



MOR 451 (Section 16668R)
Mastering Decision-Making
JFF-233, Mon – Wed, 6:00 – 7:50PM
Spring 2022

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Course Overview

To expect the unexpected shows a thoroughly modern intellect. Oscar Wilde

The more things change, the more they remain the same. French Proverb

The observer affects the observed. Heisenberg

No problem can be solved within the same consciousness that created it. Einstein

A problem well-stated (framed) is a problem half-solved. John Dewey

Decision-making is an inherently emotional business. David Brooks

COURSE POSITIONING

Covid-19, WFH, social isolation, #BLM, #metoo, social justice, corporate diversity-equity-inclusion initiatives, immigration policies, globalization-deglobalization-reglobalization, shifts in the balance of world order, domestic and international travel, digital transformation, supply chain threats and no less than the entire reconceptualization of the future of work, the workplace and jobs/careers have all been brought into question in the present and very recent past. This unique confluence of circumstances and events can be characterized as no less than a “mess” (an apt term coined by decision theorist Russell Ackoff) or what has more popularly come to be recognized as “wicked problems”.

Without doubt, we have entered into an extreme age of volatility, uncertainty, complexity and ambiguity (VUCA). Institutions, businesses, and our very social order are being disrupted in an ongoing way. In the face of all of this turbulence and unpredictability, our conventional play-books no longer apply. So much so that even at the level of our very individual decisions to stay at home or go out, to wear a mask or not, to practice spatial distancing or not, must be continually re-evaluated. We are left to wonder, what is one to do? In this radically VUCA-ized world characterized by voluminous yet incomplete information and continuous challenges to source credibility, the role of both rationality and judgment in decision-making become even more significant.

Aside from breathing, there is probably no more ubiquitous human activity than decision-making. From the everyday and routine (what to eat for breakfast, following your daily habits) to the unusual and unique (reference the above plus the personal such as purchasing a house, getting married, creating/changing professional direction), decision-making is omnipresent.

As humans, we are literally making thousands of decisions on a daily basis. Some are consequential, many are not. Some operate at the level of our conscious awareness, most do not. Given the pervasiveness of decision-making and its significance in our personal and

professional lives, it is important to better understand the role of intuition, rationality, and judgment in our decision process, and to better understand oneself as a decision-maker.

The purposes of this course are to (1) understand the relative importance of intuition and rationality in the formation of our judgments, and (2) enhance our ability to make effective decisions. We will do so by examining contemporary thinking derived from the fields of decision theory, cognitive science, behavioral finance and economics, and organizational behavior.

LEARNING OBJECTIVES:

By the conclusion of this course, participants will be able to:

1. Understand the relationships among critical thinking, problem-solving, and decision-making
2. Develop a multi-dimensional personal profile of oneself as a decision-maker (create)
3. Formulate well-crafted problem statements (create)
4. Analyze decision problem statements for biases and constraints (analyze)
5. Select, justify, and apply decision tools based upon the nature and type of decision problem (apply)
6. Identify (understand) and appraise decision-making pitfalls and traps (evaluate)
7. Apply concepts and methods of rationality and judgment to individual and team decisions (apply)

The course is very applied in its orientation. It is structured by themes and applications.

The four major organizing themes are:

1. The person: attention will be given to who you are as a decision-maker. What factors and experiences shape your approach to decisions and your decision-making style?
2. The problem: attention will be given to how you structure problems. How do you formulate and construct problems, and how does this process of formulation and construction fundamentally shape and define the probable solution? How is your perception and identification of problems shaped by both intuition and rationality?
3. The process: attention will be given to a variety of tools and methods for decision-making. Which tools/methods/approaches are best suited for different types of problems?
4. The pitfalls: attention will be given to the traps and pitfalls inherent in decision-making. What are the cognitive biases and limitations that interfere with our ability to make the most effective decisions?

The applications include:

- (1) Individual decision-making: attention will be given to the art and science of individual decision-making. How can we leverage self-knowledge and self-awareness, intuition, and analytical skills and techniques to enhance judgment and decision effectiveness?
- (2) Team decision-making: attention will be given to the process of team decision-making. How does team decision-making differ from that of individuals? What factors contribute to dysfunctional team decision processes, and what contributes to effective team decision processes and outcomes?

Course Format

The course will be delivered through lecturettes and applied exercises – be they decision cases, judgment situations or decision-making exercises. In a given class session, you can expect any combination of lecture, class discussion, case analysis or experiential activity and/or video. Given the evolution of learning models, we will look for opportunities to “flip” the classroom.

Each class session requires advance preparation and active participation. **Some activities may require that you meet with others outside of class as part of pre-class preparation.**

Keys to Class Success

CLASSROOM POLICIES – Spring 2022

1. All students must **access zoom and remain logged-in for every class session** for both remote and in-person attendance.
2. For all zoom attendance, **CAMERA MUST BE ON THROUGHOUT CLASS SESSION.**
3. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, or medical or other exemptions, attendance and active participation is expected in the classroom.
4. Any student with such accommodations should submit their accommodation document to me as soon as possible. Upon approval, regular access to a recording of the class will be provided as well as an opportunity to make up missed in-class participation.
5. **Students who are experiencing illness should not attend class in person.** Please inform me in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

There are three keys to getting the most out of this course:

- Do the readings. Grasp the key concepts of judgment and decision-making. Reflect upon and apply concepts in your preparation for, and participation in, each class, case or activity. Coming prepared will enhance your learning as well as that of the entire class and, ultimately, your individual and our collective team decision-making effectiveness.
- Design personal learning experiments. Think about your own reasoning, judgment and decision style and process, as well as your sense of your personal decision-making effectiveness. What works for you? What doesn't? Where do you get yourself in trouble in your reasoning and personal decision-making process? Formulate hypotheses and design “experiments” to modify your style to enhance your effectiveness. These will be incorporated into your personal self-assessment and developmental action plan.
- Reflect on your decision-making experiences. Draw out the principles that explain your choices and how those are likely to apply (or not) in future decisions.

The bulk of the work is devoted to preparing for, experiencing, and debriefing a variety of decisions and situations.

Course Materials

Texts (required):

Russo, J.E., & Schoemaker, P.J.H. (2002). *Winning Decisions: Getting It Right the First Time*. New York: Doubleday (ISBN 0749922850, pbk.). [abbreviated R&S below]
Generally recognized as the best available “how to” make managerial decisions book.
Available at USC bookstore and on Amazon (~\$22)

Self-Assessment Instruments. A fee (payable either to me or an identified 3rd-party) will be required for some instruments

Course Readers. Required articles, cases, and simulations available through HBS

Readings (Articles): <https://hbsp.harvard.edu/import/900511> (\$51.00)

Cases: <https://hbsp.harvard.edu/import/900518> (\$32.37)

Simulations: <https://hbsp.harvard.edu/import/900521> (\$30.00)

Summary of Course Assignments

Scores and grades for this course are assigned based on completion of, and relative performance on, the following:

1. Preparation & Participation	10%
2. Personal Assessment: Self as Decision Maker	20%
3. Case Analysis (one required; will record best of two)	15%
4. Team Decision-Making Analysis	15%
5. Midterm	20%
6. Final	20%
TOTAL	100%

Details and due dates are described and summarized in the Schedule of Sessions (pgs 9 – 11).

Course Assignments and Grading

NOTE: Written requirements **MUST BE SUBMITTED BY WAY OF BLACKBOARD NO LATER THAN THE BEGINNING OF CLASS ON THE ASSIGNED DUE DATE**

1. Class Preparation and Participation (10%)

Student Information Survey – **due Friday, January 14**

Using the link below, complete brief Qualtrics student information survey

https://usc.qualtrics.com/jfe/form/SV_6JU380cmqQfN4Ue

Self Assessment and Goal Statement – **due Friday, January 14**

Complete a goal statement (< 1 page double-spaced). Include a frank assessment of your decision-making strengths and weaknesses (1 paragraph) and a declaration of a personal goal – what you want to get out of the course (1 paragraph). You may also identify the **3** major difficulties encountered in your past decision-making, and **3** things you would most like to improve about your decision-making.

Preparation – **weekly**

Complete assigned readings and prepare assigned cases.

Participation – weekly

In class discussions involves **active** participation that **contributes** to the class. Class discussions will be aided by cold-calling and monitored, as appropriate, through the chat function in zoom. Active participation means asking and answering questions, making observations, commenting on other students' comments, challenging a view, and representing your break-out group's observations and insights. Making a contribution means your comments actually move discussion forward.

2. Personal Self-Assessment and Learning Experiments (20%) – due February 23

Successful C-level executives consistently report that the single most important activity contributing to their overall effectiveness is the development of self-insight, and the translation of that into their management and leadership practice. This course enables you to do just that!

Personal Self-Assessment. You will receive a cross-section of individualized feedback through a variety of self-assessment instruments. Each instrument is deemed useful in better understanding yourself broadly, but as a decision-maker, specifically. Together, they represent an invaluable tool for personal reflection, building self-awareness, and advancing your personal development. Assessments include: Learning Style Inventory, Problem-Solving and Decision-Making Profile, Risk Attitudes Profiler, and a Values Self-Assessment. Refer also to the in-class exercises on "Who Am I?", and Power Flower. You may also draw upon MBTI or other generally accepted self-assessments.

Learning Experiments. Each participant will design and conduct at least three (3) personal learning experiments intended to improve or enhance your judgment and decision-making skills and/or style. A learning experiment is derived from reflection upon an "as is" condition, where an "as is" condition is linked to "concrete experience" (to be defined and illustrated in class). A learning experiment is based upon an "if – then" hypothesis about behavior and its consequences that is derived from an "as is" condition. It might take the following form: "Given my dissatisfaction with a current situation (as is), **if** I try new behavior (style) X, **then** outcome Y will happen". Your experiment will be a test of the validity of the hypothesis. The setting for a learning experiment is any situation or activity that presents you with a personally meaningful decision-making/judgment opportunity.

For each experiment, specify the following:

- The context or situation giving rise to an experiment
- The purpose or objective of the experiment including an "if..., then..." hypothesis
- The relevance or personal meaning of the experiment
- The action or behavior undertaken
- An assessment of your effectiveness in executing the experiment
- A statement of the outcome of the experiment
- A statement as to how, if at all, your first learning experiment informed the design and execution of your second learning experiment. As appropriate, a statement as to how, if at all, your second learning experiment informed the design and execution of your third learning experiment (the learning spiral)

The Deliverable: An integrated assessment of self as decision-maker with a personal development action plan. Three pages, double-spaced, with appendices, as appropriate. Briefly address each of the following:

PART A – Self-Assessment Instrument Feedback and Insights (1 page)

- Reflect on your self-assessment feedback. Identify and discuss any patterns, relationships, connections.
- How would you characterize yourself as a decision-maker given this feedback?
- What do you now see as your decision-making strengths? Shortcomings?
- How might your style interfere with achieving the outcomes you desire?
- How do you rate your personal effectiveness in making managerial judgments and decisions?

PART B – Learning Experiments (1 – 1.5 pages)

- Restate (modifying as appropriate) the learning goals you submitted at the second class session.
- Briefly describe each of your three learning experiments in terms of its goal, hypothesis, implementation, and outcome. Include a statement of your perception of each experiment's effectiveness.
- What did you learn?
- How, if at all, have your experiments affected your decision-making style and skills?

PART C – Personal Development Plan (1/2 to 1 page)

- Given your self-identified strengths and shortcomings as a decision-maker, and taking into account the experiences and the outcomes of your personal learning experiments, what new learning goal(s) can you formulate for yourself?
- Develop a personal development action plan to address your identified areas for development. Your development plan should be specific and actionable; that is, it should identify specific activities and/or behaviors, milestones, a timeline, and some characterization of how you would assess the outcomes of your plan.

3. One Case Analysis (15%) – due start of class of assigned case

Each student will write up a case analysis for one of two of the two (2) assigned cases. Cases will be evaluated based upon the selection and application of appropriate tools and concepts, as well as the quality of the rationale developed to support your approach, and decision and action recommendations. A case should not exceed two pages.

Assume that I have read and am familiar with the case situation; therefore, do NOT simply reiterate known case information – use case data tactically to support your framing of the problem and your recommendations.

The cases available for write-up and their due dates include the following:

- Shellye Archambeau: Becoming a CEO (A), **February 7**
- BRL Hardy: Globalizing an Australian Wine Company, **March 21**

At your discretion, you may choose to submit analyses of both cases. If so, your best score will be used to determine your case grade (15% of total grade).

See page 13 for specific guidance on how to approach each of the two cases.

4. Team Decision Process Analysis (20%) – **due April 11**

A group team paper is required. The target length for the paper is five-to-seven pages of 12 point, double-spaced, paginated text excluding bibliography and appendices. This will be accompanied by a brief team presentation on Dec 2 or Dec 9 (submit .ppt day of presentation). The optimal group size will be based on the number of students enrolled.

Topic. The team project entails a reflective account of your team's decision-making process as you experienced it through the two team decision-making exercises: *consensus and devil's advocate*. It is not about your actual decisions. Qualtrics surveys of your experiences will be distributed after each of the two team decision-making situations.

Be sure to address the relevance of team decision concepts and processes. How do various concepts inform your (a) reflections of your own team's decision processes, and (b) understanding of team decision making?

You may find it useful to include clips from your three different team case discussions, as well as references to the qualtrics data. Total class and team responses to ALL questions will be available in spreadsheets posted to Blackboard.

ALL written materials must be submitted based on following:

- 12 point Times Roman font
- 1" margins all around
- Pages numbered

5. Midterm and Final (20% each; total = 40%) – **March 9 and May 4**

There will be a midterm (Mar 9) and final (May 4) exam. Each exam will cover all materials, cases, lectures and discussions during their respective time periods:

- Midterm: weeks 1 – 9
- Final: weeks 10 – 15

Exams will be objective in nature: true-false, multiple choice, matching, short answer.

6. Personal Journal (Highly recommended but not required)

Journaling has been empirically demonstrated to be a powerful tool for self-insight and understanding (Jourard, 1971). Developing the habit of keeping a personal journal will yield life-long personal and professional benefits. When it comes to cognition, Weick has observed, "I don't know what I think until I hear what I say". Journaling is a form of dialogue with yourself; an opportunity to pause, listen, and hear what *you* have to say.

I encourage you to maintain a personal journal that identifies and reflects upon meaningful choice points (Glidewell, 1970; Brooks, 2012, TED, 2013) that arise for you throughout the duration of the course – the anticipated, as well as the unexpected. Take note of precipitating events, your reactions – cognitive and emotional, maybe even physical – be they immediate or delayed, and your choices. Were your choices made through System 1 (fast) or System 2 (slow)? How would you evaluate the effectiveness of your choices?

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MOR 451 – Mastering Decision-Making, Schedule of Sessions, Readings and Deliverables, Spring 2022			
Week	Date	Topic / Assignment	Exercise/Deliverable
1	Jan 10	Introduction / Course Overview Alexander, et al (2020), Decision-Making in Uncertain Times (<i>McKinsey</i>) Goel (2009), How Google Decides to Pull the Plug (<i>NY Times</i>) Sheena Iyengar: The art of choosing TED Talk	Complete Student Info Sheet (Qualtrics Survey, Jan '22) Submit One-page Self-Assessment and Goal Statement Optional: <i>Malcolm Gladwell TED talk</i> (see link page 11)
	Jan 12	Setting the Stage R&S, <i>Introduction: Decision-Making in the Real World</i>	Case 0: Dave Armstrong – A (<u>not</u> to be used for case write-up)
2	Jan 17	MLK Holiday (no class)	
	Jan 19	Thinking and Reasoning Argyris, Teaching Smart People How to Learn (<i>HBR</i>) Kahneman, <i>Thinking Fast and Slow</i> , Summary	
3	Jan 24	Guest Speaker, Linh Thai, Networking for Success	
	Jan 26	R&S, C1: <i>Setting the Course</i>	Exercise: Tradeoffs and Conflicting Objectives
4	Jan 31	Establishing the Decision-Making Context Heifetz, at all, Leadership in a (Permanent) Crisis (<i>HBR</i>) Snowden & Boone, A Leader's Framework for Decision-Making (<i>HBR</i>) Kaku, <i>Hyperspace: Words Beyond Space and Time</i>	Given Snowden & Boone's Cynefin framework, how would you characterize the decision context of businesses right now? Does it differ by industry? Be prepared to justify your answer. <i>Wicked Problems</i> (scan)
	Feb 2	The Person: Who Am I as a Decision-Maker? Lewin & Stephens, CEO Attitudes as Determinants of Organization Design, <i>Organization Science</i> Friedman (2020), New Zealand's PM May be the Most Effective Leader on the Planet, <i>The Atlantic</i> Henley & Roy (2020), Are Female Leaders More Successful at Managing CV-19?, <i>The Guardian</i> Glick (2020), Masks and Emasculation: Why Some Men Refuse to Take Safety Precautions, <i>Scientific American</i>	In class Exercise: Who am I? In class Exercise: The Power Flower Country/National Data on CV-19 Response
5	Feb 7	Cheng, For Black Professionals, Unrest Lays Bare a Balancing Act at Work, <i>NY Times</i> Goldberg, For Doctors of Color, Microaggressions Are All Too Familiar. <i>NY Times</i> Anonymous, <i>Decision-Making in a Socially (Un)Just World: An Ethnographic Perspective</i>	Chimamanda Ngozi Adichie: The danger of a single story (TED) Case 1: Shellye Archambeau: Becoming a CEO (A)

Week	Date	Topic / Assignment	Exercise/Deliverable
5	Feb 9	Smith, <i>An Intergroup Perspective on Individual Behavior</i>	<ul style="list-style-type: none"> • Kolb Learning Styles Inventory • Problem-Solving and Decision-Making Profile (Warner) • Risk Attitudes Profiler http://www.humanmetrics.com/risk-taking/quiz
6	Feb 14	Who am I as a Decision-Maker: Integrative Discussion Christensen, How Will You Measure Your Life (<i>HBR</i>)	Values Self-Assessment Summary: Who am I as a Decision-Maker
	Feb 16	The Problem: What is the Problem? Constructing Frames R&S, C2: <i>The Power of Frames</i> R&S, C3: <i>Creating Winning Frames</i> R&S, Interlude A: <i>Improving Your Options</i>	Case: Basic Industries (not to be used for case write-up)
7	Feb 21	President's Day Holiday (no class)	
	Feb 23	Framing and Reframing Susman, <i>How to Frame a Message</i> Conn & McLean, Six Problem-Solving Mindsets for Very Uncertain Times (<i>McKinsey</i>)	Reframing Exercise *** Personal Self-Assessment due ***
8	Feb 28	Systems Theory and Problem Analysis R&S, C5: <i>Intelligence in the Face of Uncertainty</i> R&S, Interlude B: <i>Technologies for Aiding Decisions</i>	Mapping Systems: In search of Root Causes
	Mar 2	The Process: How Do I Decide? <i>The Vroom-Yetton Decision Model: Deciding How to Decide</i> R&S, C6: <i>Choosing: A Pyramid of Approaches</i> R&S, Interlude C: <i>Implementing Your Chosen Option</i>	In-class Activity: Application of V-Y model
9	Mar 7	Wu, Decision Analysis (<i>HBS</i>)	
	Mar 9	MIDTERM	
		USC Spring Break, March 14 – 18 (no classes)	

Week	Date	Topic / Assignment	Exercise/Deliverable
10	Mar 21	Additional Techniques Analyzing Qualitative Data	Samsung Electronics: Analyzing Qualitative Data (not for individual case write-up)
	Mar 23	Greenwood & White, Decision Trees (<i>HBS</i>)	Case 2: BRL Hardy: Globalizing an Australian Wine Company
11	Mar 28	The Pitfalls: How Do I Get Myself in Trouble? R&S, C4: <i>Avoiding Distortion and Bias</i> Hammond, Keeney & Raiffa: The Hidden Traps in Decision-Making (<i>HBR</i>) Implicit Association Test (IAT) Take a Test (harvard.edu)	Prior to class: <ul style="list-style-type: none"> Complete Judgment in a Crisis simulation Complete at least two Implicit Association Tests (IAT)
	Mar 30	Teams / Participation: What's Different About Teams? R&S, C7: <i>Managing Group Decisions</i> Teamwork 5 Dysfunctions The Table Group	Lecturette / Discussion: Team Decision-Making
12	Apr 4	Eisenhardt, et al, How Management Teams Can Have a Good Fight (<i>HBR</i>)	Team Decision Exercise A – <i>Growing Pains</i> (not for individual case write-up)
	Apr 6	Lunenburg, <i>Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink</i> Brett, et al, Managing Multicultural Teams (<i>HBR</i>)	Team Decision Exercise C – <i>The Case of the Unhealthy Hospital</i> (not for individual case write-up)
13	Apr 11	Team Presentations 1	
	Apr 13	Team Presentations 2	
14	Apr 18	Uncertainty Moldoveanu & Martin, Stretching the Mind: Developing an Adaptive Lens to Deal with Complexity (<i>Rotman</i>)	Patient Zero (sim)
	Apr 20	Maubossin, Embracing Complexity (<i>HBR</i>)	Debrief Patient Zero
15	Apr 25	Learning & Reflection R&S, C8: <i>The Personal Challenges of Learning</i>	
	Apr 27	Bringing it All Together – Recap and Review R&S, C9: <i>Learning in Organizations</i> R&S, Epilogue: <i>Learning into Action</i>	
	May 4	FINAL EXAM, 7:00-9:00PM	

Optional: [Malcolm Gladwell: Choice, happiness and spaghetti sauce | TED Talk](#)

HBS COURSEPACKS, Fall 2021

Readings: Readings included in Coursepack can all be obtained through search of Marshall online resources

Cases: Only obtainable through purchase from HBS

Simulations: Purchasing a simulation “seat”; **to receive course credit, every class participant must purchase her/his own seat (non-transferable)**

READINGS	CASES	SIMULATIONS
Teaching Smart People How to Learn	Dave Armstrong (A)	Judgment in a Crisis
Leadership in a (Permanent) Crisis	Dave Armstrong (B)	Patient Zero
Leader’s Framework for Decision-Making	Shellye Archambeau: Becoming a CEO (A)	
How Will You Measure Your Life	Basic Industries	
How to Frame a Message: The Art of Persuasion and Negotiation	BRL Hardy: Globalizing an Australian Wine Company	
Decision Analysis	Samsung Electronics: Using Affinity Diagrams and Pareto Charts	
Decision Trees	Growing Pains	
Hidden Traps in Decision-Making	Case of the Unhealthy Hospital	
How Management Teams Can Have a Good Fight		
Managing Multi-Cultural Teams		
Stretching the Mind: Developing an Adaptive Lens to Deal with Complexity		
Embracing Complexity		

Guidance for Case Write-Ups

Shelly Archambeau: Becoming a CEO

Integral to an effective case write-up for Shelly Archambeau is bringing front and center – as early as the statement of the problem – the structural and systemic patterns of discrimination within society, the industry, and the region (Silicon Valley). This would be in alignment with the assigned readings and our in-class experiences with the "Who am I?" and Power Flower exercises and discussions. Once identified, the balance of the analysis should flow from that.

A case write-up format is provided below. Treat each of these as bold-faced section headers in the form of a sentence as suggested here. Follow each section header using paragraphs and bullets, as appropriate, with the data, rationale, etc that supports the assertion made in the header. Your paper should not exceed two (2) pages:

- **The problem(s) that must be addressed is (are) _____.** (outline problem)
 - **The situation the protagonist/decision-maker is facing is _____.** (root issues)
 - **The opportunity for the protagonist is _____, and her/his challenge is _____.**
 - **To address the problem X is facing, my recommendation is _____.** (recommendations)
-

BRL Hardy: Globalizing an Australian Wine Company

This is a really wonderful case on global strategy; among many other interesting issues. At its core, it is a product x geography decision problem in the context of developing and executing a global strategy. It highlights the challenges and decision tensions when deliberating a choice between developing and executing a global strategy versus a local strategy. At play are multiple competing interests, objectives, and opportunities (individuals, product preferences, geographical scope, competing visions and strategies). It enables a rich pro-con/cost-benefit comparison among the choices.

As far as your deliverable, note the following:

- Identify the decision alternatives (options under consideration)
- Identify the criteria that will guide your choice
- Using these two points, map (lay out) the alternatives vis-à-vis the criteria taking into account the competing interests, objectives and opportunities
- With the info compiled from this map, develop a decision-tree to guide Steve Millar's choice

I am less concerned about a case "write-up" per se, and am more interested in how you define:

1. the issues
2. the "set" of decision alternatives
3. map your decision tree.

You might do this as follows:

1. A bulleted list of alternatives and choice criteria (page 1)
2. A map (maybe a matrix) that compares the alternatives against the criteria (page 2). There can be variations on a theme, but it may be useful to think back to the Basic Industries 3x3 matrix for identifying decision alternatives. You may derive something different, but when thinking this way, I derived a 4x3matrix.
3. A graphical decision tree which guides the reader (imagine Steve Millar 😊; if that is difficult, imagine me) to your recommendation and its rationale (page 3)

Statement on Academic Conduct

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298 equity.usc.edu, or titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

USC Support and Intervention - (213) 821-4710 campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Statement on Academic Conduct

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call [dps.usc.edu](https://dps.usc.edu/emergency.usc.edu), or [emergency.usc.edu](https://dps.usc.edu/emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

Office of Student Accessibility Services - (213) 740-0776 <https://osas.usc.edu>. SASfrntd@usc.edu
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Student Accessibility Services (<https://osas.usc.edu>). OSAS provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

International Student Language Support

The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali