

<b>Subject Code</b>	MM5203
<b>Subject Title</b>	Decision Making for Leadership
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Organization and Management (MM5112)
<b>Objectives</b>	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.
<b>Intended Learning Outcomes</b>	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.
<b>Subject Synopsis/ Indicative Syllabus</b>	The subject covers the following general topics –  <ul style="list-style-type: none"> <li>• Decision making under risk</li> <li>• Cognitive traps</li> <li>• Judgment and prediction</li> <li>• Choice traps</li> <li>• Group decision making, Post-decision biases</li> <li>• Scarcity and decision making</li> </ul>
<b>Teaching/Learning Methodology</b>	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			
<b>Continuous Assessment*</b>	<b>100%</b>					
1. Class Participation	20	✓	✓			
2. Weekly Reflection Reports	15	✓	✓			
3. Reading Summary	15	✓	✓			
4. Final Paper	50	✓	✓			
<b>Total</b>	<b>100 %</b>					

*\*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).

The weekly reflection reports are important so that students apply what they have learned in class to their real life. This help ensure that they truly grasp the course material. Submissions are graded on whether the event was described clearly enough so that reader 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 trap referred to in the example. Students have to submit this only three times during the semester.

The weekly reading summary is required to ensure that students have read and thought about the reading material. Students are asked to submit a one-paragraph description of new knowledge that gained from the reading assigned for the past week which was not covered in the lecture. The submission is graded based on whether it accurately describes the idea covered in the reading. Students have to submit this only three times during the semester.

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

	<p>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.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures and in-class discussion/exercises</li> </ul>	<p>39 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Self-study and assignments</li> </ul>	<p>78 Hrs.</p>
	<p>Total student study effort</p>	<p>117 Hrs.</p>
<p><b>Reading List and References</b></p>	<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>	

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