

Subject Code	MM5203
Subject Title	Decision Making for Leadership
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Organization and Management (MM5112)
Objectives	The course will focus on two key elements of leadership: (1) making decisions rationally, and (2) influencing others effectively. Although most educated people believe that they make decisions rationally, people often use a variety of heuristics that lead them to make suboptimal decisions in many situations. This course will reveal many important decision-making slippages that occur in people's everyday life and discusses their implications for leadership.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) Understand the basic principles of decision making and apply them across a wide range of business settings, including financial decisions, investment decisions, managing employees, planning mergers, selling products, and negotiating with others; (b) Acquire self-awareness of how humans tend to make decisions, and how one should make decisions for leadership effectiveness.
Subject Synopsis/ Indicative Syllabus	The subject covers the following general topics – <ul style="list-style-type: none"> • Decision making under risk • Cognitive biases • Judgment biases • Choice biases • Group decision making biases • Post-decision biases • Scarcity and decision making
Teaching/Learning Methodology	This subject will involve primarily interactive teaching methodologies. Students will do numerous exercises in class that will demonstrate the decision making traps that even highly intelligent and educated people fall prey to. Class discussion will centre on identifying situations in which such decision making biases occur, how to avoid them, and how to use knowledge of decision making biases for persuasion.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b			
Continuous Assessment*	100%					
1. Class Participation	20%	✓	✓			
2. Reflection Reports	30%	✓	✓			
3. In-class quizzes	20%	✓				
4. Final Paper	30%	✓	✓			
Total	100 %					

**Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Class participation is essential because this course uses an experiential learning technique. The course material cannot be learned from reading the textbook. Points are assigned based on whether students are attentive, contribute to the in-class discussion, or are not distracted (e.g., checking their phone; replying to email, browsing the internet, or doing other work on their laptop; having conversations with other students).

Students would be asked to apply what they have learned in class to their real life and submit three reflection reports during the semester. This assignment would help ensure that they truly grasp the course material. Submissions will be graded on whether the event was described clearly enough so that audience can understand what happened, what were the decision options, what were the key dimensions on which the options differed; and whether it reflected an accurate understanding of the decision bias that the student claims was implicated. Students would have to submit these reports three times during the semester.

At the start of five random classes throughout the semester, students will be asked to complete a short 10-question quiz testing their knowledge of the topics from the previous classes. These quizzes are to ensure students are understanding and retaining the material covered in class. Their top four grades will be retained (the lowest grade will be dropped).

The final paper is important to ensure that students take active steps to correct their own decision-making biases. Students are asked to

	disconfirm their unfavorable views about another person in at least <u>three distinct ways</u> . Submissions are graded on whether they describe the reason for the original idea, how <u>active and creative</u> each disconfirming strategy was, how closely each strategy tested the trait that the student wanted to disconfirm, was each strategy indeed a disconfirming strategy, how different are the strategies from each other, and what is the take-home lesson from this experience.	
Student Study Effort Expected	Class contact:	
	▪ Lectures and in-class discussion/exercises	39 Hrs.
	Other student study effort:	
	▪ Self-study and assignments	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Kahneman, D. (2013). <i>Thinking, Fast and Slow</i>. New York: Farrar, Straus and Giroux.</p> <p>Selected publications from the following journals –</p> <p><i>Current Directions in Psychological Science</i> <i>Harvard Business Review</i> <i>Journal of Behavioral Decision Making</i> <i>Journal of Consumer Research</i> <i>Journal of Economic Perspectives</i> <i>Judgment and Decision Making</i> <i>Quarterly Journal of Economics</i> <i>Science</i></p>	

July 2024