SYLLABUS

- Consult the Literature -
  (Library + Internet)
  http://library.pepperdine.edu/

- Study.net -
  The materials for this course can be at
  http://www.study.net/
  Decision City – Wednesday (Fall 2013)
  Make sure to have the latest browser.

- Highest Ethical Standards -
  (No Plagiarism)
  http://www.ethics.org/

The Big Picture

Undergraduate: What am I suppose to do?
Graduate: This is what I plan to do!

BENCHMARKING KNOWLEDGE

• Read  • Discuss  • Do
Quantitative Analysis for Business Operations

COURSE SYLLABUS
DESC 656 – 4 Credit Units

Management is doing things right; leadership is doing the right things

COURSE DESCRIPTION

This is a blended learning course, meaning that several of the weekly sessions will occur on the Internet. The focus of this course is on the application of quantitative analysis techniques to strategic business decision making. The course is designed to support the integration experience and includes an introduction to production and service operations. Specific business modeling applications include: forecasting, decision analysis, simulation, resource management, and project management. These quantitative decision support systems assist managerial decision making in the dynamic and highly competitive world of business, including applications to finance, marketing, engineering, manufacturing, quality, service and human resources problems in such industries as health care, aerospace, high technology, entertainment, global business, and banking. Software technologies, spreadsheets and the Internet are used extensively throughout this course inside and outside the classroom as well as the Pepperdine Digital Library. This is a laptop friendly class! This course will focus on three specific topical areas: 1) Forecasting and Operations Planning, 2) Resource Management, and 3) Project Management and Simulation. There will be a heavy emphasis on problem formulation and computer applications. In class discussions, the student will be called on to evaluate the applicability of course concepts, theories, and practices to their own organizational environment. There will be an ongoing focus on management ethics. The class will be partitioned into student groups for the purpose of undertaking specific assignments. It is expected that everyone will actively participate in class discussions and group assignments. There are no assignments prior to the start of the trimester. You may wish to review the introduction slide show found in session #1 and the Robotics assignment which is due the following week.

COURSE OBJECTIVES & LEARNING OUTCOMES

This course is designed to provide an overview on the terminology, principles, practices, and methodology of evidence based decision making. The overall course approach is to develop a basic analytical structure applicable to a wide body of management applications. The student, upon completion of the course, should be able to apply the theory and concepts of decision analysis and quantitative reasoning to a broad range of business and organizational situations. Specific student learning outcomes include: 1) Demonstrate the capability to apply quantitative analysis to improve the decision-making process, 2) Show the ability to frame, outline, and solve business problems in an analytical framework, 3) Forecast business revenues and analyze capacity options in preparation to the business operations integrative experience (670X), and 4) Enhance competency to engage with Web 2.0 technologies in peer instruction.
REQUIREMENTS & GRADING

A midterm and final exam will be administered during the trimester. Homework will be collected at the time of the exams and will count directly towards your grade. Experience indicates there is a high correlation between homework preparation and test performance. A team oriented case study report and presentation will be required. Team membership and leadership is the responsibility of each student. A comprehensive final examination will be administered during finals week. The following table presents the relative weights for each performance category and an example:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Example</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm - Individual</td>
<td>10</td>
<td>80</td>
<td>8.0</td>
</tr>
<tr>
<td>Midterm - Team</td>
<td>10</td>
<td>90</td>
<td>9.0</td>
</tr>
<tr>
<td>Team Homework</td>
<td>10</td>
<td>95</td>
<td>9.5</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>80</td>
<td>8.0</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>15</td>
<td>90</td>
<td>13.5</td>
</tr>
<tr>
<td>Individual Project</td>
<td>20</td>
<td>90</td>
<td>18.0</td>
</tr>
<tr>
<td>Final - Individual</td>
<td>25</td>
<td>85</td>
<td>21.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>-</td>
<td><strong>87.3</strong></td>
</tr>
</tbody>
</table>

The following table provides a guideline for the assignment of final grades:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>90-93.9</td>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>80-82.9</td>
<td>B-</td>
<td>2.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
<td>2.3</td>
<td>Above Average</td>
</tr>
<tr>
<td>73-76.9</td>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>70-72.9</td>
<td>C-</td>
<td>1.7</td>
<td>Below Average</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D+</td>
<td>1.3</td>
<td>Poor</td>
</tr>
<tr>
<td>63-66.9</td>
<td>D</td>
<td>1.0</td>
<td>Very Poor</td>
</tr>
<tr>
<td>60-62.9</td>
<td>D-</td>
<td>0.7</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>0-59.9</td>
<td>F</td>
<td>0.0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Experience indicates that to earn a "B" or above you should study at least eight (8) hours per week outside of class. The starting point for class participation is 50 points out of 100. Evaluation is based on leadership, participation, deportment and participation. Examples of engagement include: Yammer responses, news briefs and robotics paper. Homework is collected twice during the trimester (Midterm and Final) via an e-mail zipped attachment.

COURSE MATERIAL

1. Course Content WEB Site: [http://www.study.net/](http://www.study.net/)
   Decision City – Wednesday (Fall 2013) -- Password: MARS19
2. Hands free headset and Skype!
INDIVIDUAL TERM PROJECT

The term project can focus on one of the following four areas: 1) an opportunity for applying class material at your workplace, 2) an entrepreneurial opportunity, 3) community service, or 4) a job search analysis. In the latter option, specific performance data should be collected for a number of key firms in this industry and the report should include both a self/industry SWOT and implementation timeline. For a job search consider: http://bschool.pepperdine.edu/career/. A typical term project outline is given on page 9. The report is to be submitted via an e-mail zipped attachment (Word or PDF).

DECISIONCITY CONTENTS

- Chapter lecture notes (PowerPoint)
- Course software
- Cases
- Sample individual project
- Sample team presentation
- On-line examinations
- Homework solutions
- Software instruction

STUDYNET LOG-ON PROCEDURE

- Connect to http://www.study.net/
- Enter your name and password
- Click on the courses menu
- Select Decision City – Wednesday (Fall 2013) from the courses menu
- Select the lesson assignment for the week

PEPPERDINE LIBRARY

- Go to http://library.pepperdine.edu/ (select University Library)
- Select the desired library database (e.g., Business Source Premier)
- Log-in using your Pepperdine credentials (occasionally a firewall problem may occur)
- Enter keyword(s) and press search
- In many instances you can download a PDF version of the articles of interest

TEAM HOMEWORK PACKAGE

The team is responsible for assigning individual problems to each team member. The team homework packages should contain the following and is to be submitted digitally:

- Table of contents with pagination
- Team responsibility sheet
- Summary answers for each chapter
- Annotated computer printouts for each problem

TEAM CASE PRESENTATION

Each team will be responsible for a one-hour in-class presentation. The cases are available on Decision City. The approach should follow the outline given in the syllabus (i.e., case study analyses). The presentation should include an industry analysis overview with financial trends. Power Point (or equivalent) should be used in making the presentation. Each case presentation should include a review of the literature and an executive summary. The presentation should last about one hour. An outline of a case presentation can be found on page 9.
EXAMINATIONS

The individual examinations (midterm and final) will consist of 50 multiple choice questions. The individual midterm exam will be administered in class and the final over the Internet. A team take home midterm examination will consist of several businesses oriented cases. The team midterm exam is to be submitted electronically via an e-mail attachment (Word or PDF). An Elluminate review session will be held on the weekend prior to each exam.

POWERPOINT BUSINESS NEWS BRIEFS

Reading the business section of the "LA Times" or the "Wall Street Journal" on a daily basis is essential for remaining current in the dynamics of modern management practice. Accordingly, each student will be responsible for presenting a three to five minute business news brief over the course of the trimester. The presentation schedule will be made on the first night of class. The choice of subject material is entirely up to your discretion. Be sure to indicate something positive that occurred during the week. The LA Times Web site is http://www.latimes.com/.

COURSE SOFTWARE

Most of the problems assigned in this course can be solved using the Java applets. Typically, class time will spend time each week discussing and solving homework problems. Make sure to download the latest version of Java Webstart to your laptop. For Mac users consider using Bootcamp and acquire MS Windows & MS Office from the computer lab.

INTERNET COMPANY TOURS

The following web site contains a variety of company tours. http://hilltop.bradley.edu/~rf/plantour.htm
Prepare a 2 to 3 page summary of your company tour. This assignment is to be turned in with your team homework package (one write-upper team member). You may select an alternative tour.

ROBOTICS VISION PAPER (09/04/13)

Prepare a two to three page paper on your vision regarding the future applications of robotics in business or government. Select a specific application of interest (e.g., robotic assisted surgery) and discuss technology and cost factors. Comment on any potential ethical issues. Consult the literature via the Pepperdine library (web) to support your discussion. E-mail your write-up before 09/04/13. The robotics paper contributes directly to class participation.

SUMMARY OF COURSE DELIVERABLES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Robotics Paper (Individual)</td>
<td>Before 09/04/13 (e-mail)</td>
</tr>
<tr>
<td>2. Power News Briefs (Individual)</td>
<td>As scheduled</td>
</tr>
<tr>
<td>3. Team Class Exercise</td>
<td>09/18/13</td>
</tr>
<tr>
<td>4. BLS Exercise (Team)</td>
<td>With Homework Package #1</td>
</tr>
<tr>
<td>5. Internet Tour #1 (Individual)</td>
<td>With Homework Package #1</td>
</tr>
<tr>
<td>6. Project Proposal (Individual)</td>
<td>10/02/13 (e-mail)</td>
</tr>
<tr>
<td>7. Avalanche Case (Team)</td>
<td>With Homework Package #1</td>
</tr>
<tr>
<td>8. Team Homework Package #1</td>
<td>10/09/13 (e-mail attachment)</td>
</tr>
<tr>
<td>9. Team 1-Hour Presentations</td>
<td>As scheduled</td>
</tr>
<tr>
<td>10. Team OPS Sim Write-ups</td>
<td>With Homework Package #2</td>
</tr>
<tr>
<td>11. Team Homework Package #2</td>
<td>12/04/13 (e-mail attachment)</td>
</tr>
<tr>
<td>12. Individual Term Project</td>
<td>12/04/13 (e-mail attachment)</td>
</tr>
</tbody>
</table>
### CLASS SCHEDULE AND READING ASSIGNMENTS

**DESC 656 – Wednesday – Fall 2013**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| 08/28   | Introduction                   | Chapters 1 (Read only)  
Vision paper on Robotics (p. 5) |
| 09/04   | Forecasting                    | 10: 3, 5, 7, 10, 19, 21  
BLS Internet Exercise a |
| 09/11   | **Internet Session** - Regression | 9: 5, 11, 18, 21, 26 e  
Internet Facility Tour Write-up b |
| 09/18   | Process Management             | 3: Discussion questions 1, 2; Probs 3, 6  
Team Class Exercise (p. 8) |
| 09/25   | Capacity Planning I            | 4: 6, 10, 12, 13, 18, 19 |
| 10/02   | Capacity Planning II           | Avalanche Case, Term Proposal c |
| 10/09   | In-class Midterm               | **Team Homework Package #1** |
| 10/12   | Internet - Aggregate Planning  | 5: 1, 4, 8 |
| 10/16   | Resource Management I          | 5 (supplement): 14, 15, 16 |
| 10/23   | Resource Management II         | 5 (supplement): 18, 19, Briley Case |
| 10/30   | **Internet Session** - SCM     | 8: 1, 2, 6, 8, Discussion #3 e |
| 11/06   | Project Management I           | 12: 1, 2, 4, 5 |
| 11/13   | Project Management II          | 12: 9, 12, 14, 23  
Operations Simulation d |
| 11/20   | **Final Exam Week**            | Internet Exam – 90 minutes |
| 11/27   | Thanksgiving Holiday           | ---------- |
| 12/04   | **Internet Session**           | Individual Term Project  
Team Homework Package #2 |

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**a)** Select data from [http://stats.bls.gov/](http://stats.bls.gov/) and develop several forecasts (HW#1)

**b)** Tours: [http://hilltop.bradley.edu/~rf/plantour.htm](http://hilltop.bradley.edu/~rf/plantour.htm)

**c)** A one (1) paragraph summary of your proposed individual term project is due via e-mail

**d)** A 2 to 4 page team executive summary of this experience (HW #2)

**e)** Yammer response (see page 8)

* * Homework is collected twice during the trimester and should include all assignments *

** ** BE PREPARED AT ALL TIMES ** **
CASE STUDIES

Each case presentation should include a review of the literature and an overview on current industry operations and practice. The presentation should last about one hour. The following presents a list of the case studies that will be assigned on the first night of class. These cases are available on Decision City – Wednesday (Fall 2013).

1. Motor King Auto Products (Capacity Planning – Short Term)

The production manager at Motor King Auto Products wishes to determine the optimal production plan for the firm’s new gas extender product.

2. Maple Leaf (Capacity Planning – Long Term)

The management at Maple Leaf wishes to determine the optimal production schedule and expansion plan for their paper products distribution network.

3. Green House Mills (Aggregate Planning)

The operations manager at Green House Mills wishes to formulate an aggregate plan for providing raw wood to the company’s five processing mills.

4. Hackney Rental Cars (Resource Allocation)

The general manager at Hackney Rental Cars wishes to determine an optimal fleet purchasing plan for the upcoming years.

5. Jilltronics (Supply Chain Management)

The production manager at Jilltronics is interested in developing a value added supply chain plan for coordinating both internal and external suppliers.


The management at B&W Systems wishes to develop a fast track schedule and budget plan for an Internet based forecasting software project.

TEAM WORK

One of the great strengths of the Pepperdine MBA program is the wealth of real-world experience that students bring to class. One way to draw from this vast resource is to make liberal use of teamwork in a variety of class assignments. Homework is a team effort. Experience shows that students who regularly work together learn more and perform at a higher level than those who chose to work alone. Typically, team activities often provide as much or more insight into the managerial process as any in-class exercise or reading. View your team as a personal trainer designed to keep you focused and your spirits high! The current trends in business practice underscore the increasing importance of teamwork. Additionally, a team approach insures the availability of notes and handouts when an individual member of the team cannot attend class. All team efforts must be accompanied by a team member sign-off sheet. If you did not participate in the team assignments then you must not sign off on the package. Each team should develop a team logo.
CASE STUDY ANALYSIS

1. INTRODUCTION

The case study approach offers the student the opportunity to apply quantitative method techniques first hand to actual business situations. This is in contrast to the traditional method of instruction that has focused primarily on theoretical considerations and small model applications. The following presents the basic steps used in analyzing and presenting (oral and written) a technical case. A team approach provides the student with insights into the dynamics of group problem solving.

2. STEPS IN ANALYZING A CASE (Check List)

   2.1 Preview Case                          2.7 State Assumptions
   2.2 In-depth Review                       2.8 Collect Data
   2.3 Problem Formulation                   2.9 Develop Solution
   2.4 Develop Goals & Objectives           2.10 Test Solution (Sensitivity Analysis)
   2.5 Identify Alternatives                2.11 Analyze Results
   2.6 Formulate Model                      2.12 Prepare Action Plan

3. PRESENTING THE CASE (Oral & Written)

   3.1 Executive Summary                    3.2 PowerPoint (or equivalent) Slideshow
   3.3 Professional in appearance & behavior
   3.4 Adequately prepared and to the point (Non-repetitive)
   3.5 Courteous & constructive

INTERNET and the LITERATURE

Graduate students need to spend considerable time reviewing and analyzing the technical literature. An ongoing review of the literature is particularly important for this course. Fortunately, recent developments involving the Internet provide the student with ready access to the wealth of information contained in the literature. Each student and study team should take advantage of this technological marvel. One helpful library resource is Business Source Premier.

TEAM CLASS EXERCISE (09/18/13)

Prepare a 10-minute PowerPoint presentation on process management based on the following team assignment. Use the Pepperdine Library to support your findings.

<table>
<thead>
<tr>
<th>Team</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pharmaceutical</td>
</tr>
<tr>
<td>2</td>
<td>Delivery</td>
</tr>
<tr>
<td>3</td>
<td>Automotive</td>
</tr>
<tr>
<td>4</td>
<td>Banking</td>
</tr>
<tr>
<td>5</td>
<td>Communications</td>
</tr>
<tr>
<td>6</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

YAMMER

Yammer is an academic enterprise network. Over the course of the trimester you will be asked to comment on two selected technical postings via Yammer. After making your own comment also respond to your peers' postings. Specifically, select at least one thread that particularly resonates with you and make substantive comments directly on the discussion threads.
INDIVIDUAL PROJECT OUTLINE & CONTENT

The project should focus on either a task at your workplace, an entrepreneurial opportunity, community service, or a job search. Obviously, the actual content of your report will vary considerably depending on the selected topic. An e-mail summary (1 paragraph) of your proposed project will be due no later than 10/02/13. The following provides a typical project outline:

- Introduction (including problem statement)
- Executive Summary
- Presentation of Data
- Literature Search Summary
- SWOT Analysis
- Methodology
- Results Analysis
- Conclusions

Additionally, the data and computer analysis should appear in one or more appendices. While some form of computer analysis obviously would be helpful it is not required. For example you may elect to use a business planning software package to help shape your entrepreneurial venture. The report is to be submitted via an e-mail attachment as a zipped word or pdf file.

TEAM PRESENTATION OUTLINE

- The overall presentation should last no more than one hour.
- The team presentation should contain the following elements:
  1. An overview on the history of the topic including descriptive statistics, slants and trends.
  2. A review of the basic principles regarding the topical material under study. This should include chapter highlights and several examples.
  3. The case analysis which includes a well-defined problem statement put into the context of the chapter material plus a detailed computer evaluation and interpretation of the results.
  4. An overview of current industry practice regarding the application including specific examples and testimonials.

- A copy of the slide show and an executive summary of your findings are to be submitted via a zipped e-mail attachment.
- Experience shows that involving the class in the presentation significantly improves the overall performance. This can be accomplished through a quiz show format or having specific questions regarding the material occur during the presentation. You may wish to consider having some type of prize for correct answers. You may also wish to consider using Prezi, which provides a new type presentation format: http://prezi.com/

GENERAL STUDY GUIDELINES

The following outlines the recommended study approach for this course:

- You should plan to spend approximately 8 to 10 hours per week on the course material. Usually, more time is required for the midterm and final examinations.
- Typically, you should plan to meet with your study team at least once per week.
- You should read the assigned material before class. You may wish to start by reviewing the summary highlights at the end of the assigned chapters and the PowerPoint lecture notes.
- Class time will be devoted to a review of the material followed by either a case presentation or Internet based computer applications.
- The in-class exams (midterm and final) will be open book, open notes, laptops.
- Take the practice Internet session exams on a weekly basis.
COURSE EVALUATION

Student course evaluations will be conducted electronically through the Pepperdine e-room. Each student enrolled in the course has one opportunity to access the course evaluation (located in the e-room and identified by an icon) using their student identification number. However, the data is stored using a sequence number. No names are attached to the evaluation. Evaluations are not given to professors until the grades are posted. This process affords confidentiality to the person submitting the evaluation. The student will be notified via the e-room when the course evaluation is available. Access to the evaluation is achieved by clicking on the “Course Evaluation” icon and following the instructions. Please take the time to complete course evaluations. The information received helps GSBM to provide, you the student, with quality faculty, a highly effective learning environment and a memorable overall experience.

BUSINESS OPERATIONS INTEGRATION EXPERIENCE (670X)

One of the key objectives of this course is to prepare for the business operations integration experience (670X). This two-unit graded course (670X) is offered after completing the following six core courses: 650 (Behavior), 652 (Accounting), 655 (Finance), 656 (Decision Analysis), 657 (Economics) and 658 (Marketing). A core goal of the 670X experience is to link these basic disciplines into an integrated business plan. The current 670X experience is a team-based business simulation and is run on a quarterly basis over a period of three to four years. The actual simulation is conduction on a weekend (Friday night and Saturday). The specific disciplines in DESC 656 that will be used in the 670X experience include forecasting, capacity planning and aggregate planning. For the 670X experience each team will need to implement a forecasting system for estimating unit sales on a quarterly basis by region. Additionally, each team will need to develop a production model.

ETHICAL BEHAVIOR

There will be absolutely no tolerance for any form of cheating including plagiarism. GSBM students are expected to respect personal; honor and the rights and property of others at all times. The University rules on conduct can be found in the GSBM Catalog and on page11 of this syllabus. This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.
REGULATIONS

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation (see GSBM Catalog).

POLICY on DISABILITIES

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).
BIOGRAPHICAL SKETCH

Dr. Owen P. Hall, Jr. holds the Julian Virtue Professorship and is a Full Professor of Decision Sciences at the George L. Graziadio School of Business and Management, Pepperdine University. He is the recipient of both the Charles Luckman and Howard A. White teaching excellence award. Dr. Hall has over 35 years of academic and industry experience. He is a registered professional engineer, State of California. Dr. Hall is the author of several textbooks on computer based decision-making and has written extensively on financial analysis, data mining and Internet based learning. He is the former Editor-in-Chief of the Graziadio Business Report. Dr. Hall is a member of the Beta Gamma Sigma and Delta Mu Delta Honor Societies. He is also a member of the INFORMS IT and membership committees. Dr. Hall recently received a grant from GMAC to design a collaboration network for enhancing graduate management education. He received his Ph.D. from the University of Southern California and undertook post-doctoral studies at the Center for Futures Research.
PEPPERDINE UNIVERSITY MISSION STATEMENT

The mission of Pepperdine University, as a Christian university, is to create a learning community of academic excellence and value-centered education in which students prepare for lives of purpose, service and leadership.

GSBM TEACHING PHILOSOPHY OBJECTIVES

- To develop positive and supportive attitudes towards oneself and others.
- To cultivate skills in problem solving and decision-making.
- To formulate an understanding of the interactive nature of modern business practice.
- To develop a values-centered approach to leadership.

CLASS QUOTATION

Believe in yourself, what you think, what you feel,
Believe in the truth, the good, the ideal,
Believe that your dreams can someday become real...
Forever and always, believe

Amanda Bradley

PEPPERDINE UNIVERSITY AFFIRMS

THAT GOD IS

That He is revealed uniquely in Christ
That the educational process may not, with impunity, be divorced from the divine process
That the student, as a person of infinite dignity, is the heart of the educational enterprise
That the quality of student life is a valid concern of the University
That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline
That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence
That freedom, whether spiritual, intellectual, or economic, is indivisible

That knowledge calls, ultimately, for a life of service.