

### COURSE INFORMATION

Course title:	Decision Making for Managers		
Course code:	BA 563	Credits:	1.5
Session, term, period:	2022S2	Class location:	Online: Zoom
Section(s):	820 & 821	Class times:	8 am to 2:30pm (Shanghai) 5 pm to 11:30pm (Vancouver)
Course duration:	Aug 26,27,28 <sup>th</sup> (Shanghai) Aug 25,26,27 <sup>th</sup> (Vancouver)	Pre-requisites:	[n/a]
		Co-requisites:	[n/a]
Division:	OBHR		
Program:	IMBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Min Kay, Ph.D		
Phone:	[n/a]	Office location:	online
Email:	Min.Kay@sauder.ubc.ca	Office hours:	By appointment
Teaching assistant:	Joyce Jin		
Office hours:	By appointment		
Email:	joyce.jin@ubc.ca		

### COURSE DESCRIPTION

This course develops student leadership capabilities by focusing on how people make decisions. Students will learn four basic decision heuristics (availability, representativeness, confirmation and affect) and various biases that result in both business and life context. Furthermore, various implications of these biases and how to raise awareness will be discussed.

### COURSE FORMAT

Due to the short nature of IMBA courses, please note that this course will use a *flipped* classroom where students are required to read the assigned chapters **before** each class and come in with basic understanding of the material to be discussed for each class.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Apply the basic rational decision making tool (e.g. Decision matrix)
2. Describe the basic decision heuristics from the System 1 vs System 2 approach
3. Recognize common decision biases and their implications in both business and life context

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Decision Matrix	30%
Final paper	50%
Class participation	<u>20%</u>
Total	<u>100%</u>

### *Details of Assessments*

#### *Assignment 1: Decision Matrix*

You are finishing your MBA at a well-known school and your credentials are quite good so you have received three job offers in the industry that you desire. Evaluate the job offers and choose the best job that fits your needs using a decision matrix we discussed in class.

Since this is an open scenario, you are free to make assumptions and add necessary information (type of job, industry, location, etc). When making assumptions, clearly state your rationale behind each assumption.

#### *Assignment 2: Final paper*

- Pick **three** biases from Chapter 2 to 5. For **each** bias,
  - 1. Identify one organizational example. In other words, in what organizational context would you see this bias?
  - 2. Discuss the organizational implications. In other words, how could this bias influence organizational decisions (e.g. hiring, promotion, resource allocation, etc) and what would be the specific consequences?
  - 3. Suggest specific and practical steps to overcome this bias so the organization can improve the quality of important decisions. Refer to Chapter 12 and also search for scholarly references from the UBC library database for the most current research.

### LEARNING MATERIALS

#### Required:

1. Judgment in Managerial Decision Making (8th edition), Bazerman, M.H. & Moore, D.A., Wiley Publishing

#### Additional materials (recommended but not required):

1. Thinking Fast and Slow - Daniel Kahneman
2. Nudge - Richard Thaler
3. Superforecasting - Phil Tetlock

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will **NOT** be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### *Other Course Policies and Resources*

**Before each class**, students are **fully expected** to read assigned textbook chapters. There are no exams in this course so you don't need to feel pressured to memorize everything in the book. Rather, please try your best to understand the **practice problems** in each chapter since they are important examples of various decision biases.

## POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

#### In-Person Regulations

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

#### On-Line Lecture Regulations

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others

and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Academic Freedom and Students Studying from Outside Canada* [do not modify this paragraph]

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to **legal**

**action.** Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using **Zoom** for synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their **cameras on during Zoom sessions**. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

### COURSE SCHEDULE

(Subject to change with class consultation)

Class	Synchronous Or Asynchronous	Date	Topic	Readings or Activities	Assessments due
1	Synchronous	Aug 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Rational decision making model</li> <li>2. 4 basic heuristics</li> <li>3. Overconfidence</li> </ol>	1,2	Decision matrix (Due: Aug 31 <sup>st</sup> midnight Shanghai time)
2	Synchronous	Aug 27 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Common biases</li> <li>2. Bounded awareness</li> </ol>	3,4	
3	Synchronous	Aug 28 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Framing effect and preference reversal</li> <li>2. Strategies for improving</li> </ol>	5,12	Final paper (Due: September 4 <sup>th</sup> midnight Shanghai time)

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