

City University of Hong Kong
Course Syllabus
offered by the Department of Management
with effect from Semester A in 2024/2025

Part I Course Overview

Course Title:	Decision-Making in Management and Innovation
Course Code:	MGT 5507
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	MGT4216 Behavioural Decision Making

Part II Course Details

1. Abstract

Upon the completion of this course:

- 1) Students develop the practical skills to make effective decisions in their personal and professional life;
- 2) Students learn the key concepts, terminology, models, and principles of decision-making relevant to professional careers in management and innovation; and
- 3) Students systematically review their own decisions in management and innovation.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain and describe decision-making processes and outcomes in management and innovation by using appropriate concepts and principles.			✓	✓
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, entrepreneurs, and business people make real-life management and innovation-related decisions		✓	✓	✓
5.	Discuss one's own decisions in management and innovation.		✓	✓	
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines

or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures and presentations	Students will engage in the lectures that communicate descriptive (“what”, “where”, etc.), explanatory (“why”), and procedural (“how to”) knowledge about decision-making in management and innovation.	X	X	X			
Writing	Students will complete the individual and group papers which are based on the analysis and interpretation of specific decisions or decision contexts related to management and innovation	X	X	X	X		
Drill and practice/case studies	Students will complete exercises and case studies, to develop intellectual and practical skills that apply basic knowledge to decision-making in management and innovation.	X	X	X	X		
Class discussions	Students will discuss with their peers to provide and share relevant experiences.	X	X		X	X	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 60%								
Individual paper that describe and explain and then subsequently reflect upon the student's own decisions.	X	X	X				10%	
Group (project) paper to nurture team decision-making skills while analyzing and interpreting a specific decision and/or a decision context related to management and innovation	X	X	X	X			30%	
Participation in case studies and exercises and contribution to class discussions.	X	X	X	X			20%	
Examination: 40% (duration: (2 Hours) , if applicable)								
Examination to assess the ability to apply fundamental concepts, principles, and models in different contexts related to management and innovation	X	X		X	X		40%	
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Participation	Preparation	Student is prepared always for class with assignments and required materials.	Student is prepared frequently for class with assignments and required materials.	Student is prepared sometimes for class with assignments and other materials	Student is often poorly prepared for class with assignments and other materials
	Engagement	Student frequently contributes by offering ideas, sharing experiences, and asking questions.	Student often contributes by offering ideas, sharing experiences, and asking questions.	Student makes some contributions by offering ideas, sharing experiences, and asking questions.	Student almost never contributes by offering ideas, sharing experiences, and asking questions.
	Behavior	Student frequently displays facilitative behavior during class.	Student occasionally displays facilitative behavior during class.	Student occasionally displays disruptive behavior during class.	Student often displays disruptive behavior during class.
Individual paper		As in B+ to B but completed to a superior standard in terms of analysis, insight, and writing.	A good reflection on your individual experience in activities or experiences outside classroom. Good evidence that analysis and research have been done, and that the negotiation skills learnt on the course have been demonstrated. The	A fair reflection on your individual experience in activities or experiences outside classroom. No clear evidence that analysis and research have been done, and that the negotiation skills learnt on the course have not been clearly demonstrated. The description of the outcomes	No paper turned in or below 'Marginal' level.

			outcomes of the applications are reviewed in details and in a thoughtful manner. Good organization, structure and language use.	of the application lacks either details or careful thought. Average organization, structure and language use.	
Group Paper	(Project)	As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the context involved. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the	The arguments demonstrate a good appreciation of the issues, theory/conceptual framework and the context involved with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured assignment with conclusions properly grounded in the arguments and	The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/conceptual framework and the context involved. Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Assignment structure needs improvement.	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

		arguments presented.	convincingly justified.		
Examination		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation	Punctuality	Student is always punctual and in attendance.	Student is frequently punctual and in attendance.	Student is late to class and/or leaves early sometimes/	Student is late to class and/or leaves early often .	Student shows serious attendance problems.
	Preparation	Student is prepared always for class with assignments and required materials.	Student is prepared frequently for class with assignments and required materials.	Student is prepared sometimes for class with assignments and other materials	Student is rarely prepared for class with assignments and other materials	Student is often poorly prepared for class with assignments and other materials
	Engagement	Student frequently contributes by offering ideas, sharing experiences, and asking questions.	Student often contributes by offering ideas, sharing experiences, and asking questions.	Student makes some contributions by offering ideas, sharing experiences, and asking questions.	Student barely contributes by offering ideas, sharing experiences, and asking questions.	Student almost never contributes by offering ideas, sharing experiences, and asking questions.

	Behavior	Student frequently displays facilitative behavior during class.	Student occasionally displays facilitative behavior during class.	Student occasionally displays disruptive behavior during class.	Student displays disruptive behavior during class.	Student often displays disruptive behavior during class.
Individual paper		As in B+ to B- but completed to a superior standard in terms of analysis, insight, and writing.	A good reflection on your individual experience in activities or experiences outside classroom. Good evidence that analysis and research have been done, and that the negotiation skills learnt on the course have been demonstrated. The outcomes of the applications are reviewed in details and in a thoughtful manner. Good organization, structure and language use.	A fair reflection on your individual experience in activities or experiences outside classroom. No clear evidence that analysis and research have been done, and that the negotiation skills learnt on the course have not been clearly demonstrated. The description of the outcomes of the application lacks either details or careful thought. Average organization, structure and language use.	An unconvincing or confusing real life negotiation which does not reflect your individual experience or other activities and experiences outside classroom. No description of the outcomes of the application. No action plan. Poor organization, structure and language use.	No paper turned in or below 'Marginal' level.
Group Project Report		As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive	The arguments demonstrate a good appreciation of the issues, theory/conceptual framework and the context involved with indications of reflection on own	The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/conceptual framework and the context involved.	The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of

		understanding of theory/conceptual framework and the context involved. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in the arguments presented.	position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured assignment with conclusions properly grounded in the arguments and convincingly justified.	Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Assignment structure needs improvement.	materials. No originality, weak justification of conclusions and poorly structured.	conclusions and poorly structured.
Examination		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the subject matter; poor critical and analytical skills; ignorance of the literature

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Managers, businesspeople, entrepreneurs, 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; technological applications to support decision making; investment decisions and behavioral finance; psychology of market behavior, organizational change, creativity and innovations.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Bazerman, M. <i>Judgment in managerial decision making, latest edition.</i> Wiley.
----	--

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Heath, C. & Heath, D. (2013). <i>Decisive: How to make better choices in life and work.</i> Crown Business.
2.	Huang, Q., Leonard, J. & Chen, T. (1997). <i>Business decision making in China.</i> International Business Press.
3.	Hussey, D. (Ed.) (1998). <i>The strategic decision challenge.</i> Wiley. Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. <i>Econometrica</i> , 47, 263-291.
4.	Kahneman, D., & Lovallo, D. (1993). Timid choices and bold forecasts: A cognitive perspective on risk taking. <i>Management Science</i> , 39, 17-31.
5.	Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1986). Fairness as a constraint on profit seeking: Entitlements in the market. <i>The American Economic Review</i> , 76, No. 4, 728-741.
6.	Plous, S. (1993). <i>The psychology of judgment and decision making.</i> McGraw-Hill.
7.	Russo, J.E. & Schoemaker, P.J.H. (1990). <i>Decision traps: The ten barriers to brilliant decision making and how to overcome them.</i> Simon & Schuster.
8.	Schwenk, C.R. (1988). <i>The essence of strategic decision making.</i> Lexington Books.
9.	Shefrin, H. (2000). <i>Beyond greed and fear: Understanding behavioural finance and the psychology of investing,</i> Harvard Business School Press.
10	Proctor, T. (2018). <i>Creative problem solving for managers: developing skills for decision making and innovation.</i> Routledge.