field of operations research. Students must apply the management science model to generate solutions and recommendations for management.

Topics include:

Statistical Applications in Business and Management

Applied Business Statistics - Computer Application

Descriptive methods

- ✓ Tabular Descriptive Methods
- ✓ Graphical Descriptive Techniques
- ✓ Numerical Descriptive Techniques

Probability Theory

- ✓ Counting Rules
- ✓ Conditional Probability
- ✓ Bayes' theorem

Probability Distributions:

- ✓ Continuous Probability Distribution
Uniform and Normal Probability Distribution
- ✓ Discrete Probability Distribution
Binomial and Poisson Probability Distribution

Sampling Design and Sampling Distribution

Inferential Statistics

- ✓ Interval Estimation and Confidence Intervals
- ✓ Test of Significance and Hypothesis Testing
- ✓ Analysis of Variance
- ✓ Chi-Squared Tests

Statistical Models

- ✓ Simple Linear Regression
- ✓ Multiple Regression

Course Objective:

The goal of this course is to introduce the methods and uses of statistics in the business environment. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Topics include, but are not limited to, descriptive statistics, discrete and continuous probability functions, sampling, experimental design, interval estimation, hypothesis testing, test of independence, simple and multiple regression analysis, and ANOVA.

Strategic Decision Making for High Performance EMBA 502 aims to introduce statistical concepts and methods that are frequently used in economic analysis and managerial decision-making. The course is designed to help you acquire a good intuitive grasp of statistics-what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Descriptive and inductive statistics will be discussed in detail.

The course also introduces the use of the computer as a tool in statistical analysis. Computer cases are assigned to facilitate the statistical applications in a real world managerial situation. Each case outlines a managerial report that the student prepares to summarize statistical results as well as present interpretations and recommendations. The data sets for all computer cases are available for all computer cases on the disk that accompanies the textbook. We will use Excel for computer-assisted analyses in and out of class. Excel is available in the computer labs; you do not need to purchase it. I've selected a text that emphasizes the use of Excel for statistical analyses. The text includes Excel instructions so no additional Excel text is necessary. Moreover, you will learn how to use a business calculator that is capable of processing data for statistical or financial analysis.

Additional Description:

H.G. Wells says, "**Statistical thinking will one day be as necessary for efficient citizenship as the ability to read and write**". That "one-day" is today. In the last few decades, the expansion of statistical ideas and statistical methods has made itself felt in almost every phase of human activity. In business, it has brought about drastic changes in marketing, in the efficient use of materials, in production, in management and in various phases of business research. Here statistical data and statistical techniques have become a vital factor in the decisions, analysis, and forecasts of the modern businessperson.

In these days of electronic communications which have been made possible by technical advances in Internet and Information Technology, the ability to understand and use information intelligently has become increasingly important in all fields of business enterprise. Search engines have changed the way we find online business and economic data. Of course, with all these advancements the data has become much more accessible. Regardless of the accuracy and validity of research findings, some people have a tendency to do just Google the topic and then treat it as fact. The challenge, however, is an accurate evaluation of the already existing data sets. How valid they are? Who has collected the data and how did they do it? What was the purpose of the data collection? What are the possible sources of errors? Did they use a sample or did they conduct a census? How did they select the

sample? What was the sample size? What sampling method did they use and why? What was the wording of the questions? How many questions were in their questionnaire? What was the order of the questions? What method of data collection and data entry did they use and why? These are some of the issues that we will be addressing in this course. It is important to know how to use the available data properly; it is also essential to know how to collect the proper information for making decisions if such information is not available.

Problems concerned with the collection, analysis, and interpretation of data lie in the domain of the field of statistics; therefore, it is essential for everyone making business decisions on the basis of data to possess a clear understanding of that field.

TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard 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:**

	Windows		Mac OS X	
Operating System	Windows 7 Windows 8	Windows 10	OS X 10.8 OS X 10.9	OS X 10.10 OS X 10.11
Processor	3.0 GHz or higher		3.0 GHz or higher	
RAM	4 GB or higher		4 GB or higher	
Java	Most recent version		Most recent version	

- Hard Drive: Minimum of 10% or more free space on your hard drive
- **Internet:**
 - **Bandwidth:** recommended requirement is 50 Mbps; anything less could cause potential issues with lagging during Live Chat Sessions. 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 or 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 live-chat sessions. 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](#)**
- 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 MBA 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 School of Management 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 School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. **INDIVIDUAL COMPETENCIES:** *Graduates of the School of Management 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 School of Management 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 School of Management 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 School of Management are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*
7. **QUANTITATIVE AND QUALITATIVE TOOLS:** *Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*
8. **TECHNOLOGY:** *Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.*
9. **CORPORATE SOCIAL RESPONSIBILITY:** *Graduates of the Masters of Business Administration (MBA) 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.

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 the class. (Note: Attendance of less than 75% in any given class will be considered as insufficient and it will be viewed as a missed class). Two (2) missed Blackboard weeks will be viewed as the equivalent of one missed onsite class session and will factor in as a missed session in the determination of "class attendance." Therefore, if a student misses more than two onsite classes OR more than one on-site class and two missed Blackboard weeks without the instructor's approval, they will receive a failing grade for this class and they will have to retake the course.

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.

Participation also includes good listening skills. Please keep side conversations to a minimum.

You will be notified in writing if your participation is inadequate or has become extremely problematic.

The participation rubric showing how student's 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 who's 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 will receive a participation grade in the A range (90-100 points) if they:

- *ACTIVELY, VERBALLY and VOLUNTARILY* participates (*by raising his/her hand, calling out answers to questions when appropriate, asking questions of the other students in the class, providing good examples during class discussions, etc.*), in *all* class sessions that they attend onsite (in the classroom). Provides clear, insightful comments, asks good, relevant questions, provides well thought out examples, creative ideas, suggestions, etc.
- *ACTIVELY* and *VERBALLY* participates in all small group/team activities and discussions (is seen asking questions, providing suggestions, examples, comments, etc. when working in small groups). Facilitates/leads many of the small group discussions.
- Comes prepared for class. It is clear from their comments, questions, group participation, etc., that they have read the material in the text and any additional reading material if/when required.
- Student follows *ALL* of the requirements for posting to the class discussion boards on Blackboard. Student *always* posts early each and every week when the class is online on Blackboard, and asks relevant questions/comments on a large number of the other students/the instructors posts. Student adds to the online discussion with *appropriate*/well thought through examples, creative ideas/suggestions, etc.
- Shows respect for the other members of the class – their ideas, thoughts, and comments.

Students will receive a participation grade in the B range (80-89 points) if they:

- *ACTIVELY, VERBALLY* and *VOLUNTARILY* participates in *most* of the class sessions that they attend onsite – providing good comments, asking relevant questions, providing good examples, creative ideas, suggestions, etc. Participation is not as frequent as students who receive an A grade.
- *ACTIVELY* and *VERBALLY* participates in most of the small group/team activities and discussions. Is seen taking the lead on group/team discussions a few times.
- Comes prepared for class. From their comments, questions, group participation, etc., it is obvious that they have read the material in the text and any additional reading if /when required.
- Listens to the instructor and other members of the class when they are speaking/presenting. Their cell phone and laptop are turned off and stored away when class is in session unless the instructor provides the class with different instructions. Side comments and discussions with other students are kept to a minimum.
- Student follows most of the requirements for posting to the class discussion boards on Blackboard. Student posts early occasionally, but always posts on-time the weeks when the class is online, and he/she also asks good questions/comments to a few of the other students/the instructors posts. Student adds to the online discussion with examples, a few creative ideas/suggestions, etc.
- Is respectful of the other members of the class – their ideas/thoughts/ comments/etc.

Student will receive a participation grade in the C range (70-79 points) if they:

- *ACTIVELY, VERBALLY* and *VOLUNTARILY* participates in many class sessions that they attend - providing some good comments and examples, asking a few questions. Participation is not as frequent as students who receive an A or B grade.
- Student does not follow many of the requirements for posting to the class discussion boards on Blackboard. Student posts on-time occasionally, but typically they post mid-point or late a few times when the class is online on Blackboard. Student only gives a comment or asks questions of a few students and/or the instructor.
- Verbally participates in many/some of the small group/team activities and discussions. May not come to class as prepared as they could be to participate on team/group activities.
- It is not always clear if they are prepared for class. From their comments, questions, group participation, etc., it is not always obvious that they have read the material in the text or any additional reading if /when required.
- Does not always listen to the instructor and other members of the class when they are speaking/presenting. Occasionally/often seen texting on their cell phone and/or working on their laptop during lectures and class discussion.
- Is not always respectful of the other members of the class – their ideas/thoughts/ comments/etc. Is occasionally argumentative for the sake of creating friction/conflict in class, dismissive of other's ideas, etc.

Student will receive a failing participation grade (69 points or less) if they:

- Never or very rarely *ACTIVELY, VERBALLY* and *VOLUNTARILY* participates or only verbally participates in *less than half* of the class sessions that they attend. When they do verbally participate, their comments, questions, and examples are not always relevant or clear (often because they were not listening when the question was asked OR did not read the assigned material). It is extremely rare if they provide any creative ideas, examples, or suggestions.

- Never or rarely seen actively, verbally participating in the small group/team activities and discussions.
- This student usually comes unprepared for class. They are not able to answer questions from the reading and/or are seen reading material they were required to read in advance.
- Is often seen texting on their cell phone and/or working on their laptop during class discussion or lectures rather than listening to other members of the class when they are speaking/presenting.
- Student does not follow the requirements for posting to the class discussion boards on Blackboard. Student typically posts late each week when the class is online or does not post at all. Student rarely comments or asks questions of other students and/or of the instructor.
- Often disrespectful of the other members of the class – their ideas/thoughts/ comments/etc. Is often argumentative for the sake of creating friction/conflict in class, dismissive of other’s ideas, etc.

FINAL SIGNATURE ASSIGNMENT RUBRIC

Final Project/Paper Grading Criteria

Final Project Due Week 8		Points
Outstanding	<ul style="list-style-type: none"> - 15 or more pages. - Provides critical analysis of the data developed. - Uses 6 or more statistical tools correctly. - Finds, cites correctly, analyzes, and integrates 15 or more references with at least 30% of the references from scholarly journals. - No grammatical or syntax errors. - Correctly uses APA style with no formatting errors. - Provides a minimum of 3 paragraphs of recommendations on improving the current situation as a result of the data analysis. 	95-100
Above Avg.	<ul style="list-style-type: none"> - 10-15 or more pages. - Provides critical analysis of the data developed. - Uses 4-5 statistical tools correctly. - Finds, cites correctly, analyzes, and integrates 10-14 references with at least 10% of the references from scholarly journals. - Fewer than 4 grammatical or syntax errors. - Correctly uses APA style with minimal formatting errors. - Provides 2 - 3 paragraphs of recommendations on improving the current situation as a result of the data analysis. 	90-94

Average	<ul style="list-style-type: none"> - 10-15 or more pages. - Provides review of the data developed but lacks analysis. - Uses 4 statistical tools correctly. - Finds, cites correctly, analyzes, and integrates 10-14 references with at least 10% of the references from scholarly journals. - Fewer than 4 grammatical or syntax errors. - Correctly uses APA style with minimal formatting errors. - Provides 1-2 paragraphs of recommendations on improving the current situation as a result of the data review. 	80-89
Below Avg.	<p>Fails to provide analysis</p> <p>Does not integrate course materials. Does not use statistical tools correctly. Has fewer than 5 references.</p>	0-79

Points-to-Grade Conversion

The points you earn on this activity will be converted to a percentage grade according to the chart below and will be used to determine your final course grade.

- 0 Points = 0% = F
- 1 Point = 17% = F
- 2 Points = 34% = F
- 3 Points = 51% = F
- 4 Points = 69% = F
- 5 Points = 71% = C-
- 6 Points = 75% = C
- 7 Points = 79% = C+
- 8 Points = 80% = B-
- 9 Points = 82% = B-
- 10 Points = 84% = B
- 11 Points = 86% = B
- 12 Points = 88% = B+
- 13 Points = 90% = A-
- 14 Points = 95% = A
- 15 Points = 100% = A

ASSESSMENTS AND LEARNING OUTCOMES:

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

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|-------------------------------|---------------------------------------|
| 1. Fundamentals | 6. Leadership and Change |
| 2. Planning and Organization | 7. Quantitative and Qualitative Tools |
| 3. Individual Competencies | 8. Technology |
| 4. Interpersonal Competencies | 9. Corporate Social Responsibility |
| 5. Global Environment | |

Form of Assessment	Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Blackboard Discussion Forums	X		X				X	X	
Live Session Participation	X		X				X	X	
Topic Paper	X	X	X				X	X	
Data Collection Method	X	X	X				X	X	
Annotated Bibliography and Outline	X		X				X	X	
Final Signature Assignment on a Business Application	X	X	X				X	X	
Quizzes and exams	X		X				X	X	
Presenting Final Signature Assignment	X		X				X	X	

OVERVIEW AND SCHEDULE OF TOPICS AND ACTIVITIES:

Note: All reading of the assigned material is to be done *prior* to the class sessions shown below. Do plan to come to class prepared.

Session	Date	Textbook Readings (Chapters)	Topics	Activities	Assignments Due
1	3/13	Review of statistical foundations	Read Andersen, Sweeney, Williams, Chapters 1,2, and 3	1. Watch the video by Arthur Benjamin on the value of statistics. http://www.ted.com/talks/arthur_benjamin_s_formula_for_changing_math_education.html 2. Watch the authors video on the overview of statistics 3. Take the Week 1 Quiz 4. Participate in the Week 1 Discussion. 5. Attend the week 1 live session.	

2	3/20	Applied Statistics	Reading: Challenger Reading: Credit and Insurance	Topic overview paper Lecture: Which tools when? Lecture: How to collect data for statistical analysis. Lecture: Coding of data Discussion Forum: Discussion Boards 2.1 and 2.2 Live Chat Quiz One-minute Survey Week 2 Live Session	• Organization Topic Paper
3	3/27	Probability Overview	Anderson, Sweeney, Williams Chap 4	Lecture: 3A - Experiments, Assigning Probabilities, and Counting Rules Lecture: 3B - Relationships of probability Lecture: 3C - Combinations and permutations Reading: Anderson, Sweeney, Williams Chapter 4 Discussion Forum: Discussion Boards 3.1 and 3.2 Live Chat Quiz One-minute Survey Week 3 Live Session	

4	4/3	Continuous and Discrete Probability	<p>Reading: Anderson, Sweeney, Williams Chapter 5 and 6</p> <p>Reading: Stelling, M., Royb, R., Tiwarib, A, and Majeedc, B. (2008) Evaluation of business processes using probability-driven activity-based costing, The Service Industries Journal Vol. 30, No. 13 p</p>	<p>Lecture: 4A - The Uniform Distribution Lecture: 4B - Normal Probability Analysis Lecture: 4C - Discrete Probability Analysis Discussion Forum: Discussion Boards 4.1 and 4.2</p> <p>Live Chat Quiz One-minute Survey Week 4 Live Session Midterm</p>
5	4/10	Estimation and Confidence Intervals	<p>Reading: Anderson Sweeney Williams Chapter 9</p> <p>Reading: Phillips, j. & Gully, S. (2002) Fairness Reactions to Personnel Selection Techniques in Singapore and the United States. International Journal of Human Resource Management. 13(8) pp1186-1205</p>	<p>Lecture Slides 5A - Confidence Intervals for a Population Standard Deviation Known Lecture Slides 5B - Confidence Intervals for a Population Standard Deviation Not Known Lecture Slides 5C - Confidence Intervals for a Proportion Discussion Forum: Discussion Boards 5.1 and 5.2</p> <p>Live Chat Quiz One-minute Survey Week 5 Live Session</p>

6	4/17	Correlation and Regression Analysis	Anderson Sweeney Williams Chapter 12	Lecture: 6A - Correlation Lecture: 6B - Simple Linear Regression Model Lecture: 6C - Regression for Estimation and Prediction Discussion Forum: Discussion Boards 6.1 and 6.2 Live Chat Quiz One-minute Survey Annotated Bibliography Due
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7	4/24	Hypothesis Testing	Anderson Sweeney Williams Chapter 9	Lecture: 7A Lecture: 7B Lecture: 7C Reading: Anderson Sweeney Williams Chapter 9 Discussion Forum: Discussion Boards 7.1 and 7.2 Live Chat Quiz One-minute Survey
8	5/1	Multiple Regression Analysis and Analysis of Variance (ANOVA)	Anderson Sweeney Williams Chapter 13	Lecture: 8A Lecture: 8B Lecture: 8C Reading: Anderson Sweeney Williams Chapter 13 Discussion Forum: Discussion Boards 8.1 and 8.2 Live Chat Quiz One-minute Survey Final Exam Final Paper Due

DESCRIPTION OF ACTIVITIES:

More detailed information about these assignments will be provided in handouts distributed to students in class and/or posted to Blackboard.

GRADING:

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

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Activity	Points
>93.5%	A	Participation	10%
90% to 93%	A-	Discussion Boards	20%
87% to 89%	B+	Topic Paper	5%
84% to 86%	B	Annotated Bibliography AND Outline	10%
80% to 83%	B-	Signature Assignment	20%
77% to 79%	C+	Presentation of Signature Assignment	5%
74% to 76%	C	Final Exam	10%
70% to 73%	C-	Mid Term Exam	10%
67% to 69%	D+	Quizzes	10%
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	
On-line Live Classroom Activities	2	16 hours			This includes in-class lectures and discussions, presentations, exercises, simulations, etc.
Blackboard Discussion Forums	2	16 hours	1.5	16	Blackboard will be used for online activities which includes online discussions and virtual training practice sessions
Pre-recorded lectures	1.5	12			
Reading Required Material from the Textbooks and articles				18.5	For this course, a number of chapters from the text and additional studies are required reading. 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.
Blackboard Exercises/Non-Graded Assignments				20	Reading for Blackboard Discussions and working on non-graded assignments as part of the student's class preparation
Project Topic Paper				5	This includes the development of research question and initial discussion on problem selected by students.
Annotated Bibliography and Outline Assignment				15	This includes finding empirical studies that contribute to the final paper. Additionally an outline of the final paper is expected.
Final Signature Assignment				20	See Rubric for Final Assignment
Individual consultation with Professor		1			
Total		45		94.5	

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 CLU email address. *You must therefore regularly check your CLU 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 CLU 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

Detailed information pertaining to each assignment will be handed out at various times during the course of the term.

All assignments are due on the date and time specified unless other arrangements have been made with the professor. 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. **Eight (8) points** will be deducted for late papers up until week ten of the term. After that time, late papers will receive a zero grade unless other arrangements have been made with the instructor.

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>

ELECTRONIC DEVICE USE:

In many aspects of life, laptops, tablets and smartphones have become essential. Recent studies, however, have shown that the use of electronic devices in the classroom can have adverse effects on learning and academic performance – often to both the user and the students around him/her. The School of Management therefore strongly recommends not using any such devices unless they are required, or an explicit permission has been obtained from the instructor, the university or the program director.

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 clulibrary@callutheran.edu or via phone at (805) 493-3255.

CLU 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 CLU. 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 CLU 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 at 3259 Pioneer Street, and can be contacted by calling 805-493-3878 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.

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.