

# Siena Heights University at Lansing Community College

## Course Syllabus

**Course Number:** MGT 485 (3 semester hours)    **Instructor:** Bill Motz  
**Course Title:** Decision Making for Managers    **Office Hours:** by appointment  
**Semester:** Fall 2009    **Office Phone:** 517-483-1540  
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### **Text:**

*Manager: A Simulation*, by Jerald R. Smith - Houghton Mifflin / A coursepack reprinted with permission from Houghton Mifflin Publishers.

*A Writer's Resource: A Handbook for Writing & Research*, Maimon, E., Peritz, J., & Yancey, K. (2007)..2<sup>nd</sup> Edition, McGraw Hill, ISBN 0073259381

### **Business Administration Learning Outcomes:**

The SHU Catalog describes the Business Administration program in terms we reaffirm today.

You will continue to develop these skills; communication, creativity, analytical ability and integrative thinking. Your learning experiences should prove to be practical, theoretical, broadening, reflective of cultural and ethical values.

### **Course Description:**

To manage is to make decisions, solve problems and enable others to do so too. Beginning with an assessment of your own style, you will develop a better understanding and improved skills in decision-making and problem solving applied to organizations.

### **Course Objectives:**

- 1) To explore several individual and group decision making models.
- 2) To assess your decision-making style and problem solving approach and see its strengths and limitations.
- 3) To make operating and strategic decisions in a competitive, dynamic setting.
- 4) To convert data systematically into usable information.
- 5) To apply analysis for making and evaluating decisions.
- 6) To improve communication skills and practice teamwork.
- 7) To develop creativity for: fostering innovation
  - resolving ethical dilemmas
  - managing conflict
  - generating better options
  - overcoming organizational constraints.

### **Course, Program and Division Outcome Relationships:**

This course was inspired by the division outcomes of critical thinking, problem solving and decision making skills. Critical thinking enables you to assess the strengths and limitations of your decision making style, also

judge the advantages and disadvantages of alternative solutions. But critical thinking is also a barrier to creative problem solving.

As your simulation group becomes a team, you will see the strategic effects of decisions (integrative thinking). Both the cases and the simulation will pose ethical dilemmas, and we hope to discuss how bias influences decision-making and problem solving.

### **Methods of Evaluation/Grading:**

<u>Assignment</u>	<u>Points Possible</u>	<u>Overall Scale</u>
Quiz	05 - 20	A = 93 - 100
Simulation Quarterly Reports	20 - 30	B = 85 - 92
Case Studies	30 - 50	C = 78 - 84
Final Exam	00 - 15	D = 70 - 77
Participation & Attendance	05 - 20	

### **Course Elements:**

Participation - be present for class and prepared.

Smith text - provides the simulated decision making environment, team structure and analytic tools. Note also the ethical decision incident required in each round.

Reports - display your analysis, interpretation and evaluation of your team's business simulation decisions. These reports are three typewritten pages maximum plus supporting figures, charts, and graphs.

Simulation – You will be on a 3-4 member team for rounds of the Smith simulation. Teammates are randomly assigned, so prepare to volunteer or be drafted for one of these jobs:

Chief Accountant – provides cost and profit analysis. ( 4 person teams only)

VP Operations – manages cash flow, capacity utilization and planning for overall efficiency and effectiveness.

VP Marketing – selects marketing strategy, effort level and mix; forecasts demand.

Chief Financial Officer – manages company stock price through dividend policy and degree of financial leverage.

Final Exam - you will analyze a manager's decision, evaluate the potential consequences and recommend specific method improvements. This exam is open book and open notes.

Lectures - supplement or emphasize concepts presented in either text and will be used sparingly.

Class Exercises - include self-assessments and experiential learning to illustrate and practice problem solving and decision-making.

Case Studies - develop your communication, problem solving and decision making skills while demonstrating your ability to apply course concepts. I assume that you are brand new to case analysis and writing. Handout will be provided.

## Calendar: Fall 2009

### Class Dates

### Assignment

September 10	Read Smith text. pp. 1-24, 28-37, 65-69, 75-83, 93-101 and Course Introduction
September 17	Input 1 Case Study Discussion
September 24	Quiz and Input 2
October 1	Input 3
October 8	Input 4, Prepare Year 1 Report & Year 2 Forecast
October 15	Input 5 Case Study Due
October 22	Input 6
October 29	Input 7-8, Year 2 Report & Year 3 Forecast
November 5	Input 9- 10, Case Study Due
November 12	Input 11 -12
November 19	Prepare Year 3 Report & Oral Presentations
December 3	Case Study Due
December 10	Course Wrap Up

**\* If a student is in need of an accommodation based on the impact of your disability, you should contact me to arrange an appointment. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Students with Disabilities for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously registered with the Office for Students with Disabilities, I encourage you to do so. Just a reminder, requests for accommodations are not retroactive.**