ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 01/12/2012

1. ACADEMIC UNIT: Del E. Webb School of Construction

2. COURSE PROPOSED: CON 294 Deductive Logic, Leadership and Industry Structure 3
   (prefix ) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Jacob Kashiwagi  Phone: 480-965-4273
   Mail Code: 0204  E-Mail: jacobk@exchange.asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry–L □
   - Mathematical Studies–MA □ CS □
   - Humanities, Fine Arts and Design–HU □
   - Social and Behavioral Sciences–SB □
   - Natural Sciences–SQ □ SG □

   Awareness Areas
   - Global Awareness–G □
   - Historical Awareness–H □
   - Cultural Diversity in the United States–C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   This course provides an overview of key concepts concerning Information Measurement Theory and its application in various contexts (belief systems, value formation, morality, free will). Further, we will focus on the ways individuals develop their beliefs throughout their lives, the ways they learn values, the ways they interact with one another and the ways various problems can affect their lives. A more general aim is to understand how and why humans develop belief systems and morals depending on their environment. Using IMT along with experimental philosophy, morality philosophy, history and other perspectives and research as guiding frameworks, we explore how family relationships affect the formation and acceptance of belief systems, the development of values, a no-influence/no-control model of morality and other issues affecting our lives. Each of these factors determine our perceptions and definitions of morality, values, and freewill, and in turn constantly shape and alter our views and interpretations of situations. Through discussion, debate, and written assignments, students will learn to communicate this information in a dominant manner that follows the IMT logic.

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
CROSS-LISTED COURSES: ☐ No ☑ Yes; Please identify courses: HON394: Advanced Business
Systems: Info Measurement Theory

Is this a multisection course?: ☐ No ☑ Yes; Is it governed by a common syllabus? ________

________________________________________
Chair/Director (Print or Type) Chair/Director (Signature)

Date: ________________________________
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Syllabus &quot;Course Objectives&quot; Section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Report and Presentation Guidelines (see attached file with student Power Point presentations and papers) (also see link to videos of student presentations)</td>
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<td></td>
<td></td>
<td>PBSRG.com/videos/2011-presentation/humza</td>
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<td>PBSRG.com/videos/2011-presentation/kenny a</td>
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<tr>
<td></td>
<td></td>
<td>PBSRG.com/videos/2011-presentation/kristin</td>
</tr>
</tbody>
</table>

1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.

2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.

3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.

4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:
   a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>b.</td>
<td>Concerns aesthetic systems and values, literary and visual arts. N/A</td>
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<td></td>
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<td>c.</td>
<td>Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design. N/A</td>
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<td></td>
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<td>d.</td>
<td>Deepen awareness of the analysis of literature and the development of literary traditions. N/A</td>
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<td>THE FOLLOWING ARE NOT ACCEPTABLE:</td>
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<td></td>
<td>- Courses devoted <strong>primarily</strong> to developing a skill in the creative or performing arts, including courses that are <strong>primarily</strong> studio classes in the Herberger College of the Arts and in the College of Design.</td>
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<td>- Courses devoted <strong>primarily</strong> to developing skill in the use of a language – <strong>However, language courses that emphasize cultural study and the study of literature can be allowed.</strong></td>
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<td>- Courses which emphasize the acquisition of quantitative or experimental methods.</td>
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<td>- Courses devoted <strong>primarily</strong> to teaching skills.</td>
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</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IMT was developed by professor Dean Kashiwagi to explain events using deductive logic, and dominant characteristics. Topics that IMT covers are: - Visionary vs. Technical individuals - Differences in learning rates - The intrinsic conditions that define individuals - How determinism and free-will are not mutually exclusive - Many more</td>
<td>1) Dean is the professor of the course, meaning that students learn first hand how he reasoned through and constructed IMT using deductive logic. Dean encourages students to challenge his logic so that he can further refine IMT.</td>
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<tr>
<td>2) World events are analyzed in the course to see how cultural values, philosophies, and beliefs explain the initial conditions and the final outcomes of events.</td>
<td>2) Case studies are used to show how values, philosophies, and beliefs within a culture explain why events occur the ways they do. Examples of this are: - The war in Iraq - The war on drugs - Japanese immigration policy - Genetic testing for diseases in embryos - Censorship in the media</td>
<td></td>
</tr>
</tbody>
</table>

Students are then asked to investigate case studies using concepts learned in the course.
3) Last, individuals' values, philosophies, and beliefs are analyzed to show that visionary individuals have similar thought systems. Some of these similarities in thought systems include:
- Futility of control and influence
- Measuring the environment
- Everyone has a place

The class also applies the conceptual values, philosophies, and beliefs that individuals hold to better understand human thought on a personal level.

3) Case studies are used to show the similarities in values, philosophies, and beliefs of visionaries like:
- Deming
- Ford
- Socrates
- Einstein
- Mozart

Students are then asked to investigate case studies using concepts learned in the course.

Additionally, students conduct an ethnographic interview. The ethnographic interview aims to have students interview individuals and determine the values, philosophies, and beliefs that define that individual.
COURSE SYLLABUS - CON 294 / HON 394

DEDUCTIVE LOGIC
Spring 2012
Class Number: 76894 / 85702

1. COURSE INFORMATION
Monday and Wednesday Room: USE 125
2:00-3:15

2. INSTRUCTOR
Dean Kashiwagi / Jacob Kashiwagi / Alice Stevens
Phone: 480-965-4273
Email: Dean.Kashiwagi@asu.edu
jacobk@exchange.asu.edu
amsteve3@exchange.asu.edu

Office Hours: Email to setup an appointment
Availability: Changes; Email to setup an appointment

INSTRUCTOR’S BIO
Dean Kashiwagi is the worldwide expert in optimizing the delivery of construction and other services using performance information. His structures/processes simultaneously minimize project/risk management functions up to 90%, increased vendor profit as much as 100%, increased performance to 98%, and decrease costs. He is the author of the Performance Information Procurement System (PIPS) and Performance Information Risk Management System (PIRMS) is licensed by the U.S. Army Medical Command and the General Services Administration. Kashiwagi has generated over $8.5M in grants over 16 years, and has successfully run over 700 project tests, delivering over $4B of construction and other services. Kashiwagi is an accomplished author of over 175 refereed conference and journal papers and is a registered engineer in eight states. He was the 2009 International Facility Management Association Educator of the Year. In 2005, he was the recipient of the CoreNet Global Innovation of the Year Award for the research being tested at Harvard University and in 2001 his work received the Pono Technology Award for research work and results in the State of Hawaii. Kashiwagi’s research has also expanded to Finland, Netherlands, Africa, and Malaysia. The Dutch Infrastructure Agency is currently running the largest construction test every attempted. They are delivering a 1B Euros infrastructure project made up of six different highway projects. Dean is married to Judy Katayama and has eight children. He is one of the few researchers who have tested out his concepts in the family before bringing the concepts to the industry.

3. PRE-REQUISITE COURSES
None

4. CATALOG DESCRIPTION
This course provides an overview of Information Measurement Theory and its application in various contexts. The aim is to understand how and why humans interact in the ways they do depending on their environment. Using IMT along with other perspectives and research as guiding frameworks, we explore issues affecting our lives and work in various industries. Through discussion, debate, and written assignments, students will learn to communicate this information in a dominant manner that follows the IMT logic. The course material will come from history’s visionaries, including Socrates, Einstein, and Deming.

This will teach students a structure in which they can “know everything without knowing any technical information.” As a result, students will be able to investigate ways to analyze reality and problems occurring in
every industry, and find the simple and logical solutions that can be applied to everyday work. IMT is a foundation of many leading-edge technologies that have been developed at ASU and tested worldwide in construction and non-construction related services.

5. **COURSE OBJECTIVES**
   a. Learn how to rely on observation rather than just blind acceptance of norms
   b. Learn to identify reality for what it is and how to predict it
   c. Learn to simplify rather than complicate
   d. Learn to think of the whole rather than in detail
   e. Be able to better understand people
   f. Understand that everyone controls their own life
   g. Be able to identify and utilize dominant information
   h. Learn the difference between accountability and influence

6. **CALENDAR**
   1. Honors Paper 1 due 2/1/2012
   2. Midterm 1 2/27/2012
   3. Ethnography Paper (Honors Paper 2) due 3/17/2012
   4. Class Presentations 3/12-14/2012
   5. Spring Break 3/19-21/2012
   7. Final Presentations 4/18-23/2012
   8. Final Exam TBA

7. **TEXTBOOKS AND REFERENCES**
   a. Best Value Procurement (5th Edition) by Dean Kashiwagi (Optional)
   b. Leadership Manual (1st Edition) by Jacob Kashiwagi (Free and Optional)

8. **ELECTRONIC RESOURCES**
   N/A
   Course Web Page: http://my.asu.edu

9. **ASSIGNMENTS AND COURSE REQUIREMENTS**
   Students will be required to prepare written reports on assigned topics. Use of the word processor/typewriter is mandatory. All quizzes and tests will be of the subjective type.

   **EXTRA CREDIT**
   Extra credit should not be expected in this course. However, extra credit will be considered should the professor see a reasonable need for it.

   **HONORS CREDITS**
   Make note that this is both an undergraduate class as well as an honors class. Because of this, there will be some slight differences in what is expected from the students although the actual material being taught will be the same.

10. **ASSIGNMENT CHANGES:**
The instructor reserves the right to change the listed assignments. Students will be given a revised syllabus if the listing of course assignments changes.

11. WEIGHTING OF ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Test 1 and 2</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Honors Paper 1</td>
<td>10%</td>
<td>- *</td>
</tr>
<tr>
<td>Ethnographic Interview Paper</td>
<td>10%</td>
<td>- *</td>
</tr>
<tr>
<td>Final Report and Presentation</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Only required for HON 394 students

12. GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;97%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>E</td>
<td>&lt;59%</td>
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<tr>
<td>A</td>
<td>94-96%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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</table>

13. ETHICS
Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. You are responsible to learn how the Student Academic Integrity Policy (http://www.asu.edu/studentlife/judicial/integrity.html) and (http://www.eas.asu.edu/sas/cheat.html) applies to you personally and to this course in particular. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should I implement any of these penalties, I must report the matter to the Dean's office. Now, in terms of defining specific examples of cheating, the university policy is very simple. Everything is forbidden until the instructor authorizes it. Cheating is doing something that affects an academic evaluation without the instructor's authorization. We will discuss in class what is authorized and that if you want to do anything else, you need to ask me first.

14. COURSE STANDARDS

1. Prior to the start of class, please turn your cell phones and/ or pages off, or to silent mode, to avoid unnecessary classroom disruptions.
2. Arizona State University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's collective original work, even for work designated as group work. Although ASU encourages collaboration between students, and faculty, in the sharing of ideas and experiences, individual work needs to represent the student's original thought and be distinguishably different from other students work. While discussions between students are encouraged, cheating will not be tolerated. Any student found cheating on an exam, a quiz, or assignment may be given a failing grade for the course and flagrant violations can result in additional consequences. You are cheating if you represent someone else's work as your own or if
someone else represents your work as theirs. All graded work (exams, homework assignments, as well as any written exercises or quizzes) in this class must represent your own individual work only. Students may discuss the conceptual aspects of an assignment, but students must turn in their own, independently developed solutions. Grading will include comparing the structure and content of your solution with that of other students. By registration in this class, you are assumed to have read, understand and agreed to this policy, as well as to the procedures conveyed at the web sites below.

ABOR Student Code of Conduct and Student Disciplinary Procedures
http://students.asu.edu/srr/code

ASU Academic Integrity Policy:
http://provost.asu.edu/academicintegrity

15. **CLASS PARTICIPATION**
The responsibility for learning rests with you. The instructors will assist you by making the classroom environment one conducive to learning but your preparation is essential! This course is designed for 2 hours outside work for every 1 hour in class. Read the assignments, do the problems, and seek assistance if you need it. If you have any questions or concerns please email the instructors to set an appointment for office hours.

Absence from class may result in the loss of participation points. Much of the learning that occurs during this course happens in the classroom. If you are absent, for whatever reason, you lose the benefit of sharing of knowledge by the faculty and other students. Additionally, the class loses the benefit of the sharing your knowledge and experience; thus, the learning experience is diminished and will be reflected in your grade.

16. **ASSIGNMENT POLICY**
   a. Assignments will be due at the beginning of class on the date specified.
   b. Late homework will be penalized 10% for each day or part thereof.
   c. All writing requirements must be completed using a word processor.
   d. All assignments must be spell and grammar checked and written with a logical flow of thought.
   e. There will be unannounced quizzes during the semester! Missed quizzes cannot be made up.
   f. To receive credit for your work, it is imperative the work be organized and readable.

17. **MAKE-UP POLICY**
Prior notice, when possible, will be given to the instructor when a class will be missed. Only under the most extreme circumstances, supported by written documentation, will a make-up quiz or test be given. The final decision rests with the instructor. When a class is missed, it is the student's responsibility to obtain notes and assignments from fellow classmates. If you miss a class due to university-sanctioned activities please refer to ACD 304–02 at (http://www.asu.edu/aad/manuals/acad/acd304-02.html).

18. **ATTENDANCE & QUIZZES**
Roll will be taken periodically. Punctuality, class attendance, participation and preparation are explicit reflections of your interest in the course. Quizzes will not necessarily be announced in advance and may be given at the beginning or the end of the class period.

19. **ACCOMMODATION**
Reasonable accommodations are made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available assistance and make their needs known. The University has designated the Disability Resource Center as the campus coordinating office for the provision and delivery of services and reasonable accommodations that ensure the University’s programs, services, and activities are accessible to students with disabilities. The Disability Resource Center is available to assist any student who has a qualified and documented disability. Please contact the Disability Resource Center at 480-965-1234 (Voice) 480-965-9000 (TTY) for additional information.
URL: http://www.asu.edu/studentaffairs/ed/drc/

20. DETAILED CLASS SCHEDULE

<table>
<thead>
<tr>
<th>NO</th>
<th>DATE</th>
<th>MODULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/09/12 M</td>
<td>Introduction and Introduction to Information Measurement Theory (IMT)</td>
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<td></td>
<td></td>
<td>Class requirements/schedule/assignments, Laws, The Event</td>
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<tr>
<td>2</td>
<td>1/11/12 W</td>
<td>IMT continued and Class Discussion</td>
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<td>Cycle of Learning, Influence vs. No Influence, One minute presentations</td>
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<tr>
<td>3</td>
<td>1/16/12 M</td>
<td>No School</td>
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<td>4</td>
<td>1/18/12 W</td>
<td>Kashiwagi Solution Models (KSM)</td>
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<td>Rate of Change, Types of Individuals, Kashiwagi Solution Models</td>
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<tr>
<td>6</td>
<td>1/23/12 M</td>
<td>Class Discussion</td>
</tr>
<tr>
<td></td>
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<td>Dr. Dean’s Life example</td>
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<td>7</td>
<td>1/25/12 W</td>
<td>Leadership Practices</td>
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<td>Influence, alignment, measurement, who’s on your molecule, process based leadership</td>
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<td>8</td>
<td>1/30/12 M</td>
<td>Class Discussion</td>
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<td></td>
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<td>Invictus clips, leadership review and examples</td>
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<tr>
<td>9</td>
<td>2/01/12 W</td>
<td>Dominant Information and Decision Making</td>
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<td></td>
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<td>Minimized decision making and measurements</td>
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<td>1st Term Paper due</td>
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<td>10</td>
<td>2/06/12 M</td>
<td>Who Is on My Molecule</td>
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<td></td>
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<td>Analyzing one’s environment and one’s self, equilibrium theory</td>
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<td>11</td>
<td>2/08/12 W</td>
<td>Historical Geniuses</td>
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<td>Socrates, Einstein, Mozart, etc.</td>
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<tr>
<td>12</td>
<td>2/13/12 M</td>
<td>Class Discussion and Quiz</td>
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<tr>
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<td>Madagascar 2 clips and quiz</td>
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<tr>
<td>13</td>
<td>2/15/12 W</td>
<td>Construction Industry Structure</td>
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<td>Assignment of Skilled Craftspeople / Profit margins / Construction Management by the Client / Leadership Principles</td>
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<tr>
<td>14</td>
<td>2/20/12 M</td>
<td>Best Value PIPS</td>
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<tr>
<td></td>
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<td>Best business practices / Alternative delivery methods / PIPS model vs. traditional model</td>
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<tr>
<td>15</td>
<td>2/22/12 W</td>
<td>News Article Exercise</td>
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<tr>
<td></td>
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<td>Analyze and explain current events using IMT</td>
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<tr>
<td>16</td>
<td>2/27/12 M</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>17</td>
<td>2/29/12 W</td>
<td>Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Midterm, Discuss Ethnographic Interview, IMT review</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>3/05/12</td>
<td>M</td>
<td>Genetics and IMT</td>
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<td>Look at how IMT relates genetics, dominant information, and who we are</td>
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<tr>
<td>3/07/12</td>
<td>W</td>
<td>Class Discussion</td>
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<td>Book Case-Study</td>
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<td></td>
<td>Ethnographic Interview Paper (2nd Term Paper) due</td>
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<tr>
<td>3/12/12</td>
<td>M</td>
<td>Class Presentations</td>
</tr>
<tr>
<td>3/14/12</td>
<td>W</td>
<td>Class Presentations and Review</td>
</tr>
<tr>
<td>3/19/12</td>
<td>M</td>
<td>Spring Break</td>
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<td>3/21/12</td>
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<td>3/26/12</td>
<td>M</td>
<td>IMT Examples</td>
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<td>Kenyan runners, War in the Middle East, Arranged Marriages, etc.</td>
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<td>3/28/12</td>
<td>W</td>
<td>Historical Geniuses Continued</td>
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<td>Ford, Deming, etc.</td>
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<td>4/02/12</td>
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<td>Incentives Presentation</td>
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<td>Incentives video and discussion: Do incentives work?</td>
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<td>4/04/12</td>
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<td>Best Value PIPS Examples</td>
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<td>ASU, Brunsfield, Wattle&amp;Daub, etc.</td>
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<td>4/09/12</td>
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<td>Class Discussion</td>
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<td>Secretariat clips and discussion, review of principles</td>
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<td>4/11/12</td>
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<td>Longevity Presentation</td>
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<td>Longevity video and discussion, examples of applying IMT</td>
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<td>4/16/12</td>
<td>M</td>
<td>Class Discussion and Quiz</td>
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<td>Fearless clips and quiz</td>
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<td>Final Report (3rd Term Paper) due</td>
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<td>4/18/12</td>
<td>W</td>
<td>Class Presentations</td>
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<td>4/23/12</td>
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<td>4/25/12</td>
<td>M</td>
<td>Final Review</td>
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<td>TBA</td>
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<td>Final Exam</td>
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Report and Presentation Guidelines

The reports and presentations for this class are a large portion of your grade and this guideline helps you through the process of completing an excellent project. Projects are meant to evaluate your understanding of Information Measurement Theory and concepts like Kashiwagi Solution Models, Growth Curve, Cycle of Learning, etc. You are not required to cover every aspect of IMT in your project but you are required to make all information dominant.

Your project should also show that you have learned one or more of the course objectives and that you can apply them to a topic of your choosing. This is not required but a well done project will naturally tend to fall under these objectives:

a. Learn how to rely on observation rather than just blind acceptance of norms
b. Learn to identify reality for what it is and how to predict it
c. Learn to simplify rather than complicate
d. Learn to think of the whole rather than in detail
e. Be able to better understand people
f. Understand that everyone controls their own life
g. Be able to identify and utilize dominant information
h. Learn the difference between accountability and influence

Your reports will be returned in a timely manner with comments for improvements. If you would like more help on your reports and/or feedback on your presentations, please make an appointment with one of us. You are also encouraged to come in throughout the process if you have any questions or concerns about any aspect of your reports or presentations.

The first thing you want to do for the project is to find a topic that interests you. This will make the project easier to work on and will make it more entertaining to present to the class. Below are a few project ideas that students have presented on in the past. Feel free to work on one of these, but you are encouraged to bring in new ideas and new perspectives!

- Information, decision making, and game theory
- The war on drugs
- Does attractiveness affect the productivity of women?
- Obesity
- Genetically predicting a winner in horse racing
- Censorship of media and its effect on the individual
- The five-factor model of personality
- Hybrid Cars
- Black box vs. white box security model in software
- Explaining increased parity across major sports since 1966
- Long haired geniuses: Visionary musicians
- Alignment between touchlines: Visionary football management
- Best value of education
- Venezuela’s dictatorship
- The healthy lifestyle: Live longer by being Mormon
- Media and the individual
- Genetic factors that predict success in athletic events
- The futility of control through violence
- What is the cause of tooth decay?

The project analysis process depends largely on the topic you choose, but you can be creative in the ways you incorporate IMT concepts. The bottom line for analyzing your topic is to be dominant for all information contained in the paper and presentation.
List of IMT Theories:

Laws

- Laws are present throughout all of time (Past, Present, and Future).
- Laws are discovered, not created.
- Understanding of the Laws will help a person predict future outcomes.

Cycle of Learning

- Perceive → Process → Apply → Change→ (The process is repeated)
- The easiest step to see/measure is “Apply,” because it is visible and requires you to see one value (“Change” requires two: the before and the after)
- The more times an individual goes through the cycle of learning, the faster their cycling speed becomes.

Rate of Change

- Every individual has a different speed at which they process information (Cycle of Learning).
- Knowing the rate of change for individuals helps us to identify their capability.
- Some individuals process information faster (Type A) and some slower (Type C).
- Neither, Type A or Type C is more important to an event than the other. Both are equally needed and therefore are equally important.

Event

- An event can last for any amount of time (Ex. 1min or 10yrs).
- An event can only happen one way. (One outcome)
- The initial conditions set and finalize the final conditions.
- Knowing the initial conditions allows us to predict the final condition.

Decision Making and Dominant Information

- Decision making occurs when an individual does not know.
  - Minimizing decision making decreases risk.
- If you don’t know, find an expert that does know.
- Way to identify an expert:
  - Will be able to present dominant information.
  - Will be able to tell you how they know.
Dominant information is:
- Obvious, simple, concise and clear.
- Anyone can understand it.

Types of Individuals
- The type of individual is related to their processing speed (i.e. Rate they go through the Cycle of learning)
  - Type A has more information (faster rate of change)
  - Type C has less information (slower rate of change)
- No one is completely Type A or Type C.
  - We use extremes to make comparisons clear and transparent.
- The rate of change graph is used to explain the type of individuals.

Kashiwagi Solution Model (KSM)
- Compares extremes to identify related characteristics: Left Side (LS) and Right Side (RS) characteristics.
  - If a person exemplifies a few Type A characteristics, they will exemplify other Type A characteristics (Visa Versa for Type C characteristics).
- Compares all characteristics by their relationship to the use of information.
  - Type A = Left Side Characteristics
  - Type C = Right Side Characteristics
- Minimizes decision making or the need of time to identify a person’s capability.
  - Is a way to understand people with little information, by asking only a few questions.

Who Is on My Molecule? (WIOMM)
- The external condition of an individual or organization is just a manifestation of the internal conditions.
- **Type A organization or individual will use WIOMM to:**
  - Focus internal change (Changing self).
  - Measure and Identify environmental factors (to improve self).
  - Help others around them.
- **Type C organization or individual will use WIOMM:**
  - Focus on external change (Changing others).
  - Measure and Identify environmental factors to react to other entities in their environment.
  - Is reactive to other around them.
Everything is at Equilibrium

- **WIOMM** is a representation of equilibrium:
  - A person or organization is at equilibrium with their environment.
  - A person or organization’s environment will be equal to who they are.
  - Internal Conditions = External Conditions (at all times)

Influence and Control

- It is impossible to control or influence another person, event, or entity.
- Person who believes in Influence will believe in:
  - Chance and luck
  - Being controlled and controlling others
  - Blames others
  - No Accountability
- Person who does not believe in influence will believe in:
  - Predicting outcomes
  - No Control mentality
  - Blame self
  - Accountability

Leadership Concepts (Change to- New Leadership Model of Alignment)

- Traditional Leadership Model believes in:
  - Decision Making
  - Controlling other people
  - Expectations of other people
  - Management
  - More activity and effort
  - Influencing other people
- New Leadership Model of Alignment believes in:
  - Self discipline of leader
  - Identification of workers capabilities
  - Alignment of personnel in optimal configuration
  - Changing the structure of a company to improve productivity
- Alignment and influence are extreme opposites (leadership vs. management) (LS vs. RS)
- In order for Contractors to make a profit they send the levels of trained workers to where they can be most optimized.
  - **Outsourcing owner** understands they are not the expert and wants to transfer the risk to an expert. The Contractor will send the **highly trained/expert**.
- **Partnering owners** think they have industry knowledge and want to feel comfortable by sharing the risk with the contractor. The Contractor will send the **medium trained** workers.

- **Price Based owner** will award to the lowest-priced contractor and have a professional that determines how, what, when, and where the product will be done. The owner will minimize the risk that is not minimized by the Contractor. The Contractor will send the **inexperienced trained** workers to them.
ETHNOGRAPHIC INTERVIEW PAPER

For the ethnographic interview you will be asked to interview a person you know (fellow student, friend, professor, family, etc) to determine the factors that lead this individual to have the values they have and to be where they are today.

Instructions:

Before the Interview:

Come up with questions that you will ask your interviewee. Your questions should focus on their personal history, how their personal history shaped their life, and how their personal history informs their values and current choices.

Scheduling the Interview:

Tell the person you are interviewing that this is a class project, that his/her name will be kept confidential, and that you are interested in learning about his/her experiences, thoughts and values, and his/her personal history. Tell your interviewee that you would like to conduct the interview in a setting that s/he finds comfortable (e.g., workplace, home, coffee shop, etc.).

During the Interview:

Use the questions you came up with but be ready to follow up on things you find interesting! Write down the main factors and ideas that your interviewee says shaped his/her life and values.

Reporting your Findings:

Make sure to mention how specific environmental factors lead this individual to believe what they believe, and to be where they are today. Tie in IMT concepts like the event diagram, WIOMM, KSMs and anything else you can think of that shows your understanding of IMT in the context of a person’s life and values.

Your reports will be returned in a timely manner with comments for improvements. If you would like more help on your reports and/or feedback on your presentations, please make an appointment with one of us. You are also encouraged to come in throughout the process if you have any questions or concerns about any aspect of your reports or presentations.