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 analytical problem 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.

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 analytical problem 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

3.1. To gain factual knowledge about Conflict Management & Negotiations, including terminology, methods, and trends.

3.2. To learn to apply course material in your decision-making.

3.3. To develop specific skills, competencies, and points of view needed by management professionals.

4. Required Readings:

* Additional readings will be handed out in class.

Note: Older editions or e-versions of the ZBCG book will work fine.

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 to try and follow along*.

6. Grades

Final grades will be based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>35%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35%</td>
</tr>
</tbody>
</table>
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.
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, SnapChat, surf, tweet, vine, Instagram, imgur, Tinder, 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.
### Tentative Schedule

**FALL 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Cases</th>
</tr>
</thead>
</table>
| Wed Aug 27 | a. Introduction and Overview of Course  
b. Cautions about Statistical Tools  
| Wed Sep 3  | a. The Research Process -- An Overview  
b. Discussion of Student Research Questions                                              | a. ZBCG, Chapters 1, 4          |
| Wed Sep 10 | a. Theory Building -- The Role of Theory  
b. Problem Definition and the Proposal  
*Assignment due*                                     | a. ZBCG, Chapters 3, 6          |
| Wed Sep 17 | a. Exploratory Research and Qualitative Analysis  
b. Secondary Data                                              | a. ZBCG, Chapters 7, 8          |
| Wed Sep 24 | a. Observation Methods  
b. Survey Research - An Overview                                                | a. ZBCG, Chapter 9, 10, 11      |
| Wed Oct 1  | **a. Mid-term Examinations**                                                              |                                  |
| Wed Oct 8  | a. Experimental Design  
b. Measurement and Scaling  
c. Attitude Measurement                                | a. ZBCG, Chapters 12-14         |
| Wed Oct 15 | a. Questionnaire Design  
b. Sampling Methods                                               | a. ZBCG, Chapters 15-17         |
| Wed Oct 22 | a. Data Coding and Analysis  
b. Measures of Central Tendency  
c. Correlation & Regression  
d. Ethics in Research  
e. Report Writing and Presentation | a. ZBCG, Chapters 19-21, 5, 25   |
| Wed Oct 29 | **a. Final Examination**                                                                 |                                  |

**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.
10. Instructor Bio:

Arup Varma, (Ph.D., Rutgers University, 1996) is Professor at the Institute of Human Resources and Employment Relations (School of Business Administration) at Loyola University Chicago. From 2002-2007, Arup was Director of the Institute, and Chair of the HRM Department at the School of Business Administration. He holds an M.S. (1984) in Personnel Management & Industrial Relations (with honors) from Xavier Labor Relations Institute, Jamshedpur (India); and a B.S. (1982) in Economics (with honors) from St. Xavier’s College, Calcutta (India).

Among the courses he has taught are Analytical Problem Solving, Strategic Financial Analysis, Staffing, Performance Management, Organizational Theory & Behavior, Organizational Development & Change, Strategic Human Resource Management, Managing People Internationally, and an Integrative Research Seminar. In addition, he has conducted several hundred hours of management development seminars covering topics such as Leadership, Motivation, Communication Skills, Conflict Resolution, Problem Solving, Business Strategy, etc. In 2003 and 2012, he was honored with the Graduate School of Business Faculty of the Year (Teaching) award; in 2004 and 2011, he was honored with School of Business Administration Researcher of the Year award; and, in 2008, he was honored with the School of Business Administration Outstanding Professional Achievements and Service award.

He has been a visiting professor at Beijing International MBA (Peking University, China), Great Lakes Institute of Management (India), and XLRI – School of Business and Human Resources (India), and has presented research seminars and lectured in China, Mexico, India, Panama, Singapore, U.K., and the U.S.

Dr. Varma’s research interests include performance appraisal, and expatriate issues. His research has been published in several leading journals including Academy of Management Journal, Personnel Psychology, Journal of Applied Psychology, Human Resource Management Review, Human Resource Planning, Journal of World Business, International Journal of Human Resource Management, Journal of Occupational Rehabilitation, Dispute Resolution Journal, and Organization Development Journal. In addition, he has presented his research at national and international conferences, such as the Academy of Management, the Society for Industrial/Organizational Psychology, the American Psychological Association, the American Compensation Association, the Southern Management Association, the International Conference on Advances in Management, the National Academy of Arbitrators, and the Society of Professionals in Dispute Resolution. He is the co-editor of two books, Performance Management Systems: A Global Perspective, and Doing Business in India (Routledge: UK). He is an Associate Editor for the International Journal of Management Reviews, and from 2001 to 2004, he served as the Book Review Editor for the Human Resource Management Journal.

In addition to his teaching and research, Prof. Varma has consulted with several leading organizations on strategic HR issues. Prior to returning to graduate school for his doctorate, he worked for over six years with two of India’s leading corporations in the HR/ER area.