

HRM: 38:533:542 HR Decision-Making: Data-based Decisions

Fall 2018

Wednesday, 4:30 pm to 7:10 pm, 103 Janice Levin Building

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Office Hours: 2-4 pm, Wednesday. Other times by appointment.

Course Overview

This course is designed to increase your knowledge of statistical concepts and practices commonly used in the field of human resource management. Moreover, it helps enhance your ability to apply statistical techniques to make data-based decisions in business settings.

Learning Materials

- Privitera, Gregory J. (2016) Essential Statistics for the Behavioral Sciences. Thousand Oaks, CA: Sage Publications Inc (ISBN: 978-1-4833-5300-5). A copy is reserved for 2-hour loan at the SMLR library.
- Sakai. Class notes, assignment, and additional readings are available on Sakai. Please check regularly.
- Statistical software. This course uses EXCEL and SPSS for calculations. Both are available on computers in all RU computer labs.

SMLR Learning Goals

Data-Based Decisions is designed to meet sections of two SMLR Learning Goals:

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research on workplace issues.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Course-Specific Learning Goals

Upon completion of this course students should understand:

1. The fundamentals of sampling and probability and the role they play in inferential statistics.
2. The use and calculation of descriptive statistics.
3. The use and calculation of statistics testing significant differences.
4. The statistics of relationships and causality.
5. The interpretation of statistics commonly used by human resource professionals.
6. Making better human resource decisions with statistics.
7. Explaining analysis outputs both orally and in writing.

In addition, the student should be familiar with EXCEL / SPSS:

1. Creating a dataset.
2. Defining variables
3. Transforming variables and creating new variables.
4. Performing all statistical analyses covered in the course using SPSS.
5. Interpreting SPSS output.

Attendance

Your attendance at every class is **required**. Absences for illness, religious holidays and other events recognized by Rutgers University will be excused. If you know you are going to miss a class because of a religious holiday I would appreciate an email prior to the holiday.

Examinations

There will be two non-cumulative in-class examinations as noted on the course schedule. Each test is worth 100 points.

Make-up policy: An examination grade of “0” will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified by a note from a doctor), inclement weather (only when the Rutgers Information Service (848-932-INFO) indicates that Rutgers is closed), scheduled religious holidays, business trips or events where attendance is required by an employer, when the instructor emails the class announcing class is suspended, or other dire circumstances such as a death in the family.

Students with learning disabilities or other reasons for taking the examination outside the regular examination time should present a statement to that effect with appropriate documentation as early in the semester as possible, but certainly prior to the first examination.

Group Project

Students will be assigned to project groups roughly half way into the semester. The project will consist of analyzing a data set using SPSS to answer assigned questions and to consider analyses of each group's choosing. The deliverables consist of (a) a written paper summarizing the analyses done and the conclusions drawn (up to 100 points) and a presentation of findings (up to 50 points).

Assignments

There are twelve assignments over the course of this semester. Students are required to turn in **TEN** of these assignments for grading. Each assignment is worth 10 points. It is at the student's discretion to decide which ten assignments to turn in for grading. Assignments are **due by 10 am on the day of the class**. You should hand in all assignments on time to avoid penalty due to late submission.

Participation

Students are expected to participate actively and regularly in class discussions. Moreover, students should prepare to discuss each other's project ideas and to contribute their thoughts and feedback in a generous and vigorous manner.

Grading

Exam 1	100 points
Exam 2	100 points
Exercises	100 points
Group Project	150 points
Participation	50 points
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Total	500 points

Academic Integrity

The rights of students will be protected to insure that test scores are related to competence in the subject matter. Therefore, all examinations will be carefully proctored. If cheating is detected, it will be prosecuted to the limit allowed by University policies. An academic integrity contract is attached to this syllabus. This is the same academic integrity contract you agreed to when you enrolled in this program. By enrolling in this course you affirm you have read and agree to comply with these policies.

Classroom Conduct

I encourage discussion and questions that add value to the classroom discussion. In order to avoid a number of classroom distractions, I have a policy of no electronic devices during the lecture component of each class. Cell phones, pagers, and text messaging devices should be turned off and put away **OUT OF SIGHT**. Laptop computers should not be open except when working in SPSS. Violations of these policies result in lost participation points.

COURSE TIMELINE

Week	Date	Topic	Reading
1	Sept 5	Course overview Introduction to statistics	Chapters 1&2
2	Sept 12	Central tendency and variability <i>EXCEL Tutorial</i> <i>Case: SHRM Human capital benchmarking 2016</i>	Chapters 3&4
3	Sept 19	Probability and sampling distributions <i>EXCEL Tutorial</i>	Chapters 5-6
4	Sept 26	Hypothesis testing (1) <i>Case: Skill shortage and recruitment strategies in California</i>	Chapters 7-9
5	Oct 3	Hypothesis testing (2) <i>SPSS Tutorial</i>	Chapter 10
6	Oct 10	Analysis of variance <i>Case: Can an angry woman get ahead? Gender and Expression of Emotion in the Workplace</i>	Chapters 11 & 12
7	Oct 17	Test 1	
8	Oct 24	Correlation (1) <i>SPSS Tutorial</i> <i>Group project ideas</i>	Chapter 13
9	Oct 31	Correlation (2) <i>Case: Fathering in the workplace</i>	Chapter 13
10	Nov 7	Regression (1) <i>SPSS Tutorial</i>	Chapter 13
11	Nov 14	Regression (2) <i>Case: Why diversity programs failed</i>	Chapter 13
12	Nov 21	Guest speaker - TBA	
13	Nov 28	Group project coaching	
14	Dec 5	Group presentations	

* The instructor reserves the right to change this syllabus and course schedule during the semester as needed. The most current version of the syllabus will always be available via Sakai.

Grading for Class Participation

Participation is graded on a scale from 0 (lowest) through 10 (highest), using the criteria below. I expect the average level of participation to satisfy the criteria for an “80”.

Grade	Criteria
0	Absent.
1~15	<ul style="list-style-type: none">· Present, not disruptive.· Demonstrate very infrequent involvement in discussion.
16~30	<ul style="list-style-type: none">· Demonstrate adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.· Do not offer to contribute to discussion, but contribute to a moderate degree when called on.· Demonstrate sporadic involvement.
31~45	<ul style="list-style-type: none">· Demonstrate good preparation: knows case or reading facts well, has thought through implications of them.· Contribute well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way.· Demonstrate consistent ongoing involvement.
46~50	<ul style="list-style-type: none">· Demonstrate excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).· Contribute in a very significant way to ongoing discussion: keep focused, respond very thoughtfully to other students' comments, contribute to the cooperative argument-building, suggest alternative ways of approaching material and help class analyze which approaches are appropriate, etc.· Demonstrate ongoing very active involvement.