

School of Management

**MGMT 401/MMMS 511**  
**MANAGERIAL DECISION PROCESSES**

Trimester 1 2013

**COURSE OUTLINE**

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**Names and Contact Details**

**COURSE COORDINATOR & LECTURER**

**Dr Jim Sheffield**

Room: RH902, Rutherford House

Phone: 463 5085

Email: [jim.sheffield@vuw.ac.nz](mailto:jim.sheffield@vuw.ac.nz)

Website: <http://www.victoria.ac.nz/som/about/staff/jim-sheffield>

**PROGRAMME ADMINISTRATOR**

**Tricia Lapham**

Room: Rutherford RH 1022

Phone: 463-5397

Email: [tricia.lapham@vuw.ac.nz](mailto:tricia.lapham@vuw.ac.nz)

**Trimester Dates**

Teaching Period: Monday 4 March – Friday 7 June

Study Period: Monday 10 June – Thursday 13 June

Examination Period: Friday 14 June – Wednesday 3 July (inclusive)

**Withdrawal from Course**

Your fees will be refunded if you withdraw from this course on or before Friday 15 March 2013. The standard last date for withdrawal from this course is Friday 17 May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

**Class Times and Room Numbers**

Class times: Fridays, 12.40 – 15.30

Room number: Railway West Wing Room 127 (RWW127)

**Office Hours:** Fridays 10.30-11.30am

**Course Delivery**

The course meets once per week. There are no tutorials. Blackboard is used to support individual and group learning.

**Expected Workload**

150 hours, including reading in preparation for class, time spent in class, and completion of the assessment requirements.

## Group Work

6% of the assessment (2 assignments @ 3% ea) is based on group work. Each group assignment requires a group to combine individually assessed 1-page chapter summaries to create a 1-page group chapter summary. The time required for each group assignment is less than 2 hours. At the discretion of the lecturer, group members who do not achieve a passing grade on their individual chapter summary will not share in the marks earned by their team.

## Course Content

This course provides vivid case examples of decision making in decisive moments. A multiple-perspective approach is adopted and three perspectives – **emotion**, **reason** and **morality** – are explored in some depth. Students apply concepts and frameworks to analyse decision processes, including a problem-solving and decision making situation that they have experienced. The aim is to reflect on that experience and gain deeper insight into it through the application of conceptual material.

## Course Learning Objectives

On successful completion of the course, students will be able, when engaged in problem solving and decision making, to:

1. Analyse the role of **emotion** ('intuitive' perspective)
2. Analyse the role of **reason** ('rational' perspective)
3. Analyse the role of **morality** ('fellow-feeling' perspective)
4. **Apply** concepts and frameworks to evaluate problem solving and decision making processes.

## Readings – Required Texts

De Bono, E. (2008). *Six Thinking Hats*, London: Penguin Books. About \$13.

Lehrer, J. (2009). *The Decisive Moment: How the Brain Makes Up Its Mind*, Melbourne: The Text Publishing Company. About \$31.

Sheffield, J. (2012). *My Decisive Moment*, Auckland: Pagination Publishers. About \$20.

## Materials and Equipment

No materials or equipment is required beyond access to a computer and word processor.

## Assessment Requirements

A student's overall grade in the course will be determined in the following manner:

### 1. Chapter quizzes. 8 quizzes @ 2% ea. (16%)

A quiz is provided for each of chapters 1-8 of the Lehrer text. Each quiz must be completed before the start of the class for the week scheduled. A practice quiz on the Introduction (due before the week 1 class) is also provided. Each quiz has 16 questions. You have 3 attempts per quiz. Only the best attempt is scored.

### 2. Chapter summaries. 500 words ea., due as scheduled.

#### 2 individual summaries @ 4% ea. and 2 team summaries @ 3% ea. (14%)

At the beginning of the course you are placed in teams and assigned 2 chapters to summarize and to discuss briefly in class. The chapter summaries fall due starting with the week 2 class. The individual chapter summaries must be submitted at least 48 hours before the beginning of the class. The team chapter summaries must be submitted at least 24 hours before the beginning of the class. At the discretion of the lecturer, group members who do not achieve a passing grade on their individual chapter summary will not share in the marks earned by their team. The discussion is informal and brief (2-5 minutes). Individual team members will identify and discuss some key aspects of the content of the team chapter summary. See the mark sheets for the criteria on which your summaries will be evaluated.

**3. Assignment: My Decisive Moment, 2,500 words, due at the beginning of the week 10 class (30%)**

Select a problem-solving and decision making situation that you have experienced that is important to your development. The aim is to reflect on that experience and gain deeper insight into it through the application of conceptual material. You should analyse the problematic situation, what triggered it, and how you felt about the decision process before, during and after it unfolded. You should consider how the decision process might have been managed better. You will be assessed on your ability to make sense and critically reflect upon your experience through the application of concepts, ideas and/or frameworks presented in this course.

**4. Examination - 2 hour closed book (40%)** Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the period from Friday 14 June – Wednesday 3 July (inclusive).

Relationship between the assessments and the course learning objectives are as follows:

Learning Objective	Quiz and Summary of Ch 1.	Quizzes and Summaries of Ch 2, 3.	Quizzes and Summaries of Ch 4, 5.	Quizzes and Summaries of Ch 6, 7, 8.	Assignment	Exam section
	X					
<b>1</b>		X				<b>A</b>
<b>2</b>			X			<b>B</b>
<b>3</b>				X		<b>C</b>
<b>4</b>					X	<b>D</b>
Due	Week 2	Weeks 3-4	Weeks 5-7	Weeks 8-10	Week 10	

Quality Assurance Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCOM programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Penalties**

Quizzes and chapter summaries that are submitted late will not be accepted and will receive zero marks. In fairness to other students, assignments submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted and will receive zero marks. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course coordinator prior to the due date.

**Length Guidelines**

In business, time is a scarce resource. You must make every word count. A chapter summary or assignment within +/- 10% of the specified length is acceptable. Assignments more than 10% (250 words) over the maximum (2,500 words) will be penalized at the rate of 1 mark per additional 50 words. For example, a 3,000 word assignment (250 words more than 2,750) will have 5 marks deducted after it has been marked.

### **Submission of Assessment Items**

Quizzes, chapter summaries and the assignment are submitted electronically via Blackboard which automatically records the submission time. In addition a paper copy of the assignment must be submitted by the beginning of the week 10 class. A cover sheet and a mark sheet is required for the individual and team chapter summaries and the assignment. Please keep an electronic copy of your work archived in case the original goes missing, and for the purposes of checking length (assessed via the word count function in Word) and originality (assessed via Turnitin.com). Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- a. Submit the assignment within one week of the date due
- b. Obtain at least 40 per cent of the marks available (i.e. 16 marks out of 40) for the final examination.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade. Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not. Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board and/or communicated via email.

### **Class Representative**

A class representative will be elected in the first class. That person's name and contact details will be made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Communication of Additional Information**

Additional information and information on any changes will be conveyed to students via class announcements and in written form on the university blackboard server for MGMT 401/MMMS 511.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Referencing**

There are many different styles of referencing and the Faculty of Commerce at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site <http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>

### **School of Management Grading Standards are as follows:**

#### Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (85% and above): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

#### Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds "competency".

#### Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

#### Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

#### Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to "fail" the student.

#### Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## Readings - Recommended

The resources marked with an asterisk are those most directly relevant to course objectives.

1. Bazerman, M. & Moore, D. (2009). *Judgment in Managerial Decision-Making*, New York: Wiley\*.
2. Boehm, C. (2012). *Moral Origins: The Evolution of Virtue, Altruism, and Shame*, New York: Basic Books.
3. Cathcart, T. & Kline, D. (2007). *Plato and a Platypus Walk into a Bar: Understanding Philosophy Through Jokes*, New York: Abrams Image.
4. Coates, J. (2012). *The Hour Between Dog and Wolf*, London: Harper Collins.
5. De Bono, E. (2004). *How to Have a Beautiful Mind*, London: Vermilion\*.
6. De Bono, E. (2008). *Six Thinking Hats*, London: Penguin Books. \$13. (Required text)\*.
7. Fisher, R., Ury, W. and Patton, B. (1991). *Getting to Yes: Negotiating an Agreement Without Giving In*, London: Random Century.
8. Fisher, R. and Brown, S. (1989). *Getting Together: Building Relationships As We Negotiate*, London: Penguin Books.
9. Frank, R.H. (1991). *Microeconomics and Behavior*, New York: Irwin McGraw-Hill\*.
10. Gawande, A. (2011). *The Checklist Manifesto: How to Get Things Right*, London: Profile Books\*.
11. Gigerenzer, G. (2002). *Calculated Risks: How to Know When Numbers Deceive You*, New York: Simon & Schuster.
12. Gigerenzer, G. (2007). *Gut Feelings: The Intelligence of the Unconscious*, New York: Penguin Books\*.
13. Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*, London: Penguin Books.
14. Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*, Toronto: Random House.
15. Hood, B. (2012). *The Self Illusion*, New York: Oxford University Press.
16. Kahneman, D. (2011). *Thinking, Fast and Slow*, London: Penguin Books (Nobel Laureate)\*.
17. Kandel, E. (2012). *The Age of Insight*, New York: Random House (Nobel Laureate)\*.
18. Lehrer, J. (2007). *Proust was a Neuroscientist*, Melbourne: The Text Publishing Company\*.
19. Lehrer, J. (2009). *The Decisive Moment: How the Brain Makes Up Its Mind*, Melbourne: The Text Publishing Company. \$31. (Required text)\*.
20. Linden, D. (2011). *Pleasure: How Our Brains Make Junk Food, Exercise, Marijuana, Generosity and Gambling Feel So Good*. Oxford: One World.
21. Macknik, S. & Martinez-Conde, S. (2011). *Sleights of Mind: What the Neuroscience of Magic Reveals About Our Brains*, London: Profile Books.
22. Midgley, G. (2000). *Systemic Intervention-Philosophy, Methodology and Practice*, New York: Kluwer Academic/Plenum Publishers.
23. Nutt, P. (2002). *Why Decisions Fail - Avoiding the Blunders and Traps That Lead to Debacles*, San Francisco: Berrett-Koehler Publishers.
24. Pinker, S. (1994). *The Language Instinct*, New York: Penguin.
25. Russo, J. & Schoemaker, P. (2002). *Winning Decisions*, New York: Fireside.
26. Sheffield, J., Editor. (2012). *My Decisive Moment*, Auckland: Pagination Publishers(required text)\*.
27. Targett, D. (1996). *Analytical Decision Making*, London: Pitman.
28. Thaler, R. & Sunstein, C. (2009). *Nudge: Improving Decisions about Health, Wealth and Happiness*, London: Penguin Books\*.
29. *The Listener, The New Scientist* (widely available popular weekly magazines).
30. Web Resources (Google any and all of your own key words; Look inside Amazon.com, Fora.tv, TED, YouTube videos, etc).
31. Weick, K. (1979). *The Social Psychology of Organizing*, New York: McGraw-Hill.
32. White, E.B. (1952). *Charlotte's Web*, London: Penguin Books\*.
33. Wilson, E.O. (2012). *The Social Conquest of Earth*, New York: Liveright.

## Course Schedule

The schedule of course learning objectives organized by assessment item and date is as follows:

<b>Week Dates</b>	<b>Topics</b>	<b>Readings</b> * = The Decisive Moment; Cases=cases from My Decisive Moment; BB = material to be downloaded from BB
<b>Week 1</b> Fri 8 March	<b>Introduction:</b> Hallmarks of an excellent class; Course overview; Assessment and teams; Assignment and sample cases	Introduction*; The Book Case, Do The Right Thing**; Bazerman and Moore (2009), pp 1-10; BB
<b>Week 2</b> Fri 15 Mar	<b>Introduction:</b> Decision making in a sports situation; Multiple perspectives and reframing.	Ch 1: The Quarterback in the Pocket*; Morse (2007); de Bono (2008); Summaries of Ch 1; BB
<b>Week 3</b> Fri 22 Mar	<b>Emotion:</b> The positive uses	Ch 2: The Predictions of Dopamine*; Summaries of Ch 2; Cases 2,3,6,8; BB
<b>Extended Easter Break</b>		
<b>Week 4</b> Fri 5 April	<b>Emotion:</b> The negative uses	Ch 3: Fooled by Feeling*; Summaries of Ch 3; Cases 4,5,9; BB
<b>Week 5</b> Fri 12 April	<b>Reason:</b> The positive uses	Ch 4: The Uses of Reason*; Summaries of Ch 4; Cases 11,14,17,18; BB
<b>Week 6</b> Fri 19 April	<b>Reason:</b> The negative uses	Ch 5: Choking on a Thought*; Summaries of Ch 5; Cases 10,12,13,16; BB
<b>Mid-Trimester Break</b>		
<b>Week 7</b> Fri 3 May	<b>Reason:</b> Cognitive heuristics and biases	Bazerman and Moore (2009), pp 13-41; BB
<b>Week 8</b> Fri 10 May	<b>Morality:</b> Application to 'Before breakfast' and assignment	Ch 6: The Moral Mind*; Summaries of Ch 6; Cases 19,20,21,22; White (1952); BB
<b>Week 9</b> Fri 17 May	<b>Morality:</b> Application to 'Silent typing' and other 'Local solutions in a global environment'	Ch 7: The Brain is an Argument*; Summaries of Ch 7; Cases 23,25,26,27; Sheffield (1992); Sheffield (2013); BB
<b>Week 10</b> Fri 24 May	<b>Application:</b> Flexible thinking (Guest lecture) <b>Assignment Due</b>	Ch 8: The Poker Hand*; Summaries of Ch 8; BB
<b>Week 11</b> Fri 31 May	<b>Application:</b> Health, planning	Ch 9: Coda (=summation)*; Laugesen (2010); Gawunde (2011); BB
<b>Week 12</b> Fri 7 June	<b>Application:</b> Research design	Sheffield (2005); BB



School of Management

**MGMT 401/MMMS 511 MANAGERIAL DECISION PROCESSES**

Trimester 1 2013

**Individual Chapter Summary Cover Sheet**

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CHAPTER NUMBER AND TITLE: \_\_\_\_\_

DUE 48 HOURS BEFORE BEGINNING OF CLASS ON \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Word count = \_\_\_\_\_ Group Number: \_\_\_\_\_



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**Individual Chapter Summary (4%)  
 Mark Sheet**

**Name:** \_\_\_\_\_

	Ex	VG	G	S	M	U/F	
<b>CONTENT</b>							
Chapter is analysed for key concepts	← Excellent					Poor →	Chapter is not analysed for key concepts
Reflection and analysis generates insight	← Excellent					Poor →	Reflection and analysis are either missing or did not generate insight
Implications for managing the decision process reflect insight	← Excellent					Poor →	Implications for managing the decision process not discussed/ show no insight
<b>PRESENTATION</b>							
Answer is structured coherently	← Excellent					Poor →	Answer lacks a coherent structure or is otherwise hard to follow
Referenced appropriately (See 'Six Hints')	← Excellent					Poor →	Referenced inappropriately
Word limit adhered to (500 words +/- 10%)	← Satisfactory					Poor →	Too long/too short

Ex=Excellent; VG=Very Good; G=Good; S=Satisfactory; M=Marginal; U/F=Unsatisfactory/Failure (See also course outline, p. 5)

**General Comments:**

**Grade:** \_\_\_\_\_ **Out of 100%:** \_\_\_\_\_



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**MGMT 401/MMMS 511 MANAGERIAL DECISION PROCESSES**

Trimester 1 2013

**Team Chapter Summary Cover Sheet**

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CHAPTER NUMBER AND TITLE:

\_\_\_\_\_

DUE 24 HOURS BEFORE BEGINNING OF CLASS ON \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Word count = \_\_\_\_\_ Group Number: \_\_\_\_\_

School of Management  
**MGMT 401/MMMS 511 MANAGERIAL  
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**Team Chapter Summary (3%)  
 Mark Sheet**

**Name:** \_\_\_\_\_

		Ex	VG	G	S	M	
			U/F				
CONTENT Chapter is analysed for key concepts	← Excellent					→ Poor	Chapter is not analysed for key concepts
Reflection and analysis generates insight	← Excellent					→ Poor	Reflection and analysis are either missing or did not generate insight
Implications for managing the decision process reflect insight	← Excellent					→ Poor	Implications for managing the decision process not discussed/ show no insight
PRESENTATION Answer is structured coherently	← Excellent					→ Poor	Answer lacks a coherent structure and is hard to follow
Referenced appropriately (See 'Six Hints')	← Excellent					→ Poor	Referenced inappropriately
Word limit adhered to (500 words +/- 10%)	← Satisfactory					→ Poor	Too long/too short

Ex=Excellent; VG=Very Good; G=Good; S=Satisfactory; M=Marginal; U/F=Unsatisfactory/Failure (See also course outline, p. 5)

**General Comments:**

**Grade:** \_\_\_\_\_ **Out of 100%:** \_\_\_\_\_



School of Management

**MGMT 401/MMMS 511 MANAGERIAL DECISION PROCESSES**

Trimester 1 2013

**My Decisive Moment  
Assignment Cover Sheet**

DUE AT BEGINNING OF CLASS ON \_\_\_\_\_

Word count = \_\_\_\_\_

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course Lecturer: \_\_\_\_\_

School of Management

**MGMT 401/MMMS 511 MANAGERIAL DECISION PROCESSES**

Trimester 1 2013

**My Decisive Moment (30%)**

**Assignment Mark Sheet**

**Name:** \_\_\_\_\_

	Ex	VG	G	S	M	U/F	
CONTENT							
The topic is analysed for important concepts, these are actively evaluated	← Excellent					Poor →	Your decisive moment is not analysed for key concepts
Reflection and analysis generates insight	← Excellent					Poor →	Reflection and analysis of your decisive moment are either missing or do not generate insight
Suggestions for better managing the decision process reflect insight	← Excellent					Poor →	Suggestions for better managing the decision process not discussed/ show no insight
PRESENTATION							
Answer is structured coherently	← Excellent					Poor →	Answer lacks a coherent structure and is hard to follow
Referenced appropriately (See 'Six Hints')	← Excellent					Poor →	Referenced inappropriately
Word limit adhered to (2,500 words +/- 10%)	← Satisfactory					Poor →	Too long/too short

Ex=Excellent; VG=Very Good; G=Good; S=Satisfactory; M=Marginal; U/F=Unsatisfactory/Failure (See also course outline, p. 5)

**General Comments:**

**Grade:** \_\_\_\_\_ **Out of 100%:** \_\_\_\_\_

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**MGMT 401/MMMS 511 MANAGERIAL DECISION PROCESSES**

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**Final Exam Question Mark Sheet**

**Name:** \_\_\_\_\_

	Ex	VG	G	S	M	U/F	
<b>CONTENT</b>							
The topic is analysed for important concepts, these are actively evaluated	← Excellent					→ Poor.	→ Fragments of the topic are described, but importance is not evaluated
Reflection and analysis generates insight	← Excellent					→ Poor	→ Reflection and analysis are either missing or do not generate insight
Implications for managing the decision process reflect insight	← Excellent					→ Poor.	→ Implications for managing the decision process not discussed/ show no insight
<b>PRESENTATION</b>							
Answer is structured coherently	← Excellent					→ Poor	→ Answer lacks a coherent strategy and/or structure
Style of presentation aids communication of content	← Excellent					→ Poor.	→ Style of presentation makes content hard to find, hard to follow
Handwriting is clear	← Excellent					→ Poor	→ Handwriting is hard to decipher

Ex=Excellent; VG=Very Good; G=Good; S=Satisfactory; M=Marginal; U/F=Unsatisfactory/Failure (See also course outline, p. 5)

**General Comments:**

**Grade:** \_\_\_\_\_ **Out of 100%:** \_\_\_\_\_