

School of Management

MGMT 401 MANAGERIAL DECISION PROCESSES

Trimester 1 2014

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR & LECTURER

Dr Jim Sheffield

Room: RH902, Rutherford House

Phone: 463 5085

Email: jim.sheffield@vuw.ac.nz

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

PROGRAMME ADMINISTRATOR

Misa Ito

Room: Rutherford RH 1022

Phone: 463 5397

Email: misa.ito@vuw.ac.nz

Trimester Dates

Teaching Period: Monday 3rd March – Friday 6th June

Study Period: Monday 9th June – Thursday 12th June

Examination Period: Friday 13th June – Wednesday 2nd July (inclusive)

Withdrawal from Course

Your fees will be refunded if you withdraw from this course on or before Friday 14th March 2014. The standard last date for withdrawal from this course is Friday 16th 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: Wednesdays 09.30 – 12.20

Room number: Railway West Wing Room 413 (RWW413)

Office Hours: Mondays and Tuesdays 15.30-17.20

Course Delivery

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

Group Work

6% of the assessment (2 team summaries @ 3% ea) is based on group work. See 'Assessment' below. The time required for each team summary is less than 5 hours.

Expected Workload

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

Prescription

An examination of alternative models of managerial decision-making processes, including strategic decision-making; a study of the role and impact of modelling in decision-making; and of factors such as risk, judgement, ambiguity etc.

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

Readings – Required

MGMT 401 *Coursebook* (purchased from Vicbooks).

Sheffield (2013a). *My Decisive Moment- Volume 2* (purchased from Vicbooks).

MGMT 401 2014 *Blackboard* (documents downloaded from an electronic resource).

Materials and Equipment

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

Assessment

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>. In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

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

1. Quizzes. 8 chapter quizzes @ 1% ea. (8%)

A quiz is provided for each of chapters 1-8 of the *Coursebook*. Each quiz must be completed 48 hours 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. Summaries. 2 @ 4% ea, and 2 @ 3% ea. (14%)

At the beginning of the course you are placed in a group that is required to submit summaries 48 hours before class during 4 weeks of the course. In 2 of those weeks you will submit an individual summary (500 word, 4%) of the chapter assigned from the *Coursebook*. In the other 2 weeks you will submit a team summary (400 word, 3%) of key lessons learned from the cases assigned from *My Decisive Moment*. To share in the marks awarded for a team summary, you must: (a) identify in the team summary the lessons you learned from the case assigned to you; (b) participate in a class discussion. See pp. 10 and 12 for the mark sheet criteria on which your individual and team summaries are assessed. See items in the *Blackboard* (BB) week 1 folder for the schedule of chapters and cases and further information on assessment, referencing and the use of BB.

3. Class Participation (8%)

Marks for participation in class are awarded based on the quality of engagement, e.g. in discussion on the items assigned from the *Coursebook* and *My Decisive Moment*. Note: Attending at least half (6 out of 12) of the classes is a mandatory course requirement.

4. Assignment: My Decisive Moment, 2,500 words, due at 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. See the mark sheet on p. 14 and items in the *Blackboard* week 1 folder for further information on assessment, referencing and the use of BB.

5. Examination - 3 hour closed book (40%)

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

Learning Objective	Ch 1 quiz, and scheduled summaries	Ch 2, 3 quizzes, and scheduled summaries	Ch 4, 5 quizzes, and scheduled summaries	Ch 6, 7, 8 quizzes, and scheduled summaries	Assignment	Exam section
	X					
1		X				A
2			X			B
3				X		C
4				X	X	D
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 FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

In fairness to other students, there are penalties for late submission. Lateness is determined by the time of electronic submission. Quizzes are unavailable after the time specified. A penalty of 1 mark for each day (or part thereof) late is incurred for late submission of a summary of a chapter in the *Coursebook* or the case assigned in *My Decisive Moment*. A penalty of 3 marks for each day (or part thereof) late is incurred for late submission of the assignment. 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.

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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Examinations

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 following period:

Friday 13th June – Wednesday 2nd July (inclusive)

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must ...

- a. Attend at least half (6 out of 12) classes
- b. Submit the assignment within one week of the date/time due
- c. 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.

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class Representative

A class representative will be elected in the first class, and that person's name and contact details 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 MGMT401.

Student feedback

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Length Guidelines

In business, time is a scarce resource. You must make every word count. A 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. See items in the *Blackboard* week 1 folder for more detail on counting words.

Submission of Assessment Items

Quizzes, 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 as an integral part of each item submitted. Each should be submitted as a Word (not a PDF) document. 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.

Referencing

See the items in the week 1 folder about the requirement that page numbers be included in references. There are many different styles of referencing and the Faculty of Commerce and Administration 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>

Email Contact with the Course Coordinator/Lecturer

When sending an email to the course coordinator/lecturer ensure that the subject line contains: (a) the course number and name; (b) your last name followed by your first name; (c) your student ID number. Note: No assessed items can be submitted via email.

Grading Standards are as follows:

Excellent Category

A (85 – 89%) to A+ (90-100% 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 Honors level.

Very Good Category

B+ (75 – 79%) to A- (80 – 84%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

Good Category

B- (65 – 69%) to B (70-74%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

Satisfactory Category

C (55 – 59%) to C+ (60 – 64%) The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

Adequate

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

Poor

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. Baumeister, R. & Tierney, J. (2011). *Willpower – Why Self-Control is the Secret to Success*, London: Penguin Books*.
2. Bazerman, M. & Moore, D. (2009). *Judgment in Managerial Decision-Making*, New York: Wiley*.
3. Boehm, C. (2012). *Moral Origins: The Evolution of Virtue, Altruism, and Shame*, New York: Basic Books.
4. Cathcart, T. & Kline, D. (2007). *Plato and a Platypus Walk into a Bar: Understanding Philosophy Through Jokes*, New York: Abrams Image.
5. Coates, J. (2012). *The Hour Between Dog and Wolf*, London: Harper Collins.
6. De Bono, E. (2008). *Six Thinking Hats*, London: Penguin Books*.
7. Fisher, R., Ury, W. and Patton, B. (1991). *Getting to Yes: Negotiating an Agreement Without Giving In*, London: Random Century.
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. Linden, D. (2011). *Pleasure: How Our Brains Make Junk Food, Exercise, Marijuana, Generosity and Gambling Feel So Good*. Oxford: One World.
20. Macknik, S. & Martinez-Conde, S. (2011). *Sleights of Mind: What the Neuroscience of Magic Reveals About Our Brains*, London: Profile Books.
21. Midgley, G. (2000). *Systemic Intervention-Philosophy, Methodology and Practice*, New York: Kluwer Academic/Plenum Publishers.
22. Nutt, P. (2002). *Why Decisions Fail - Avoiding the Blunders and Traps That Lead to Debacles*, San Francisco: Berrett-Koehler Publishers.
23. Pinker, S. (1994). *The Language Instinct*, New York: Penguin.
24. Proctor, T. (2014). *Creative Problem Solving for Managers*. London: Routledge (technique-oriented)
25. Russo, J. & Schoemaker, P. (2002). *Winning Decisions*, New York: Fireside.
26. Sheffield, J., Editor. (2013a). *My Decisive Moment – Volume 2*, Auckland: Pagation 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, The Economist* (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:

Week Dates	Topics	Readings * = Coursebook; Cases=cases from My Decisive Moment; BB = material to be downloaded from BB
Week 1 Wed 5 March	Introduction: Hallmarks of an excellent class; Course overview; Assessment and teams; Assignment and sample cases	Introduction*; Bazerman and Moore (2009), pp 1-10; BB
Week 2 Wed 12 Mar	Introduction: 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; Cases 1-3; BB
Week 3 Wed 19 Mar	Emotion: The positive uses	Ch 2: The Predictions of Dopamine*; Summaries of Ch 2; Cases 4-6; BB
Week 4 Wed 26 Mar	Emotion: The negative uses	Ch 3: Fooled by Feeling*; Summaries of Ch 3; Cases 7-10; BB
Week 5 Wed 2 Apr	Reason: The positive uses	Ch 4: The Uses of Reason*; Summaries of Ch 4; Cases 11-13; BB
Week 6 Wed 9 April	Reason: The negative uses	Ch 5: Choking on a Thought*; Summaries of Ch 5; Cases 14-16; BB
Week 7 Wed 16 Apr	Reason: Cognitive heuristics and biases	Bazerman and Moore (2009), pp 13-41; BB, Cases 17-20
Mid-Trimester Break		
Week 8 Wed 7 May	Morality: Application to 'Before breakfast' and assignment	Ch 6: The Moral Mind*; Summaries of Ch 6; Cases 21-23 White (1952); BB
Week 9 Wed 14 May	Morality: Application to 'Silent typing' and other 'Local solutions in a global environment'	Ch 7: The Brain is an Argument*; Summaries of Ch 7; Cases 24-26; Sheffield (1992); Sheffield (2013); BB
Week 10 Wed 21 May	Application: Flexible thinking (Guest lecture) Assignment Due	Ch 8: The Poker Hand*; Summaries of Ch 8; Cases 27-29; BB
Week 11 Wed 28 May	Application: Health, inter-organisational decision making	Ch 9: Coda (=summation)*; Laugesen (2010); Gawunde (2011); Sheffield (2013b); BB
Week 12 Wed 4 June	Application: Research design	Sheffield (2005); BB

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VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

MGMT 401 MANAGERIAL DECISION PROCESSES

Trimester 1 2014

Individual Chapter Summary Cover Sheet

CHAPTER NUMBER AND TITLE: _____

DUE 48 HOURS BEFORE BEGINNING OF CLASS ON _____



Name: _____ Student ID: _____

Word count = _____ Group Number: _____

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Individual Summary Mark Sheet for Assigned Chapter (4%)

Name: _____

	Very poor E 0% - 39%	Poor D 40% - 49%	Adequate C- 50% - 54%	Satis. C 55% - 59%	Satis./good C+ 60% - 64%	Good (mostly) B- 65% - 69%	Good B 70% - 74%	V Good (mostly) B+ 75% - 79%	Very Good A- 80% - 84%	Exc. A 85% - 89%	Out-standing A+ 90% - 100%	
CONTENT Chapter is not analysed for key concepts												CONTENT Chapter is analysed for key concepts
Reflection and analysis are either missing or did not generate insight												Reflection and analysis generates insight
Implications for managing the decision process not discussed/ show no insight												Implications for managing the decision process reflect insight
PRESENTATION Answer lacks a coherent structure or is otherwise hard to follow												PRESENTATION Answer is structured coherently
<u>Not</u> referenced appropriately (See items in BB week 1 folder)												Referenced appropriately (See items in BB week 1 folder)
Word limit <u>not</u> adhered to: (See penalties in course description)												Word limit adhered to (500 words +/- 10%) (Marked 'OK')

Grade: _____ **Out of 100%:** _____

General Comments:

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Team Summary Cover Sheet for Assigned Cases

CHAPTER NUMBER AND TITLE:

DUE 24 HOURS BEFORE BEGINNING OF CLASS ON _____

Name: _____	Student ID: _____	Case #: _____
Name: _____	Student ID: _____	Case #: _____
Name: _____	Student ID: _____	Case #: _____
Name: _____	Student ID: _____	Case #: _____
Name: _____	Student ID: _____	Case #: _____



Word count = _____ Group Number: _____

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Team Summary Mark Sheet for Assigned Cases (3%)

	Very poor E 0% - 39%	Poor D 40% - 49%	Adequate C- 50% - 54%	Satis. C 55% - 59%	Satis./good C+ 60% - 64%	Good (mostly) B- 65% - 69%	Good B 70% - 74%	V Good (mostly) B+ 75% - 79%	Very Good A- 80% - 84%	Exc. A 85% - 89%	Out-standing A+ 90% - 100%	
WRITTEN REPORT												WRITTEN REPORT
The team did not analyse all the cases assigned												The team did analyse all the cases assigned
The team did not analyse the assigned cases for key concepts												The team did analyse the assigned cases for key concepts
The team's reflection and analysis are either missing or did not generate insight												The team's reflection and analysis of the cases generates insight
The team did not discuss/show insight into implications for managing the decision process												The team did discuss/show insight into implications for managing the decision process
The team's analysis of the assigned cases lacks a coherent structure or is otherwise hard to follow												The team's analysis of the assigned cases is structured coherently
The team's report is not referenced appropriately (See items in BB week 1 folder)												The team's report is referenced appropriately (See items in BB week 1 folder)
Word limit <u>not</u> adhered to: (See penalties in course description)												Word limit adhered to (400 words +/- 10%) (Marked 'OK')
CLASS PRESENTATION												CLASS PRESENTATION
Did not convey insights about key lessons learned												Did convey insights about key lessons learned

Group Number: _____ **Grade:** _____ **Out of 100%:** _____

General Comments:



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My Decisive Moment (30%)

Assignment Cover Sheet

DUE AT BEGINNING OF CLASS ON _____

Word count = _____

Name: _____

Student ID: _____

Course Lecturer: _____

School of Management



MGMT 401 MANAGERIAL DECISION PROCESSES

Trimester 1 2014

My Decisive Moment (30%)

Assignment Mark Sheet

Name: _____

	Very poor E 0% - 39%	Poor D 40% - 49%	Adequate C- 50% - 54%	Satis. C 55% - 59%	Satis./good C+ 60% - 64%	Good (mostly) B- 65% - 69%	Good B 70% - 74%	V Good (mostly) B+ 75% - 79%	Very Good A- 80% - 84%	Exc. . A 85% - 89%	Out-standing A+ 90% - 100%	
CONTENT The decision situation is not analysed for key concepts												CONTENT The decision situation is analysed for key concepts
Reflection and analysis are either missing or did not generate insight												Reflection and analysis generates insight
Implications for managing the decision process not discussed/ show no insight												Implications for managing the decision process reflect insight
PRESENTATION The report lacks a coherent structure or is otherwise hard to follow												PRESENTATION The report is structured coherently
Not referenced appropriately (See items in BB week 1 folder)												Referenced appropriately (See items in BB week 1 folder)
Word limit <u>not</u> adhered to: (See penalties in course description)												Word limit adhered to (2,500 words +/- 10%) (Marked 'OK')

Grade: _____ **Out of 100%:** _____

General Comments:



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Final Exam Mark Sheet for Each Question

Name: _____

	Very poor E 0% - 39%	Poor D 40% - 49%	Adequate C- 50% - 54%	Satis. C 55% - 59%	Satis./good C+ 60% - 64%	Good (mostly) B- 65% - 69%	Good B 70% - 74%	V Good (mostly) B+ 75% - 79%	Very Good A- 80% - 84%	Exc. A 85% - 89%	Out-standing A+ 90% - 100%	
CONTENT The answer to the exam question does not analyse key concepts												CONTENT The answer to the exam question does analyse key concepts
Reflection and analysis are either missing or did not generate insight												Reflection and analysis generates insight
Implications for managing the decision process not discussed/ show no insight												Implications for managing the decision process reflect insight
PRESENTATION The answer lacks a coherent structure or is otherwise hard to follow												PRESENTATION The answer is structured coherently
<u>Not</u> referenced appropriately (See items in BB week 1 folder)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Referenced appropriately (See items in BB week 1 folder)
Word limit <u>not</u> adhered to: Too long/too short	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Word limit adhered to

Grade: _____ **Out of 100%:** _____

General Comments: