

School of Management

MMBA 508 PROBLEM SOLVING & DECISION MAKING

Trimester 1, 2016

COURSE OUTLINE

Prescription

A multiple-perspective approach to the framing and solution of problems, and practical application of conceptual models and methods of analysis to critically examine everyday managerial decision-making.

Course Learning Objectives

On successful completion of the course students will be able to evaluate problem solving and decision making processes by applying concepts and frameworks 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)

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June

Study Period: Monday 6th June – Thursday 9th June

Examination Period: Friday 10th June – Wednesday 29th June (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.
2. The standard last date for withdrawal from this course is Friday 13th May 2016. 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](#).

Names and Contact Details

COURSE COORDINATOR & LECTURER

Dr Jim Sheffield

Room: RH902, Rutherford House

Phone: (04) 463 5085

Email: jim.sheffield@vuw.ac.nz

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

PROGRAMME ADMINISTRATOR

Nicky McInnes

Room: RH1004, Rutherford House

Phone: (04) 463-5367

Email: Nicky.McInnes@vuw.ac.nz

Class Times and Room Numbers

Class times: Mondays 17.40 – 19.30

Room number: Railway West Wing 129 (RWW129)

Course Delivery

The course meets once per week. There are no tutorials. Blackboard is used to support individual and group learning. Preparation before class is required. Classes can then focus on discussion and review.

Readings – Required

MMBA 508 *Coursebook* (Lehrer, 2013 - purchased from Vicbooks).

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

MMBA 508 2016 *Blackboard* (documents downloaded from an electronic resource).

Expected Workload

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

Assessment (also 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. Class Participation (4%)

Marks for participation in class are awarded based on the quality of engagement. Equal weight is given to: (a) discussion on the items assigned from the *Coursebook* and *My Decisive Moment*; (b) other discussion. Note: Attending the first two classes, as well as a total of 8 out of 12 classes, is highly recommended. Class attendance will be recorded.

2. Quizzes. 8 chapter quizzes @ 1.5% ea. (12%)

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.

3. 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.

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. 16.

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
1	X	X			X	A
2			X		X	B
3				X	X	C
Due	Week 2	Weeks 3-4	Weeks 5-7	Weeks 8-10	Week 10	

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

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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.

Group Work

Per the above, 6% of the assessment (2 team summaries @ 3% ea.) is based on group work. The time required for each team summary is less than 5 hours. Note that all team members are expected to contribute to class discussion.

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.

Materials and Equipment

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

Student Feedback

In previous classes positive feedback has been received on all items. Yet there is always scope for improvement. This year's class features changes including a wider variety of discussion formats and reduced coverage of topics on the final exam. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

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 MMBA 508.

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. 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: 2016.1.MMBA508.Wknn.Gpnn.Chnn_Lastname_Firstname_StudentID
Team case summaries: 2016.1.MMBA508.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.

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

Here's the schedule of course learning objectives organised by assessment item and date:

Week Dates	Topics	Readings * = Coursebook (Lehrer, 2013); Cases=Cases from Sheffield (2013a); BB = Material downloaded from BB
Week 1 Mon 29 Feb	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 Mon 7 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 team 1)*; Summaries of Cases 1-3 (by team 4); Morse (2007); de Bono (2008); BB
Week 3 Mon 14 Mar	Emotion: The positive uses	Ch. 2: The Predictions of Dopamine*; Summaries of Ch. 2 (by members of team 2)*; Summaries of Cases 4-6 (by team 3); BB
Week 4 Mon 21 Mar	Emotion: The negative uses	Ch. 3: Fooled by Feeling*; Summaries of Ch. 3 (by members of team 3)*; Summaries of Cases 7-10 (by team 2); BB
Easter Break		
Week 5 Mon 4 April	Reason: The positive uses	Ch. 4: The Uses of Reason*; Summaries of Ch. 4 (by members of team 4)*; Summaries of Cases 11-13 (by team 1); BB
Week 6 Mon 11 April	Reason: The negative uses	Ch. 5: Choking on a Thought*; Summaries of Ch. 5 (by members of team 1)*; Summaries of Cases 14-16 (by team 4); BB
Week 7 Mon 18 April	Reason: Cognitive heuristics and biases	Bazerman and Moore (2009), pp 13-41; Cases 17-20 (No summaries req'd); BB
Mid-Trimester Break		
Week 8 Mon 2 May	Morality: Application to 'Before breakfast' and case 23	Ch. 6: The Moral Mind*; Summaries of Ch. 6 (by members of team 2)*; Summaries of Cases 21-23 (by team 3); White (1952); BB
Week 9 Mon 9 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 team 3)*; Summaries of Cases 24-26 (by team 2); Sheffield (2013b); BB
Week 10 Mon 16 May	Conclusion: Assignment Due	Ch. 8: The Poker Hand*; Summaries of Ch. 8 (by members of team 4)*; Summaries of Cases 27-29 (by team 1); BB
Week 11 Mon 23 May	Conclusion: Health, nominal group technique, research design	Ch. 9: Coda (=summation)*; Laugesen (2010); Gawunde (2011); (No summaries req'd); BB.
Week 12 Mon 30 May	Conclusion: 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.

Item of assessment	Link between the number of page-specific references and (an indicative) 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	
	Each member of Team	Chapter in Lehrer (2013)	Team Number	Cases (chapters) in Sheffield (2013a)
Week				
1	No summaries	are required.	No summaries	are required.
2	1	1	4	1-3
3	2	2	3	4-6
4	3	3	2	7-10
5	4	4	1	11-13
6	1	5	4	14-16
7	No summaries	are required.	No summaries	are required.
8	2	6	3	21-23
9	3	7	2	24-26
10	4	8	1	27-29
11	No summaries	are required.	No summaries	are required.
12	No summaries	are required.	No summaries	are required.

Suggested process for team summary

1. All team members read all the cases assigned to the team.
2. Each team member thinks, for example, about “What do I like about this case? The narrative? The application of course concepts? Both?”
3. Discuss as a team
4. Collaboratively produce a 500 word team summary
5. Feel free to be creative but pay particular attention to the critical issue of objective evaluation (point 1 below)

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 each case meets course 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).



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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
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:

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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
Word limit <u>not</u> adhered to: (See penalties in course description)												Word limit adhered to (500 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:

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Management

MMBA 508 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2016

My Decisive Moment (30%)

Assignment Cover Sheet

DUE AT BEGINNING OF CLASS ON _____

Word count = _____

Name: _____

Student ID: _____

Course Lecturer: _____

School of Management



MMBA 508 PROBLEM SOLVING & DECISION MAKING

Trimester 1 2016

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: