

Introduction to Decision Making: The Administrative Point of View (IDM)

1. Introduction

Executives, managers, entrepreneurs, politicians ... can be perceived as “professionals of action” that work in order to “change the world”. But changing things entails making decisions. And the decision to be made may be more or less technical, more or less discretionary or prudential.

On the other hand, management teaching as a profession can be understood as a way of helping “professionals of action” to be better prepared for accomplishing their roles and responsibilities.

2. Objectives

The purpose of *Introduction to Decision Making: The Administrative Point of View (IDM)* is therefore two-fold:

1. To think about what kind of education managers need; and
2. To experience what kind of preparation teachers need in order to provide the adequate education to managers.

3. Learning Outcomes

The course is intended to provide the students with:

- A broader perspective of decision making, and a critical attitude towards the use of technical tools
- An awareness of the singular richness of prudential decision making as a

professional skill for managers

- A familiarity with the case method and its particularities as a method for training on prudential decision making

4. Competencies

The course is designed to provide the students with a set of knowledge, skills and attitudes that help them in their professional endeavors as facilitators of teaching and learning processes. Specifically, the course develops these competencies:

- Identify and solve business problems, often with uncertain and incomplete information, and involving direction and management of people in organizational frameworks (CG2)
- Conduct a critical analysis, evaluation and synthesis of new and complex ideas with the objective to produce general principles applicable to business situations (CG3)
- Profound understanding and appreciation of the importance of the human factor within an organizational framework (CG4)
- Use appropriate tools and techniques for problem solving, correction contrasting and decision validation (CG6)
- Students should be able to communicate clearly and concisely their conclusions, underlying knowledge and reasons to a specialized and non-specialized audience (CB9)
- Distinguishing of the different fields of management sciences and acknowledgement of the research methodologies related to them (CE4)
- Ability to take current management and organizational problems and identify how different theories of organizations can help us understand them (CE6)
- Use the acquired knowledge and skills and apply them to a constantly changing business environment as generated by current societies (CE10)
- Publicly present ideas, procedures or research reports to advise people and organizations (CE19)

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- Capability to assess the general economic situation of a company in order to analyze the implications this has for its management (CE22)

5. Content

The purpose of the course is to think about the decision making process within the business context. The course focuses on two main themes that are related:

- How do business people make decisions, and what are the main characteristics of this decision making process compared to other frameworks (theoretical knowledge, scientific knowledge, ...).
- How can this decision making process be taught, and what are the implications for teaching and research.

The course will consist of 20 sessions, divided into modules of two consecutive sessions each with a break in between. In each module a case and some readings will be discussed.

The approach will be two-pronged: The first session of each module will be a standard case method session, followed by some conclusions on the purely pedagogical, “back-office” questions related to the case. The second session will look at different issues related both to management education and teaching as a profession.

6. Methodology

The “case method” is the teaching method that best suits the needs for learning about prudential decision making. Therefore, the course will focused mainly on “the case method”, since the best way for understanding the value and characteristics of this learning method is to experience it in first person.

The course will combine theoretical sessions (discussion of readings) and cases. The theoretical sessions will provide the students with the theoretical background of the course; the discussion of cases will allow the students to experience in first-hand an appropriate methodology for the issues raised by the course

7. Evaluation

The students will be graded based on the quality of their participation in class (70%). Also they will be asked to write two reports with an analysis of a case (to be assigned in class) (30%)

8. Course Outline and Bibliography

SESSION	TITLE MATERIAL (CASES, READINGS,...)
	INTRODUCTION
1	Why are you here? - HBS 9-451-005 Because Wisdom can't be Told
2	The case method - ASNN-1-E The Case Method and the development of capacities for action
	PART I. What do managers need to be taught?
3	Building the framework (1) - ASN-47-E Eólica de Composites. SA - ASNN-7 Think for yourself
4	Analysis - Sutcliffe, K. M, and Weber, K., <i>The high cost of accurate knowledge</i> , HBP, May 2003, R0305E - ASNN-2-E Pillars of a pedagogical process for educating professionals of actions

SESSION	TITLE MATERIAL (CASES, READINGS,...)
5	<p>Building the framework (2)</p> <ul style="list-style-type: none"> - ASN-48-E Tennis Gavà - ASNN-8 You are not a Technician
6	<p>Beyond analysis</p> <ul style="list-style-type: none"> - Fontrodona, <i>Creativity: The logical principle of action, Chapter 9 Pragmatism and Management Inquiry</i> - Bade, D. and Higgs, M., <i>Challenging the Perceived Wisdom of Management Theories and Practice, AoM Learning and Education, 2015, vol 14, n 4, 539-555</i>
7	<p>Building the framework (3)</p> <ul style="list-style-type: none"> - ASN-12-E The Club
8	<p>Open questions in teaching</p> <ul style="list-style-type: none"> - Bennis and O'Toole, <i>How Business Schools lost their way.</i> - Adler, P.S., <i>Our Teaching Mission. 2015 Presidential Address, AoM Review, 2016, vol 41, n 2, 185-195</i> - Burke, L.A. and Rau, B., <i>The Research–Teaching Gap in Management, AoM Learning & Education, 2010, vol 9, n 1, 132-143.</i>

SESSION	TITLE MATERIAL (CASES, READINGS,...)
	PART II. What do we need for teaching to managers?
9	Integrating areas of knowledge (1) <ul style="list-style-type: none"> - ASN-41-E Mas del Prat (Rev. 1/2011)
10	Skills <ul style="list-style-type: none"> - Gosling, J. and Mintzberg, H., <i>The five minds of a manager</i>, HBR, November 2003. R0311C. - Dietz et al., <i>Teaching Evidence-Based Management With A Focus on Producing Local Evidence</i>, AoM Learning and Education, 2014, vol 13, n 3, 397-414
11	Integrating areas of knowledge (2) <ul style="list-style-type: none"> - DG-948-E The Tower - TDN-85-E Power...for what purpose?
12	The audience <ul style="list-style-type: none"> - Tomkins, L. and Ulus, E., <i>Is Narcissism Undermining Critical Reflection in Our Business Schools?</i>, AoM learning & Education, 2015, vol 14, n 4, 595-606 - Godos-Diez, J.L. et al, <i>Business Education and Idealism as Determinants of Stakeholder Orientation</i>, Journal of Business Ethics, 2015, 131, 439-452

SESSION	TITLE MATERIAL (CASES, READINGS,...)
13	Integrating levels of analysis (1) <ul style="list-style-type: none"> - ASN-33-E Escatsa
14	The class <ul style="list-style-type: none"> - ASNN-6-E The Case Method: The Instructor as a Choreographer
15	Integrating levels of analysis (2) <ul style="list-style-type: none"> - HBS 9-190-053 Automation Consulting Services
16	The teaching career <ul style="list-style-type: none"> - Aguinis, H. et al., <i>Scholarly Impact: A pluralist Conceptualization</i>, AoM Learning & Education, 2014, vol 13, n 4, 623-639. - Peng, M.W. and Dess, G.G., <i>In the Spirit of Scholarship</i>, AoM Learning & Education, 2010 vol 9, n 2 282-298
17	Integrating levels of analysis (3) <ul style="list-style-type: none"> - ASN-58 E Rele Rouen
18	Open questions in research <ul style="list-style-type: none"> - Ghoshal, S., <i>Bad management theories are destroying good management practices</i>. AoM Learning & Education, 2005, vol 4, n 1, 75-91.

SESSION	TITLE MATERIAL (CASES, READINGS,...)
19-20	<p>Revisiting the notion of management</p> <ul style="list-style-type: none"> - Andreu, R. and Rosanas, J.M., <i>Manifesto for a better management. A rational and humanistic view</i>

9. Professor's Biography



Prof. Joan Fontrodona
Professor of Business Ethics

Joan Fontrodona is Professor and Head of the Business Ethics Department at IESE Business School, and Director of the IESE Center for Business in Society. He holds a Ph.D. in Philosophy and an MBA. He is member of the Board of ABIS (Academy of Business in Society), and member of the Executive Committee of The Global Compact-Spain. He was Chairman of EBEN-Spain, the Spanish branch of the European Business Ethics Network. He serves on the Board of Foretica and the CSR Commission of the Catalanian Association of Auditors. He is associate researcher at the Enterprise and Humanism Institute of the University of Navarra. He is the IESE representative at the Global Compact and the PRME Initiative.

His main areas of research and teaching are business ethics, corporate social responsibility, ethical and anthropological foundations for management, and social and political trends in management. He is the author and co-author of several books and articles on these topics, as well as member of editorial boards and reviewer of several specialized journals in the field of business ethics and corporate social responsibility



1st Year MRM 2016-17
1st Term

Prof. Joan Fontrodona (jfontrodona@iese.edu)
Office: S-607 Phone: 6486
Assistant: Rosario Magre (rmagre@iese.edu)
Office: S-600 Phone: 4066