

City University of Hong Kong

**Information on a Course
offered by Department of Management
with effect from Semester A in 2014 / 2015**

Part I

Course Title:	Effective Managerial Decision Making
Course Code:	MGT 5507
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Prerequisites: <i>(Course Code and Title)</i>	NIL
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	NIL
Exclusive Courses: <i>(Course Code and Title)</i>	MGT4216 Behavioural Decision Making

Part II

1. Course Aims:

The aims of this course are to:

- 1) Develop in students the practical skills to make good decisions in their personal and professional life;
- 2) Familiarize students with the key concepts, terminology, models and principles of decision making relevant to professional careers in management; and
- 3) Provide students with structured opportunities to make and systematically review their own decisions.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Use appropriate concepts and principles to describe decision making processes and outcomes	
2.	Describe how rational decision making is inhibited by human factors and affected by heuristics and biases	
3.	Explain how different styles, values (personal and cultural) and contexts affect both decision making processes <i>and</i> outcomes	
4.	Apply appropriate tools and techniques to analyze and interpret how investors, managers and business people make real-life decisions	
5.	Review and reflect upon one's own decisions	

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

Total Hours: Seminars 39

ILO No	TLAs	Expected % of class time for each TLA
1, 2, 3	Lectures and presentations to communicate descriptive ("what", "where", etc.), explanatory ("why") and procedural ("how to") knowledge.	40
1, 2, 3, 4	Student reports on the analysis and interpretation of specific decisions or decision context.	10
1, 2, 3, 4	Exercises and case studies to develop intellectual and practical skills that apply basic knowledge	35
1, 2, 4, 5	Discussions in class to provide and share relevant experience	15

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Coursework: 60% , Final Exam: 40% (2 Hours)

CILOs	Type of assessment tasks/activities	Weighting (%)
1, 2, 3	Individual memos that describe and explain, and then subsequently reflect upon the student's own decisions.	10
1, 2, 3, 4	Group project to nurture team decision making skills while analyzing and interpreting a specific decision and/or a decision context	30
1, 2, 3, 4	Participation and discussions in class	20
1, 2, 4, 5	Final examination to assess the ability to apply fundamental concepts, principles and models.	40

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

ASSESSING AND GRADING PARTICIPATION

Criteria	Marginal D	Adequate C	Good B	Excellent A
Punctuality	Student is late to class and/or leaves early often .	Student is late to class and/or leaves early sometimes /	Student is frequently punctual and in attendance.	Student is always punctual and in attendance.
Preparation	Student is rarely prepared for class with assignments and other materials	Student is prepared sometimes for class with assignments and other materials	Student is prepared frequently for class with assignments and required materials.	Student is prepared always for class with assignments and required materials.
Engagement	Student almost never contributes by offering ideas, sharing experiences, and asking questions.	Student makes some contributions by offering ideas, sharing experiences, and asking questions.	Student often contributes by offering ideas, sharing experiences, and asking questions.	Student frequently contributes by offering ideas, sharing experiences, and asking questions.
Behavior	Student often displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student occasionally displays facilitative behavior during class.	Student frequently displays facilitative behavior during class.

ASSESSING AND GRADING CONCEPTUAL COURSEWORK
(Involving declarative, integrative, and explanatory knowledge)

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
Describes the basic concepts and ideas of the topic. Provides some relevant descriptions and provides a few references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of library skills and/or incorrect formatting.	As in D, but goes beyond description to analysis and/or interpretation. Applies some conceptual models or frameworks and shows a basic grasp of issues, but has difficulty in resolving them. Summary includes key ideas, but the conclusion is weak. Evidence of good search and referencing skills.	As in C, but makes appropriate reference to past work and demonstrates logical progression. Applies most relevant models or conceptual frameworks, lists pros and cons, and uses appropriate structure to resolve issues with convincing arguments and discussion. A balanced summary leads to well reasoned conclusion.	A clear, concise, comprehensive and convincing report on the topic, with an insightful discussion of the key issues. Includes an original contribution that goes well beyond standard resources/ references, by stating a viewpoint in one's own voice. Conclusion is stimulating or creative.

ASSESSING AND GRADING APPLIED COURSEWORK
(Involving procedural and empirical knowledge)

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
The evidence is relevant and accurate, but is weak and/or isolated, addressing a limited number of issues. Shows understanding of basic ideas and concepts in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations	The evidence is relevant, accurate, and covers a fair number of issues, but lacks consistency and/or integration. Shows understanding of a reasonable cross-section of content. Able to discuss issues meaningfully but with limited application of key ideas. Fair justification of conclusions and/or recommendations	The evidence shows a good appreciation of key concepts and principles. Good analysis and/or interpretation with relevant and accurate support. Good integration of various ideas to provide a convincing thrust or purpose. Good application of key ideas to practice with well-justified conclusions and/or recommendations.	As in B, but with more originality and evidence that key concepts and principles have been internalized into a personalized model of practice. Clear evidence of reflection showing an ability to integrate theory and practice. Able to general principles, models or practices to new and unfamiliar real-life contexts.

Part III

Keyword Syllabus:

Managers, businesspeople and decision making; fundamental goals, concepts and principles of decision making; analysis; judgment; intuition; structures and systems; power and politics; decision making processes and models; bounded rationality; cognitive heuristics and biases; availability, representativeness and anchoring; decision traps; decision styles and cultural values; diversity in decision processes and choices; individual versus group decisions; management decisions and business psychology; IT applications to support decision making; investment decisions and behavioural finance; psychology of market behaviour.

Essential Reading:

Bazerman, M. (2013). *Judgment in managerial decision making, 8th edition*. Wiley.

Supplementary Reading:

Heath, C. & Heath, D. (2013). *Decisive: How to make better choices in life and work*. Crown Business.

Huang, Q., Leonard, J. & Chen, T. (1997). *Business decision making in China*. International Business Press.

Hussey, D. (Ed.) (1998). *The strategic decision challenge*. Wiley.

- Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47, 263-291.
- Kahneman, D., & Lovallo, D. (1993). Timid choices and bold forecasts: A cognitive perspective on risk taking. *Management Science*, 39, 17-31.
- Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1986). Fairness as a constraint on profit seeking: Entitlements in the market. *The American Economic Review*, 76, No. 4, 728-741.
- Plous, S. (1993). *The psychology of judgment and decision making*. McGraw-Hill.
- Russo, J.E. & Schoemaker, P.J.H. (1990). *Decision traps: The ten barriers to brilliant decision making and how to overcome them*. Simon & Schuster.
- Schwenk, C.R. (1988). *The essence of strategic decision making*. Lexington Books.
- Shefrin, H. (2000). *Beyond greed and fear: Understanding behavioural finance and the psychology of investing*, Harvard Business School Press.