**Name of Module**  | Management & Decision-making  
---|---  
**Parent School/Dept**  | School of Humanities  
**Programmes where module is offered**  | MA Leadership in Sport  
**Status** (compulsory, optional, free choice)  | Compulsory  
**Pre-Requisite Modules or Qualifications**  | None  
**FHEQ Level**  | 7  
**Unit Value**  | 20  
**Module Code** (where applicable)  |  
**Module Coordinator**  | tbc  
**Terms Taught**  | Winter  
**Applicable From**  | TERM/YEAR 2020  
Response to Student Evaluation: n/a (module has not yet run)

### Educational Aims of the Module

Drawing on the disciplines of psychology, behavioural economics and management studies, this module aims to inculcate two sets of skills – connected but distinct – both of which are encountered by leaders in the sports industry. First, the question of how to make better decisions; secondly, the issue of how to build consensus and support behind decisions that have already been made. Students will be introduced to the principles of decision-making theory and then learn how to apply the foundational insight of psychologists Daniel Kahneman and Amos Tversky (who effectively founded the discipline of behavioural economics) inside professional sport to help decision-makers to understand the biases that can undermine rational decision-making. One central question addressed by the module is how leaders can create checks and systems around themselves to avoid feeling “certain” when certainty is counter-productive. This is especially important inside professional sport, which culturally attaches considerable value to “confidence”. Hence an exacting challenge for sports leaders, properly understood, is how to balance external confidence with private intellectual scepticism. Another core aspect of widening a leader’s grasp of decision-making is that the result of a decision does not vindicate or invalidate the decision itself. All decisions bring with them a range of possible outcomes, ranging from the very good to the very bad. It follows that good decisions can have bad outcomes and bad decisions can have good outcomes. Students of the module will therefore learn how understanding the inevitability of multiple possible outcomes, and attaching probabilities to those outcomes – either precisely or intuitively – is the foundation of learning to make more good decisions and fewer bad decisions. Finally, leadership in sport is also about building a consensus: “Sometimes it is about making the decision right, as much as making the right decision” (Andrew Strauss). The module will thus ask its students to pose and answer the question of how effective leaders learn to take their team with them.

### Module Outline/Syllabus

1. Balancing data with judgment (Nathan Leamon, Daryl Morey)  
2. Building cohesion (see Ben Darwin)  
3. Can you predict? (Howard Marks)  
4. Talent ID/who to hire? (Theo Epstein, Daryl Morey)

### Student Engagement Hours

<table>
<thead>
<tr>
<th>Type (Lectures, Tutorials, Seminars, Guided/Independent Learning Time, Other)</th>
<th>Number per term (e.g. 10)</th>
<th>Duration of each (e.g two hours)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening seminars</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Evening guest lectures</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
## Intended Learning Outcomes:

On successful completion of the module, students should be able to demonstrate:

1. a broad critical understanding of current issues and/or new insights, informed by current developments in professional practice in sports psychology and management
2. understanding the inevitability of multiple possible outcomes in decision-making, and attaching probabilities to those outcomes
3. ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
4. conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
5. critical awareness of current issues and developments in the relationship between the sports industry and decision-makers

## Teaching/Learning Strategy:

Explain the teaching and learning methods and strategies used to help students achieve each intended learning outcome:

1. Detailed discussion in interactive seminars, guest lectures and access hours of a range of case studies relating to decision-making in sports management
2. Contextual teaching materials and reading tasks
3. Carefully chosen syllabus and programme of guest lectures highlighting key themes and debates
4. Feedback on work-in-progress, in conjunction with provision by trained Library Staff of Research Methods session
5. Guided discussions focused around critical readings of the material and theories analysed

## Assessment Strategy:

Explain the strategies used to assess the achievement of each intended learning outcome:

1. Feedback on work in-progress
2. Short answers Test to assess ILOs 1, 2, 5
3. Case study to assess ILOs 1, 3, 4

## Assessment Method Summary

<table>
<thead>
<tr>
<th>Type (Examination, Test, Coursework, Presentation, Practical, Other)</th>
<th>Number required</th>
<th>Duration (e.g. 1 hour, 4,000 words)</th>
<th>Weighting (e.g. 20%)</th>
<th>Timing/Submission Deadline (e.g. Week 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test (short answers)</td>
<td>1</td>
<td>90 mins</td>
<td>50%</td>
<td>9</td>
</tr>
<tr>
<td>Case study – mixed media</td>
<td>1</td>
<td>Written submission 2,000-2,500 words inc. refs/biblio. + digital presentation</td>
<td>50%</td>
<td>10</td>
</tr>
</tbody>
</table>

## Module Outcomes

### Evening dinner discussion 4 2 8

### Access Hours (1-to-1) 4 1 4

### Field Trip tbc 1 6 6

**Total Guided/Independent Learning Hours e.g. MOODLE** 90

**Private study (reading and writing)** 80

**Total Engagement Hours** 200
<table>
<thead>
<tr>
<th><strong>Transferable/Practical Skills and other attributes:</strong> The three processes described and related above (the intended learning outcomes; the learning and teaching strategies designed to produce them; the assessment model designed to allow them to be demonstrated) are themselves intended to lead on to the following subset of transferable skills developed in those successfully completing the course:</th>
<th><strong>Teaching/Learning Strategy:</strong> Explain the teaching and learning methods and strategies used to help students achieve each part of the transferable/practical skills 1. Students are required to read clear fluent and coherent authorities in the field, and assimilate methodology 2. Students are required to listen to and interact with clear fluent and coherent guest speakers, who are authorities in the field, and to observe their technique 3. Seminar materials involve discussion of comparative perspective, both temporal and geographical/cultural 4. Access hours and verbal feedback encourages/requires students to discuss their work-in-progress, their submission schedule, and the standards required for presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarity, fluency, and coherence in written expression 2. Ability to understand and reflect critically on the decision-making process in complex and unpredictable situations 3. Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media 4. Ability to produce reports both written and mixed-media to professional standards of presentation and punctuality</td>
<td><strong>Assessment Strategy:</strong> Explain the strategies used to assess the achievement of each part of the transferable/practical skills 1. Test allows students to demonstrate 1, 2 2. Case Study allows students to demonstrate 1, 3, 4 3. Digital presentation allows students to demonstrate 3, 4</td>
</tr>
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</table>

### Key Texts and/or other learning materials

MIKE CARSON, *The Manager*, Bloomsbury 2013  

(See also detailed Reading List; postings on MOODLE).

**Please note:** This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

**Date of Production:** Feb 2018  
**Date approved by School Learning and Teaching Committee:**  
**Date approved by School Board of Study:**  
**Date approved by University Learning and Teaching Committee:**  
**Date of Annual Review:**