



MGT630 - Innovative Decision Making

(2 credit hours)

Course Syllabus

Course Description

This course explores the various aspects of decision making in business organizations. Primary attention is given to the processes that surround and shape the decision-making process. Information processing, attention allocation and preference processing are also examined. Attentional biases and other decision-making pathologies are examined in the hopes of improving the decision-making process. A power-based model of decision making is also addressed.

Course Learning Outcomes

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

1. Examine and apply the various aspects of decision making in business organizations.
2. Assess and prioritize processes that surround and shape managerial decision making.
3. Analyze information processing, attention allocation and preference processing in business decision and strategy creation.
4. Research and demonstrate a power-based model of decision making.

Prerequisites/Corequisites

This course to be taken in final semester of MBA program

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Bazerman, M. H. & Moore, D. A. (2013). Judgment in Managerial Decision Making (8th Ed.). John Wiley & Sons.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this class you should plan your time wisely. With our accelerated, seven-week term, you should reserve roughly **twenty (20) hours per week** to complete readings and assignments. To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates.

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial forum discussion posts are due by **11:55 p.m. ET** on **Wednesdays** and response posts are due by **11:55 p.m. ET** on **Saturdays**.
4. Major assignments and reflections are due by **11:55 p.m. ET** on **Sundays**.

Learning Activities

Assessments for this course consist of one or two discussion forums each week; a paper or draft section of your course project, in weeks 1-5; the final research project due in Week 6; and a narrated (video) presentation on the findings from your research project, due in Week 7.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions	25x2	25	25	25	25x2	25	25	225
Papers	--	150	--	150	--	--	--	300
Research Project	50 Proposal	--	50 Outline	--	--	225 Paper	150 PPT	475
Total	100	175	75	175	50	250	175	1000

Grading Scale

Grade	Percentage
A	90-100%

Grade	Percentage
B	80-89%
C	70-79%
F	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> ASAP: APA Quiz & Review of Guidelines for Week 6 Final Paper <input type="checkbox"/> MON: Activity 1.1 (Intro Forum): Meet Your Peers
Week 1: Introduction to Managerial Decision-Making	<input type="checkbox"/> WED: Activity 1.2 (Forum 1): Challenges in the Six Steps of Decision-Making <input type="checkbox"/> WED: Activity 1.3 (Forum 2): Overconfidence in Decision-Making <input type="checkbox"/> SAT: Forum Responses (Activities 1.1, 1.2, & 1.3) <input type="checkbox"/> SUN: Activity 1.4: Choose Company for Final Paper
Week 2: Biases, Heuristics, & Bounded Awareness	<input type="checkbox"/> WED: Activity 2.1 (Forum): The Impact of Bias on Decision-Making <input type="checkbox"/> SAT: Activity 2.1 Forum Responses <input type="checkbox"/> SUN: Activity 2.2: Evaluating Bias (short paper)
Week 3: Framing; Emotions and Motivations; Escalation of Commitment	<input type="checkbox"/> WED: Activity 3.1 (Forum): Emotions and Motivation - The Impact on Decision-Making <input type="checkbox"/> SAT: Activity 3.1 Forum Responses <input type="checkbox"/> SUN: Activity 3.2: Outline of Final Project

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 4: Ethical & Investment Decision-Making	<input type="checkbox"/> WED: Activity 4.1 (Forum): Personal Values and Ethical Decision-Making (discuss with assigned partner) <input type="checkbox"/> SAT: Activity 4.1 Forum Responses <input type="checkbox"/> SUN: Activity 4.2: Personal Ethical Framework
Week 5: Negotiations, Decision-Making & Improving Decision-Making	<input type="checkbox"/> WED: Activity 5.1 (Forum 1): Strategic Decision-Making <input type="checkbox"/> WED: Activity 5.2 (Forum 2): Two Party Negotiations <input type="checkbox"/> SAT: Activity 5.1 & 5.2 Forum Responses <input type="checkbox"/> SUN: No Assignment (work on the Week 6 Final Paper)
Week 6: Synthesis of Rational Decision-Making	<input type="checkbox"/> WED: Activity 6.1 (Forum): Rational Decision-Making (group project to create an infographic) <input type="checkbox"/> SAT: Activity 6.1 Forum Responses <input type="checkbox"/> SUN: Activity 6.2 (Final Project): Decision Making in an Organization
Week 7: Professional Presentation of Rational Decision-Making in an Organization	<input type="checkbox"/> WED: Activity 7.1 (Forum): Reflections and "Ah Ha" Moments <input type="checkbox"/> SAT: Activity 7.1 Forum Responses <input type="checkbox"/> SUN: Activity 7.2 (Presentation): Decision-Making in an Organization

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.