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Schreiber Center #729

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Office Hours: By Appointment

*Tentative Syllabus, v2, dtd. 8.8.2018*

**HRER 490**  
**DATA DRIVEN DECISION MAKING**  
**Tuesdays 6-9**  
**Schreiber Center 406**

**1. Course Description**

This course is designed as an introductory graduate level course in data driven decision making another name for research methods, and design. A basic understanding of – and general familiarity with fundamentals of statistical concepts is assumed. However, where necessary, we will revisit these concepts briefly. Of course, this is not a course in statistics.

**2. Course Overview**

This course is designed to provide students with an in-depth knowledge of quantitative research. The major emphasis in this course will be on learning the fundamentals of data driven decision making solving and scientific research including (but not limited to) topics such as, problem definition, theory development, research design, research methods, data analysis, discussion of results, presentation of results, and evaluation of research. The course is designed to be fully interactive and a very high level of participation is expected and desirable. In order to do this; it is strongly recommended that students keep current on the readings and assignments.

One of the goals of this course is to make each student an “educated consumer” of research.

This means that after successfully completing this course, you should be able to critically evaluate any research you come across - in newspapers, magazines, on television, or in your work place.

### 3. Course Objectives & Learning Goals

- To gain factual knowledge about data driven decision making, including terminology, methods, and trends.
- To learn to apply course material in your decision making.
- To develop specific skills, competencies, and points of view needed by HR/management professionals.

### 4. Required Readings:

- \* Zikmund, Babbin, Carr, Griffin. (2013). *Business Research Methods*, 9<sup>th</sup> ed., Cengage Learning. (Required)
- \* Huff, D. (1993). *How To Lie With Statistics*. New York: W.W. Norton. (Required)
- \* Additional readings will be handed out in class.
- \* Older editions and e-versions are acceptable.

### 5. Teaching Approach

This course will be conducted in an interactive and participative manner. Learning will be facilitated through lecture, general discussion, case studies, videos, and group work, including presentations. Participants are expected to have read the relevant book chapters, cases and readings before class, and actively contribute to discussions.

Please note that the class meeting is NOT the appropriate time to read the book or try and follow along.

### 6. Grades

Final grades will be based on the following criteria:

Individual Participation	15%
Assignment 1 (Individual)	10%
Assignment 2 (Group Presentation/Paper)	25%
Mid-term Examination	25%
<u>Final Examination</u>	<u>25%</u>
Total	100%

## 7. Quinlan School of Business Policies:

### 7.1. Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

7.1.1. Attendance: Barring unforeseen circumstances, students are expected, *and required* to attend all 10 sessions. Course grades will be lowered a half-grade for each absence beyond two sessions.

7.1.2. Further, classes start promptly at the scheduled time(s). Students who come late for more than two sessions will be treated as absent whenever they are late beyond those two sessions, and the rule for lowering grades, as noted above, will apply.

### 7.2. Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

### **7.3. Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

### **8. Special Request:**

This course depends on a high level of student engagement and participation. Distractive (and, sometimes) unprofessional behaviors impact the student’s own learning as well as have a negative impact on other students’ learning. Engaging in any of these behaviors will have a severe impact on participation points. Thus, please note the guidelines below, recognizing that this is not an exhaustive list – these are merely examples.

First, participation points are not awarded for simply agreeing or disagreeing with another student’s comments. This does not mean one should not disagree with another view – but such disagreement should be supported by solid facts and opinions, and should be done in a respectful fashion. Remember, you are disagreeing with the other individual’s opinions, and not the individual himself/herself.

Next, attendance does not equal participation. You are expected and required to attend class. To gain participation points, you must contribute in a meaningful manner to the other students’ learning, and to our understanding of the issues being discussed.

It is a sign of our times that more and more people will switch from a face-to-face conversation to answer their cell phones. Somehow, we have decided that whoever is on the phone is more important than whoever we are speaking with, at the time. While the cell phone and other such fantastic devices are indeed amazing inventions, and allow us instant contact in critical times and access to a world of information, there are times when we simply need to put these away!

As such, in order to avoid disrupting other participants’ learning, please switch off cell phones during class, period (*the comma is intended*). Similarly, laptops and other electronic devices should not be used during the class period. No matter how much a student believes that s/he can quietly use one of these devices, the fact remains that it disturbs others – and, if you are using any of these devices to chat, surf, tweet, vine , Instagram, imgur, etc., etc., *clearly, **you are not engaged** with the class.*

Please note that if you are expecting an important call, simply place your phone on vibrate and leave the room to take your call.

## 9. Tentative Schedule

	Topics	Readings and Cases
Tue Aug 28	a. Introduction and Overview of Course b. Cautions about Statistical Tools Assignment 1 handed out	a. Huff – entire book
Tue Sep 4	a. The Research Process -- An Overview b. Discussion of Student Research Questions <i>Assignment 1 due</i>	a. ZBG, Chapters 1, 4
Tue Sep 11	a. Theory Building -- The Role of Theory b. Problem Definition and the Proposal  <i>Guest Lecture -- TBA</i>	a. ZBG, Chapters 3, 6
Tue Sep 18	a. Exploratory Research and Qualitative Analysis b. Secondary Data	a. ZBG, Chapters 7, 8
Tue Sep 25	<b>a. Mid-term Examination</b> <b>[6-730 p.m.]</b> <b>730-900 p.m. – Prep for Presentations</b>	
Tue Oct 2	a. Observation Methods b. Survey Research - An Overview c. Questionnaire Design d. Sampling Methods	a. ZBG, Chapter 9, 10, 11, 15-17
Tue Oct 9	a. Experimental Design b. Measurement and Scaling c. Attitude Measurement	a. ZBG, Chapters 12-14
Tue Oct 16	a. Data Coding and Analysis b. Measures of Central Tendency c. Correlation & Regression d. Ethics in Research e. Report Writing and Presentation	a. ZBG, Chapters 19, 21, 5, 25
Tue Oct 23	<b>a. Final Examination</b> <b>[6-730 p.m.]</b> <b>730-900 p.m. – Prep for Presentations</b>	
Tue Oct 30	<b>a. Final Presentations</b> <b>b. Summary &amp; Wrap-up</b>	

**Please note:** *This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.*