



School of Management

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1, 2015

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR & LECTURER

Dr Jim Sheffield

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

PROGRAMME ADMINISTRATOR

Nicky McInnes

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Trimester Dates

Teaching Period: Monday 2nd March – Friday 5th June

Study Period: Monday 8th June – Thursday 11th June

Examination Period: Friday 12th June – Wednesday 1st July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 13th March 2015.
2. The standard last date for withdrawal from this course is Friday 15th 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 or [online](#).

Class Times and Room Numbers

Class times: Tuesdays 19.40 – 21.30

Room number: Rutherford House Lecture Theatre 3 (RHLT3)

Office Hours: Tuesdays 16.30-17.20

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

A multiple-perspective approach to the framing and solution of problems, and an introduction to the use and application of quantitative methods employed in managerial decision-making.

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

CMSP 801 *Coursebook* (Lehrer, 2013 - purchased from Vicbooks).

Sheffield (2013a). *My Decisive Moment- Volume 2* (a book of cases – also purchased from Vicbooks).

CMSP 801 2015 *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 (see pp. 8-9 for more information on assessment)

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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

1. Quizzes. 8 chapter quizzes @ 2% ea. (16%)

A quiz is provided for each of chapters 1-8 of the *Coursebook*. 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. Summaries. 500 words each. 2 individual summaries @ 4% and 2 team summaries @ 3% (14%)

At the beginning of the course you are placed in a group that is required to submit summaries before class during certain weeks of the course. See p. 10 for the schedule for each group. You will submit individual summaries of chapters assigned from the *Coursebook* 48 hours before class, and team summaries of key lessons learned from the cases assigned from *My Decisive Moment* 24 hours before class. 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. 12 and 14 for the mark sheet criteria on which your individual and team summaries are assessed.

3. 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. 16.

4. 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 Victoria Business School programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

From Trimester 1, 2014, a revised Assessment Handbook has applied to all VUW courses. In particular, a new grade scheme was instituted, in which the A+ range is 90-100% and 50-54% is a C-

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance
	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance
Fail	C-	50%-54%	Adequate evidence of learning
	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

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 enroll 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 12th June – Wednesday 1st July (inclusive)

Mandatory Course Requirements

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

- a. Submit the assignment within one week of the date/time 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.

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 CMSP 801.

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>

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. A summary or assignment that is longer than the acceptable length will be penalised at the rate of 1 mark per additional 50 words (or part thereof). For example, a summary of length 551 words (one word over the acceptable length) will have 1 mark deducted after it has been marked. An assignment of length 2,751 words (1 word more than 2,750) will have 1 mark deducted after it has been marked. See 'More on Assessment' (pp. 8-9) 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 is required for each individual (p. 11) and team (p. 13) summary, and the assignment (p. 15). 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.

How to submit Summaries to BB

- From the course home page, use the link 'Summaries-Indiv/Team'
- Then the links 'Group Tools' and 'File Exchange' to Add a file
- Ensure you specify a file name in the following format
Individual chapter summaries: 2015.1.Wknn.Gpnn.Chnn_Lastname_Firstname_StudentID
Team case summaries: 2015.1.Wknn.Gpnn.Casesnn-nn
- Note that BB identifies the time that the file was loaded
- No other submission method is acceptable/will be acknowledged.

Referencing

See 'More on Assessment' (pp. 8-9) for the number of **page references expected**. 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 a brief guide to the APA style of referencing at http://www.victoria.ac.nz/st_services/slss/studyhub/handouts/APA.pdf and Referencing FAQ at http://www.victoria.ac.nz/st_services/slss/studyhub/handouts/ReferencingFAQs.pdf

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.

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. Buchanan, M. (2013). *Forecast: What physics, meteorology and the natural sciences can tell us about economics*. London: Bloomsbury.
5. Cathcart, T. & Kline, D. (2007). *Plato and a Platypus Walk into a Bar: Understanding Philosophy Through Jokes*, New York: Abrams Image.
6. Coates, J. (2012). *The Hour Between Dog and Wolf*, London: Harper Collins.
7. Damasio, A. (2010). *Self Comes to Mind: Constructing the Conscious Brain*. London: Heinemann.
8. Davidson, R. (2012). *The emotional life of your brain*. London: Hodder.
9. De Bono, E. (2008). *Six Thinking Hats*, London: Penguin Books*.
10. Frank, R.H. (1991). *Microeconomics and Behavior*, New York: Irwin McGraw-Hill*.
11. Gawande, A. (2011). *The Checklist Manifesto: How to Get Things Right*, London: Profile Books*.
12. Gawande, A. (2014). *Being Mortal: Illness, medicine, and what matters in the end*. London: Profile Books.
13. Gigerenzer, G. (2002). *Calculated Risks: How to Know When Numbers Deceive You*, New York: Simon & Schuster.
14. Gigerenzer, G. (2007). *Gut Feelings: The Intelligence of the Unconscious*, New York: Penguin Books*.
15. Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*, London: Penguin Books.
16. Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*, Toronto: Random House.
17. Harris, S. (2014). *Waking Up: A guide to spirituality without religion*. London: Bantam Press.
18. Hood, B. (2012). *The Self Illusion*, New York: Oxford University Press.
19. Kahneman, D. (2011). *Thinking, Fast and Slow*, London: Penguin Books (Nobel Laureate)*.
20. Kandel, E. (2012). *The Age of Insight*, New York: Random House (Nobel Laureate)*.
21. Lehrer, J. (2007). *Proust was a Neuroscientist*, Melbourne: The Text Publishing Company*.
22. Lewis, M. (2014). *Flash Boys*. New York: W. H. Norton.
23. Linden, D. (2011). *Pleasure: How Our Brains Make Junk Food, Exercise, Marijuana, Generosity and Gambling Feel So Good*. Oxford: One World.
24. Macknik, S. & Martinez-Conde, S. (2011). *Sleights of Mind: What the Neuroscience of Magic Reveals About Our Brains*, London: Profile Books.
25. Nutt, P. (2002). *Why Decisions Fail - Avoiding the Blunders and Traps That Lead to Debacles*, San Francisco: Berrett-Koehler Publishers.
26. Pinker, S. (1994). *The Language Instinct*, New York: Penguin.
27. Proctor, T. (2014). *Creative Problem Solving for Managers*. London: Routledge (technique-oriented)
28. Russo, J. & Schoemaker, P. (2002). *Winning Decisions*, New York: Fireside.
29. Sheffield, J., Editor. (2013a). *My Decisive Moment – Volume 2*, Auckland: Pagination Publishers (required text)*.
30. Targett, D. (1996). *Analytical Decision Making*, London: Pitman.
31. Thaler, R. & Sunstein, C. (2009). *Nudge: Improving Decisions about Health, Wealth and Happiness*, London: Penguin Books*.
32. *The Listener, The New Scientist, The Economist* (widely available popular weekly magazines).
33. Web Resources (Google any and all of your own key words; Look inside Amazon.com, Fora.tv, Psychology Today, TED, YouTube videos, etc).
34. Weick, K. (1979). *The Social Psychology of Organizing*, New York: McGraw-Hill.
35. White, E.B. (1952). *Charlotte's Web*, London: Penguin Books*.
36. Wilson, E.O. (2012). *The Social Conquest of Earth*, New York: Liveright.

Course Schedule

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

Week Dates	Topics	Readings * = Coursebook (Lehrer, 2013); Cases=Cases from Sheffield (2013a); BB = Material downloaded from BB
Week 1 Tues 3 March	Introduction: Course overview; Assessment and teams; Assignment and final exam.	Introduction*; Bazerman and Moore (2009), pp 1-10; BB. (No summaries req'd)
Week 2 Tues 10 Mar	Introduction: Decision making in a sports situation; Multiple perspectives and reframing.	Ch. 1: The Quarterback in the Pocket*; Summaries of Ch. 1 (by members of teams 1-3); Summaries of Cases 1-3 (by teams 10-12); Morse (2007); de Bono (2008); BB
Week 3 Tues 17 Mar	Emotion: The positive uses	Ch. 2: The Predictions of Dopamine*; Summaries of Ch. 2 (by members of teams 4-6); Summaries of Cases 4-6 (by teams 7-9); BB
Week 4 Tues 24 Mar	Emotion: The negative uses	Ch. 3: Fooled by Feeling*; Summaries of Ch. 3 (by members of teams 7-9); Summaries of Cases 7-10 (by team 4-6); BB
Week 5 Tues 31 Mar	Reason: The positive uses	Ch. 4: The Uses of Reason*; Summaries of Ch. 4 (by members of teams 10-12); Summaries of Cases 11-13 (by team 1-3); BB
Mid-Trimester Break		
Week 6 Tues 21 April	Reason: The negative uses	Ch. 5: Choking on a Thought*; Summaries of Ch. 5 (by members of teams 1-3); Summaries of Cases 14-16 (by teams 10-12); BB
Week 7 Tues 28 Apr	Reason: Cognitive heuristics and biases	Bazerman and Moore (2009), pp 13-41; Cases 17-20 (No summaries req'd); BB
Week 8 Tues 5 May	Morality: Application to 'Before breakfast' and case 23	Ch. 6: The Moral Mind*; Summaries of Ch. 6 (by members of teams 4-6); Summaries of Cases 21-23 (by teams 7-9); White (1952); BB
Week 9 Tues 12 May	Morality: Application to inter-organisational decision making (see weeks 10-11 for 'Model' and 'Eval'n')	Ch. 7: The Brain is an Argument; Summaries of Ch. 7 (by members of teams 7-9); Summaries of Cases 24-26 (by teams 4-6); Sheffield (2013b); BB
Week 10 Tues 19 May	Application: Assignment Due	Ch. 8: The Poker Hand*; Summaries of Ch. 8 (by members of teams 10-12); Summaries of Cases 27-29 (by teams 1-3); BB
Week 11 Tues 26 May	Application: Health, nominal group technique, research design	Ch. 9: Coda (=summation)*; Laugesen (2010); Gawunde (2011); (No summaries req'd); BB.
Week 12 Tues 2 June	Application: Exam review. Flexible thinking (Guest lecture).	(No summaries req'd); BB.

More on Assessment

The assumption is that you already know how to write a report that is clear, concise and compelling.

The purpose of *More on Assessment* is to customize report writing guidelines to the specific requirements of this course. Note: Counting the number of references and words are important in this course! The guidelines should be interpreted in the context of the Course Outline. The guidelines are not comprehensive – the use of figures, colour, italics, direct quotes to capture vivid voices and images, bullet points, tables, etc., will be covered in lectures.

Customizing Report Writing Guidelines

1. In this course an excellent report is one that meets the quality measures on the **Mark Sheets**. Check them out! These measures cannot be applied in a simple-minded, mechanistic sense. However there is a sense of order in the first three measures - the *analysis of conceptual material* is usually a prerequisite for *reflection and analysis that generates insight*; both are prerequisites for an *insightful discussion of the implications for managing the decision process*. This natural sense of order should be reflected in the blending of both the structure and the content of your work.
2. An excellent report often starts with an "**Introduction**" (around 10% of the total) that consists of a very brief (often 2 sentence) statement to identify to your audience the purpose of the report and the names of its component pieces.
3. An excellent report often has a "**Body**" (around 60% of the total) that has a clear structure. Each component part is identified by a name. The name should be on a line by itself. For example, the components of the body of a chapter summary could be the names of the subsections of the chapter.
4. In the "**Body**" of the item (and indeed, in most all aspects of the course), the expected level of analysis is *deeper, more focused, more evidence-based* than that associated with an essay. For example, a chapter summary is expected to analyse at least one key concept in each section. Formally, this is achieved via explicit references. In this course most of the references are to a single source (Lehrer, 2013). In this course, therefore, it is only the addition of a page number that adds value! See the following page for an indication of how many explicit page references are expected.

A key measure of success of the Body is the inclusion of page references that clearly identify the location of the key concepts. *With page references, the quality of the author's insights becomes yours.* Without page references (or more likely, without an understanding of the role performed by page references) there will be a gap between your 'summary' and what must be summarised. The quality measures on the Mark Sheet may be compromised. For those students not well versed in academic writing, a learning curve will be required. Have patience! Students should be guided by the following observations:

- The quality & appropriateness of references is correlated with their quantity & specificity
- Chapter summaries with few page references are often *very poor or poor*
- Chapter summaries with many page references are often *excellent or outstanding*.

5. Work that is excellent always finishes with a strong "**Conclusion**" (around 30% of the total) that explicitly identifies *the implications for managing the decision process*. There is inevitably a tension between **rigorous analysis** of the chapter, and **relevance to your own decision making**. Towards the end, rigour should give way to relevance. Personalise your takeaway message by reflecting on how the concepts apply to your own decision making. (Here is another, more sophisticated, possibility: Conclude each component of the body of the report with a 'personalised takeaway message'.)
6. In conclusion, note that the items covered in this document are related to the course model. The **Introduction** (item 2) provides an overview that **guides the expectations of the reader**. The **Body** (items 3 and 4) is more narrow. In a chapter summary the body should focus on **reason and rigour**, an accurate presentation of the key concepts in the chapter. The **Conclusion** (item 5) **provides a personalised takeaway message**. Your work is assessed by a holistic application of these guidelines. However because quality takes many forms, these are guidelines, not rules. In most cases **plentiful page references** and an **authentic personal narrative** increases **my understanding of** the quality of your analysis, reflection and insight.

Counting References

The purpose of this referencing section is to provide a direct link between the number of page-specific page references and the assessment of the *References* criterion on the mark sheets for chapter summaries and the assignment.

In this course all references should be to specific ideas, direct quotations or paraphrases. All references should therefore include specific page numbers. References without page numbers, e.g., to Lehrer (2013), do not count. See the APA Guidelines in the Week 1 folder for an illustration of the use of page numbers.

The following table provides a direct link, for the first and second individual chapter summaries, and for the assignment, between the number of page-specific references and assessment.

No references are required for team case summaries or the final exam.

<u>Link between the number of page-specific references and (an indicative) assessment</u>											
Item of assessment	Very poor E 0%- 39%	Poor D 40%- 49%	Adequate C- 50- 54%	Satis. (mostly) 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%
First individual chapter summary	0	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17+
Second individual chapter summary	1	2	3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	24+
Assignment	1-2	3-4	5-6	7-8	9-12	13-16	17-20	21-24	25-28	29-32	33+

Table 1. Referencing and assessment

Counting Words

The word count to be recorded on the cover page is that which the instructor will obtain from using the word count feature in Word on all parts of the document except:

- the cover and mark sheets and
- the list of references at the end.

Note: The course coordinator does not want plentiful page references to increase the word count. For the purposes of this course, therefore, it is acceptable to shorten a citation (but not a direct quote) so that it does not add to the word count.

For example ‘Riley just said he knew.’(Lehrer, 2013, p. 37) (8 words) can be compressed to ‘Riley just said he knew.’(Lehrer,2013,p.37) (5 words).

More on Summaries

Schedule of summaries (chapters and cases) assigned to each team number

A class list with team numbers will be supplied after the week 1 class.

Type of summary	INDIV		TEAM	
Week	Each member of Team	Chapter in Lehrer (2013)	Team Number	Cases (chapters) in Sheffield (2013a)
1				
2	1-3	1	10-12	1-3
3	4-6	2	7-9	4-6
4	7-9	3	4-6	7-10
5	10-12	4	1-3	11-13
6	1-3	5	10-12	14-16
7	No summaries	are required.	No summaries	are required.
8	4-6	6	7-9	21-23
9	7-9	7	4-6	24-26
10	10-12	8	1-3	27-29
11				
12				

Assignment of cases to group members (default)

- 1st student in team summarises 1st case assigned to the group
- 2nd student in team summarises 2nd case assigned to the group
- 3rd student in team summarises 3rd case assigned to the group
- 4th student in team summarises 1st case assigned to the group
- 5th student in team summarises 2nd case assigned to the group

More guidelines for completing a team summary of assigned cases (to be applied holistically)

1. Apply the course prescription and learning objectives, and team summary mark sheet to **objectively** evaluate the degree to which the cases as a whole meet requirements.
2. Apply own experience and empathy ('putting yourself in their shoes') to **subjectively** evaluate the situation faced by the decision maker(s)
3. Apply norms associated with this class to lead/enact/participate in a (very) brief interactive **interpersonal** discussion on the above.

More guidelines for completing an individual summary of the assigned chapter

1. Apply the course prescription and learning objectives, and individual summary mark sheet to **objectively** identify the research evidence for each chapter section & the chapter as a whole.
Hint: Reproduce key words, and/or (very) short passages to back up key concepts and sections
Hint: Anchor these into the *Coursebook* by references with page numbers.
(about 2/3 of maximum words).
2. Reflect on (i.e., **Subjectively** evaluate) how the concepts apply to your own decision making (about 1/3 of maximum words).



School of Management

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2015

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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CMSP 801 PROBLEM SOLVING & DECISION MAKING
 Trimester 1 2015

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
Not referenced appropriately. (# Page-specific references) 1 st 2 nd	0 1	1 2	2 3	3-4 4-6	5-6 7-9	7-8 10-12	9-10 13-15	11-12 16-18	13-14 19-21	15-16 22-24	17+ 24+	Referenced appropriately 1 st 2 nd (# Page-specific references)
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:



School of Management

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2015

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: _____

School of Management
CMSP 801 PROBLEM SOLVING & DECISION MAKING
 Trimester 1 2015

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
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:



School of Management

CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2015

My Decisive Moment (30%)

Assignment Cover Sheet

DUE AT BEGINNING OF CLASS ON _____

Word count = _____

Name: _____

Student ID: _____

Course Lecturer: _____

School of Management



CMSP 801 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2015

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 B- 65% - 69%	Good (mostly) 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. (# Page-specific references)	1-2	3-4	5-6	7-8	9-12	13-16	17-20	21-24	25-28	29-32	33+	Referenced appropriately. (# Page-specific references)
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: